APAC & ATAC October Meeting

October 27/28, 2021

Texas Education Agency | Governance & Accountability | Performance Reporting

Zoom Meeting Norms and Information

- **Mute your microphone when necessary.**
  - Zoom has a “Mute Microphone” option that cuts down on ambient feedback for the audience. When there is a lot of back-and-forth discussion you will turn this off, but you should mute yourself when listening to a presenter.

- **Use Zoom’s chat function.**
  - You can send a question or statement to everyone or privately to a participant.

- **Feel free to come and go as needed.**

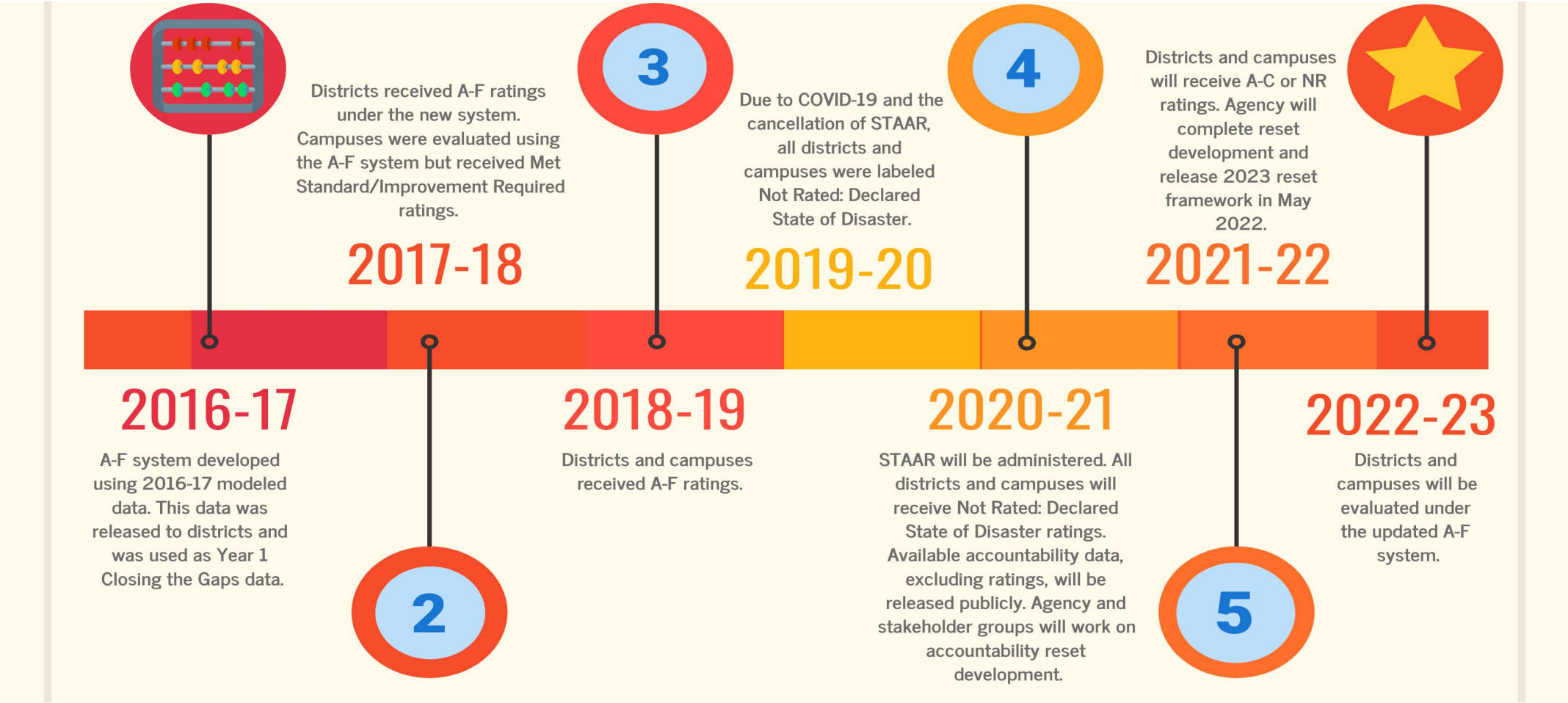
- **Please remember your role as an APAC or ATAC member.**
  - Provide accountability recommendations and feedback to the commissioner.
  - Keep discussions on topic.

- **Meeting notes will be provided** for your review before being posted on 2023 Accountability Development Materials.

Agenda

Topic	Time
Welcome and Agenda	9:00 – 9:05 a.m.
Student Achievement	9:05 – 9:40 a.m.
School Progress	9:40 – 10:25 a.m.
Break	10:25 – 10:35 a.m.
Closing the Gaps	10:35 – 11:35 a.m.
District Ratings	11:35 – 12:00 p.m.

Accountability System Reset Timeline



Targets, Cut Points, and Scaling

- Federal student group targets and *A–F* cut points will be adjusted to account for 2021 and 2022 outcomes.
- Scaling methodology is expected to remain steady with an update to the source data (2017 to 2022).
- The accountability system reset framework will be released in late May 2022 for implementation in the 2022–23 school year.
- Targets, cut points, and scaling updates will be released fall 2022 after processing 2022 STAAR data.

Timeline Activities and Milestones

2021–22 School Year
Fall-Winter 2021: AEA Taskforce
Fall-Winter 2021: ATAC/APAC
Spring 2022: AEA Taskforce final recommendations
Spring 2022: ATAC/APAC final recommendations
Spring 2022: STAAR testing
May 31, 2022: Publish reset framework
Spring/Summer 2022: Outreach and training
Summer 2022: Analyze COVID impact on 2022 STAAR data
Aug 2022: Publish 2022 accountability ratings

2022–23 School Year
Sep 2022: Publish reset targets based on 2021 & 2022 data
Fall 2022: ATAC/APAC
Spring 2023: ATAC/APAC
Spring 2023: Publish 2023 manual
Spring 2023: STAAR testing
Aug 2023: Publish 2023 accountability data

Reset: Big Picture Goals

- Increase alignment of district outcomes with campus outcomes:
  - Some districts currently earn an *A* or *B* despite all campuses earning a *C, D,* or *F*.
- Create a unique dropout recovery schools (DRS) accountability system.
- Reexamine pairing methodology.
- Increase alignment between campus federal school improvement identification and overall rating.

Accountability Reset Ideas: Student Achievement Domain

Student Achievement

- **STAAR**
  - Reset scaling and cut points.
- **CCMR**
  - Reset scaling and cut points.
  - Incorporate programs of study and industry-based certification updates.
  - Incorporate Texas National Guard enlistment (pending data).
- **Graduation Rate**
  - Likely no changes needed.

Accountability Reset Ideas: School Progress Domain

School Progress: Academic Growth

Transition (categorical) tables define growth by transitions among status categories (PLDs).

Performance Grade 3	Performance Grade 4							
	High Masters Grade Level	Low Masters Grade Level	High Meets Grade Level	Low Meets Grade Level	High Approaches Grade Level	Low Approaches Grade Level	High Did Not Meet Grade Level	Low Did Not Meet Grade Level
High Masters Grade Level								
Low Masters Grade Level								
High Meets Grade Level								
Low Meets Grade Level								
High Approaches Grade Level								
Low Approaches Grade Level								
High Did Not Meet Grade Level								
Low Did Not Meet Grade Level								

School Progress: Academic Growth

	Accountability	Student Level
What is it?	Defines growth by transitions among status categories (e.g., Approaches, Meets, Masters) over time	
Pros	▪ easy to understand ▪ can be used for assessments with scores reported on different scales ▪ more like Texas's current growth methodology than SGPs ▪ transparent ▪ easy to duplicate at local level	▪ easy to understand ▪ can be used for assessments with scores reported on different scales ▪ more like Texas's current growth methodology than SGPs ▪ transparent ▪ easy to duplicate at local level
Cons	▪ loss of granularity due to categorization of scores ▪ can be inflated by lower initial scores (2021 to 2022 COVID-issue)	▪ loss of granularity due to categorization of scores ▪ can be inflated by lower initial scores (2021 to 2022 COVID-issue)

School Progress: Academic Growth

Setting Targets and Cut Points

- Using modeled transition table data, thresholds for *A*, *B*, *C*, and *D* expectations could be set based on historical PLD data.
- These cut points would remain steady over five years.
- Oklahoma growth model video

What thoughts or ideas do you have about the use of the transition table model in the accountability system?

School Progress: Relative Performance

- Methodology will remain steady.
- Cut points will be adjusted to account for 2021 and 2022 economically disadvantaged percentages and STAAR/CCMR outcomes.

Break

Accountability Reset Ideas: Closing the Gaps Domain

Closing the Gaps

- Gradated outcomes for student group targets.
  - 0–4 points awarded instead of yes/no.
  - Include growth to target methodology like the graduation rate methodology.

0–4 Point Methodology Example

Points	Requirement
4	met long-term target and improved from baseline
3	met long-term target but did not improve from baseline OR met interim target and improved from baseline
2	met interim target but did not improve from baseline OR did not meet interim target but improved towards the interim target
1	did not meet interim target and showed minimal improvement
0	did not meet interim target and did not show minimal improvement

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)^	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Academic Achievement														
Reading	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
Math	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
Growth														
Reading	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
Math	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
Federal Graduation														
	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	n/a	n/a	n/a
English Language Proficiency														
										0-4				
Student Success														
	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
School Quality														
	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4

All Campuses 0–4 Methodology

		Modeled Campus Grades					
Actual Campus Grades	Grade	A	B	C	D	F	Total
	A	52	435	757	2	-	**1,246**
	B	14	463	1,188	18	-	**1,683**
	C	6	34	2,083	900	6	**3,029**
	D	1	14	198	649	232	**1,094**
	F	-	37	67	185	427	**716**
	Total	**73**	**983**	**4,293**	**1,754**	**665**	**7,768**

AEA Campuses 0–4 Methodology

		Modeled AEA Campus Grades					
Actual AEA Campus Grades	Grade	A	B	C	D	F	Total
	A	7					**7**
	B	10	6	2	-	-	**18**
	C	6	7	3	3	-	**19**
	D	1	14	1	4	-	**20**
	F	-	37	22	8	11	**78**
	Total	**24**	**64**	**28**	**15**	**11**	**142**

		Modeled Non-AEA Campus Grades					
Actual Non-AEA Campus Grades	Grade	A	B	C	D	F	Total
	A	45	435	757	2	-	**1,239**
	B	4	457	1,186	18	-	**1,665**
	C	-	27	2,080	897	6	**3,010**
	D	-	-	197	645	232	**1,074**
	F	-	-	45	177	416	**638**
	Total	**49**	**919**	**4,265**	**1,739**	**654**	**7,626**

Closing the Gaps

- Incorporate a non-STAAR School Quality/Student Success indicator such as chronic absenteeism for elementary/middle schools.
- Update targeted and additional targeted identification and exit methodologies focusing on lowest performing groups and campuses (0–4 points methodology).
- Align federal identifications with state rating as closely as possible.

District Ratings

District Ratings

School Type	Grades Served	Total Students	Alt Ed	Eco Dis	Overall Rating	Overall Score
		2,859	**No**	**73.6%**	**B**	**80**
Elementary	01 - 02	389	No	80.7%	D	68
Elementary	03 - 04	400	No	77.0%	D	68
Elementary	EE - KG	352	No	85.5%	D	68
Middle School	06 - 08	468	No	72.9%	C	75
Middle School	05 - 06	429	No	76.9%	C	74
High School	09 - 12	821	No	62.1%	C	78

School Type	Grades Served	Total Students	Alt Ed	Eco Dis	Overall Rating	Overall Score
		298	**No**	**66.1%**	**A**	**90**
Elementary	PK - 06	169	No	69.2%	C	76
High School	07 - 12	129	No	62.0%	B	86

School Type	Grades Served	Total Students	Alt Ed	Eco Dis	Overall Rating	Overall Score
		11,043	**No**	**70.5%**	**B**	**80**
Elementary	PK - 04	776	No	77.4%	D	67
Elementary	EE - 04	768	No	86.2%	C	71
Elementary	PK - 04	707	No	63.9%	D	62
Elementary	PK - 04	665	No	86.8%	F	59
Elementary	EE - 04	650	No	56.8%	B	81
Elementary	PK - 04	626	No	84.7%	F	54
Middle School	05 - 06	825	No	68.0%	C	75
Middle School	07 - 08	820	No	62.0%	C	77
Middle School	05 - 06	930	No	77.7%	D	64
Middle School	07 - 08	920	No	77.1%	C	72
High School	09 - 12	1,466	No	55.5%	B	80
High School	09 - 12	1,572	No	67.3%	B	81
High School	09 - 12	206	No	60.2%	A	98
High School	09 - 12	112	Yes	87.5%	C	71

District Ratings

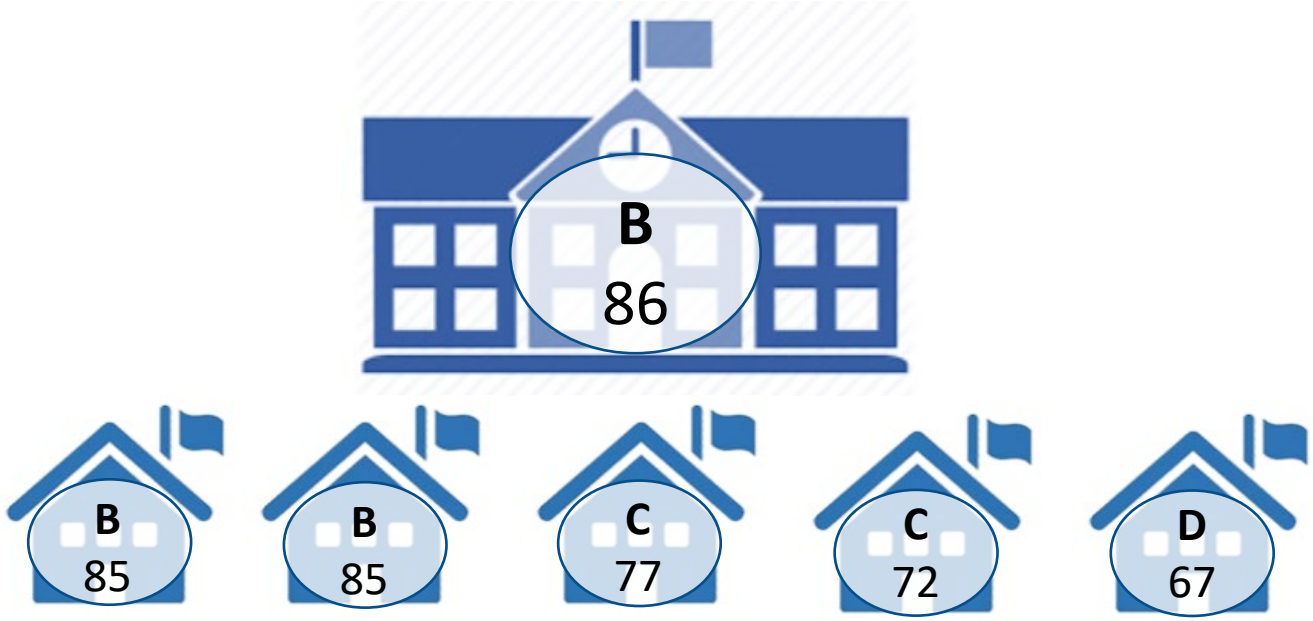
- Currently there is a disconnect between district ratings and the ratings of their campuses.
- The impact of CCMR and graduation rate weighting at the district-level has contributed to the disconnect.
- How can we revise the district rating methodology so that district ratings accurately reflect outcomes for ALL students in the district?

District Ratings

- Should campus outcomes contribute proportionately to district ratings?
- What are our other options?

District Ratings

Example using Current Methodology



District Ratings

Methodology using Proportional Weighting

1. Determine the number of students enrolled in grades 3—12 at each campus.
2. Sum the number of students enrolled in grades 3—12 at the district.
3. Divide the number of grades 3—12 students at the campus by the district total.
4. The resulting percentage is the weight that each campus will contribute to the district rating.
5. Multiply the campus scaled score by its weight to determine the points.
6. Sum the points for all campuses to determine the overall district score.

District Ratings

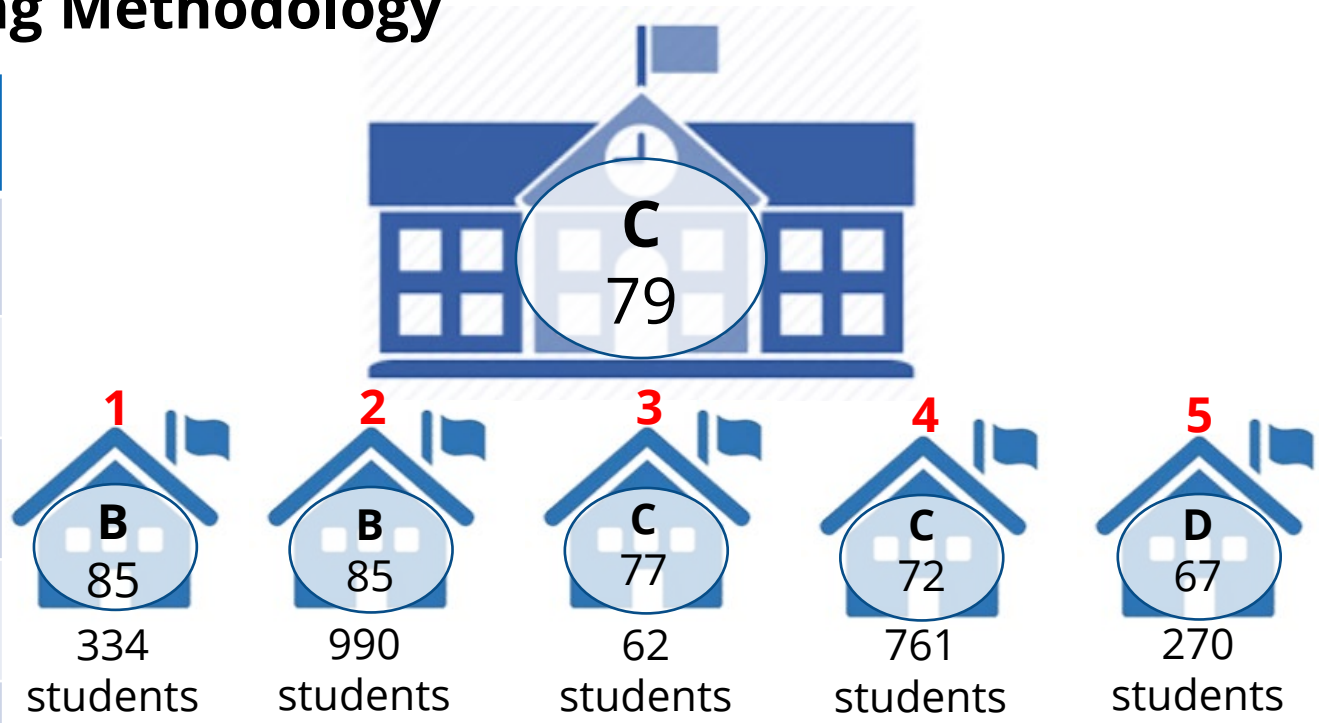
Methodology using Proportional Weighting Presumptions

- Enrollment counts would only include grades 3–12.
- *Not Rated* and paired campuses would be excluded from calculations.
- AEAs would be included in calculations.
- To align with statutory requirements, the methodology would be applied to each domain and overall. The following example only shows overall.

District Ratings

Example using Proportional Weighting Methodology

Campus	3 –12 Enrollment	Score	Weight	Points
Campus 1	334	85	13.8%	11.7
Campus 2	990	85	41.0%	34.9
Campus 3	62	77	2.6%	2.0
Campus 4	761	72	31.5%	22.7
Campus 5	270	67	11.2%	7.5
			District Rating	79



District Ratings

Potential Impact of using Proportional Weighting (2019 data)

- The highest impact of proportional weighting is an increase in *C* ratings (18.7%) and decrease in *A* (-13.6%) and *B* (-8.0%) ratings.
- The proportional weighting does not affect the rating for 60.3% of districts.
- The proportional weighting decreases the rating by one or more letter grade in 39.0% of districts.

District Ratings

Potential Impact of using Proportional Weighting

	Proportional Weighting Model					
2019 District Ratings		A	B	C	D	F
	A	132	165	0	0	0
	B	2	407	251	10	0
	C	0	2	120	29	1
	D	0	0	5	36	2
	F	0	0	0	0	13

District Ratings

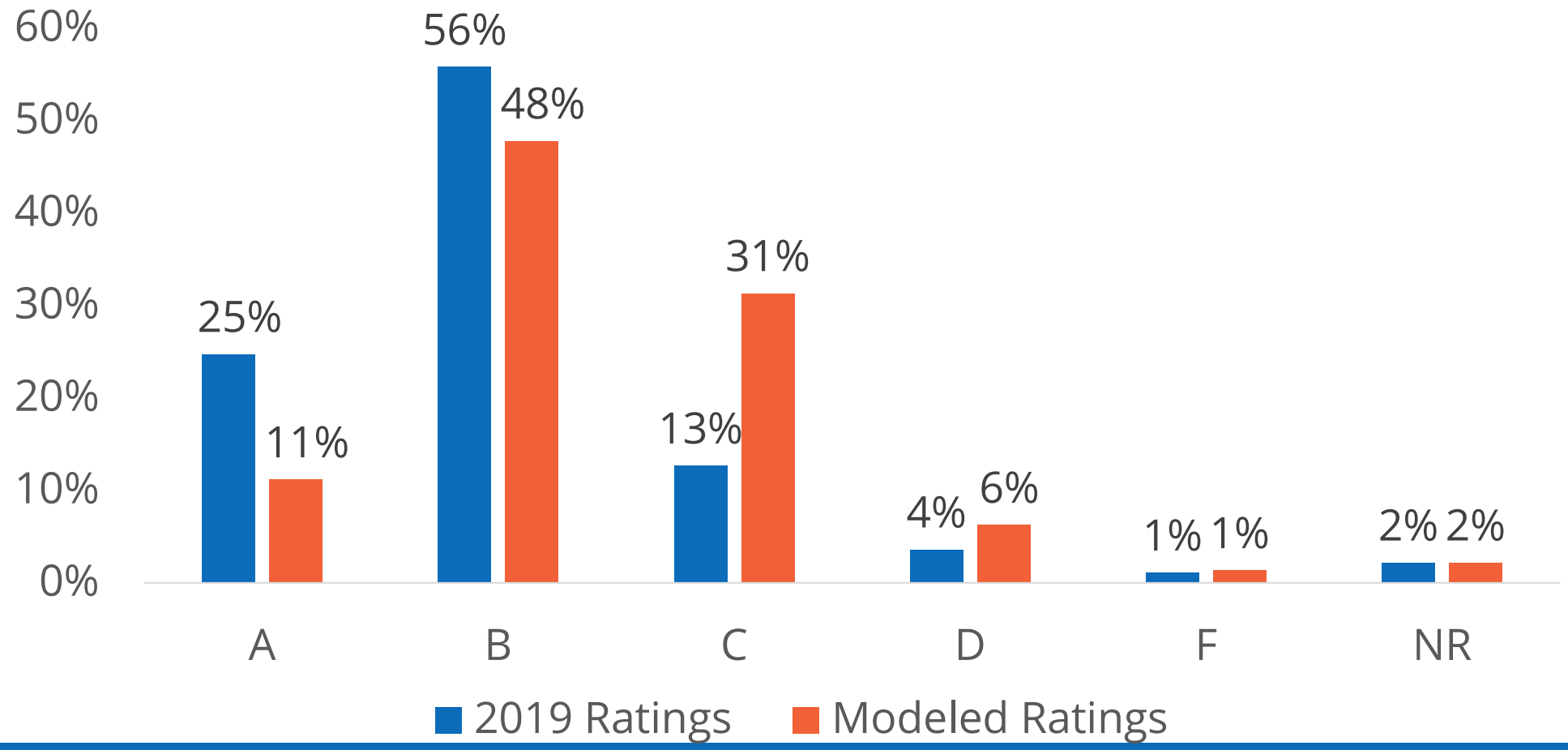
Potential Impact of using Proportional Weighting

	Number of Districts	Percent of Districts
Improved*	9	0.8%
Maintained	708	60.3%
Regressed*	458	39.0%

*The average change in scaled score was -3.9. The greatest change in scaled score was -20.9.

District Ratings

Potential Impact of using Proportional Weighting



Questions and Comments