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ESSA Implementation

Academic Accountability

ESSA Institute | March 28, 2017

ESEA → NCLB → ESSA

Agenda

- 2 — ○ ESSA accountability requirements
- The A–F rating system as of December 31, 2016
- From here to August 2018
- Questions

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3 —

ESSA Accountability Requirements

○ Student subgroups

- Economically disadvantaged
- Children with disabilities
- English learners
- Major racial and ethnic groups

○ Minimum size

- Fewest students needed for each indicator
- Same for each student group and all students aggregated

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ESSA Accountability Requirements

4— Long-Term Goals

- Ambitious and state designed
- Each student group and all students aggregated
- Measurements of interim progress
 - ❑ Academic achievement as measured by state assessments
 - ❑ Graduation rates
 - ❑ Closing of gaps in achievement and graduation rates
 - ❑ Percentage of English learners making progress toward proficiency

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5—

ESSA Accountability Requirements

Five Indicators

○ Academic achievement

- ❑ State assessments in mathematics and ELA/reading
- ❑ Each grade 3–8 and once in high school
- ❑ High school student growth on assessments (at state's discretion)

○ Elementary, middle, and junior high schools

- ❑ Student growth (if state believes appropriate) **or**
- ❑ Indicator that meaningfully differentiates school performance

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ESSA Accountability Requirements

6 — Five Indicators (continued)

○ Graduation rate

- Four-year cohort
- Extended-year adjusted cohort

○ Progress of English learners

- Each grade 3–8
- At least once in high school

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ESSA Accountability Requirements

7— Five Indicators (continued)

- At least one additional indicator of school quality or student success
 - ❑ Valid, reliable, and meaningfully differentiates school performance
 - ❑ Student or educator engagement
 - ❑ Advanced coursework
 - ❑ Postsecondary readiness
 - ❑ School climate and safety
 - ❑ Or another indicator chosen by the state

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ESSA Accountability Requirements

8 — Meaningful Differentiation

- Based on five indicators
- For all students combined and each student group
- Substantial weight to each of the first four indicators
- In the aggregate, much greater weight than fifth indicator
- Including schools with consistently underperforming student group(s)

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ESSA Accountability Requirements

9 —

Identification of Schools

- Beginning with 2017–18 school year
- At least every three years thereafter
- Comprehensive support and improvement
- Targeted support and improvement
- Additional statewide categories at state discretion

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ESSA Accountability Requirements

Identification of Schools (continued)

- Comprehensive support and improvement
 - Lowest-performing five percent
 - High schools with less than 67 percent graduation rate
 - Certain targeted schools that don't improve in a specified time
- Targeted support and improvement for schools with consistently underperforming student groups

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ESSA Accountability Requirements

Annual State Report Card

- Concise, understandable, and uniform
- Description of accountability system
 - Minimum size
 - Long-term goals and interim measures of progress
 - Indicators
 - Methodology for differentiation
 - Methodology for identifying schools for comprehensive support

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ESSA Accountability Requirements

Annual State Report Card (continued)

- Widely accessible on state website
- Names of schools receiving comprehensive support
- Names of schools receiving targeted support
- Criteria for exiting comprehensive support

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ESSA Accountability Requirements

Annual State Report Card (continued)

○ Performance on annual state assessments

- ❑ All students
- ❑ Economically disadvantaged
- ❑ Children with disabilities
- ❑ English learners
- ❑ Major racial and ethnic groups
- ❑ Homeless or in foster care
- ❑ Children of active-duty members of the armed forces

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ESSA Accountability Requirements

Annual State Report Card (continued)

○ Performance second indicator (for elementary and middle schools only)

- ❑ All students
- ❑ Economically disadvantaged
- ❑ Children with disabilities
- ❑ English learners
- ❑ Major racial and ethnic groups
- ❑ Homeless or in foster care

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ESSA Accountability Requirements

Annual State Report Card (continued)

○ Graduation Rates

- ❑ All students
- ❑ Economically disadvantaged
- ❑ Children with disabilities
- ❑ English learners
- ❑ Major racial and ethnic groups
- ❑ Homeless or in foster care

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ESSA Accountability Requirements

Annual State Report Card (continued)

○ Progress toward meeting long-term goals

- All students
- Economically disadvantaged
- Children with disabilities
- English learners
- Major racial and ethnic groups

○ Number and percentage of EL's achieving language proficiency

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ESSA Accountability Requirements

Annual State Report Card (continued)

○ Percentage of students not assessed

- ❑ All students
- ❑ Economically disadvantaged
- ❑ Children with disabilities
- ❑ English Learners
- ❑ Major racial and ethnic groups
- ❑ Migrant
- ❑ Gender

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ESSA Accountability Requirements

Annual State Report Card (continued)

- Measures of school quality
- Qualifications of teachers and administrators
- Per-pupil expenditures of federal, state, and local funds
- Number and percentage of students taking an alternative assessment
- NAEP results

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ESSA Accountability Requirements

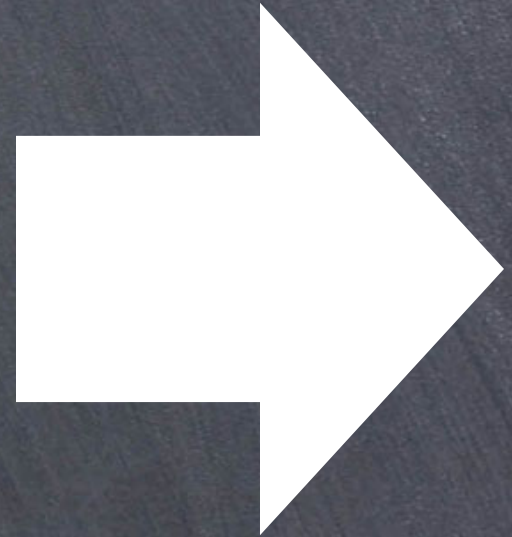
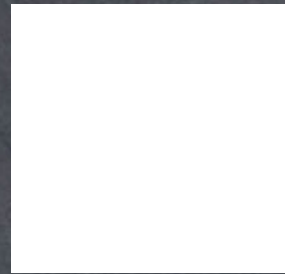
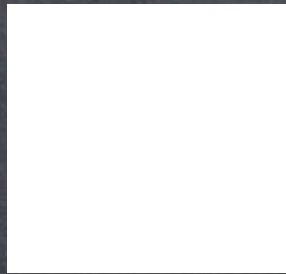
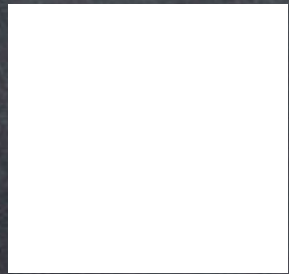
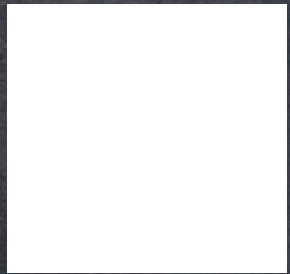
Annual State Report Card (continued)

- Percentage of graduates who enter postsecondary education
- Other measures at state discretion

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Five Domains

Five Letter Grades



The Future of Accountability

A–F Accountability System (as of December 31, 2016)

Five Domains of Indicators:

- Domain I: Student Achievement
- Domain II: Student Progress
- Domain III: Closing Performance Gaps
- Domain IV: Postsecondary Readiness
- Domain V: Community and Student Engagement

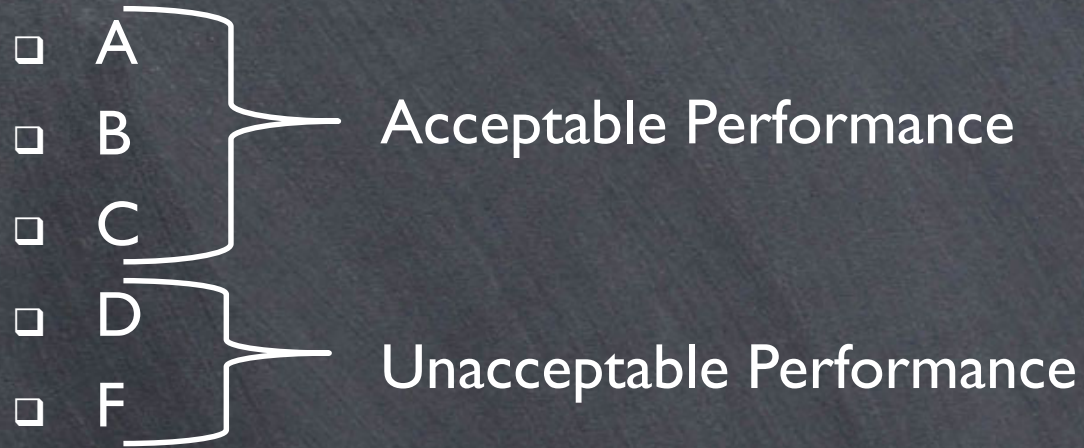
$$\int a \, dx = ax + c$$

A–F Accountability System

DEC

31

○ Five Rating Labels:



○ Overall grade and grade for each domain

$$\int a \, dx = ax + c$$

Caveats for Provisional A–F Ratings



- 23 —
- The 2015–16 A–F ratings are for informational purposes to meet a legislative requirement.
 - Ratings are no indication of district or campus performance in the 2015–16 school year.
 - Ratings should not be considered predictors of future district or campus performance ratings.
 - Development of the new accountability system will continue—with additional input from stakeholders—until spring 2018, when the final rules are expected to be adopted.

$$\int a \, dx = ax + c$$

Caveats for Provisional A–F Ratings



- The ratings are a model only and are based on the 2016 Consolidated Accountability File (CAF) data.
- The ratings are not based on all data for all the indicators planned for 2017–18.
- The statutory constraint that a district cannot earn a rating of A in a domain if one of its campuses earns a D or F in that domain has not been applied to the ratings included in this report. It will be applied to the 2017–18 ratings.

$$\int a \, dx = ax + c$$

Domain I: Student Achievement



○ Construction

- All tests
- All subjects

○ Indicators

- STAAR satisfactory standard
- STAAR postsecondary readiness standard
- STAAR advanced standard

$$(1 + 1 + 1)/3 = 1$$

Domain I: Student Achievement (as of December 31, 2016)

	All Students
Total Tests	3,212
Number at Satisfactory Standard or Above	2,811
Number at Postsecondary Readiness Standard or Above	2,812
Number at Advanced Standard	878
Percentage at Satisfactory Standard or Above	87.5%
Percentage at Postsecondary Readiness Standard or Above	67.9%
Percentage at Advanced Standard	27.3%

$$87.5 + 67.9 + 27.3 = \frac{182.7}{300} = .609 \xrightarrow{\text{Rounds to}} .61$$

61

$$(1 + 1 + 1) / 3 = 1$$

Domain II: Student Progress



Construction

- Ten student groups
 - All students
 - Seven racial/ethnic groups
 - Students served by special education
 - English language learners
- ELA/reading and mathematics only
- Same data used in 2016 for Index 2 (small-numbers analysis applied)

$$f = p(1 + r/n)^{nt}$$

Domain II: Student Progress



○ Indicators

- ❑ STAAR progress measure
- ❑ ELL progress measure

○ Calculation

- ❑ One point for each percentage of test results meeting or exceeding progress measure expectations
- ❑ One point for each percentage of test results exceeding progress measure expectations
- ❑ Total points earned divided by maximum total possible points (200 points per student group meeting minimum-size requirements)

$$f = p(1 + r/n)^{nt}$$

Domain II: Student Progress (as of December 31, 0216)

	All	AA	H	W	AI	A	PI	2+	Sp	ELL
Total Tests	1005	119	297	394	4	153	0	38	105	81
Number Met or Exceeded Progress	510	49	141	191	3	106	0	20	42	37
Number Exceeded Progress	53	6	10	17	1	17	0	2	3	7
Percentage Met or Exceeded Progress	51%	41%	47%	48%	75%	69%	-	53%	40%	46%
Percentage Exceeded Progress	5%	5%	3%	4%	25%	11%	-	5%	3%	9%
Domain II Points	56	46	50	52		80		58	43	55

$$\frac{56 + 46 + 50 + 52 + 80 + 58 + 43 + 55}{200 \times 8} = .275 \quad \boxed{28}$$

$$f = p(1 + r/n)^{nt}$$

Domain III: Closing Performance Gaps

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31

Economically Disadvantaged
Student Achievement on STAAR (Domain I)

30

Percentage of Students who are Economically Disadvantaged

$$y = \beta_0 + \beta_1 x + \varepsilon$$

Domain III: Closing Performance Gaps

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31

Construction

- All tests
- All subjects
- All grades
- Economically disadvantaged students only

$$y = \beta_0 + \beta_1 x + \varepsilon$$

Domain III: Closing Performance Gaps

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31

32— Calculation

- Calculate the Domain I score using assessment results from only the economically disadvantaged student group.
- Calculate the predicted Domain I score using the formulas provided.
- The difference between the actual Domain I score and the predicted Domain I score is the Domain III score.

$$y = \beta_0 + \beta_1 x + \varepsilon$$

Domain III: Closing Performance Gaps

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31

Formulas are based on slope-intercept form: $y = mx + b$

District/Campus Type	Domain III Formula
Elementary Campus	$y = -.10992x + 47.31887$
Middle School Campus	$y = -.18288x + 47.49244$
High School/K–12 Campus	$y = -.1281x + 46.78849$
AEA Campus	$y = -.09541x + 29.52348$
Non-AEA District	$y = -.15666x + 45.89303$
AEA District	$y = -.14709x + 34.41915$

$$y = mx + b$$

Domain IV: Postsecondary Readiness

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31

34— Construction

- Ten student groups
 - All students
 - Seven racial/ethnic groups
 - Students served by special education
 - English language learners

$$a^2 + b^2 = c^2$$

Domain IV: Postsecondary Readiness

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35— Indicators

- Elementary schools—Chronic absenteeism rate
- Middle schools
 - Chronic absenteeism rate
 - Annual 7–8 dropout rate

$$a^2 + b^2 = c^2$$

Domain IV: Postsecondary Readiness

DEC

31

36

Chronic Absenteeism Methodology

- Using days in membership divided by days taught, determine which students are at or above 83% (non-mobile).
- Of those non-mobile students, determine the percentage who were absent at least 10% of the days they were eligible to attend.
- Subtract this percentage from 100 to determine the score for this indicator.
- Though it's called chronic absenteeism, the score is the percentage of students who are *not* chronically absent.

$$a^2 + b^2 = c^2$$

Domain IV: Postsecondary Readiness

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31

37— Indicators (continued)

○ High schools, K–12 campuses, districts

- Graduation rate
- Graduation plan rate
- 2014–15 annual graduates who accomplished at least one of the following:
 - Completed a coherent sequence of CTE courses
 - Completed 12 or more hours of postsecondary credit
 - Completed one or more AP/IB course(s)
 - Met the TSI benchmark on TSIA, SAT, or ACT

$$a^2 + b^2 = c^2$$

HB 5 Community and Student Engagement

- CaSE ratings were introduced by HB 5 in 2013.
- Districts and campuses rate their own performance in eight areas:
 - Fine Arts
 - Wellness and Physical Education
 - 21st Century Workforce Development program
 - Second Language Acquisition Program
 - Digital Learning Environment
 - Dropout Prevention
 - Educational Programs for Gifted/Talented Students
 - Community and Parental Involvement

$$2 + 2 = 4$$

Domain V: Community and Student Engagement

- 39 —
- Districts and campuses select three indicators from the list of Community and Student Engagement indicators created by HB 5.
 - Districts and campuses report to the TEA which indicators they are going to use and the criteria they will use to rate themselves.
 - Districts and campuses assign to themselves grades of A, B, C, or D/F for each of the three indicators and for Domain V overall and report them to the TEA.
 - Domain V rating is 10% of a district's or campus's overall rating.

$$2 + 2 = 4$$

Collection of CaSE Ratings and Letter Grades

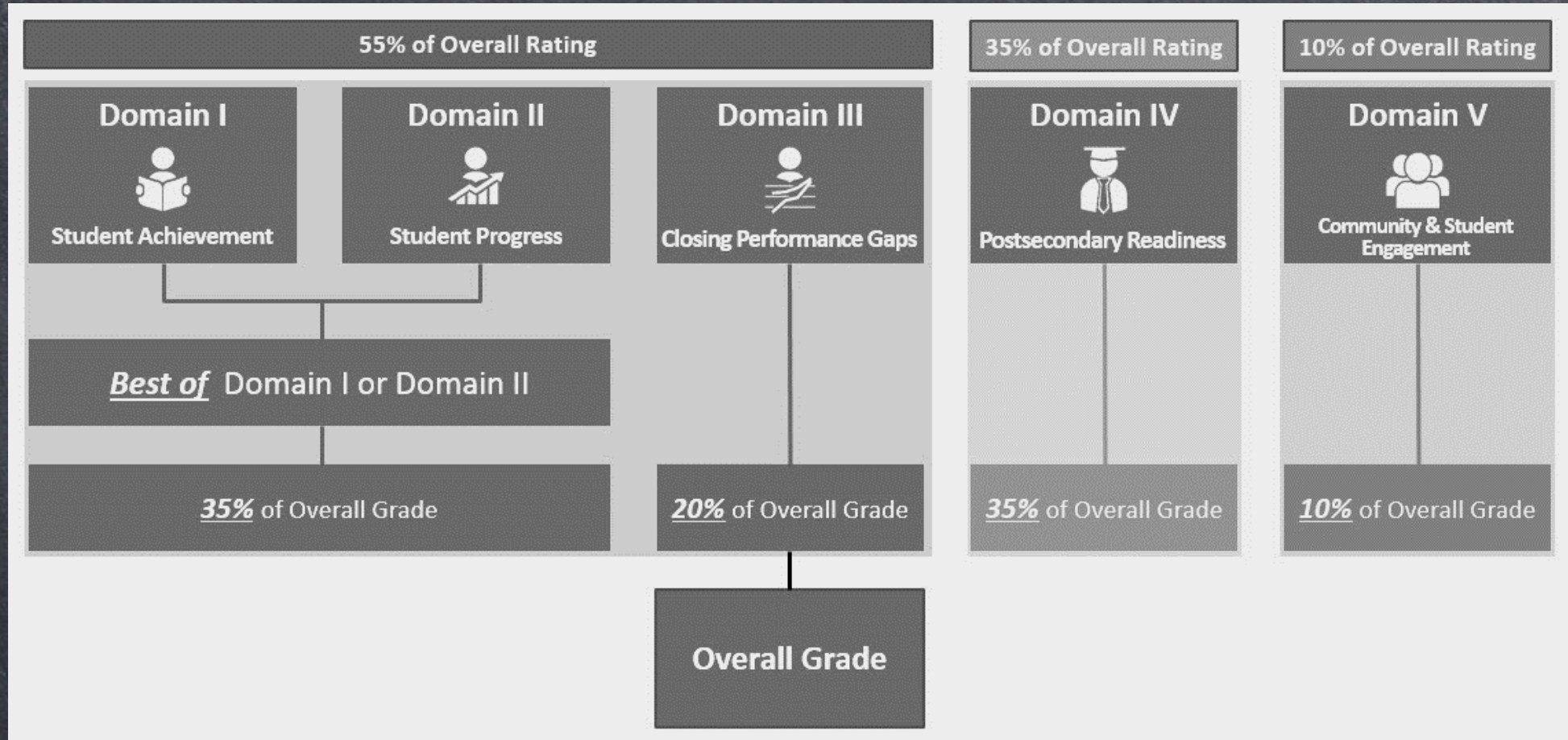
Information	PEIMS Collection	School Year	Accountability Year
2017			
Three CaSE programs to be used in Domain V along with rating criteria*	Three (June 2017)	2017–18	2018
Community and Student Engagement Ratings (HB5)	Three (June 2017)	2016–17	2017
2018			
Community and Student Engagement Ratings (HB5), letter grades for CaSE programs, and overall Domain V grade	May 2018 (TSDS submission)	2017–18	2018
Three CaSE programs to be used in Domain V along with rating criteria*	Three (June 2018)	2018–19	2019
2019			
Community and Student Engagement Ratings (HB5), letter grades for CaSE programs, and overall Domain V grade	May 2019 (TSDS submission)	2018–19	2019
Three CaSE programs to be used in Domain V along with rating criteria*	Three (June 2019)	2019–20	2020

* Ratings criteria for three CaSE programs used in Domain V will be collected in PEIMS; districts and campuses will report the internet website link to the CaSE ratings criteria that are used to determine the ratings.

$$2 + 2 = 4$$

41

Combining the Domains (current work-in-progress model)



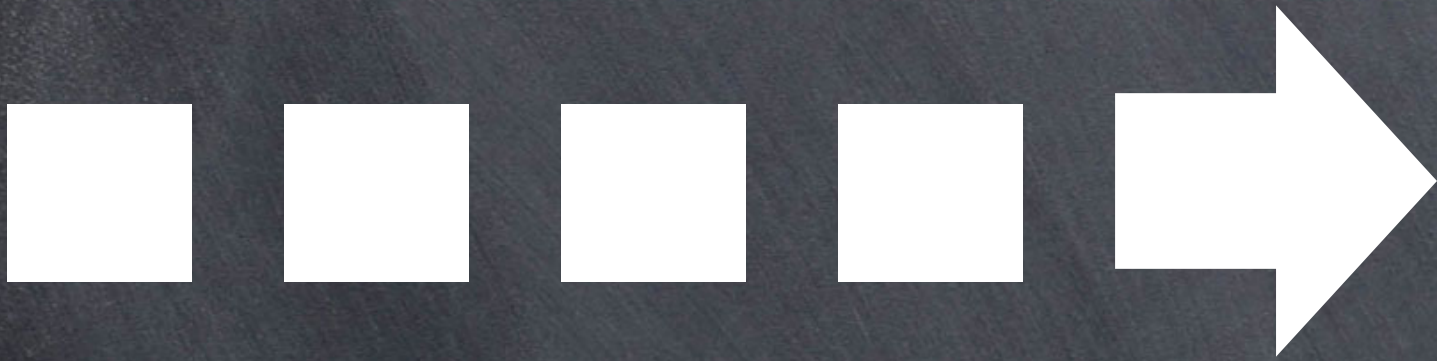
$$2 + 2 = 4$$

From Here to August 2018

- 2017 legislative session concludes end of May 2017
- Continuing advisory group meetings—throughout 2017
- Commissioner visits to ESCs—throughout 2017
- Commissioner meets with superintendents—throughout 2017
- Administrative rule adoption (including a public comment period)—spring 2018
- Districts report Domain V ratings—summer 2018

$$e = mc^2$$

Questions



What would you like to know?

Performance Reporting Resources and Contacts

○ A–F Resources

<http://tea.texas.gov/A-F/>

○ HB 2804 Implementation Page

<http://tea.texas.gov/2804Implementation.aspx>

○ Performance Reporting Home Page

<http://tea.texas.gov/accountability/>

○ Performance Reporting Email

performance.reporting@tea.texas.gov

○ Performance Reporting Telephone

(512) 463-9704

$$y = \beta_0 + \beta_1 x + \varepsilon$$