

A-F Accountability System Development for 2018-19 Accountability Policy Advisory Committee (APAC)

AEAs and Accountability

Comment from ATAC: There were too many AEA campuses rated *Improvement Required* in 2018 due to scores of zero in the Closing the Gaps domain. By my count, out of 141 AEA campuses with a rating in Closing the Gaps, 92 were *IR* and all 92 had a score of zero for Closing the Gaps.

[Article about AEAs and ESSA plans](#)

District			
Overall Grade	District - Rated under AEA Procedures (Y/N)		
Frequency Col Pct	N	Y	Total
A	150 18.45	3 18.75	153
B	352 43.30	4 25.00	356
C	245 30.14	2 12.50	247
D	53 6.52	4 25.00	57
F	13 1.60	3 18.75	16
Total	813	16	829

Campus			
Overall Grade	Campus - Rated under AEA Procedures (Y/N)		
Frequency Col Pct	N	Y	Total
A	1501 19.82	22 8.53	1523
B	2768 36.55	55 21.32	2823
C	2283 30.15	75 29.07	2358
D	730 9.64	65 25.19	795
F	291 3.84	41 15.89	332
Total	7573	258	7831

District			
Domain 1 Achievement A-F Grade	District - Rated under AEA Procedures (Y/N)		
Frequency Col Pct	N	Y	Total
A	111 13.65	1 6.25	112
B	351 43.17	7 43.75	358
C	273 33.58	5 31.25	278
D	68 8.36	3 18.75	71
F	10 1.23	0 0.00	10
Total	813	16	829

Campus			
Domain 1 Achievement A-F Grade	Campus - Rated under AEA Procedures (Y/N)		
Frequency Col Pct	N	Y	Total
A	1385 18.29	22 8.53	1407
B	1713 22.62	73 28.29	1786
C	2778 36.68	98 37.98	2876
D	1103 14.56	50 19.38	1153
F	594 7.84	15 5.81	609
Total	7573	258	7831

District			
Domain 2a - Growth A-F Grade	District - Rated under AEA Procedures (Y/N)		
Frequency Col Pct	N	Y	Total
A	46 5.66	3 18.75	49
B	268 32.96	3 18.75	271
C	284 34.93	7 43.75	291
D	127 15.62	0 0.00	127
F	88 10.82	2 12.50	90
Z	0 0.00	1 6.25	1
Total	813	16	829

Campus			
Domain 2a - Growth A-F Grade	Campus - Rated under AEA Procedures (Y/N)		
Frequency Col Pct	N	Y	Total
A	475 6.39	5 4.39	480
B	2190 29.46	39 34.21	2229
C	2489 33.48	42 36.84	2531
D	1390 18.70	16 14.04	1406
F	891 11.98	12 10.53	903
Total	7435	114	7549

District			
Domain 3 Closing the Gaps A-F Grade	District - Rated under AEA Procedures (Y/N)		
Frequency Col Pct	N	Y	Total
A	133 16.36	1 6.25	134
B	236 29.03	0 0.00	236
C	299 36.78	6 37.50	305
D	106 13.04	0 0.00	106
F	39 4.80	7 43.75	46
Z	0 0.00	2 12.50	2
Total	813	16	829

Campus			
Domain 3 Closing the Gaps A-F Grade	Campus - Rated under AEA Procedures (Y/N)		
Frequency Col Pct	N	Y	Total
A	1323 17.64	6 4.26	1329
B	1428 19.03	7 4.96	1435
C	3093 41.23	25 17.73	3118
D	1192 15.89	11 7.80	1203
F	466 6.21	92 65.25	558
Total	7502	141	7643

Campus			
Overall A-F Grade	AEA Type		
Frequency Col Pct	AEC OF CHOICE	AEC OF CHOICE - DRS	Total
A	5 8.77	17 8.46	22
B	18 31.58	37 18.41	55
C	15 26.32	60 29.85	75
D	15 26.32	50 24.88	65
F	4 7.02	37 18.41	41
Total	57	201	258

Campus			
Domain 1 Achievement A-F Grade	AEA Type		
Frequency Col Pct	AEC OF CHOICE	AEC OF CHOICE - DRS	Total
A	5 8.77	17 8.46	22
B	21 36.84	52 25.87	73
C	20 35.09	78 38.81	98
D	5 8.77	45 22.39	50
F	6 10.53	9 4.48	15
Total	57	201	258

Campus			
Domain 2a - Growth A-F Grade	AEA Type		
Frequency Col Pct	AEC OF CHOICE	AEC OF CHOICE - DRS	Total
A	2 4.35	3 4.41	5
B	22 47.83	17 25.00	39
C	17 36.96	25 36.76	42
D	3 6.52	13 19.12	16
F	2 4.35	10 14.71	12
Total	46	68	114

Campus			
Domain 3 Closing the Gaps A-F Grade	AEA Type		
Frequency Col Pct	AEC OF CHOICE	AEC OF CHOICE - DRS	Total
A	3 7.69	3 2.94	6
B	3 7.69	4 3.92	7
C	10 25.64	15 14.71	25
D	6 15.38	5 4.90	11
F	17 43.59	75 73.53	92
Total	39	102	141

Discussion Topic: What are options in future accountability systems for AEA's?

Impact of 89 Overall/Domain Cap and 3 of 4

Domain 1 limited to 89 because Failing Domain 2	
	Frequency
District	0
Campus	1

Domain 2 limited to 89 because Campus in District failed Domain 2	
	Frequency
District	6

Domain 2A limited to 89 because Failing Domain 2B	
	Frequency
District	1
Campus	8

Domain 3 limited to 89 because Campus in District failed Domain 3	
	Frequency
District	11

Domain 2B limited to 89 because Failing Domain 2A	
	Frequency
District	4
Campus	7

Overall Scale Score limited to 59 <u>due</u> to failing 3 out of 4 Domains	
	Frequency
District	3
Campus	57

Domain 2 limited to 89 because Failing Domain 1	
	Frequency
District	0
Campus	5

Domain 1 limited to 89 because Campus in District failed Domain 1	
	Frequency
District	4

ESSA and SAT/ACT

From the Texas ESSA plan, “The State of Texas provides and encourages all students the opportunity to be prepared for and take advanced mathematics coursework in middle school. Texas focuses its elementary and middle school curriculum on Algebra I-readiness skills to prepare all students for success in Algebra I and to continue in higher-level mathematics courses throughout their school career. We created a Texas Algebra Ready website and curriculum focal points for mathematics in kindergarten through grade 8. We also have Texas Regional Collaboratives that support science and mathematics teaching strategies and instruction. In addition, Texas Administrative Code (TAC) §74.26(b) provides that “districts may offer courses designated for Grades 9–12 (refer to §74.11 of this title (relating to High School Graduation Requirements)) in earlier grade levels.” TAC §111.39 related to the Algebra I curriculum states that “this course is recommended for students in Grade 8 or 9.”

“Recent legislation from the 85th Texas Legislature included changes to the accountability system that, once implemented, will allow high schools to factor Advanced Placement (AP), International Baccalaureate (IB), SAT, and ACT tests into their accountability ratings. The State is studying the number of Grade 8 students who take Algebra I in middle school and go on to take AP, IB, SAT, and ACT tests in high school (**roughly 90 percent**). Understanding the high rate at which these students participate in advanced mathematics testing and how they perform on these exams will provide important data to assist Texas in updating the State’s accountability system to include these advanced mathematics tests. Therefore, to take advantage of this federal **flexibility the state will require students who take Algebra I in middle school to also take SAT or ACT in high school so that their results can be used in the accountability system.**”

CURRENT YEAR	CURRENT YEAR + 1	CURRENT YEAR + 2	CURRENT YEAR + 3	CURRENT YEAR + 4
Algebra I in 8th Grade or Before				
8th grader taking Algebra I	9–12 take SAT/ACT or additional assessment			
7th grader taking Algebra I	8th grade take SAT/ACT or additional assessment	9–12 take SAT/ACT or additional assessment		
6th grader taking Algebra I	7th grade take SAT/ACT or additional assessment	8th grade take SAT/ACT or additional assessment	9–12 take SAT/ACT or additional assessment	
5th grader taking Algebra I	6th grade take SAT/ACT or additional assessment	7th grade take SAT/ACT or additional assessment	8th grade take SAT/ACT or additional assessment	9–12 take SAT/ACT or additional assessment

CURRENT YEAR	CURRENT YEAR + 1	CURRENT YEAR + 2	CURRENT YEAR + 3	CURRENT YEAR + 4
English I in 8th Grade or Before				
8th grader taking English I	9–12 take English II			
7th grader taking English I	8th grade take English II	9–12 take SAT/ACT or additional assessment		
6th grader taking English I	7th grade take English II	8th grade take SAT/ACT or additional assessment	9–12 take SAT/ACT or additional assessment	
5th grader taking English I	6th grade take English II	7th grade take SAT/ACT or additional assessment	8th grade take SAT/ACT or additional assessment	9–12 take SAT/ACT or additional assessment
English II in 8th Grade or Before				
8th grader taking English II	9–12 take SAT/ACT or additional assessment			
7th grader taking English II	8th grade take SAT/ACT or additional assessment	9–12 take SAT/ACT or additional assessment		
6th grader taking English II	7th grade take SAT/ACT or additional assessment	8th grade take SAT/ACT or additional assessment	9–12 take SAT/ACT or additional assessment	
5th grader taking English II	6th grade take SAT/ACT or additional assessment	7th grade take SAT/ACT or additional assessment	8th grade take SAT/ACT or additional assessment	9–12 take SAT/ACT or additional assessment

Use of Best Result for SAT/ACT

The agency will have four years of SAT and ACT results for 2018 graduates for use in 2019 accountability. For 2018 annual graduates, the agency will evaluate 2017–18, 2016–17, 2015–16, and 2014–15 SAT/ACT results.

Use of Substitute Assessments

The standard-setting and equating processes for aligning substitute assessments with STAAR takes more time than was available during the 2017–18 school year. While substitute assessments were included at the Meets Grade Level standard for the 2018 accountability ratings, TEA is currently exploring identifying cut points for Approaches Grade Level, Meets Grade Level, and Masters Grade Level on substitute assessments and expects to implement differentiated performance levels in 2020. There are several reasons that this standard-setting process takes significant time. The agency must

- determine which substitute assessments to allow;
- study the alignment of the TEKS to substitute assessments;
- coordinate and define performance levels with the Texas Higher Education Coordinating Board, College Board, and ACT Inc.;
- consider how to incorporate cut points for growth; and
- discuss the inclusion of substitute assessments with multiple advisory committees and stakeholders, including the Accountability Technical Advisory Committee, Accountability Policy Advisory Committee, and the Texas Technical Advisory Committee.

Discussion Topic:

As referenced in the [September 19 article from EdWeek](#), the Connecticut study, conducted by the state education agency, determined that

"The study found 'very solid' alignment in English, with 71 percent of state standards matching content on the SAT. In math, it found only a 43 percent matchup. The researchers wrote that the material on the SAT 'may not be as deep or broad' as the expectations in Connecticut's academic standards, and they worried that teachers 'may begin to limit their instruction' to topics on the SAT."

- The topic of discussion should be the percentage of Algebra I TEKS/standards measured in SAT/ACT?
- The topic of discussion should be the percentage of Geometry TEKS/standards measured in SAT/ACT?
- The topic of discussion should be the percentage of Algebra II TEKS/standards measured in SAT/ACT?

[Feasibility of the Use of the ACT and SAT in Lieu of Florida Statewide Assessments Article](#)

EL Progress Measure

Described below is a procedure to create the expectations for all eligible English learners (EL) based on their TELPAS performance to determine whether students are making sufficient progress towards meeting each STAAR performance standard—if the student would grow at the same rate, he/she would meet the STAAR performance standards when exiting the EL program.

On a test-by-test basis, ELs must meet all five criteria to be included in the target student group. A student may meet criteria for one test but not another.

1. RUI (Record Update Indicator in the reporting data files) = 0.
2. The student is classified as current limited English proficient (LEP= "C").
3. The student does not have a parent denial for EL services.

4. The student has a valid reported STAAR scaled score.
 - o The student is not a “TAKS/TAAS/TEAMS” EOC student, which is indicated by STAAR answer document agency use column D as 1, 2, 3, or 4.
5. The student took an English-language version of a general STAAR assessment
 - o Does not include STAAR Algebra II and English III
 - o Does not include STAAR Alternate 2 or Spanish versions of STAAR

Though the expectation is based on all ELs who meet the criteria, it’s the current plan to report the progress for recently arrived **EL students who are in their second year in U.S. schools.**

The expectations are individually set by taking into consideration the number of years the student has been in U.S. schools and the student’s expected years to exit the EL program according to his/her TELPAS composite rating (same as the “EL Progress Plan” used for the “EL Progress Measure”; see Table 1 for details).

Table 1. Expected Years to Exit EL Program Based on Students’ TELPAS Composite Ratings

Number of years in U.S. schools	TELPAS Composite	Expected Years to Exit EL Program	
		All Except EOC English	EOC English (I & II)
1	1	4	5
	2	3	4
	3	2	3
	4	1	2
2	1, 2	4	5
	3	3	4
	4	2	3
3	1, 2, 3	4	5
	4	3	4
4	1, 2, 3, 4	4	5
5	1, 2, 3, 4	N/A	5

Three distances are used on each STAAR assessment scaled score scale to describe students’ progress towards meeting each STAAR performance standards (see Figure 1.)

1. The distance between STAAR Chance-level scaled score and *Approaches/Approaches 2012_15* standards.
2. The distance between STAAR *Approaches/Approaches 2012_15* and *Meets* standards
3. The distance between STAAR *Meets* and *Masters* standard.

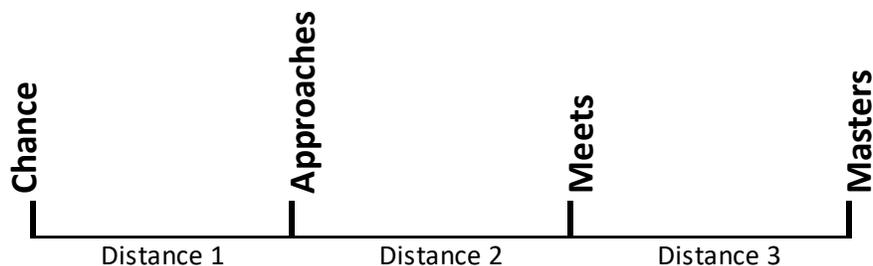


Figure 1. Three Distances Used for Expectation Calculations

By assuming an EL will grow at the same rate in his/her remaining years, a proportion can be calculated as the following:

$$\textit{Proportion} = 1 - (\text{“Number of years in U.S. schools “} / \text{“Expected years to exit EL program”})$$

Each EL’s progress towards meeting STAAR performance standards can be described as

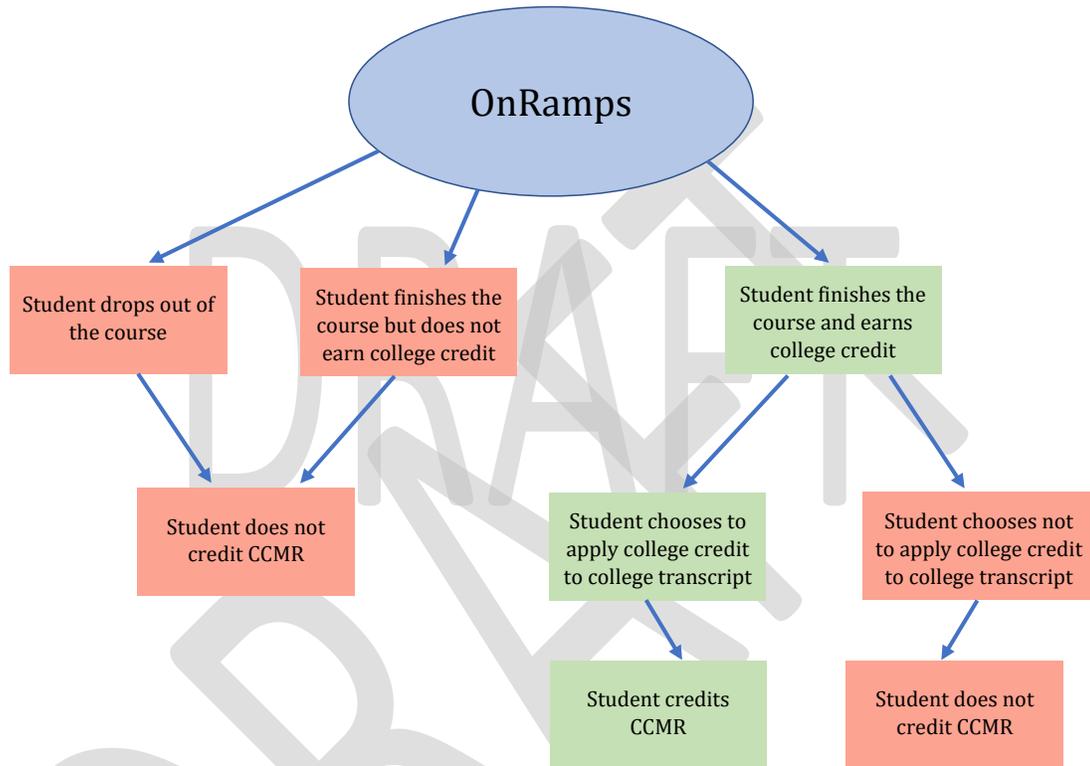
1. An EL is making sufficient progress to reach “*Masters*” performance level if his/her STAAR scaled score is at or above Masters – (*proportion* * distance 3).
2. An EL is making sufficient progress to reach “*Meets*” performance level if his/her STAAR scaled score is at or above Meets – (*proportion* * distance 2).
3. An EL is making sufficient progress to reach “*Approaches*” performance level if his/her STAAR scaled score is at or above Approaches – (*proportion* * distance 1).
4. An EL is not making sufficient progress to reach “*Approaches*” performance level if his/her STAAR scaled score is below Approaches – (*proportion* * distance 1).

2019 and Beyond CCMR Indicators

- **Complete an OnRamps course (2019)**

OnRamps course completion data was collected for the first time in the 2017–18 school year as part of the course completion collection.

Below is the proposed methodology for crediting OnRamps in CCMR for 2019:



- **Meet standards on a composite of indicators indicating college readiness (TBD)**

Data availability TBD.

- **Be admitted to post-secondary industry certification program (TBD)**

Data availability TBD. The agency is working with the THECB to see if they can provide the records directly to TEA.

2018 Federal Report Card

ESSA, which replaced the NCLB, gives states freedom or flexibility in terms of accountability, school improvement plan, and how to use federal funds. At the same time, ESSA also bolsters some federal requirements, which are well reflected in the data reporting requirement, i.e. the Federal Report Card (FRC), such as reporting on performance results of vulnerable student groups, data on civil rights, school climate and safety, and postsecondary enrollment, etc.

Below is an outline of the major changes which will be implemented in the new FRC.

1) More Student Groups

Besides the traditional 14 reporting groups (all students, seven race/ethnic groups, economically disadvantaged, special ed, EL, male, female, and migrant), special ed and economically disadvantaged need to be compared with non-special ed, and non- economically disadvantaged respectively. Three more groups are added as well: foster children, homeless students, and students from military families. Altogether, there are 19 student groups to be reported for certain FRC parts.

2) New Reporting Items

FRC total reporting parts have increased from 6 to 13. Below is a list of the new FRC parts. Highlighted are new items.

Part (i):	General description of the state's accountability system
Part (ii):	Student academic achievement by proficiency level
Part (iii)(I):	Academic growth
Part (iii)(II):	Graduation rate
Part (iv):	English language proficiency
Part (v):	School quality or student success (SQSS)
Part (vi):	Goal-meeting status
Part (vii):	STAAR participation
Part (viii):	Civil rights data – School climate and safety Enrollment in preschool or postsecondary programs
Part (ix):	Teacher quality data
Part (x):	Per-pupil expenditure
Part (xi):	STAAR Alternate 2 participation
Part (xii):	Statewide national assessment of educational program (NAEP)
Part (xiii):	Cohort rate of graduates enrolled in postsecondary education institutions (In-State Public Institutions, In-State Private Institutions, Out-of-State Public Institutions. The latter two are new.)

3) New Reporting Format

Cross-tabulation: Data on Part (ii) (student achievement), Part (iii) (academic growth and graduation rate), and Part (vii) (participation) need to be cross-tabulated by, at a minimum, each major racial/ethnic group, gender, English learner, and children with or without disabilities.