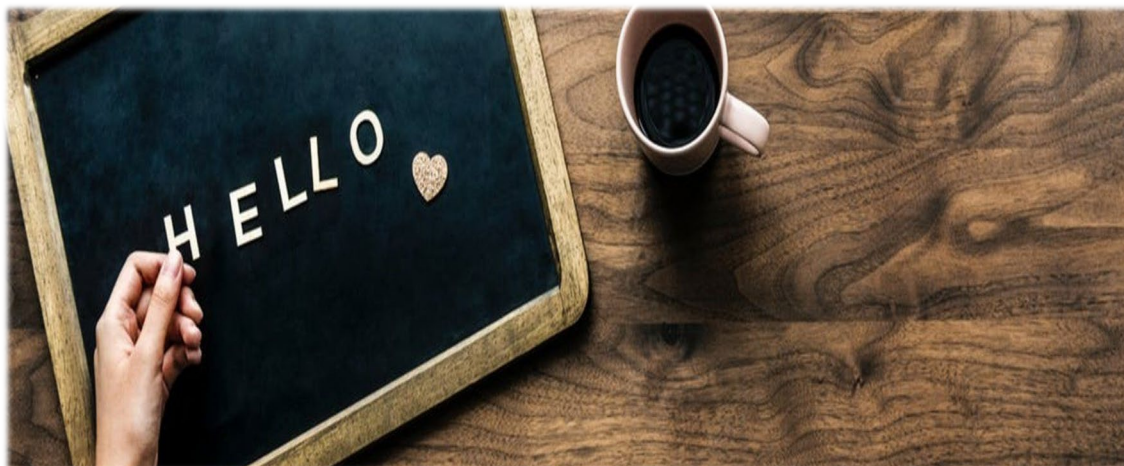




2020 Accountability System Development

Texas Education Agency | Governance & Accountability | Performance Reporting

Introduce yourselves.



- Make the most efficient use of our time.
- Remain future focused.
- Develop recommendations for the 2020 accountability system.



- What would be the impact of removing the requirement for student groups to improve their 4-year graduation rate after reaching the 90% target?
- Note, this would require an ESSA state plan amendment.



- Using 2019 data, 330 campuses would have had a higher Closing the Gaps domain score. Of those, 16 campuses would have had a higher overall rating.
- 196 districts would have had a higher Closing the Gaps domain score. Of those, 16 districts would have had a higher overall rating.



- What can we do for specialized campuses, such as P-TECH/T-STEM/ECHS, where students generally do not graduate in four years?
- Note, this would require an ESSA state plan amendment.



The numbers of these specialized campuses are growing.

	2019	2020
P-TECH	37	63
T-STEM	94	95
ECHS	168	183



Closing the Gaps Graduation Rate Methodology

Status and Data Table for Graduation Rate

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Total Met	Total Evaluated
Graduation Rate Status ***													
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		
Target Met (Using 4-year rate)	N												
2018 % Graduated	76.0%	-	81.8%	81.8%	-	-	-	*	80.0%	-	-		
2018 # Graduated	19	-	**	9	-	-	-	*	8	-	-		
2018 Total in Class	25	-	**	11	-	-	-	*	10	-	-		
Total Indicators												0	1
Target Met (Using 6-year rate)	Y												
2016 % Graduated	100.0%	-	100.0%	100.0%	-	*	-	-	100.0%	-	*		
2016 # Graduated	30	-	23	6	-	*	-	-	15	-	*		
2016 Total in Class	30	-	23	6	-	*	-	-	15	-	*		
Total Indicators												1	1

Calculation Report

	Total Met	Total Evaluated	Percent of Eligible Indicators Met	Weight	Score	Scaled Score
Academic Achievement	7	13	54%	55.60%	30	
Graduation Status	0	1	0%	11.10%	0	
School Quality Status	1	1	100%	33.30%	33.3	
Closing the Gaps Score					63	78

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	Total Met	Total Evaluated	Percent of Eligible Indicators Met	Weight	Score	Scaled Score
Academic Achievement	7	13	54%	55.60%	30	
Graduation Status	1	1	100%	11.10%	11.1	
School Quality Status	1	1	100%	33.30%	33.3	
Closing the Gaps Score					74	82

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- Also consider the potential impact of replacing the 4-year graduation rate with the 6-year graduation rate for comprehensive support and improvement identification.
- Note, this would require an ESSA state plan amendment with a more rigorous 6-year target.



- Alternative education campuses must serve students at risk of dropping out of school as defined in TEC §29.081(d) and provide accelerated instructional services to these students.
- Discuss the purpose or mission of these types of campuses with your neighbors.



There are three types of alternative education campuses (AECs):

1) AEC of choice—At-risk students enroll at AECs of choice to expedite progress toward performing at grade level and high school completion.



2) Dropout recovery school (DRS)—Education services are targeted to dropout prevention and recovery of students in grades 9–12, with enrollment consisting of at least 50 percent of the students 17 years of age or older as of September 1, as reported for the fall semester TSDS PEIMS submission.



3) Residential Treatment Facility—Live-in private centers and programs or detention centers and correctional facilities operated by the Texas Juvenile Justice Department that provide educational services. The performance results of students in a residential treatment facility are excluded from state accountability ratings if appropriate TSDS PEIMS student attribution codes are submitted.



Number of AECs by Campus Type

71

*AECs of
Choice*

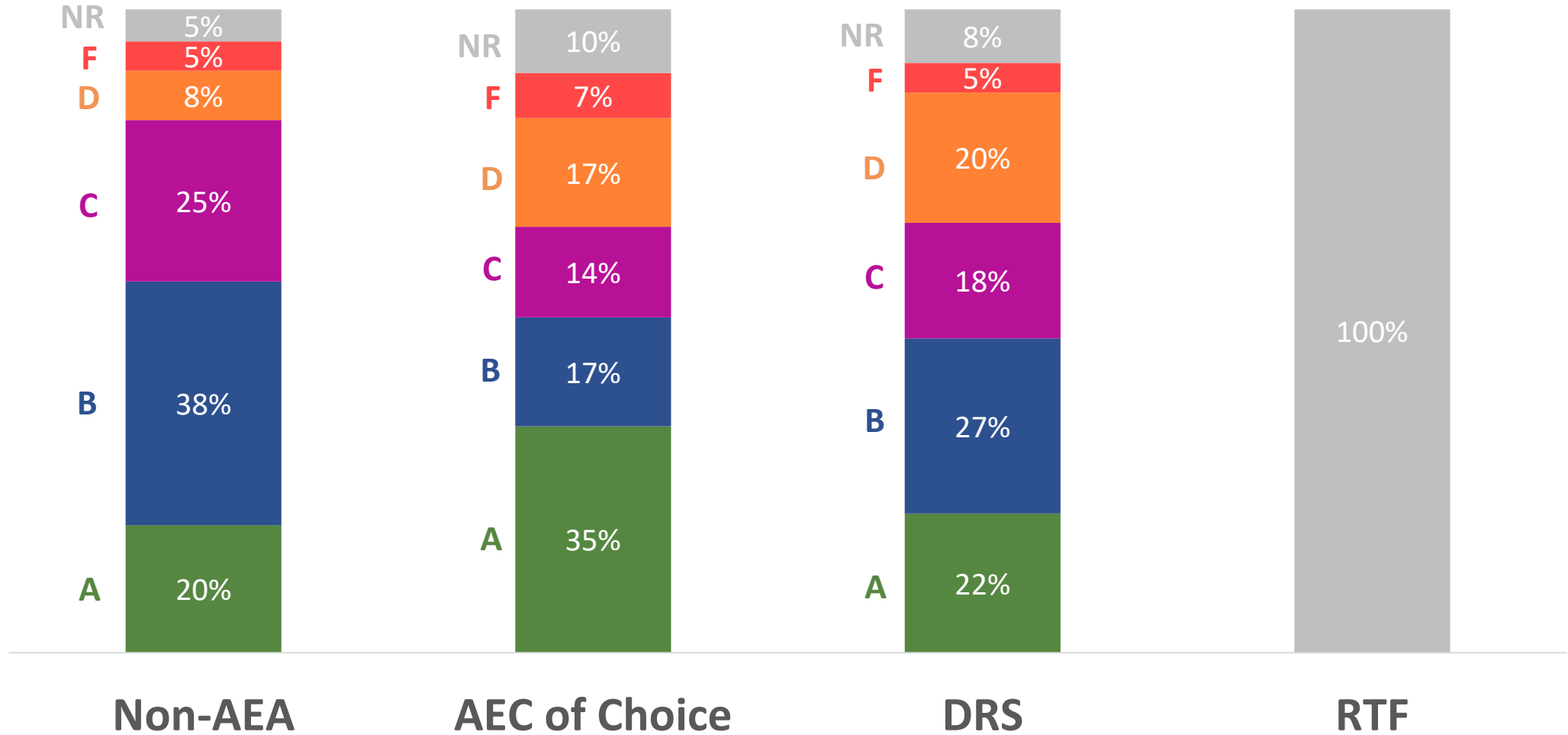
217

*Dropout
Recovery
Schools*

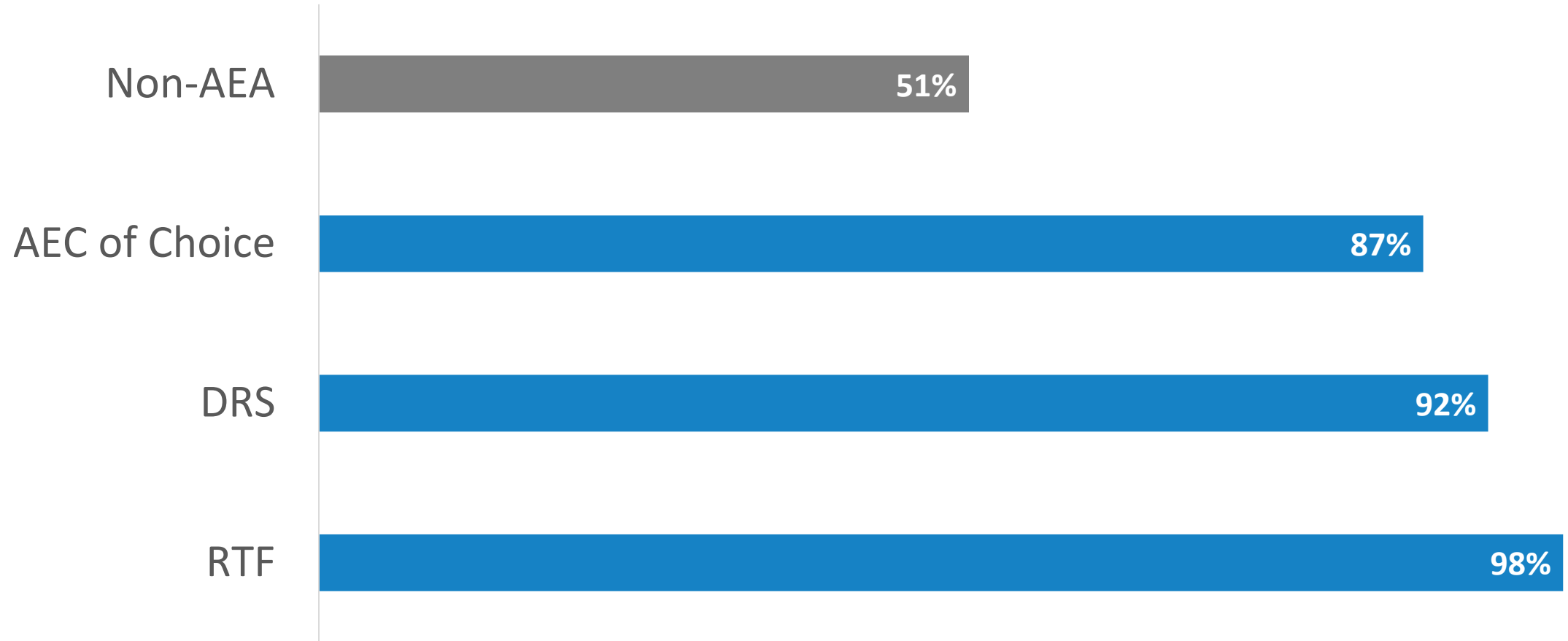
91

*Residential
Treatment
Facilities*

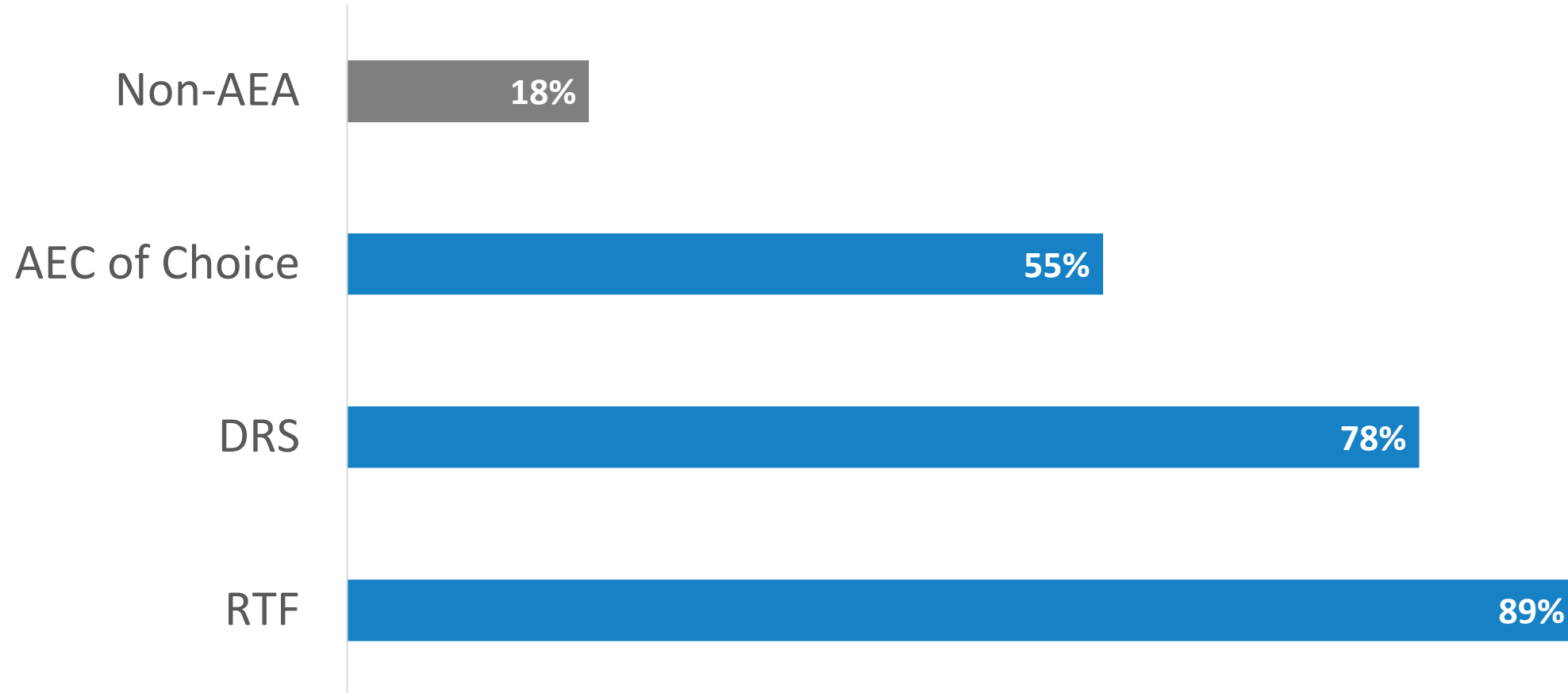
AECs Received More *Ds* and *Fs* Than Traditional Campuses



AECs Serve More At-Risk Students



AECs Serve Highly Mobile Students



AECs Have Higher Economic Disadvantage



- What would be the impact of pulling out AECs as their own group for comprehensive support and improvement identification?
- Note, this would require an ESSA state plan amendment.



Pulling out AECs as their own group would affect non-AECs more than AECs.

Model	Campus Type	Lowest 5% Cut Point	Total Identified
Current model	AECs	42	50
	Non-AECs	42	241
AECs as separate group	AECs	30	50
	Non-AECs	45	287



- What if AECs had unique student group targets?
- Note, this would require an ESSA state plan amendment.



- Can we use a 6-year graduation rate for AECs?
- Note, this would require an ESSA state plan amendment.



When modeling this methodology

- 64.5% of AECs increased in the number of indicators met for the Graduation Rate component.
- 20.5% of AECs maintained the number of indicators met for the Graduation Rate component.
- 15.0% of AECs decreased in the number of indicators met for the Graduation Rate component.
- Of those AECs that didn't meet any indicators using the 4-year graduation rate, 68% met at least one indicator using the 6-year graduation rate.



***This modeling used the state graduation rate.**

Additional targeted support campuses identified for three years will escalate to comprehensive support and improvement. Note, this will require an ESSA state plan amendment.



Campuses Identified as Additional Targeted Support for Two Consecutive Years	
AEA	13
Non-AEA	446
Total	459

What would be the impact of excluding the all students group for targeted support and improvement and additional targeted support identification?

Excluding the all students group reduces the number of targeted support and improvement campuses by 455.

	Evaluating the All Students Group	Excluding the All Students Group	Difference
AEC	39	8	-31
Non-AEC	2524	2100	-424
Total	2563	2108	-455

Excluding the all students group reduces the number of additional targeted campuses by 59.

	Evaluating the All Students Group	Excluding the All Students Group	Difference
AEC	19	6	-13
Non-AEC	693	647	-46
Total	712	653	-59

- Beginning with the December 2019 EOC administration, substitute assessments will no longer be included in accountability calculations.
- A substitute assessment bubble will no longer be available on test documents.



- Under TAC § 101.4002, students may still use a substitute assessment to meet state graduation requirements.
- The October 11 TAC § 101.4002 proposed amendment would modify the language
 - to require students to take an EOC assessment at least once for the purpose of federal accountability based on ESEA requirements and
 - to remove the reference to "the substitute assessment bubble" as that bubble will no longer be included on answer documents for EOC assessments.



- Results of grade 8 students taking the Algebra I EOC are included in that school's accountability calculations, which is allowed by ESSA.
- Beginning in the 2020–21 school year, grade 6 and 7 students who take the Algebra I EOC will have to take both the EOC and the grade level assessment. Only the grade level assessment will be included in accountability calculations. The EOC will be used to meet graduation requirements.



- Grade 6, 7, and 8 students who take the English I/II EOC will have to double test. The grade level assessment will be included in accountability calculations. The EOC will be used to meet graduation requirements.
- ESSA also requires all high school students take a state-administered assessment in reading and mathematics at least once.



- House Bill 3 provided funding for districts to cover the cost of an SAT or ACT for each student in the spring of their junior year or during their senior year.
- These results, by subject area, will be included in 2021 accountability for students who complete English II and/or Algebra I EOCs prior to grade 9.



- The agency is working with the USDE to develop an implementation timeline.
- We anticipate including SAT/ACT results for accelerated testers in August 2021 accountability calculations.



How many students does this include by grade level and subject?

	Grade 6	Grade 7	Grade 8
Algebra I	~100	~7,500	~108,000
English I	<10	<10	~5,000
English II	<10	<10	<10



- Do we see value in shifting the accountability ratings timeline?
- Is it feasible with reporting constraints and intervention requirements?



Accountability Data Timeline

Indicator	Source	Current Availability	Data Year	Earliest Availability
STAAR	CAF	Mid-July	Current year	Mid-July
Graduation Data	TSDS Graduate File	June	Prior year	December
SAT	College Board	June	Prior year	October
ACT	ACT	June	Prior year	October
TSIA	THECB	June	Prior year	As requested
AP	College Board	June	Prior year	October
IB	IB	June	Prior year	October

Accountability Data Timeline

Indicator	Source	Current Availability	Data Year	Earliest Availability
Advanced/Dual Credit	TSDS Course Completion	October	Prior year	December
College Prep Course	TSDS Course Completion	October	Prior year	December
IBCs	TSDS Graduate File	October	Prior year	December
Military Enlistment	TSDS Leaver File	October	Prior year	April
Associates Degree	TSDS Student Extension	October	Prior year	December
OnRamps	OnRamps Program	October	Prior year	December
Level I and Level II Certificates	THECB	As requested	Prior year	March

Planned Accountability Development Timeline

Item	Description	Timeline
Enlistment Data	Obtain military enlistment data from the DoD for accountability and CCMR outcomes bonus	Oct '19 – Jan '20
2020 Accountability Framework	Develop recommendations for 2020 accountability	Oct '19 – Feb '20
Potential ESSA Amendment	Develop and submit amendment for 2020 accountability	Fall '19 – Spring '20
<i>2020 Accountability Manual</i>	Publish accountability manual for public comment	Spring '20
2021 Accountability Framework	Develop and provide to stakeholders the 2021 accountability framework	Oct '19 – Fall '20

Planned Accountability Development Timeline

Item	Description	Timeline
CTE Coherent Sequence	Final use of CTE coherent sequence in accountability	Aug '20
<i>2021 Accountability Manual</i>	Publish accountability manual for public comment	Fall '20 – Winter '21
Potential ESSA Amendment	Develop and submit amendment for 2021 accountability	Fall '20 – Winter '21
2022 Accountability Framework	Develop and provide to stakeholders the framework for 2022 accountability (5-year reset)	Oct '20 – Fall '21
<i>2022 Accountability Manual</i>	Publish accountability manual for public comment	Fall '21 – Winter '22
RLA TEKS Incorporation	Updated reading language arts TEKS assessed for the first time	Fall '21 – Spring '22

- Districts will no longer need to specifically report that a student is enrolled in a coherent sequence.
- It will be auto-calculated based on course completion records.



What concerns or suggestions do you have that were not discussed today?



- Our next meeting will likely be in February.
- Are there any blackout dates for us to consider?

