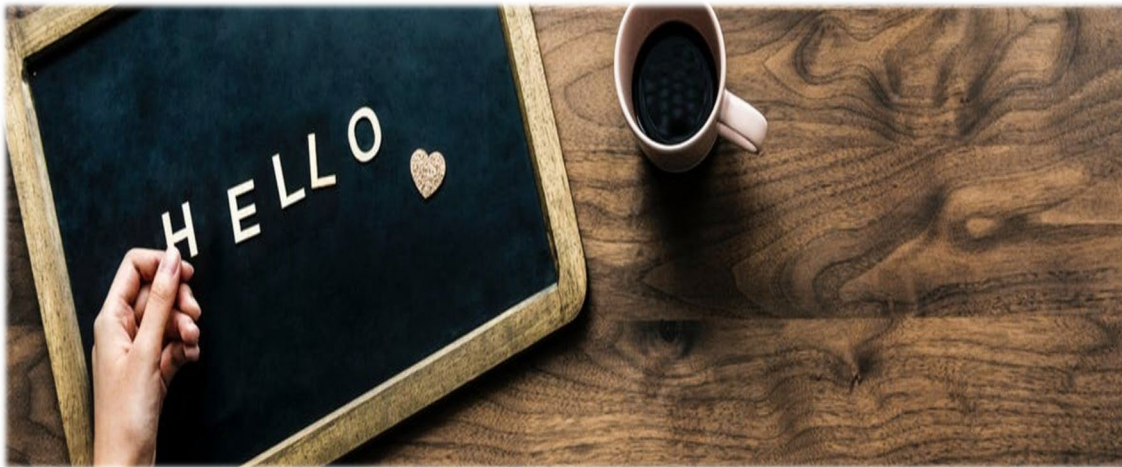




2020 Accountability System Development

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.

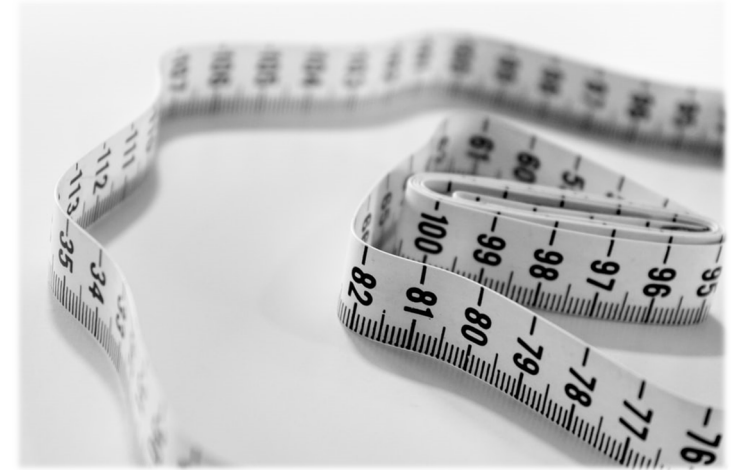


2020 Updates

- 2019 and 2020 TELPAS Alternate results will be included in the Closing the Gaps domain ELP component.
- Assessment results of EL students identified as unschooled asylees, unschooled refugees, and/or students with interrupted formal education will be excluded from accountability their first year of enrollment in U.S. schools.
- New this year, assessment results for these students are included in accountability beginning with their second year of enrollment in U.S. schools. For additional information, see the 3/21/19 [USDE's Performance Review Report TAA](#).

Raw Cut Points Hold Steady in 2020

- Formulas for scaled scores will be steady.
- The scaling tables in Appendix I of the *2019 Accountability Manual* will remain the same.
- The scaling tool available on the TEA website will be steady.



Closing the Gaps Domain Targets Hold Steady in 2020

- The targets used in the Closing the Gaps domain in 2019 will be used in 2020.
- Those targets and future targets were submitted as part of the state's ESSA plan.
- All targets can be viewed in Appendix A of the ESSA plan available on the TEA website <https://tea.texas.gov/ESSA/>.



CTE Coherent Sequence to Industry-Based Certifications Transition Plan

- For 2020, CTE coherent sequence 2019 graduates who completed and received credit for at least one course aligned with CTE industry-based certification (IBC) earn one-half point.
- This one-half point is only for graduates who earned no other CCMR points.
- For 2021 and beyond, only graduates who earn an IBC from the expanded list of 245 earn one point.

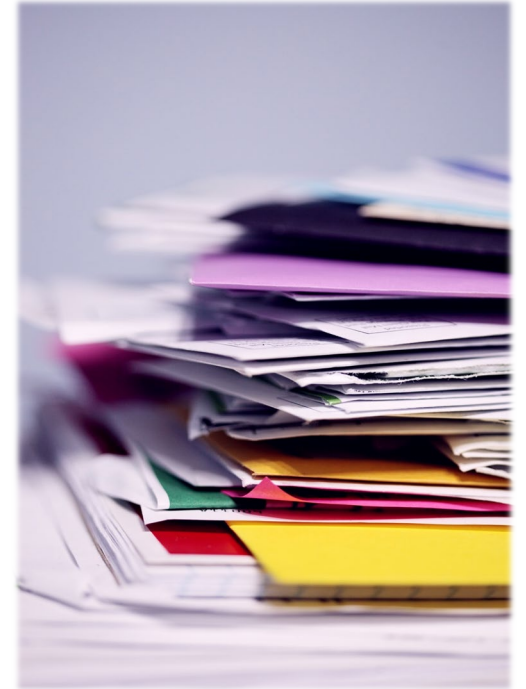
The TSDS PEIMS Fall 2019–20 collection is an opportunity to “catch up” on reporting IBCs earned by students in prior school years that have not yet been reported to the TEA. In previous years, the TSDS PEIMS collection of IBCs was limited to graduates.



For the 2019–20 Fall Submission, in addition to collecting IBCs for 2019 graduates, IBC reporting will include:

- IBCs earned by 2019 graduates using the 2019–20 IBC list for public school accountability (list of 245)
- IBCs earned prior to the 2019–20 academic year for currently enrolled students while in grades 9–12 using the 2019–20 IBC list for public school accountability (list of 245)
- More than three IBCs may be reported for each graduate or student

2019 graduates reported as having earned an IBC using the expanded list of 245 will receive CCMR credit for 2020 accountability.



Cessation of Substitute Assessments in Accountability

- 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.



Cessation of Substitute Assessments in Accountability

- 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



What concerns or suggestions do you have that are not on the agenda?



Potential 2020 ESSA Amendment

Graduation Rate

- Replace the 4-year with the 6-year for comprehensive support and improvement identification.
- Use the 6-year rate for AECs in the Closing the Gaps domain with a 92% interim target and a 96% long-term target.
- Continue to use the 4-year rate with existing targets for traditional high schools.
- Student groups that are between the interim target and the long-term target will be required to exceed that rate in the following year(s).

- What would be the impact of replacing the 4-year graduation rate with the 6-year graduation rate for comprehensive support and improvement identification?
- 32 fewer campuses would be identified for comprehensive support and improvement, although some would still be identified as “comprehensive progress” because of prior year status.



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.



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*

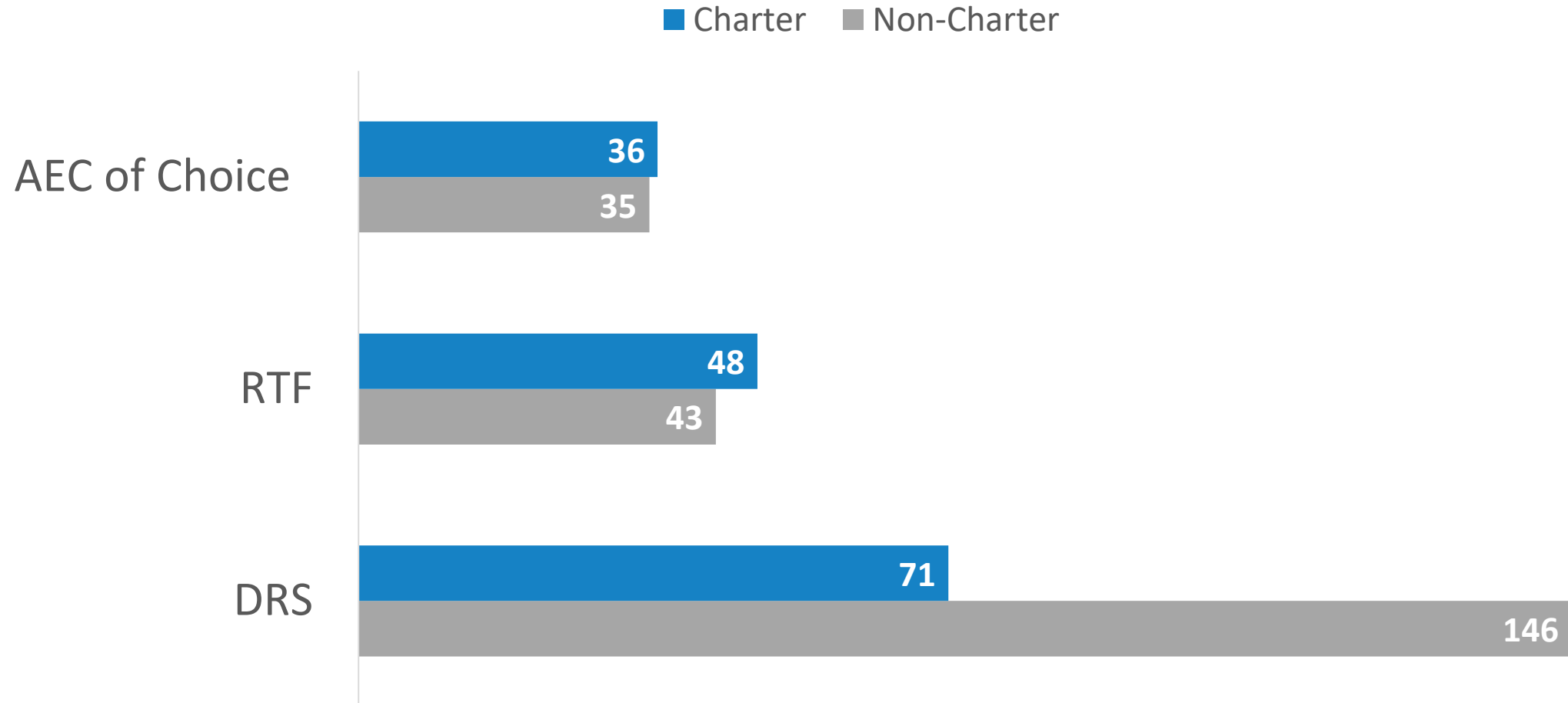
217

*Dropout
Recovery
Schools*

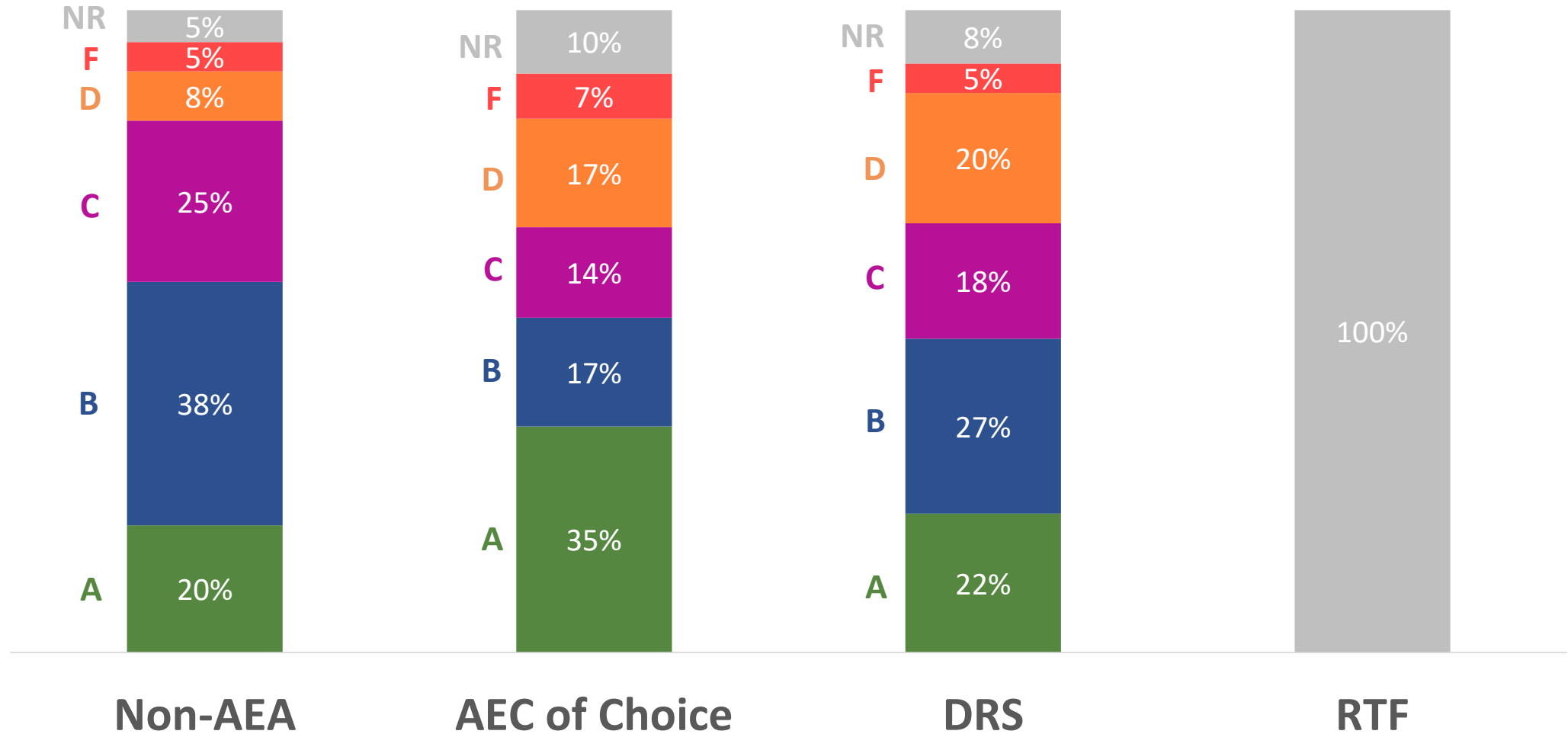
91

*Residential
Treatment
Facilities*

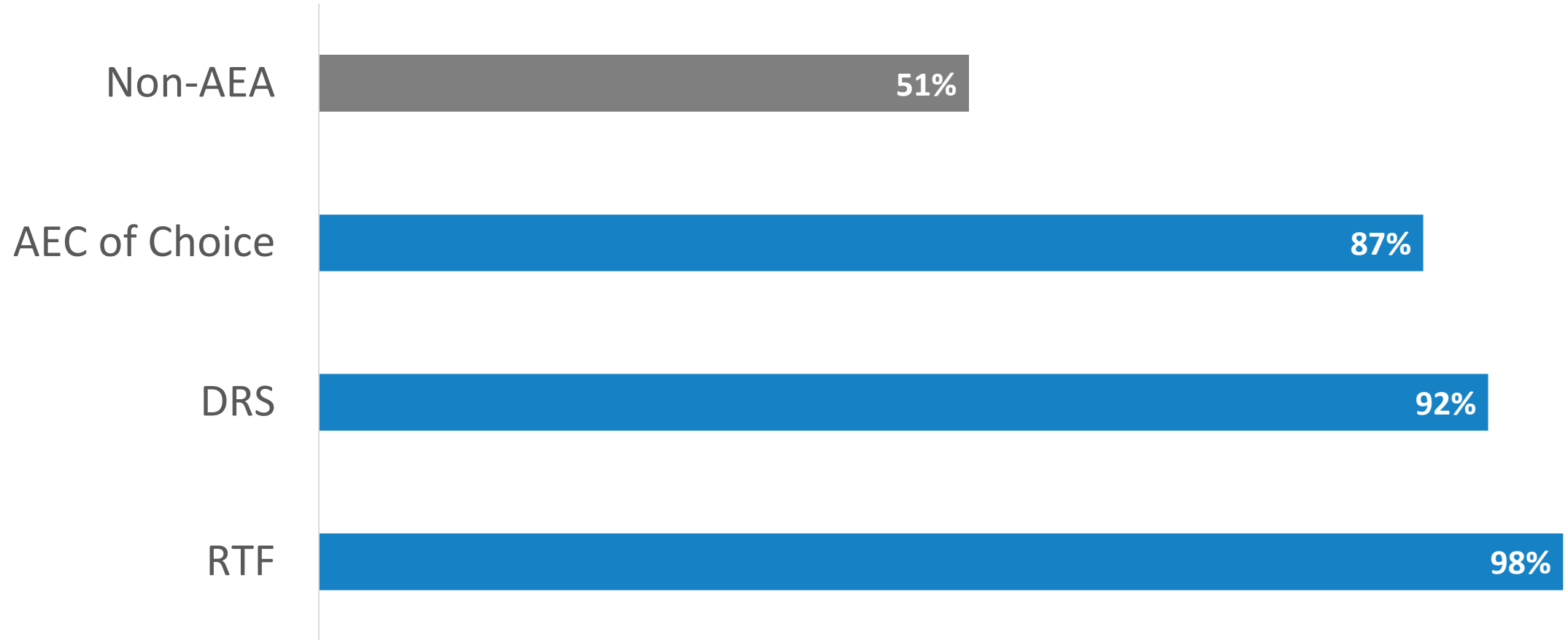
Number of Charter and Non-Charter AECs



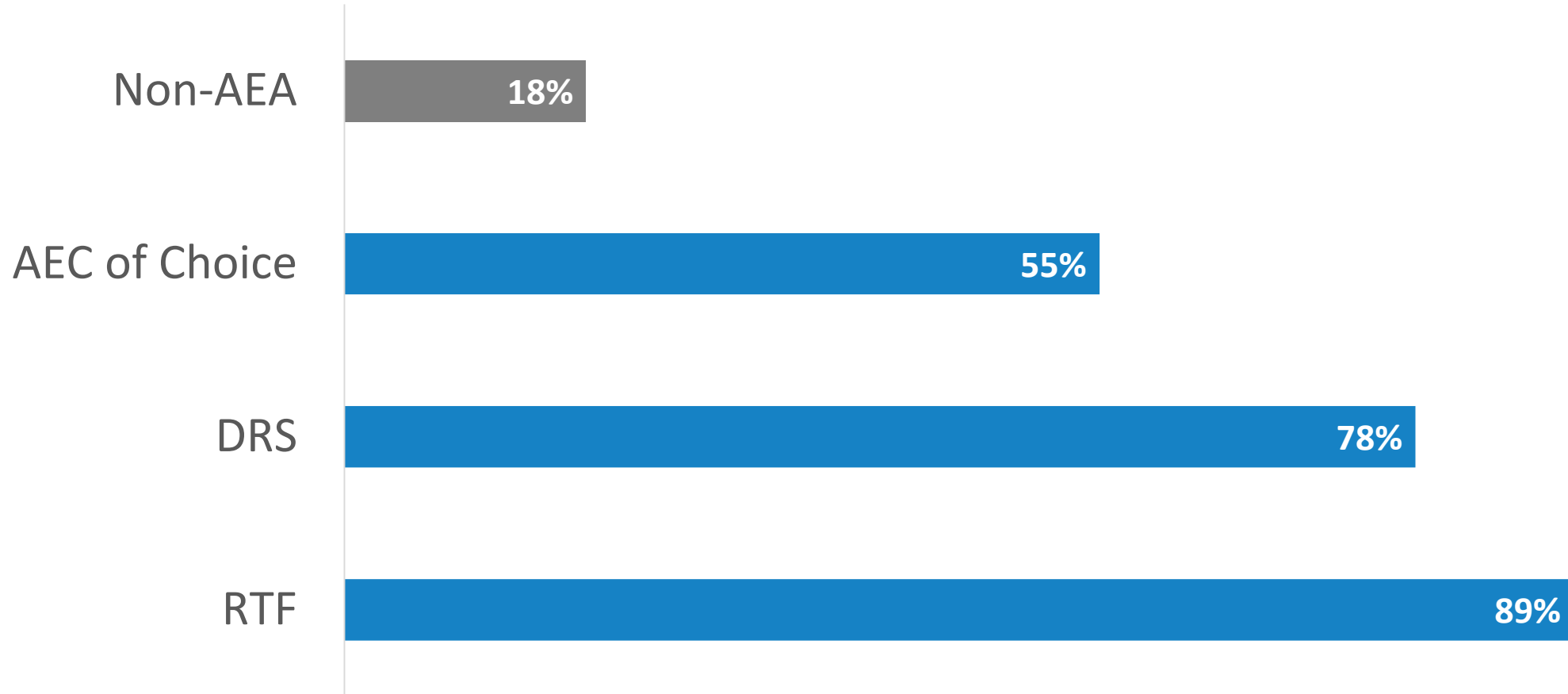
AECs Received More *Ds* and *Fs* Than Traditional Campuses



AECs Serve More At-Risk Students



AECs Serve Highly Mobile Students



AECs Have Higher Economic Disadvantage



4-Year Versus 6-Year Rate in Closing the Gaps for AECs

Using a 6-year graduation rate with a 92% interim target would result in the same or an improved Closing the Gaps letter grade for nearly all campuses.

	6-Year Rate				
4-Year Rate	A	B	C	D	F
A	9
B	5	14	.	.	.
C	.	4	14	.	1
D	.	.	2	17	1
F	.	.	6	6	69

C to F campus: 101916002, THE ACADEMY OF VIOLA DEWALT H S - LA PORTE ISD, changed from 1/1 to 0/1

D to F campus: 011901022, GENESIS H S - BASTROP ISD, changed from 1/4 to 0/4

The numbers of these specialized campuses are growing.

	2019	2020
P-TECH	37	63



What would be the impact of removing the requirement for student groups to improve their 4-year graduation rate after reaching the 94% long-term target?





Federal Graduation Rate



Did the student group
meet the graduation rate
target?



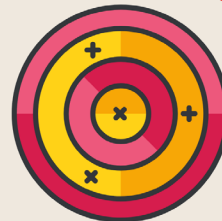
Did the group meet the
long-term target?



Did the group meet the
interim target and make
improvement toward
the long-term target by
at least 0.1%?



The four-year
federal
graduation
rate is used in
the Closing
the Gaps
domain.



Federal Graduation Rate Example



The Asian group had a 93.2% graduation rate this year. The rate last year was 93.6%. Did they meet the graduation rate target?



Did they meet the long-term target of 94%?

Did they meet the interim target of 90% and make improvement toward the long-term target by at least 0.1% over last year?



This group did not meet the Graduation Rate target. While the group met the interim target, they did not show improvement over last year's rate.

Additional targeted support campuses identified for three years will escalate to comprehensive support and improvement.

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.

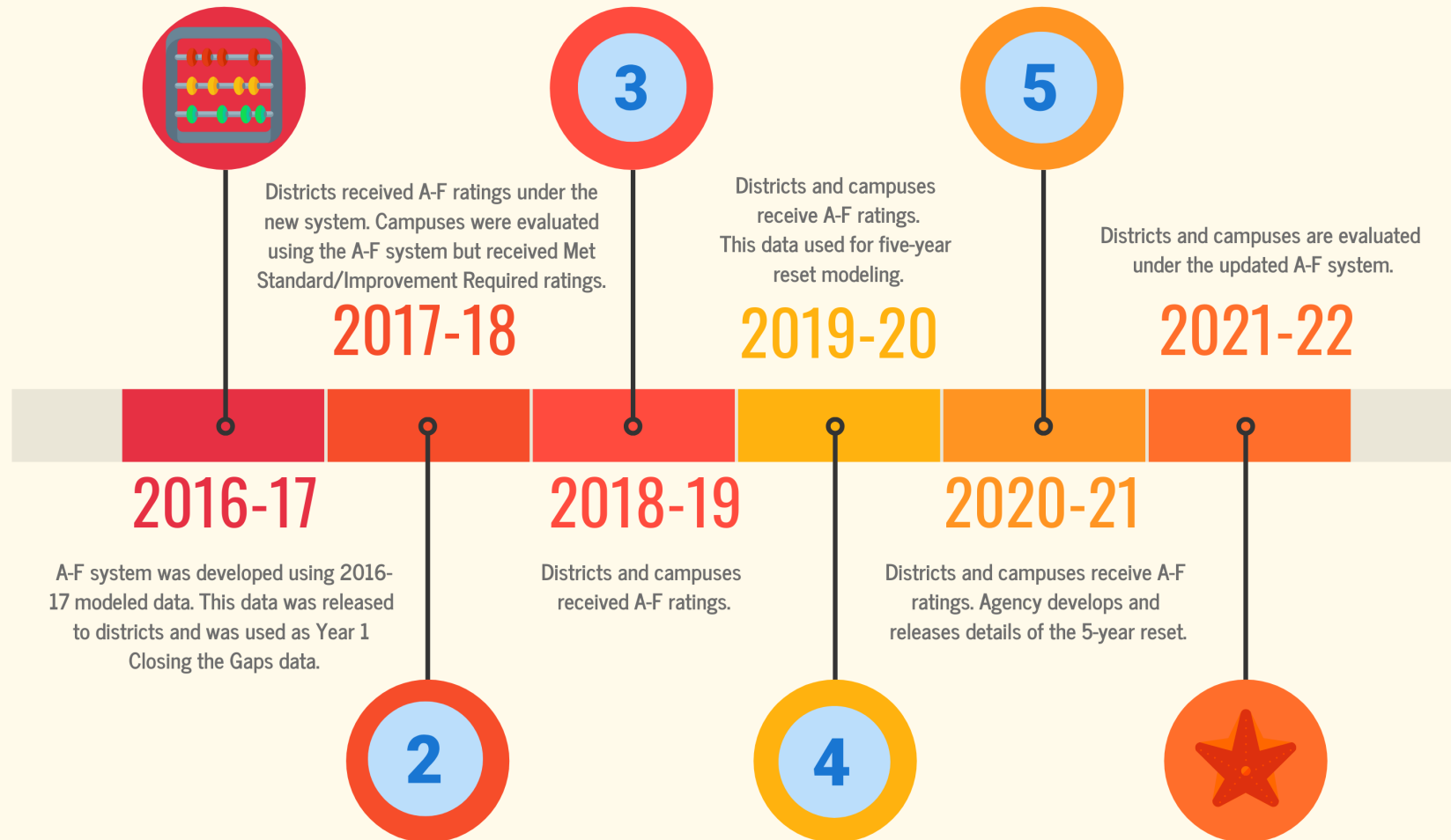
	Evaluating the All Students Group	Excluding the All Students Group	Difference
AEC	39	8	-31
Non-AEC	2524	2100	-424
Total	2563	2108	-455

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

5-Year Accountability Reset

Five-Year Accountability System Reset



- The agency will work with stakeholders during the 2020–21 school year.
- Target resets may occur to align with any potential indicator updates.
- The updated system will be in place for 2022 accountability.
- The state’s ESSA plan will also need to be amended to align with any adjustments.



Potential 5-Year State Updates

- District rating methodology
- AEC identification and indicators
- Pairing
- Cut point adjustments as necessary



Potential 5-Year Federal Updates & Amendments

- Unique student group targets for graduation rate in the Closing the Gaps domain
- AECs as their own campus type
- Unique AEC indicators and weights
- Student Success component update
- School Quality component update for AECs
- School Improvement identification improvements



What would be the impact of pulling out AECs as their own group for comprehensive support and improvement identification?



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 School Quality indicators and/or student group targets?



Unique Graduation Rate Targets and Closing the Gaps

- What if each student group had a unique graduation rate target?
- There are 22 states that vary long-term targets by student group.
- There are 48 states that vary interim targets by student group.



Accelerated Mathematics Recognitions

- Students in grades 5, 6, and 7 who have demonstrated that they are on track to earn Meets Grade Level on the Algebra I EOC in grade 8 will have an Accelerated Math Badge displayed on their STAAR Report Card.
- Methodology is under development and will be shared once finalized.
- Additional information will be forthcoming.

Confidential 2019 STAAR Report Card for:
JONATHAN HERNANDEZ-JONES

JONATHAN'S PERFORMANCE AT A GLANCE

Reading	Mathematics	Social Studies	Science
Approaches Grade Level Test Date: May 2019	Did Not Meet Grade Level Test Date: May 2019	Meets Grade Level Test Date: May 2019	Masters Grade Level Test Date: May 2019

Go to www.texasassessment.com and log in to learn more.

JONATHAN'S UNIQUE ACCESS CODE **28Q735**

From the Commissioner

Tests are a part of life. Our kids will take tests to get a driver's license, to get into college, and even to get certain jobs. As a parent of four myself, I know that no one test can tell me everything about my children. But the STAAR tests have been designed to provide useful information about how much our children have learned academically and how well prepared they are for what comes next.

Students who meet or master grade level by high school graduation have more than a 60% chance of passing their college classes, substantially increasing their lifetime earnings and prospects for success. This report is intended to give you information on how well your child learned this year's academic material in school and how you can help them learn even more.

Mike Morath, Commissioner of Education

Maximize Time During Parent Teacher Conferences

Sample Questions to Ask the Teacher:

- What does my child seem to be the most interested in at school?
- Does my child have good friends in class and at school?
- What is the most important thing that I can be doing to prepare my child for high school?
- Is my child giving his/her best effort?
- What could my child be doing that he or she is not already doing?
- How is my child's work completion in your class?

What the Results Mean

This report shows how well your child did on the assessment. There are four levels of performance.

MASTERS GRADE LEVEL
Mastery of the course knowledge and skills is shown — student is on track for college and career readiness.

MEETS GRADE LEVEL
Strong knowledge of course content — student is prepared to progress to the next grade.

APPROACHES GRADE LEVEL
Some knowledge of course content but may be missing critical elements — student needs additional support in the coming year.

DID NOT MEET GRADE LEVEL
No basic understanding of course expectations is shown — student may need significant support in the coming year.

Should the Algebra I by grade 8 participation indicator of the Academic Achievement in Mathematics distinction designation be updated to Algebra I by grade 8 performance?



Ratings Release Timeline

- 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

Day 2

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What can we do for the 109 campuses that only serve up to grade 3?

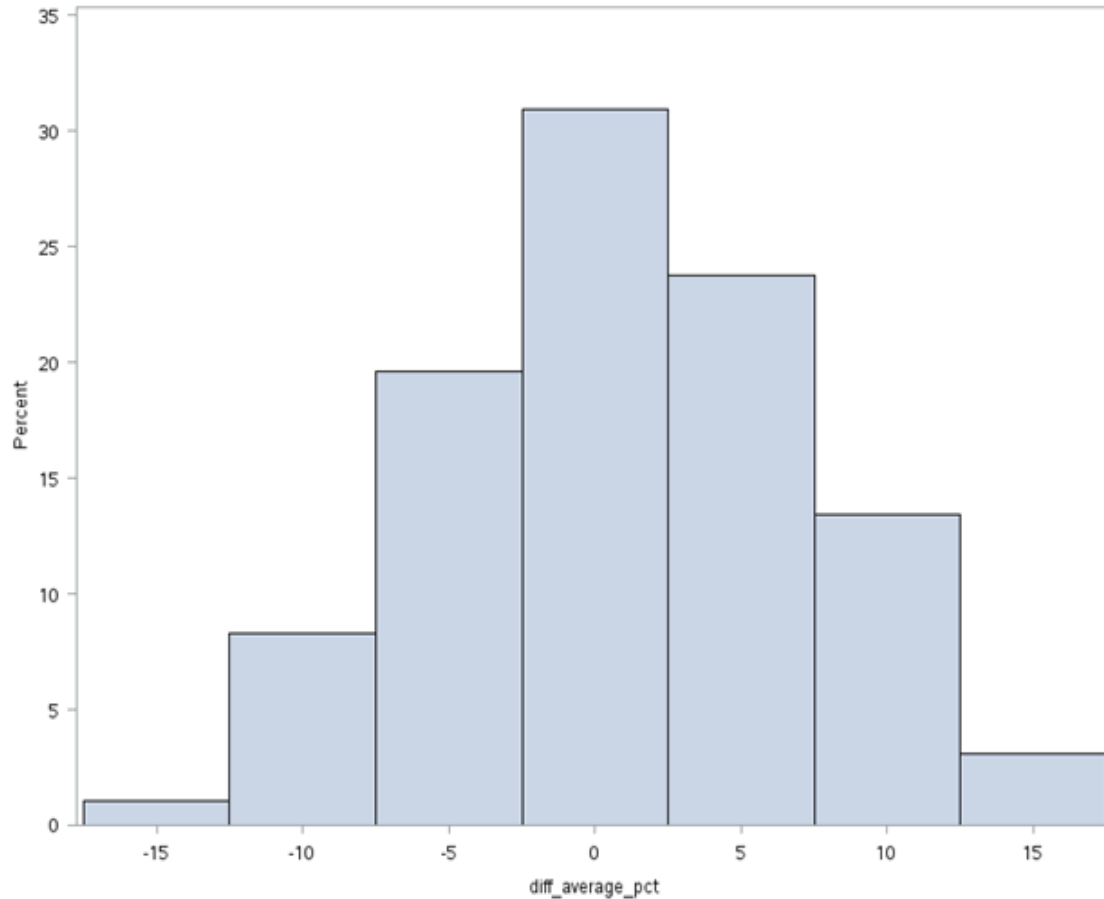


Methodology

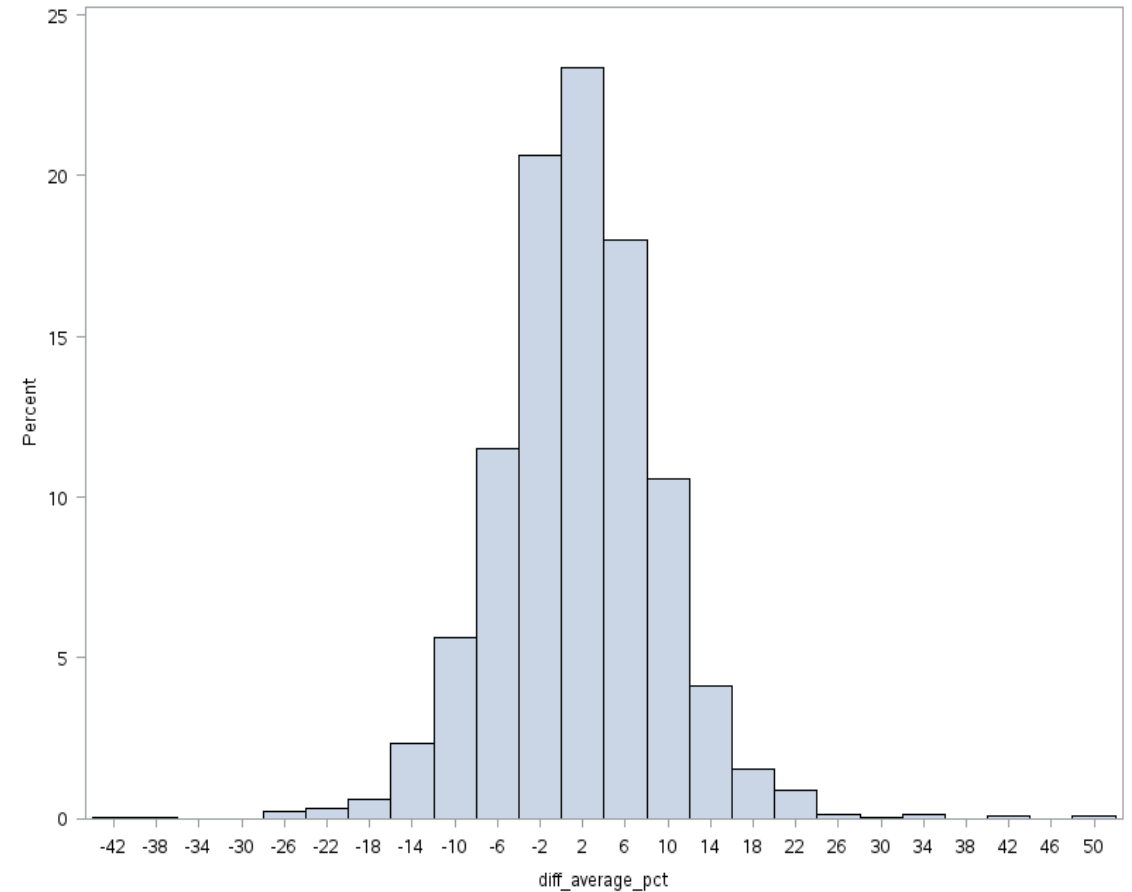
Using 2018 and 2019 performance level data, calculate the following:

- Percentage change in Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level.
- Calculate the average percentage change for the three performance levels.
- Calculate the difference in average percentage change (2019 result – 2018 result), and check the percentile.
- Calculate the difference in average percentage change for all elementary schools with at least 10 grade 3 tests, check the percentile, and use it as reference to decide the cut off points for letter grade.
- For the newly rated grade 3 campuses, compare School Progress, Part A results with Part B results.

School Progress, Part A: Academic Growth Modeling



Total number of campuses serving up to grade 3=109
12 of them are new in 2019, so 97 are used in the model.



Total number of elementary campuses with at least 10 grade 3 tests=4220

School Progress, Part A: Academic Growth Modeling

Scaling

A	11	81	1.92	378	8.96
	10	110	2.61	488	11.56
	9	113	2.68	601	14.24
	8	141	3.34	742	17.58
	7	163	3.86	905	21.45
	6	178	4.22	1083	25.66
B	5	197	4.67	1280	30.33
	4	220	5.21	1500	35.55
	3	236	5.59	1736	41.14
	2	233	5.52	1969	46.66
	1	271	6.42	2240	53.08
	0	243	5.76	2483	58.84
	-1	263	6.23	2746	65.07
C	-2	218	5.17	2964	70.24
	-3	211	5.00	3175	75.24
	-4	177	4.19	3352	79.43
	-5	145	3.44	3497	82.87
	-6	112	2.65	3609	85.52
D	-7	119	2.82	3728	88.34
	-8	109	2.58	3837	90.92
	-9	76	1.80	3913	92.73
	-10	63	1.49	3976	94.22

School Progress, Part A versus Part B Modeling

Outcomes for Campuses using Part A Modeling Methodology

	Relative Performance				
Academic Growth	A	B	C	D	F
A	2	3	.	.	.
B	3	14	7	1	.
C	1	18	12	5	3
D	2	8	5	3	1
F	.	3	3	3	.

- 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.



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

