



2020 & Beyond Accountability System Development

Texas Education Agency | Governance & Accountability | Performance Reporting

TEXAS EDUCATION AGENCY
GOVERNANCE &
ACCOUNTABILITY
PERFORMANCE REPORTING

2020 Accountability

1. Did the student group meet the four-year long-term graduation rate target of 94.0%?
2. If #1 is no, did the student group meet the four-year interim graduation rate target of 90.0% **and** demonstrate improvement of at least 0.1% over the prior year rate?



3. If #1 and #2 are no, did the student group meet its four-year graduation rate growth target?

$$\frac{\text{current year four-year graduation rate} - \text{prior year four-year graduation rate}}{\text{four-year graduation rate}} \geq \frac{94.0 \text{ (long-term target)} - \text{prior year four-year graduation rate}}{\text{-----divided by-----} 10}$$

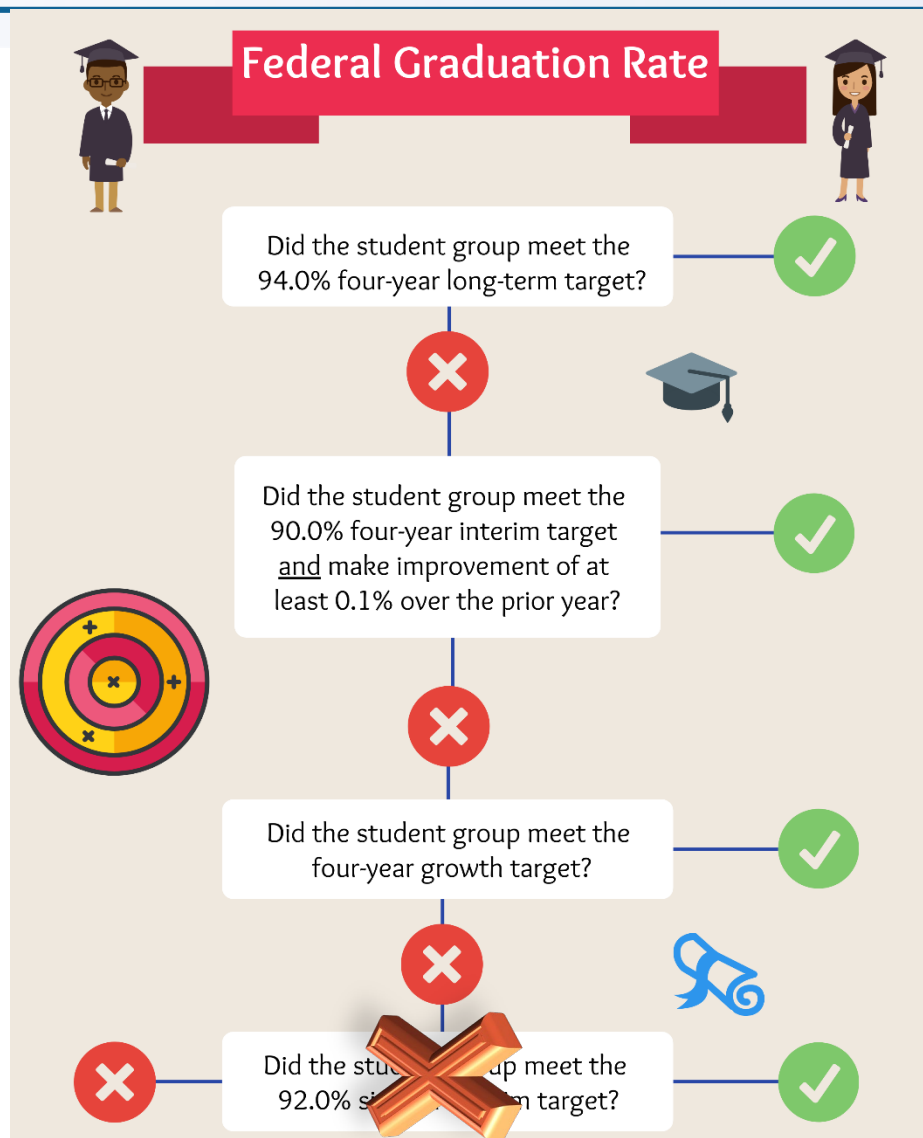


4. If #1, #2, and #3 are no, did the student group meet the six-year interim graduation rate target? (Appendix A of the ESSA State Plan would be amended to add an interim target of 92.0% and a long-term target of 96.0%.)

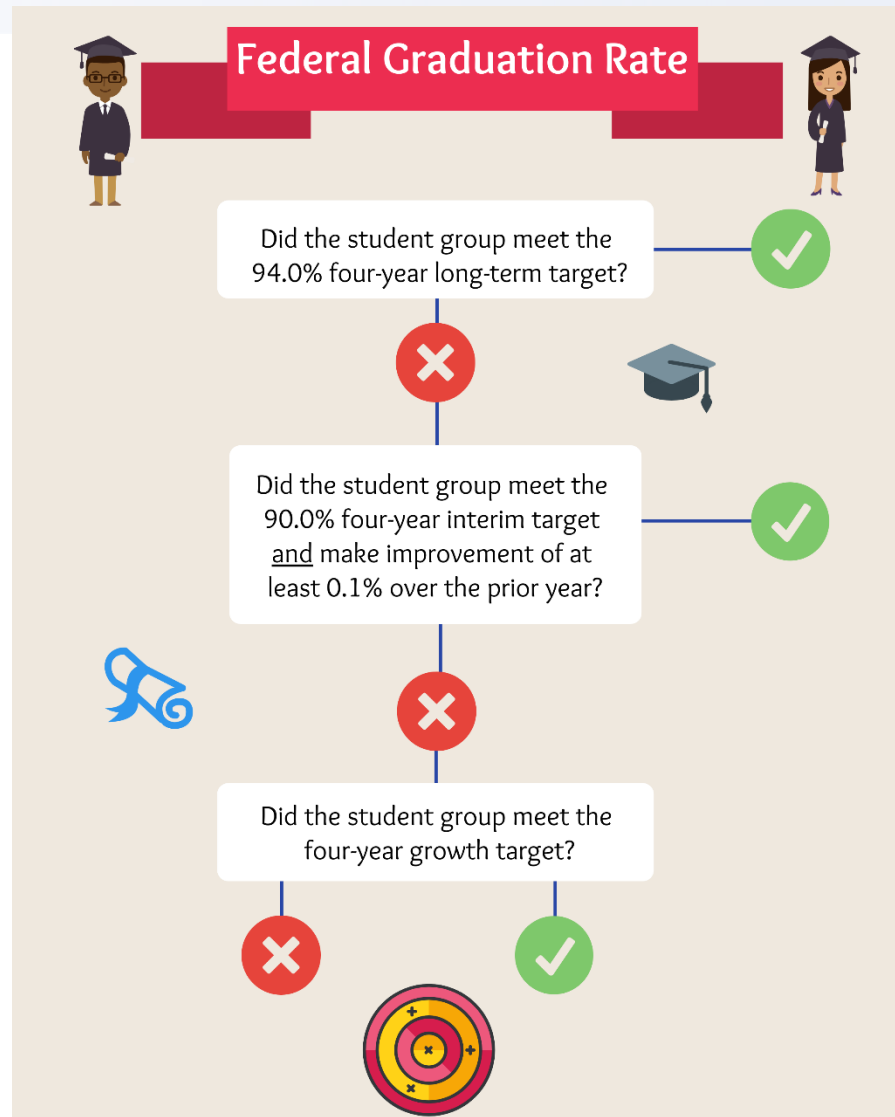


Note: This step received unfavorable feedback during amendment discussions with the USDE.

Proposed Closing the Gaps Graduation Rate Methodology (cont.)



Amended Closing the Gaps Graduation Rate Methodology (cont.)



Proposed Graduation Rate Methodology Example

2018 Special Education Graduation Rate	2019 Special Education Graduation Rate
66.7%	70.0%



1. Did not meet 94.0% 4-year long-term graduation target
2. Did not meet 90.0% 4-year interim graduation target and improve by 0.1%
3. Did meet 4-year growth target (i.e. a 10% decrease in difference between the prior year rate and the long-term target):

$$70.0 - 66.7 = 3.3 > 2.73 = \frac{94.0 - 66.7}{10}$$

Proposed Methodology

2019 Campus Closing the Gaps Domain Grade	Model Campus Closing the Gaps Domain Grade				
	A	B	C	D	F
A					
B	94	1589	0		
C		77	2952	0	
D		0	25	1069	0
F		0		28	

Proposed Methodology Without Step 4

2019 Campus Closing the Gaps Domain Grade	Model Campus Closing the Gaps Domain Grade				
	A	B	C	D	F
A	1246	0			
B	76	1607	0		
C	0	63	2966	0	
D		0	17	1077	0
F		0		22	

Proposed Closing the Gaps Graduation Rate Methodology (cont.)

Proposed Methodology

2019 AEA Campus Closing the Gaps Domain Grade	Model AEA Campus Closing the Gaps Domain Grade				
	A	B	C	D	F
A					
B	3				
C		5			
D		0	8	12	
F		0		22	

Proposed Methodology Without Step 4

2019 AEA Campus Closing the Gaps Domain Grade	Model AEA Campus Closing the Gaps Domain Grade				
	A	B	C	D	F
A	7	0			
B	2	16	0		
C	0	5	14	0	
D		0	7	13	0
F		0		19	

- Comprehensive support and improvement identification for graduation rates less than 67% will be based on the 6-year graduation rate rather than the 4-year rate.
- Using this methodology, 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.



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	
Non-AEA	
Total	

- Currently, districts and campuses either earn 10 points or 0 points for the ELP component in the Closing the Gaps domain.
- Should partial points be awarded depending on achievement toward the 36% target?

ELP Rate	Points
36	10
35	9
34	8
33	7
32	6
31	5
30	4
29	3
28	2
27	1

- Last meeting, the committee requested modeling to show the feasibility of using Relative Performance for AEA's.
- See the online binder for modeling.



- New this year, in order to be considered for 2020 accountability calculations, all STAAR and TELPAS rescore requests must be made on or before June 19, 2020.
- The outcomes of these requests will be included in the final CAF and used to calculate preliminary ratings.
- Rescore requests submitted after June 19, 2020 will not be considered during the appeals process.

Accountability Reset

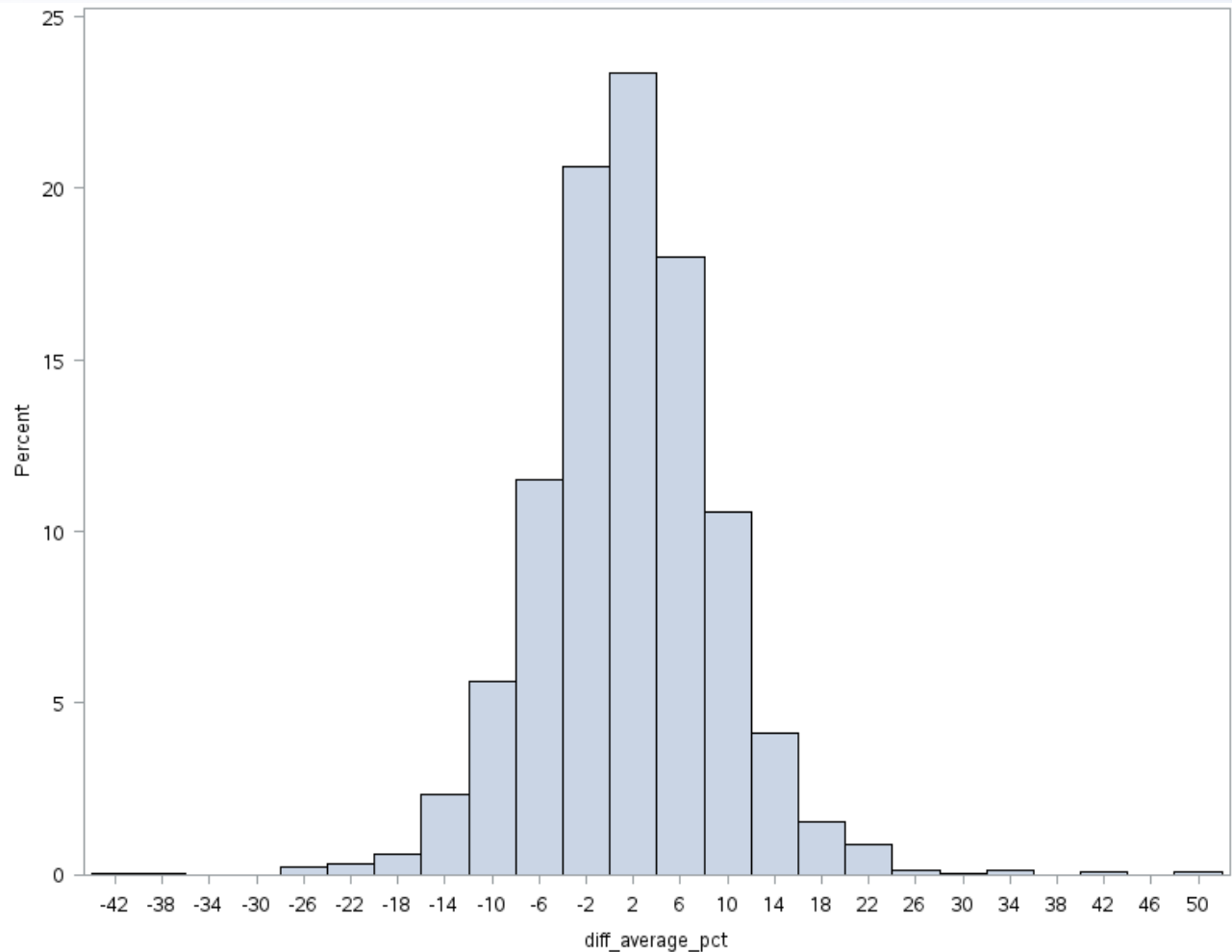
What can we do for grade 3?



Modeling 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.



Total number of elementary campuses with at least 10 grade 3 tests=4,220

Scaling Excerpt

	Average Percent Change	Frequency	Percent
A	11	81	1.92
	10	110	2.61
	9	113	2.68
	8	141	3.34
	7	163	3.86
	6	178	4.22
B	5	197	4.67
	4	220	5.21
	3	236	5.59
	2	233	5.52
	1	271	6.42
	0	243	5.76
	-1	263	6.23
C	-2	218	5.17
	-3	211	5.00
	-4	177	4.19
	-5	145	3.44
	-6	112	2.65
D	-7	119	2.82
	-8	109	2.58
	-9	76	1.80
	-10	63	1.49

Academic Growth Modeling Example

- Elm Elementary School had a 2018 STAAR component score of 37% and a 2019 STAAR component score of 43%.
- The percent change is 6%.
- Using the scaling chart, this campus would earn an A for Academic Growth.

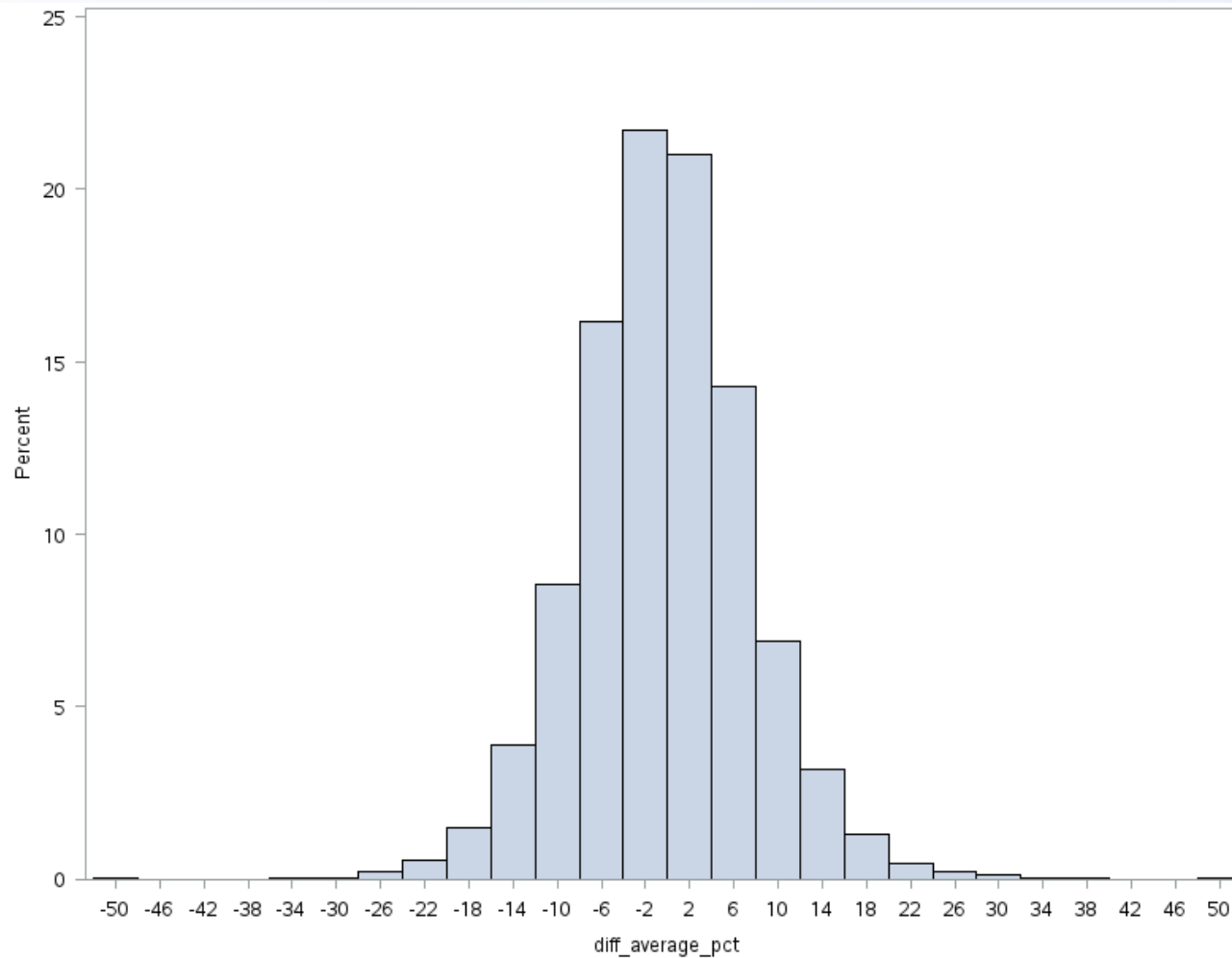
School Progress, Part A versus Part B Modeling

Outcomes for Campuses using Part A Modeling Methodology

	2019 Part B: Relative Performance				
Modeled Part A: 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	.

- Last meeting, the committee suggested the agency apply the same modeling methodology to grade 4 to help verify reliability.
- The following slide shows the outcome.



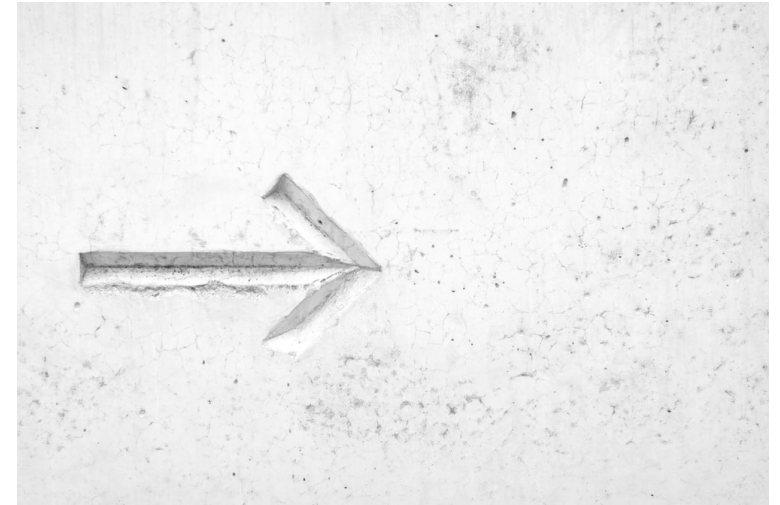


Total number of elementary campuses with at least 10 grade 4 tests=4,178

APAC expressed the following:

- The agency should only include growth for grade 3 if it has a positive impact.
- Districts already use their own assessments to evaluate growth for grade 3 students.
- Growth for grade 3 students would add another layer of complexity to an already complex system.

- Students who transition from the Spanish STAAR reading assessment to the English STAAR reading assessment currently do not receive a STAAR progress measure for use in Academic Growth.
- A proxy was calculated for these students in the previous accountability system.



APAC expressed the following:

- The proxy may negatively impact some districts and campuses.
- Overall, members were ambivalent, noting that if we decide to move forward with the proxy, it may be best to align implementation with the accountability reset.



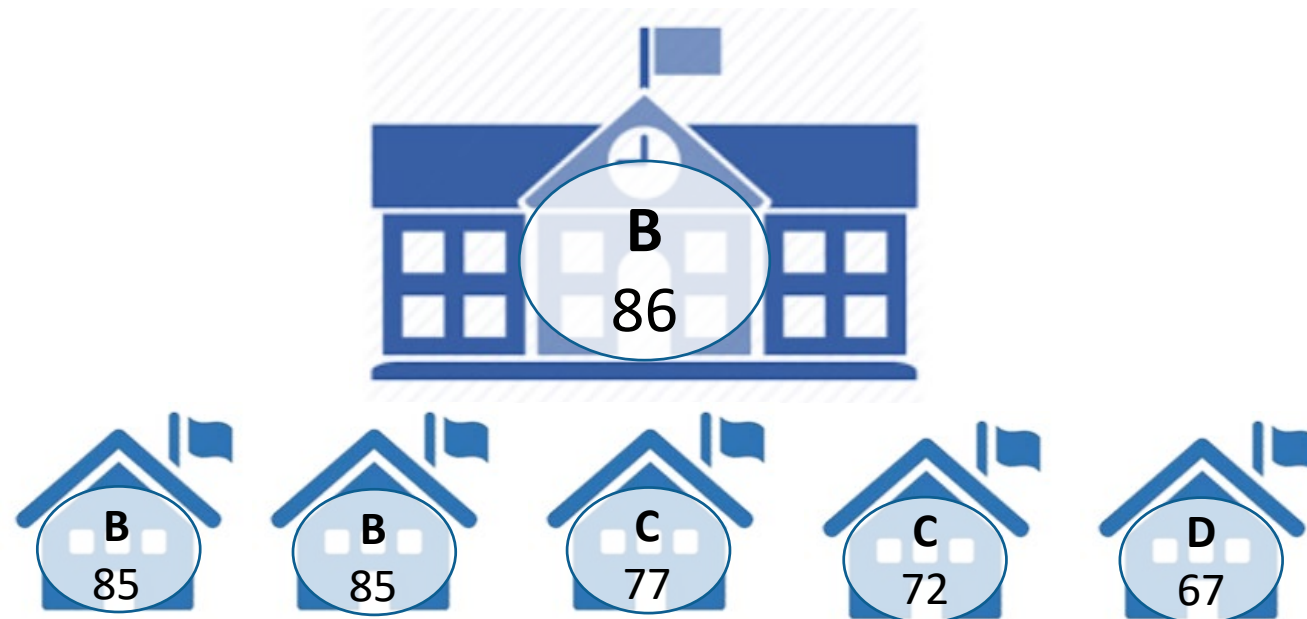
- District ratings are not always representative of campus ratings.
- How can we revise the district rating methodology so that district ratings accurately reflect outcomes for ALL students in the district?



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



Example using Current Methodology



Methodology using Proportional Weighting

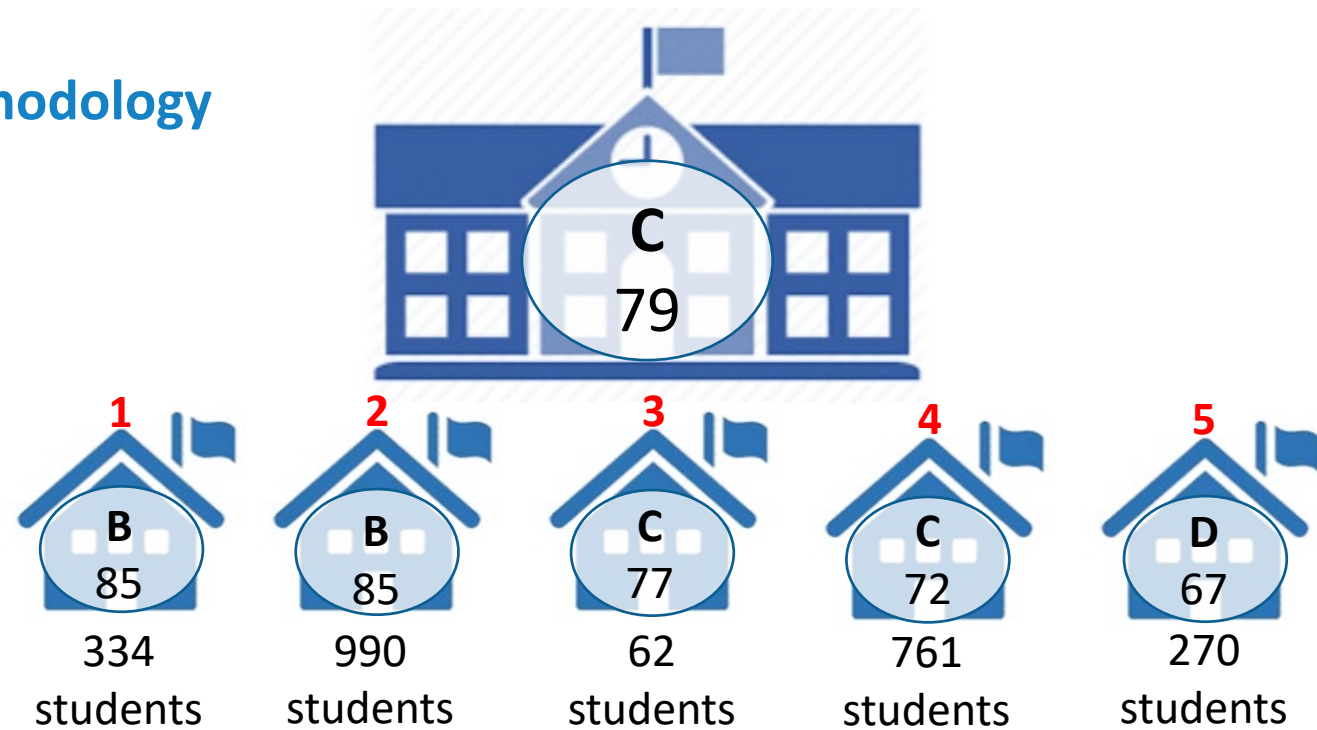
1. Determine the number of students enrolled in grades 3–12 at each campus.
2. Sum the number of students enrolled in grades 3–12 at the district.
3. Divide the number of grades 3–12 students at the campus by the district total.
4. The resulting percentage is the weight that each campus will contribute 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.

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.

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



Potential Impact of using Proportional Weighting

- 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.

Potential Impact of using Proportional Weighting

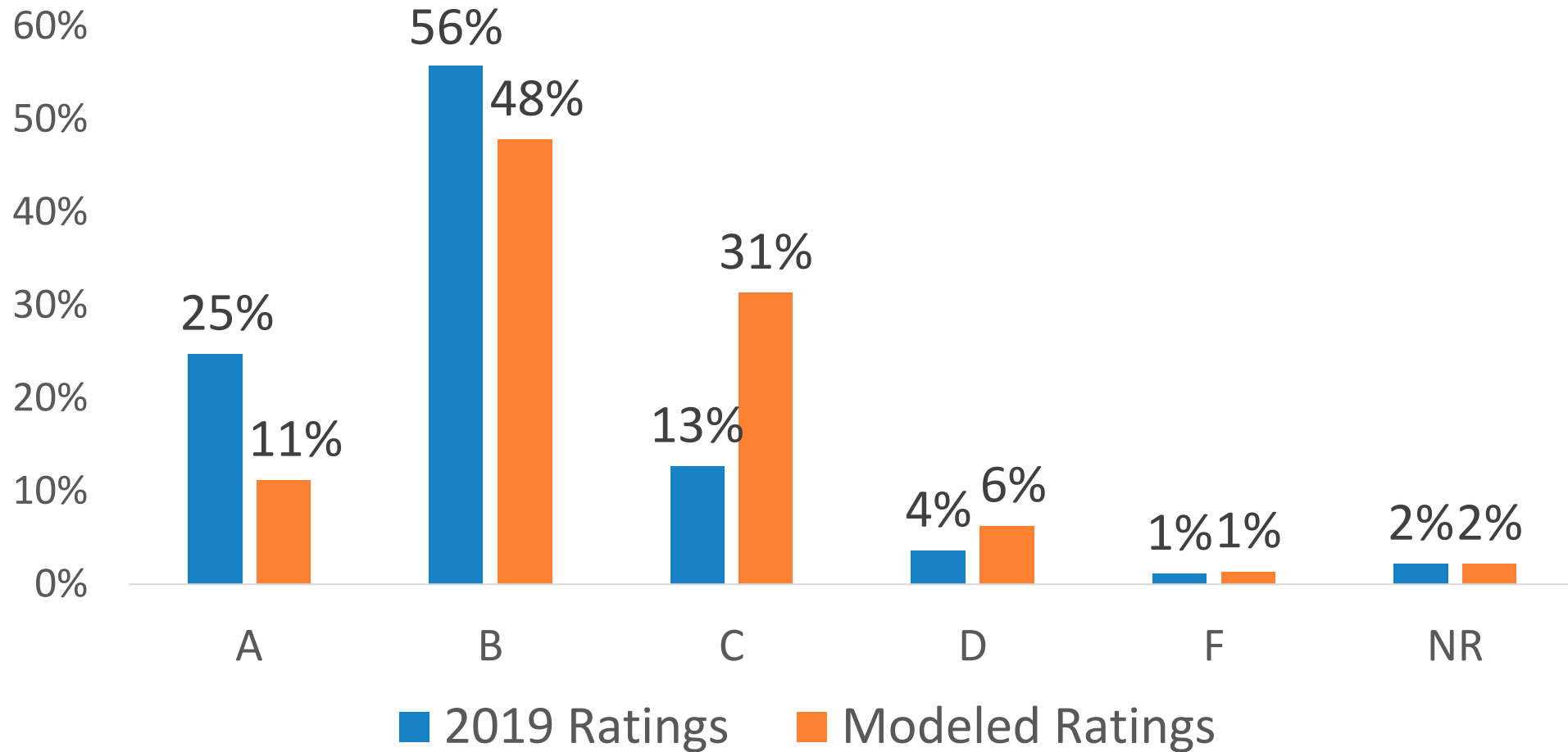
		Proportional Weighting Model				
			B	C	D	
2019 District Ratings		132	165			
		2	407	251	10	0
			2	120	29	1
	D	0	0	5	36	2
			0	0	0	13

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.

Potential Impact of using Proportional Weighting



- Last meeting, concerns were raised about the minimum number of indicators needed for evaluation in Closing the Gaps.
- Modeling was conducted to determine the impact of reducing the minimum number of indicators from five to four.
- 58 additional campuses would be evaluated in the Closing the Gaps domain.

Potential Impact of Reducing the Minimum Number of Indicators

	Count	Percentage
A	18	31%
B	7	12%
C	6	10%
D	5	9%
F	22	38%

- Should AECs be their own campus type with different components, weights, and targets in the Closing the Gaps domain?
- If so, what would that look like?
- AEA taskforce update



- Should comprehensive support and improvement campuses be determined by campus type (i.e., bottom 5% of elementary, bottom 5% of middle, etc.)?

Campus Type	Current (5% overall)	Modeling (5% for each campus type)	Difference
Elementary	138	197	59
Middle	96	58	-38
High Schools/K-12s	7	49	42
AEA	50	50	0
Total	291	354	63

- Should comprehensive support and improvement campuses be identified every three years, rather than yearly?

- Should the targeted support and improvement identification methodology be revised to evaluate achievement gaps among student groups?
- Idaho identifies targeted support and improvement campuses using the following methodology:
 - The percent proficient/advanced for each student group is compared to the percent proficient/advanced for all students not in that group for each indicator.
 - A consistently underperforming student group is any student group that has an achievement gap, relative to its non-group peers, of 35 percentage points or more in any indicator for three consecutive years.

- Should the additional targeted support identification methodology be revised to better align with comprehensive support and improvement?
- Idaho identifies comprehensive support and improvement campuses every three years based on the all students group. They use the same methodology annually for each student group for the purpose of identifying schools for additional targeted support.

- Stakeholders have communicated concerns regarding state accountability rating and school improvement identification alignment.
- Should the Closing the Gaps domain weight increase for campuses identified for school improvement?



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

