



2020 Accountability Updates

Jonathan Delgado | November 21, 2019

2020 Accountability Development

- The use of the EL performance measure will continue in 2020 accountability calculations.
- First year EL students will be excluded from Student Achievement domain calculations while second year EL students will be included using their EL performance measure in place of their STAAR performance level.

- ELs in years 3–5 will be included based on their STAAR performance level.
- ELs are included in Academic Growth using their STAAR progress measure.

- 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.
- Beginning this year, assessment results for these students will be included in accountability beginning with their second year of enrollment in U.S. schools.
- TELPAS Alternate will be included in English Language Proficiency component of the Closing the Gaps domain.

Closing the Gaps Domain Targets Hold Steady

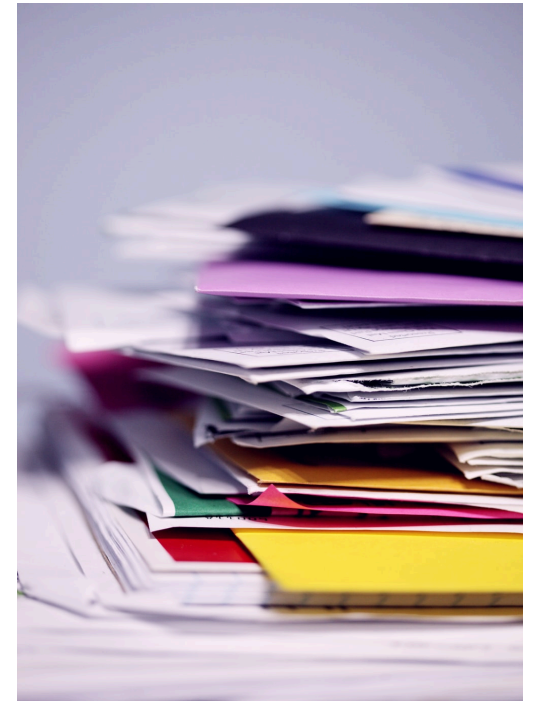
- The targets used in the Closing the Gaps domain in 2019 will be used in 2020.
- Those targets and future targets were submitted as part of the state's ESSA plan.
- All targets can be viewed in Appendix A of the ESSA plan available on the TEA website <https://tea.texas.gov/ESSA/>.

- Graduation rate methodology
- AEAs
- Refinements to school improvement identification
- Most of these tweaks will require an ESSA amendment.

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.

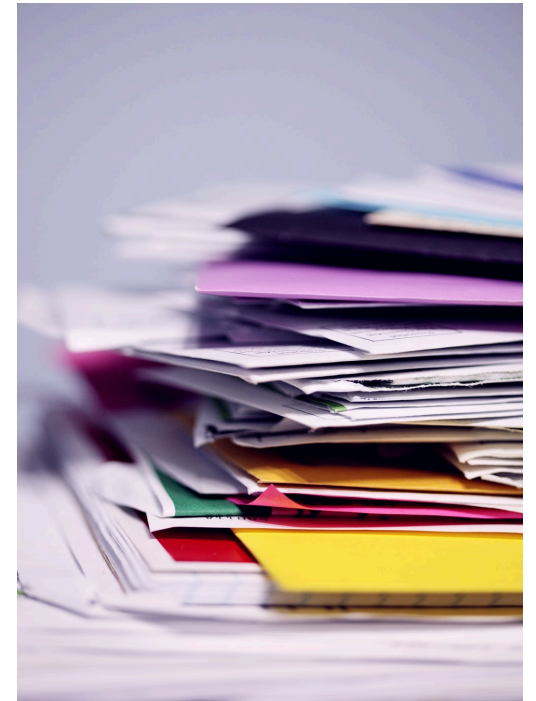


For the 2019–20 Fall Submission, in addition to collecting IBCs for 2019 graduates, IBC reporting includes:

- 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.

For additional information, please see the [October 17, 2019 To the Administrator Addressed](#).



- 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 allowable under 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



Accountability Rating Labels

- The overall design of the accountability system will remain unchanged.
- Districts, open-enrollment charter schools, and campuses will continue to be evaluated in three domains: Student Achievement, School Progress, and Closing the Gaps.
- All districts and campuses will receive an A–F rating in 2020. Ratings will be based on scaled scores using the same grade bands (90–100=A) as in 2019.
- The cut points for letter grades are unchanged.
- Targets in the Closing the Gaps domain remain unchanged.

- In 2019, a district could not receive an overall or domain rating of A if the district included any campus with a corresponding overall or domain rating of *D* or *F*. In this case, the highest scaled score a district could receive for the overall or in the corresponding domain was an 89. This provision will continue to be used in 2020 accountability.
- Formulas for scaled scores will be steady.
- The scaling tool available on the TEA website will be steady.

- The provision that stipulates if an *F* rating is received in three of the four areas of Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score a district, open-enrollment charter school, or campus can receive for the overall rating is a 59 will remain.
- If the Student Achievement domain rating is a *D* or higher, this provision will not be applied.

Alternative Education Accountability (AEA)

- AEA charter schools and campuses will continue to earn bonus points which will be added to the overall scaled score.
- A maximum of ten bonus points may be applied to an AEA's overall scaled score. AEA charter schools and campuses may earn up to five points for each of the following two indicators:
 - Credit for graduation plan type awards AEA charter schools and campuses bonus points for the percentage of graduates who graduate under either a RHSP, DAP, FHSP-E, or FHSP-DLA graduation plan.
 - Credit for EOC retest assessments awards AEA charter schools and campuses bonus points for the percentage of EOC retest assessments at the Approaches Grade Level standard or above.

Student Achievement Domain

STAAR

One point is given for each percentage of assessment results that are at or above the following*:

- Approaches Grade Level or above
- Meets Grade Level or above
- Masters Grade Level

$$\frac{\begin{aligned} &\text{Percentage of Assessments at Approaches Grade Level or above} + \\ &\text{Percentage of Assessments at Meets Grade Level or above} + \\ &\text{Percentage of Assessments at Masters Grade Level} \end{aligned}}{\text{Three}}$$



College Ready

- Meet criteria of 3 on AP or 4 on IB examinations
- Meet TSI criteria (SAT/ACT/TSIA/College Prep course) in reading and mathematics
- Complete a course for dual credit (9 hours or more in any subject or 3 hours or more in ELAR/mathematics)
- Earn an associate's degree
- Complete an OnRamps course in any subject and qualifying for college credit



Military Ready

Enlist in the United States Armed Forces



Career Ready

- Earn an industry-based certification
- CTE coherent sequence coursework completion and credit aligned with approved industry-based certifications (one-half point credit)
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)
- Earn a Level I or Level II certificate
- Graduate under an advanced degree plan and be identified as a current special education student

CTE and Industry-Based Certifications

- Graduates from the **Class of 2019 will be the final class to be awarded one-half point credit** for completing and receiving credit for at least one CTE course aligned with an industry-based certification. This is for graduates who meet no other CCMR indicator.

CTE Coherent Sequence Coursework Transition	Accountability Years	
CCMR Indicator	2020	2021 and Beyond
CTE coherent sequence graduates who complete and receive credit for at least one aligned CTE course	½ point	
Earn an industry-based certification	1 point	1 point

Elementary/Middle Schools

- STAAR

Weight

100%

High Schools, K–12, and Districts

- STAAR
- College, Career, and Military Readiness (CCMR)
- Graduation Rate

40%

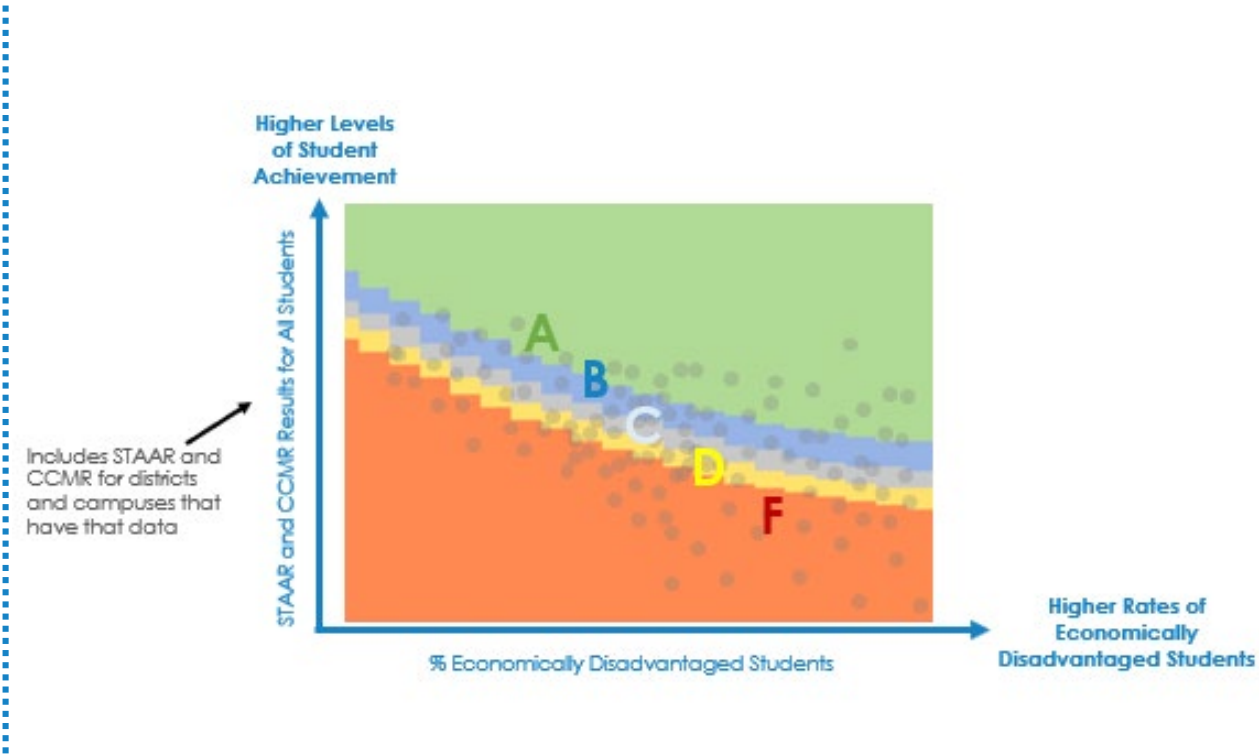
40%

20%

School Progress Domain

There are no indicator or methodology adjustments specific to Part A: Academic Growth or Part B: Relative Performance for 2020.

STAAR	 Current Year			
		Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
..... Previous Year	Did Not Meet Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
	Approaches Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
	Meets Grade Level	0 pts	0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt
	Masters Grade Level	0 pts	0 pts	0 pts	1 pt



Closing the Gaps Domain



Student Groups

- All Students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Current Special Education
- Former Special Education
- Current and Monitored English Learners
- Continuously Enrolled
- Non-Continuously Enrolled



Components

1. Academic Achievement in Reading and Mathematics (At Meets Grade Level or Above)
2. Growth in Reading and Mathematics (Elementary and Middle Schools)
4-year Federal Graduation Rate (High Schools, K–12, and Districts)
3. Student Achievement Domain Score: STAAR Component Only (Elementary and Middle Schools)
College, Career, and Military Readiness (High Schools, K–12, and Districts)
4. English Language Proficiency Status

- The USDE approved the request to amend the ELP status target from **42 to 36** percent for 2018–19 through 2021–22.
- For 2020 accountability, TELPAS composite scores will be compared to 2019 TELPAS composite scores to determine if ELs made progress. If a 2019 composite rating is not available, the composite rating from 2018 will be used.
- TELPAS Alternate was not used in 2019. **It will be used in 2020 for the first time.**

Closing the Gaps Indicator Targets

Academic Achievement (Percentage at Meets Grade Level or above)														
Subject	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	EL (Current and Monitored)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
ELA/Reading	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	29%	36%	46%	42%
Mathematics	46%	31%	40%	59%	45%	82%	50%	54%	23%	36%	40%	44%	47%	45%

Subject	Academic Growth Status (Elementary and Middle Schools)													
ELA/Reading	66%	62%	65%	69%	67%	77%	67%	68%	59%	64%	64%	65%	66%	67%
Mathematics	71%	67%	69%	74%	71%	86%	74%	73%	61%	68%	68%	70%	71%	70%

Federal Graduation Status (High Schools, K-12s, and Districts) ¹														
90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a

Student Achievement Domain Score: STAAR Component Only (Elementary and Middle Schools)														
47%	36%	41%	58%	46%	73%	48%	55%	23%	38%	37%	43%	48%	45%	

College, Career, and Military Readiness Performance Status (High Schools, K-12s, and Districts)														
47%	31%	41%	58%	42%	76%	39%	53%	27%	39%	30%	43%	50%	31%	

English Language Proficiency Status ²														
											36%			

Elementary/Middle Schools

Weight

- | | |
|---|-----|
| ■ Academic Achievement | 30% |
| ■ Academic Growth Status | 50% |
| ■ English Language Proficiency | 10% |
| ■ Student Achievement Domain Score:
STAAR Component Only | 10% |

High Schools, K–12, AEAs, and Districts

Weight

- | | |
|---|-----|
| ■ Academic Achievement | 50% |
| ■ Federal Graduation Status
(Academic Growth Status if not available) | 10% |
| ■ English Language Proficiency | 10% |
| ■ College, Career, and Military Readiness
(Student Achievement Domain Score:
STAAR Component Only if not available) | 30% |

TEAL Updates

- The agency will provide districts with early previews of the 2020 CCMR Student Listing this spring in TEAL Accountability.
- CCMR data will be provided for 2018–19 annual graduates plus students in grade 12 (Closing the Gaps domain).
- The summer CCMR release will compile the full list of CCMR indicators, including updates based on accepted district submissions.

- If districts find discrepancies with the spring preview list and have documented CCMR supporting data, they will be able to submit documentation securely to PR. CCMR indicators that can be submitted for review include:
 - SAT (College Board)
 - ACT (ACT)
 - AP (College Board)
 - IB (IB)
 - TSIA (THECB)
- District-submitted TSDS PEIMS data is final. Only data supporting the indicators listed above may be submitted.

- The Division of Research and Analysis recently released the preliminary four-year longitudinal cohorts for the classes of 2019 through 2022.
- The preliminary lists provide cohort membership information, selected demographic information, and certificate of high school equivalency information. Leaver data and final student statuses are not provided, thus, these lists are not designed to help you try to estimate final longitudinal rates.
- The final Class of 2019 cohort lists will be published in the summer of 2020 and include final statuses of graduates submitted during the TSDS PEIMS fall collection.

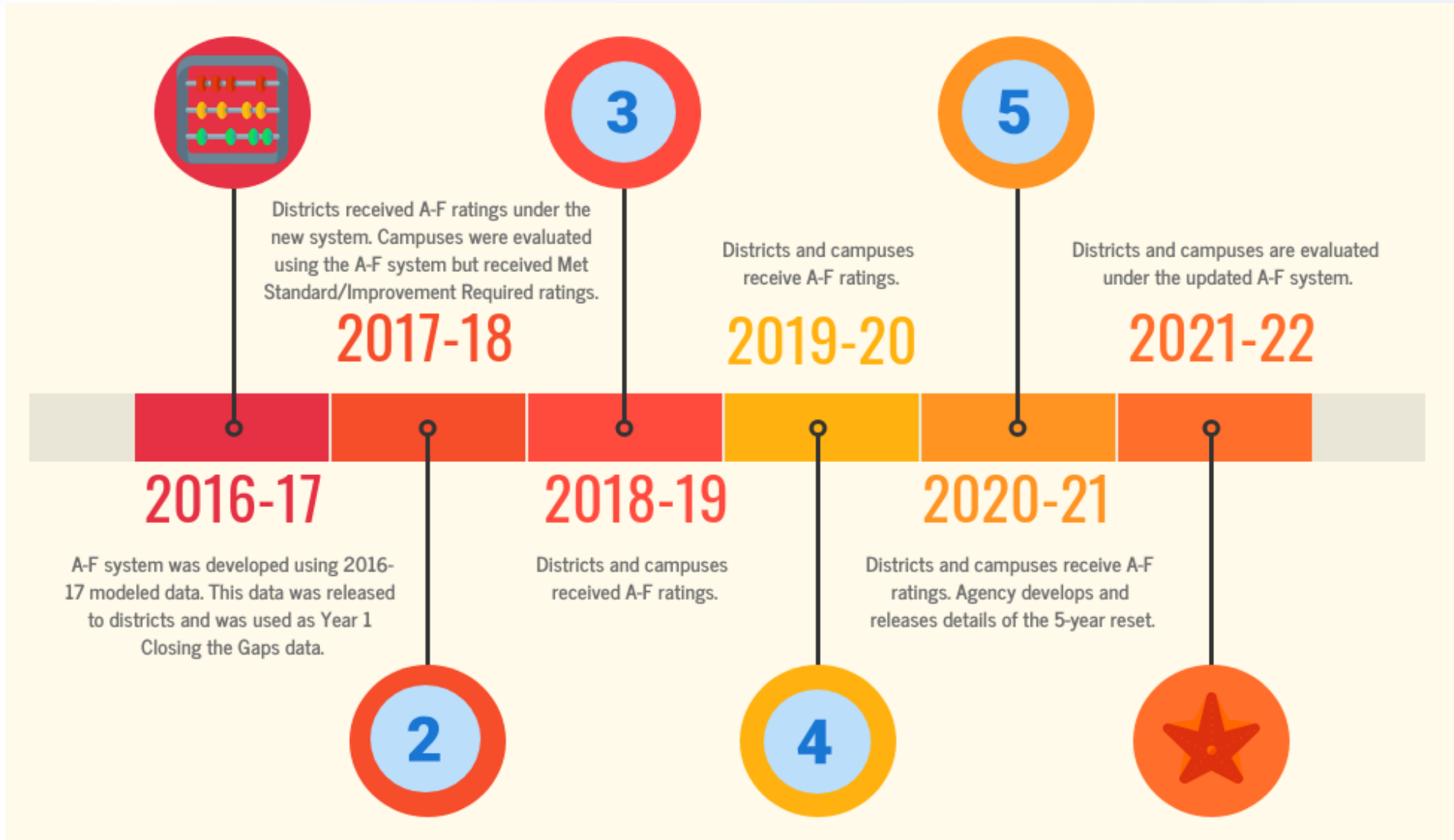
- The agency has updated the A–F estimator to provide districts a way to calculate their 2020 performance in each domain and overall.
- Domain values are prepopulated with 2019 results, and the district can enter their 2020 component values to estimate the corresponding domain and overall result. The accuracy and validity of the estimation is based solely on the data input by the district.
- Estimations are based on the 2020 accountability system methodology, which are still under development and pending final approval from the commissioner by spring 2020. The estimator is intended as a resource for districts that do not subscribe to a service that provides accountability rating predictions.

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.



Five-Year Accountability System Reset Timeline



CCMR Outcomes Bonus

College, Career, or Military Readiness Outcomes Bonus

CCMR bonuses are paid for each annual graduate above a certain threshold percentage

- **Economically Disadvantaged: \$5,000** for each CCMR economically disadvantaged annual graduate above a threshold
- **Non-Economically Disadvantaged: \$3,000** for each CCMR non-economically disadvantaged annual graduate above a threshold



Rules will be adopted to formalize the fixed threshold percentages.

In addition to the economically disadvantaged/non-economically-disadvantaged CCMR bonuses, CCMR bonuses are paid for each annual graduate receiving special education services:

- **Special Education: \$2,000** for each CCMR annual graduate enrolled in special education



Defining College, Career, or Military Readiness

The CCMR bonus uses a more rigorous standard for CCMR than the academic accountability system:

➤ **College:**

- ✓ Texas Success Initiative (TSI) score on SAT/ACT/TSI Assessment (TSIA) in reading and mathematics **and**
- ✓ Earned an associate degree prior to graduation or enrolled in college by the fall immediately after high school graduation

➤ **Career:**

- ✓ TSI score on SAT/ACT/TSIA in reading and mathematics **and**
- ✓ Received an industry-based certification / Level I / Level II certificate

➤ **Military:**

- ✓ Armed Services Vocational Aptitude Battery (ASVAB) passing score **and**
- ✓ Enlisted in U.S. Armed Forces after graduation



CCMR Outcomes Bonus Data Sources

➤ College:

- ✓ TSI: SAT (College Board), ACT (ACT), TSIA (THECB)
- ✓ Earned an associate degree prior to graduation (TSDS PEIMS)
- ✓ Enrolled in college (National Student Clearinghouse)

➤ Career:

- ✓ TSI: SAT (College Board), ACT (ACT), TSIA (THECB)
- ✓ Industry-based certification (TSDS PEIMS)
- ✓ Level I or Level II certificate (THECB)

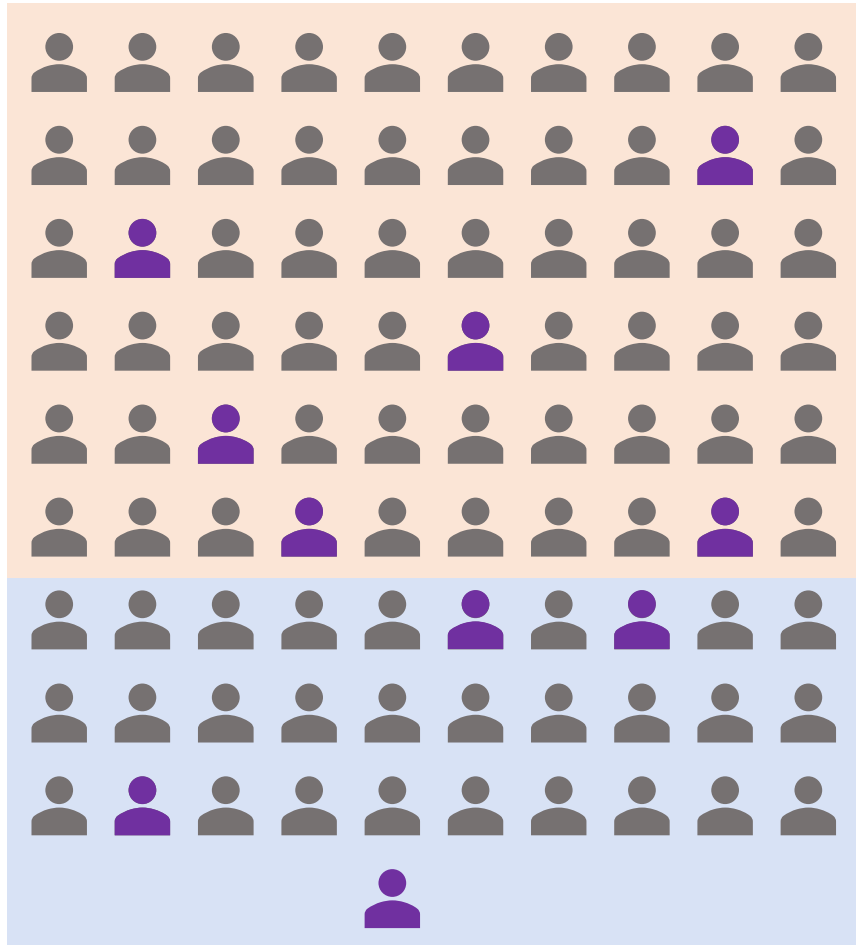
➤ Military:

- ✓ ASVAB (Department of Defense)
- ✓ Enlisted in U.S. Armed Forces (Department of Defense)



How to Calculate the Bonus: An Example

Assume 100 Annual Graduates



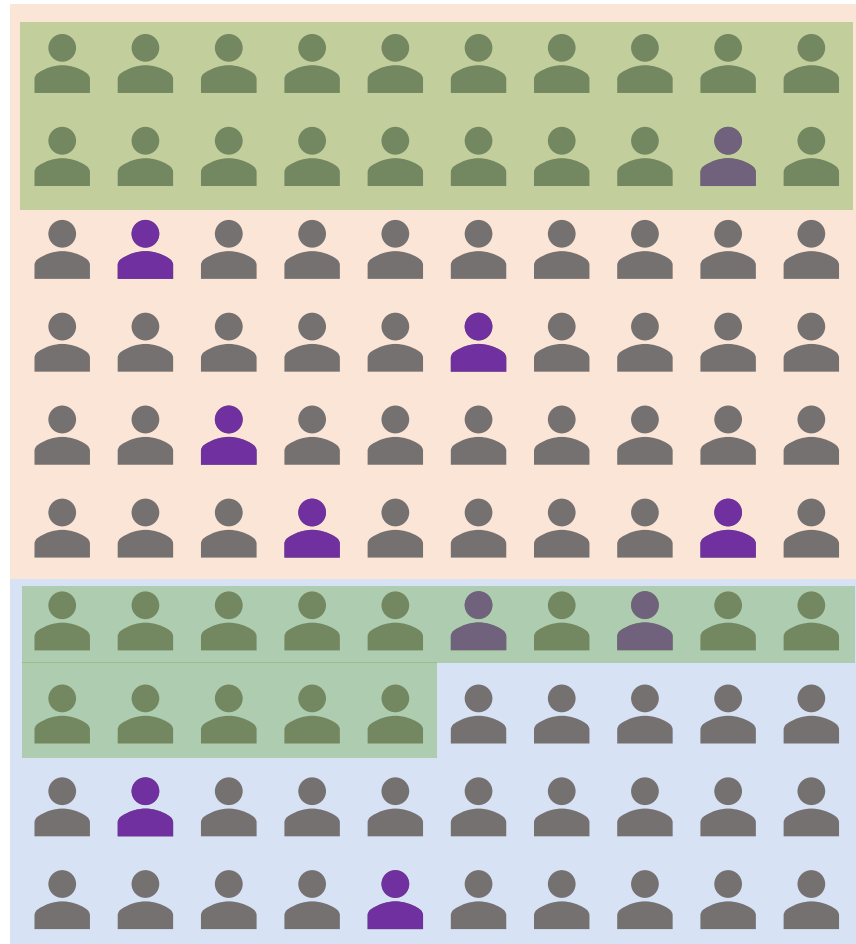
= 60 are economically disadvantaged

= 10 receive special education services

= 40 are non-economically disadvantaged

How to Calculate the Bonus: An Example

Assume 100 Annual Graduates

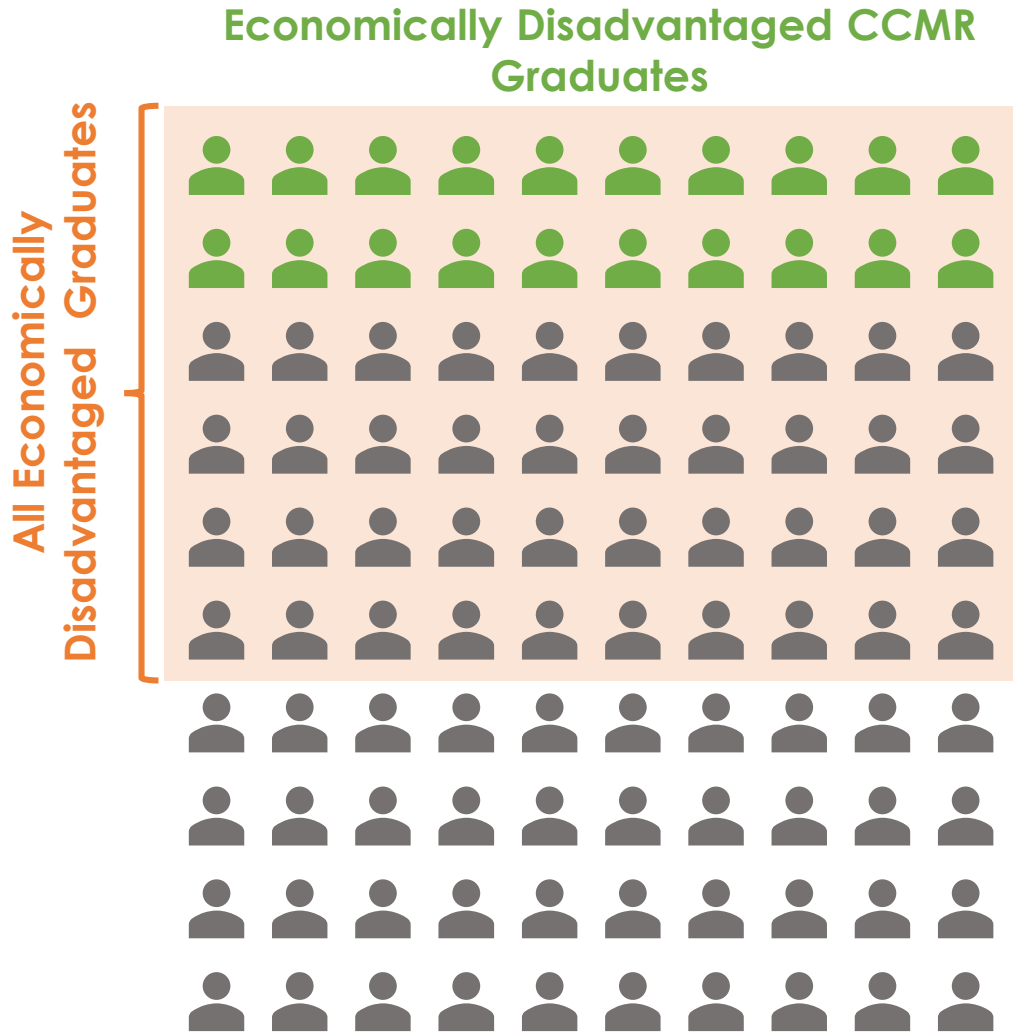


= 60 are economically disadvantaged
(20 are CCMR)

= 10 receive special education services
(3 are CCMR)

= 40 are non-economically disadvantaged
(15 are CCMR)

How to Calculate the Bonus: An Example



Step 1: Multiply eco dis grads (60) by threshold percent in rule for eco-dis (use 9%, but likely to change).

$$60 \times 9\% = 5.4$$

Step 2: The agency will always round down when determining the threshold count. 5.4 graduates turns into 5 graduates.

$$5.4 = 5$$

Step 3: Subtract the threshold count (5) from total eco dis CCMR graduates (20) to get the count of eco-dis CCMR graduates above threshold for the bonus.

$$20 - 5 = 15$$

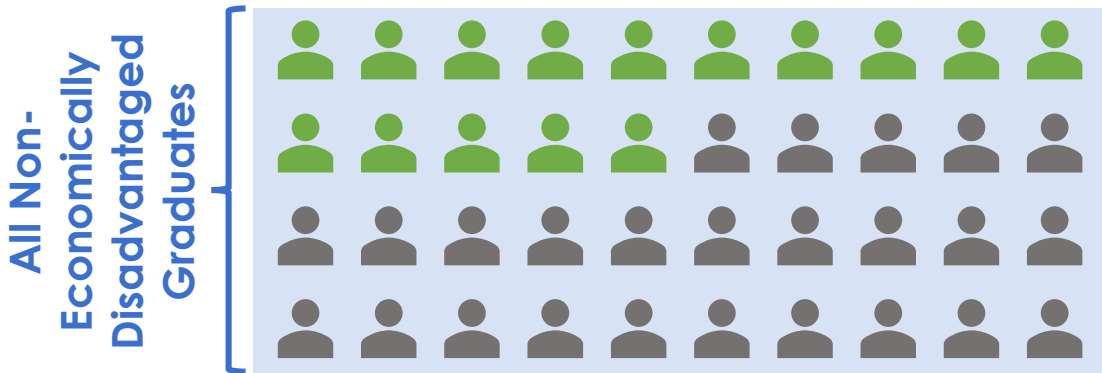
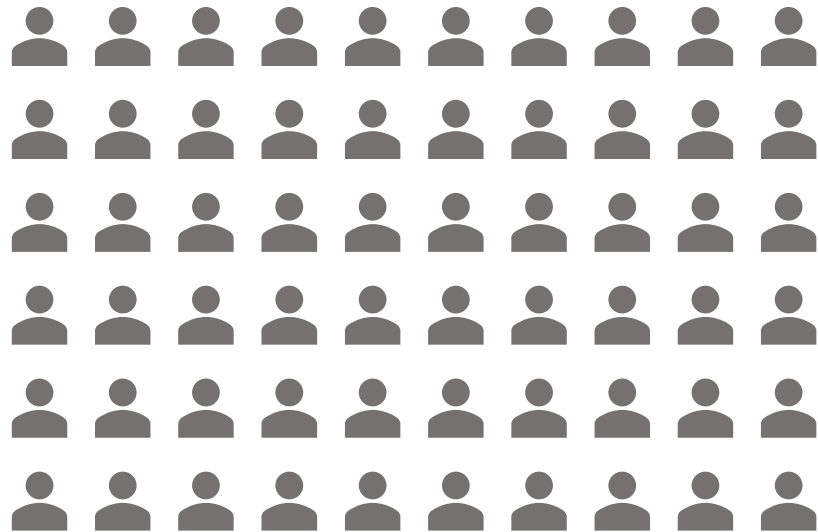
Step 4: Multiply that by the eco-dis bonus amount (\$5,000).

$$15 \times \$5,000 = \$75,000$$

Bonus Funding To District: **\$75,000**

How to Calculate the Bonus: An Example

Non-Economically Disadvantaged CCMR Graduates



Step 1: Multiply non-eco-dis grads (40) by threshold percent in rule for non-eco-dis (use 20%, but likely to change).

$$40 \times 20\% = 8.0$$

Step 2: The agency will always round down when determining the threshold count. 8.0 graduates turns into 8 graduates.

$$8.0 = 8$$

Step 3: Subtract the threshold count (8) from total non-eco-dis CCMR graduates (15) to get the count of non-eco-dis CCMR graduates above threshold for the bonus.

$$15 - 8 = 7$$

Step 4: Multiply that by the non-eco-dis bonus amount (\$3,000).

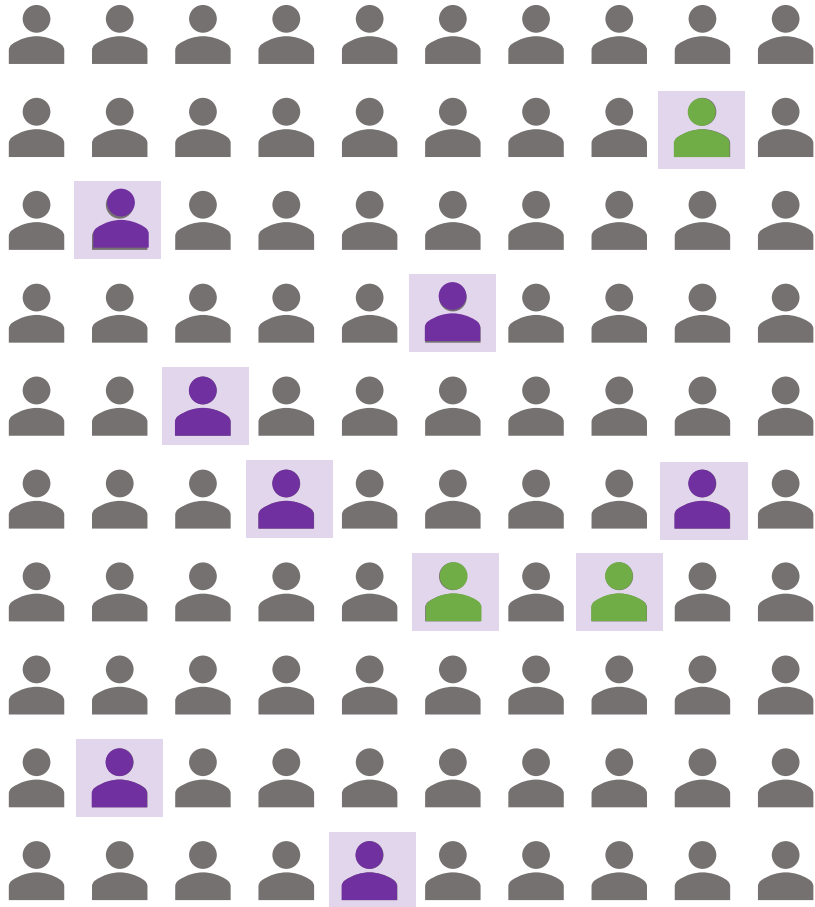
$$7 \times \$3,000 = \$21,000$$

Bonus Funding To District: \$21,000

How to Calculate the Bonus: An Example

Special Education CCMR Graduates

All Special Education Graduates



While the methodology to calculate CCMR outcomes bonus payments for students receiving special education services involves a threshold calculation, the threshold percentage is 0% given the 25th percentile of state performance in 2016–17.

This makes the calculation easier:

All Special Education CCMR graduates generate a bonus.

Step 1: Multiply remainder the number of special education CCMR graduates (3) by SpEd bonus amount (\$2,000).

$$3 \times 2,000 = 6,000$$

Bonus Funding To District: \$6,000

How to Calculate the Bonus: An Example

Bonus total for economically disadvantaged: \$75,000

Bonus total for non-economically disadvantaged: \$21,000

Bonus total for special education: \$6,000

Total CCMR Outcomes Bonus Funding To District: **\$102,000**

**Additional resources about the CCMR Outcomes Bonus and
HB 3 are available at**

[https://tea.texas.gov/About TEA/Government Relations and Legal/Government Relations/House Bill 3](https://tea.texas.gov/About%20TEA/Government%20Relations%20and%20Legal/Government%20Relations/House%20Bill%203)





- **Performance Reporting Home Page**
<http://tea.texas.gov/accountability/>
- **TXschools.gov**
<https://txschools.gov/>
- **Performance Reporting Email**
performance.reporting@tea.texas.gov
- **Performance Reporting Telephone**
(512) 463-9704

A large, diverse group of school children of various ethnicities and ages are shown sitting together, smiling and looking towards the camera. They are dressed in casual school attire. A white rectangular box is overlaid on the center of the image, containing the text "Thank you!" in a blue, sans-serif font.

Thank you!