



# Academic Accountability Update

Assessment Conference | November 5, 2019

Jamie Crowe, Executive Director, Performance Reporting

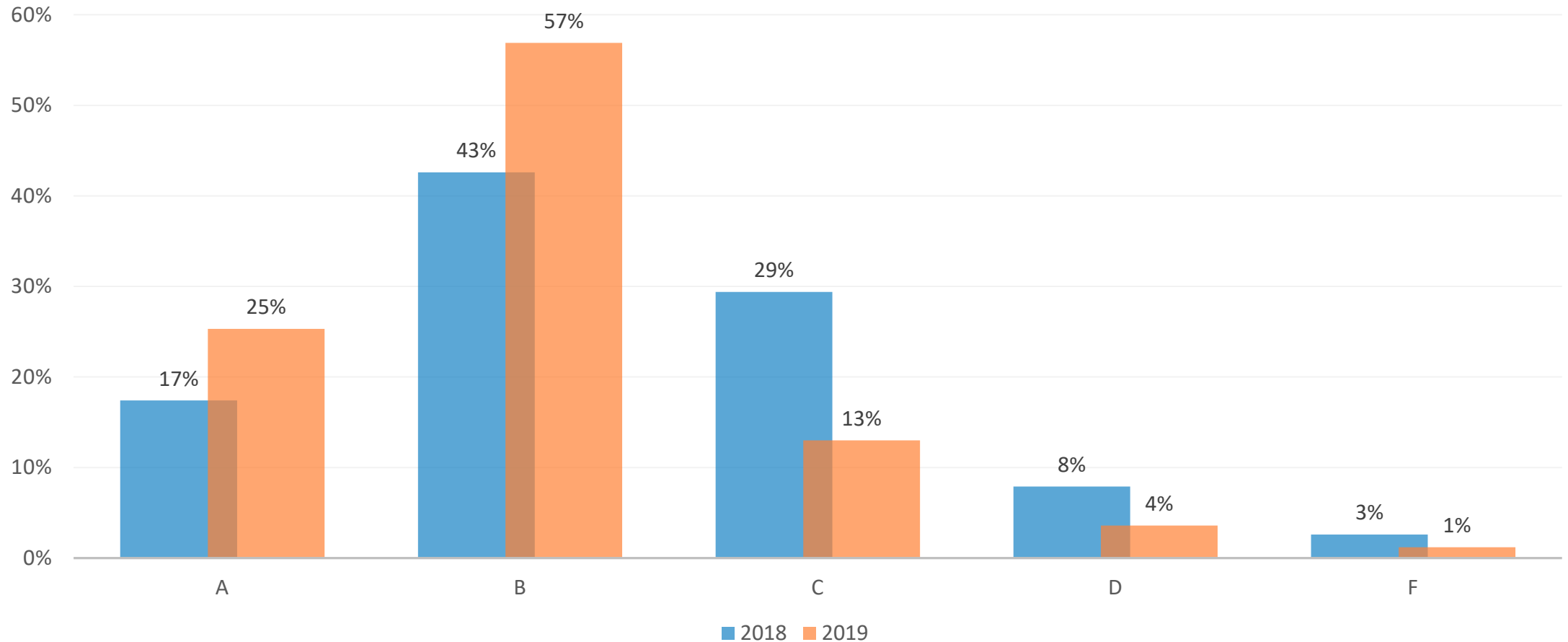
- 2019 Statewide Accountability Outcomes
- 2020 Accountability Development
- Five-Year Reset
- CCMR Outcomes Bonus
- Questions and Answers

# 2019 Statewide Results

## Open-Enrollment Charter Schools and Districts

District Accountability Rating	2019 Count	2019 Percentage	2018 Count	2018 Percentage
<b>A</b>	301	25.3%	191	17.4%
<b>B</b>	677	56.9%	467	42.6%
<b>C</b>	154	13.0%	322	29.4%
<b>D</b>	43	3.6%	87	7.9%
<b>F</b>	14	1.2%	29	2.6%
Totals	1,189	100%	1,096	100%

## Open-Enrollment Charter Schools and Districts



# 2019 A–F Campus Ratings with Respective 2018 Ratings\*

- 26% of campuses improved their letter grade from the prior year.
- 18% of campuses' letter grades regressed.
- 55% of campuses maintained their letter grade.

		2019				
		A	B	C	D	F
2018	A (90–100)	1,152	370	17	1	2
	B (80–89)	466	1,849	479	59	34
	C (70–79)	68	818	1,170	296	89
	D (60–69)	19	128	339	203	136
	F (<60)	3	43	118	127	120

\*This table includes only campuses that were rated in both years and includes the scaled scores of *Not Rated: Hurricane Harvey* campuses.

## Comprehensive Support and Improvement

- 543 campuses were labeled comprehensive support and improvement.
  - 377 of these campuses were identified or reidentified.
  - 166 of these campuses made progress toward exiting but remain comprehensive.
- Of the 377 campuses identified or reidentified, 49 had a federal graduation rate <67%.

## Targeted Support and Improvement

- 2,563 campuses were identified for targeted support and improvement.

## Additional Targeted Support

- 712 campuses were identified for additional targeted support.



## TAPR System

- The TAPR System (HTML version) will be updated on a rolling basis as data becomes available. Most data will be released in early November.

## TAPR PDF

- The PDF version of the TAPR will be released in early December.

# 2020 Accountability Development

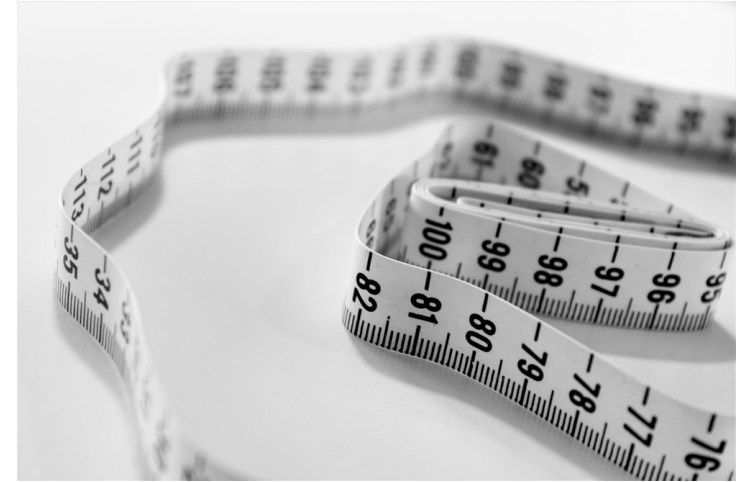
- The use of the EL performance measure will continue in 2020 accountability calculations.
- First year EL students will be excluded from Student Achievement domain calculations while second year EL students will be included using their EL performance measure instead of their STAAR performance level.

- ELs in years 3–5 will be included based on their STAAR performance level.
- ELs are included in Academic Growth using the STAAR progress measure.
- TELPAS Alternate will be included in English Language Proficiency component of the Closing the Gaps domain.

- 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.

## Raw Cut Points Hold Steady

- 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

- 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/>.



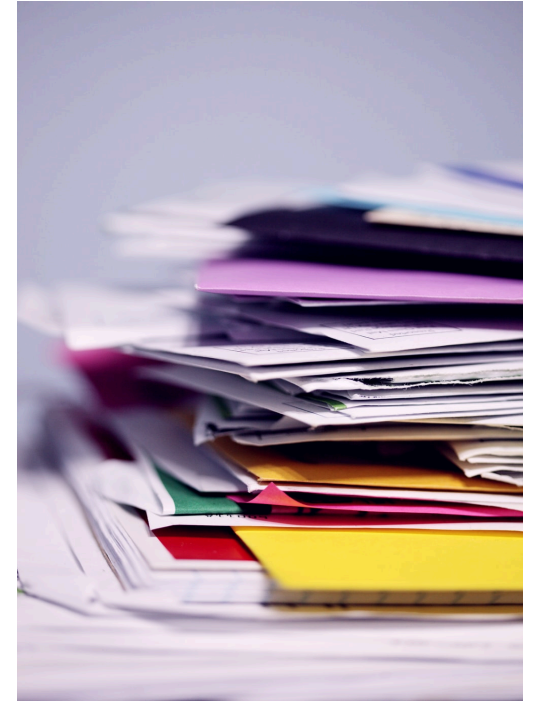
- Graduation rate methodology
- AEAs
- Refinements to school improvement identification
- Most of these tweaks will require an ESSA amendment.



## 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) will 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 244 will earn one point.

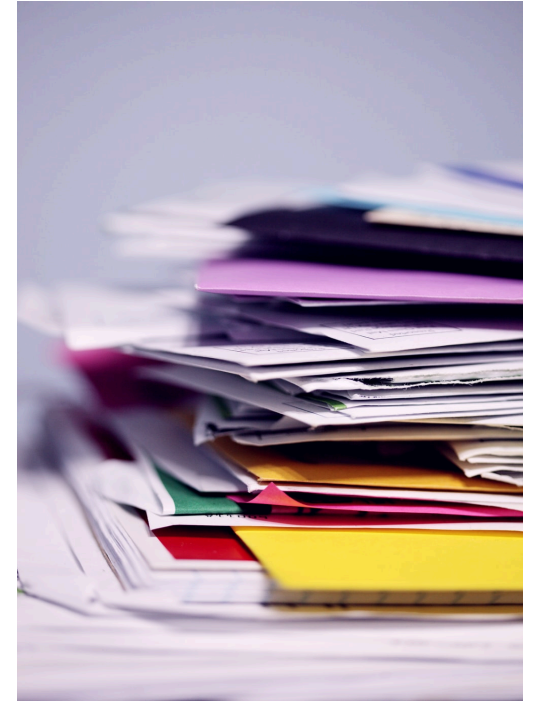
The TSDS PEIMS Fall 2019–20 collection is an opportunity to “catch up” on reporting IBCs earned by students in prior school years that have not yet been reported to the TEA. In previous years, the TSDS PEIMS collection of IBCs was limited to graduates.



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 244)
- 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 244)
- 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 244 will receive CCMR credit for 2020 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.



- Under TAC § 101.4002, students may still use a substitute assessment to meet state graduation requirements.
- The 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

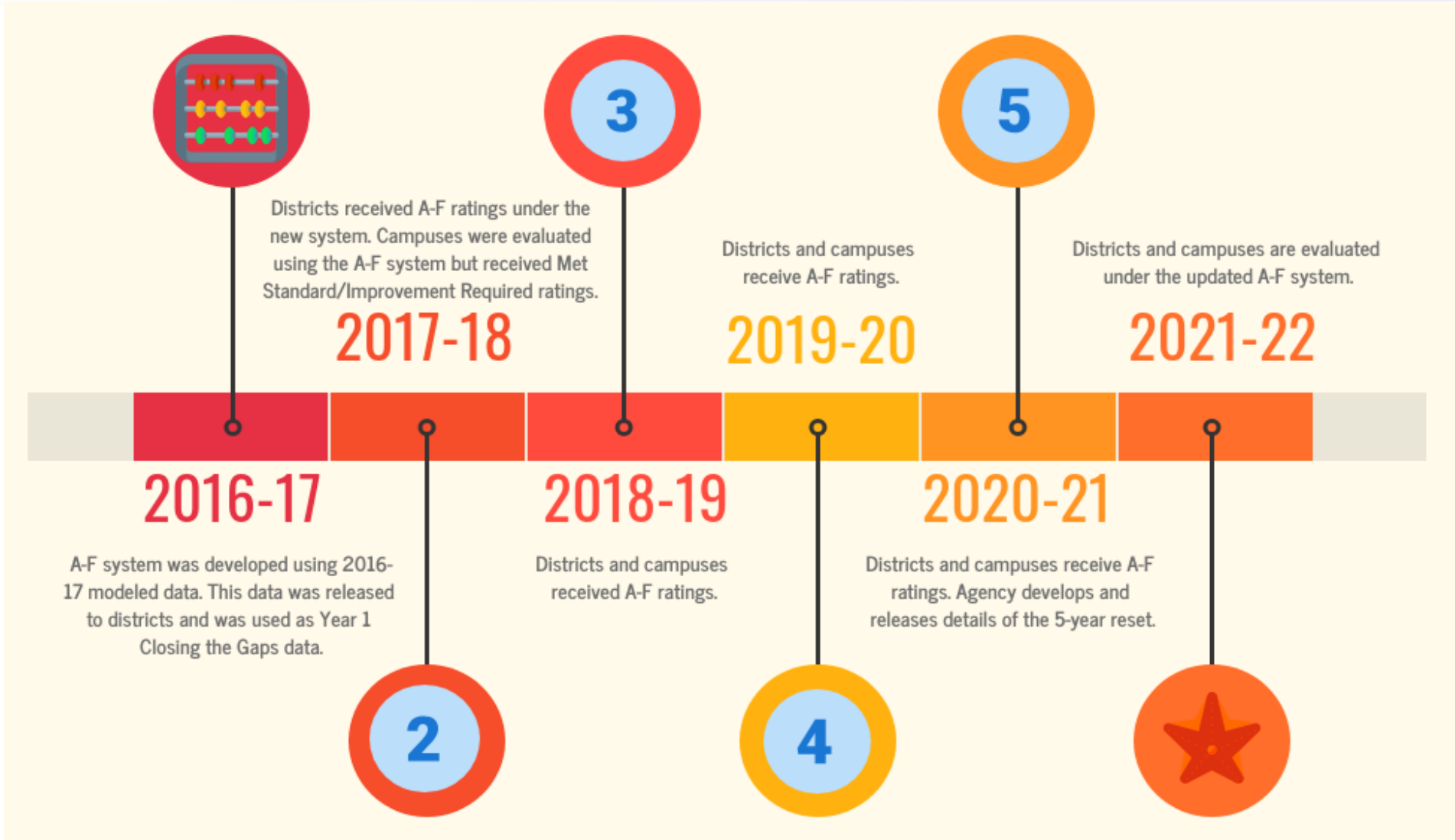


# Five-Year Accountability System Reset

- 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

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



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)



**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)**



# Questions and Answers



## Resources

- <http://tea.texas.gov/A-F>
- <https://tea.texas.gov/perfreport/resources/index.html>

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