



State Accountability Updates

TETN Videoconference #583 | November 7, 2019

2019 Appeals

- Total count of appeals in 2019 was 72:
 - 21 district appeals
 - 51 campus appeals
 - Closing the Gaps domain was the most frequent reason for appeals
- An independent review panel evaluated all appeals, supporting documentation, staff research, and staff recommendations. The panel provided its recommendations, which were forwarded to the commissioner.
- Appeals notification letters were sent November 5 via regular mail and posted to the TEA Login (TEAL) accountability application for districts that appealed their 2019 state accountability ratings.

- When a district or campus rating is changed as the result of an appeal, the data and calculations on which the original rating was based are not changed; only the rating itself is changed.
- Accountability reports for the 2018–19 school year will include the same data and calculations as do the original reports.
- Notwithstanding a changed rating, a campus identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support must implement the applicable Texas Accountability Intervention System (TAIS) requirements.
- The outcomes of all appeals will be reflected in the ratings update scheduled for November 2019 in TEAL and public websites.

2018–19 Texas Academic Performance Report (TAPR) Updates

New Items in the 2019 TAPR System

- OnRamps Course Credits
- Graduates under an Advanced Degree Plan and Identified as a Current Special Education Student
- Graduates with Level I or Level II Certificate
- Counts of Section 504 students and students with dyslexia have been added to the Profile section
- Distinction Designation reports now available under Accountability Data tab

Updates in the 2019 TAPR System

- SAT/ACT criteria aligned with TSI criteria for reporting:
 - 1180 for SAT changed to 1010 (480+530) for reading and math combined
 - 24 changed to 23 for ACT composite
- Three new student groups (Former Sped, Continuously Enrolled, Non-Continuously Enrolled) were added to STAAR Performance & Progress.
- “Completion of Either Nine or More Hours of Postsecondary Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)” label updated to “Dual Course Credits (Annual Graduates)”

- In the 2018 TAPR, a Masters Grade Level numerator of 0–4 triggered the masking of all three STAAR indicators and rates. This rule has been removed for 2019. STAAR data will be masked if the denominator is 0, 1, 2, 3, or 4.
- Both of the following conditions must be met for postsecondary performance data to not be masked:
 - Denominator is five or more; and
 - percentages are statistically probable or are reported within a reasonable range.

- The PDF version of the TAPR will be released in early December. It includes only major, statutorily-required data points on commissioner focus areas.
- The 2019 TAPR data download will be available in early December and the advanced data download (numerators and denominators) will be released in January 2020.

2020 Accountability Development

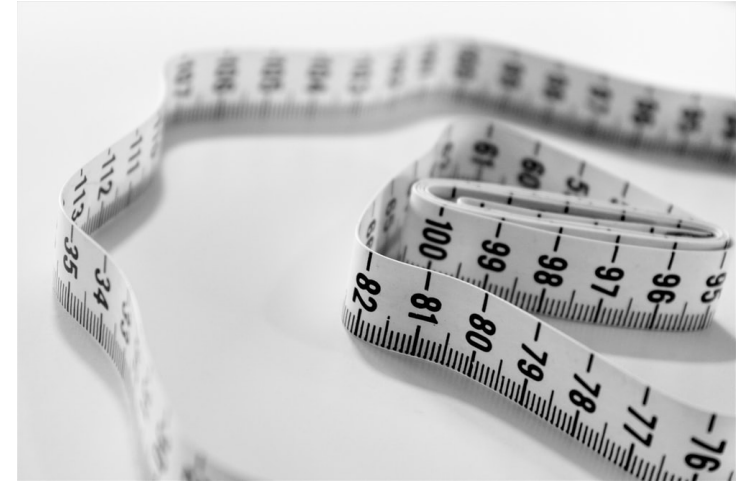
- The use of the EL performance measure will continue in 2020 accountability calculations.
- First year EL students will be excluded from Student Achievement domain calculations while second year EL students will be included using their EL performance measure in place of their STAAR performance level.

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



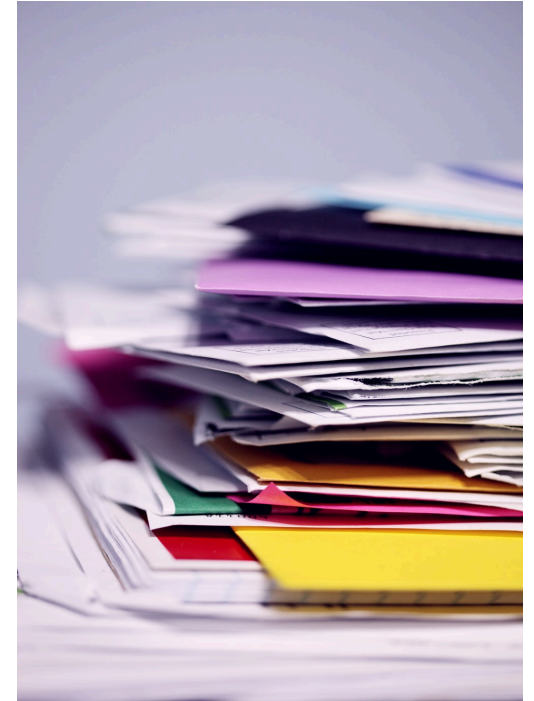
Closing the Gaps Domain Items Under Discussion

- 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.

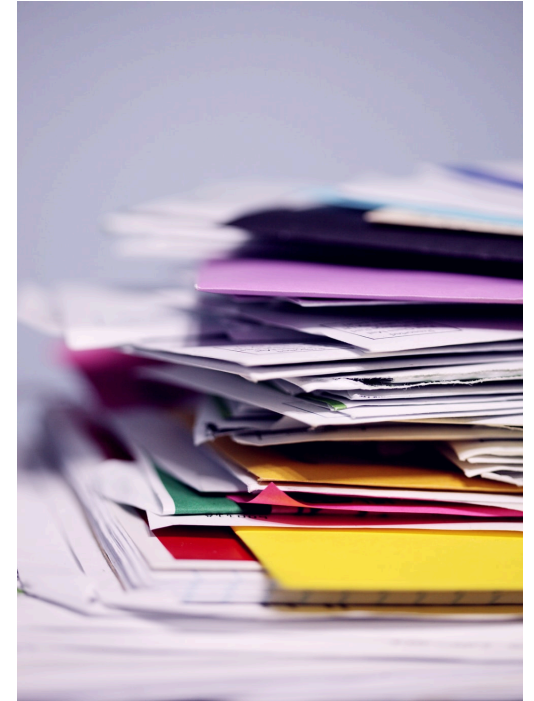
The TSDS PEIMS Fall 2019–20 collection is an opportunity to “catch up” on reporting IBCs earned by students in prior school years that have not yet been reported to the TEA. In previous years, the TSDS PEIMS collection of IBCs was limited to graduates.



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.



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 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

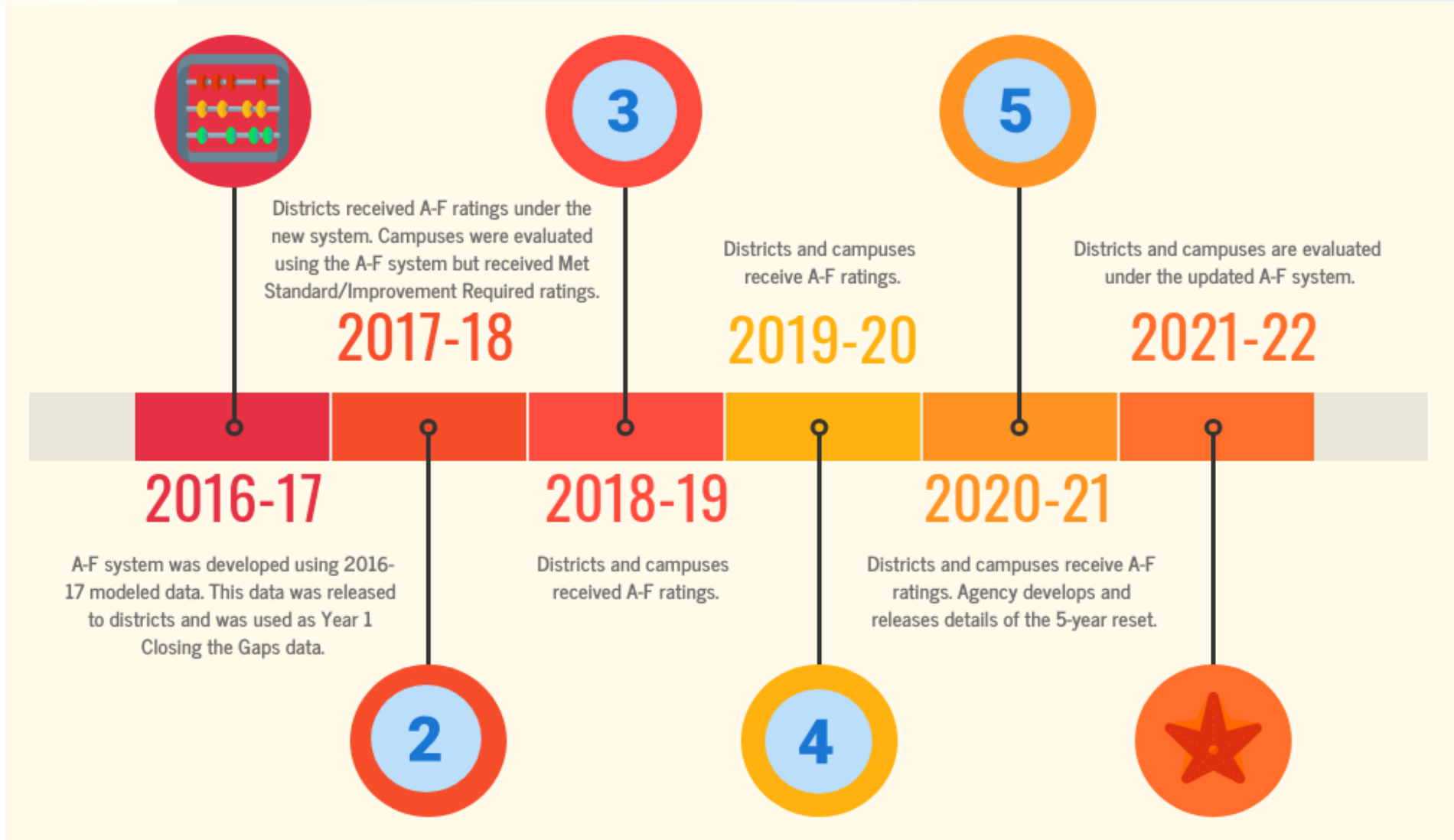


Five-Year Accountability System Reset

- 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

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)



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)

Additional Reports

- School Report Cards (SRC) will be released in early December to inform parents about a campus's individual characteristics and its academic performance.
- Each campus must send a copy of the SRC to the parent or guardian of each of its students within six weeks of its release.
- For additional information on the distributions requirements, along with sample parent letters, please visit:
<https://tea.texas.gov/perfreport/src/index.html>

- The Federal Report Card will be released by January 1. The U.S. Department of Education requires each state to prepare, and disseminate widely to the public, an annual report card for all public school districts, campuses, and the state.
- Every district that receives Title I, Part A funding is responsible for disseminating the report cards to the general public via widely available public means.
- For more information about the Federal Report Card and districts' responsibilities related to it, please see the Title I, Part A webpage at: https://tea.texas.gov/Finance_and_Grants/Grants/Federal_Report_Card/

- Snapshot provides an overview of public education in Texas, at both the state and district levels, and includes almost 100 separate data elements to either browse or download.
- Snapshot combines data into summary tables based on specific characteristics, and its peer-search function allows a user to group districts according to shared characteristics such as district size or type.
- Snapshot 2019: School District Profiles will be available in early 2020.

- Today the Division of Research and Analysis released the preliminary four-year longitudinal cohorts for the classes of 2019 through 2022.
- The preliminary list provides 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 will include final statuses of graduates submitted during the TSDS PEIMS fall collection.

- The agency has updated the A–F estimator tool in TEAL to provide districts a way to estimate their 2020 performance in each domain and overall.
- Domain values are prepopulated with 2019 results, and districts may 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 will be 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 who do not subscribe to a service that provides accountability rating predictions.

- The Texas School Accountability Dashboard, as required by Texas Education Code §39.309, will be updated with 2019 accountability data in early 2020.
- The dashboard allows users to easily compare districts or campuses by providing clear and concise accountability information and demographics for campuses, districts, and the state as a whole.
- You can view the dashboard website here:
<http://www.texasschoolaccountabilitydashboard.org/>



Resources

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

Sign up for the Performance Reporting weekly bulletin:



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