



APAC & ATAC April Meeting

April 26 / April 28, 2021

Texas Education Agency | Governance & Accountability | Performance Reporting

Please mute your mic. Thank you!

Zoom Meeting Norms and Information

- **Mute your microphone when necessary.**
 - Zoom has a “Mute Microphone” option that cuts down on ambient feedback for the audience. When there is a lot of back-and-forth discussion you will turn this off, but you should mute yourself when listening to a presenter.
- **Use Zoom’s chat function.**
 - You can send a question or statement to everyone or privately to a participant.
- **Feel free to come and go as needed.**
 - Feel free to hop on and off as you need.
- Meeting notes will be provided for your review before being posted on [2021 Accountability Development Materials](#).

Meeting Agenda

Topic	Time
Welcome and Agenda	9:00 – 9:05 a.m.
Accountability Reset Timeline & COVID-19	9:05 – 9:30 a.m.
Closing the Gaps Ideas	9:30 – 10:30 a.m.
Break	10:30 – 10:45 a.m.
School Progress Ideas	10:45 – 11:15 a.m.
Student Achievement Ideas	11:15 – 11:45 a.m.
Questions and Discussion	11:45 – 12:00 p.m.

The background of the slide is a photograph of a young Black male student with short hair, wearing a blue and white plaid button-down shirt. He is sitting at a desk, smiling as he looks at a silver laptop. His right hand is on the keyboard. To the right of the laptop, there is a white ceramic coffee cup on a matching saucer. The background is softly blurred, showing what appears to be a window with light coming through. Overlaid on the right side of the image is a semi-transparent blue rectangular box containing the title text.

Accountability Reset Timeline & COVID-19

Accountability Reset Timeline

The accountability system reset framework will be released in May 2022 for implementation in the 2022-23 school year.

Targets will likely be released fall 2022 after processing 2022 STAAR data.



Timeline Activities and Milestones

2020–21 School Year	2021–22 School Year	2022–23 School Year
Oct 2020: AEA Taskforce	Fall 2021: AEA Taskforce	Sep 2022: Publish reset targets based on 2021 & 2022 data
Oct 2020: ATAC/APAC	Fall 2021: ATAC/APAC	Fall 2022: ATAC/APAC
Jan & May 2021: AEA Taskforce	Spring 2022: AEA Taskforce final recommendations	Spring 2023: ATAC/APAC
Feb & Apr 2021: ATAC/APAC	Spring 2022: ATAC/APAC final recommendations	Spring 2023: Publish 2023 manual
Spring 2021: STAAR testing	Spring 2022: STAAR testing	Spring 2023: STAAR testing
Summer 2021: Analyze COVID impact on available 2021 STAAR data	May 31, 2022: Publish reset framework	Aug 2023: Publish 2023 accountability data
Aug 2021: Publish 2021 accountability data	Spring/Summer 2022: Outreach and training	
	Summer 2022: Analyze COVID impact on 2022 STAAR data	
	Aug 2022: Publish 2022 accountability ratings	

- COVID may make modeling more difficult:
 - Missing STAAR results in 2020 may limit achievement modeling to 2021 and 2022 results.
 - Potentially low 2021 STAAR participation may limit our ability to model small student groups.
 - We will only have one year (2021–22) of data for growth modeling, which will likely be impacted by low participation rates in 2021.
 - Class of 2020 and 2021 CCMR and graduation data may be impacted by COVID.

The background of the slide is a photograph of a young Black male student with short hair, wearing a blue and white plaid button-down shirt. He is sitting at a dark wooden desk, looking down at a silver laptop with a focused expression. His right hand is on the laptop's keyboard, and his left hand is resting on his chin. To the right of the laptop, there is a white ceramic coffee cup on a matching saucer. The background is softly blurred, showing what appears to be a window with light coming through. Overlaid on the right side of the image is a semi-transparent blue vertical bar. The title text is centered horizontally across the middle of the image, overlapping the student's face and the blue bar.

Closing the Gaps Reset Ideas

Closing the Gaps Reset Ideas

20 Minute Breakout

- Gradated outcomes for student group targets.
 - 0-4 points awarded for each indicator instead of yes/no.
 - Include growth to target methodology like the graduation rate methodology.
- Develop new baselines for student group targets, due to COVID.
- Develop unique student group targets for dropout prevention and recovery schools (DPRS).
- Develop unique DPRS indicators (AEA taskforce).
- Update Targeted and Additional Targeted identification and exit methodologies focusing on lowest performing groups and campuses.
- Align federal identifications with state ratings as closely as possible.

Closing the Gaps for Elem/Middle Schools

- ELP – Set student group targets by campus type
- Incorporate a non-STAAR School Quality/Student Success indicator such as chronic absenteeism or discipline and climate surveys?
- Academic Growth
 - Will incorporate any changes made in the School Progress domain.
- STAAR at Meets
 - Likely no changes needed.
- STAAR (all subjects, all levels)
 - Likely no changes needed.

Chronic Absenteeism Research – Background

- Students missing fewer than 10 percent (approximately 18 days) of their school year achieve better academic results and a host of other positive outcomes:
 - Based on nationally represented data, chronically absent students gained 14 percent fewer literacy skills in kindergarten and 15 percent fewer literacy skills and 12 percent fewer mathematics skills in first grade.
 - Chronic absenteeism impacts at-risk students the most by compounding the challenges they face achieving their academic goals:
 - A Central Texas Absence Reasons 2015 study found that although half of Central Texas students are low-income, they account for more than their share of absences.
 - A Houston ISD study found that children from low-income families were more likely to be chronically absent than their peers. This effect is more profound in lower grade levels than in secondary grade levels.
- ESSA requires that a chronic absenteeism component be **applicable to all students**, be **comparable across districts**, **distinguish performance differences among campuses** and be **valid** and **reliable**.
 - Over 35 states include chronic absenteeism in their accountability system.

Chronic Absenteeism Research – Ideas

20 Minute Breakout

- Student level measure that aggregates to a school and district level value
- Rename chronic absenteeism:
 - Ideal attendance, regular attendance, consistent attendance.
- Measure progress against and towards a benchmark.
 - Long term goal – i.e., 90% not chronically absent
 - Growth goal – i.e., 3% days
- Award bonus points to schools with chronic absenteeism challenges who demonstrate significant improvement.
- Averaging non-chronically absent rates equally across student groups for a campus or district level percentage (Minnesota).
- Reduce chronic absenteeism rate by half in 10 years. Each school has an annual reduction rate. Points are awarded for meeting the reduction target (Nebraska).
- The percentage of not chronically absent students is converted to an indicator score on a scale of 0 to 100 using a percentile-based approach (Wisconsin).

Arizona, D.C., Indiana, New Mexico, Ohio and others award credit to students or schools who improve their attendance rate *or* maintain a high attendance rate.

Closing the Gaps for High Schools/Districts

- ELP – Set student group targets by campus type.
- STAAR at Meets, Graduation Rate, CCMR
 - Likely no changes needed.

A young boy with short dark hair, wearing a blue and white plaid shirt, is sitting at a desk and smiling while looking at a laptop. His right hand is on the keyboard, and his left hand is resting on his chin. The laptop is silver and open. To the right of the laptop is a white coffee cup on a saucer. In the background, there is a brown leather chair and a window with a view of a building. The word "Break" is written in large blue letters over the image.

Break

A young Black male student is shown in profile, sitting at a desk and working on a silver laptop. He is wearing a blue and white plaid button-down shirt. His right hand is on the laptop keyboard, and his left hand is resting on his chin. He is looking at the laptop screen with a focused expression. The background is a bright, out-of-focus indoor setting. On the desk next to the laptop is a white coffee cup on a saucer and a stack of books. The overall tone of the image is professional and educational.

School Progress Ideas

School Progress Ideas

- Academic Growth
 - Maintain the same growth methodology?
 - Calculate Grade 3 growth?
 - Use a Spanish to English proxy?
 - Changes will require scaling and cut points to be reset.
- Relative Performance
 - Use census block data reported in PEIMS to refine economically disadvantaged percentages?
 - Changes will require scaling and cut points to be reset.

A young Black male student is shown in profile, sitting at a desk and working on a silver laptop. He is wearing a blue and white plaid button-down shirt and is smiling as he looks at the screen. His right hand is on the keyboard, and his left hand is resting on his chin. To his right, on the desk, is a white coffee cup on a saucer and a stack of books. The background is a bright, out-of-focus indoor setting. Overlaid on the center of the image is the text "Student Achievement Ideas" in a large, bold, dark blue font.

Student Achievement Ideas

- STAAR
 - Understand the impact of HB 3906.
 - Reset scaling cut points.
- CCMR
 - Reset scaling cut points.
- Graduation Rate
 - Likely no changes needed.

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Legislative Update

- Academic accountability is not a huge focus
- No significant changes to the system
- A few noteworthy bills regarding the following:
 - Alternative education accountability
 - Additional CCMR indicators
 - *Not Rated* labels for declared disasters
 - Remote learning programs
 - Removing various assessments

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Questions?

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Appendix

2019 Statewide ELP Rates

Campus Type	ELP Rate
AEA	25%
High Schools/K-12	24%
Middle Schools	26%
Elementary Schools	44%