January 11, 2022
Alternative Education Accountability (AEA) Taskforce

Agenda

9:00 – 9:15	Welcome and Overview
9:15 – 9:30	2023 Accountability Reset
9:30 – 10:30	Student Achievement & Academic Growth
10:30 – 11:30	Closing the Gaps Indicators & Weighting
11:30 – 11:45	Next Steps

AEA Taskforce Goals

- Clearly define alternative education campuses (AECs)

- Identify the accountability needs for AECs

- Develop short-term and long-term AEA recommendations

- Develop and recommend potential accountability indicators unique to AECs

- Identify potential future needs for AECs

Accountability Reset

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

Targets and scaling updates will be released fall 2022 after processing 2022 STAAR data.

2023 Accountability Reset Topics

These are all discussion topics. No decisions have been made.

- Scaling/target adjustments as needed

- Growth methodology revision

- Adjustments to Closing the Gaps

  - 0-4 methodology instead of Y/N for each indicator

  - Addition of a non-STAAR indicator such as chronic absenteeism (slow phase-in likely)

  - ELP targets by school type

- Alignment of district rating with its campuses' ratings

- Closer alignment with federal label and overall grade
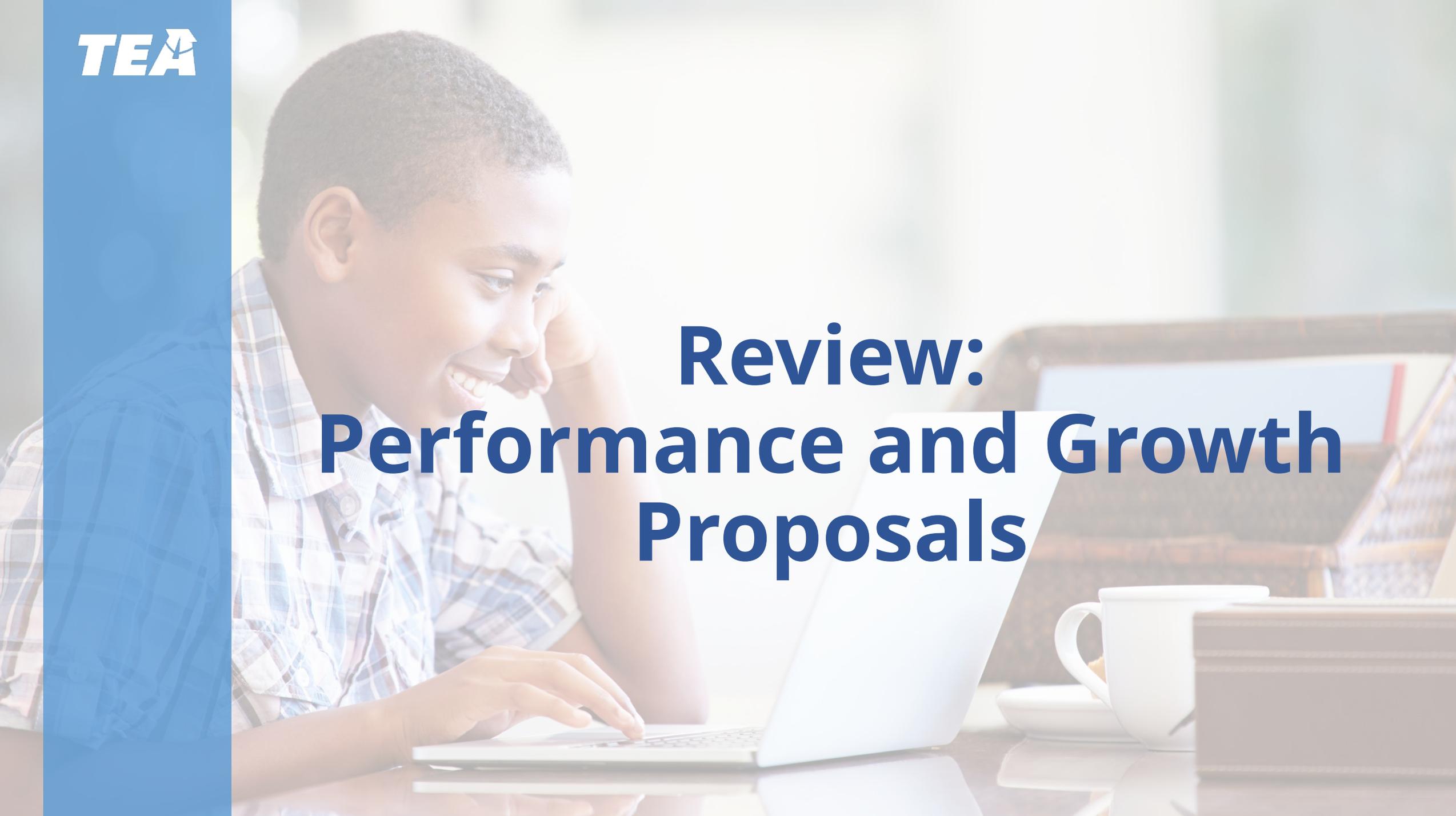
**Review:
Performance and Growth
Proposals**

Student Achievement: STAAR Methodology Proposal

- Add performance level weights

  - Results in higher scores for all

  - Weights of 1, 2, 3 result in average score increase of 11

  - Same number of campuses having 2019 D1A

  - Most closely aligned to current system

  - Simple to communicate and understand

1 pt Approaches, 2 pts Meets, 3 pts Masters
STAAR Assessments, All Subjects

Student Achievement: CCMR & Completion Rate Proposal

- Hold harmless previous dropout credit
- Include in numerator but exclude from denominator
  - Completion rate credit
  - CCMR rate credit
- 52% of DRS had a CCMR rate gain of 1 point, with the maximum rate gain of 22.
- Average rate gain is 3 points.
- Encourages dropout recovery with no penalty.

Annual Graduates that Accomplish PLUS Previous Dropouts that Accomplish
Annual Graduates (exclude Previous Dropouts)

- Maintain Part A growth methodology and update with standard accountability reset updates.

- Keep the same with the better of A or B methodology by adding a unique School Progress, Part B.

STAAR AEA Bonus Points Methodology: Rate of retests from prior years, Approaches Grade Level or higher in current year

- Growth/progress metric
- Reflects population of DRS students with emphasis on retests
- 79 more campuses evaluated than current system
- Methodology already used in current system
- Simple to communicate and understand

<u>1 pt for Approaches and above STAAR EOC retests</u>
STAAR EOC Retests

Closing the Gaps
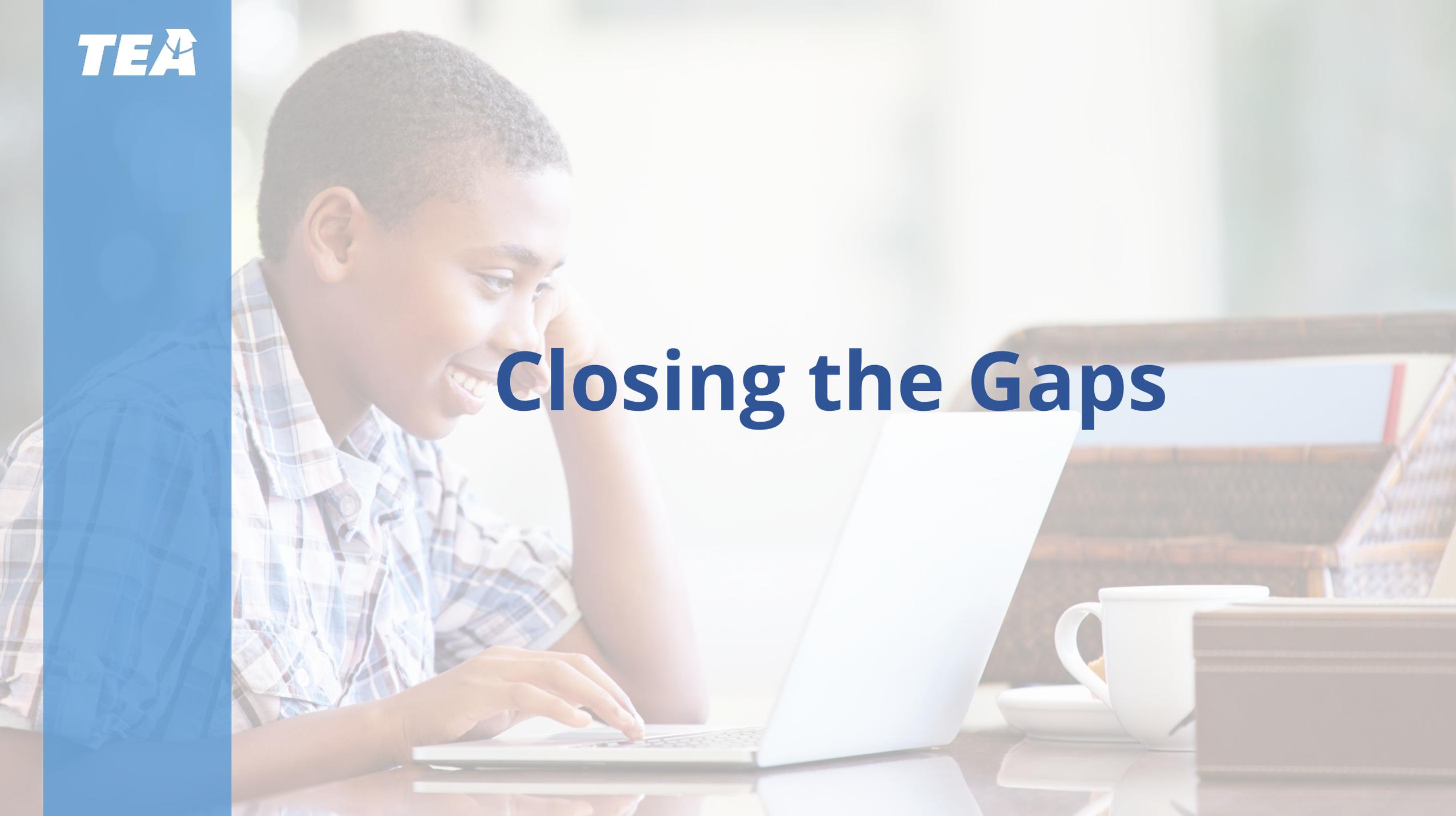
Closing the Gaps – Overarching Ideas for DRS

- Develop DRS-specific indicators that measure outcomes for previous dropouts, completion rates, and CCMR along with indicators that meet ESSA requirements.

- Reset weighting and targets for DRS.

- Propose student group targets that are unique for DRS.

- Implement 0–4 in place of Y/N.

- Pull DRS out and identify the bottom 5% separately for comprehensive support.

Closing the Gaps: DRS Data

Academic Achievement (% at Meets or above)	
ELA/Reading All Students Target	44%
2019 DRS Average	16%
Mathematics All Students Target	46%
2019 DRS Average	15%
4-year Federal Graduation Rate	
All Students Target	90%
2019 DRS Average	62%
CCMR	
CCMR Target	47%
2019 DRS Average	20%
English Language Proficiency (ELP)	
ELP Target	36%
2019 DRS Average	19%

AEA Campuses Modeled 0–4 Methodology

	Modeled AEA Campus Grades					
Grade	**A**	**B**	**C**	**D**	**F**	**Total**
A	7					7
B	10	6	2	-	-	18
C	6	7	3	3	-	19
D	1	14	1	4	-	20
F	-	37	22	8	11	78
Total	24	64	28	15	11	142

Actual AEA Campus Grades

- **Academic Achievement** (50%)
  - STAAR Reading/Math at Meets Grade Level
- **Graduation Rate** (10%)
  - 4-year federal rate with growth built in
  - Defaults to Academic Growth if no grad rate
- **English Language Proficiency** (10%)
- **School Quality/Student Success (SQSS)** (30%)
  - CCMR
  - Defaults to STAAR Only if no CCMR

- **Academic Achievement** *(30%?)*
  - STAAR Reading/Math at Meets Grade Level (5%)
  - STAAR D1 data (95%)
- **Graduation Rate** *(30%?)*
  - 4-year federal graduation rate with growth built in (5%)
  - 4-year federal completion rate with growth built in (95%)
  - Default to Relative Performance data if no 4-year rates
- **English Language Proficiency** *(10%?)*
- **School Quality/Student Success (SQSS)** *(30%?)*
  - CCMR

Closing the Gaps – Academic Achievement Proposal

- Two components
  - STAAR at Meets to align with existing measure (5%)
    - Minimum size is 10 reading/10 math with 5 student groups evaluated.
    - In 2019, 48% of DRS met the MSR.
  - STAAR data from updated D1A (95%)
    - Minimum size is 3 student groups evaluated.
    - Modeling 2019, 82% of DRS meet the MSR.
- If the district/campus meets minimum size in at least one of two components, the campus would be evaluated for Closing the Gaps.

Closing the Gaps – Graduation Rate Proposal

- Two components
  - 4-year federal graduation rate with growth built in (5%)
  - 4-year federal completion rate with growth built in (95%)
- The all students group is evaluated if there are at least 10 students in the class. Small numbers analysis (SNA) is applied.
- If the district/campus meets minimum size in at least the all students group, the Graduation Rate component will be evaluated.
- Default to Retest Growth data if lacking graduation/completion data.

Closing the Gaps – ELP Proposal

- No changes.

Closing the Gaps – SQSS Proposal

- Existing CCMR

- The all students group is evaluated if there are at least 10 students in the class. SNA is applied.

- If the district/campus meets minimum size in at least the all students group, the CCMR component will be evaluated.

AEA Accountability Proposal Summary

- **Student Achievement Domain**

  - STAAR: add performance level weights

  - CCMR and Completion Rate: include completion rate and CCMR credit in the numerator for previous dropouts but exclude from denominator

- **School Progress Domain**

  - *Add a Part B, so we can maintain the better of Part A or B methodology*

  - Part A: Academic Growth: maintain growth methodology and update along with standard accountability reset updates

  - Part B: Retest Growth: STAAR AEA bonus point methodology

AEA Accountability System Summary

- **Closing the Gaps Domain**

  - Academic Achievement

    - STAAR Reading/Math at Meets Grade Level

    - STAAR D1A data

  - Graduation Rate

    - 4-year federal graduation rate with growth built in

    - 4-year federal completion rate with growth built in

    - Default to Relative Performance (Retester data) data if no 4-year rates

  - English Language Proficiency

  - School Quality/Student Success (SQSS)

    - CCMR

Taskforce Next Steps: Outstanding Topics

- Continue to explore distinction designation possibility

  - Attendance

  - Advanced diploma plans (current AEA bonus points)

- Updates to school improvement.

  - Align SI and overall grade more closely

  - Consider AEA-specific interventions.

  - Develop an intervention framework specifically for DPRS.

  - RDA AEA-specific interventions.

  - Dedicated alternative education unit at TEA.

Closing Remarks

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

Next Meeting Date