



APAC & ATAC July Meeting

July 27 / July 29, 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.**
- **Please remember your role as an APAC or ATAC member.**
 - Provide accountability recommendations and feedback to the commissioner.
 - Keep discussions on topic.
- **Meeting notes will be provided** for your review before being posted on [2022 Accountability Development Materials](#).

Meeting Agenda

Topic	Time
Welcome and Agenda	9:00 – 9:05 a.m.
87 th Legislative Session Overview	9:05 – 9:20 a.m.
2022 and Beyond Growth Model	9:20 – 10:00 a.m.
0–4 Point Methodology, Sample Campuses, Breakout	10:00 – 10:45 a.m.
Break	10:45 – 11:00 a.m.
Chronic Absenteeism	11:00 – 11:20 a.m.
CTE Program of Study, 2021 Data Release, and 2022 Update	11:20 – 11:50 a.m.
Questions and Discussion	11:50 – 12:00 p.m.

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. The background is a bright, out-of-focus indoor setting. In the foreground, to the right of the laptop, is a white coffee cup on a saucer and a stack of books. The overall lighting is soft and natural.

87th Legislative Session Overview

Legislative Update

- Eight bills passed that will impact our work as described on the following slide.
- There is much work, including rulemaking, to be done before implementation.
- To stay up to date on legislation impacting accountability, be sure to sign up and manage your subscription on TEA's website at <https://public.govdelivery.com/accounts/TXTEA/subscriber/new>.

Legislative Update

Bill	Summary of Performance Reporting Impact
HB 572	Adds enrollment in dropout recovery schools as an at-risk indicator for students
HB 773	Adds career and technical education program of study to College, Career, and Military Readiness (CCMR)
HB 1147	Adds Texas National Guard to military readiness for CCMR and CCMR Outcomes Bonus (CCMR OB)
HB 1525	Removes CCMR OB Texas Success Initiative criteria for associate degree
HB 4545	Replaces student performance following promotion with performance of students receiving accelerated instruction in TAPR reporting
SB 879	Updates alternative education accountability dropout recovery school criteria to campuses with at least 60 percent of students 16 years of age or older or those approved by application
SB 1365	Defines which overall ratings are acceptable and unacceptable. Provides an alternative evaluation option for consecutive years of unacceptable performance for 2020–21. Requires a <i>Not Rated</i> label for 2022 unless the district or campus earns a C or better. Updates the Public Education Grant criteria and more.
SB 1615	Allows annual graduates of high school charter programs to demonstrate career readiness by earning an industry-based certification no later than six months after completing the program.

A young Black male student is shown in profile, smiling and looking at a laptop screen. He is wearing a blue and white plaid shirt. His right hand is on the laptop keyboard, and his left hand is resting on his chin. The laptop is silver and open. To the right of the laptop, there is a white coffee cup on a saucer. The background is a bright, out-of-focus indoor setting with a window and some furniture. The overall tone is positive and educational.

2022 And Beyond Growth Model

Growth Model

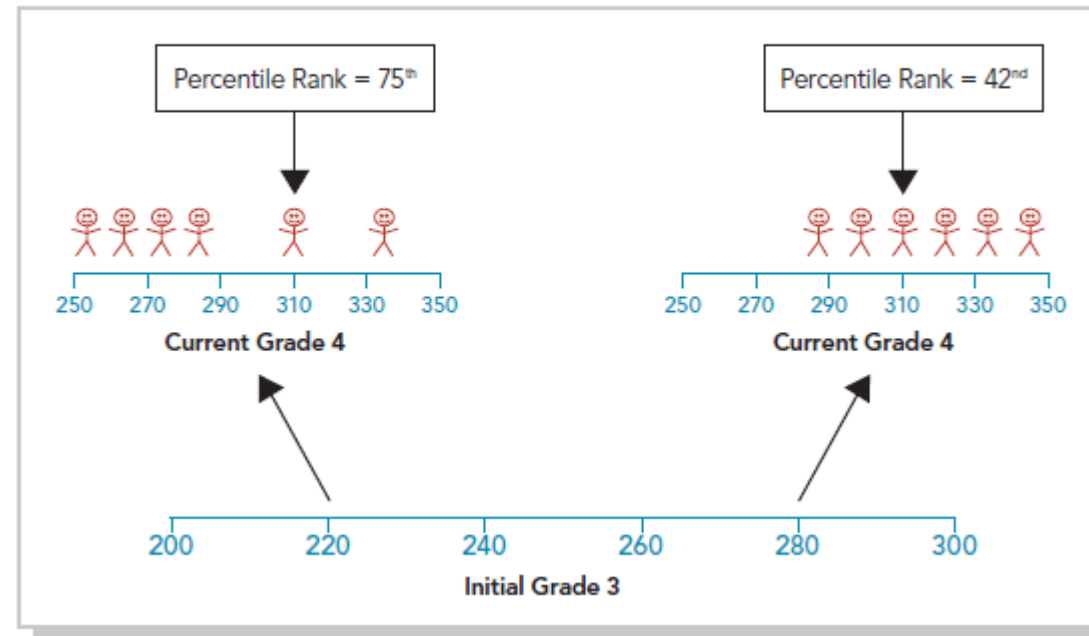
- What do we need the accountability system growth model to do?
- What do we want the accountability system growth model to do?

Student Growth Percentile

- What questions do you have about the videos?
- What thoughts or ideas do you have about incorporating student growth percentiles (SGPs) into the accountability system?

Figure 6.2


Illustration of a Heuristic Approach to Computing Student Growth Percentiles



Transition Table

- Transition (categorical) tables define growth by transitions among status categories (performance levels).
- What questions do you have about transition tables?

Table 3.1
Example of a Transition Matrix

Performance Level in Grade 3	Performance Level in Grade 4			
	Below Basic	Basic	Proficient	Advanced
Below Basic				
Basic				
Proficient				
Advanced				

Growth Model Comparison

	Gain Score	Transition Table	Student Growth Percentile
Description	Describes growth with simple differences or average gains over time	Defines growth by transitions among status categories (e.g., Approaches, Meets, Masters) over time	Percentile rank of current status in a reference group of students with similar past scores
Pros	<ul style="list-style-type: none"> intuitive allows us to calculate and make group-level interpretations 	<ul style="list-style-type: none"> easy to understand can be used across two different tests more like Texas's current growth methodology than SGPs 	<ul style="list-style-type: none"> more precise than transition table method can be used across two different tests allows us to calculate and make group-level interpretations
Cons	<ul style="list-style-type: none"> dependent on vertical scales can be inflated by dropping initial scores may correlate with performance 	<ul style="list-style-type: none"> loss of information due to categorization of scores can be inflated by dropping initial scores requires two years of data before any interpretations can be made cut scores will have to be established in advance, without two complete years of post-COVID data on which to base them cannot be aggregated to represent group performance 	<ul style="list-style-type: none"> sometimes misinterpreted as the percentile rank of gain scores sometimes overinterpreted as supporting value added inferences can be inflated by dropping initial scores require large sample sizes, which may or may not 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 shirt. He is sitting at a desk, smiling as he looks at a laptop screen. His right hand is on the laptop keyboard, and his left hand is resting on his chin. To the right of the laptop, there is a white coffee cup on a saucer. The background is softly blurred, showing a window and some furniture. Overlaid on the right side of the image is a semi-transparent white rectangular box containing the title text.

0-4 Point Methodology

0-4 Point Methodology Example

Points	Requirement
4	met long-term target and improved from baseline
3	met long-term target but did not improve from baseline OR met interim target and improved from baseline
2	met interim target but did not improve from baseline OR did not meet interim target but improved towards the interim target
1	did not meet interim target and showed minimal improvement
0	did not meet interim target and did not show minimal improvement

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)^	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Academic Achievement														
Reading	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
Math	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
Growth														
Reading	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
Math	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
Federal Graduation														
	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	n/a	n/a	n/a
English Language Proficiency														
	0-4													
Student Success														
	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
School Quality														
	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4

Sample Campuses

Fictional Campus #1					
	Points Earned	Total Points	% Scored	Weight	Score
Academic Achievement	31	52	60%	50%	33.0
Graduation Status	16	20	80%	10%	8.0
ELP Status	2	4	50%	10%	5.0
School Quality Status	16	24	67%	30%	20.1
Closing the Gaps Score	-	-	-	-	66

Modeled Matrix – All Campuses

		Modeled Campus Grades					
Actual Campus Grades	Grade	A	B	C	D	F	Total
	A	52	435	757	2	-	1,246
	B	14	463	1,188	18	-	1,683
	C	6	34	2,083	900	6	3,029
	D	1	14	198	649	232	1,094
	F	-	37	67	185	427	716
	Total	73	983	4,293	1,754	665	7,768

Modeled Matrix – AEA

		Modeled AEA Campus Grades					
Actual 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

		Modeled Non-AEA Campus Grades					
Actual Non-AEA Campus Grades	Grade	A	B	C	D	F	Total
	A	45	435	757	2	-	1,239
	B	4	457	1,186	18	-	1,665
	C	-	27	2,080	897	6	3,010
	D	-	-	197	645	232	1,074
	F	-	-	45	177	416	638
	Total	49	919	4,265	1,739	654	7,626

Sample Campuses

- Campus #2 would have dropped from an A to a C
- Campus #3 would have improved from a D to a C
- Campus #4 would have dropped from a B to a C

Fictional Campus #2, Modeled & Actual 2019 Closing the Gaps (Elementary)

	Actual Points Earned	Modeled Points Earned	Actual Total points	Modeled Total Points	Actual % Scored	Modeled % Scored	Actual Weight	Modeled Weight	Actual Score (2019)	Modeled Score
Academic Achievement	7	18	8	32	88%	56%	33.3%	33.3%	29.3	18.6
Growth Status	6	19	6	24	100%	79%	55.6%	55.6%	55.6	43.9
Student Success Status	6	13	6	24	100%	54%	11.1%	11.1%	11.1	6
Closing the Gaps Score	-	-	-	-	-	-	-	-	96 (A)	69 (C)

Fictional Campus #3, Modeled & Actual 2019 Closing the Gaps (Middle School)

	Actual Points Earned	Modeled Points Earned	Actual Total points	Modeled Total Points	Actual % Scored	Modeled % Scored	Actual Weight	Modeled Weight	Actual Score (2019)	Modeled Score
Academic Achievement	6	32	22	88	27%	36%	30%	30.0%	8.1	10.8
Growth Status	4	31	20	80	20%	39%	50%	50.0%	10	19.5
ELP Status	0	0	1	4	0%	0%	10%	10.0%	0	0
Student Success Status	1	22	11	44	9%	50%	10%	10.0%	0.9	5
Closing the Gaps Score	-	-	-	-	-	-	-	-	19 (D)	35 (C)

Fictional Campus #4, Modeled & Actual 2019 Closing the Gaps (Middle School)

	Actual Points Earned	Modeled Points Earned	Actual Total points	Modeled Total Points	Actual % Scored	Modeled % Scored	Actual Weight	Modeled Weight	Actual Score (2019)	Modeled Score
Academic Achievement	22	63	22	88	100%	72%	30%	30.0%	30	21.6
Growth Status	12	32	22	88	55%	36%	50%	50.0%	27.5	18
ELP Status	0	4	1	4	0%	100%	10%	10.0%	0	10
Student Success Status	12	34	12	48	100%	71%	10%	10.0%	10	7.1
Closing the Gaps Score	-	-	-	-	-	-	-	-	68 (B)	57 (C)

- Please spend 15 minutes crafting suggestions with your group on the 0 to 4-point methodology:
 - What should each of the points represent?
 - How should the long-term target, the interim target, and growth be included?

Example

Points	Requirement
4	met long-term target and improved from baseline
3	met long-term target but did not improve from baseline OR met interim target and improved from baseline
2	met interim target but did not improve from baseline OR did not meet interim target but improved towards the interim target
1	did not meet interim target and showed minimal improvement
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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, there is a white coffee cup on a saucer. In the background, a brown leather chair is visible. The scene is brightly lit, suggesting a sunny day. The word "Break" is overlaid in large blue text on the right side of the image.

Break

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, looking down at a silver laptop with his right hand on the keyboard and his left hand 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 softly blurred, showing what appears to be a window with a view of a building. Overlaid on the center of the image is the title "Chronic Absenteeism" in a large, bold, dark blue font.

Chronic Absenteeism

Chronic Absenteeism and Mobility in Texas

Mobile: Students who were in membership for less than 83 percent of the school year (i.e., missed six or more weeks)

Chronically Absent: Students who were enrolled in a school for at least 10 days and absent for 10% or more days during the school year

Chronic Absenteeism and Mobility in Texas

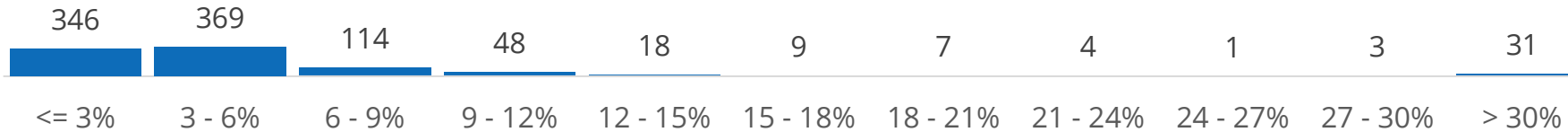
12 percent of Texas students are chronically absent.¹

	Mobile + Chronically Absent Rate	Mobile Only Rate	Chronically Absent Only Rate	Mobile or Chronically Absent Rate
All	5.1	10.4	6.8	22.3
African American	8.0	16.1	7.2	31.2
Hispanic	5.3	9.8	7.7	22.8
White	3.8	9.0	5.6	18.4
American Indian	6.0	12.4	7.5	25.9
Asian	1.2	7.6	2.4	11.2
Pacific Islander	6.0	14.9	7.7	28.5
Two or More Races	5.2	12.3	6.1	23.7
Economically Disadvantaged	6.5	11.7	8.5	26.7
Special Education	6.8	11.5	10.5	28.8
English Learner	4.2	11.0	5.8	21.1

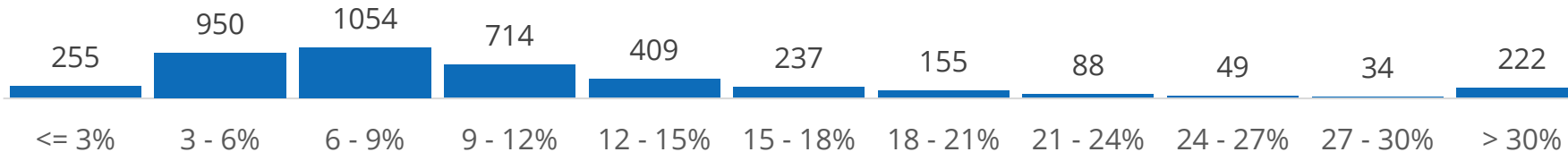
¹ Based on EdFacts definition—Grades K-12 students enrolled in a school for at least 10 days and absent for 10% or more days during the school year

Chronic Absenteeism in Texas

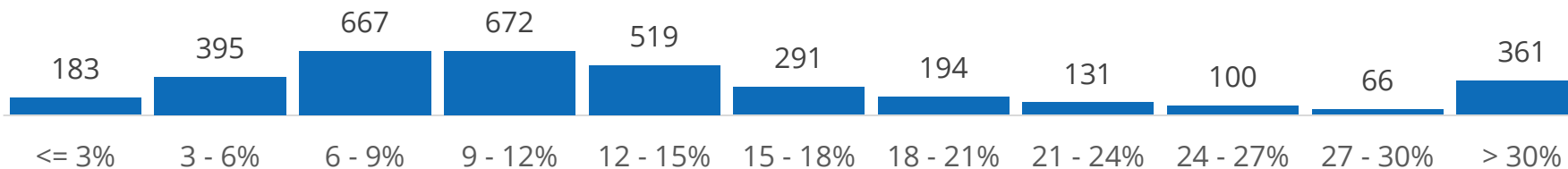
Campus Chronic Absenteeism Rates with an Economically Disadvantaged Rate < 25%, n = 950



Chronic Absenteeism Rates with an Economically Disadvantaged Rate Between 25% and 75%, n = 3,579



Campus Chronic Absenteeism Rates with an Economically Disadvantaged Rate > 75%, n = 4,167



Campuses with higher economically disadvantaged rates experience higher rates of chronic absenteeism.

What thoughts do you have on the chronic absenteeism article?

“These student groups are often targeted with efforts to close the achievement gap, but unless such students are present and engaged, the impact of those efforts will likely be diminished.”

“Research suggests that chronic absenteeism serves as a good measure of school performance under accountability systems because it is measurable, it provides meaningful differentiation between schools and because reductions in chronic absence are linked to improvements in academic achievement.”

- While reading the article, what ideas came to mind?
- How do you want to see chronic absenteeism included in the accountability system?

Chronic Absenteeism in Accountability

All accountability systems are at risk of reinforcing the correlation between lower performance ratings and campuses serving higher rates of at-risk student groups.

Accountability systems “control” for this correlation by providing alternative ways (growth) to achieve a high rating. We can incorporate these alternative methods into chronic absenteeism as well, such as awarding points for improved or maintained attendance rates.

- How should chronic absenteeism be renamed?
 - Positive attendance
 - Model attendee
 - Students in good attendance
- How much weight should chronic absenteeism carry?
- Which students should be included?
- How should students be attributed?
 - Should they count towards multiple campuses/districts?







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CTE Program of Study, 2021 Data Release, and 2022 Update

CTE Program of Study

- House Bill 773 added CTE program of study as a CCMR indicator effective with the 2021–22 school year.
- What changes are underway for IBCs and CTE coding?
- Which year is appropriate for inclusion?
- What is an appropriate weight for this indicator?

CTE Program of Study

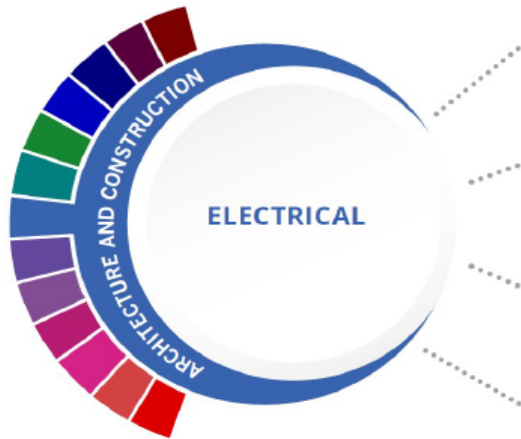
Texas CTE Indicator Auto-Coding Codes and Definitions	
	Code 4 (Not CTE): A student who never enrolled or who did not complete any high-school CTE course as defined by 19 TAC Chapter 126 (C), 127 (B) or 130.
	Code 5 (CTE Participant): A student completing one or more courses for less than two credits defined by 19 TAC Chapter 126 (C), 127 (B) or 130 (the student does not have to pass or receive credit).
	Code E (CTE Explorer): A student completing two or more high school CTE courses for a total of two or more credits defined by 19 TAC Chapter 126 (C), 127 (B) or 130 and not a participant, concentrator or completer (the student does not have to pass or receive credit).
	*Code E (CTE Explorer): A student completing enough program of study courses in a regional program of study to be coded a 6 or 7, but completes the school year in a district and geographic region where the regional program is not approved. The code 6 or 7 is changed to a code E.
	Code 6 (CTE Concentrator): A student completing and passing two or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for a total of at least two credits within the same program of study and not a completer.
	Code 7 (CTE Completer): A student completing and passing three or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study.

*Regional programs of study are approved in ESC geographic regions where there is specialized regional labor market demand for specific occupations. Students concentrating (code 6) and/or completing (code 7) a program of study outside of approved geographic ESC regions are assigned a code E (Explorer).

- [CTE Auto-Coding](#) has been implemented with the PEIMS 2020–21 course completion submission.
- 2021 annual graduates are the first set of graduates with assigned CTE indicator auto-codes.
- Performance Reporting will receive the CTE auto-coded data in September 2021.

- The [industry-based certifications \(IBCs\) TAC 74.1003](#) is open for public comment July 16–August 16.
- The amendment proposes that IBCs included in accountability meet the following criteria:
 - Industry recognized and valued
 - Attainable by a high school student
 - Portable
 - Awarded by a third-party certifying entity
 - As a capstone or end-of-program

CTE Program of Study



Level 1	Principles of Construction
Level 2	Electrical Technology I
Level 3	Electrical Technology II
Level 4	Practicum in Construction Technology Practicum in Entrepreneurship (TBD) Career Preparation I

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE
NCER Electrical, Level 1 & 2	Electrical Plans Examiner	Electrician	Construction Science	Construction Management
NCER Electronic Systems Technician, Level 1 & 2	Certified Electrical Inspector - Master	Communications Systems Installation and Repair Technology		
Electrical Apprenticeship Certificate, Level 1	Fiber Optics Technician - Outside Plant			
NCER Commercial Electrician	Certification in Fire Alarm Systems - Level 1			

Occupations	Median Wage	Annual Openings	% Growth
Electrical Linemen	\$54,184	1,314	28%
Electricians	\$44,013	8,460	21%
Electrical and Electronics Installers	\$37,544	245	19%
Security and Fire Alarm Installers	\$43,638	1,112	22%
Telecommunication Line Installers and Repairers	\$49,150	1,228	10%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES	
Exploration Activities: Shadow an electrician or fiber optics line installer SkillsUSA	Work Based Learning Activities: Intern or shadow an electrician

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Electrical program of study explores the occupations and educational opportunities associated with installing, maintaining, and repairing electrical wiring, equipment, and fixtures. This program of study may also include exploration into installing and repairing telecommunications cable including fiber optics.



The Architecture and Construction Career Cluster focuses on designing, planning, managing, building, and maintaining the built environment. Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management.

Successful completion of the Electrical program of study will fulfill requirements of the Business and Industry endorsement and STEM endorsement if the math and science requirements are met. Revised - July 2020

- CCMP has provided information on each [approved program of study](#).
 - Certification
 - Licensure
 - Degree (Associate, Bachelor, etc.)
 - Median wage
 - Annual openings
 - Growth
 - Work-based learning opportunities
 - High school course listing

CTE Program of Study

For Programs of Study Associated with an Industry-Based Certification

Completed Program of Study	Earned Linked Industry-Based Certification	Points toward CCMR
Yes	Yes	1
Yes	No	0
No	Yes	0

CTE Program of Study

For Programs of Study without an Associated Industry-Based Certification

Completed Program of Study	Points toward CCMR
Yes	1/2
No	0

For Industry-Based Certifications without an Associated Program of Study

Earned Industry-Based Certification	Points toward CCMR
Yes	1/2
No	0

- All districts and campuses will be labeled *Not Rated: Declared State of Disaster*. An Excel file indicating this rating for all campuses and districts will be released on **August 13**.
- Due to the extension of the TELPAS window, TEA will not receive the consolidated accountability file from the testing vendor until August 11, causing some delays.
- Unmasked accountability reports and confidential student listings will be released in TEAL to districts in late August.
- Masked accountability reports will be released on Txschools.gov and on TEA's 2021 accountability page in late August.



NOT AVAILABLE FOR 2021

- ☐ Student Achievement scaled component or domain scores
- ☐ School Progress, Academic Growth data
- ☐ School Progress, Relative Performance domain scaled scores
- ☐ Closing the Gaps component scaled scores or domain scores
- ☐ Overall and domain scaled scores and ratings
- ☐ Distinction designations



AVAILABLE FOR 2021

- ☐ Student Achievement raw STAAR; College, Career, and Military Readiness (CCMR); and graduation rate component scores
- ☐ School Progress, Relative Performance raw STAAR and CCMR component scores, as well as district and campus economically disadvantaged percentage
- ☐ Closing the Gaps outcomes for student groups in relation to meeting the targets and component raw scores (percentage of indicators met)
- ☐ Campus comparison groups

SB 1365 Update

2021

- A district or open-enrollment charter school may request no later than October 15, 2021, an accountability special evaluation for the 2020–21 school year for a campus:
 - (1) that meets a 95 percent assessment participation rate threshold for the all students group for all subjects combined for the 2020–21 school year; and
 - (2) to which the most recent overall performance rating assigned, other than a rating of *Not Rated*, is a *D*, *F*, or performance that needs improvement.
- The alternative evaluation would average the Student Achievement and Relative Performance scaled scores to determine an overall scaled score.
- If the overall rating would be a *D* or *F*, the campus will maintain a *Not Rated* label. If it would be an *A*, *B*, or *C*, the campus will be assigned an *Acceptable* rating.
- An *Acceptable* performance rating assigned under this rule is considered a break in consecutive school years of unacceptable performance ratings under TEC, Section 39.054.

2022

- Requires a *Not Rated* label for 2022 unless the district or campus earns an *A*, *B*, or *C*.

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Questions?