

**Accountability Policy Advisory Committee (APAC)
WBT Room 1-104**

**Agenda
Wednesday, October 16, 2019
9:00 a.m. to 5:00 p.m.**

I. Welcome.....	9:00-9:15
• New APAC Member Introductions	
• Meeting Goals	
II. Closing the Gaps Domain.....	9:15-12:00
• Graduation Rate Methodology.....	9:15-10:00
• Graduation Rate Methodology for P-TECH/T-STEM/ECHS Campuses.....	10:00-11:00
• Alternative Education Accountability (AEA).....	11:00-12:00
Lunch.....	12:00-1:00
III. Every Student Succeeds Act (ESSA) State Plan	1:00-3:00
• Amendment(s).....	1:00-2:15
• Accelerated Testers.....	2:15-3:00
IV. Ratings Release Timeline.....	3:00-4:00
V. CTE Coherent Sequence Auto Calculation.....	4:00-4:30
VI. 2020 Accountability Open Forum.....	4:30-5:00

The Accountability Policy Advisory Committee (APAC) develops and makes recommendations to the commissioner of education regarding policy matters related to the state academic accountability system. The committee neither controls nor supervises public business or policy. To ensure that the recommendations are thoughtful and carefully considered, Texas Education Agency (TEA) staff establishes a forum in which committee members feel comfortable to freely express thoughts and feelings and relate experiences.

For this reason, and in accordance with the Attorney General's *Open Meetings Handbook 2018*, the meetings of APAC are closed to the public. Only committee members and relevant TEA staff may attend.

MEMBERSHIP
2020 Accountability Policy Advisory Committee (APAC)

Legislative Staff

- Mary Lynn Bunkley, Policy Advisor, *Office of the Governor*
- Chris Duke, Education Policy Assistant, *Office of the Lieutenant Governor*
- Ted Holladay, Public Education Budget Analyst, *Legislative Budget Board*
- Amy Peterson, Committee Director, *House Public Education Committee*
- Andrea Sheridan, Senior Education Advisor, *Office of the Speaker of the House*
- Brigitt Hartin, Committee Director, *Senate Education Committee*

School District / School Board / College and University / Education Organization Representatives

- HD Chambers, Superintendent, *Alief ISD*
- Eddie Conger, Superintendent, *International Leadership of Texas*
- Andrew Kim, Superintendent, *Comal ISD*
- Steve Lecholo, Trustee—District 1, *San Antonio ISD*
- Cesar Maldonado, Chancellor, *Houston Community College*
- Donna McKethan, Director, Career and Technical Education, *Waco ISD*
- Gonzalo Salazar, Superintendent, *Los Fresnos CISD*
- Greg Smith, Superintendent, *Clear Creek ISD*
- Randy Willis, Superintendent, *Granger ISD*
- Marc Puig, Superintendent, *Beeville ISD*

Business / Other Representatives

- Julia Erwin, Parent, *Texas Special Education Continuing Advisory Committee*
- Sandy Garcia, Coordinator for Special Programs, Compliance, and Monitoring, *ESC 6*
- Shannon Holmes, Executive Director, *Association of Texas Professional Educators*
- William McKenzie, Editorial Director, *George W. Bush Institute*
- Mike Meroney, Consultant and Lobbyist, *Meroney Public Affairs*
- Drew Scheberle, Senior Vice President, *Austin Chamber of Commerce*
- Jeri Stone, Executive Director/General Counsel, *Texas Classroom Teachers Association*
- Laura Subrin Yeager, Parent, *TAMSA*
- Robert Sanborn, President & CEO, *Children At Risk*

Total = 25 members

Membership 2019–20 Accountability Technical Advisory Committee (ATAC) by ESC Region

As of November 2019

Region I

Francisco Rivera, *La Joya Independent School District*, Executive Director for Curriculum and Evaluation

Kelly VanHee, *Region I Education Service Center*, Administrator for Curriculum, Instruction, and Assessment

Region II

Emily Lorenz, *Calallen Independent School District*, Director of Curriculum and Instructional Support

Region III

Susanne Carroll, *Victoria Independent School District*, Executive Director of Curriculum, Instruction, and Accountability

Region IV

Keith Haffey, *Spring Branch Independent School District*, Executive Director, Accountability and Research

Brian Moore, *Lamar Consolidated Independent School District*, Director of Research, Assessment, and Accountability

Region V

Sherrie Thornhill, *Silsbee Independent School District*, Assistant Superintendent of Curriculum and HR

Region VI

Julia Woods, *Region VI Education Service Center*, Education Specialist for Leadership and Accountability

Region VII

Donna Porter, *Carthage Independent School District*, Assistant Superintendent

Region VIII

Beth Anne Dunavant, *Pittsburg Independent School District*, Assistant Superintendent

Region IX

Micki Wesley, *Region IX Education Service Center*, Director of Accountability and Compliance

Region X

Brian Fry, *Palmer Independent School District*, Assistant Superintendent of Curriculum and Instruction

Dash Weerasinghe, *Plano Independent School District*, Director of Assessment and Accountability

Region XI

Sara Arispe, *Fort Worth Independent School District*, Associate Superintendent, Accountability and Data Quality

Kevin Barlow, *Arlington Independent School District*, Assistant Superintendent of Research and Accountability

Region XII

Robert Lowry, *Coolidge Independent School District*, Superintendent

Region XIII

Brenda Cruz, *Leander Independent School District*, Director of State Assessment, Accountability, and Academic Measures

Kevin Malandrucolo, *Hays Consolidated Independent School District*, Coordinator of Accountability and Testing

Membership 2019–20 Accountability Technical Advisory Committee (ATAC) by ESC Region

As of November 2019

Region XIV

Julie Conde, *Responsive Education Solutions*, Executive Director of Accountability, BE/ESL Education

Kriste O'Dell-Farias, *Region XIV Education Service Center*, School Improvement/Accountability Consultant

Region XV

Michael Bohensky, *Region XV Education Service Center*, Executive Leadership Specialist

Region XVI

Kelly Legg, *Dumas Independent School District*, Assistant Superintendent for Instruction

Region XVII

Ty Duncan, *Region XVII Education Service Center*, Senior Specialist, Accountability and Compliance Services

Region XVIII

Annette Macias, *Ector County Independent School District*, Executive Director of Accountability, Assessment, and School Improvement

Region XIX

Glenn Nathan, *Region XIX Education Service Center*, Research Analyst

Region XX

Cheri Hendrick, *Region XX Education Service Center*, Accountability and Assessment Specialist

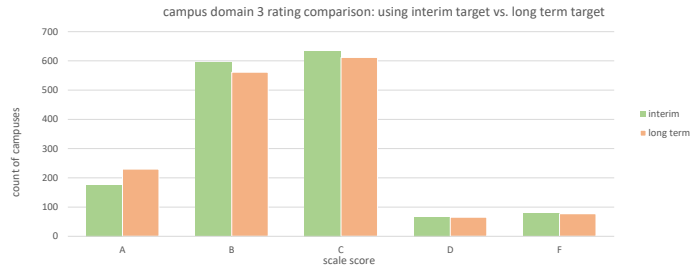
Theresa Urrabazo, *San Antonio Independent School District*, Senior Executive Director, Accountability, Research, Evaluation and Testing

Total = 27 Members

Long Term (90.0%) vs. Interim Targets Campus Comparison

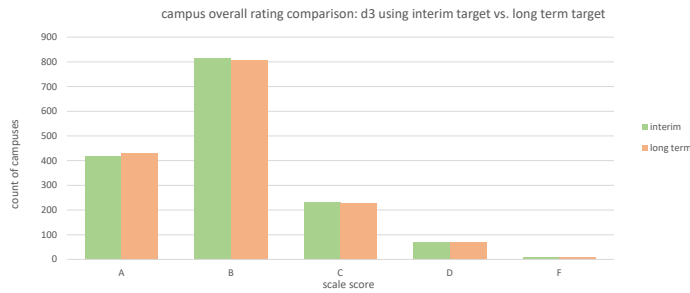
Domain 3:

scale score	interim count	long term count
A	175	230
B	594	561
C	633	612
D	65	65
F	78	77



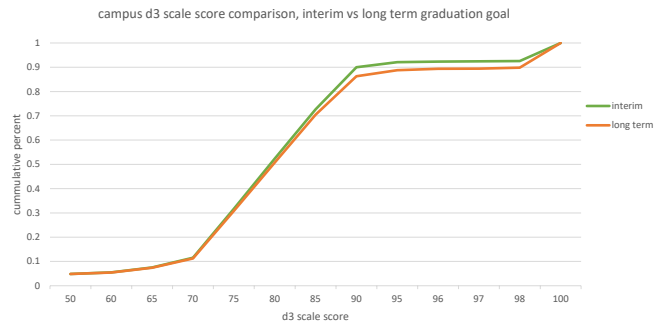
Overall:

scale score	interim count	long term count
A	420	432
B	815	807
C	231	227
D	71	71
F	8	8



d3_rating_interim	d3_rating_longterm	Frequency	Percent
A	A	175	11.33
B	A	55	3.56
B	B	539	34.89
C	B	22	1.42
C	C	611	39.55
D	C	1	0.06
D	D	64	4.14
F	D	1	0.06
F	F	77	4.98

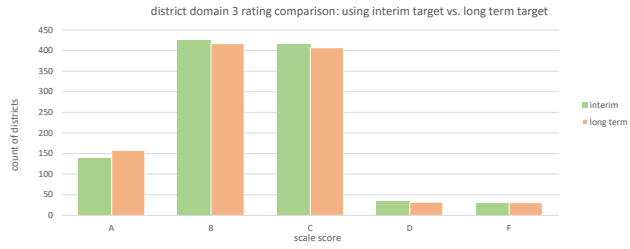
overall_rating_interim	overall_rating_longterm	Frequency	Percent
A	A	420	27.18
B	A	12	0.78
B	B	803	51.97
C	B	4	0.26
C	C	227	14.69
D	D	71	4.6
F	F	8	0.52



Long Term (90.0%) vs. Interim Targets District Comparison

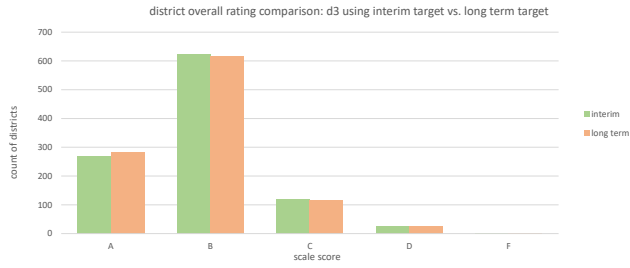
Domain 3:

scale score	interim count	long term count
A	138	158
B	426	417
C	415	407
D	35	32
F	31	31



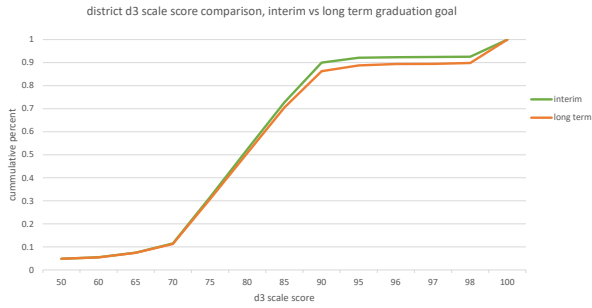
Overall:

scale score	interim count	long term count
A	271	283
B	624	616
C	121	117
D	27	27
F	2	2



d3_rating_interim	d3_rating_longterm	Frequency	Percent
A	A	138	13.21
B	A	20	1.91
B	B	406	38.85
C	B	11	1.05
C	C	404	38.66
D	C	3	0.29
D	D	32	3.06
F	F	31	2.97

overall_rating_interim	overall_rating_longterm	Frequency	Percent
A	A	271	25.93
B	A	12	1.15
B	B	612	58.56
C	B	4	0.38
C	C	117	11.2
D	D	27	2.58
F	F	2	0.19



Long Term (90.0%) vs. Interim Targets Campus Rating Changes

CAMPUS	CAMPNAME	campus_type	overall_rating_interim	overall_rating_longterm	overall_score_interim	overall_score_longterm	overall_score_diff	d3_rating_interim	d3_rating_longterm	d3_score_interim	d3_score_longterm	met_interim	total_interim	pct_met_interim	met_longterm	total_longterm	pct_met_longterm
161390001	MCGREGOR H S	NON_AEA	B	A	88	90	2	B	A	86	92	0	4	0	4	4	100
209292001	SAN SABA H S	NON_AEA	B	A	82	91	2	B	A	85	90	0	1	0	1	1	100
234802001	CANTON H S	NON_AEA	B	A	89	91	2	B	B	83	87	0	3	0	3	3	100
120905001	INDUSTRIAL H S	NON_AEA	B	A	89	91	2	B	A	88	94	1	4	25	3	4	75
224801001	THACKERMORTON COLLEGIATE ISD	NON_AEA	C	B	78	80	1	C	C	71	74	0	1	0	1	1	100
101915003	KLEIN OAK H S	NON_AEA	B	A	89	90	1	B	B	85	86	5	8	63	6	8	75
220918001	BOSWELL H S	NON_AEA	B	A	89	90	1	B	B	83	84	2	6	33	3	6	50
021907003	EDSON H S	NON_AEA	C	B	79	80	1	C	C	71	73	1	5	20	5	5	100
221911001	JIM NED H S	NON_AEA	B	A	89	90	1	B	B	81	85	0	2	0	2	2	100
102904002	HALLSVILLE H S	NON_AEA	B	A	89	90	1	B	B	83	84	1	5	20	3	5	60
074090001	LEONARD H S	NON_AEA	C	B	79	80	1	C	C	73	76	0	3	0	3	3	100
220902010	BIRDVILLE H S	NON_AEA	B	A	89	90	1	B	B	84	86	2	7	29	5	7	71
006902001	CLAUDE H S	NON_AEA	B	A	89	90	1	B	B	85	89	0	1	0	1	1	100
034903001	BARTLETT SCHOOLS	NON_AEA	C	B	79	80	1	C	C	71	74	0	1	0	1	1	100
072802001	DUBLIN H S	NON_AEA	B	A	89	90	1	B	B	86	89	1	4	25	4	4	100
240903001	UNITED H S	NON_AEA	B	A	89	90	1	B	B	83	84	0	5	0	2	5	40

Long Term (90.0%) vs. Interim Targets District Rating Changes

DISTRICT	DISTNAME	district_type	overall_rating_interim	overall_rating_longterm	overall_score_interim	overall_score_longterm	overall_score_diff	d3_rating_interim	d3_rating_longterm	re_interim	longterm et interim	re_interim	longterm et interim	re_interim	longterm et interim	re_interim	longterm et interim	re_interim	longterm et interim	re_interim
161922	ROBINSON ISD	NON_AEA	B	A	89	91	2	B	A	88	94	1	4	25	4	4	100			
194905	DETROIT ISD	NON_AEA	B	A	89	91	2	B	B	83	87	0	2	0	2	2	100			
174903	GARRISON ISD	NON_AEA	B	A	89	90	1	B	B	85	86	1	3	33	2	3	67			
049905	CALLISBURG ISD	NON_AEA	B	A	89	90	1	B	B	88	89	2	3	67	3	3	100			
224901	THROCKMORTON COLLEGIATE ISD	NON_AEA	C	B	79	80	1	C	C	71	74	0	1	0	1	1	100			
129910	SCURRY-ROSSER ISD	NON_AEA	B	A	89	90	1	B	B	83	86	1	3	33	3	3	100			
044902	WELLINGTON ISD	NON_AEA	B	A	89	90	1	B	B	80	83	0	1	0	1	1	100			
015922	JUBILEE ACADEMIES	NON_AEA	C	B	79	80	1	C	C	71	72	0	3	0	1	3	33			
178912	TULOSO-MIDWAY ISD	NON_AEA	B	A	89	90	1	B	B	87	89	1	5	20	4	5	80			
120905	INDUSTRIAL ISD	NON_AEA	B	A	89	90	1	B	B	87	89	1	4	25	3	4	75			
070903	ENNIS ISD	NON_AEA	B	A	89	90	1	B	B	83	84	4	6	67	5	6	83			
014902	BARTLETT ISD	NON_AEA	C	B	79	80	1	C	C	71	74	0	1	0	1	1	100			
014908	SALADO ISD	NON_AEA	B	A	89	90	1	B	B	84	86	1	3	33	3	3	100			
019902	HOOKS ISD	NON_AEA	B	A	89	90	1	B	B	83	86	0	3	0	3	3	100			
074909	LEONARD ISD	NON_AEA	C	B	79	80	1	C	C	71	74	0	3	0	3	3	100			
227816	HARMONY SCIENCE ACADEMY (AUSTIN)	NON_AEA	B	A	89	90	1	B	B	81	85	0	4	0	4	4	100			

Alternative Education Accountability Registration Criteria History

History

Enacted by the Texas Legislature in 1993, accountability legislation mandated the creation of an accountability system for all Texas schools. This accountability system integrated the statewide curriculum; the state criterion-referenced assessment system; district and campus accountability; district and campus recognition for high performance and significant increases in performance; sanctions for poor performance; and school, district, and state reports.

As a result of statewide educator feedback, an alternative set of performance measures for campuses serving at-risk students was developed in late 1994 and implemented in the 1995–96 school year. In order for a campus to qualify as alternative, it was required to serve one or more of the following student populations: students at risk of dropping out; recovered dropouts; pregnant or parenting students; adjudicated students; students with severe discipline problems; or expelled students.

For the 1995–96 school year, alternative accountability ratings were based on state-approved district proposals that included student performance indicators, current-year data, and comparisons of pre- and post-assessment results. Following a review of campus data by the local board of trustees, each district made an initial determination of the campus rating. This initial determination was then forwarded to the TEA where it was reviewed by a panel of peer reviewers who sent a recommendation to the commissioner.

From the 1995–96 to 2001–02 school years, revisions were made to the ratings criteria and procedures determined by an ad hoc Alternative Education Advisory Committee:

- Minimum performance levels for an Acceptable rating were established in 1996–97.
- Beginning in 1996–97, school districts were required to select campus-based performance indicators from a menu of state-established indicators.
- In 1997–98, TEA staff assumed responsibility for the review and analysis of all campus performance data.
- In 1999–00, TEA required that the rating for each AEC be determined on three base indicators: Texas Assessment of Academic Skills (TAAS) passing rates for reading and mathematics, dropout rates, and attendance rates.
- In 1999–00, disciplinary alternative education programs (DAEPs) and juvenile justice alternative education programs (JJAEPs) were no longer permitted to register for AEA. Instead, the performance of students served in these programs was attributed to the campuses where these students would otherwise have attended.
- In 2000–01, campuses were required to serve "students at risk of dropping out of school" as defined in Texas Education Code (TEC) §29.081 in order to be eligible to receive an accountability rating under AEA procedures.

House Bill 6, enacted by the 77th Texas Legislature, called for a pilot program to examine issues surrounding accountability of alternative education programs. The purposes of this pilot were to analyze the existing status of AECs and to make recommendations regarding the methods of evaluating the performance of these campuses. In order to achieve these purposes, the following activities were undertaken in 2002:

- a set of surveys for principals, teachers/counselors, parents, and students at all AECs was administered;
- a more detailed survey was administered and follow-up telephone calls were made to a small sample of AECs;

Alternative Education Accountability Registration Criteria History

- an analysis of existing Public Education Information Management System (PEIMS) data was undertaken; and
- individual student data from a small sample of AECs was compiled and analyzed.

Results of the pilot program were published in the Report on the Alternative Education Accountability Pilot (Texas Education Agency, December 1, 2002).

While these pilot activities were conducted, No Child Left Behind Act of 2001 (NCLB), Public Law 107–110, was signed into law. This federal legislation, which focused on increasing state and school accountability for student progress, was considered as part of the pilot project report. Accountability provisions of NCLB required that all campuses, including AECs, be evaluated annually for Adequate Yearly Progress (AYP).

The 2003 Educator Focus Group on Accountability made a recommendation to develop new AEA procedures for 2005 and beyond. The new AEA procedures were based on the following guidelines:

- The AEA indicators must be based on data submitted through standard data submission processes such as PEIMS or by the state testing contractor.
- The AEA measures should be appropriate for alternative education programs offered on AECs rather than just setting lower standards on the same measures used in the standard accountability procedures. Furthermore, these measures should ensure that all students demonstrate proficiency on the state assessments in order to graduate.
- The Texas Growth Index (TGI) and other improvement indicators should be evaluated as base indicators for AEC ratings.
- Additional AEA criteria should be researched. For example, AECs should have a minimum percentage of at-risk students (based on PEIMS data reported on current year fall enrollment records) to be evaluated under AEA procedures.

Also, in 2003, ratings for all campuses were suspended for one year while the new Texas Assessment of Knowledge and Skills (TAKS) assessments were implemented for the first time and the new state accountability system was developed. In 2004, registered AECs received a rating of Not Rated: Alternative Education while new AEA procedures were developed.

In 2005, an AEA Educator Focus Group developed recommendations for the commissioner for AEA criteria. In March 2005, Commissioner Shirley Neeley issued Alternative Education Accountability Procedures for 2005 and Beyond: Commissioner of Education Final Decisions. These final decisions included revised AEA procedures which contained indicators for AECs with increased rigor phased in over time and included a specific at-risk percentage registration criterion.

Registration Criteria. To be evaluated under AEA procedures, each AEC must have met the following registration criteria.

- a) The AEC must have its own county–district–campus number that is used for submitting PEIMS data and coding test answer documents;
- b) The AEC must be identified in AskTED (Texas School Directory database) as an alternative campus;
- c) The AEC must be dedicated to serving “students at risk of dropping out of school” as defined in Texas Education Code (TEC) §29.081(d);
- d) The AEC must operate on its own campus budget;

Alternative Education Accountability Registration Criteria History

- e) The AEC must offer nontraditional methods of instructional delivery designed to meet the needs of the students served on the campus;
- f) The AEC must have an appropriately certified, full-time administrator whose primary duty is the administration of the AEC;
- g) The AEC must have appropriately certified teachers assigned in all areas including special education, bilingual education, and/or English as a second language (ESL) to serve students eligible for such services;
- h) The AEC must provide each student the opportunity to attend a 7-hour school day;
- i) If the campus serves special education students, the students must be placed at the AEC by their admission, review, and dismissal (ARD) committee; and
- j) Special education students must receive all services outlined in their current individualized education programs (IEPs). Limited English proficient (LEP) students must receive all services outlined by the language proficiency assessment committee (LPAC). Special education and LEP students must be served by appropriately certified teachers.

Rationale: Registration criteria were carried forward from the previous AEA procedures that restricted use of AEA procedures to campuses that offered nontraditional instructional programs and/or settings rather than programs within a regular campus.

At-risk Registration Criterion. An additional at-risk registration criterion was phased in beginning in 2006. Each AEC must have had a minimum percentage of at-risk students enrolled on the AEC verified through current year PEIMS fall enrollment data in order to be evaluated under AEA procedures. The at-risk criterion began at 65 percent in 2006 and increased by five percentage points each year until it reached 75 percent in 2008 where it was expected to remain as described below.

2005 – criterion not applied

2006 – 65 percent or higher at-risk student enrollment at the AEC

2007 – 70 percent or higher at-risk student enrollment at the AEC

2008 – 75 percent or higher at-risk student enrollment at the AEC

A safeguard was incorporated for those campuses that fall below the at-risk requirement such as averaging the rate over multiple years.

Rationale: Implementation of an additional at-risk registration criterion recognized that by definition AECs are designed to serve students at risk of dropping out of school, restricted use of AEA procedures to AECs that were dedicated to serving at-risk students, and enhanced at-risk data quality.

As shown in the table below, 48 percent of students in campuses to be rated under 2006 standard accountability procedures were identified as being at risk in 2005–06 compared to 84 percent of students in registered AECs. Students in residential facilities were by definition considered at risk, although residential facilities reported only 94 percent of their students as being at risk in 2005–06.

Alternative Education Accountability Registration Criteria History

At-risk Students in Fall 2005–06

	All Campuses in 2006	Campuses Rated Under 2006 Standard Acct Procedures	Registered AECs Rated Under 2006 AEA Procedures	AECs of Choice	Residential Facilities
Number of Campuses	7,956	7,522	434	352	82
percent At-risk	49%	48%	84%	83%	94%

Source: PEIMS Fall Enrollment 2005–06.

The 2002 Report on the Alternative Education Accountability Pilot stated that principals were asked in a survey what they believe is the appropriate percentage of “primarily” at-risk students. Their responses ranged from 50 percent to 80 percent as appropriate percentages.

TEC §29.081 At-Risk Definition

For purposes of this section, "student at risk of dropping out of school" includes each student who is under 26 years of age and who:

- (1) was not advanced from one grade level to the next for one or more school years;
- (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- (4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- (5) is pregnant or is a parent;
- (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- (7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
- (8) is currently on parole, probation, deferred prosecution, or other conditional release;
- (9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- (10) is a student of limited English proficiency, as defined by Section 29.052;
- (11) is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- (12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or

Alternative Education Accountability Registration Criteria History

(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation.

Comprehensive Support & Improvement Schools – by AEA Status

	Comprehensive Identified	Comprehensive Reidentified	Comprehensive Progress	Total - Comprehensive Support	Total - AEA Status
Non-AEA	200 (2.4%)	88 (1%)	148 (1.7%)	436 (5.2%)	8,459
AEA	18 (4.7%)	71 (18.7%)	18 (4.7%)	107 (28.2%)	379
Total	218 (2.5%)	159 (1.8%)	166 (1.9%)	543 (6.1%)	8,838

*The denominator used in the percentages is the total number of the respective AEA status campuses. For example, the first cell indicates that 2.4% (200/8,459) of non-AEA campuses were labeled *Comprehensive Identified*.

Comprehensive Support & Improvement Schools – by AEA Status & Campus Type

	Non-AEA				AEA			
	Comprehensive Identified	Comprehensive Reidentified	Comprehensive Progress	Total - Non-AEA	Comprehensive Identified	Comprehensive Reidentified	Comprehensive Progress	Total - AEA
K-12	6 (1.2%)	3 (0.6%)	9 (1.8%)	477	1 (1.4%)	4 (5.7%)	3 (4.2%)	70
Elem.	113 (2.3%)	49 (1%)	94 (1.9%)	4,808	1 (100%)	0 (0%)	0 (0%)	1
Middle School	77 (4.5%)	29 (1.7%)	27 (1.5%)	1,693	1 (7.1%)	1 (7.1%)	1 (7.1%)	14
High School	4 (0.2%)	7 (0.4%)	18 (1.2%)	1,481	15 (5.1%)	66 (22.4%)	14 (4.7%)	294
Total	200 (2.3%)	88 (1%)	148 (1.7%)	8,459	18 (4.7%)	71 (18.7%)	18 (4.7%)	379

*The denominator used in the percentages is the total number of campuses with the respective AEA status and campus type. For example, the first cell indicates that 1.2% (6/477) non-AEA K-12 campuses were labeled *Comprehensive Identified*.

**TEXAS EDUCATION AGENCY
2019 Closing the Gaps Data Table
AEA Statewide Results**

	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 Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%	
% at Meets GL Standard	17%	13%	16%	28%	25%	32%	19%	23%	16%	12%	7%	10%	15%	18%	
# at Meets GL Standard	5000	760	2800	1196	26	49	14	130	3532	912	220	68	1190	3810	
Total Tests (Adjusted)	28659	5696	17713	4344	102	154	72	558	22175	7797	2995	698	8080	20612	
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%	
% at Meets GL Standard	16%	13%	18%	15%	28%	42%	2%	15%	17%	20%	8%	8%	18%	16%	
# at Meets GL Standard	2042	356	1318	283	11	28	1	40	1669	688	131	27	541	1501	
Total Tests (Adjusted)	12386	2711	7271	1880	40	66	56	262	9608	3360	1547	347	2936	9461	
Growth															
Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67	
Academic Growth Score	60	58	60	60	67	68	55	55	60	61	53	58	62	59	
Growth Points	4242	935.5	2469.5	696	12	32.5	6	78	3368	1317	397.5	86.5	1140.5	3101.5	
Total Tests	7123	1625	4106	1152	18	48	11	143	5653	2152	757	155	1853	5270	
Mathematics Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70	
Academic Growth Score	51	51	54	43	63	57	21	40	53	56	38	39	58	48	
Growth Points	3070	753	1902	324.5	9.5	21	5	47.5	2557.5	1128.5	256.5	57	926	2144	
Total Tests	6007	1468	3550	755	15	37	24	120	4860	2011	667	145	1585	4422	
Federal Graduation															
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a
% Graduated	58.7%	48.9%	57.0%	70.4%	51.0%	67.1%	50.8%	58.7%	57.1%	47.9%	62.5%	n/a	n/a	n/a	
# Graduated	12416	1657	7091	3241	51	100	30	246	8433	1605	1106	n/a	n/a	n/a	
Total in Class	21158	3386	12440	4605	100	149	59	419	14762	3351	1769	n/a	n/a	n/a	
English Language Proficiency															
TELPAS Progress Rate Target										42%					
TELPAS Progress Rate										25%					
TELPAS Progress										1243					
TELPAS Total										5048					
Student Success															
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%	
STAAR Component Score	26	21	26	34	32	39	25	30	25	22	14	18	26	27	
% at Approaches GL Standard	54%	46%	54%	61%	58%	68%	51%	57%	53%	48%	31%	38%	52%	54%	
% at Meets GL Standard or Ab	21%	15%	20%	31%	30%	39%	20%	26%	19%	16%	10%	12%	20%	21%	
% at Masters GL Standard	5%	3%	4%	9%	7%	12%	4%	8%	4%	3%	3%	3%	5%	5%	
Total Tests	61901	12440	37478	9765	214	336	188	1214	47635	16457	6866	1472	16819	45082	
School Quality															
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%	
% Students meeting CCMR	21%	17%	19%	27%	18%	26%	34%	27%	19%	15%	32%	16%	25%	18%	
# Students meeting CCMR	4481	494.5	2406	1385	19	48.5	18.5	109.5	2657	482	558	35	2139	2342	
Total Students	21479	2995	12620	5054	103	187	55	465	13928	3115	1751	224	8531	12948	

September 30, 2019

Frank T. Brogan
Assistant Secretary for Elementary and Secondary Education
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Brogan:

As part of its Every Student Succeeds Act (ESSA) State Plan, Texas is working diligently to ensure that students take appropriate assessments and that the results of those assessments are included in accountability calculations. For successful implementation of this plan, the Texas Education Agency (TEA) requested that the Texas Legislature (Legislature) appropriate funds for high school students who completed state testing requirements prior to high school so that these students are administered the ACT or the SAT to fulfill federal testing requirements. The Legislature appropriated these funds in June 2019.

During the 2019–2020 school year, Texas will implement a transition plan (see attachment I) to better align its assessment and accountability systems with ESSA requirements. To that end, the state will adopt additional administrative rules that will require all students to take appropriate assessments for use in federal accountability and will monitor the implementation of those rules as it collects assessment participation data. The final plan will go into effect for the 2020–2021 school year and will ensure that

- all students take the state’s grade-level assessments in reading and mathematics, unless they are in grade 8 and are assessed with English I or Algebra I, respectively;
- all students who complete the state’s high school assessments in middle school are assessed in high school using more advanced assessments; and
- all students are appropriately included in required high school tests and are accounted for in the calculation of reading and mathematics assessment participation rates.

Changes to the Texas ESSA plan will be necessary in the following areas:

- **Academic Achievement:** Now that funds are appropriated, the state would need to determine appropriate performance levels on the higher-level assessment that are equivalent to the Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance standards associated with the statewide assessment. Then, results from the higher-level assessment will be included in accountability calculations in a similar fashion as the statewide assessment;
- **School Quality/Student Success—STAAR Student Achievement:** The higher-level assessment in mathematics and/or English Language Arts would be included in accountability in the cycle in which the test is taken (e.g., Spring 2021 SAT taken would be applied to 2021 accountability outcomes); and

- Growth: Growth measures will be established once performance levels are put in place for ACT and SAT.

Texas' plan ensures that accelerated students take a higher-level assessment in high school so that the students continue to receive challenging content and high schools are held accountable for improving the achievement of all students.

Please feel free to contact Megan Aghazadian, Deputy Commissioner of Operations, at Megan.Aghazadian@tea.texas.gov, or Jamie Crowe, Director of Performance Reporting, at Jamie.Crowe@tea.texas.gov if you have any questions regarding this request. Thank you for your consideration.

Sincerely,

Mike Morath, Commissioner of Education

Implementing the Accelerated Students Assessment Plan

