

**Accountability Technical Advisory Committee (ATAC) &
Accountability Policy Advisory Committee (APAC)**

**Agenda
October 27–28, 2020
9:00 a.m. to 11:00 a.m.**

I. Welcome.....	9:00–9:10
II. 2021 Accountability System Context.....	9:10–9:25
III. Potential 2021 Accountability System Adjustments.....	9:25–10:45
<ul style="list-style-type: none">• STAAR• Academic Growth• Break• Relative Performance• College, Career, and Military Readiness• Graduation Rate• English Language Proficiency• Targets and Cut Points• Participation	
IV. Timeline for Decisions.....	10:45–11:00

The ATAC and APAC develops and makes recommendations to the commissioner of education regarding policy and technical matters related to the 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 2020*, the meetings are closed to the public. Only committee members and relevant TEA staff may attend.



APAC & ATAC October Meeting

October 27/October 28, 2020

Texas Education Agency | Governance & Accountability | Performance Reporting

Please mute your mic. Thank you!

Zoom Meeting Norms

- **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 Agenda

Topic	Time
Welcome & Meeting Norms	9:00 – 9:10
2021 Accountability System Context	9:10 – 9:25
Potential 2021 Accountability System Adjustments	9:25 – 10:45
Timeline for Decisions	10:45 – 11:00

Meeting Materials

- Meeting materials were emailed to members and will be posted later this week at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2021-accountability-development-materials>.

A young Black male student is shown in profile, smiling as he works on a silver laptop. He is wearing a blue and white plaid button-down shirt. His left hand is resting on his chin, and his right hand is on the laptop keyboard. The laptop is open on a dark, reflective surface. To the right of the laptop, there is a white ceramic coffee cup on a matching saucer. In the background, a brown leather sofa is visible, and the overall scene is brightly lit, suggesting a sunny day indoors. The text "2021 Accountability System Context" is overlaid in a large, bold, dark blue font across the center of the image.

2021 Accountability System Context

2021 Accountability System Context

- **Incomplete data**

- likely low census for 2021 assessments
- for example, per recent media reports, 61% of Houston ISD students are currently learning remotely
- inconsistent growth measure

- **Pandemic-influenced data**

- decreased opportunities for college entrance assessments
- lower achievement, especially for high poverty students

- **Stifled continuous improvement efforts**

- decreased opportunities to implement improvement plans



Comparability



Reliability



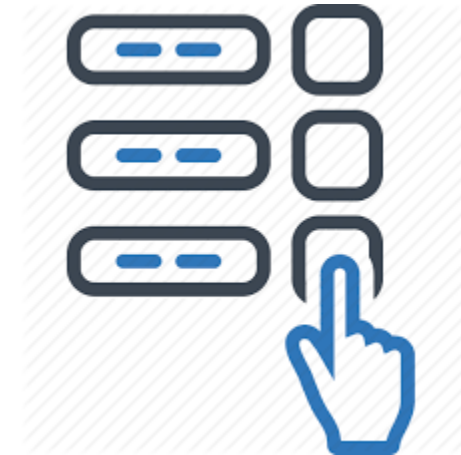
Validity

2021 Accountability System Context

- Currently, 61% of Houston students are learning remotely. At this time, we are assuming that many of those students may not test and that a similar situation may happen across the state.
- Assessment validating and equating procedures require significant assessment participation and representation across student groups.



Approximately what percentage of students are learning remotely in your district?



2021 Accountability System Context

While there are significant unknowns for 2021, we will plan for an adjusted 2021 accountability system.



Data Affected

- STAAR outcomes (COVID-slide and decreased participation)
- Academic Growth (no 2020 STAAR to calculate one-year progress measure)
- College, Career, and Military Readiness (CCMR) (decreased opportunities)
- English Language Proficiency (spring 2020 TELPAS was optional)
- Entry/exit of campuses identified for improvement

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 keyboard, and his left hand is resting on his chin, looking at the screen with a focused expression. The background is a bright, out-of-focus indoor setting. To the right of the laptop, there is a white coffee cup on a saucer and a stack of books. The overall lighting is soft and natural, suggesting a daytime setting.

Potential 2021 Accountability System Adjustments

- STAAR cut points may be adjusted based on the COVID-19 slide experienced by the All Students group.
- Cut points will not be raised, only lowered if necessary.
- **Actual cut points cannot be calculated until testing is complete.**

A large, light blue arrow pointing from the list of bullet points on the left towards the example box on the right.

Example

If the state average for the STAAR component decreases by five percentage points, the A–F cut points may decrease by five percentage points.

- CCMR cut points will not change.
- The better *overall* CCMR score for the Class of 2019 or Class of 2020 may be used.
- The better CCMR outcome may also be used in the School Progress and Closing the Gaps domains (as allowed by the USDE).

Graduation Rate Components

- Graduation rate cut points will not change.
- Existing methodology for the Student Achievement domain will continue; the best graduation rate of 4, 5, or 6 year will be used.
- Adjustments to the Closing the Gaps domain would require USDE approval.

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 screen. 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 a large, bold, blue font in the center of the image.

Break

- School Progress may include a two-year growth measure only if it improves the School Progress domain rating.
- Closing the Gaps may include a two-year growth measure only if it improves the Closing the Gaps domain rating (as allowed by the USDE).
- **Actual cut points cannot be calculated until testing is complete.**

- Overall consistency rate between a one-year progress measure and a two-year progress measure for grades 5 through 8

Math
60–67%

Reading
56–67%

- Industry standard is >80%. Agency and vendor psychometricians, as well as accountability experts, caution against the use of a two-year progress measure in 2021 accountability.

Example: Grade 8 STAAR Mathematics: 1 to 2-year STAAR PM

	2 Year Gap			
1 Year Gap	Limited	Expected	Accelerated	Total
	2 0.00	15 0.01	3 0.00	20 0.01
Limited	36934 14.77	25988 10.39	1020 0.41	63942 25.56
Expected	23683 9.47	108497 43.38	21208 8.48	153388 61.32
Accelerated	440 0.18	11976 4.79	20365 8.14	32781 13.11
Total	61059 24.41	146476 58.56	42596 17.03	250131 100.00
Consistency				66.29

- There is no precedent for calculating a two-year growth measure across a pandemic with a significant number of remote learners.

1 Year Growth Measure	2 Year Growth Measure
1 Teacher	2 Teachers
Grades 4–8	Grades 5–8

- Using a two-year growth measure may improve a campus or district's score this year but may put them at a disadvantage the following year.

- Relative Performance cut points may be adjusted based on the COVID-19 slide experienced by the All Students group.
- Cut points will not be raised, only lowered if necessary.
- **Actual cut points cannot be calculated until testing is complete.**
- Overall School Progress rating will still use the better of Part A: Academic Growth or Part B: Relative Performance.

Closing the Gaps

- TEA may submit an addendum, an amendment, and a waiver request to the USDE for adjustments to align with the adjustments made in the Student Achievement and School Progress domains.
- STAAR student group targets may be adjusted based on the COVID-19 slide experienced by the All Students group.

Example

If the state average for Meets Grade Level or above for reading decreases by two percentage points, the targets for all student groups would be decreased by two percentage points.

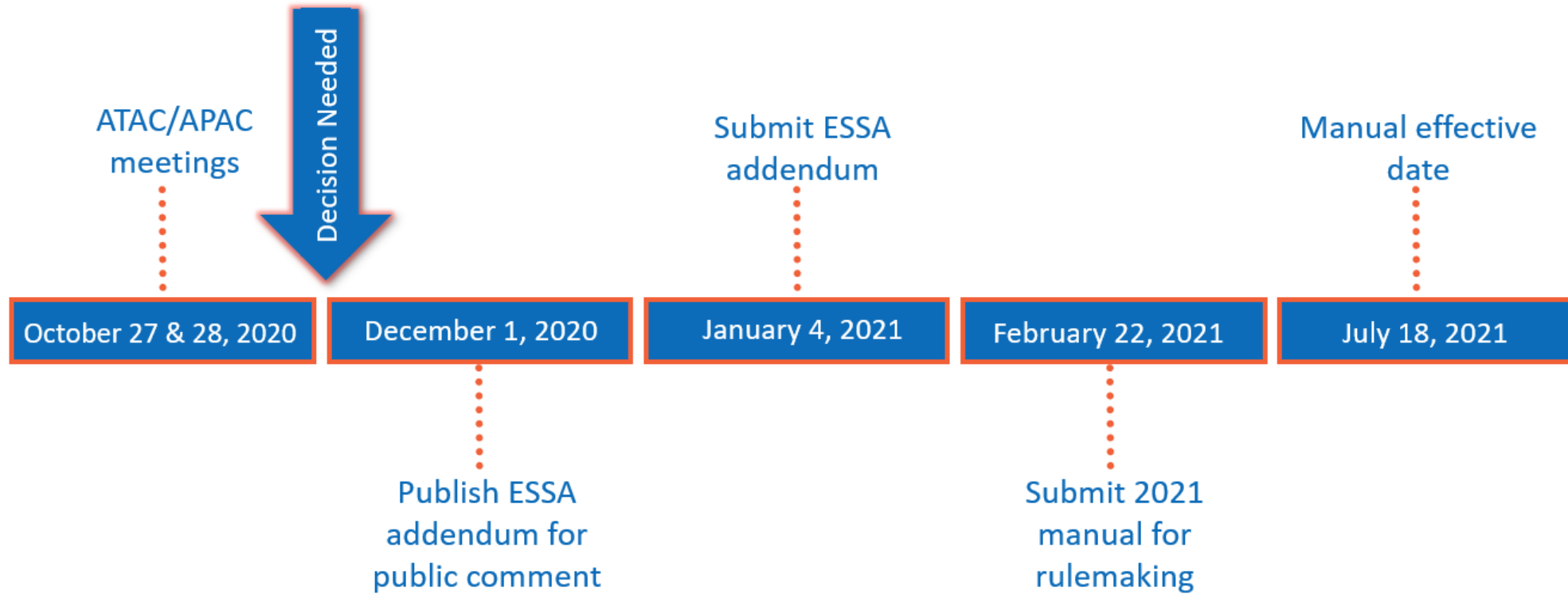
- Closing the Gaps may be run using “hold harmless” provisions when possible to reflect the best overall outcome.
 - Use the better overall CCMR from Class of 2019 or Class of 2020.
 - Include two-year growth, only if it helps.
 - English Language Proficiency may include the best result at the student level and may be used only if it improves the Closing the Gaps domain rating.

- The goal is to test as many students as possible.
- In order to not penalize districts for students who are unable to test due to COVID-19, we plan to submit a waiver request for the 95% assessment participation requirement for 2021.

A young boy with short dark hair, wearing a blue and white plaid shirt, is sitting at a desk and smiling while using a silver laptop. His left hand is resting on his chin. To his right, on the desk, is a white coffee cup on a saucer. In the background, a brown leather armchair is visible. The scene is brightly lit, suggesting a sunny day. The text "Timeline for Decisions" is overlaid in the center of the image in a large, bold, dark blue font.

Timeline for Decisions

Timeline for Decisions



Appendix



STAAR PM Consistency Data - Reading

G8R_STAAR_PM_1yr_by_2yr				
	2 Year Gap			
1 Year Gap	0	1	2	Total
	3	2	5	10
	0.00	0.00	0.00	0.00
0	58101 16.38	46107 13.00	15465 4.36	119673 33.74
1	19613 5.53	86606 24.41	50926 14.36	157145 44.30
2	3194 0.90	18667 5.26	56040 15.80	77901 21.96
Total	80911 22.81	151382 42.68	122436 34.52	354729 100.00
Consistency				56.59

STAAR PM Consistency Data - Reading

G7R_STAAR_PM_1yr_by_2yr				
	2 Year Gap			
1 Year Gap	0	1	2	Total
	4	6	3	13
	0.00	0.00	0.00	0.00
0	73669 21.19	17497 5.03	2409 0.69	93575 26.92
1	53140 15.29	77883 22.40	18673 5.37	149696 43.06
2	15585 4.48	39392 11.33	49391 14.21	104368 30.02
Total	142398 40.96	134778 38.77	70476 20.27	347652 100.00
Consistency				57.8

STAAR PM Consistency Data - Reading

G6R_STAAR_PM_1yr_by_2yr				
	2 Year Gap			
1 Year Gap	0	1	2	Total
	4	7	3	14
	0.00	0.00	0.00	0.00
0	149817	62351	12446	224614
	43.36	18.05	3.60	65.01
1	15822	60264	17654	93740
	4.58	17.44	5.11	27.13
2	617	3654	22891	27162
	0.18	1.06	6.62	7.86
Total	166260	126276	52994	345530
	48.12	36.55	15.34	100.00
Consistency				67.42

STAAR PM Consistency Data - Reading

G5R_STAAR_PM_1yr_by_2yr				
	2 Year Gap			
1 Year Gap	0	1	2	Total
	5	13	5	23
	0.00	0.00	0.00	0.01
0	59244	27572	9396	96212
	17.68	8.23	2.80	28.70
1	33065	75494	31755	140314
	9.86	22.52	9.47	41.86
2	7122	24650	66856	98628
	2.12	7.35	19.95	29.43
Total	99436	127729	108012	335177
	29.67	38.11	32.23	100.00
Consistency				60.15

STAAR PM Consistency Data - Mathematics

G8M_STAAR_PM_1yr_by_2yr				
	2 Year Gap			
1 Year Gap	0	1	2	Total
	2	15	3	20
	0.00	0.01	0.00	0.01
0	36934 14.77	25988 10.39	1020 0.41	63942 25.56
1	23683 9.47	108497 43.38	21208 8.48	153388 61.32
2	440 0.18	11976 4.79	20365 8.14	32781 13.11
Total	61059 24.41	146476 58.56	42596 17.03	250131 100.00
Consistency				66.29

STAAR PM Consistency Data - Mathematics

G7M_STAAR_PM_1yr_by_2y				
	2 Year Gap			
1 Year Gap	0	1	2	Total
	4	6	0	10
	0.00	0.00	0.00	0.00
0	112551	30272	1524	144347
	36.51	9.82	0.49	46.82
1	51758	72306	10102	134166
	16.79	23.46	3.28	43.52
2	3074	10425	16250	29749
	1.00	3.38	5.27	9.65
Total	167387	113009	27876	308272
	54.30	36.66	9.04	100.00
Consistency				65.24

STAAR PM Consistency Data - Mathematics

G6M_STAAR_PM_1yr_by_2y				
	2 Year Gap			
1 Year Gap	0	1	2	Total
	4	5	1	10
	0.00	0.00	0.00	0.00
0	114658	65949	10192	190799
	32.23	18.54	2.87	53.64
1	22991	84687	28007	135685
	6.46	23.81	7.87	38.14
2	528	7891	20817	29236
	0.15	2.22	5.85	8.22
Total	138181	158532	59017	355730
	38.84	44.57	16.59	100.00
Consistency				61.89

STAAR PM Consistency Data - Mathematics

G5M_STAAR_PM_1yr_by_2y				
	2 Year Gap			
1 Year Gap	0	1	2	Total
	7	25	11	43
	0.00	0.01	0.00	0.01
0	60526	27368	5296	93190
	16.46	7.44	1.44	25.34
1	34551	88975	31335	154861
	9.40	24.20	8.52	42.11
2	5619	31169	82838	119626
	1.53	8.48	22.53	32.53
Total	100703	147537	119480	367720
	27.39	40.12	32.49	100.00
Consistency				63.19

Outline of the Accountability System

DRAFT—FOR DISCUSSION ONLY

Student Achievement Domain	School Progress Domain	Closing the Gaps Domain
<p>All Students STAAR (40%)</p> <ul style="list-style-type: none"> All subject areas combined Credit given for Approaches, Meets, and Masters <p><i>Float down cut points based on 2021 all students average versus baseline data</i></p> <p>College, Career, and Military Readiness (40%) Percentage of annual graduates that meet at least 1 indicator (List on page 2)</p> <p><i>Use better of 2019 or 2020 graduates</i></p> <p>Graduation Rate (20%) Better of four-year, five-year, or six-year graduation rate (or annual dropout rate if no graduation rate)</p> <p>Domain Score 40% STAAR, 40% CCMR, and 20% graduation rate</p>	<p>All Students Part A: Academic Growth STAAR PM</p> <p><i>Use two-year STAAR PM results, only used if it helps domain rating. Set cut points based on most recent year for which data is available, with distribution set same as baseline</i></p> <p>Part B: Relative Performance Achievement of all students relative to districts or campuses with similar eco dis percentage</p> <p><i>Float down cut points based on 2021 all students average</i></p> <p>Domain Score Better of Part A or Part B</p>	<p>All Students & Disaggregated Student Groups Academic Achievement—STAAR at Meets <i>Float targets based on 2021 all students average</i></p> <p>Growth/Four-Year Federal Graduation Rate <i>Growth: modify so only incorporated if it raises CTG score</i></p> <p><i>Graduation: use the best of four, five, or six year if allowable</i></p> <p>English Language Proficiency <i>2021 compared to 2020 if available & helps. Otherwise use 2021 compared to 2019. Only include if it helps.</i></p> <p>SQSS—STAAR <i>Float targets based on 2021 all students average</i></p> <p>SQSS—CCMR <i>Use better of 2019 or 2020 graduates</i></p> <p>Domain Score Credit based on % of indicators met with weighting applied.</p>
Better of either Student Achievement or School Progress domain= 70% of overall rating		30% of overall rating

AEA Bonus Points:

- Grad plan type
- STAAR retests at Approaches, Meets, and Masters

CCMR Indicators (meet at least one to earn CCMR credit)

- Meet TSI criteria in ELA/reading and mathematics on assessments or college prep courses
- Meet AP/IB criteria
- Earn dual-course credits
- Enlist in the U.S. Armed Forces
- Earn an approved industry-based certification
- Earn an associate degree
- Graduate with completed IEP and workforce readiness
- Earn a Level I or Level II certificate
- Complete an OnRamps dual-enrollment course
- Graduate under an advanced degree plan and be identified as a current special education student

Other Issues

- Participation rate - submit a waiver request for the 95% assessment participation rate for 2021.