

Commissioner's Update

TEXAS SCHOOL ALLIANCE

SEPTEMBER 5, 2018

Academic Accountability

The Final A-F Design Incorporated Extensive Changes Recommended by Educators

Best of Achievement or Progress: 70%



Student
Achievement



School
Progress

30%



Closing
The Gaps

This design reflects a commitment:

- to recognize **high student achievement** and
- to recognize the impact of **highly effective educators**,
- while maintaining focus on the **students most in need**.

Supporting Continuous Improvement:

TEA intends to keep changes to a minimum for up to 5 years to allow for better year-to-year comparisons

Monitoring Progress Helps Support Students

TEKS 3.5A: Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations

Actual STAAR Question:

An art teacher had 736 crayons. She threw away 197 broken crayons. Then she bought 150 more crayons. Which equation shows how to find the number of crayons the art teacher has now?

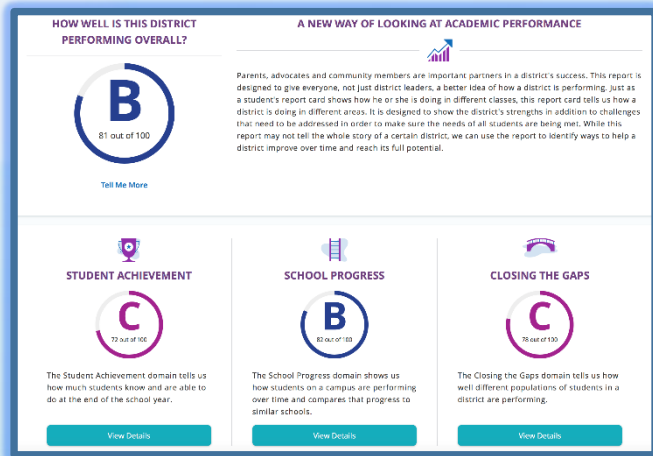
- A) $736 - 197 - 150 = \underline{\hspace{2cm}}$
- B) $736 - 197 + 150 = \underline{\hspace{2cm}}$
- C) $736 + 197 + 150 = \underline{\hspace{2cm}}$
- D) $736 + 197 - 150 = \underline{\hspace{2cm}}$

ON TRACK

Learn more at: www.texasassessment.com

Clear Performance Info Helps Students

We can't improve what we can't see. And we can't support change if we can't explain it.



Educators requested that rating information be easily viewable, with supporting material to help people understand them.

www.TXschools.org

- Videos
- One-Pagers
- Info-Graphics
- Presentations



Why does this state do this?

Monitoring performance with school ratings has been shown to have long term benefits for students:

“Our analysis reveals that pressure on schools to avoid a low performance rating led low-scoring students to score significantly higher on a high-stakes math exam in 10th grade. These students were also more likely to accumulate significantly more math credits and to graduate from high school on time. **Later in life, they were more likely to attend and graduate from a four-year college, and they had higher earnings at age 25.**”

The biggest risks come if the system allows certain students to be exempted from accountability. **The system design matters.**

More Resources Coming

- TEA has launched a free Interim Assessment tool.
- Use it up to twice a year (fall, spring).
- You receive itemized results, by student-expectation, for all students, to help guide instructional practice adjustments.
- Each question has been STAAR aligned and field tested.
- Each student will be reported with a percentage likely to Meet Grade Level.
- In 2019, this will be linked with a tool to project A-F campus scores.

Campus Level Highlights

8,253 campuses were rated* (including 347 paired campuses):

Met Standard	(90-100) [A]	– 19% - 1,561 campuses
Met Standard	(80-89) [B]	– 36%
Met Standard	(70-79) [C]	– 30%
Met Standard	(60-69) [D]	– 10%
Improvement Required	(0-59) [F]	– 5% - 432 campuses (349)*

* - Because of Hurricane Harvey, about 1200 campuses were eligible to receive a “Not Rated” designation if they would have otherwise been rated Improvement Required. 86 campuses will receive a Not Rated designation, but the underlying 0-100 point score information is still visible. The total number of campuses receiving an “Improvement Required” rating is 349. The total number of rated campus is 8,167.

Campus Level Poverty Analysis

Student poverty is not a strong factor in how a campus was rated

Correlation between the rate of students eligible for a free/reduced lunch and campus overall A-F ratings: **.4 (moderate)**

Domain Specific Correlations

Student Achievement Domain:	.7 (strong)	} — <i>Best Of</i>
School Progress Domain:	.1 (weak)	
Closing the Gaps Domain:	.4 (moderate)	

There are **259** high-poverty campuses (80-100% Eco Dis) that receive a score of 90-100 (ie, “A”). This represents 11% of all high-poverty campuses.

There are **169** low-poverty campuses (0-20% Eco Dis) that receive a score below 90 (ie, less than an “A”).

2016-17 vs 2017-18

In 2016-17, the state used a 4 index system. There were 258 Improvement Required (IR) campuses.

2016-17	358 IR (Actual, 4 Index)
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To perform an apples-to-apples comparison, TEA modeled what would happen if the new 3-domain A-F system were applied to the 2016-17 school year. Using the A-F methodology, there would have been 674 IR campuses.

2016-17	674 IR (Theoretical, 3 Domain)
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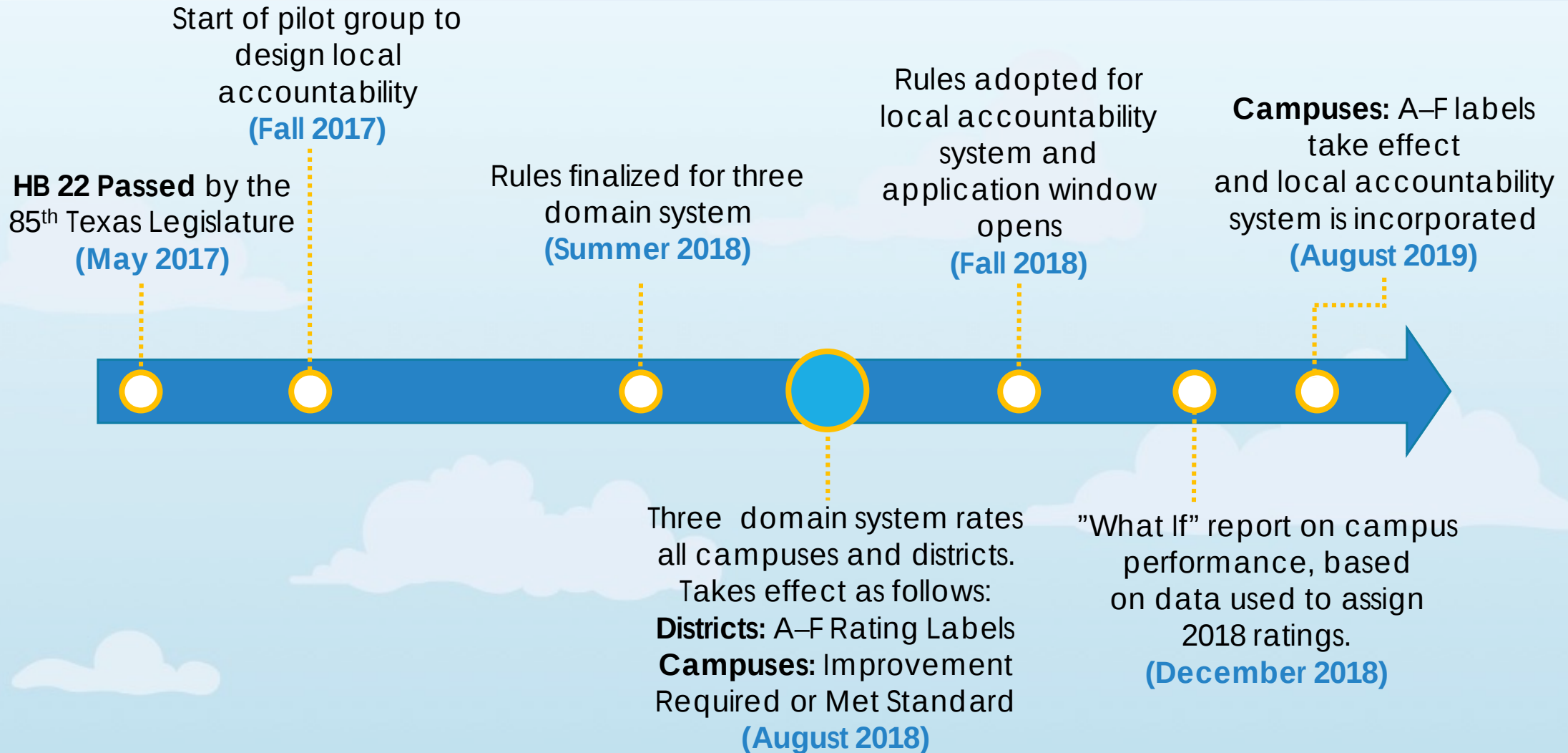
In 2017-18, there are 432 IR campuses (including the Harvey exceptions).

2017-18	427 IR (3-Domain, incl Harvey)
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This represents a one year reduction of 247 IR campuses. **This is likely the largest improvement in low performing campuses in the state’s recent history.**

Improvement	247 fewer IR
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A–F Timeline: Implementation of HB 22

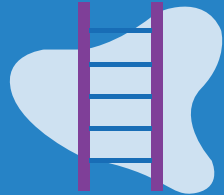


Local Accountability System

Local Accountability



**Student
Achievement**



**School
Progress**



**Closing
The Gaps**

Local Accountability

**Example*



**Extra-
Curricular
Activities**

**Example*



**Local
Assessments**

SB 1882

SB 1882 Partnerships

SB 1882 Partnership - A school district initiative to partner with a charter school, non-profit, institution of higher-education, or government entity to operate a school. Eligible partnerships have access to financial and accountability incentives.

Types of Partnerships

Turnaround Partnerships

District contracts with a partner to turnaround an IR campus.

Innovation Partnerships

District contracts with a partner to innovate at an non-IR campus.

New School Partnerships

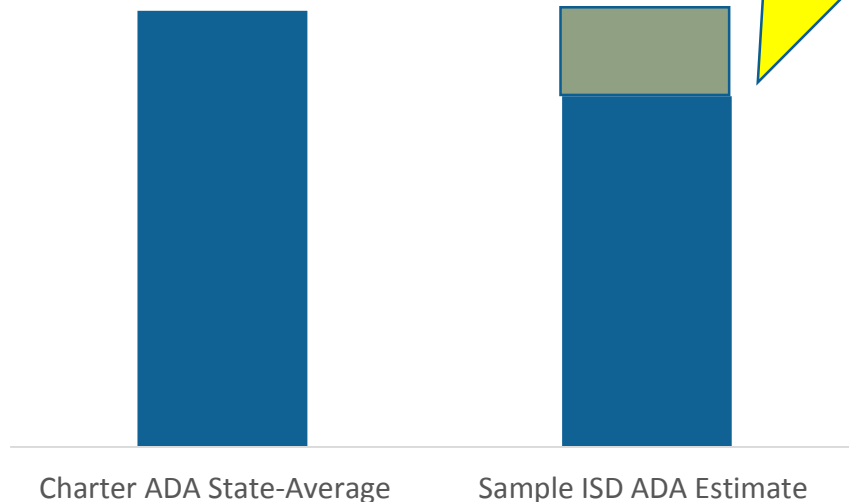
District contracts with a partner to launch a brand new campus/school model.

SB 1882 Benefits

Financial Benefit

- All SB 1882 partnerships are eligible to potentially receive additional state funding.
- Typically applicable to large and/or urban districts (~\$1,000/student)

SB 1882 \$ Benefit



Accountability Benefit

- Turnaround partnerships are eligible for an two-year accountability pause.
- The two-year pause exempts the campus from preparing a turnaround plan, campus closure, or board of managers.

Key Facts:

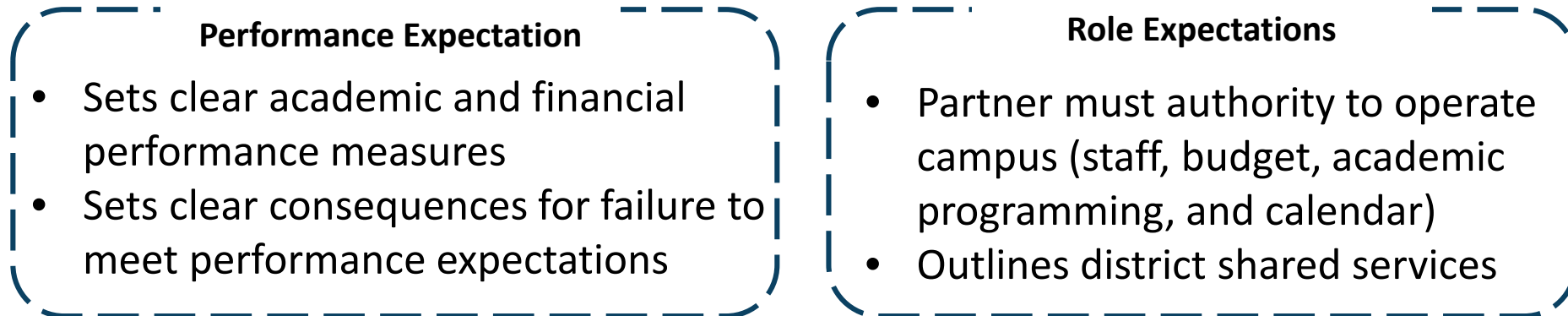
- Only current IR campuses are eligible; does NOT apply to innovation or new school partnerships.
- The exemption doesn't break the accountability chain.

Two Key Partnership Components

1) A SB 1882 partnership must be authorized as an in-district charter.



2) A performance contract formalizes the performance and role expectations of the district and the partner.



Summary 2018 Partnerships

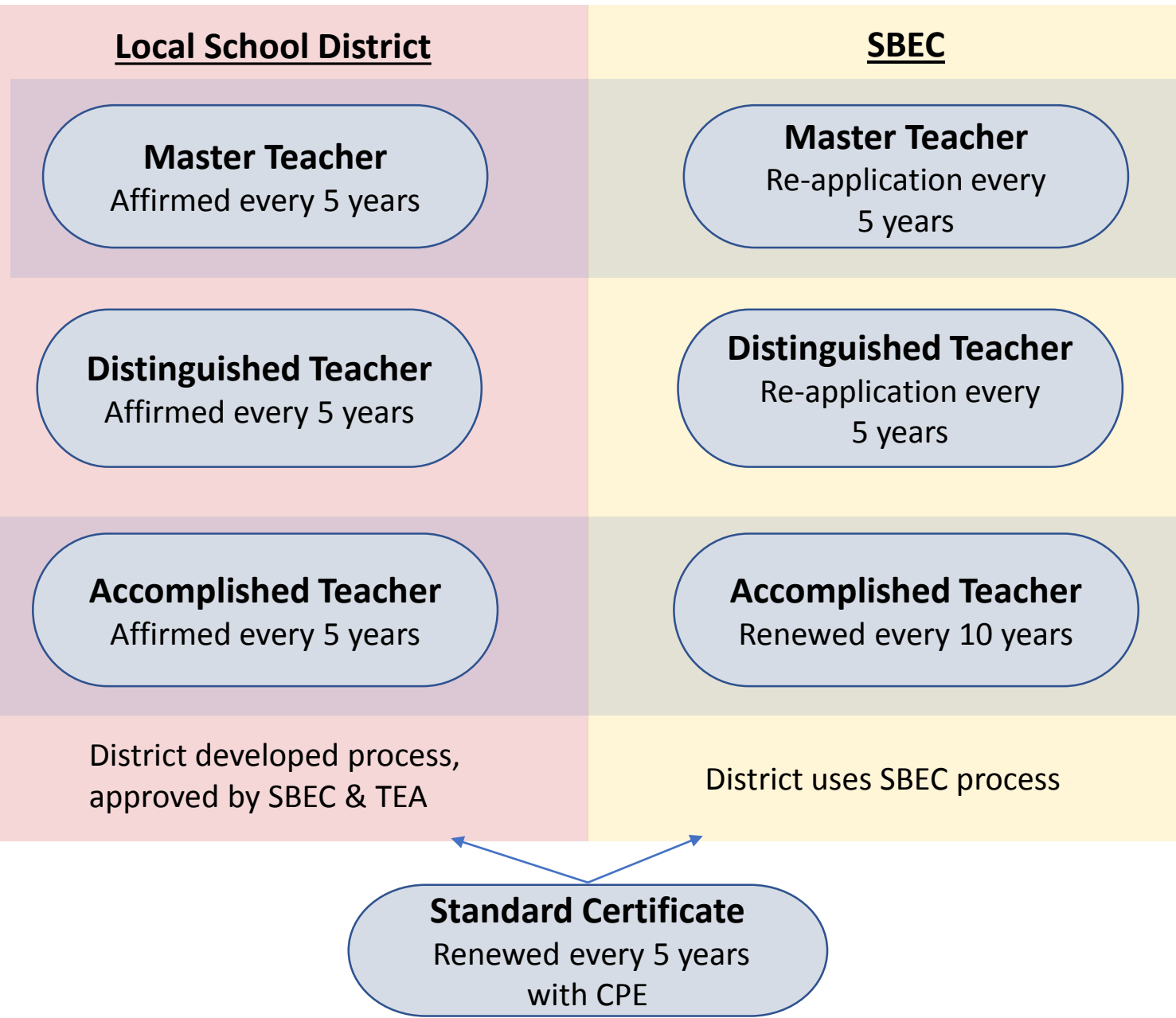
District	Partner	Partnership Type
Grand Prairie ISD	Uplift Education	Innovation Partnership
San Antonio ISD	CAST Tech	Innovation Partnership
Austin ISD	Mainspring Schools	New School Partnership
San Antonio ISD	Texans Can Academy	New School Partnership
Edgewood ISD	PreK4SA	New School Partnership
Galveston ISD	Moody ECE	New School Partnership
San Antonio ISD	Relay Lab Schools	Turnaround Partnership
San Antonio ISD	Democracy Prep	Turnaround Partnership
Ector County ISD	Ector County Success Network	Turnaround Partnership
Hearne ISD	Hearne Education Foundation	Turnaround Partnership
Waco ISD	Transform Waco	Turnaround Partnership
Austin ISD	T-STEM Coalition	Turnaround Partnership

86th Legislative Session

Possible Items of Interest by Legislative Leadership

- School Finance
 - Property Tax Growth / Recapture Limits
 - Strategic Funding:
 - Teacher Quality
 - School Year
 - PK-3
 - College Access
- Legislative Appropriations Request
 - Safe & Healthy Schools
 - Special Education

Possible Teacher Quality Structure



Modify the FSP to include a **Teacher Quality Allotment**

Districts Receive \$3,000 - \$35,000

- Level of Poverty
- Rural Campus
- Grade Band

Additional funding flowed to districts, not directly to teachers, for districts to incorporate into their compensation / benefit plans as locally desired.

Projected to result in net increase of \$1B in funding to school systems over a decade with low upfront cost.

Key Components of Special Session Proposal

SBEC Pathway:

- Accomplished Teacher = National Board Certified Teacher
- Distinguished & Master Teacher:
 - Review of 3 years worth of student achievement data, analyzing growth of students, based on whatever local assessments that were used that can be equated
 - Observational review of performance
 - Application review of leadership (contribution to the campus)
 - Initial cut points set based on 25th and 5th percentile of teachers
 - Multiple year process with stakeholders involved in developing the framework
 - To manage logistics: Annual limit on new applications from districts on behalf of teachers capped at 5% of teachers in a district. No cap on renewals.

District Pathway:

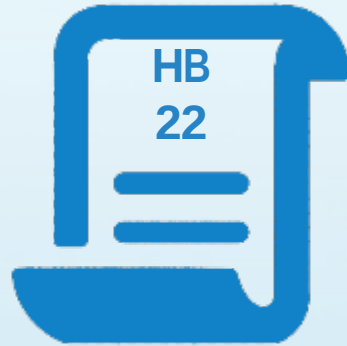
- Local framework must be submitted consistent with SBEC rules and approved by TEA to be roughly equated to rigor standards for SBEC pathway
- Would still result in a designation on the teacher's SBEC certification, to allow portability

Accountability Appendix

A-F Accountability: How It Was Designed



84th Legislature



85th Legislature

“The commissioner shall evaluate school district and campus performance and assign each district and campus an overall performance rating of”

A B C D or F



A Two Year Process of Gathering Feedback

TEA staff conducted hundreds of stakeholder meetings starting as early as January 2016 with:

- School Board Members
- Superintendents
- Principals
- Other Administrators
- Teachers
- Parents
- Business Leaders
- Advocates
- Students

TEA made significant changes to the proposed A-F system based on feedback.



Certain design details noted with a  in this presentation were changes made based on feedback.

A–F Accountability: New Labels/Grades

A = Exemplary Performance

B = Recognized Performance

C = Acceptable Performance

D = In Need of Improvement

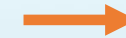
F = Unacceptable Performance



Design Approach: Two Philosophical Commitments



“The commissioner shall ensure that the method used to evaluate performance is implemented in a manner that provides the mathematical possibility that all districts and campuses receive an A rating.”



**No Forced
Distribution**



We WANT stability in the model, we do not want the bar to keep changing. We want to commit to something where the bar will remain static for 5 years, where the rules don't change.



**Law switched
from “annually”
to “periodically”**

**These commitments reinforce a system that supports
continuous improvement over time.**

The background of the slide is a photograph of the Texas State Capitol building in Austin. The building is a large, classical-style structure with a prominent central dome topped by a statue. The sky is filled with soft, pinkish clouds, suggesting a sunrise or sunset. In the foreground, there is a well-manicured green hedge and a path leading towards the building.

2017-18 District Results

District Level Highlights

Including single campus districts*, **1,187 ISDs/charters** were evaluated**

A (90-100) – 16% - **153 districts**

B (80-89) – 43%***

C (70-79) – 30%

D (60-69) – 8%

F (0-59) – 3% - **16 districts**

*Excluding Single Campus Districts:

A – 18%

B – 43%

C – 30%

D – 7%

F – 2%

* - 272 single campus districts/charters receive a Met Standard / Improvement Required label, but are still given a 0-100 point score

** - 83 districts/charters that received a Hurricane Harvey exception received either an A rating, or No Rating, but are still given a 0-100 point score

*** - Districts receive a max score of 89 if they have any IR campuses, even if they would have otherwise received an A

District Level Poverty Analysis

Student poverty is not a strong factor in how a district was rated

Correlation between the rate of students eligible for a free/reduced lunch and district overall A-F ratings: **.4 (moderate)**

Domain Specific Correlations

Student Achievement Domain: **.6 (strong)**
 School Progress Domain: **.1 (weak)**
 Closing the Gaps Domain: **.5 (moderate)**

} *Best Of*

Large, high-performing, high poverty districts

District	Grade	Enroll	Eco Dis
Sharyland ISD	93	10170	59.8%
United ISD	92	43212	75.4%
McAllen ISD	92	23640	71.2%
Los Fresnos CISD	92	10770	76.6%
Edinburg CISD	90	34098	86.3%
Hurst-Euless-Bedford ISD	90	23364	52.6%
IDEA Public Schools***	89	35595	87.8%
Brownsville ISD***	89	45535	95.8%

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Design Details

Student Achievement Domain



**Student
Achievement**



School
Progress



Closing
The Gaps

Student Achievement: Calculating Score



Elementary School



Middle School



High School



- College, Career, Military Ready (CCMR)
- Graduation Rates



Proposed Rule will adjust proportional weighting for High School in the Student Achievement domain to 40-40-20

Student Achievement: Calculating Score



Texas Higher Education Coordinating Board
By **2030**, at least **60%** of Texans ages 25–34
will have a certificate or degree.



	All Students
Total Tests	3,212
# Approaches Grade Level or Above	2,977
# Meets Grade Level or Above	1,945
# Masters Grade Level	878
% Approaches Grade Level or Above	92.7%
% Meets Grade Level or Above	60.6%
% Masters Grade Level	27.3%

Average of 3

$$92.7 + 60.6 + 27.3 / 3 = 60.2$$

Student Achievement
Score

A

Student Achievement: CCMR Indicators - HS



College Ready

- Meet criteria on AP/IB exams
- Meet TSI criteria (SAT/ACT/TSIA) in reading and mathematics
- Complete a college prep course offered by a partnership between a district and higher education institution as required from HB5
- Complete a course for dual credit
- Complete an OnRamps course
- Earn an associate's degree
- Meet standards on a composite of indicators indicating college readiness



Career Ready

- **Earn industry certification**
- Be admitted to post-secondary industry certification program



Military Ready

Enlist in the United States Armed Forces



Proposed Rule will provide partial credit in the near term for coherent sequence students who participate in aligned coursework, even if they don't receive a certification.

Student Achievement: CCMR Indicators - HS



College Ready

- Meet criteria on AP/IB exams
- Meet TSI criteria (SAT/ACT/TSIA) in reading and mathematics
- Complete a college prep course offered by a partnership between a district and higher education institution as required from HB5
- **Complete dual credit courses**
- Complete OnRamps courses
- Earn an associate's degree
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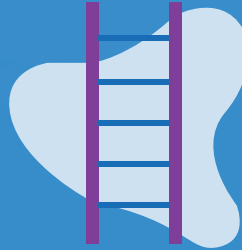


Proposed Rule will provide credit for a single course passed in English or math, or for 9 credit hours in any subject area

School Progress Domain



Student
Achievement



**School
Progress**



Closing
The Gaps

School Progress Domain: Two Aspects

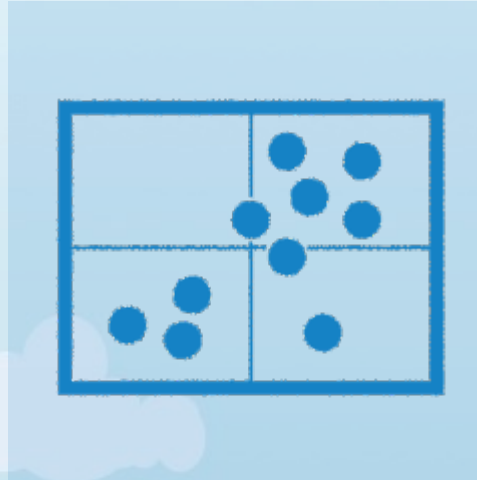
PART 1

Student Growth



PART 2

Relative Performance

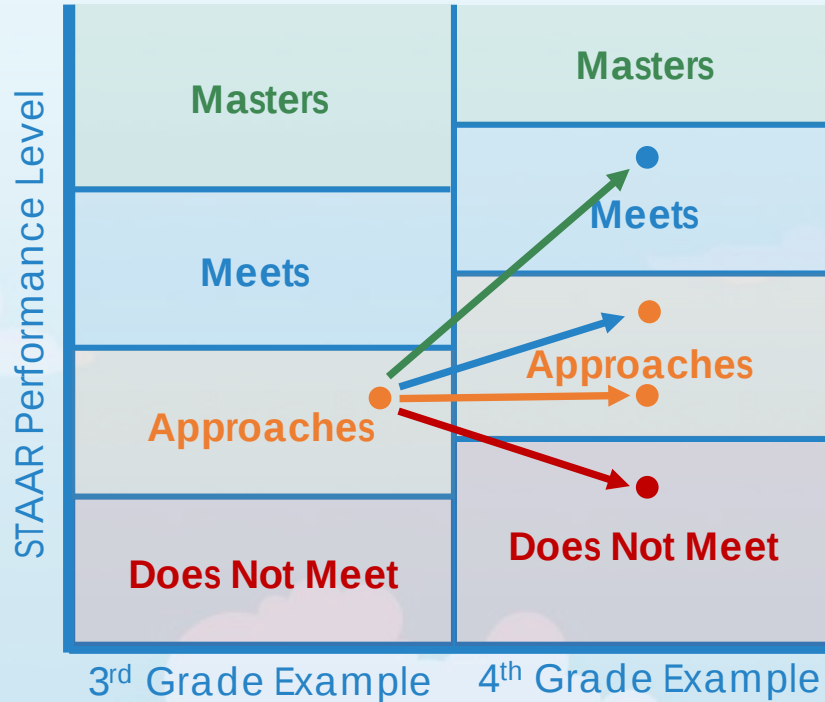


Proposed Rule will provide credit for best campus rating between part 1 and part 2, rather than an average, with caveat that an F in 3 out of 4 (sub)domains (including these two parts) will be an F overall.



Even though growth measures are limited for HS, the Proposed Rule will include best of credit in HS for growth.

School Progress Domain: Student Growth



Exceeds	+ 1 Point Awarded For meeting or exceeding expected growth
Expected	
Maintains	+ .5 Points Awarded For maintaining proficiency but failing to meet expected growth
Limited	+ 0 Points Awarded For falling to a lower level

Proposed Rule will provide partial credit for maintaining Meets or Approaches Grade Level, even if vertical scale scores don't increase.

School Progress Domain: Relative Performance

Higher Levels
of Student
Achievement

Student Achievement
Domain Score for All Students

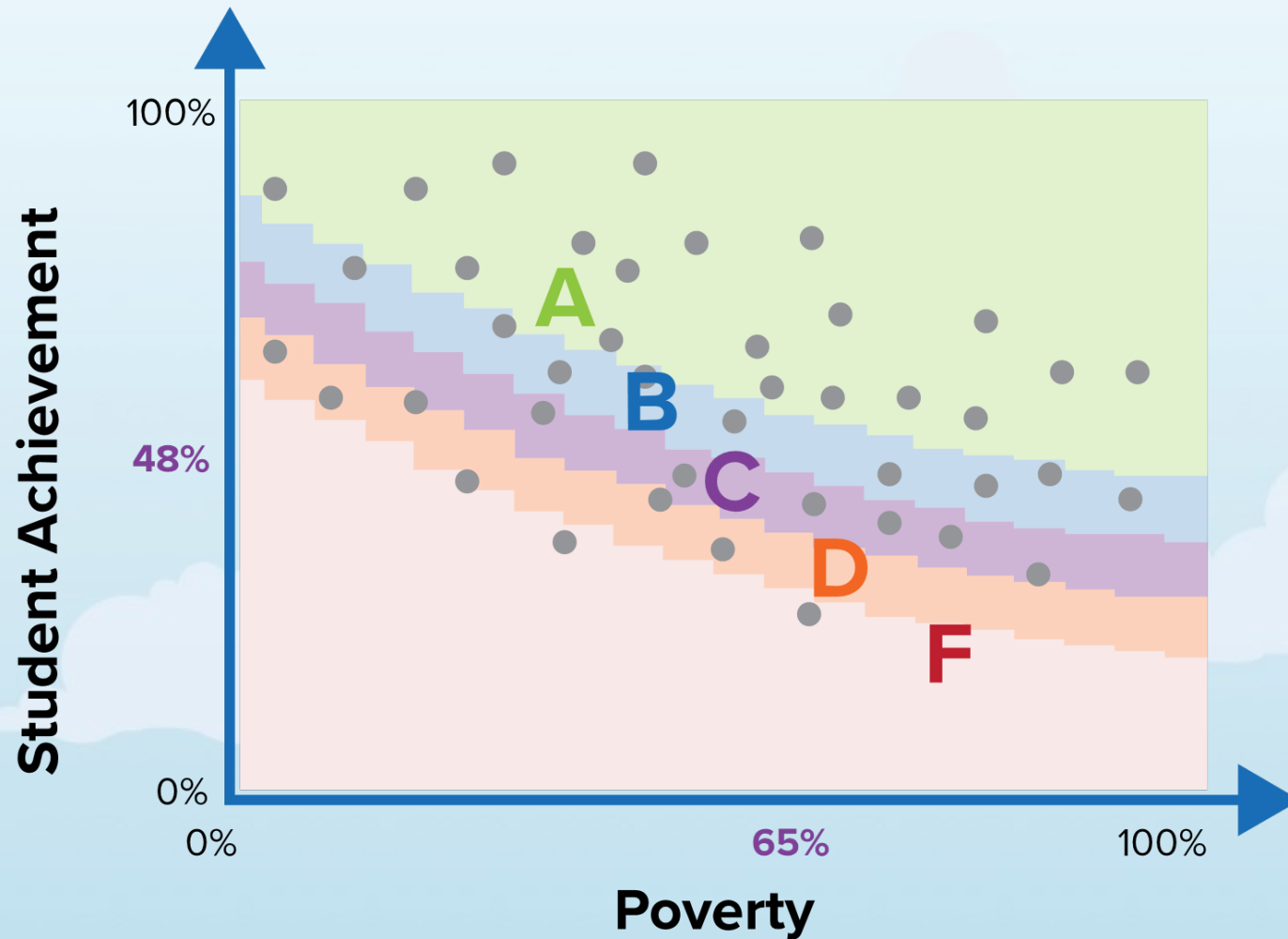
% Economically Disadvantaged Students

Higher Rates of
Economically
Disadvantaged

Linear Best Fit
Quadratic Best Fit

Proposed Rule will use a curved line of best fit (quadratic vs linear) to reduce rating biases of very low & very high poverty campuses.

Relative Performance: Measuring School Progress



Closing The Gaps Domain



Student
Achievement



School
Progress



Closing
The Gaps

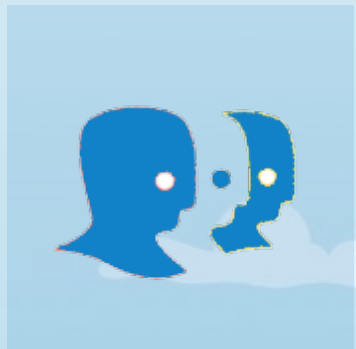
Closing the Gaps: Educational Equity

All Students



Domain 3 in the Proposed Rule complies with ESSA requirements, allowing a single state & federal accountability system.

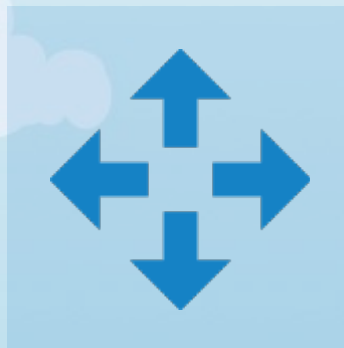
Race/Ethnicity



Special Education



Continuously Enrolled and Mobile



English Learners (ELs)



Economically Disadvantaged



Closing the Gaps: Educational Equity



Student Groups (Up to 13)

- All Students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Current and Former Special Education
- Current and Monitored English Learners
- Continuously Enrolled
- Non-Continuously Enrolled



Proposed Rule includes weighting for growth at 50% of Domain 3 indicators



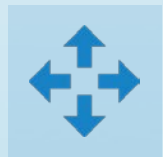
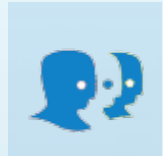
Indicators (Up to 6)

- Academic Achievement on STAAR in Reading and Mathematics at Meets Grade Level standard
- English Learner Language Proficiency Status
- Elementary & Middle School:
 - Growth in Reading and Mathematics on STAAR
 - Student Achievement Domain score
- High School / K-12 / Districts:
 - 4 Year Graduation Rates
 - College, Career, and Military Readiness Performance

Closing the Gaps: Educational Equity

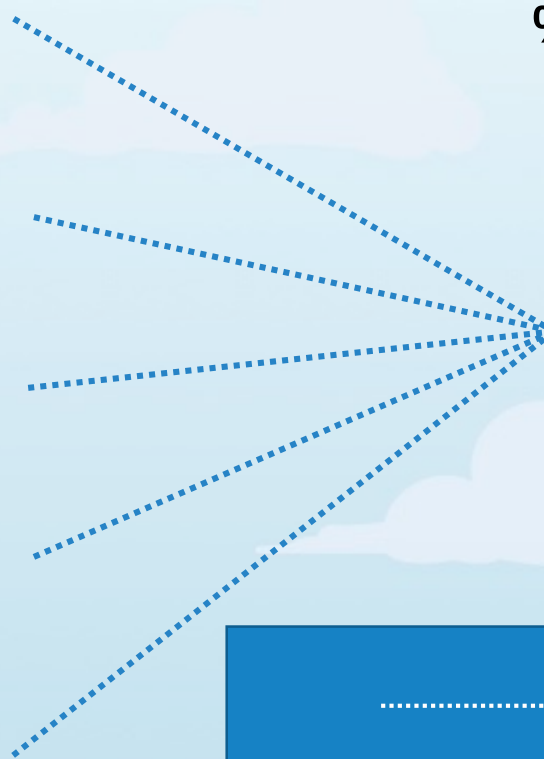
Student Group

Achievement Target

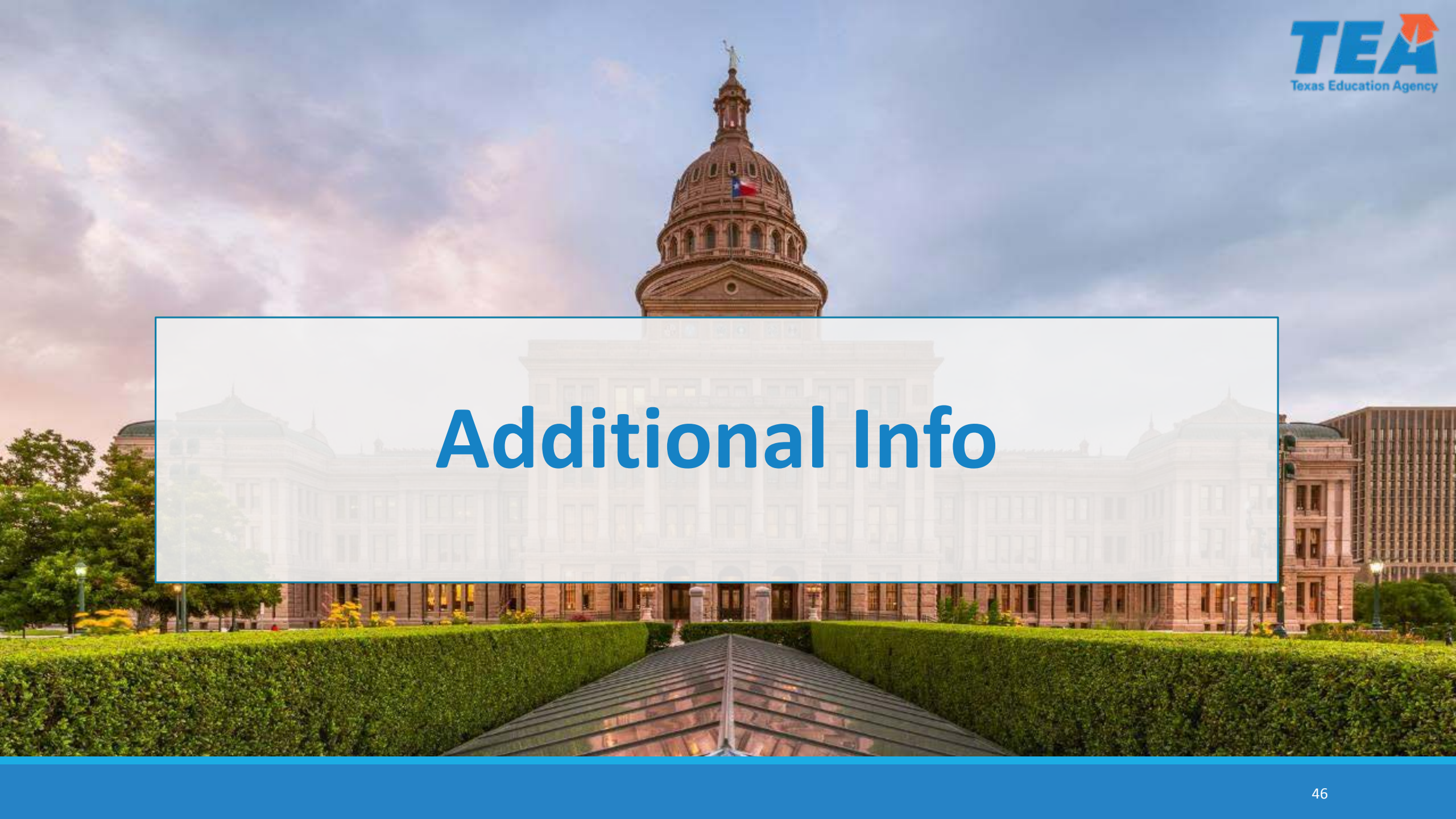


% of Student Groups
that meet target

**Overall
Grade**

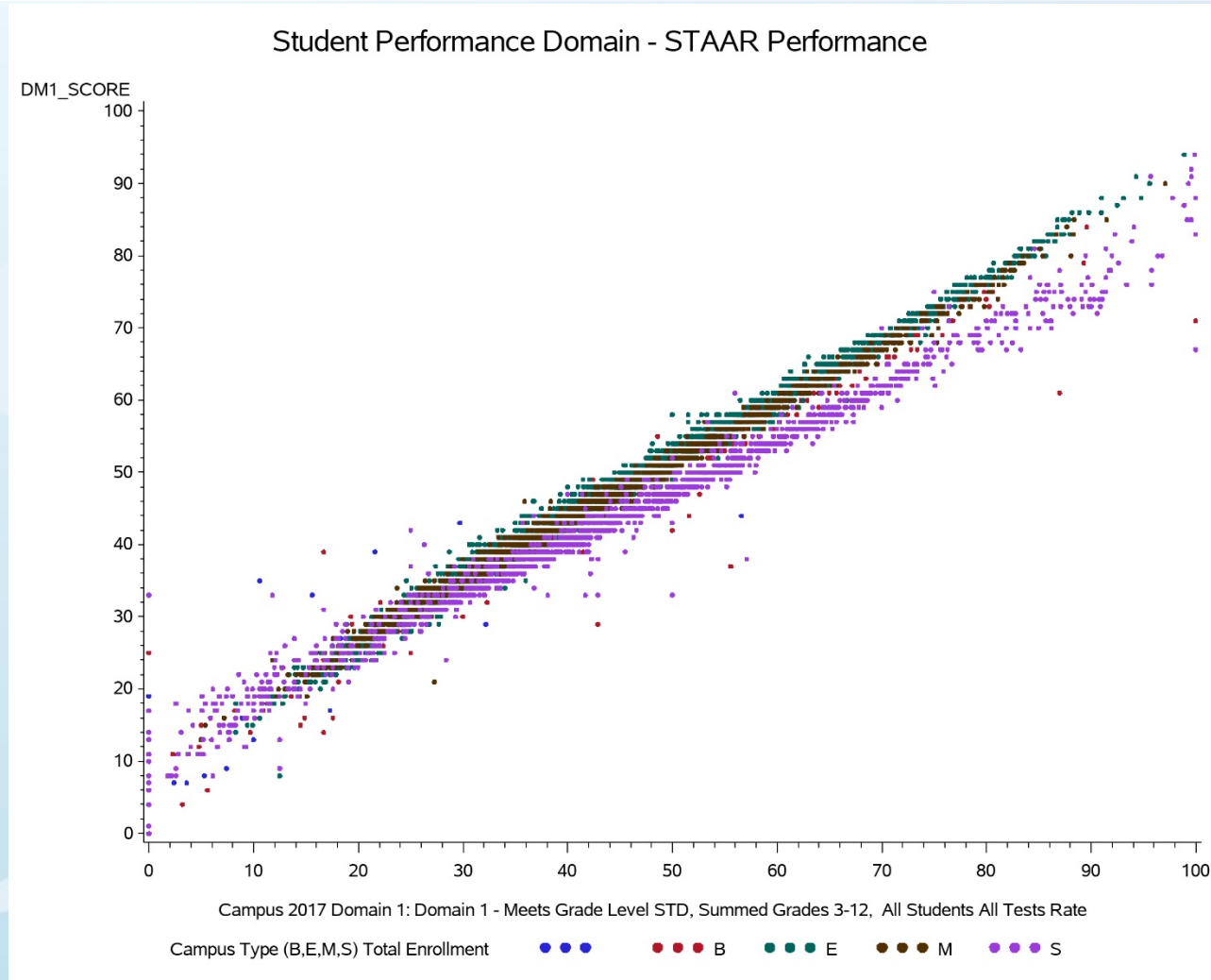


Proposed Rule includes targets for the first five
years equal to current state averages.

The background of the slide is a photograph of the Texas State Capitol building in Austin. The building is a large, classical-style structure with a prominent central dome topped by a statue. The sky is filled with soft, pinkish clouds, suggesting a sunrise or sunset. In the foreground, there is a well-manicured green hedge and a path leading towards the building.

Additional Info

Why Average Approaches, Meets, and Masters?



- This scatterplot shows the correlation (.982) between the Student Achievement domain score (average of three PLDs) and the percentage of tests (by campus) that achieve the Meets Grade Level standard.
- The y-axis is the Student Achievement domain score; the x-axis is the percentage of tests at the Meets Grade Level standard
- Each dot represents one campus
- Dots are colored by campus type.

Computational Logic

- Denominator is annual graduates.
- Student who accomplishes any one is in numerator.
- All CCMR indicators lag by one year. (CCMR data used in 2017–18 accountability will be from the 2016–17 school year.)



School Progress Domain: Current Performance

Part A Scores: Frequency by Campus Type				
	Elementary (4,219)	Middle School (1,653)	K-12 (334)	District (1,203)
Quantile	Part A Score (based on modeling data from 2017 accountability)			
100% (Max)	100	96	100	100
99%	88	85	87	86
95%	84	81	83	79
90%	82	78	80	77
75% (Q3)	78	75	76	73
50% (Med)	73	70	70	70
25% (Q1)	68	65	64	66
10%	63	61	59	62
5%	59	59	56	59
1%	52	54	45	49
0% (Min)	34	41	0	24

STAAR: Test Inclusion Methodology



Methodology

- **Includes all tests**

(STAAR with and without accommodations and STAAR Alternate 2)

- **Combines reading and mathematics**

- **Uses STAAR Progress Measure**

- **Includes ELs**

(except in their first year in US schools)

- **Uses same STAAR Progress Measure for ELs and non-ELs**

- **We can't assess growth until fourth grade.** Because the first STAAR tests are given in third grade, we can't use STAAR progress measure to assess growth until the year after.
- **In high school, there are limitations to measuring growth with STAAR.** It can only possibly be done for 9th graders who take Algebra I, and then only for 9th and 10th graders taking English I or English II.
- **Feedback Opportunity.** Should only Relative Performance be analyzed in high school?

[illegible]