

## TASA ACCOUNTABILITY FORUM | QUESTIONS FOR TEA

### January 31, 2018

***We appreciate TEA staff members for patiently answering our assessment and accountability questions, taking our phone calls, answering our emails, and providing guidance on these new accountability systems. Thank you for your support!***

#### **HB 22 Questions:**

1. Explain how substitute assessments will be included in state accountability system.  
*TEA answer: Substitute assessments will be given credit as having met the Master's Grade Level standard in the accountability system in Domains 1, 2b, and 3. These assessments will not be included in Domain 2a (Student Growth) in either the denominator or the numerator.*
2. Will high school students who earned Alg. I credit out of state or at a private school and therefore don't have an Algebra I EOC score also be counted in math performance by way of TSIA/ACT/SAT? How will numerator and denominator be determined?  
*TEA answer: TBD*
3. How will the scores of those students who will now be required to take SAT, ACT, or TSI in high school (since they took Alg. I in middle school) be calculated into the accountability system? What if they are unsuccessful on the first attempt? Will their retests be included as well?  
*TEA answer: TBD*
4. Explain how ELL test performance will be included in HB 22 domains. ELL Progress Measure? How many years included? Asylees / Refugees included?  
*TEA answer: ELLs will be excluded in the first year. In the second year, an ELL progress measure will be used and exceeding progress will be given credit as having met the Meets Grade Level standard and meeting progress will be given credit as having met the Approaches Grade Level standard. Asylees/Refugees will be excluded for 5 years.*
5. What prompted the reduction in the number of years schools have to work with ELL students before they are held accountable at the same standard as non-ELL students? In particular what consideration was given to schools that serve large numbers of immigrant students who enter U.S. schools in first grade and beyond (i.e. schools who don't get the benefit of working with students in pre-k and kindergarten which don't count toward years in U.S. schools)?  
*(Question not specifically addressed).*
6. Will CTE coherent sequence graduates will be used in CCMRs? Will School-to-Workforce program graduates be included in CCMRs?  
*TEA answer: TEA is exploring ways to verify that the students are on a CTE coherent sequence track which leads to industry certification. If so, then they may count it.*
7. CCMR indicators are becoming more and more academically-oriented and rigorous, which puts schools with a high percentage of special education students and/or English language learners at a disadvantage. Are there any plans for additional CCMR pathways for these students?  
*TEA answer: TEA is planning to give CCMR credit to students who have been coded with specific SPED graduation codes.*
8. For August 2018, we understand that the methodology used to calculate ratings will be the same for campuses and districts. Campuses will receive Met or IR ratings whereas districts will receive letter grades A-F. For campuses... does a rating of IR include D's AND F's? Or only Fs will receive an IR rating?  
*TEA answer: If a campus receives an IR rating in August 2018, that campus would have received an "F" in the letter grade system.*
9. How can the agency measure "Degree of Difficulty" in the Closing the Gaps domain?  
*TEA answer: TEA wanted to consider Degree of Difficulty by using mechanisms such as Safe Harbor or some other demonstration of improvement for campuses to acknowledge this, but USDE did not approve these considerations.*
10. If a student fails an EOC assessment during the accountability year then qualifies for a substitute

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assessment in that subject, is the failing EOC administration counted?

*TEA answer:* If a student fails a STAAR EOC and then passes a substitute assessment that same year, the STAAR failure will be removed and the substitute assessment score will be counted. TEA wants to keep the idea of using the “best outcome” for a student.

11. How will a school’s percent economically disadvantaged be calculated? What data source and variable will be used for this calculation? What qualifies as an eligible student? (PEIMS includes a Y/N field as well as categories of eligibility.)

*TEA answer:* TEA intends to use the Economically Disadvantaged codes from the fall PEIMS submission. Currently, TEA is looking at ways to determine EcD that is not based solely on student forms. They are trying to look at data that is at the zip code level or even smaller to get an area’s overall poverty level. If this data is reliable and can show that a campus is much more disadvantaged than the student forms show, they might consider making adjustments to a campus EcD percentage to resolve this discrepancy.

12. Will the percent economically disadvantaged refer to the entire school population based on the PEIMS snapshot (which includes students who may not be continuously enrolled during the entire school year) or will the percent economically disadvantaged be based solely on the STAAR students in the accountability subset?

*See above answer.*

13. For the School Progress Domain, Part A, how will student growth measure be used in the Part A calculations? How will students transitioning from Spanish to English test versions be included in the Part A calculations?

*TEA answer:* Student progress will be credited according to the matrix that is already available. If a student does not have a valid growth measure (a STAAR score in the previous year and a STAAR score in the current year that can be compared), then they will not be included in the calculation.

14. Scores on the Closing the Gaps domain are currently described as “percentage of eligible measure met”. Does this mean that missing all of the targets by 2 points has the same result as missing all of the targets by 20 points? (...If yes, does that seem fair?)

*TEA answer:* Yes.

15. Using the state performance rates as targets for Closing the Gap domain puts the targets out of reach for most schools with a high percentage of economically disadvantaged students. Has TEA considered setting targets based on % EcD to help level the playing field?

*TEA answer:* USDE does not give TEA a lot of flexibility. They are primarily concerned with achievement.

16. Will the commissioner release final targets for each domain in March with the other accountability decisions? If not, can we expect him to release a description of how targets will be set?

*TEA answer:* ESSA requires “ambitious” goals. ATAC will be meeting on February 1<sup>st</sup> to discuss specific targets.

17. How can districts access or receive copies of the file(s) TEA receives from College Board, ETS, and THECB to compute the college readiness indicators?

*TEA answer:* TEA would like to create a way to get information about various substitute assessments so that they can automatically give credit to students who qualify. Currently it is up to the districts to provide documentation regarding the substitute assessment to the Agency. Ultimately, this information would be provided in a district’s CAF (Consolidated Accountability File) showing that a student got credit using a substitute assessment and which assessment was used for that credit.

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#### **Local Accountability System Questions:**

1. Please provide an update from the initial meeting in January.  
*TEA answer:* The first meeting was held in January. 20 Districts were represented by 80 people in attendance. The first meeting had 2 goals: 1) go through HB 22 and review the charges for a local accountability system, and 2) create a way to get started on those charges. It quickly became clear that there was a need for organization, and so the group split into 5 subcommittees: Academics, Extracurricular and Co-Curricular, Programs, 21<sup>st</sup> century learning, and Culture & Climate. These subcommittees have been working together by phone and making progress. The next meeting will be on February 12<sup>th</sup>. Ultimately, the group intends to have a framework completed by May. Keep checking the local accountability page on the TEA website for developments.
2. When can other districts apply for LAS?  
*TEA answer:* Other districts can apply to participate in the 2018-19 school year. Note that if a district applies and is accepted, they must participate for the entire year and cannot decide at some point to withdraw.

#### **ESSA Questions:**

1. Explain how ELL test performance will be included in ESSA plan. ELL Progress Measure? How many years included? Asylees / Refugees included? TELPAS?  
*See answer in HB 22 section regarding the inclusion of ELLs and Asylees/Refugees, question #4.*
2. For the TELPAS progress rate for the EL Proficiency indicator, what grade levels are we looking at? K-12? 3-6? 2-12?  
*TEA answer: K-12.*
3. Based on the DOE's feedback, TEA is not able to exclude Asylees/Refugees through their 5th year in U.S. schools, will these students be included in all Domains or only in the Closing the Gap Domain? Will this include first year students as well?  
*(Question not specifically addressed).*
4. Since the denominator will be adjusted to include the necessary students to meet the 95% threshold, (if participation is less than 95%), is it correct to assume those would be calculated as automatic failures? Will this be in reading and math only?  
*TEA answer: Although "forced failure" is not the term that TEA prefers, essentially this will function in that way. It will apply to Domain 3 only. The 95% is determined BEFORE exemptions. Realistically, very few campuses do not meet the 95% standard.*
5. Since Safe Harbor was deleted from the plan, is there another calculation for required improvement that may meet federal requirements?  
*TEA answer: Again, USDE has not given much flexibility to demonstrate improvement and TEA was not allowed to use Safe Harbor or any other required improvement plans.*
6. How are Targeted Schools identified?  
*TEA answer: If a campus fails to meet standards for 3 years in a row for the same student group (e.g., White student group in Academic Achievement in Math), then a school will be identified for targeted assistance.*
7. Since performance standards are set based on baseline data, is there conversation to do the same with graduation standards for subpopulations?  
*(Question not specifically addressed).*
8. Once a campus exceeds the graduation standard, are they penalized for a decrease in graduation

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rate even though they still met standard? (Lead4ward explanation: Standard = 90%, Campus 2018 earns 94%, Campus 2019 earns 93% - this means the campus gets an N for this indicator.) (ESSA plan p.19 #4).

*TEA answer:* USDE states that there must be improvement every year, until a student group reaches 99%.

9. The revised ESSA plan indicates that TSIA/ACT/SAT scores will be included in accountability for students who took Algebra I in middle school. Will these scores be included in every domain? Since students may take more than one of these assessments, and may take them at various grade levels, how will the numerator and denominator for math performance be determined?

*TEA answer:* To recap, substitute assessments will be in Domain 1 and 2b, but not Domain 2a. They would be included in the student achievement area of Domain 3, but not in the area of student growth. TEA is still reviewing methods of exactly how these students will be included in Domain 3 and ESSA is aware of the grade 8 Algebra situation.

10. Will TEA apply to be one of the seven states to participate in the Innovative Assessment Pilot?

*TEA answer:* At this point in time, no.

### TELPAS

1. Regarding the calibration training for teachers for TELPAS. Currently districts are told to plan for 1 – 2 hours per teacher. This makes it impossible for teachers to complete this during school day supervised sessions the length of prep/planning periods, or lunch time, forcing districts to conduct this after school or before school and lasting up to 2 hours. Can the agency have Pearson take the group of 10-12 students used for this activity and divide them up into 3 modules of 3 – 4 students each, thus allowing schools to schedule these calibration sessions more flexibly during the school day, or shorter sessions before or after school?

*TEA answer:* TEA will meet with Pearson to discuss this.

### Interim Assessment Pilot Questions:

1. What additional accommodations / test supports will be available in the future?  
*TEA answer:* The intention is that all of the accommodations / test supports that are available in STAAR will be available in the interim assessments.
2. When will districts receive results?  
*TEA answer:* As soon as a class completes both Parts 1 and 2, the individual student rosters are available to campuses. For districts this year, if testing is completed before February 23<sup>rd</sup>, the results will be available in early March. For testing completed on or after February 23<sup>rd</sup>, the results will be available in early April.
3. When will blueprints for interim assessments become available?  
*TEA answer:* Interim assessments only contain a minimum number of selected items. TEA does not want to influence scope and sequence of curriculum for districts, and so there is no intention of doing a formal set of blueprints for interim assessments, although the Agency may provide more detailed information regarding the assessments in the future.

### Other Questions Raised at the Forum:

1. Where is TEA getting the demographic / program codes and what will you do with them?  
*TEA answer:* Districts will note that both codes (the ones submitted during PEIMS submission 1 and the ones submitted during STAAR testing) will be shown in the District CAF (Consolidated

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Accountability File). TEA will use the STAAR testing codes, particularly for students with crisis codes as these campuses/districts may not have been able to gather all the necessary information for all students in time for PEIMS submission 1.

2. How will the crisis codes be used for accountability ratings this year?

*TEA answer:* The Commissioner will be reviewing many data points to decide exactly how to use the crisis codes in accountability. Not only will student crisis codes be reviewed, but instructional days lost and staffing information will also be used in order to determine how final ratings will be determined. TEA intends to track these students, not only for this year, but in subsequent years and prepare reports to show how this cohort performs each year, their mobility, and other information gathered about these students.

3. As a result of Hurricane Harvey, the crisis codes were created; however, some students didn't get a crisis code if they were not homeless or did not switch schools, yet they were still impacted. Will these students be considered at all?

*TEA answer:* TEA is aware that there are more students affected than the crisis codes indicate. For example, one high school had to be closed due to damage and all of those students are now housed in another high school and both campus PEIMS codes have been maintained. Even though the undamaged school is still functioning, the students who are in that school have obviously still been impacted by the consolidation of the schools. TEA would like to hear from districts about situations such as these and how data might be collected for these situations. If anyone has any ideas about data collection, please contact them.