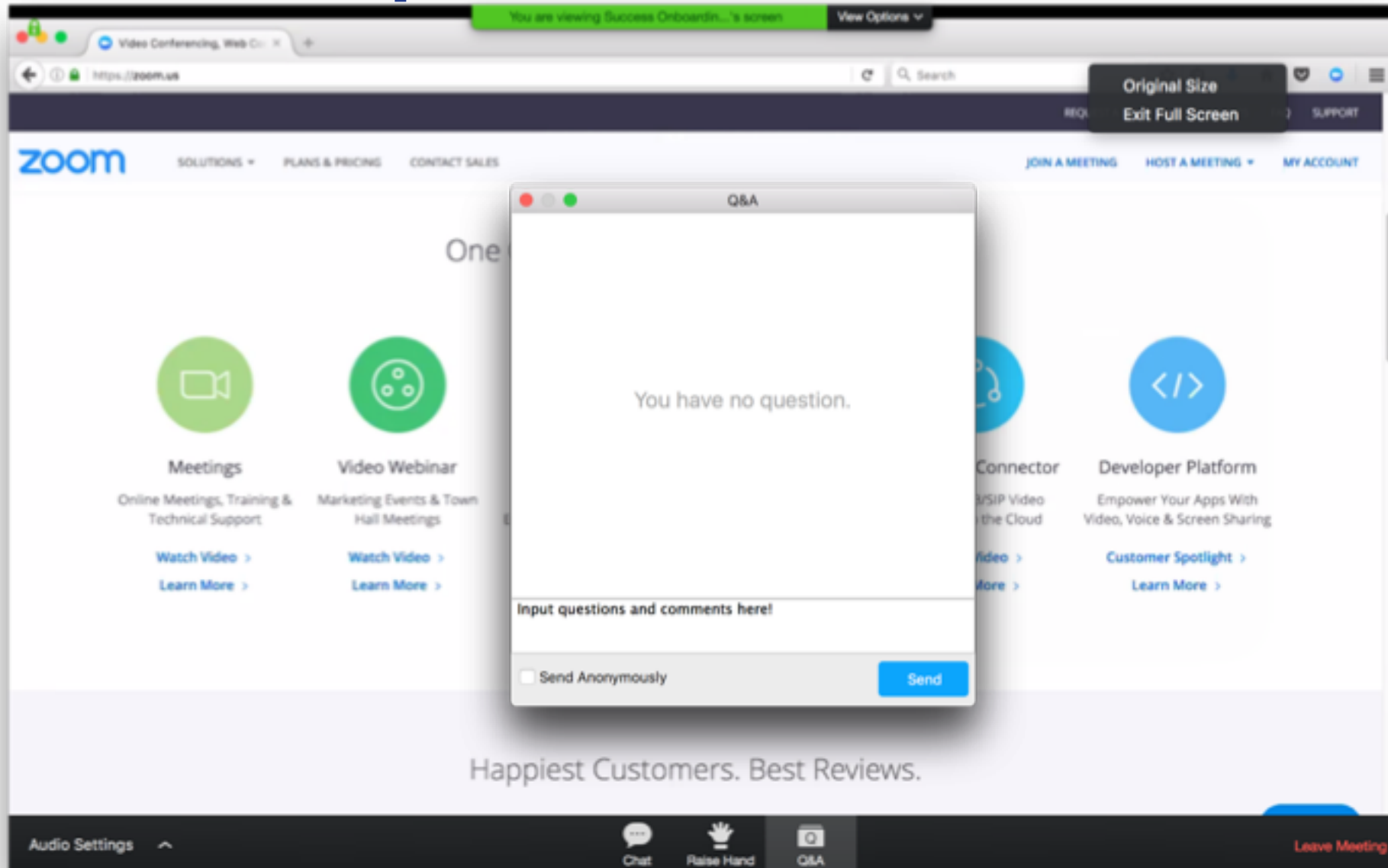# A–F Accountability: Making an Impact using Texas OnCourse

December Monthly Webinar 2019–2020

Participation and Interaction

About Texas OnCourse

Texas' definitive source for college and career planning.

TEXASONCOURSE

College, Career, and Military Readiness Tools for Your School

www.texasoncourse.org

TexasOnCourse

More than

13,585
EDUCATORS

3,126
SCHOOLS

938
DISTRICTS

use Texas OnCourse

AGENDA

- Introductions
- 2020 Accountability Overview
  - Leslie Brady, Texas Education Agency
- Resources Spotlight
  - Samantha Gonzalez, Texas OnCourse
  - Jamie Bell, Texas OnCourse
- District and Campus Best Practices
  - Jaslyn Greene, Texas OnCourse
- Q&A and Wrap-Up
- Upcoming Webinars

Jaslyn Greene

Associate Director of Content and Resources

Texas OnCourse

TexasOnCourse

Leslie Brady

Manager of Policy and Communications

Performance Reporting Division

Texas Education Agency

TEXASONCOURSE

Samantha Gonzalez

Content and Resources Program Manager

Texas OnCourse

Jamie Bell

Curriculum and Instruction Manager
Texas OnCourse

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2020 Accountability Overview

TEXAS EDUCATION AGENCY GOVERNANCE AND ACCOUNTABILITY PERFORMANCE REPORTING

House Bill 22, 85th Texas 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–F Accountability: Ratings

A = Exemplary Performance

B = Recognized Performance

C = Acceptable Performance

D = In Need of Improvement

F = Unacceptable Performance

Student Achievement Domain: Performance

Student Achievement

School Progress

Closing the Gaps

Student Achievement Domain: Weighting
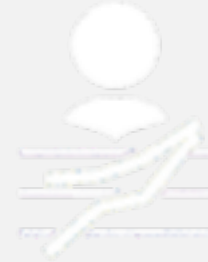
Elementary/Middle Schools	Weight
▪ STAAR	100%

High Schools, K–12, and Districts

▪ STAAR	40%
▪ College, Career, and Military Readiness (CCMR)	40%
▪ Graduation Rate	20%

CCMR Indicators for HS, K–12, and Districts

College Ready

- Meet criteria of 3 on AP or 4 on IB examinations
- Meet TSI criteria (SAT/ACT/TSIA/college prep course) in reading and mathematics
- Complete a course for dual credit (9 hours or more in any subject or 3 hours or more in ELAR/mathematics)
- Earn an associate degree
- Complete an OnRamps course in any subject for college credit

Military Ready

Enlist in the US armed forces

Career Ready

- Earn an industry-based certification
- CTE coherent sequence coursework completion and credit aligned with approved industry-based certifications (one-half point credit)
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)
- Earn a Level I or Level II certificate
- Graduate under an advanced degree plan and be identified as a current special education student
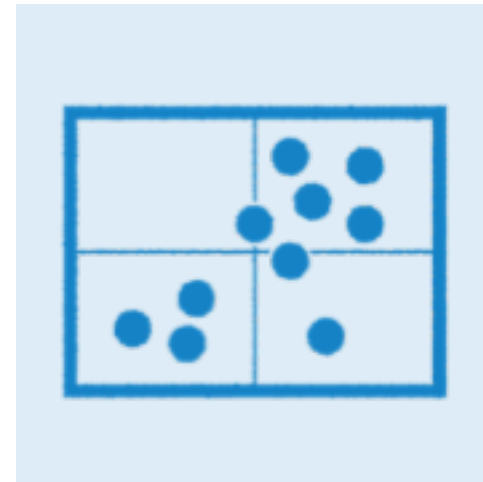
School Progress Domain

Part A: Academic Growth

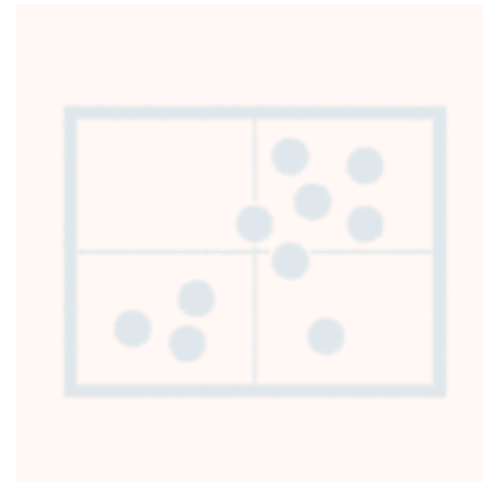**Part B:** Relative Performance

Elementary, Middle, High Schools, K–12, and Districts

- The higher scaled score of Part A: Academic Growth or Part B: Relative Performance is used for the School Progress domain rating.

School Progress Domain: Two Aspects to Progress

Part A: Academic Growth

Part B: Relative Performance

School Progress Domain

Part A: Academic Growth

- School Progress, Part A: Academic Growth includes all assessments with a STAAR progress measure. Districts and campuses (including high schools) earn credit for results that maintain performance or meet growth expectations on STAAR.

Academic Growth: Measuring Student Progress

STAAR ············· **Current Year** ·············

Previous Year	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	Met/Exceeded Growth Measure = **1 pt** Did not meet = **0 pts**	Met/Exceeded Growth Measure = **1 pt** Did not meet = **.5 pts**	**1 pt**	**1 pt**
Approaches Grade Level	Met/Exceeded Growth Measure = **1 pt** Did not meet = **0 pts**	Met/Exceeded Growth Measure = **1 pt** Did not meet = **.5 pts**	**1 pt**	**1 pt**
Meets Grade Level	**0 pts**	**0 pts**	Met/Exceeded Growth Measure = **1 pt** Did not meet = **.5 pts**	**1 pt**
Masters Grade Level	**0 pts**	**0 pts**	**0 pts**	**1 pt**

Part A: Academic Growth

Part B: **Relative Performance**
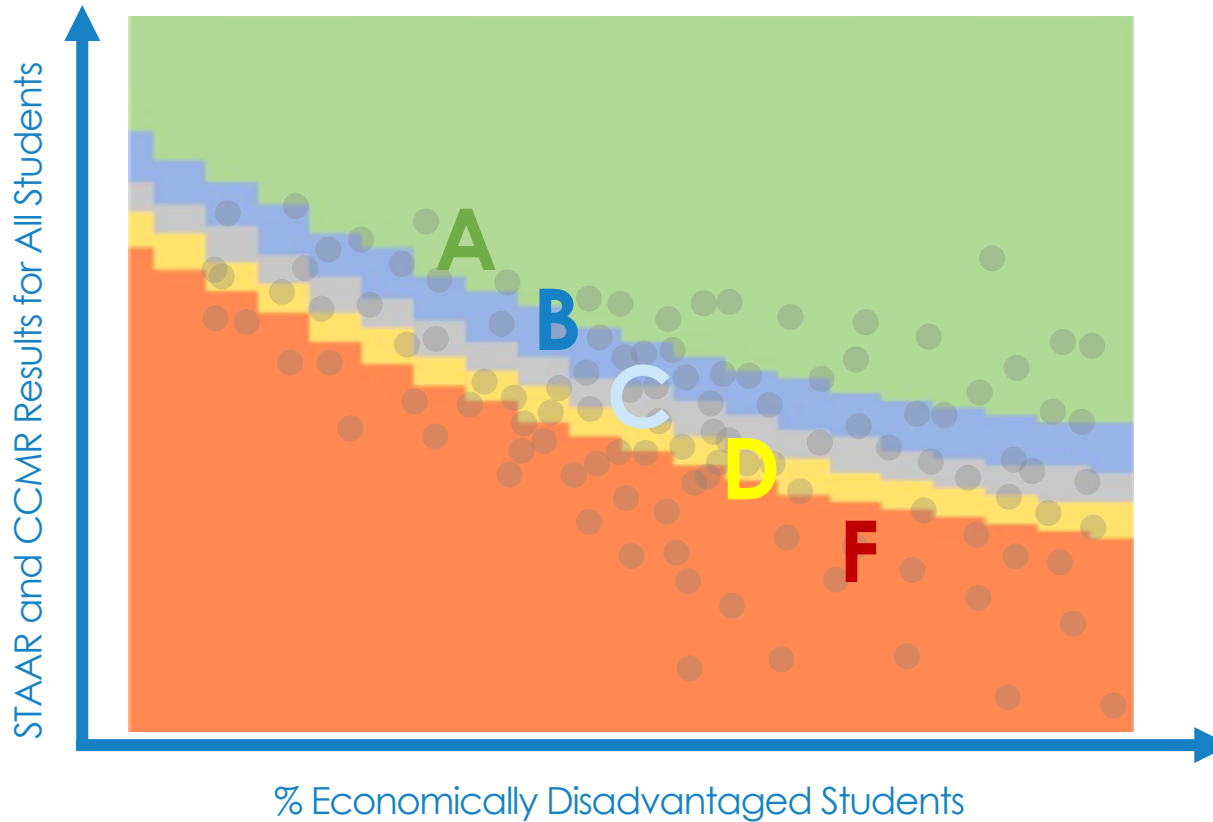
School Progress Domain
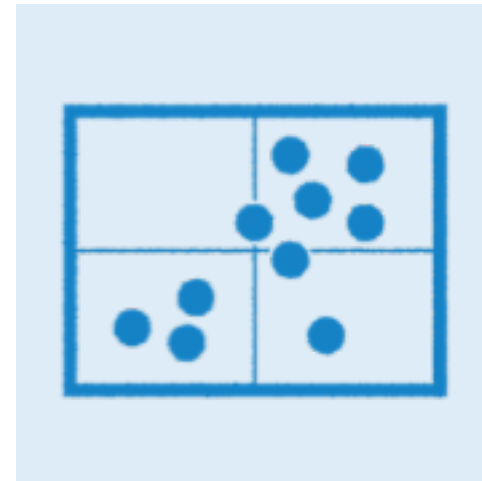
Part B: Relative Performance

- School Progress, Part B: Relative Performance evaluates the achievement of all students relative to districts or campuses with similar socioeconomic statuses.

Higher Levels of Student Achievement

STAAR and CCMR Results for All Students

Includes STAAR and CCMR for districts and campuses that have that data

A B C D F

% Economically Disadvantaged Students

Higher Rates of Economically Disadvantaged Students

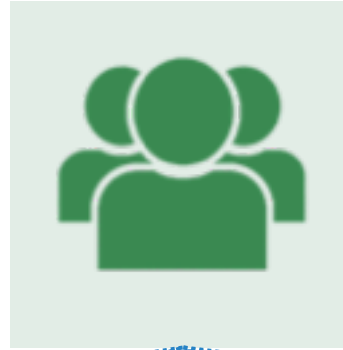# Closing the Gaps Domain: Ensuring Educational Equity

Student Achievement
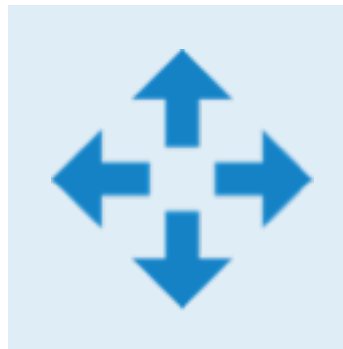
School Progress

Closing the Gaps

Closing the Gaps Domain: Student Groups

Race/Ethnicity

Special Education

Continuously Enrolled and Mobile

English Learners (ELs)

Economically Disadvantaged

Closing the Gaps Domain: Ensuring Educational Equity

Student Groups

- All Students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Current Special Education
- Former Special Education
- Current and Monitored English Learners
- Continuously Enrolled
- Not Continuously Enrolled

Components

- Academic Achievement in Reading and Mathematics (at Meets Grade Level or above)
- Growth in Reading and Mathematics (Elementary and Middle Schools)
- Four-Year Federal Graduation Rate (High Schools, K–12, and Districts)
- College, Career, and Military Readiness (High Schools, K–12, and Districts)
- Student Achievement Domain Score: STAAR Component Only (Elementary and Middle Schools)
- English Language Proficiency Status

Student Group

Achievement Target
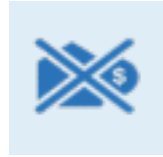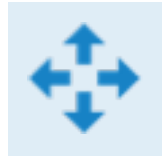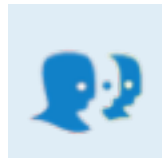
% of Student Groups that Meet Target

Overall Domain Grade

Calculating an Overall Rating

Better of Achievement or Progress 70%		30%

| Student Achievement | School Progress | Closing the Gaps |

- *Step 1:* Determine the better outcome of the Student Achievement and the School Progress domain scaled scores.

- *Step 2:* Weight the better outcome of the Student Achievement or the School Progress domain scaled score at 70 percent.

- *Step 3:* Weight the Closing the Gaps domain scaled score at 30 percent.

- *Step 4:* Total the weighted outcome of the two scaled scores to calculate the overall score.

Calculating an Overall Rating: Example

Scaled scores were created to align letter grades and scores used in the A–F academic accountability system with the common conception of letter grades.

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	89		**89**	70%	62.3
School Progress, Part A	84	84			
School Progress, Part B	72				
Closing the Gaps	**81**			30%	24.3
				Overall Score	**87**
				2019 Overall Rating	*B*

Distinction Designations

- Districts and campuses that receive an accountability rating of A, B, C, or D are eligible to earn distinction designations.

- Distinction designations are awarded for achievement in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics.

Distinction Designations

- Academic Achievement in English Language Arts/Reading (campus only)

- Academic Achievement in Mathematics (campus only)

- Academic Achievement in Science (campus only)

- Academic Achievement in Social Studies (campus only)

- Top 25 Percent: Comparative Academic Growth (campus only)

- Top 25 Percent: Comparative Closing the Gaps (campus only)

- Postsecondary Readiness (district and campus)

Which students are included in accountability rating calculations?

The accountability subset rule is used to determine which results are included in district and campus accountability calculations.

The calculation includes only assessment results for students enrolled in the district or campus in the previous fall and on testing day.

Which assessment administrations will be used for 2020 accountability ratings?

2020 Accountability Cycle		
Summer 2019	Fall 2019	Spring 2020

Questions

Resources

- **http://tea.texas.gov/A-F**
- **https://tea.texas.gov/perfreport/resources/index.html**

Sign up for the Performance Reporting weekly bulletin:

Performance Reporting Resources and Contacts

- **Performance Reporting Home Page**
  http://tea.texas.gov/accountability/

- **TEA ESSA Page**
  https://tea.texas.gov/ESSA/

- **Local Accountability Systems Email**
  LAS@tea.texas.gov

- **Performance Reporting Email**
  performance.reporting@tea.texas.gov

- **Performance Reporting Telephone**
  (512) 463-9704

Resources Spotlight

Texas OnCourse College, Career, and Military Readiness

Texas OnCourse Academy Modules

Middle School Curriculum Guide – Postsecondary Options

TEXASONCOURSE

Texas OnCourse College, Career, and Military Readiness Handout

TEXAS ONCOURSE AND COLLEGE, CAREER, AND MILITARY READINESS

Texas OnCourse tools and resources can help campuses meet accountability requirements and increase student achievement. Explore the table below to learn how these tools and resources align with college, career, and military readiness (CCMR) components.

Texas OnCourse Academy Modules	CCMR Component	Texas OnCourse Middle School Curriculum Guide
• Texas Success Initiative Assessment (TSIA) • SAT • ACT	**Meet TSIA Criteria in English Language Arts/Reading and Mathematics**	• Roadmap Checklist
• College Credits	**Meet Criteria on AP/IB Examination**	• What Is the Distinguished Level of Achievement and Why Should I Consider it?
• College Credits	**Earn Dual Course Credits**	• Endorsement Requirements
• Military Academy • Applications • Military Enlistment • ASVAB	**Enlist in the Armed Forces**	• Postsecondary Options
• High School Personal Graduation Plan	**Earn an Industry-Based Certification**	• Postsecondary Options
• Transition Services for Students with Disabilities	**Graduate with Completed Individualized Education Program and Workforce Readiness**	• What Is College and Career Readiness • Management • The Search
• Career Clusters, Pathways, and Endorsements • Career Outlook • High School Personal Graduation Plan • Work-Based Learning Experiences	**Career and Technical Education Coherent Sequence of Coursework Aligned with Industry-Based Certifications**	• Understanding the Five High School Endorsements • The Foundation High School Program and High School Personal Graduation Plan

TEXAS ONCOURSE

TEXAS ONCOURSE

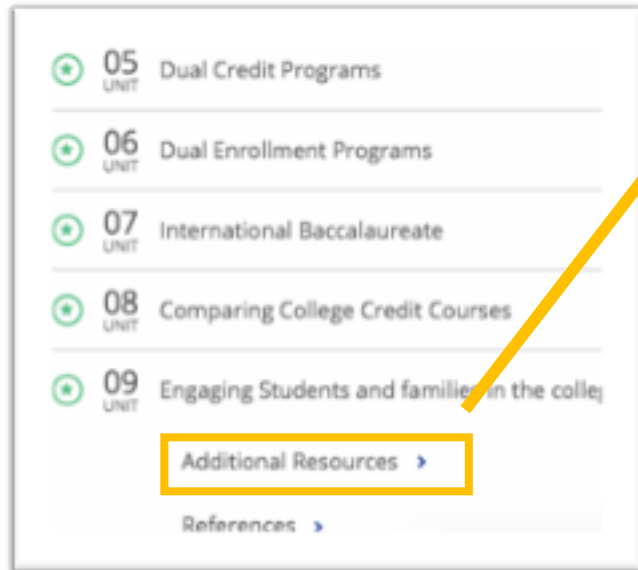# Texas OnCourse College, Career, and Military Readiness Handout

Find it on the Texas OnCourse website:
1. Educators
2. Admins
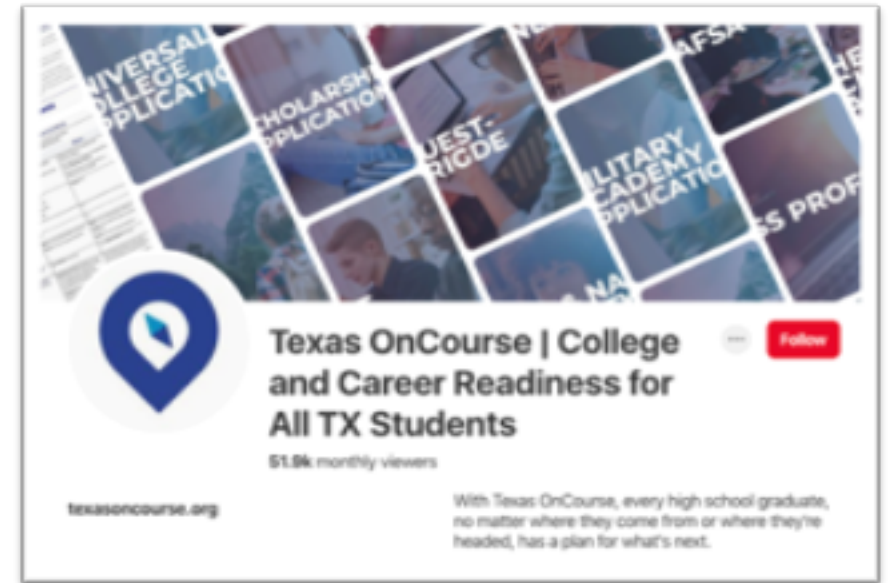3. Accountability and CCMR
4. Download CCMR chart
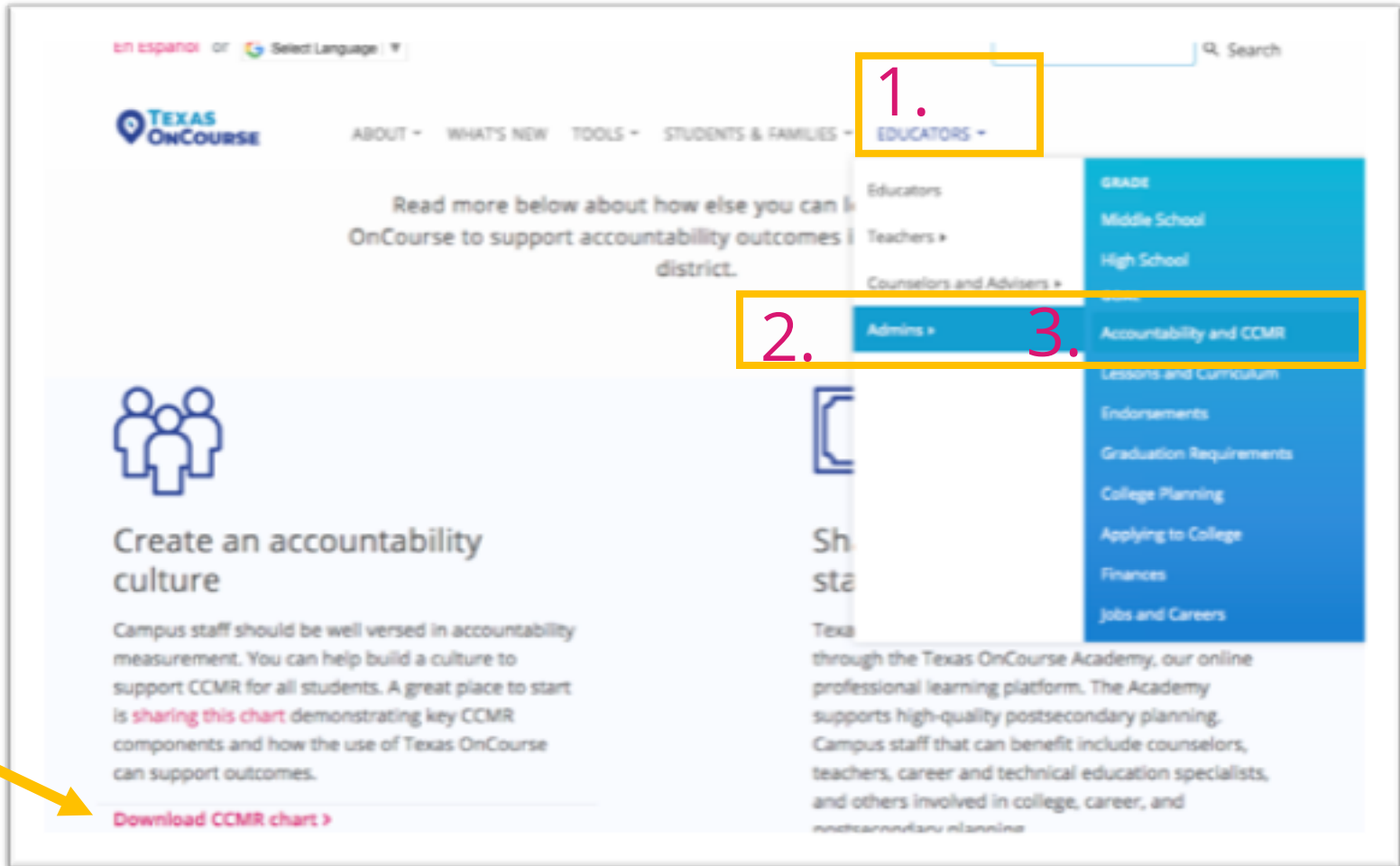
Texas OnCourse Academy Modules

Additional Resources

Pinterest.com/TexasOnCourse

Texas OnCourse Academy Modules

College Credits

ADVANCED PLACEMENT (AP) ADVANTAGES & LIMITATIONS

ADVANTAGES	POSSIBLE LIMITATIONS
Exp	
Rec	
La	
Stat	

DUAL CREDIT ADVANTAGES & LIMITATIONS

ADVANTAGES	POSSIBLE LIMITATIONS
Exposure to college courses often taught on a college campus	Students may not be able to transfer their credit to an out-of-state college
College credit is awarded on successful completion of course requirements	Students must meet college basic skills assessment requirements or achieve a qualifying score on an equivalent test
Early college admission	Students may be subject to college tuition and fees
Enhanced course transferability	Students may need to travel to a college campus

TEXASONCOURSE

(ATC Program, n.d., p. 36)

DUAL ENROLLMENT ADVANTAGES & LIMITATIONS

ADVANTAGES	POSSIBLE LIMITATIONS
R	

Comparing College Credit Programs

	AP	ATC	Dual Credit	CLEP	IB
How to participate	In the fall, high schools indicate intent to participate by completing a College Board participation form and selecting an AP coordinator. Students enroll in AP courses offered by a participating high school.	High schools elect to participate by offering courses identified for statewide articulation and by faculty participation in state-required professional development. Students enroll in specific courses offered by a high school participating in the ATC Program.	High school students enroll as an early admission student in a participating institution of higher education to earn college credit. College-level courses may be taken on the college or university campus, or the course may be offered at the high school.	Students can take College Board CLEP examinations in high school or college. If their college uses a proprietary departmental examination, students should contact the appropriate college or university department or testing center after enrolling at the school.	Students enroll in IB high school courses offered by a school participating in the International Baccalaureate Program.
Tuition and fees	AP exam fees are $92 and fee reduction credits are available. The State of Texas funds a fee subsidy for low income students. Although colleges may charge a fee to transcript credit, no college tuition is required.	Although colleges may charge a fee to transcript credit, no college tuition required.	Student is subject to all applicable college tuition and fees. The student's school may pay tuition or institutions of higher education may waive tuition.	CLEP exam fees are $80 and local colleges may charge an additional service fee. Colleges and universities may charge for local examinations and may charge a fee to transcript credit.	IB exams are more expensive. There is a $160 registration fee each year plus a $119 fee per exam.

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Texas OnCourse Academy Modules

Military Enlistment

MILITARY BRANCH ENTRANCE REQUIREMENTS

AIR FORCE
Age: 17-27
Dependents: No more than two
Entrance Exam: Pass the ASVAB test. (Minimum AFQT Score: 50)

MARINES
Age: 17-29
Dependents: No more than two
Entrance Exam: Pass the ASVAB test. (Minimum AFQT Score: 32)

NAVY
Age: 17-34
Dependents: No more than two
Entrance Exam: Pass the ASVAB test. (Minimum AFQT Score: 50)

COAST GUARD
Age: 17-39
Dependents: No more than two
Entrance Exam: Pass the ASVAB test. (Minimum AFQT Score: 45)

ARMY
Age: 17-34
Dependents: No more than two
Entrance Exam: Pass the ASVAB test. (Minimum AFQT Score: 31)

(Military Advantage, 2017, Military)

NOTE: Age limits vary based on active-duty, prior service, or reserve. In addition, 17-year old applicants require parental consent.

MILITARY OFFICER CAREER EXAMPLES

The following list offers some examples of officer careers that students can pursue.
For a comprehensive list, visit https://www.todaysmilitary.com/careers-benefits/explore-careers

	Army	Air Force	Coast Guard	Marines	Navy
AVIATION					
Air Traffic Control Manager		✔		✔	
Fixed-Wing Pilot and Flight Engineer	✔	✔		✔	✔
Helicopter Pilot	✔	✔	✔	✔	✔
EDUCATION AND TRAINING					
Education Administrator	✔	✔	✔	✔	✔
Postsecondary Teacher (various subjects)	✔	✔	✔	✔	✔
Training and Development Manager	✔	✔	✔	✔	✔
FINANCE					
Accountant	✔		✔	✔	✔
Budget Analyst	✔		✔	✔	✔
Financial Manager	✔	✔	✔	✔	✔
HEALTH CARE					
Dentist	✔	✔		✔	✔
Psychiatrist	✔	✔	✔		✔
Registered Nurse	✔	✔	✔		✔
INFORMATION TECHNOLOGY AND COMPUTER SCIENCE					
Computer and Information Systems Manager	✔	✔		✔	✔
Computer Systems Analyst	✔	✔	✔	✔	✔
Software Designer	✔	✔	✔	✔	✔

Expected career growth
< 0%   0% - 9%   > 9%

TEXAS OnCOURSE (U.S. Bureau of Labor Statistics, 2017; (Today's Military, 2017, Career)

MS Curriculum Guide

Postsecondary Options

Lesson 2.5: Postsecondary Options

Lesson Overview

This lesson is designed to begin the conversation surrounding postsecondary options for middle school students. They will research their options and open their understanding of options such as a two-year college, military training, or internships.

Instructional Objectives

College and Career Readiness TEKS

§127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to:

(C) investigate the steps required to participate in a variety of career and educational opportunities, including, but not limited to, entry-level employment, military service, apprenticeships, community and technical colleges, and universities.

§127.3(c)(7) – The student explores career assessments as related to college and career planning. The student is expected to:

(E) research educational options and requirements using available resources.

Time Required

2 class periods

Materials Required

For each student:

- Paper
- Pencil/pen

For the classroom:

- Computer lab access or one laptop for every one or two students.
- Internet access

Procedures

1. Write the word "college" on the board. Have students write a reflection:
   a. When you think of "college," describe what you see.
   b. Write about the messages you have received about college from sources such as media, friends, or family.
2. Have students share and discuss their answers with a partner.
3. Have the students take notes on these four categories (see the handouts following this lesson for options to display and help students set up their paper):
   a. On-the-job training
   b. Military experience
   c. Two-year college
   d. Four-year college
4. Have students use computers to define the category and investigate the opportunities available in their area based on the category of the card.
5. Ask students to share what they have learned with a brief, informal presentation.

Closure

Complete discussion with a ticket out the door using the following questions:

- How has your idea of postsecondary learning changed?
- Has this change made an impact on your plans after high school?

Extension Activity

Investigate the opportunities across Texas and in the United States using O*Net Online (www.onetonline.org), OwnYourFuture (www.ownyourownfuture.com), or the Texas Workforce Commission (www.twc.texas.gov) websites.
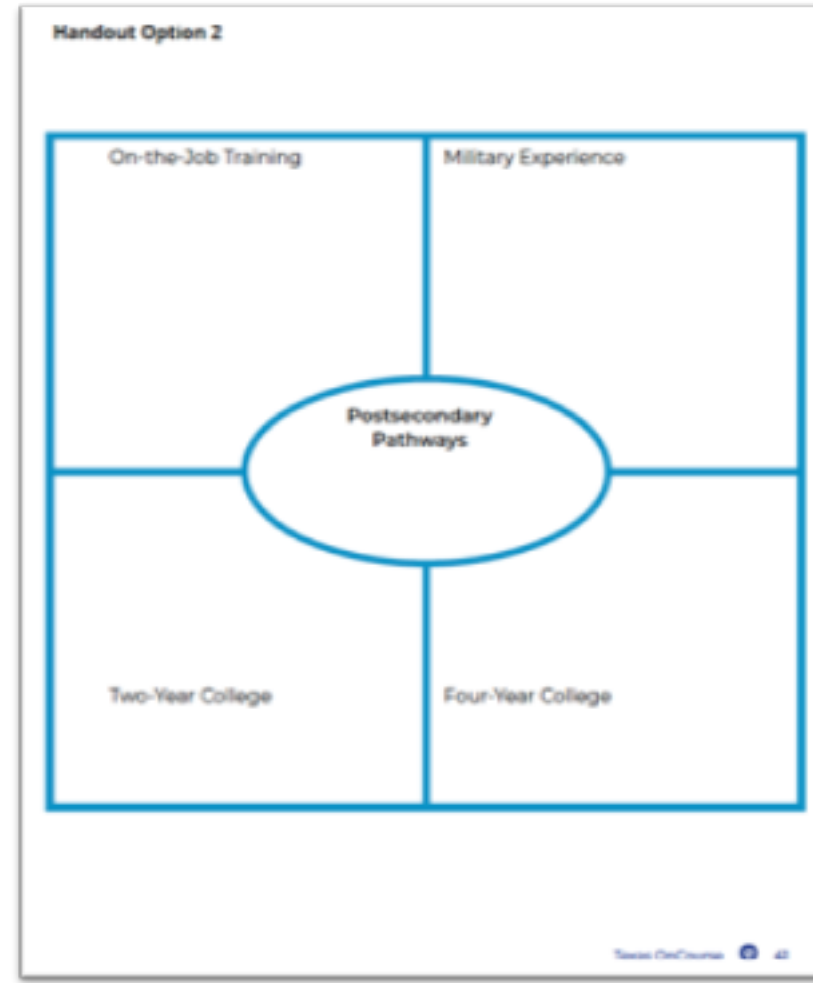
MS Curriculum Guide

Postsecondary Options

Postsecondary Pathways

On-the-job training

Military experience

Two-year college

Four year college

How has your idea of postsecondary learning changed?

Handout Option 2

On-the-Job Training

Military Experience

Postsecondary Pathways

Two-Year College

Four-Year College

MS Curriculum Guide

Roadmap Checklist

Lesson 2.6: Roadmap Checklist

Lesson Overview

Students will identify, research, and take notes over the roadmap to college on the Texas OnCourse MapMyGrad resources.

Instructional Objectives

College and Career Readiness TEKS

§127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to:

(D) discuss the impact of effective college and career planning.

§127.3(c)(3) – The student evaluates skills for personal success. The student is expected to:

(B) use problem-solving models and critical-thinking skills to make informed decisions;

Time Required

2 class periods

Materials Required

For each student:

- Roadmap Checklist handout (following this lesson)

For the class:

- Computer lab access or one laptop for every one or two students
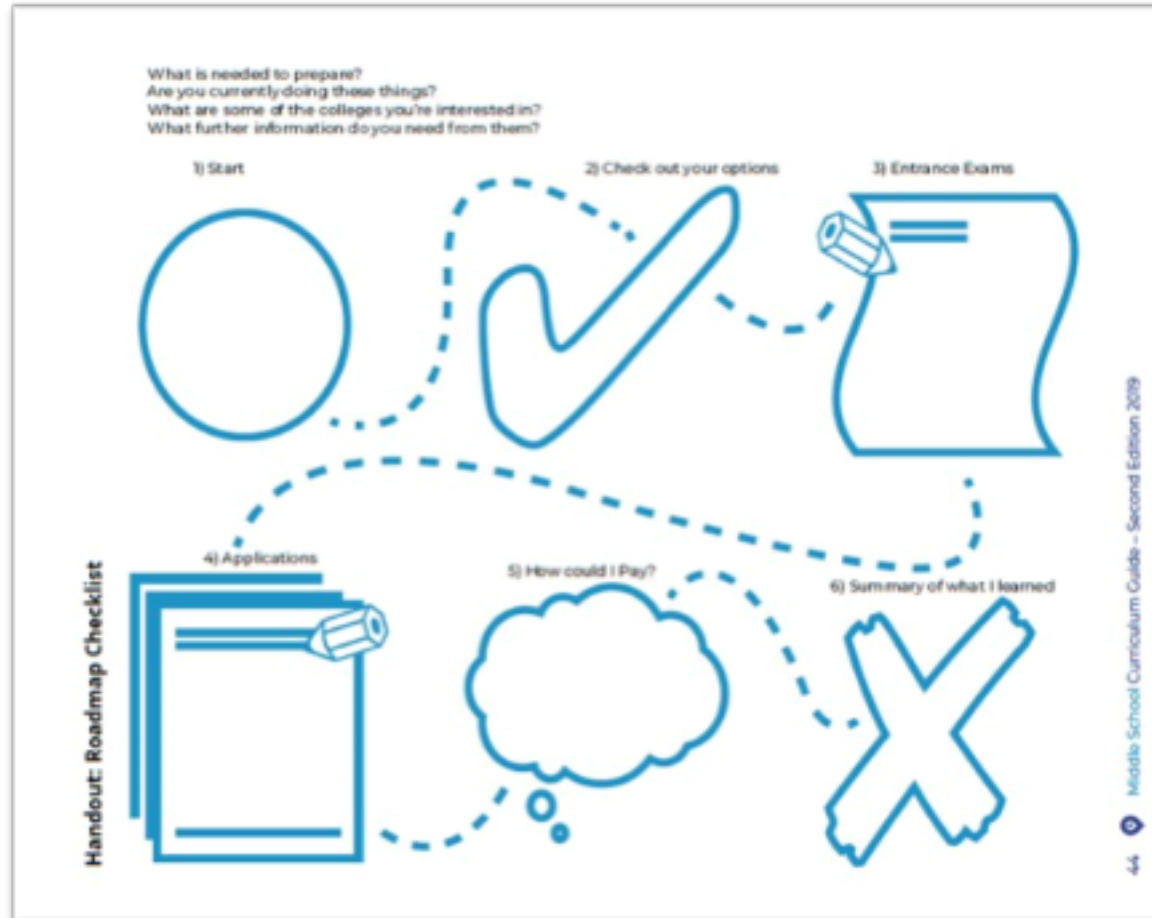- Internet access

Procedures

Students will work in pairs or individually to take notes over the roadmap to college, at MapMyGrad (www.mapmygrad.org) under Find Your Path. Students will be guided using the Roadmap Checklist.

Closure

Ticket out the door. Have the students reflect on these questions:

- What concerns or misconceptions were you able to resolve?
- Did any new questions or concerns arise?

Discuss the answers to these questions in the next session if you see a common theme and need to clarify any misconceptions.


What is needed to prepare?
Are you currently doing these things?
What are some of the colleges you're interested in?
What further information do you need from them?

1) Start

2) Check out your options

3) Entrance Exams

4) Applications

5) How could I Pay?

6) Summary of what I learned

Handout: Roadmap Checklist

District and Campus Best Practices

TexasOnCourse

DataDive

View and compare college readiness data at the campus, district, ESC, and state level

DataDive by TexasOnCourse

BETA
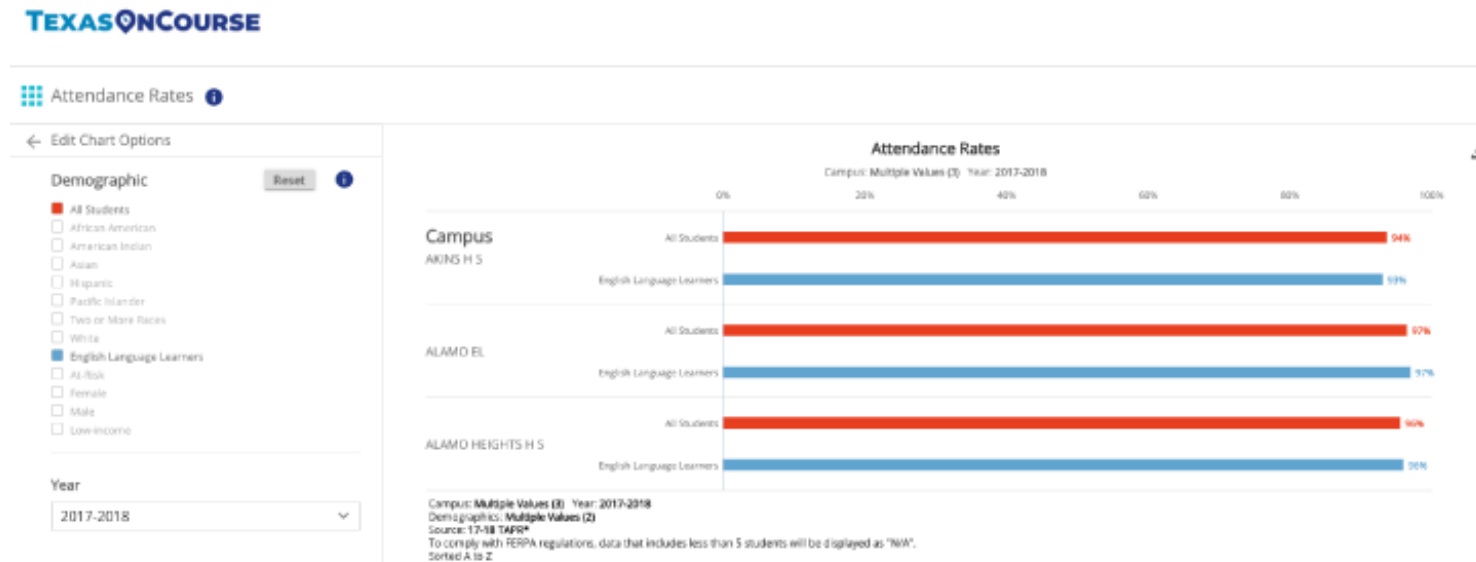
Secondary School Performance

Attendance	STAAR Outcomes	TSIA Data	Recommended/ Distinguished Achievement Graduates
Advanced/Dual Courses Taken			

College Readiness Data

College Readiness	SAT/ACT Participation

*Data source is the Texas Academic Performance Reports (TAPR). TAPR are reports pulled together by TEA which present a wide range of information on the performance of students in each school and district in Texas every year. For more information, please see https://tea.texas.gov/perfreport/tapr/index.html.

District and Campus Accountability

Best Practices

- Campus staff should be well versed in accountability measurement

- Administrators help build the culture to support college, career, and military readiness for all students

- Texas OnCourse can enhance skills in these areas for all staff

- Training ensures high-quality postsecondary planning

TEXAS ON COURSE

Impacting CCMR Indicators

Middle School

- Meet state mandates on postsecondary instruction in seventh and eighth grade
- Time and instruction for course registration
- Implement Texas OnCourse Middle School Curriculum Guide

High School

- Increase and support academic rigor with quality advising
- Develop quality career and CTE sequences
- Partner with institutions of higher education to provide college course options

TEXAS ON COURSE

Questions for Our Guest Speakers

Type your question in the chat box!

TEXASONCOURSE

College and Career Strategist

New for Administrators for 2019–2020

- Our focus is middle and high school administrators

- Developed with the Region 13 Accountability Team

- Content includes accountability updates, strategy, and best practices from across the state

    https://texasoncourse.org/newsletter-sign-up/

WEBINARS IN 2019–2020

January 14: Resources for Working with Families with Special Circumstances

February 4: Earning College Credit in High School

https://texasoncourse.org/tools/monthly-webinar-series/

TexasOnCourse

Thank you!

Follow-up email with recording, links, and resources is soon to come!

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