

2019 Accountability Policy Advisory Committee Summary of Meeting on February 5, 2019

The objective for the second meeting of the 2019 Accountability Policy Advisory Committee (APAC) was to recommend improvements for the 2019 accountability system and beyond, primarily regarding alternative education accountability (AEA) campuses and the 3 of 4 F=F rule. TEA responses to questions and concerns given during the meeting are provided in red. Some questions will require staff research and are yet to be answered. The following is a summary of the discussion at the meeting.

TEA welcomed the committee and introduced members.

Committee members reviewed AEA and dropout recovery school options

Questions

How many charters are AEA? [There are 147 charter AEA campuses. There are 37 AEA districts that are comprised solely of AEA campuses.]

Why was September 28th set for school start date? Could we move this to be the same date as the fall snapshot? [The last Friday in September is set as the end of the school start window by TSDS PEIMS. The date is necessary in order to collect and report certain TSDS PEIMS data in the fall submission.]

2019 Accountability Policy Advisory Committee
Summary of Meeting on February 5, 2019

We should let the data drive cut points (look at AEA data to set goal)

Use a 6year graduation rate for AEA's

Explore what other states are doing with regards to AEA's.

We should focus on proficiencies: CCMR, performance of previous failers, and 4year graduation rate.

Bonus points should be available to everyone regardless of w16.7 (0 (A)5 (E)-.w

2019 Accountability Policy Advisory Committee Summary of Meeting on February 5, 2019

- o If this is not an option, keep 3 out of 4 for interventions only, but allow math to show the true grade.
- o The Austin Chamber of Commerce does not support the elimination of this rule.

Committee members reviewed identification and exit criteria for comprehensive, targeted, and additional targeted support and improvement status

Questions

None of these labels impact the overall grade, right? [Correct.]

Is comprehensive the only one who gets funding? [Yes.]

Will the U.S. Department of Education ever say anything about having too many campuses identified? [That is possible, yes.]

Recommendations (APAC members second the recommendations of ATAC.)

Amend the ESSA plan to remove the possibility that a single cell can lead to targeted identification. Adjust to a proportionality of indicators for targeted identification.

Increase minimum size criteria for student groups.

When a student falls into multiple student groups, limit the student's impact on the system.

Revise the methodology to a campus must meet minimum size and miss the indicator for three consecutive years or the consecutive years restarts.

Use only Academic Achievement indicators for targeted support and additional targeted support, if evaluated.

Remove the exit criteria of meeting 50 percent of indicators from additional targeted support. Keep the focus on meeting both the Academic Achievement reading and mathematics targets.