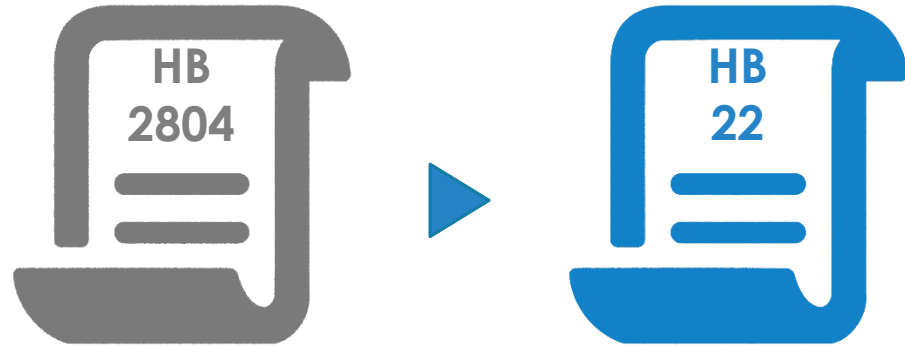




# The Implementation of House Bill 22

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COLLABORATING TO BUILD A BETTER ACCOUNTABILITY SYSTEM



## House Bill 22, 85<sup>th</sup> Texas Legislature

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

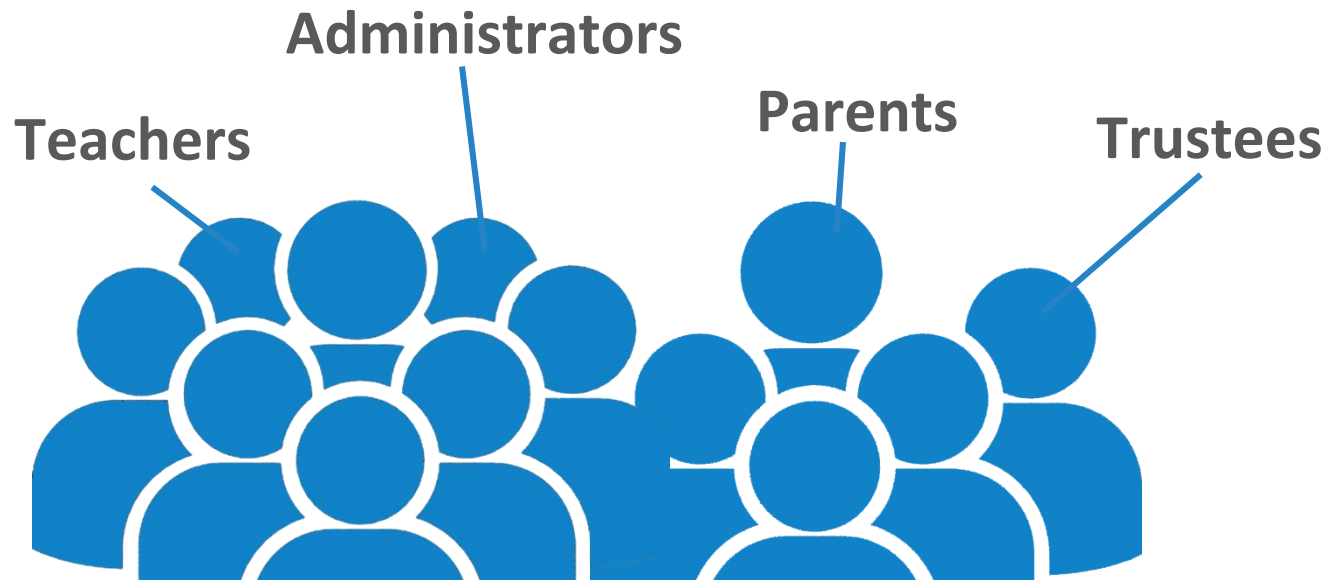
**A**   **B**   **C**   **D**   or   **F**



## House Bill 22, 85<sup>th</sup> Texas Legislature

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“The commissioner shall solicit input statewide from persons . . . , including school district boards of trustees, administrators and teachers employed by school districts, parents of students enrolled in school districts, and other interested stakeholders.”



### Feedback Opportunities

- Will solicit input on the aspects over which commissioner has authority
- Won't solicit input on aspects that are required by statute

## Three Domains: Combining to Calculate Overall Score



Best of Achievement or Progress

Minimum 30%



Student  
Achievement



School  
Progress



Closing  
The Gaps

### Feedback Opportunities

- Certain methodology decisions in each domain
- Cut points for each grade in each domain
- Weight (30% or more) to Closing the Gaps Domain

# Design Approach: 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 so the bar will remain static for five years, so the rules don't change.

**Law switched  
from *annually* to  
*periodically***

## A–F Accountability: New Labels/Grades

---



**A** = Exemplary Performance

**B** = Recognized Performance

**C** = Acceptable Performance

**D** = In Need of Improvement

**F** = Unacceptable Performance



# Student Achievement: Performance

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**Student  
Achievement**



**School  
Progress**



**Closing  
The Gaps**

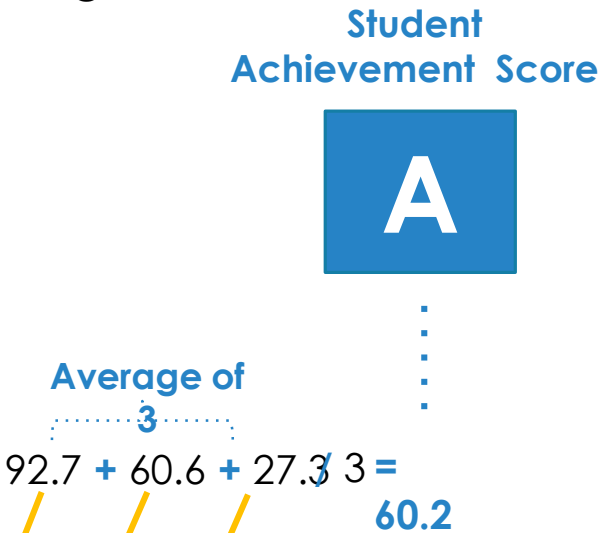
# Student Achievement: Calculating Score



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



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



# Student Achievement: Calculating Score

---



Elementary School



Middle School



High School



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

## Feedback Opportunity

Weighting of three high school components

# Student Achievement: CCMR Indicators for 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

# School Progress: Growth

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**Student  
Achievement**



**School Progress**



**Closing  
The Gaps**

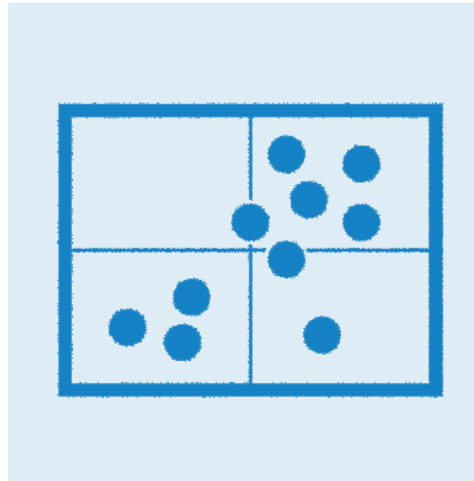
# School Progress: Two Aspects to Progress

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## Student Growth



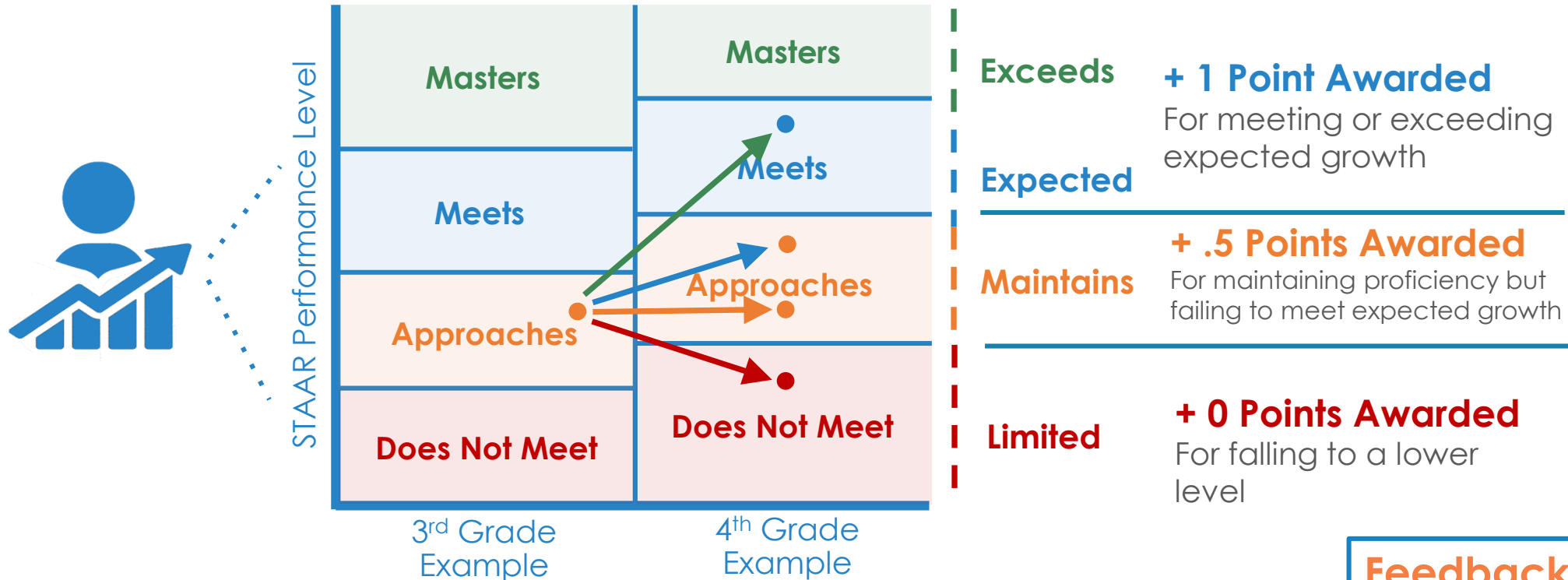
## Relative Performance



### Feedback Opportunities

- Better of the two
- Average of the two
- Greater weight for one of them

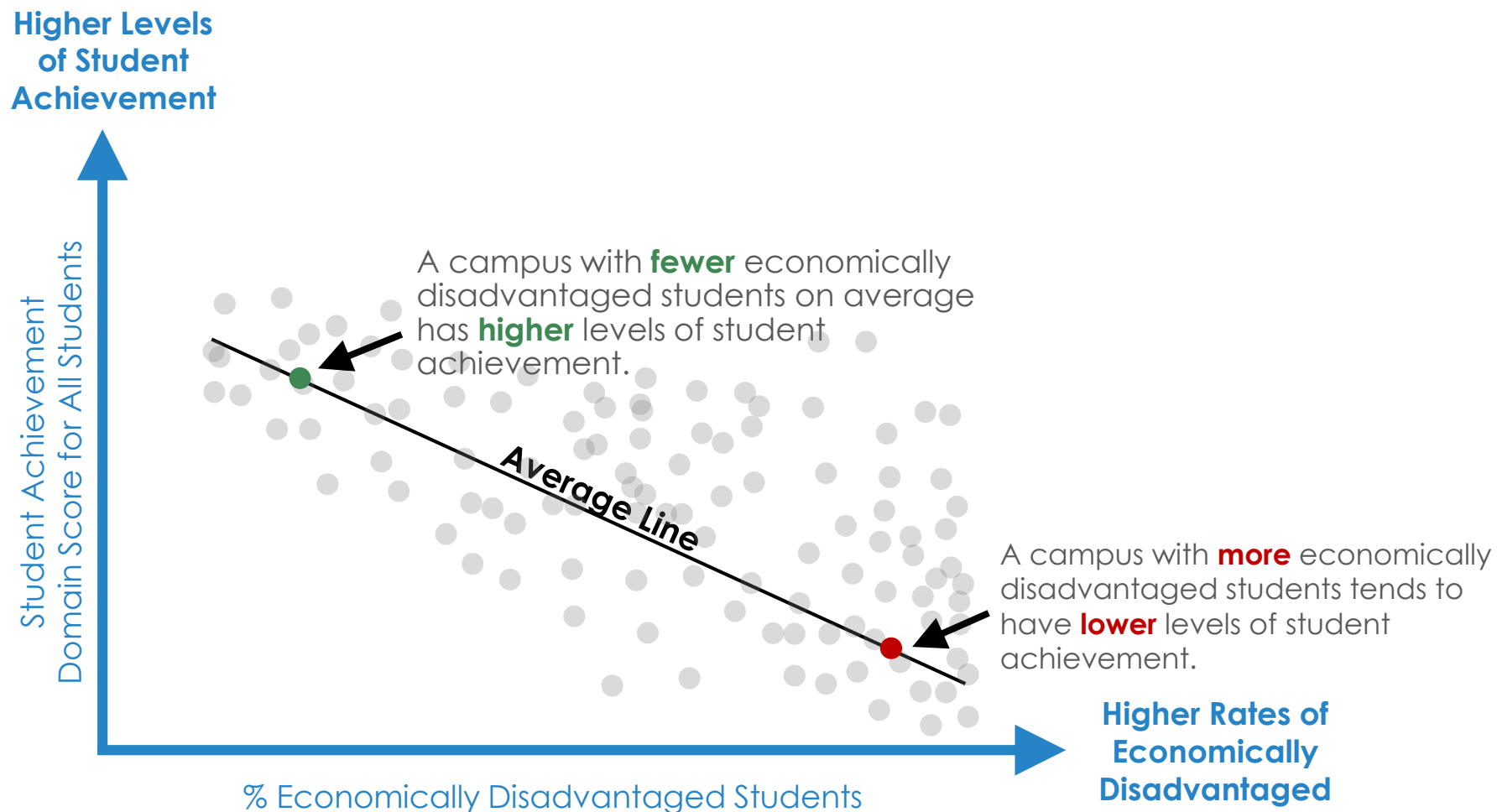
# Student Growth: Measuring Advancement



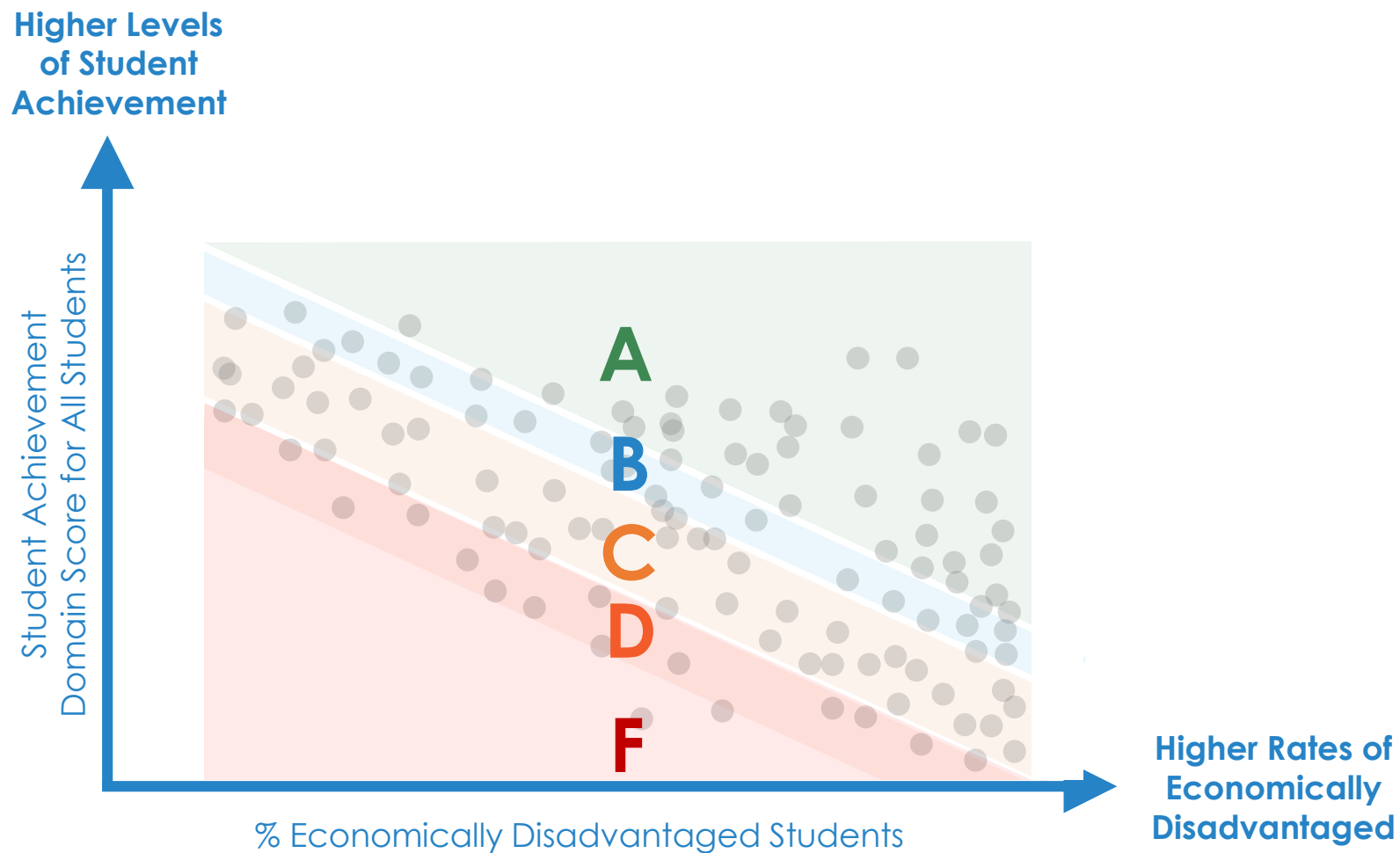
## Feedback Opportunity

What percent of students should meet growth target to get an A?

# Relative Performance: Measuring School Progress



# Relative Performance: Measuring School Progress



# Closing the Gaps: Ensuring Educational Equity

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**Student  
Achievement**



**School  
Progress**



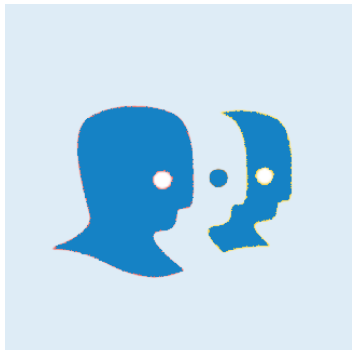
**Closing  
The Gaps**

# Closing the Gaps: Ensuring Educational Equity

All Students



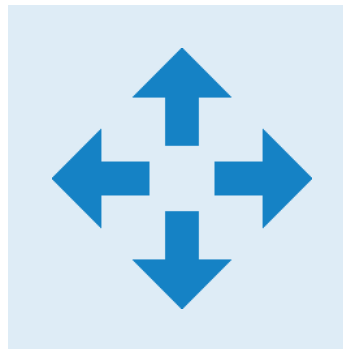
Race/Ethnicity



Special Education



Continuously Enrolled  
and Mobile



English  
Learners (ELs)



Economically  
Disadvantaged



# Closing the Gaps: Ensuring Educational Equity

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## Student Groups

- 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

## Indicators

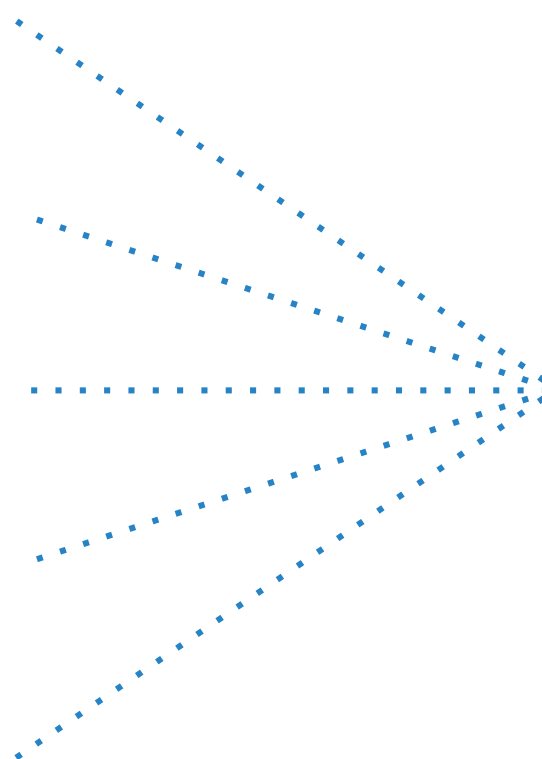
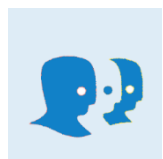
- Academic Achievement in Reading, Mathematics, Writing, Science and Social Studies
- Growth in Reading and Mathematics (Elementary and Middle Schools)
- Graduation Rates
- English Learner Language Proficiency Status
- College, Career, and Military Readiness Performance
- At or Above Meets Grade Level Performance in Reading and Mathematics

# Closing the Gaps: Ensuring Educational Equity

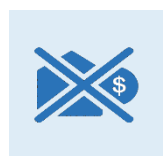
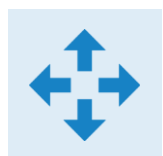


Student Group

Achievement Target



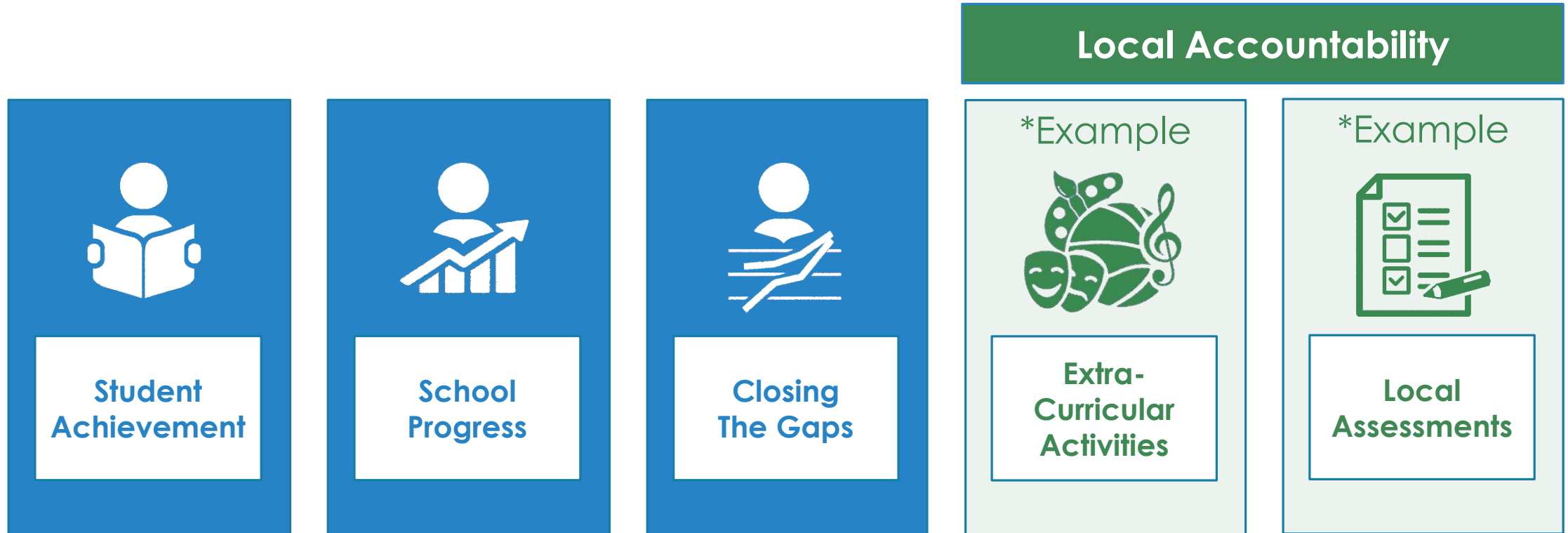
% of Subgroups  
that meet target



Overall  
Grade

# Local Accountability Plan

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# Local Accountability Plan: Purpose and Requirements



## Purpose

To allow districts (at their option) to rate campuses using locally developed domains and accountability measures

## Requirements for Districts

- Local plans must include the TEA-assigned three domain performance ratings (at least 50% of the overall rating).
- Locally developed domain and measures must provide for the assignment of A–F grades, and be reliable and valid.

## More Requirements for Districts

- Auditable Calculations
- Campus score card that can be displayed on TEA's website
- Publicly available explanation of the methodology used to assign ratings
- Plans submitted to TEA for approval

### **Feedback Opportunity**

Volunteer to participate in the pilot program.

# Local Accountability Plan: Getting the Plan Approved

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## Authority

The commissioner has authority to develop the process to approve requests to assign campus performance ratings.

## One Condition

A locally developed accountability system can only be used for campuses not assigned an overall rating of D or F by TEA.

## Requirements for Approval

- The agency determines whether the plan meets the minimum requirements.
- An audit conducted by the agency verifies calculations included in the plan.
- A review panel approves the plan.

### **Feedback Opportunity**

Volunteer to participate in the pilot program.

# New Indicator: Extracurricular/Cocurricular

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## Feasibility Study

- Determine the feasibility of incorporating indicators that account for extracurricular and cocurricular student activity.
- The commissioner may establish an advisory committee.

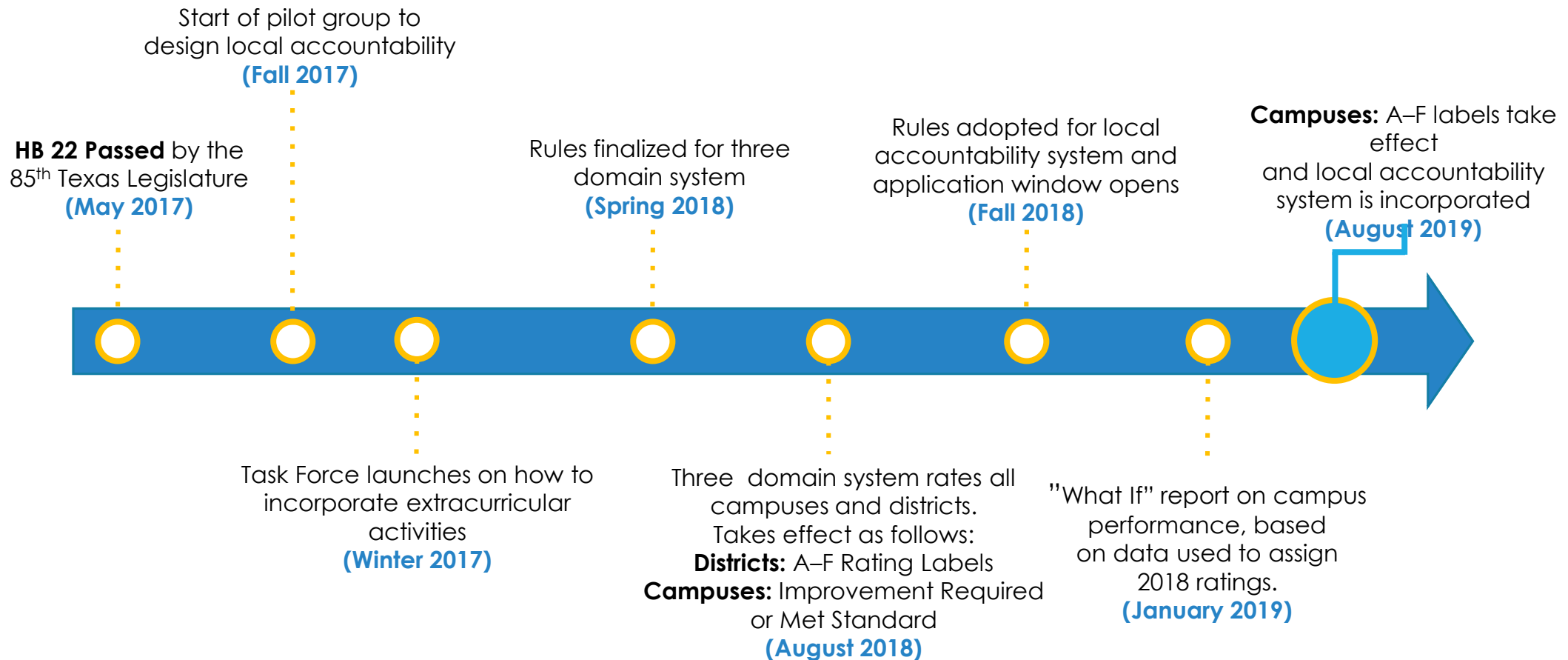
## Report

A report to the legislature on the feasibility of these indicators is due by December 1, 2022, unless a similar indicator is adopted prior to December 1, 2022.

### Feedback Opportunities

- Make suggestions for extracurricular or cocurricular Indicator
- Volunteer to serve on a committee

# A-F Timeline: Implementation of HB 22



# A–F Timeline: Domain Development



Expected Timeline	Activity
Aug.–December 2017	Stakeholder feedback
	ATAC and APAC monthly subcommittee meetings
	Training Sessions with ESC: HB 22 Overview and Student Achievement Domain
	Training Sessions with ESC: School Progress Domain
	Training Sessions with ESC: Closing the Gaps Domain
	September 18–19, ATAC meeting
	October 11–12, APAC meeting
	November, ATAC meeting (final recommendations for 2018 A–F)
	December, APAC meeting (final recommendations for 2018 A–F)
January–April 2018	Continued stakeholder feedback
	Commissioner final 2018 A–F decisions
May–June 2018	2018 A–F accountability manual creation
	Public comment on A–F accountability manual
	2018 A–F Manual adoption

# A–F Timeline: Local Accountability



Expected Timeline	Activity
Aug.–December 2017	Stakeholder feedback
	ATAC and APAC monthly subcommittee meetings
	September 18–19, ATAC meeting
	October 11–12, APAC meeting
	Launch of Local Accountability System Pilot
	November, ATAC meeting (final recommendations for 2018 A–F)
	December, APAC meeting (final recommendations for 2018 A–F)
January–April 2018	Continued stakeholder feedback
	Commissioner final 2018 A–F decisions
	Ongoing Local Accountability System Pilot
May–June 2018	2018 A–F manual creation
	Public comment on A–F manual
	2018 A–F manual adoption
	Ongoing Local Accountability System Pilot
June 2018–April 2019	Ongoing Local Accountability System Pilot

End of A-F Overview

# Student Achievement

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**Student  
Achievement**



**School  
Progress**



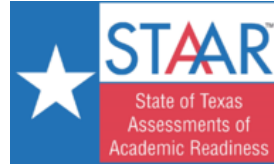
**Closing  
The Gaps**

# Domain Indicators

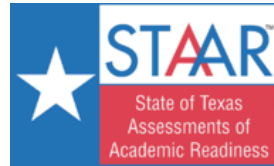
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Elementary School



Middle School



High School



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

# STAAR Component



## Texas Higher Education Coordinating Board

By 2030, at least 60 percent of Texans ages 25–34 will have a certificate or degree.



	All Students
<b>Total Tests</b>	<b>3,212</b>
# Approaches Grade Level or Above	2,977
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<b>% Approaches Grade Level or Above</b>	<b>92.7%</b>
<b>% Meets Grade Level or Above</b>	<b>60.6%</b>
<b>% Masters Grade Level</b>	<b>27.3%</b>

Average of

$$\frac{92.7 + 60.6 + 27.3}{3} = 60.2$$

Student  
Achievement Score



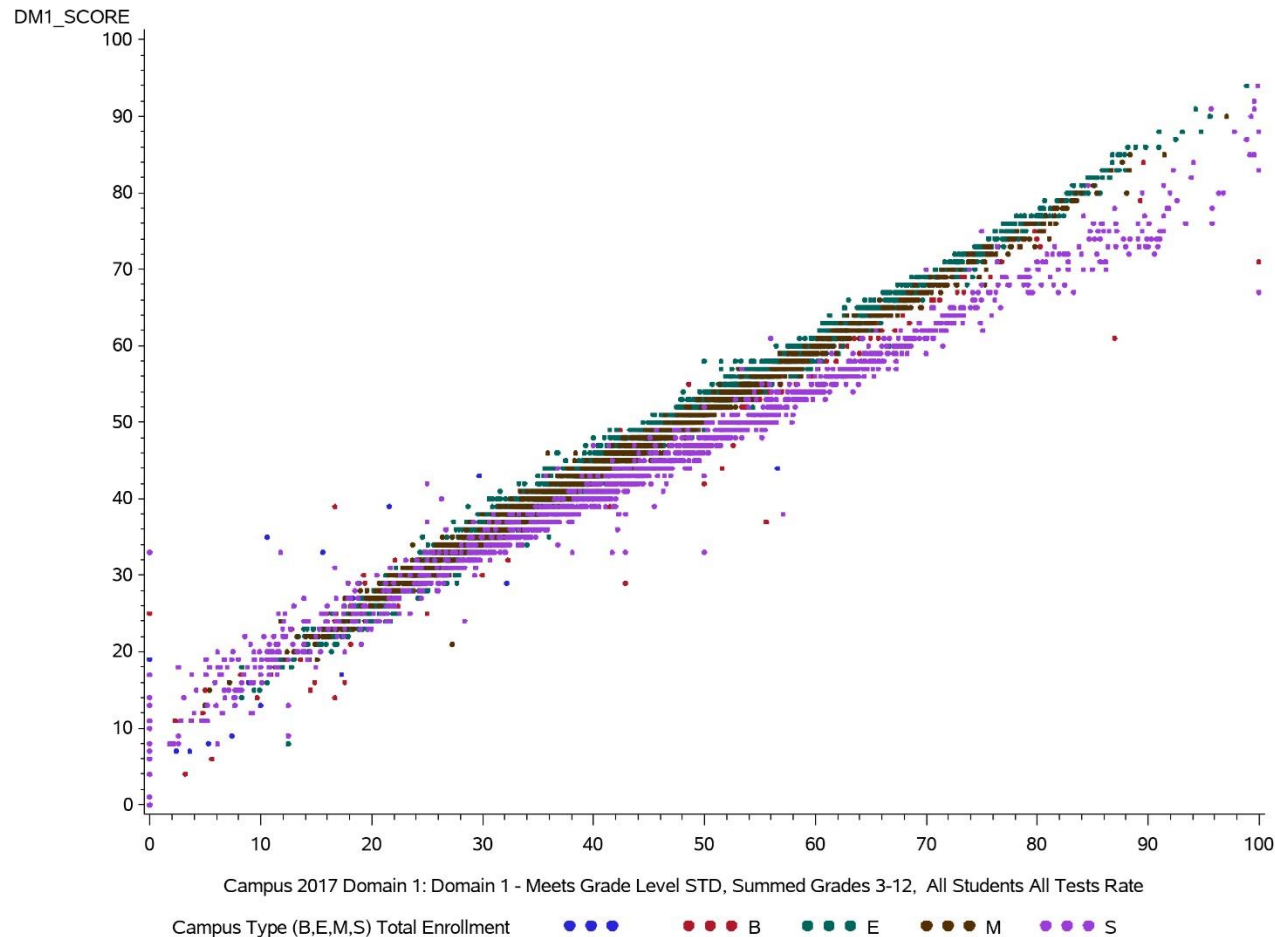
⋮

- All tests (STAAR with and without accommodations and STAAR Alternate 2) combined
- All subjects combined
- ELs (except in their first year in US schools)
- Specific EL performance measures for year two in US schools only
- Three Performance Levels
  - Approaches Grade Level and Meets Grade Level are required by HB 22.
  - Masters Grade Level standard encourages districts and campuses to push high performing students to excel more.
  - The average of three levels is very close to the percentage of students who achieve the Meets Grade Level standard.
  - Meets Grade Level equates to a 60% chance of completing one year of college without remediation. Masters equates to a 75% chance.

# STAAR Component



Student Performance Domain - STAAR Performance



- This scatterplot shows the correlation (.982) between Domain I score (average of three PLDs) and the percentage of tests (by campus) that achieve the Meets Grade Level standard.
- The y-axis is the Domain I 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.

# STAAR Component: High Schools/Districts

---



Elementary School



Middle School



High School

-  State of Texas Assessments of Academic Readiness
- College, Career, Military Ready (CCMR)
- Graduation Rates

## College Ready

- Meet criteria on applicable AP/IB exams
  - 3 on AP exam
  - 4 on IB exam
- Meet TSI criteria
  - Both reading and mathematics
  - SAT, ACT, or TSIA
- Complete a college prep course offered by a partnership between a district and higher education institution as required from HB5
- Successfully complete a course for dual credit
- Successfully complete an OnRamps course (beginning in school year 2018-19)
- Earn an associate's degree (beginning in school year 2017–18)
- Meet standards on a composite of indicators indicating college readiness (beginning TBD)

## Career Ready

- Earn industry certification (list released August 21, 2017)
- Be admitted to post-secondary industry certification program (beginning TBD)

## Military Ready

Enlist in the United States Armed Forces

## 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.)

# Calculating the Score : Current Model

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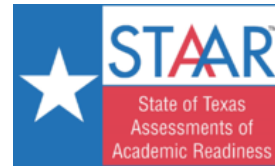
Elementary School



**= 100% of domain score**



Middle School



**= 100% of domain score**



High School



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

# Calculating the Score : Current Model



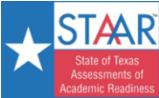
Elementary School



Middle School



High School

-  = **45% of domain score**
- CCMR = **45% of domain score**
- Graduation Rates = **10% of domain score**

All three components  
available

# Calculating the Score : Current Model

---



Elementary School



Middle School



High School

-  = 50% of domain score
- CCMR = 50% of domain score

Only STAAR and  
CCMR available

# Calculating the Score : Current Model

---



Elementary School



Middle School



High School

-  = 100% of domain score
- Graduation Rates

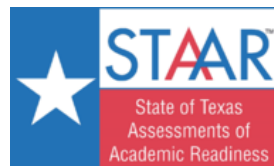


Only STAAR and  
graduation rates available

# Calculating the Score: Stakeholder Input



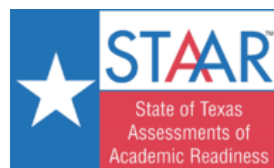
Elementary School



**= 100% of domain score**



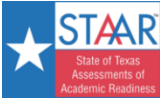
Middle School



**= 100% of domain score**



High School

-  **= ?% of domain score**
- CCMR **= ?% of domain score**
- Graduation Rates **= ?% of domain score**

**Different weights or logic?**

## Common Questions: Student Achievement Domain

---



**Q:** In the Student Achievement domain, to earn credit for TSI, must a student pass both mathematics and reading or pass either mathematics or reading?

**A:** Both reading and mathematics

**Q:** Will state exclusions be used for graduation rates?

**A:** Yes, graduation rates (with exclusions) will be used in the Student Achievement domain.

**Q:** Will the ELL progress measure be in the Student Achievement domain?

**A:** No.

**Q:** Will there be a new ELL progress measure?

**A:** No, an EL-specific performance measure will be developed for ELs in year two in US schools.

**Q:** In 2018 when districts receive A–F ratings and campuses receive *Met Standard* or *Improvement Required* ratings, will campuses be evaluated using the three domains or the current indices?

**A:** Campuses will be evaluated using the same three domains that will be used to evaluate districts.

**Q:** Will campuses receive *Met Standard* or *Improvement Required* ratings for each domain and overall?

**A:** Yes.

## Common Questions: Student Achievement Domain

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**Q:** Is TEA planning to release another "What if" report in January 2018?

**A:** No.

**Q:** Are graduation plan rates included in the Student Achievement domain?

**A:** No, but they will continue to be used to award postsecondary-readiness distinction designations.

**Q:** If a student meets any one of the CCMR indicators, are they considered college ready?

**A:** Yes.

**Q:** Can a student meet TSIA on STAAR?

**A:** No, STAAR does not have a TSIA threshold.

**Q:** For the TSIA indicator, must a student meet the criteria in reading and mathematics on the same test?

**A:** No, a student can meet the reading criterion on one test and the criterion for mathematics on a different test.

**Q:** Do you anticipate changes in how SSI and EOC re-testers are included in accountability?

**A:** No.

**Q:** Will a grade of D invoke interventions?

**A:** Yes. For information, please contact the Division of School Improvement and Support (512) 463-7582



## Feedback

- <https://www.surveymonkey.com/r/D7GQ68N>
- [feedbackAF@tea.texas.gov](mailto:feedbackAF@tea.texas.gov)

## Resources

- <http://tea.texas.gov/A-F>
- <http://tea.texas.gov/accountability>
- [performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov)
- (512) 463-9704