The Implementation of House Bill 22

Collaborating to Build a Better accountability system

The School Progress Domain

School Progress: Growth

Student Achievement

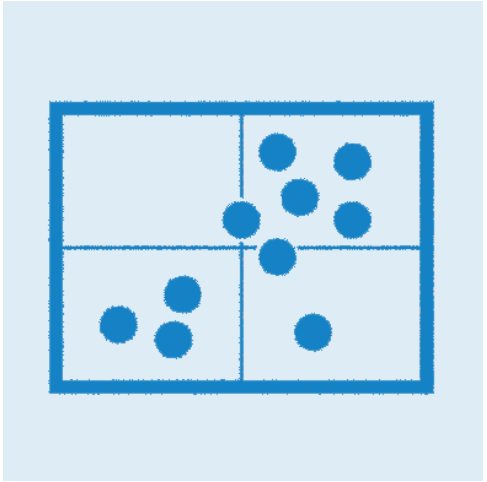
School Progress

Closing The Gaps

School Progress: Two Aspects to Progress

Part A: Student Growth

Part B: Relative Performance



School Progress: Two Aspects to Progress

Part A: Student Growth

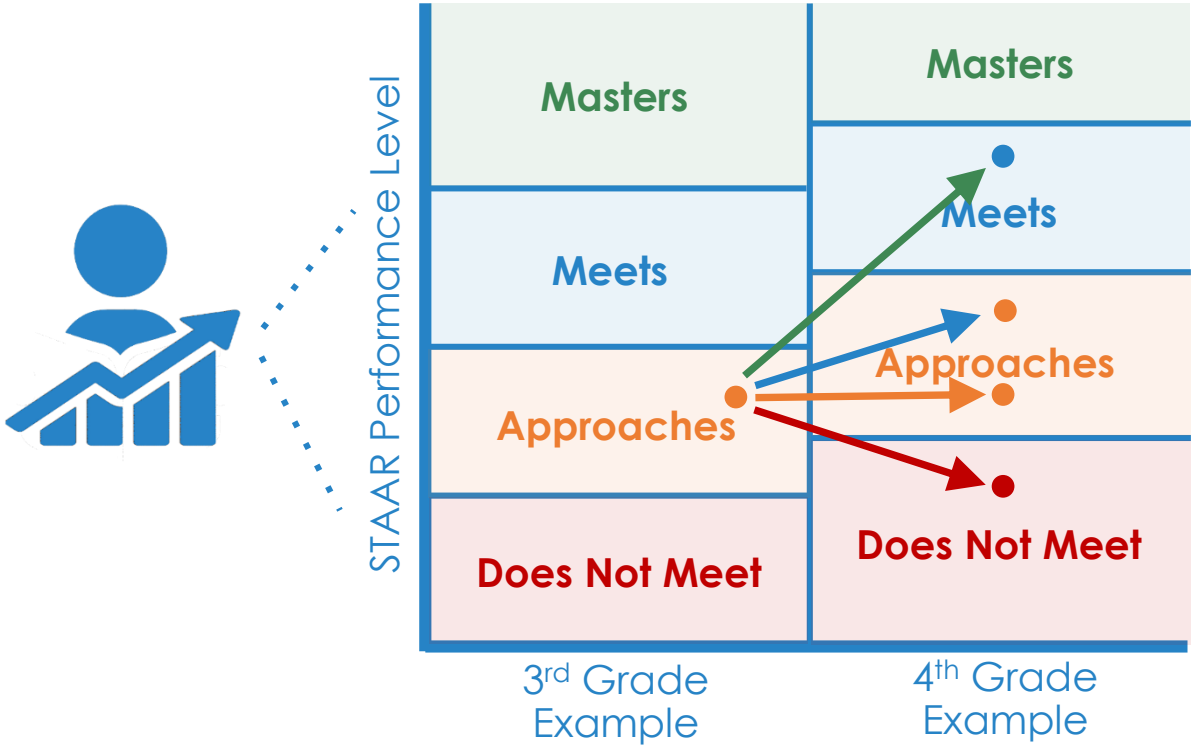
Part B: Relative Performance

STAAR: Test Inclusion Methodology

- Includes all tests (STAAR with and without accommodations and STAAR Alternate 2) combined
- 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

- Because the first STAAR tests are given in third grade, we can't assess growth using the STAAR Progress Measure until fourth grade.
- 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. At this point, only Relative Performance will be analyzed in high school.

Student Growth: Measuring Advancement



Exceeds / **Expected**
+ 1 Point Awarded
For meeting or exceeding expected growth

Maintains
+ .5 Points Awarded
For maintaining proficiency but failing to meet expected growth

Limited
+ 0 Points Awarded
For falling to a lower level

Student Growth: Percentage of Students Gaining

Current Year

Previous Year

	Does Not Meet Grade Level	**Approaches** Grade Level	**Meets** Grade Level	**Masters** Grade Level
Does 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**	**1 pt**	**1 pt**
Masters Grade Level	**0 pts**	**0 pts**	**0 pts**	**1 pt**

Student Growth: Percentage of Students Gaining

Current Year

Previous Year

	Does Not Meet Grade Level	**Approaches** Grade Level	**Meets** Grade Level	**Masters** Grade Level
Does 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**	1 pt	1 pt
Masters Grade Level	**0 pts**	**0 pts**	**0 pts**	1 pt

No Points

- Does Not Meet to Does Not Meet (without meeting growth expectations)
- Approaches to Does Not Meet (without meeting growth expectations)
- Meets to Does Not Meet
- Meets to Approaches
- Masters to Does Not Meet
- Masters to Approaches
- Masters to Meets

Student Growth: Percentage of Students Gaining

Current Year

Previous Year

	Does Not Meet Grade Level	**Approaches** Grade Level	**Meets** Grade Level	**Masters** Grade Level
Does 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	1 pt	1 pt
Masters Grade Level	0 pts	0 pts	0 pts	1 pt

Half Point

- Does Not Meet to Approaches (without meeting growth expectations)
- Approaches to Approaches (without meeting growth expectations)

Student Growth: Percentage of Students Gaining

Current Year

Previous Year

	Does Not Meet Grade Level	**Approaches** Grade Level	**Meets** Grade Level	**Masters** Grade Level
Does 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	**1 pt**	**1 pt**
Masters Grade Level	0 pts	0 pts	0 pts	**1 pt**

One Point

- Does Not Meet to Approaches (meeting/exceeding growth expectations)
- Approaches to Approaches (meeting/exceeding growth expectations)
- Does Not Meet to Meets
- Does Not Meet to Masters
- Approaches to Meets
- Approaches to Masters
- Meets to Meets
- Meets to Masters
- Masters to Masters
- Does Not Meet to Does Not Meet (meeting/exceeding growth expectations)
- Approaches to Does Not Meet (meeting/exceeding growth expectations)

Student Growth: Sample Calculation

One Hundred Students

- Each with reading and mathematics results for last year and this year
- Denominator = 200 STAAR Progress Measures

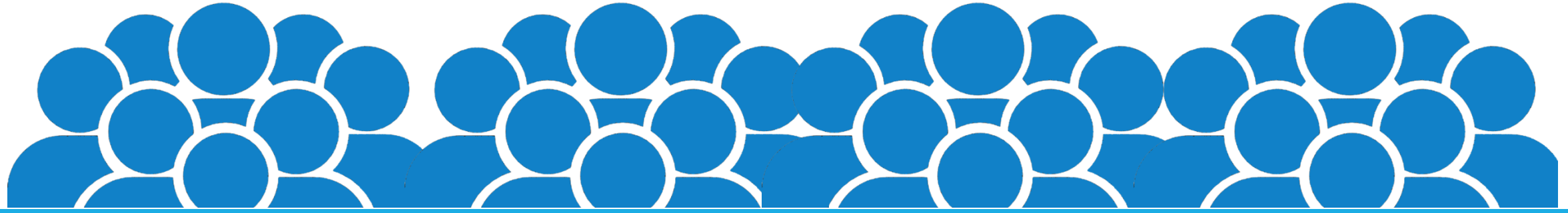
$$\frac{?}{200}$$

Student Growth: Sample Calculation

No Points

- **Does Not Meet** to **Does Not Meet**
  (without meeting growth expectations)
- **Approaches** to **Does Not Meet**
  (without meeting growth expectations)
- **Masters** to **Meets**

Previous Year	Current Year	Count of Tests
		**20**
		+
		**15**
		+
		**14**
		49

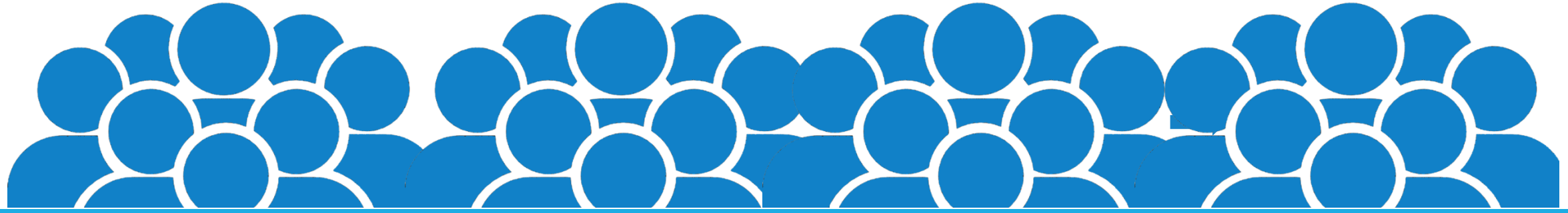


Student Growth: Sample Calculation

Half Point

- **Does Not Meet** to **Approaches**
  (without meeting growth expectations)
- **Approaches** to **Approaches**
  (without meeting growth expectations)

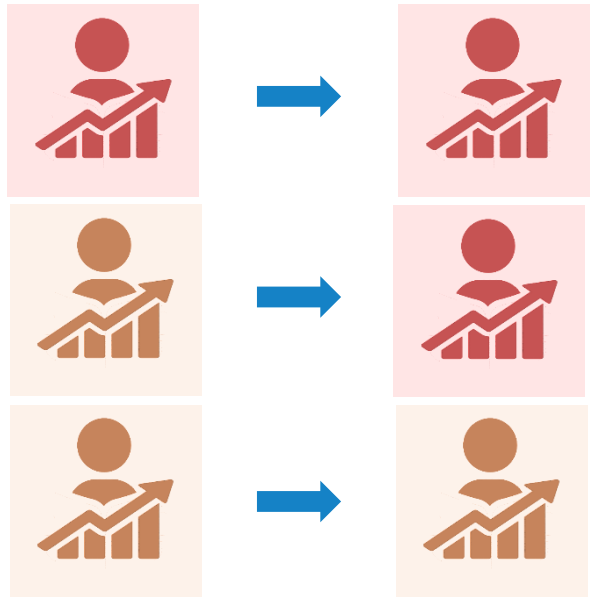
Previous Year	Current Year	Count of Tests
		**7**
		+
		**10**
		17



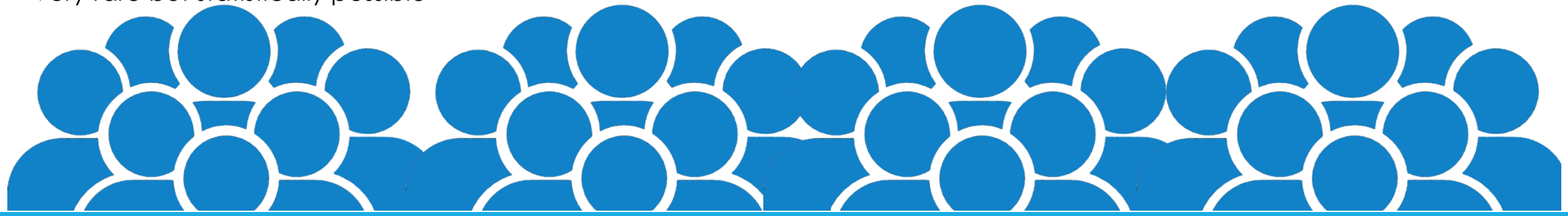
Student Growth: Sample Calculation

One Point

- **Does Not Meet** to **Does Not Meet**
  (meeting/exceeding growth expectations)
- **Approaches** to **Does Not Meet**
  (meeting/exceeding growth expectations)*
- **Approaches** to **Approaches**
  (meeting/exceeding growth expectations)



*Very rare but statistically possible

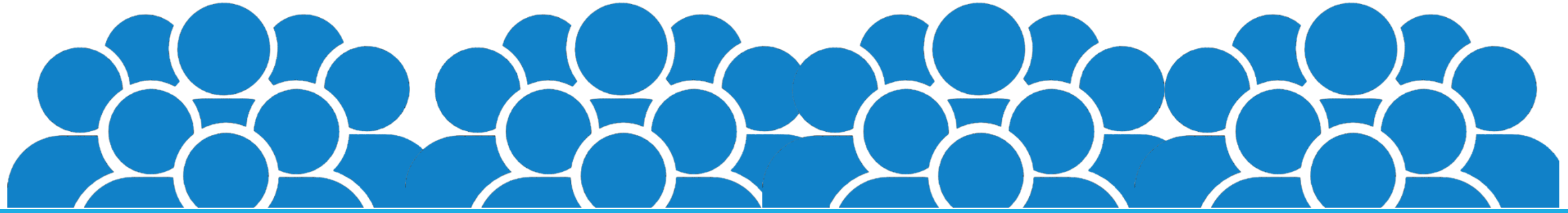


Student Growth: Sample Calculation

One Point

- **Meets** to **Meets**
- **Meets** to **Masters**
- **Masters** to **Masters**

Previous Year	Current Year	Count of Tests
		**33**
		+
		**32**
		+
		**17**
		82



Student Growth: Sample Calculation

49 results that earned no points

17 results that earned half a point

134 results that earned one point

$$\frac{(49\times 0)+(17\times .5)+(52\times 1)+(82\times 1)}{200} = \frac{142.5}{200} = 71$$

In this case, we loosely conclude that 71% of students have gained a year academically. Technically, however, this is the percentage of tests taken, with some adjustment for maintaining proficiency.

Common Questions: School Progress Domain, Part A

Q: Is there no additional credit for meeting or exceeding growth at the Meets and Masters levels?

A: Students at Meets or Masters are given the same one point as students who show growth at Does Not Meet and Approaches.

Q: Slide 14 shows an example of a student who falls from Approaches Grade Level one year to Does Not Meet the next year and still meets STAAR Progress Measure expectations. Can this really happen?

A: It's very rare, but, statistically, it's possible when a student skips a grade. Our modelling with 2017 data produced ten such instances in the entire state.

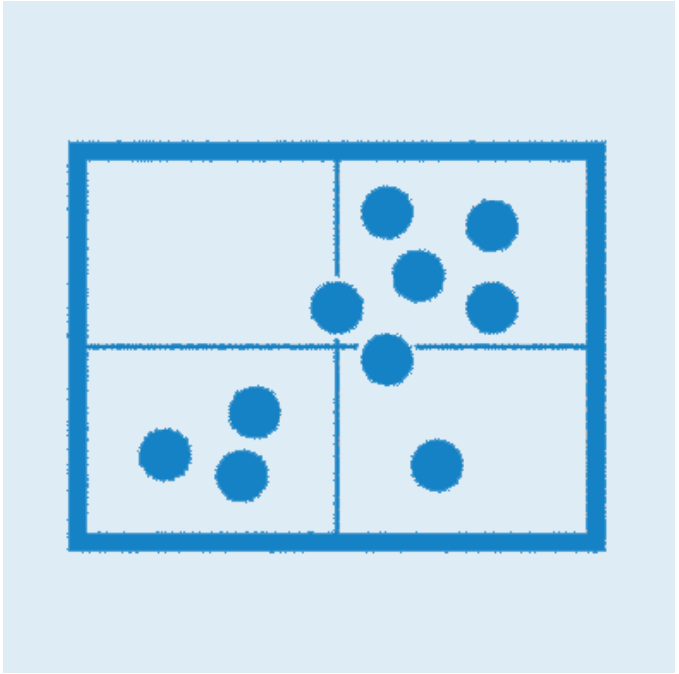
Q: Why are high schools only scored on relative performance? Is there no growth measure for high school?

A: The relatively few STAAR Progress Measures for high school make them an unreliable measure of a high school's progress with students. But the STAAR Progress Measure scores will be available on TAPR.

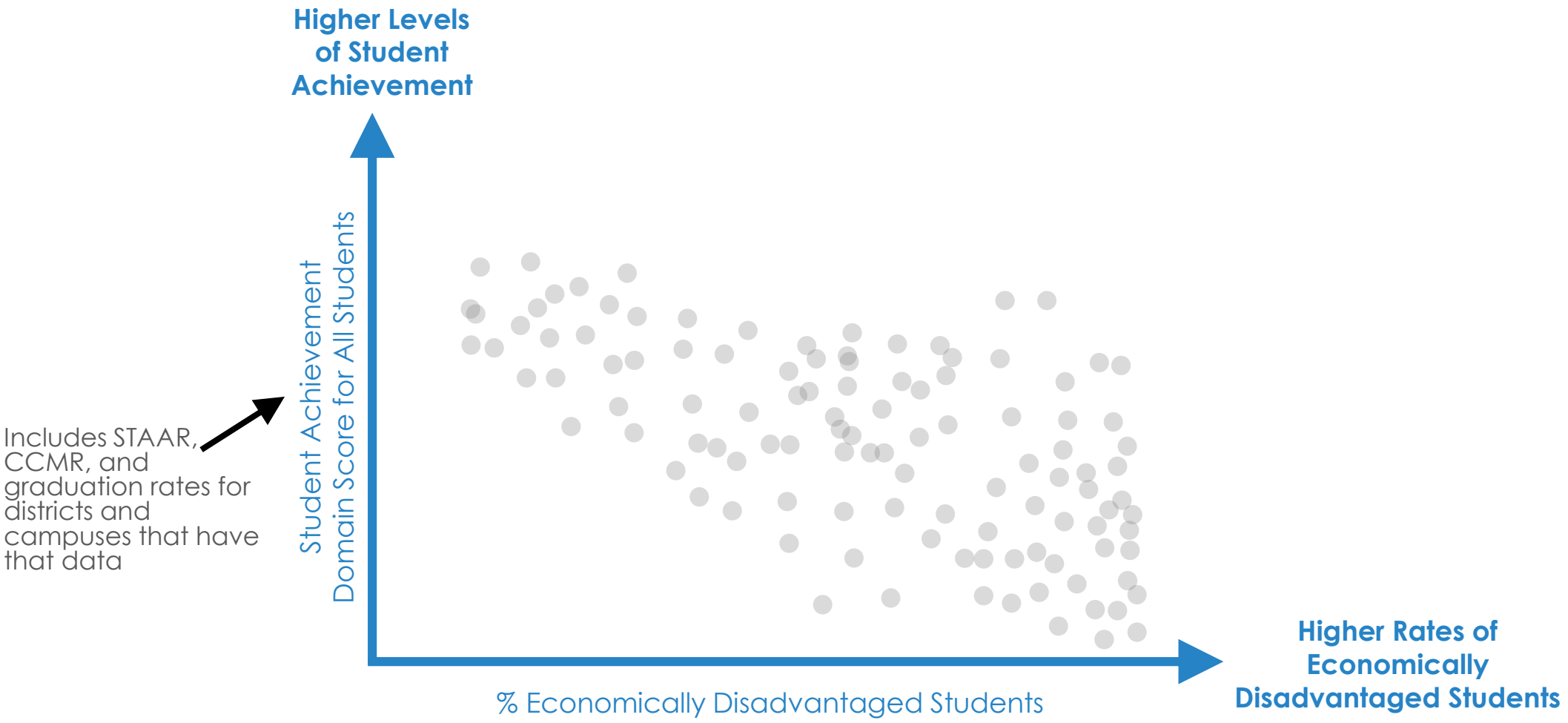
School Progress: Two Aspects to Progress

Part A: Student Growth

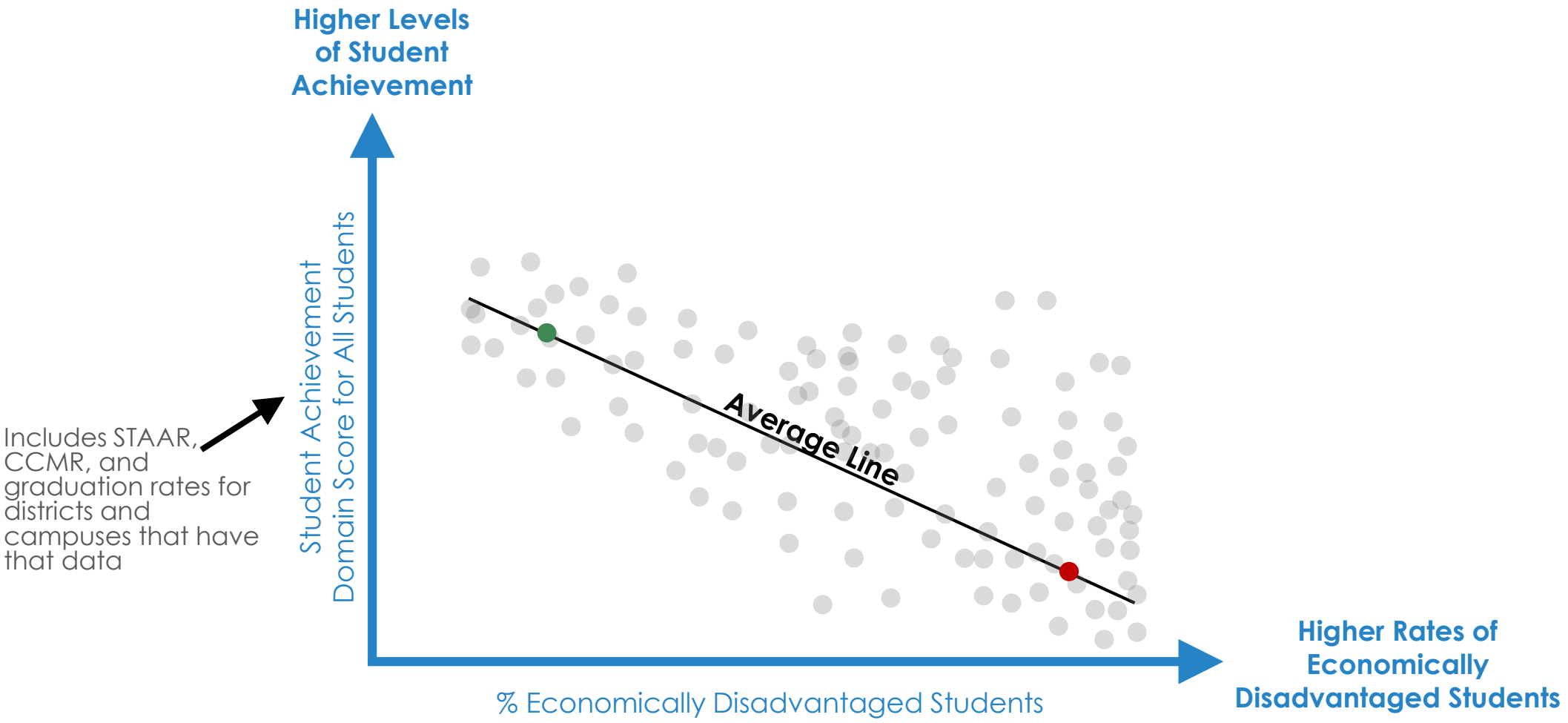
Part B: Relative Performance



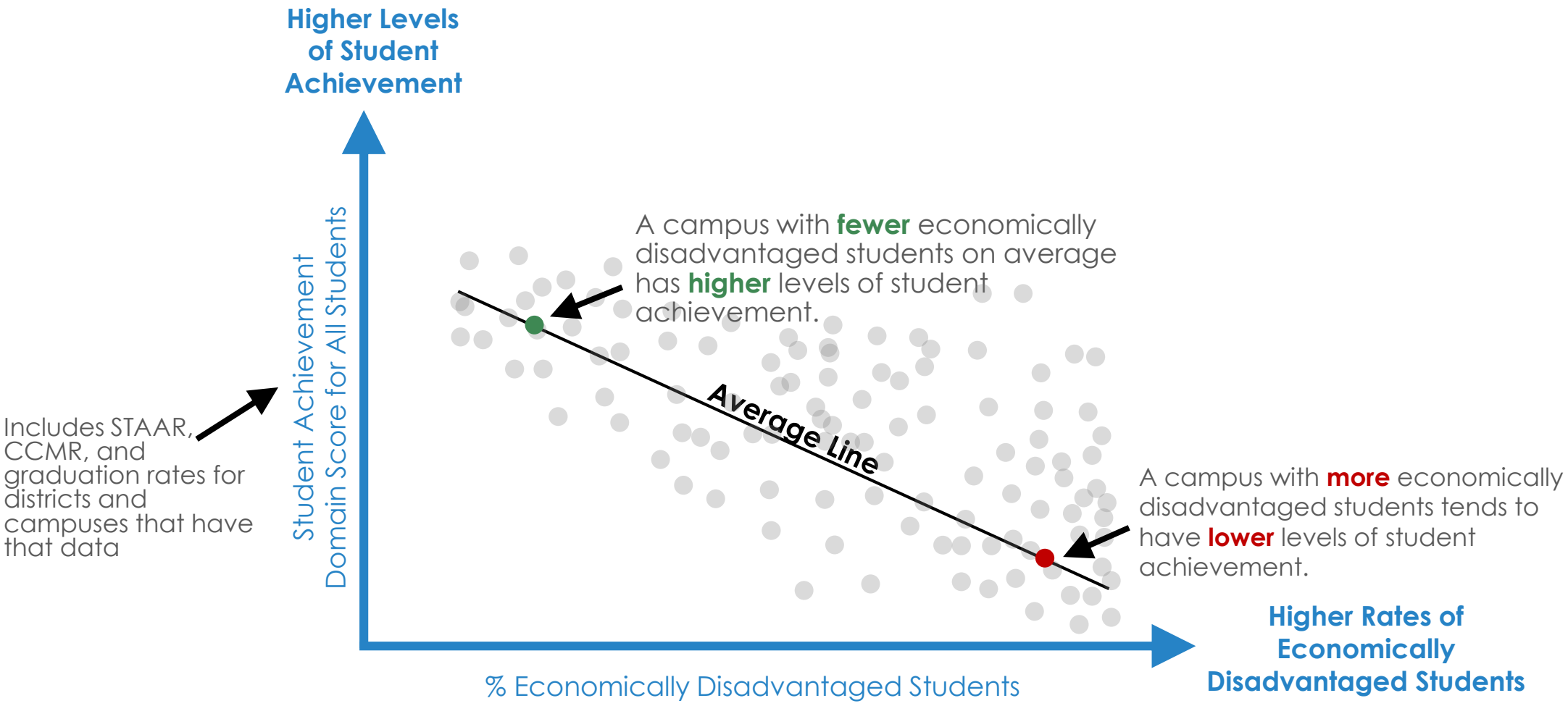
Relative Performance: Measuring School Progress



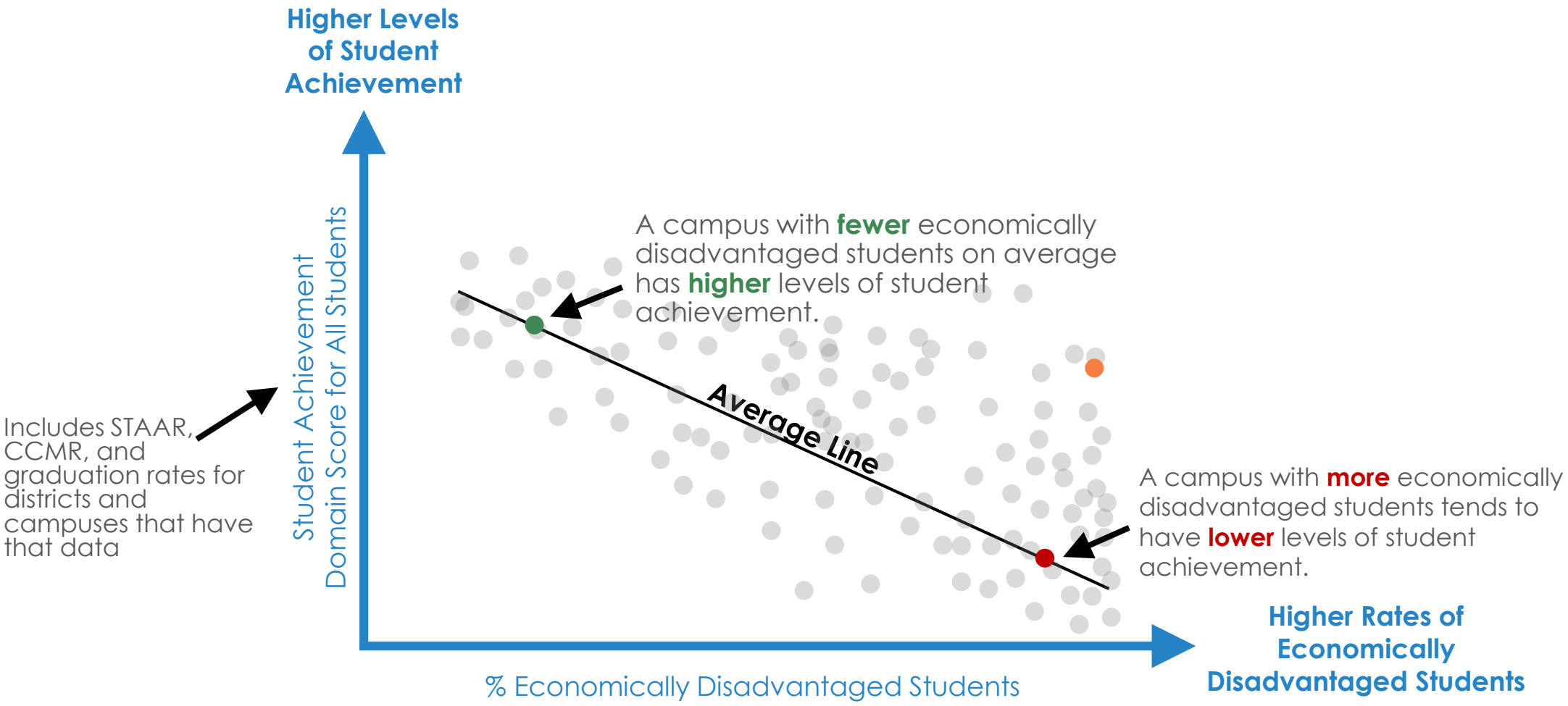
Relative Performance: Measuring School Progress



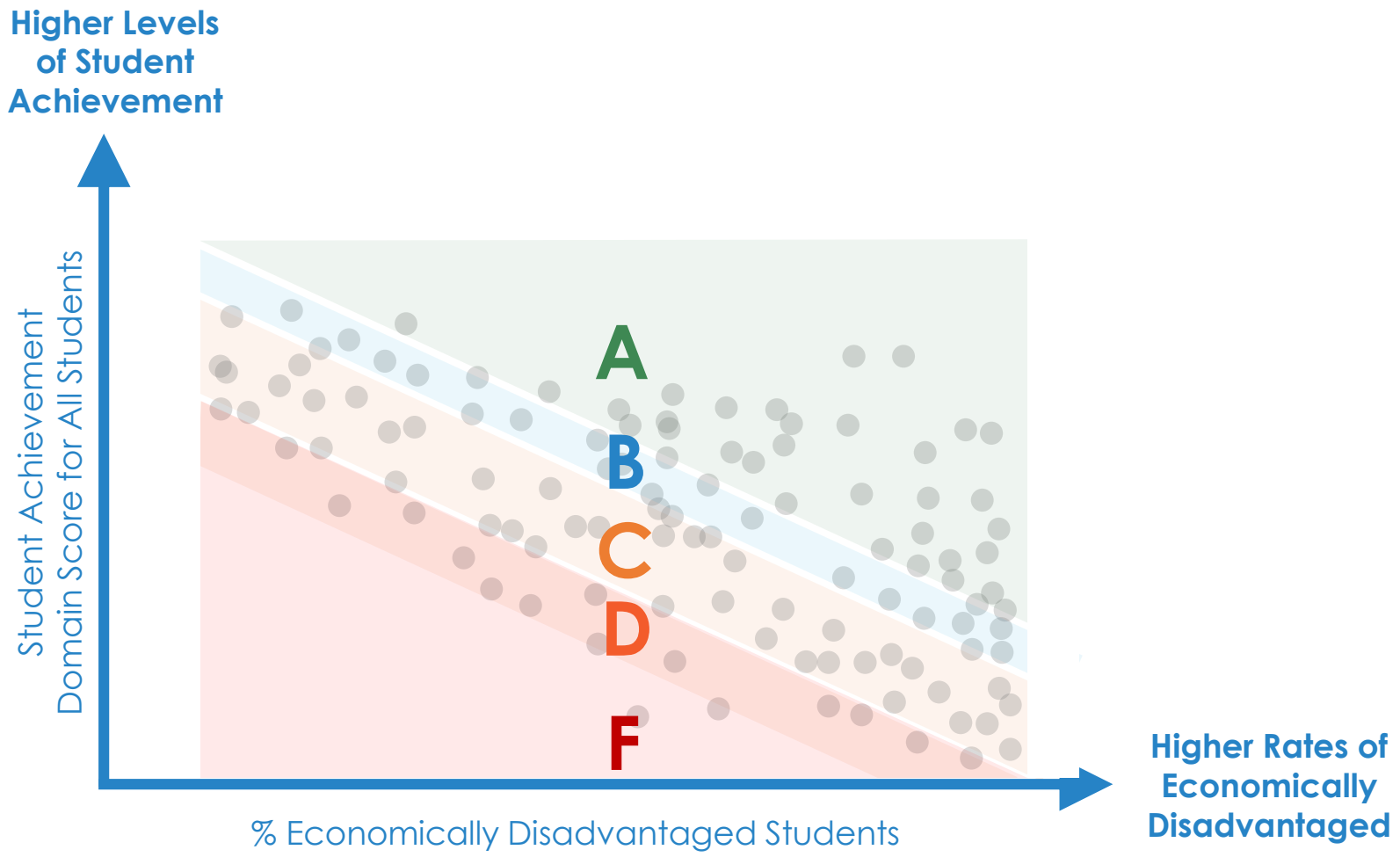
Relative Performance: Measuring School Progress



Relative Performance: Measuring School Progress



Relative Performance: Measuring School Progress



Common Questions: School Progress Domain

Q: Does the Student Achievement domain score (*y*-axis in relative performance) include CCMR and graduation rates?

A: Yes, for schools that have that data.

Q: House Bill 22 specifically says that the method used to evaluate performance should provide for the mathematical possibility that all districts and campuses receive an A, but this looks like a forced distribution that guarantees a set percentage of schools will get Ds and Fs.

A: Once the cut points are set using 2016–17 accountability data, the cut points will stay fixed for five years. That way any district or campus will be able to earn an A.

Relative Performance: Measuring School Progress

- Scatter plot of each district and campus (by campus type) comparing
  - Student Achievement domain score
  - Percentage of students who are economically disadvantaged
- Trendline showing average relationships
- Sliding cut points for campuses and districts based on
  - Student Achievement domain score
  - Percentage of students who are economically disadvantaged
- Cut points for each grade based on bands below and above the average line
- Separate cut points
  - Elementary Schools
  - Middle Schools
  - High Schools/K–12
  - AEAs
- Cut points based on slope-intercept form
  - Based on 2016–17 performance
  - Intended to stay fixed for five years
- Cut points will be known before ratings release

Relative Performance: Sample Calculation

- $y = mx + b$
  - y is the predicted Student Achievement domain score.
  - x is the percentage of students who are economically disadvantaged.
  - m is the slope of the trendline.
  - b is the distance from the trendline (what decides the grade); it is based on average variance from trendline.

- Sample Middle School
  - 94.4% economically disadvantaged (x)
  - $y = -.15666(x) + 45.789$
  - $y = -.15666(94.4) + 45.789$
  - $y = -14.79 + 45.789$
  - Predicted Student Achievement domain score (y) = 31
  - Actual Student Achievement domain score: 25
  - Score in relative performance: D

The Implementation of House Bill 22

Collaborating to Build a Better accountability system

The Closing the Gaps Domain

Closing the Gaps: Ensuring Educational Equity

Student Achievement

School Progress

Closing The Gaps

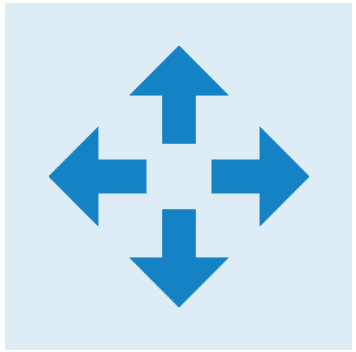
Closing the Gaps: Ensuring Educational Equity

All Students

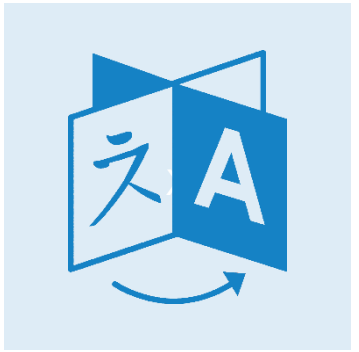
Race/Ethnicity

Special Education

Continuously Enrolled and Mobile



English Learners (ELs)



Economically Disadvantaged

Closing the Gaps: Ensuring Educational Equity

Student Groups

- All Students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Current and Former Special Education (2 grps)
- Current and Monitored English Learners (2 grps)
- Continuously Enrolled/Non-Continuously Enrolled (2 grps)

Indicators

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

Closing the Gaps: Student Groups

Current and Former Special Education

- Defined by HB 22
- Formerly receiving special education services
  - The student was reported in PEIMS the preceding year as enrolled at the campus and participating in a special education program.
  - The student is reported (PEIMS and STAAR answer documents) as enrolled at the campus in the current year and not participating in a special education program.
  - Current modeling shows that this affects approximately 110 districts and six campuses when a minimum-size criteria of 25 is applied.

Feedback Opportunity

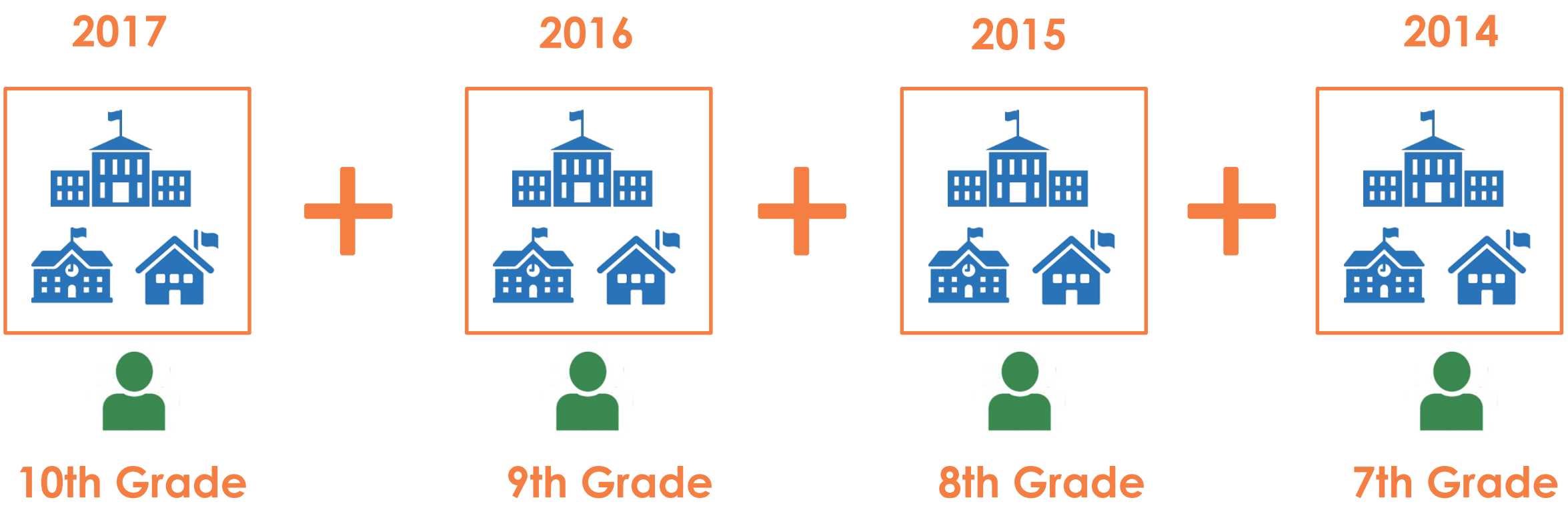
For how many years in the past should we check for participation in special education?

Closing the Gaps: Student Groups

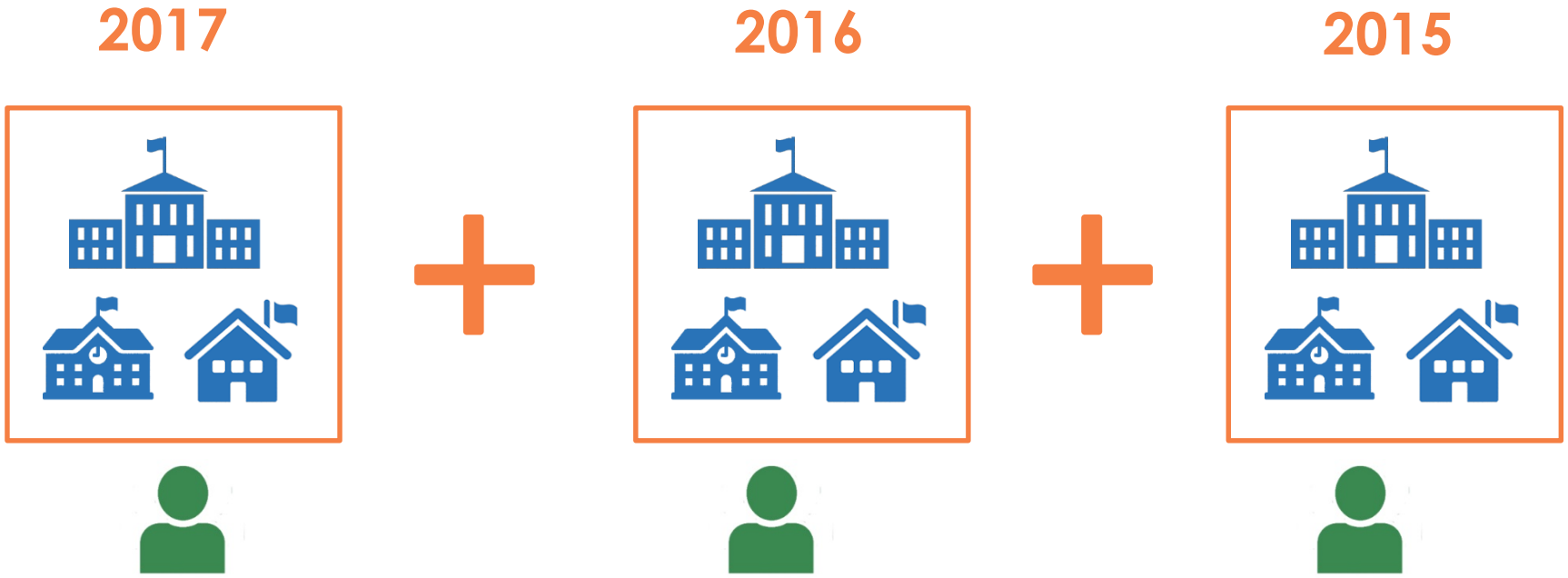
Continuously Enrolled and Non-Continuously Enrolled

- Not defined by HB 22
- Districts
  - Grades 4–12: Enrolled at a **district** in the fall snapshot in the current school year and each of the three previous years
  - Grade 3: Enrolled at a **district** in the fall snapshot in the current school year and each of the previous two years
- Campuses
  - Grades 4–12: Enrolled at a **campus** in the fall snapshot in the current school year and in the same **district** in each of the three previous years
  - Grade 3: Enrolled at a **campus** in the fall snapshot in the current school year and in the same **district** each of the previous two years

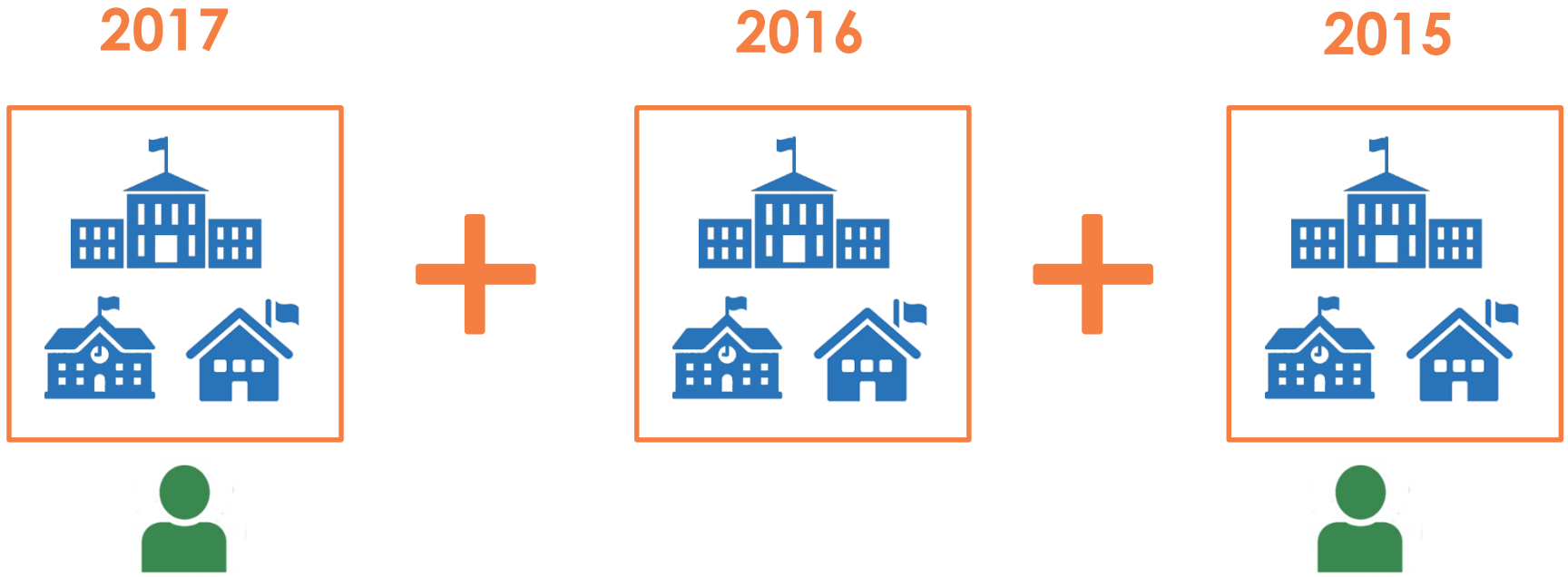
Closing the Gaps: Continuously Enrolled in District



Closing the Gaps: Continuously Enrolled in District

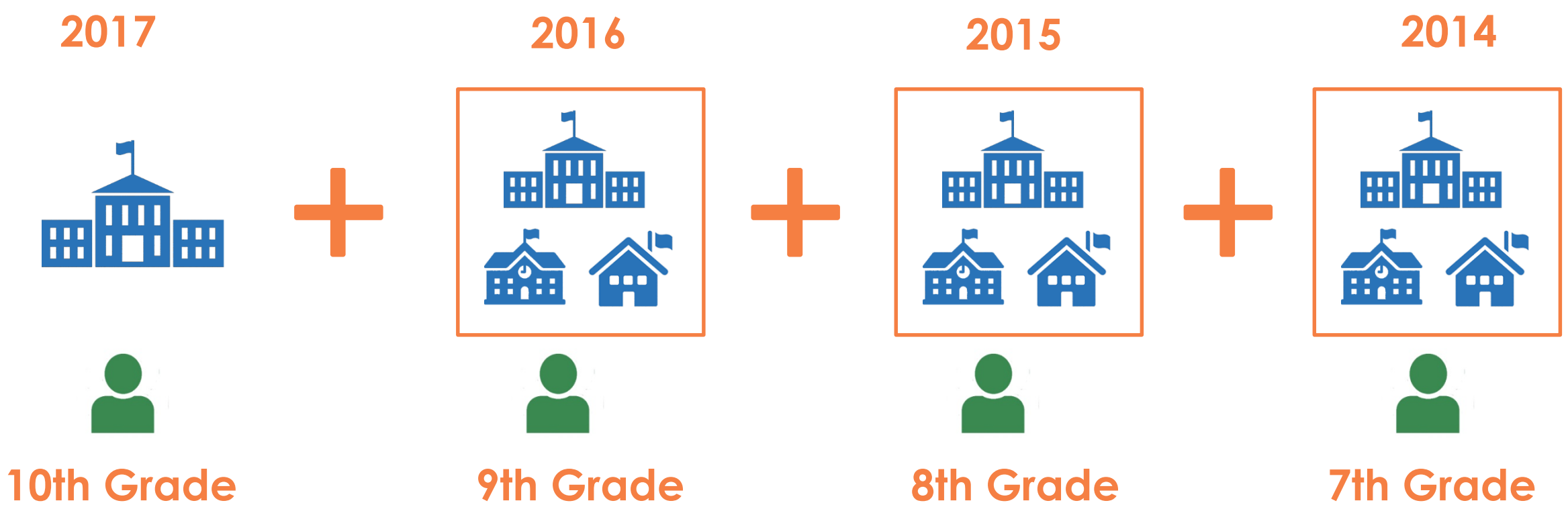


Closing the Gaps: Continuously Enrolled in District

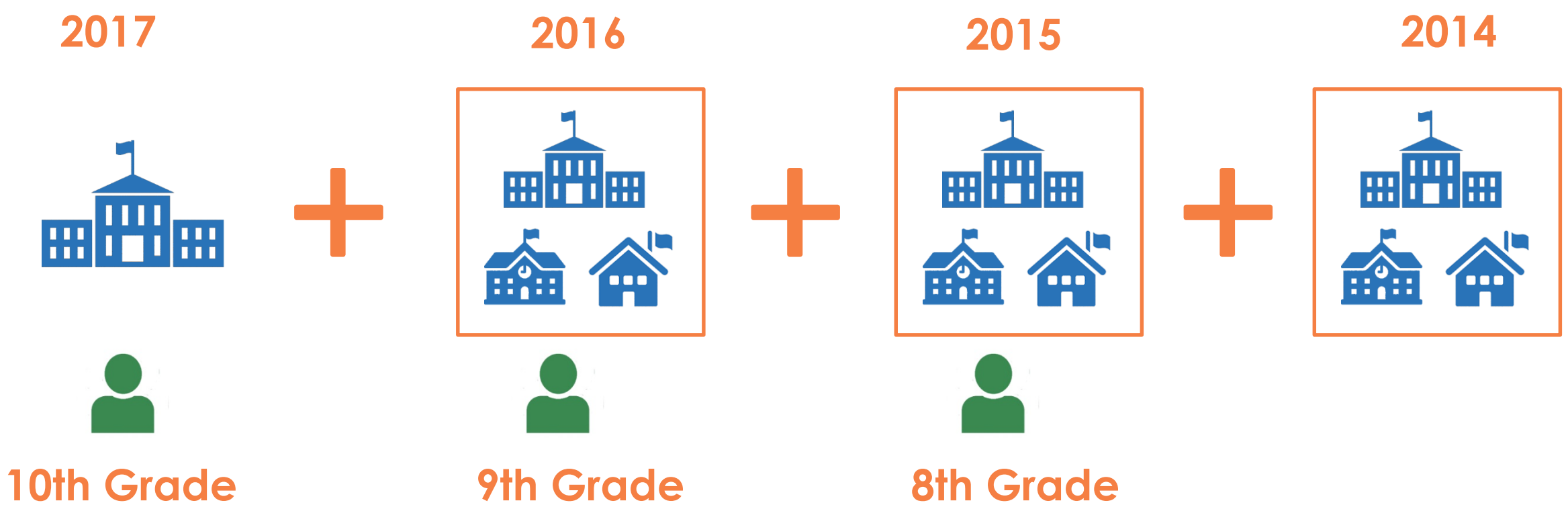


= Non-Continuously Enrolled

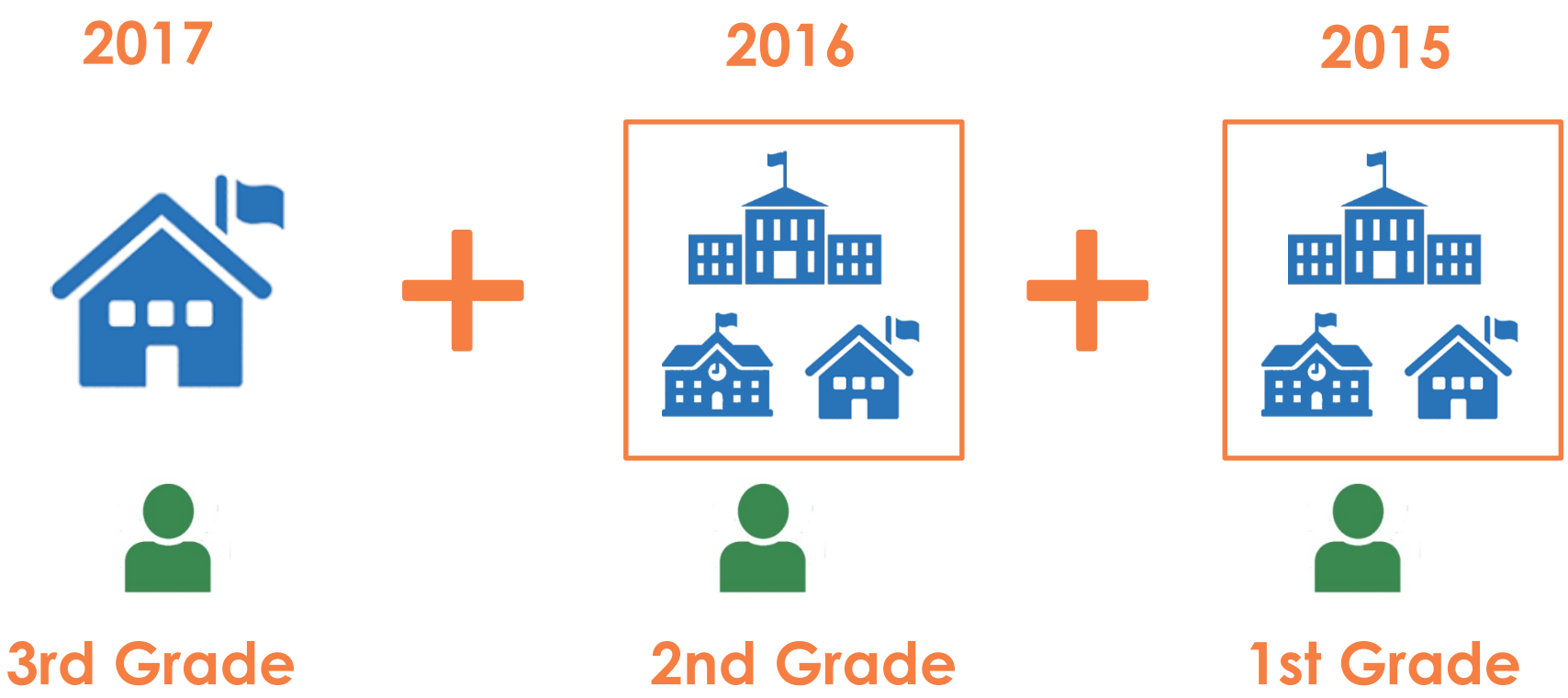
Closing the Gaps: Continuously Enrolled at a Campus



Closing the Gaps: Continuously Enrolled at a Campus



Closing the Gaps: Continuously Enrolled at a Campus



Closing the Gaps: Continuously Enrolled at a Campus

2017

2015

3rd Grade

1st Grade

= Non-Continuously Enrolled

Closing the Gaps: Student Groups

Current and Monitored ELs

- Currently look at current ELs and current and monitored ELs
- Not required to monitor current ELs alone
- Federal law requires monitoring current and monitored
- ELs through their fourth year of monitoring.

Feedback Opportunities

- Should we monitor for four years? Only two?
- Should we report current and monitored ELs separately?

Closing the Gaps: Indicators

Academic Achievement

- STAAR performance (percentage at or above Approaches Grade Level)
- Targets by subject area
  - English Language Arts/Reading
  - Mathematics
  - Writing
  - Science
  - Social Studies
- Targets stable for five years
- Safe Harbor/Required Improvement applied

Closing the Gaps: Indicators

Growth

- Elementary and Middle Schools
  - English Language Arts/Reading (School Progress domain)
  - Mathematics (School Progress domain)

Graduation Rates

- High Schools, K–12, Districts
  Federal graduation rates (without exclusions)

Targets

- Stable for five years
- Safe Harbor/Required Improvement applied

Closing the Gaps: Indicators

English Language Proficiency Status

- TELPAS Progress Rate measures performance from prior to current year
- Current ELs

Closing the Gaps: Progress of ELs

Process for calculating ELs progress:

- EL Progress reflects an English Learner's progress towards achieving English language proficiency.
- Data source is TELPAS results.
- Accountability subset rule is applied.
- A student is considered having made the EL Progress if
  - he/she advances by at least one score of the composite rating from the prior year to the current year, or
  - his/her result is "Advanced High."
- If the prior year composite rating is not available, second or third year prior are used.
- The minimum size is 25.
- Small number analysis is applied if there are fewer than 25 current EL students.

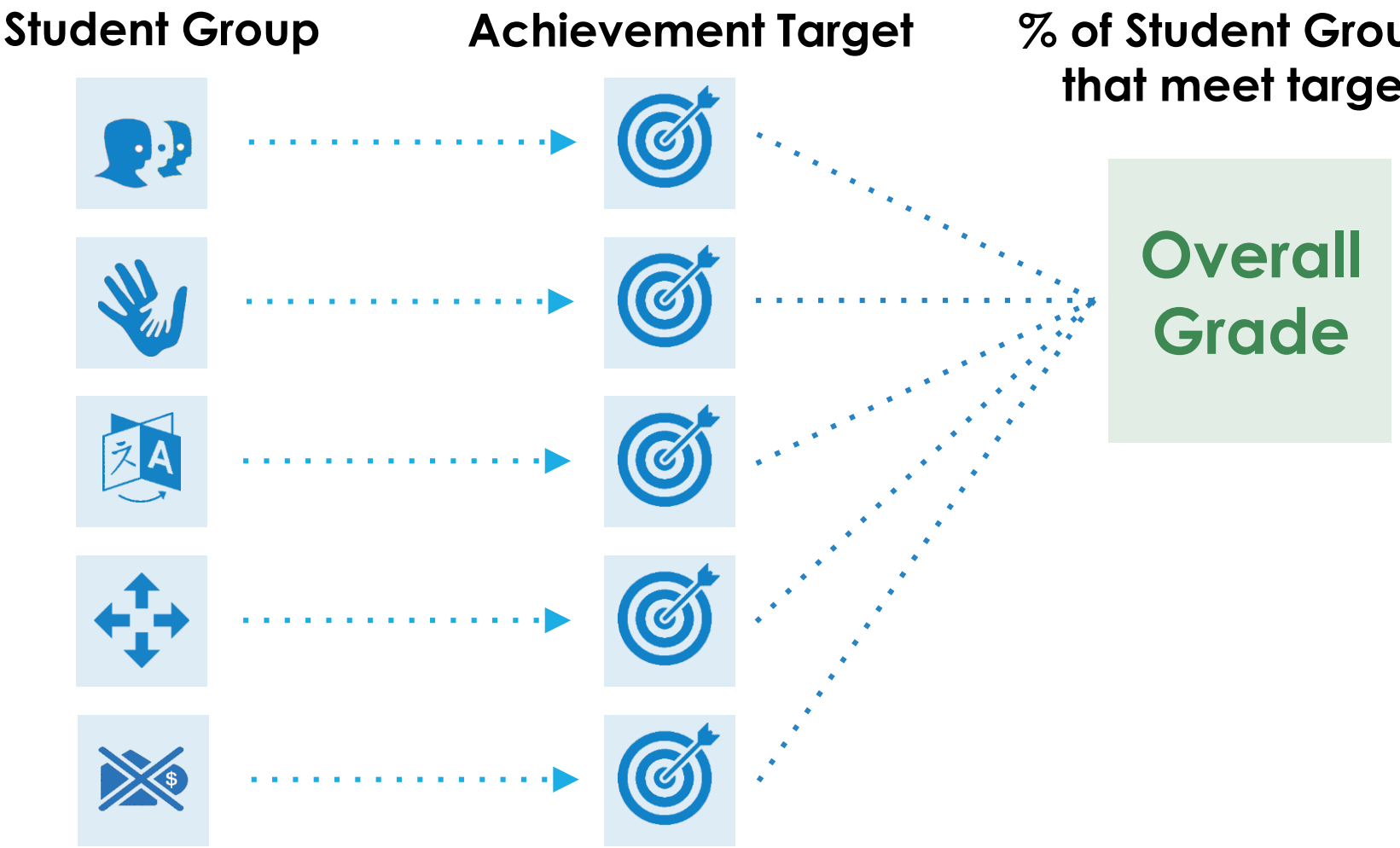
Closing the Gaps: Indicators

School Quality or Student Success

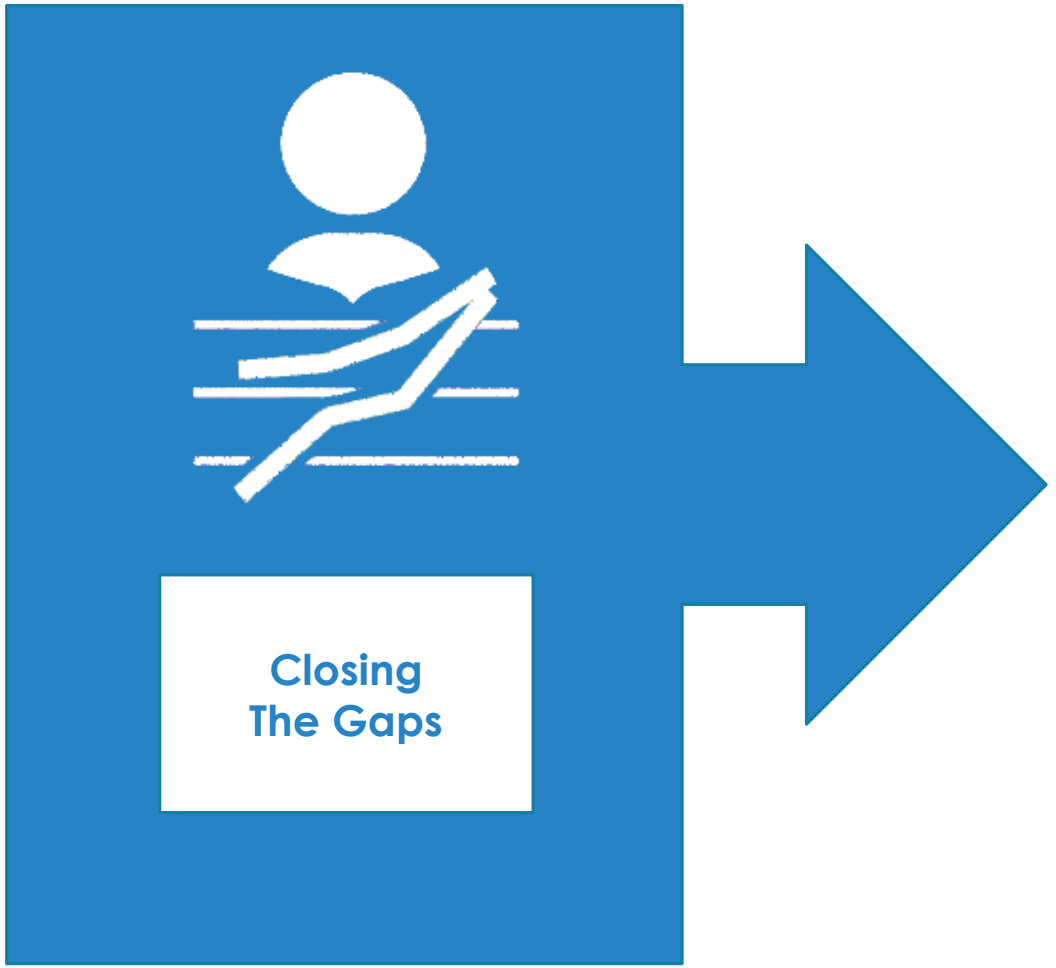
- High Schools, K–12, and Districts
  College, Career, and Military Readiness (Student Achievement domain)
- Targets stable for five years
- Safe Harbor/Required Improvement applied

- Elementary and Middle Schools STAAR Grade 3–8 Performance
  - Reading (percentage at or above **Meets Grade Level)**
  - Mathematics (percentage at or above **Meets Grade Level**)
- Targets stable for five years
- Safe Harbor/Required Improvement applied

Closing the Gaps: Ensuring Educational Equity



Closing the Gaps: Aligning Accountability Systems



Closing the Gaps: Sample Status Report

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
Academic Achievement	**STAAR Performance Status (Percent at or above Approaches Grade Level)**								
	Target	##%	##%	##%	##%	##%	##%	##%	##%
	Reading	Y	Y	Y	Y	Y	Y	Y	Y
	Mathematics	Y	Y	Y	Y	Y	Y	Y	Y
	Writing	Y	Y	Y	Y	Y	Y	Y	Y
	Science	Y	Y	Y	Y	Y	Y	Y	Y
	Social Studies	Y	Y	Y	Y	Y	Y	Y	Y
	Total								
Growth (EL & MS)/Graduation Rates (HS & K12)	**STAAR Growth Status (Elementary and Middle Schools)**								
	Target	##%	##%	##%	##%	##%	##%	##%	##%
	Reading	Y	Y	Y	Y	Y	Y	Y	Y
	Mathematics	Y	Y	Y	Y	Y	Y	Y	Y
	Federal Graduation Status (Target: See Reason Codes) (High Schools and K-12)								
	Graduation Target Met	Y	Y	Y	Y	Y	Y	Y	Y
	Reason Code ***	a	a	a	a	a	a	a	a
	Total								
ELP	**English Learner Language Proficiency Status**								
	TELPAS Progress Rate Target								
	TELPAS Progress Rate								
	Total								
School Quality or Student Success	**College, Career, and Military Readiness Performance Status (High Schools and K-12)**								
	Target	##%	##%	##%	##%	##%	##%	##%	##%
	College, Career, and Military Readiness	Y	Y	Y	Y	Y	Y	Y	Y
	STAAR Grade 3-8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)								
	Target	##%	##%	##%	##%	##%	##%	##%	##%
	Reading	Y	Y	Y	Y	Y	Y	Y	Y
	Mathematics	Y	Y	Y	Y	Y	Y	Y	Y
	Total								

Closing the Gaps Domain: Common Questions

Q: Must every student group meet each of the indicators?

A: Campuses and districts will be evaluated for each student group and associated indicator that has data and meets minimum-size criteria.

Q: Must a district or campus meet every one of the indicators for which it has data in order to make an A?

A: Not necessarily. Our current plan is to determine grade cut points based on the percentage of indicators met.

Q: If, for three consecutive years, a school meets an indicator only because of safe harbor, would that school be targeted?

A: No.

Q: If looking at students who formerly receive special education services as a student group affects so few districts and campuses, why is it being included in accountability

A: Looking at that specific student group is required by House Bill 22.

Q: Why does the accountability system now include former ELs in their third and fourth year of monitoring?

A: The Every Student Succeeds Act (ESSA) allows it.

Q: Will the target for the academic achievement portion be the same as the target for the Student Achievement domain?

A: No. The two scores are calculated differently.