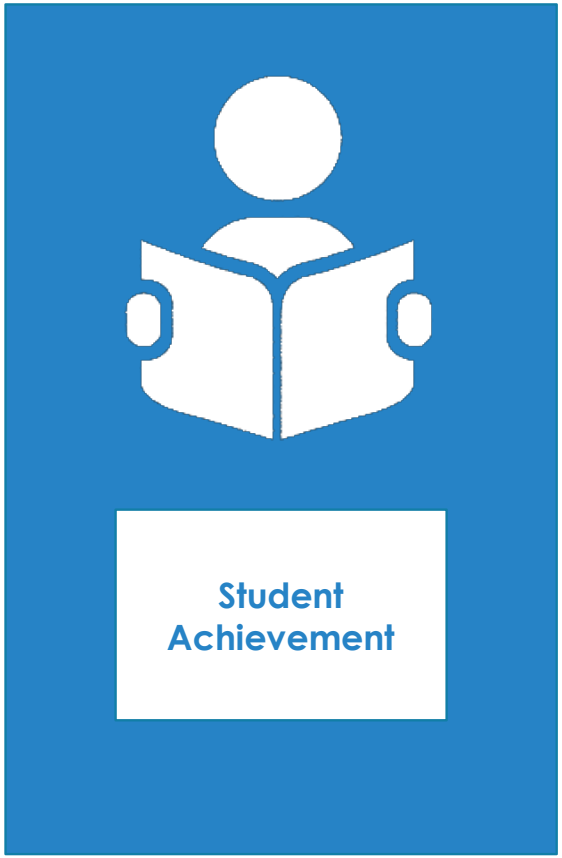
The Implementation of House Bill 22

Collaborating to Build a Better accountability system

The School Progress Domain

Domain I: Student Achievement



School Progress

Closing The Gaps

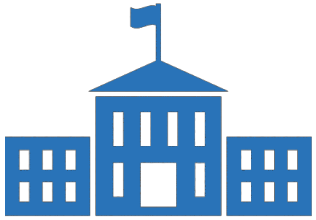
Domain Indicators

Elementary School

STAAR State of Texas Assessments of Academic Readiness

Middle School

STAAR State of Texas Assessments of Academic Readiness



High School

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

STAAR Component

- 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

STAAR Component

- Three Performance Levels:
  - Approaches Grade Level (Required by HB22)
  - Meets Grade Level (Required by HB 22)
    - This proficiency rate is indicative of a student who, if that proficiency level is maintained through high school, has a better than 60% chance of passing freshman college level math & English courses.
  - Masters Grade Level (Commissioner Recommendation)
    - This proficiency rate is indicative of a student who, if that proficiency level is maintained through high school, has a better than 75% chance of passing freshman college level math & English courses.
    - This 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 performance standard.

STAAR Component: Computational Methodology

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

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

Student Achievement Score

A

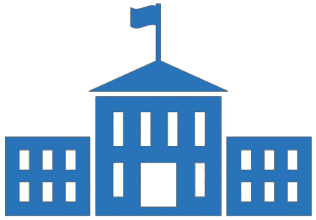
Average of 3

92.7 + 60.6 + 27.3 / 3 = **60.2**

STAAR Component: High Schools/Districts

Elementary School

Middle School



High School

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

CCMR Component and Indicators

College Ready

1. Meet criteria on applicable AP/IB exams
   - 3 on AP exam
   - 4 on IB exam
2. Meet TSI criteria
   - Both reading and mathematics
   - SAT, ACT, or TSIA
3. Complete a college prep course offered by a partnership between a district and higher education institution as required from HB5
4. Successfully complete a course for dual credit
5. Successfully complete an OnRamps course
   (collection of data begins in 2017-18 for use in 2019 accountability ratings)
6. Earn an associate's degree
7. Meet standards on a composite of indicators indicating college readiness
   (beginning TBD)

CCMR Component and Indicators

Career Ready

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

Military Ready

10. Enlist in the United States Armed Forces

CCMR Indicators

Computational Logic

- Denominator is annual graduates.
- Student who accomplishes at least one CCMR Indicator 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

Elementary School

STAAR State of Texas Assessments of Academic Readiness = 100% of domain score

Middle School

STAAR State of Texas Assessments of Academic Readiness = 100% of domain score

High School

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

Calculating the Score : Current Model

Elementary School

Middle School

High School

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

All three components available

"A" Rating Cut Point: Stakeholder Input

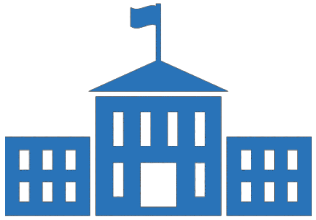
High Schools/K-12s/Districts: All Three Components Available

Components	Computational Logic	Weight	Score
STAAR State of Texas Assessments of Academic Readiness	(Approaches + Meets + Masters)/3 = 60	45%	27
CCMR (1 year Data Lag)	(Students accomplishing at least one Indicator)/(Annual Graduates)	45%	
Graduation Rate (1 year Data Lag)	Graduation Rate	10%	
	Determination of "A" Performance Cut Point =		

Calculating the Score : Current Model

Elementary School

Middle School



High School

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

Only STAAR and CCMR available

"A" Rating Cut Point: Stakeholder Input

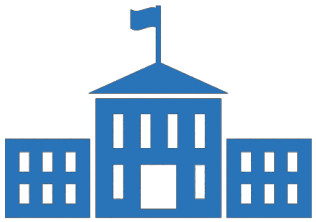
High Schools/K-12s/Districts: Only STAAR and CCMR Available

Components	Computational Logic	Weight	Score
STAAR State of Texas Assessments of Academic Readiness	(Approaches + Meets + Masters)/3 = 60	50%	30
CCMR (1 year Data Lag)	(Students accomplishing at least one Indicator)/(Annual Graduates)	50%	
Graduation Rate (1 year Data Lag)	Graduation Rate	NA	NA
	Determination of "A" Performance Cut Point =		

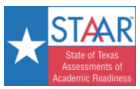
Calculating the Score : Current Model

Elementary School

Middle School



High School

- 

= 100% of domain score
- Graduation Rates

Only STAAR and graduation rates available

"A" Rating Cut Point: Stakeholder Input

High Schools/K-12s/Districts: Only STAAR and Graduation Rate Available

Components	Computational Logic	Weight	Score
STAAR State of Texas Assessments of Academic Readiness	(Approaches + Meets + Masters)/3 = 60	100%	60
CCMR (1 year Data Lag)	(Students accomplishing at least one Indicator)/(Annual Graduates)	NA	NA
Graduation Rate (1 year Data Lag)	Graduation Rate	NA	NA
	Determination of "A" Performance Cut Point =		**60**

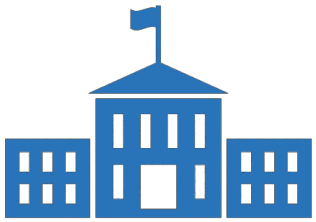
Calculating the Score: Stakeholder Input

Elementary School

STAAR State of Texas Assessments of Academic Readiness **= 100% of domain score**

Middle School

STAAR State of Texas Assessments of Academic Readiness **= 100% of domain score**



High School

- STAAR State of Texas Assessments of Academic Readiness **= ?% 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

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 text 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

School Progress: Growth

Student Achievement

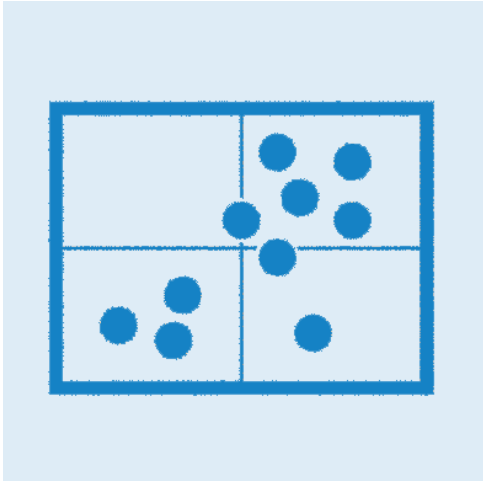
School Progress

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

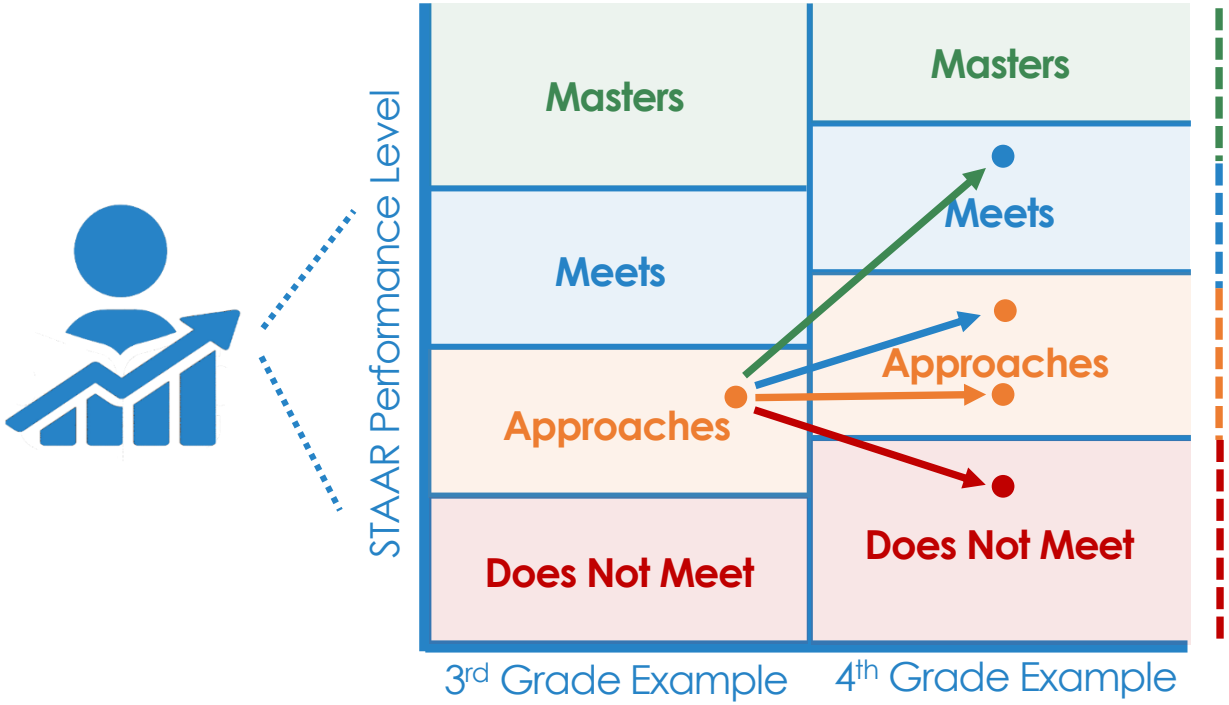
Part B: Relative Performance

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)

One Point

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

Student Growth: Sample Calculation

One Hundred Students

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

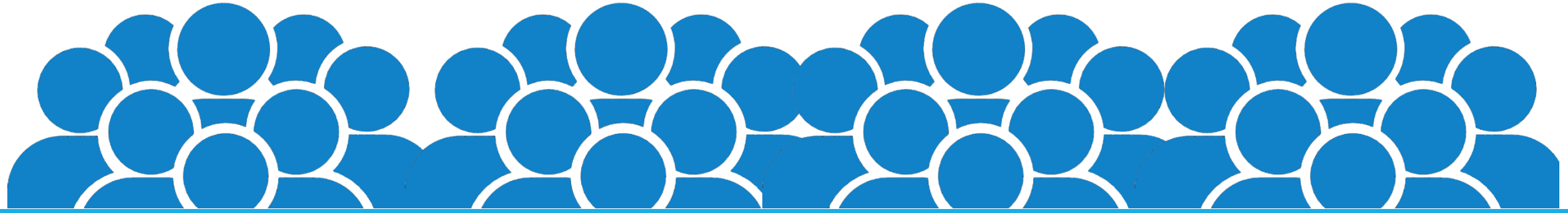
$$\frac{?}{200}$$

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

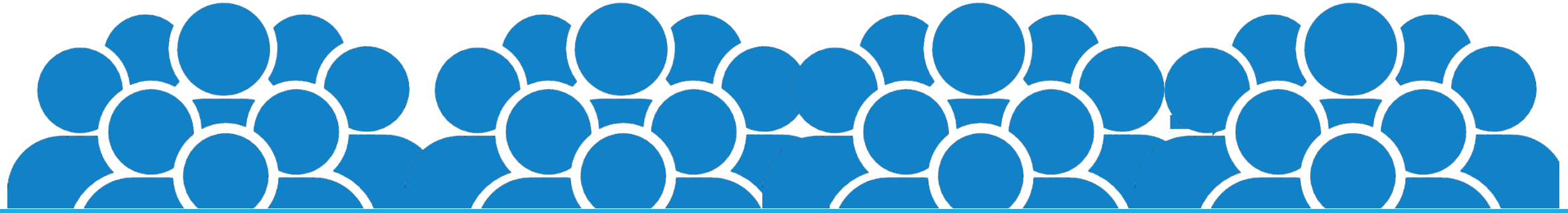


Student Growth: Sample Calculation

Half Point

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

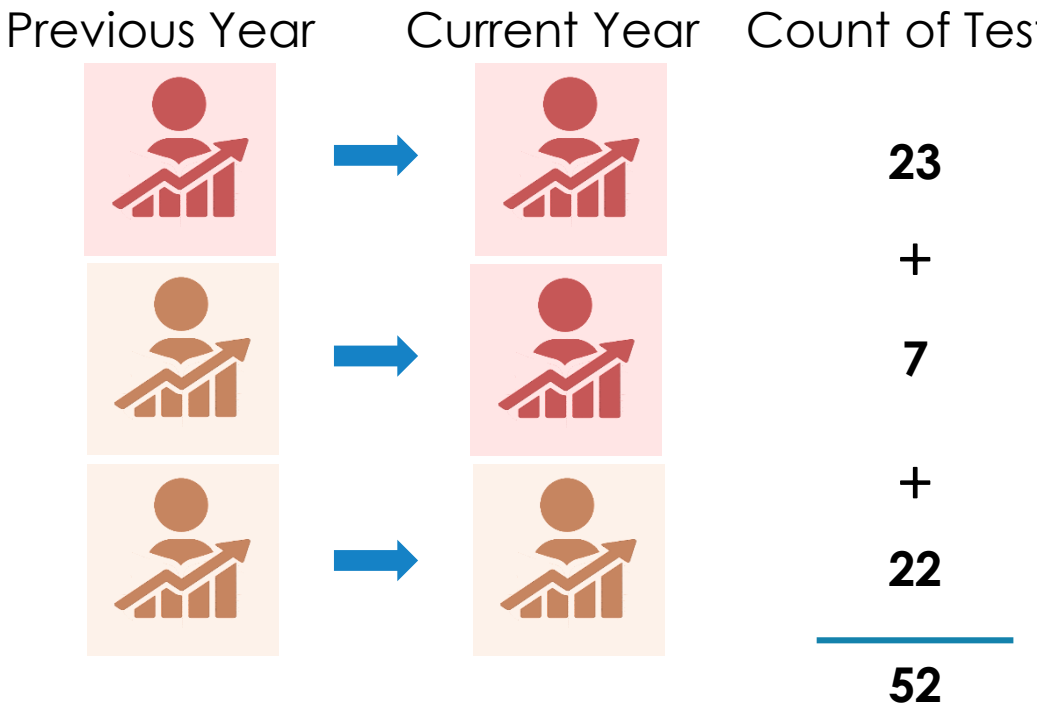
Previous Year	Current Year	Count of Tests
		**7**
		+
		**10**
		17



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)

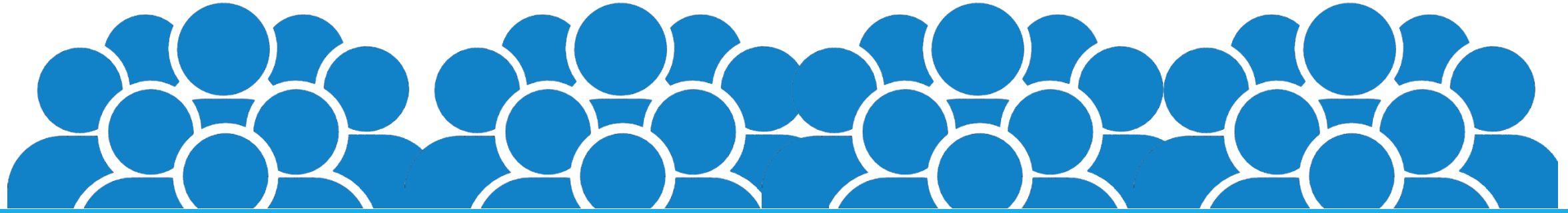


Student Growth: Sample Calculation

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.

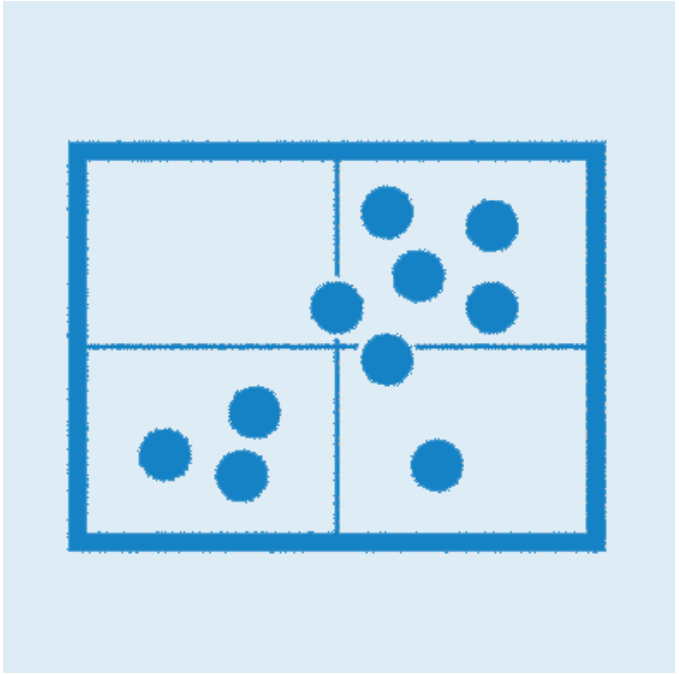
Q: Why are high schools only scored on relative performance? Is there no growth measure for high school?

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.

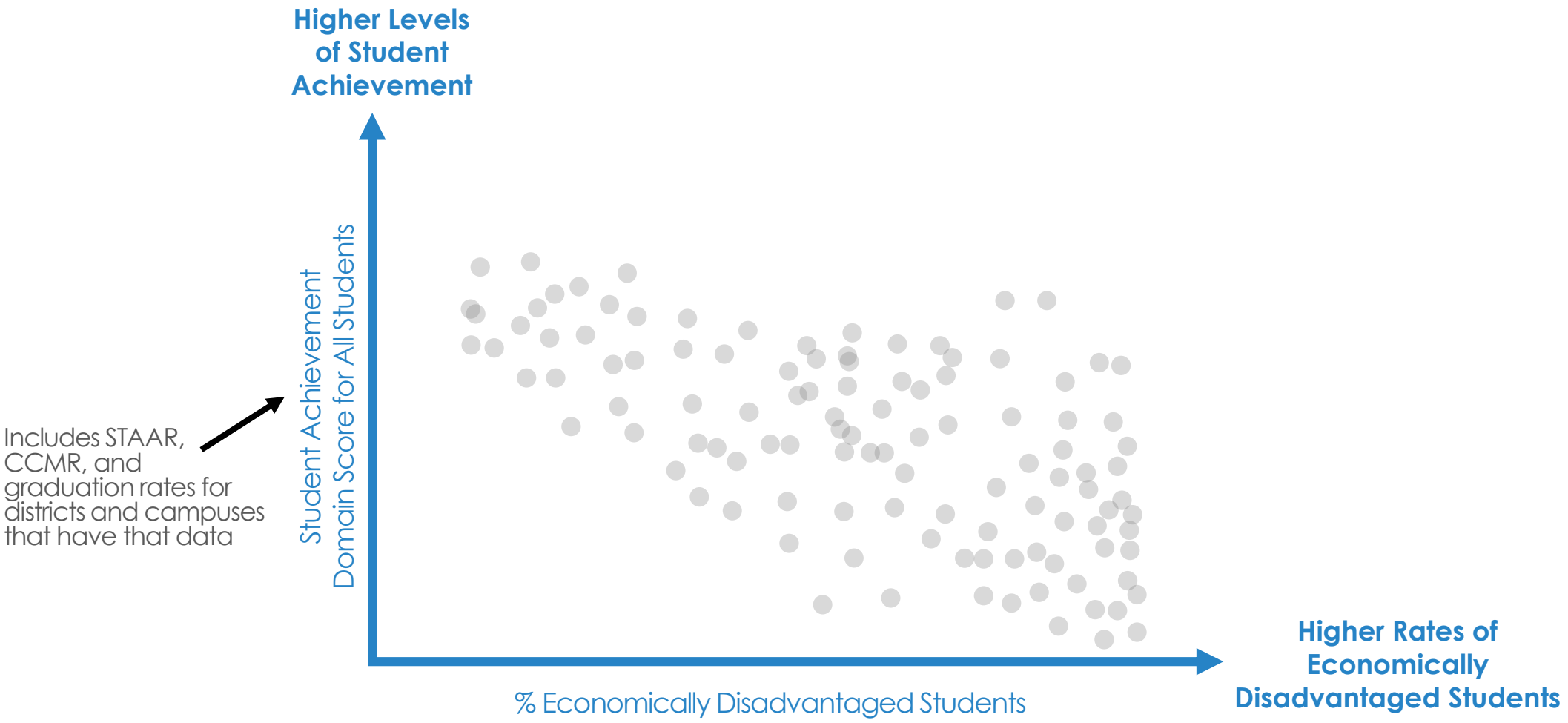
School Progress: Two Aspects to Progress

Part A: Student Growth

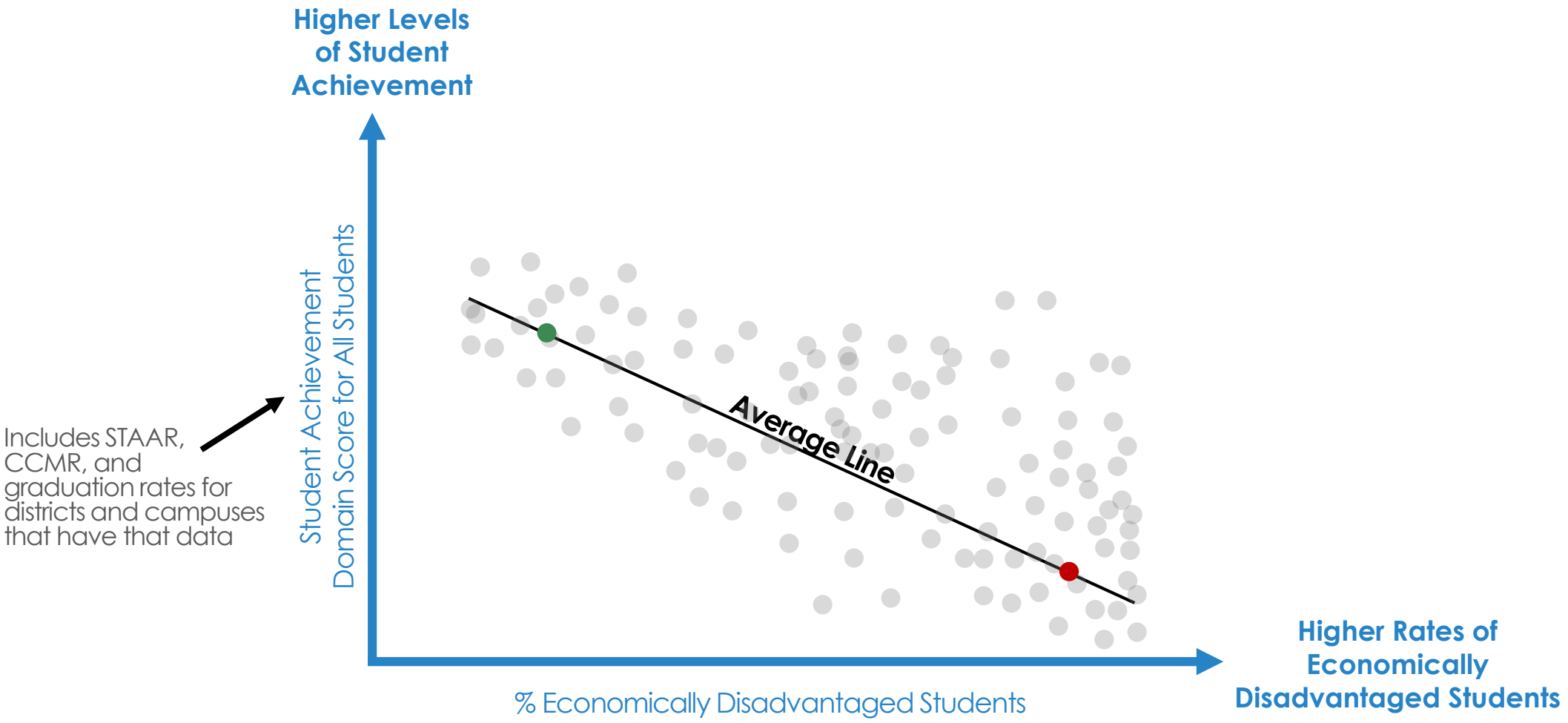
Part B: Relative Performance



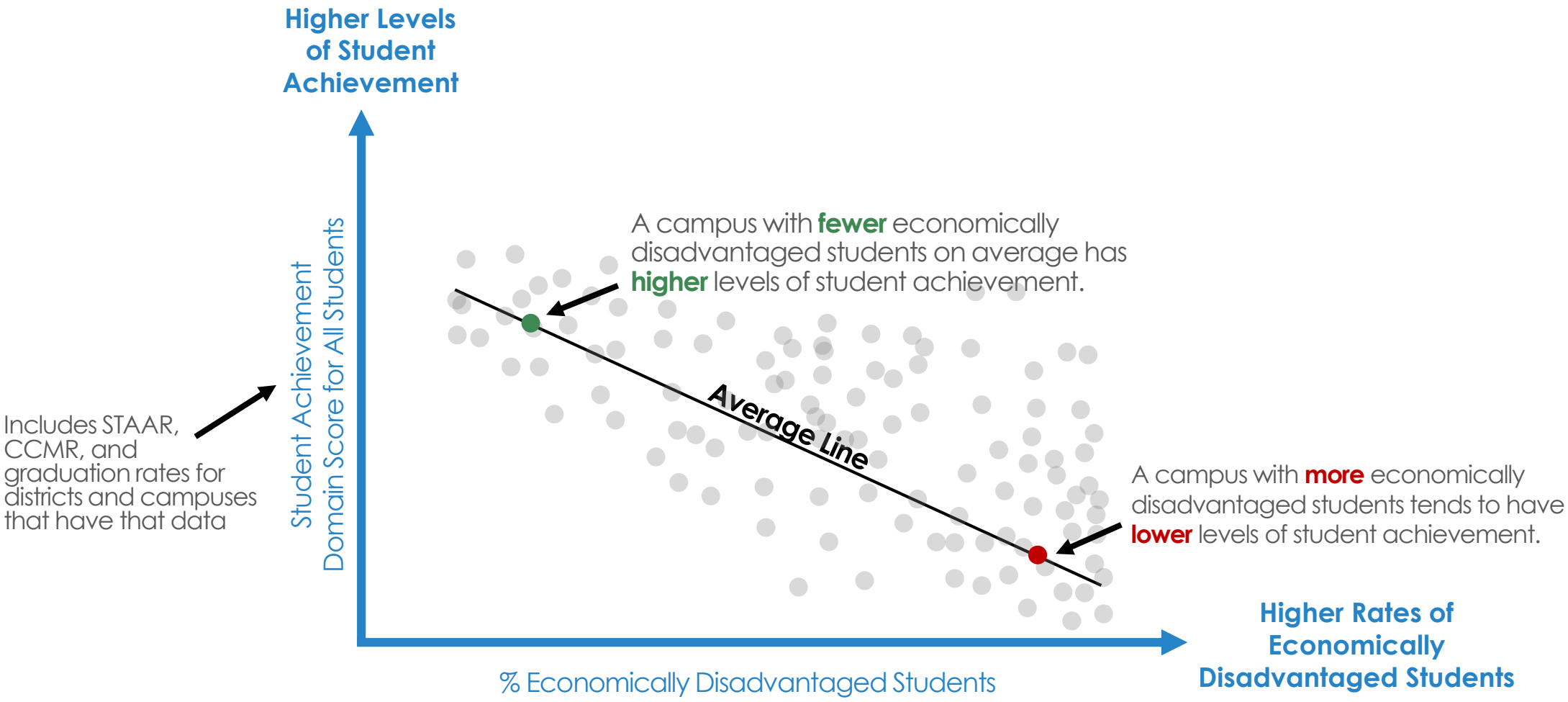
Relative Performance: Measuring School Progress



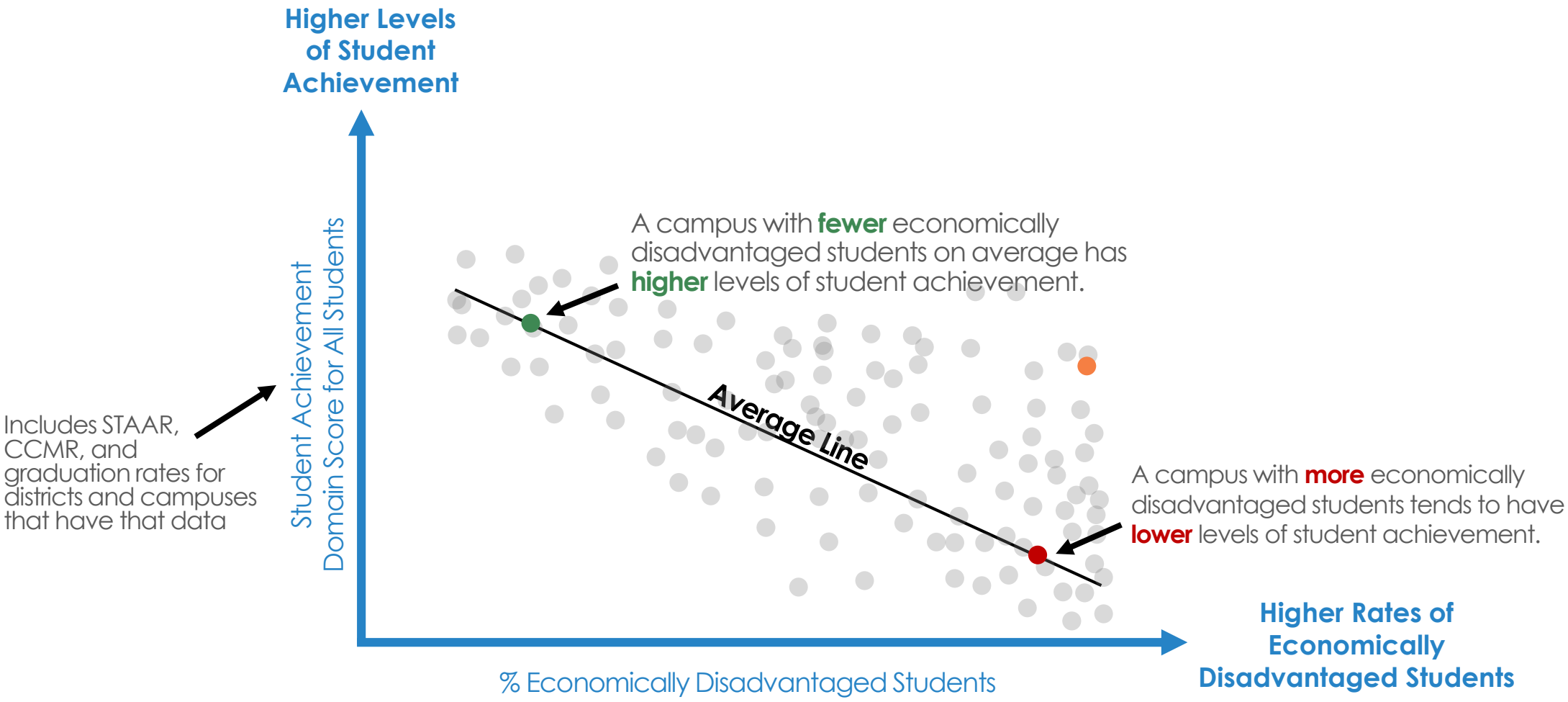
Relative Performance: Measuring School Progress



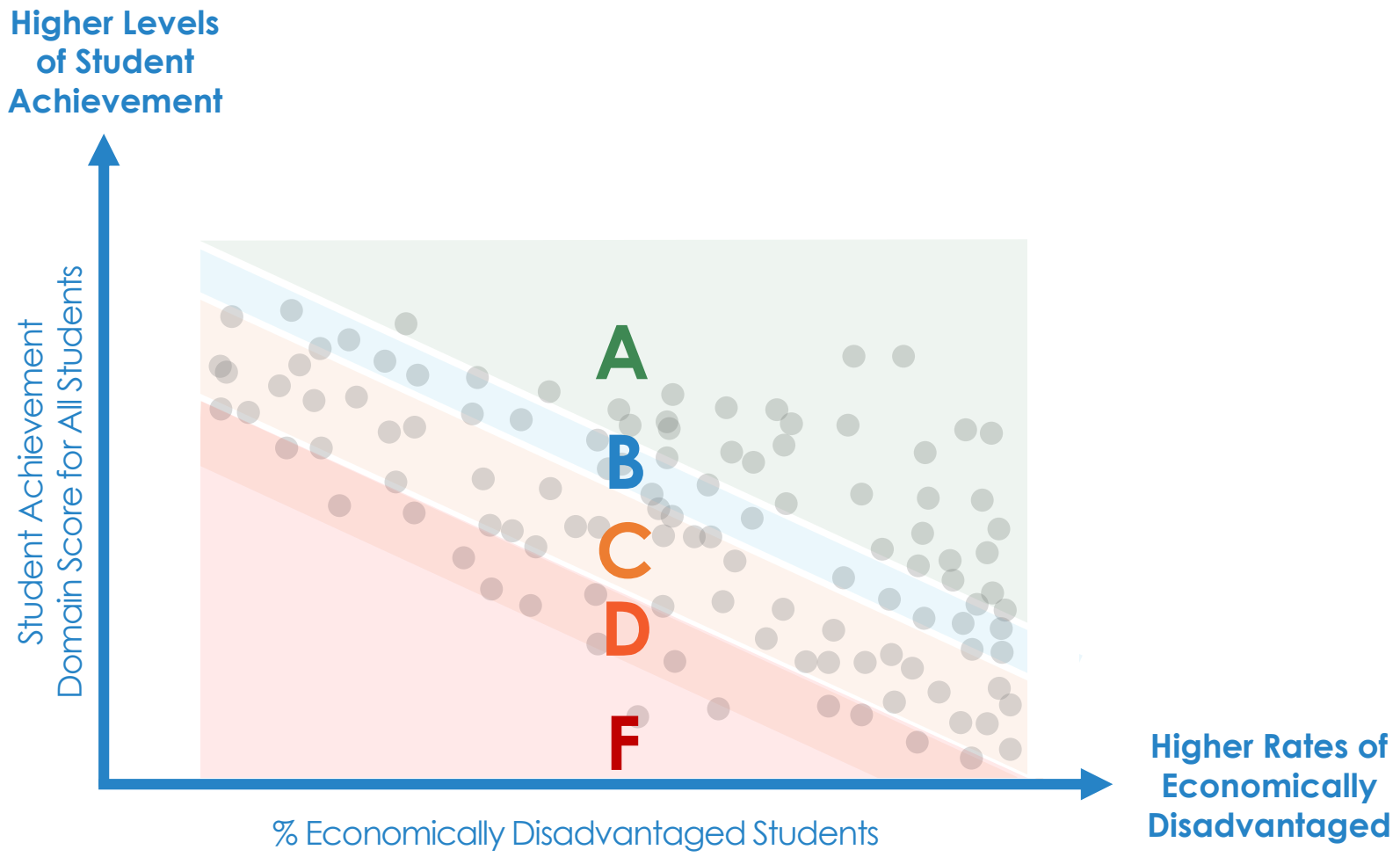
Relative Performance: Measuring School Progress



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

School Progress Domain: Feedback Opportunities

- New approach to growth
- Percentage of students who need to grow to constitute
  - Excellent performance
  - Minimally acceptable performance
- Combining two parts
  - Best of
  - Weighted average
  - Average
- For Part B, what is the right cut points for
  - Excellent performance
  - Unacceptable performance

Questions and Feedback

Feedback

- Survey Link to come by email
- feedbackAF@tea.texas.gov

Resources

- http://tea.texas.gov/A-F
- http://tea.texas.gov/accountability
- performance.reporting@tea.texas.gov
- (512) 463-9704