



# The Implementation of House Bill 22

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COLLABORATING TO BUILD A BETTER ACCOUNTABILITY SYSTEM

—— THE CLOSING THE GAPS DOMAIN ——

# Closing the Gaps: Ensuring Educational Equity

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Student  
Achievement



School  
Progress



Closing  
The Gaps

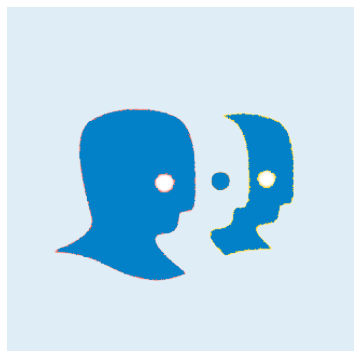
# Closing the Gaps: Ensuring Educational Equity



All Students



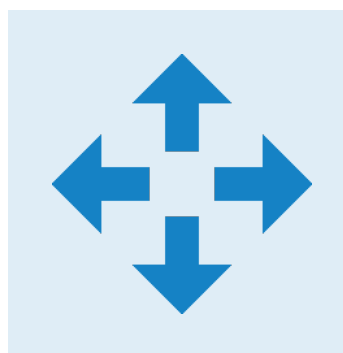
Race/Ethnicity



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: Student Groups

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## 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 the 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

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## 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

### Feedback Opportunity

Should we use an alternate definition? If so, what?

# Closing the Gaps: Continuously Enrolled in District



2017



10th Grade



2016



9th Grade



2015



8th Grade



2014



7th Grade

 Continuously Enrolled

# Closing the Gaps: Continuously Enrolled in District



2017



10th Grade



2016



9th Grade



2015



8th Grade



2014



 Non-Continuously Enrolled

# Closing the Gaps: Continuously Enrolled in District

2017



3rd Grade

2016



2nd Grade

2015



1st Grade



 Continuously Enrolled

# Closing the Gaps: Continuously Enrolled in District

2017



3rd Grade

2016



2015



1st Grade

 Non-Continuously Enrolled

# Closing the Gaps: Continuously Enrolled at a Campus



2017



10th Grade



2016



9th Grade



2015



8th Grade



2014



7th Grade

An orange square box icon. **Continuously Enrolled**

# Closing the Gaps: Continuously Enrolled at a Campus



2017



10th Grade



2016



9th Grade



2015



8th Grade



2014



An orange square box icon. **Non-Continuously Enrolled**

# Closing the Gaps: Continuously Enrolled at a Campus



2017



3rd Grade



2016



2nd Grade



2015



1st Grade

 Continuously Enrolled

# Closing the Gaps: Continuously Enrolled at a Campus



2017



3rd Grade



1st Grade

 Non-Continuously Enrolled

# Closing the Gaps: Student Groups

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## Current and Monitored ELs

- Allowed by ESSA
- Current ELs
- 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?

## 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

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## 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

## English Language Proficiency Status

- TELPAS Progress Rate
- Current ELs

### Feedback Opportunity

Should we wait on TELPAS given changes in test this year? This would involve different standards within a 5 year window.

## Closing the Gaps: Progress of ELs

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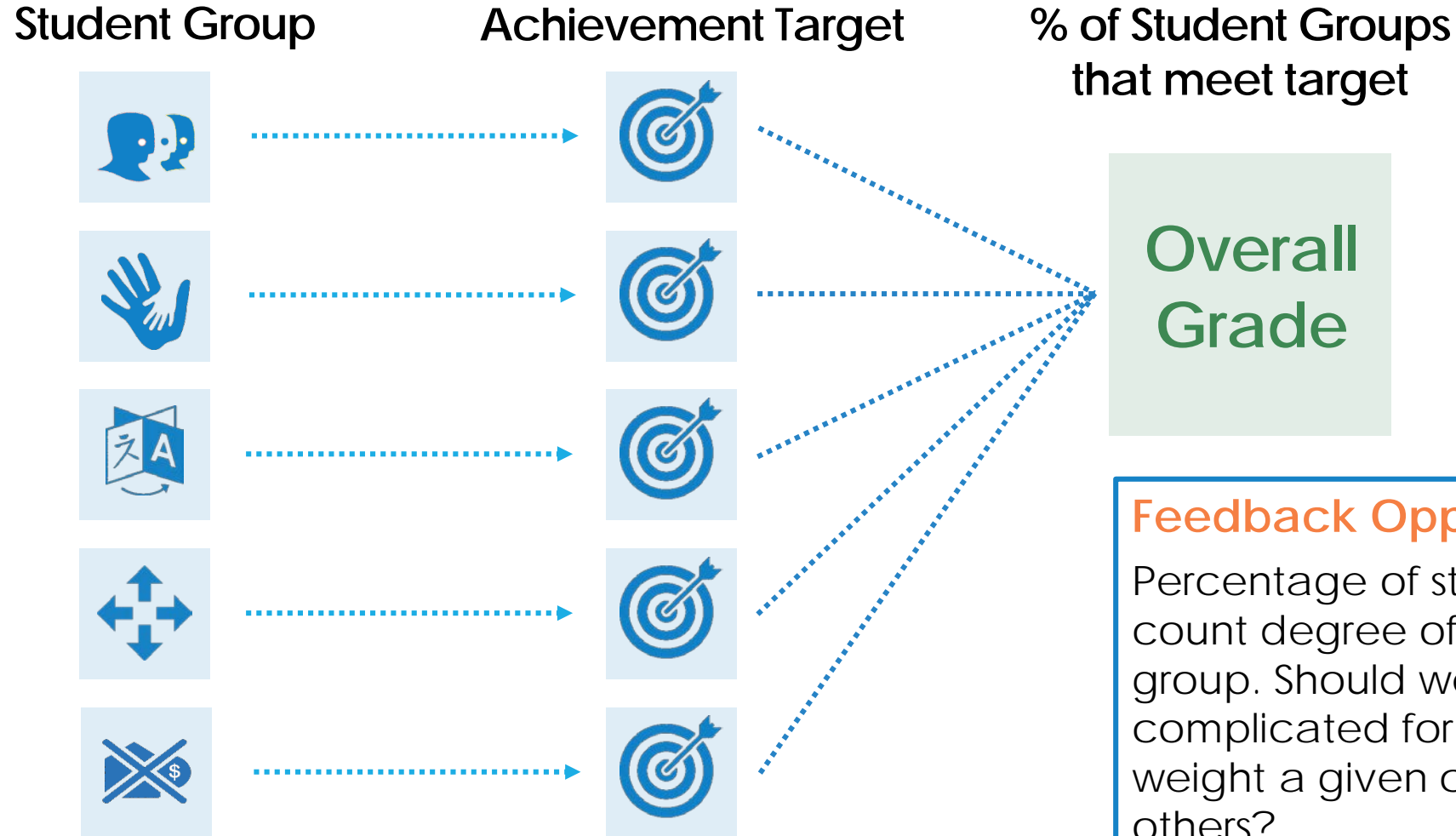


- EL Progress reflects an English Learner's progress towards achieving English language proficiency.
- Data source is TELPAS results.
- Accountability subset rule is applied.
- A student is considered having made the EL Progress if
  - he/she advances by at least one score of the composite rating from 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.

## 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

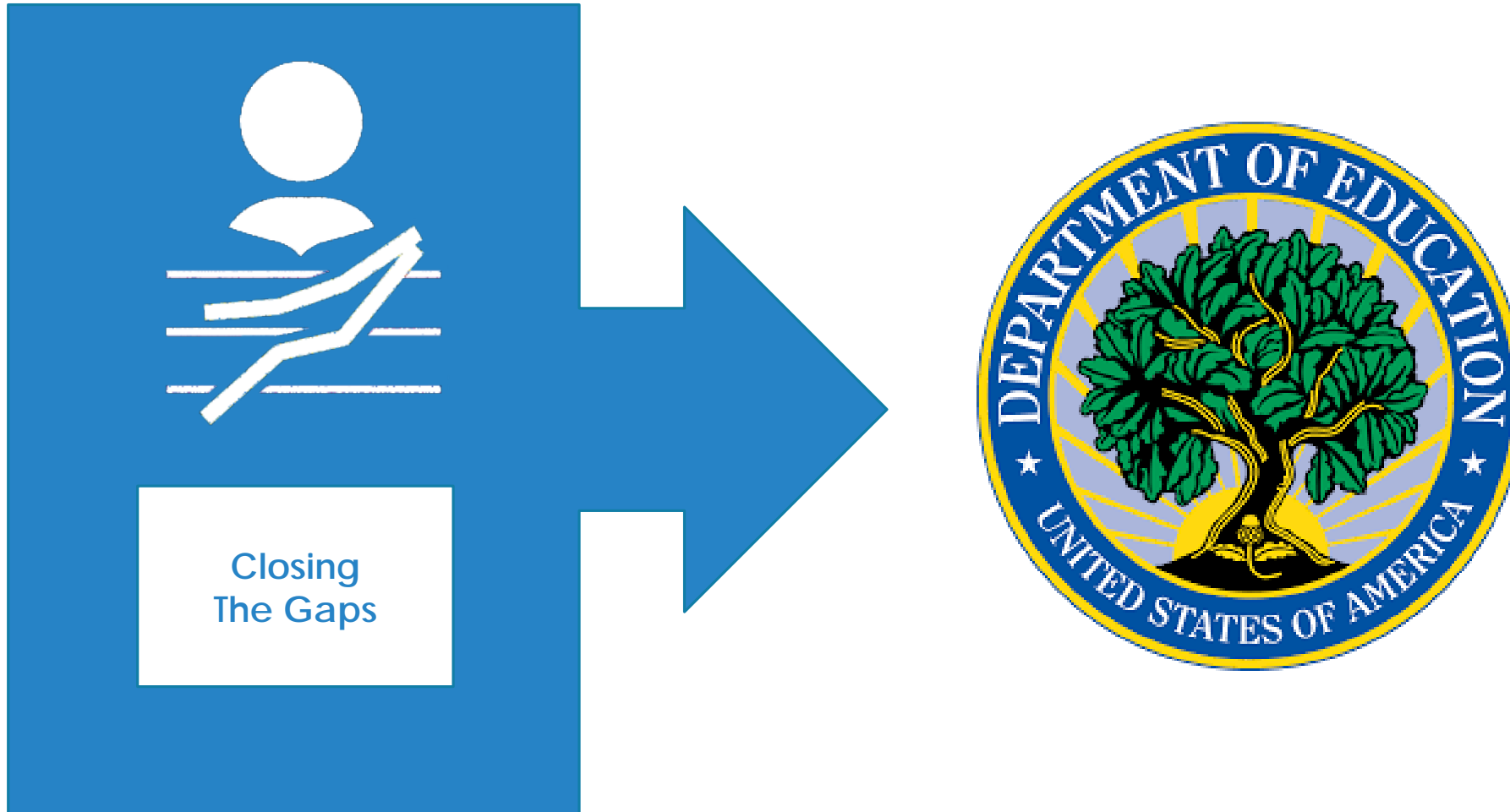


## Feedback Opportunity

Percentage of student groups doesn't count degree of challenge in any group. Should we attempt a more complicated formula? And should we weight a given cell type more than others?

# Closing the Gaps: Aligning Accountability Systems

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# Closing the Gaps: Sample Status Report



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

# Closing the Gaps: Sample Status Report



		All Students	African American	Hispanic	White
Academic Achievement	STAAR Performance Status (Percentage at or above Approaches Grade Level)				
	Target	80.0%	80.0%	80.0%	80.0%
	Reading	Y	Y	Y	Y
	Mathematics	Y	Y	Y	Y
	Writing	Y	Y	Y	Y
	Science	Y	Y	Y	Y
	Social Studies	Y	Y	Y	Y

# Closing the Gaps: Sample Status Report



		All Students	African American	Hispanic	White
Growth (EL & MS)/ Graduation Rates (HS & K12)	STAAR Growth Status (Elementary and Middle Schools)				
	Target	70.0%	70.0%	70.0%	70.0%
	Reading	Y	Y	Y	Y
	Mathematics	Y	Y	Y	Y
	Federal Graduation Status (Target: See Reason Codes) (High Schools and K-12)				
	Graduation Target Met	Y	Y	Y	Y
	Reason Code	a	a	a	a

+ Graduation uses ELL (Ever HS) rate

\*\*\*Federal Graduation Rate Reason Codes:

a = Graduation rate goal of 90%

B = Four-year graduation rates target of ##%

c = Safe harbor target of a 10% difference from the prior year rate and the goal

d = Five-year graduation rate target of ##%

# Closing the Gaps: Sample Status Report

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		ELL (Current)
ELP	English Learner Language Progress	42.0%
	TELPAS Progress Rate Target	Y
	TELPAS Progress Rate	

# Closing the Gaps: Sample Status Report



		All Students	African American	Hispanic	White
School Quality or Student Success	College, Career, and Military Readiness Performance Status (High Schools and K-12)				
	Target	40.0%	40.0%	40.0%	40.0%
	College, Career, and Military Readiness	Y	Y	Y	Y
	STAAR Grade 3–8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)				
	Target	45.0%	45.0%	45.0%	45.0%
	Reading	Y	Y	Y	Y
	Mathematics	Y	Y	Y	Y

# Closing the Gaps: Sample Status Report



Overall Total									
<b>OTHER INDICATORS</b>									
<b>Participation Status</b>									
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%
Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>Total</b>									
Targeted Campus Determination	<b>Multi-Year Performance Status</b>								
	Consecutive Years Missing Performance Target								
	Reading	0	0	0	0	0	0	0	0
	Mathematics	0	0	0	0	0	0	0	0
	<b>Multi-Year Growth Status</b>								
	Consecutive Years Missing Growth Target								
	Reading	0	0	0	0	0	0	0	0
	Mathematics	0	0	0	0	0	0	0	0
	<b>Multi-Year Graduation Status</b>								
	Consecutive Years Missing Graduation Target	0	0	0	0	0	0	0	0
	<b>Multi-Year English Learner Language Proficiency Status</b>								
	Consecutive Years Missing Target								
	<b>Multi-Year Student Success Status</b>								
	Consecutive Years Missing Performance Target								
	STAAR Grade 3- 8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)								
	Reading	0	0	0	0	0	0	0	0
	Mathematics	0	0	0	0	0	0	0	0
	College, Career, and Military Readiness	0	0	0	0	0	0	0	0

## Feedback Opportunity

Should we determine targeted schools based on overall student group performance, overall performance by indicator, or by each student group and each indicator?

# Closing the Gaps: Sample Status Report



## Identification of Schools: Targeted Support and Improvement

- Three consecutive years of missing a target in the same student group on the same indicator
- Summer 2019 based on 2017, 2018, and 2019 data

		All Students	African American	Hispanic	White
Targeted Campus Determination	<b>Multi-Year Performance Status</b>				
	Consecutive Years Missing Performance Target				
	Reading	0	0	0	0
	Mathematics	0	0	0	0
	<b>Multi-Year Growth Status</b>				
	Consecutive Years Missing Growth Target				
	Reading	0	0	0	0
	Mathematics	0	0	0	0
	<b>Multi-Year Graduation Status</b>				
	Consecutive Years Missing Graduation Target	0	0	0	0
	<b>Multi-Year English Learner Language Proficiency Status</b>				
	<b>Multi-Year Student Success Status</b>				
	Consecutive Years Missing Performance Target				
	STAAR Grade 3- 8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)				
	Mathematics				
	Reading	0	0	0	0
	College, Career, and Military Readiness	0	0	0	0

## Identification of Schools: Comprehensive Support and Improvement

- Lowest-performing five percent of campuses based on overall A–F grade
- High schools with less than 67 percent graduation rate
- Certain targeted schools that do not improve in a specified time
- Beginning in summer 2018 based on 2017–18 data
- Updated at least every three years thereafter

### Feedback Opportunity

Should we identify these schools every year or every three years?

# Closing the Gaps: Safe Harbor Provision

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## Safe Harbor

- To avoid unintended consequences and recognize improvement over time
- Available for all indicators
- For districts and campuses that do not meet the target on an indicator

District and campuses that miss a target will have no negative consequences if they make sufficient progress over the previous year.

The progress must be enough that (if continued at that rate) a district or campus would meet an interim or long-term goal in a specified amount of time.

# Closing the Gaps: Safe Harbor Calculation

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## Variables

- Last year's result
- This year's result
- Goal (interim or long term)
- Years to meet goal

## Example One Scenario

Performance on mathematics STAAR by students in special education

- Last year's score (45)
- This year's score (53)
- Goal (interim) (80)
- Years to meet goal (5)

## Example One Calculation

- Last year's result missed the target by 35 points ( $80 - 45 = 35$ )
- Because the years to meet goal is 5, this campus must improve its score for this indicator by 7 points each year ( $35 \div 5 = 7$ ).
- This year's score is 8 points better than last year's ( $53 - 45 = 8$ )
- Safe harbor is invoked.
- There are no negative consequences of missing that target for this indicator.

# Closing the Gaps: Safe Harbor Calculation



## Example Two Scenario

Performance on mathematics STAAR by students in special education

- Last year's score (60)
- This year's score (61)
- Goal (long term) (90)
- Years to meet goal (15)

## Example Two Calculation

- Last year's result missed the target by 30 points ( $90 - 60 = 30$ )

## Example Two Calculation (cont.)

- Because the years to meet goal is 15, this campus must improve its score for this indicator by 2 points each year ( $30 \div 15 = 2$ ).
- This year's score is 1 points better than last year's ( $61 - 60 = 1$ )
- Safe harbor is not invoked.
- There are negative consequences of missing that target for this indicator.

### Feedback Opportunity

Should we apply the same standard for expectation to all student groups, given safe harbor rules?

# Closing the Gaps: Data Modeling



## Percentage of Elementary Schools Meeting Achievement Target

### Without Safe Harbor

Group	Frequency	Percent
00–20%	2009	46.29
21–40%	720	16.59
41–60%	549	12.65
61–80%	479	11.04
81–100%	583	13.43

### With Safe Harbor (Five-Year Target)

Group	Frequency	Percent
00–20%	887	20.44
21–40%	993	22.88
41–60%	909	20.94
61–80%	784	18.06
81–100%	767	17.67

### With Safe Harbor (Fifteen-Year Target)

Group	Frequency	Percent
00–20%	691	15.92
21–40%	970	22.35
41–60%	995	22.93
61–80%	878	20.23
81–100%	806	18.57

# Closing the Gaps: Data Modeling



## Percentage of Middle Schools Meeting Achievement Target

### Without Safe Harbor

Group	Frequency	Percent
00–20%	903	54.63
21–40%	248	15.00
41–60%	225	13.61
61–80%	154	9.32
81–100%	123	7.44

### With Safe Harbor (Five-Year Target)

Group	Frequency	Percent
00–20%	249	15.06
21–40%	387	23.41
41–60%	434	26.26
61–80%	334	20.21
81–100%	249	15.06

### With Safe Harbor (Fifteen-Year Target)

Group	Frequency	Percent
00–20%	130	7.86
21–40%	290	17.54
41–60%	505	30.55
61–80%	417	25.23
81–100%	311	18.81

# Closing the Gaps: Data Modeling



## Percentage of High Schools Meeting Achievement Target

### Without Safe Harbor

Group	Frequency	Percent
00–20%	169	13.29
21–40%	288	22.64
41–60%	369	29.01
61–80%	242	19.03
81–100%	204	16.04

### With Safe Harbor (Five-Year Target)

Group	Frequency	Percent
00–20%	34	2.67
21–40%	137	10.77
41–60%	351	27.59
61–80%	444	34.91
81–100%	306	24.06

### With Safe Harbor (Fifteen-Year Target)

Group	Frequency	Percent
00–20%	24	1.89
21–40%	102	8.02
41–60%	315	24.76
61–80%	486	38.21
81–100%	345	27.12

# Closing the Gaps Domain: Common Questions

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**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.



## Feedback

- Survey link to come by email
- [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