

House Bill 2804 and the Future of State Accountability

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2016 Accountability

Where We Are



Accountability Development

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- Accountability decisions begin with the recommendations of two committees:
 - Accountability Technical Advisory Committee (ATAC)
 - Accountability Policy Advisory Committee (APAC)
- ATAC met in late September and early December 2015.
- APAC met in late October 2015 and late January 2016.
- Recommendations are being prepared for the commissioner of education.
- Final decisions are expected in February.
- Following the announcement of final decisions, the administrative rule adoption process will begin.

2016 Accountability

What We Know



Accountability Goals

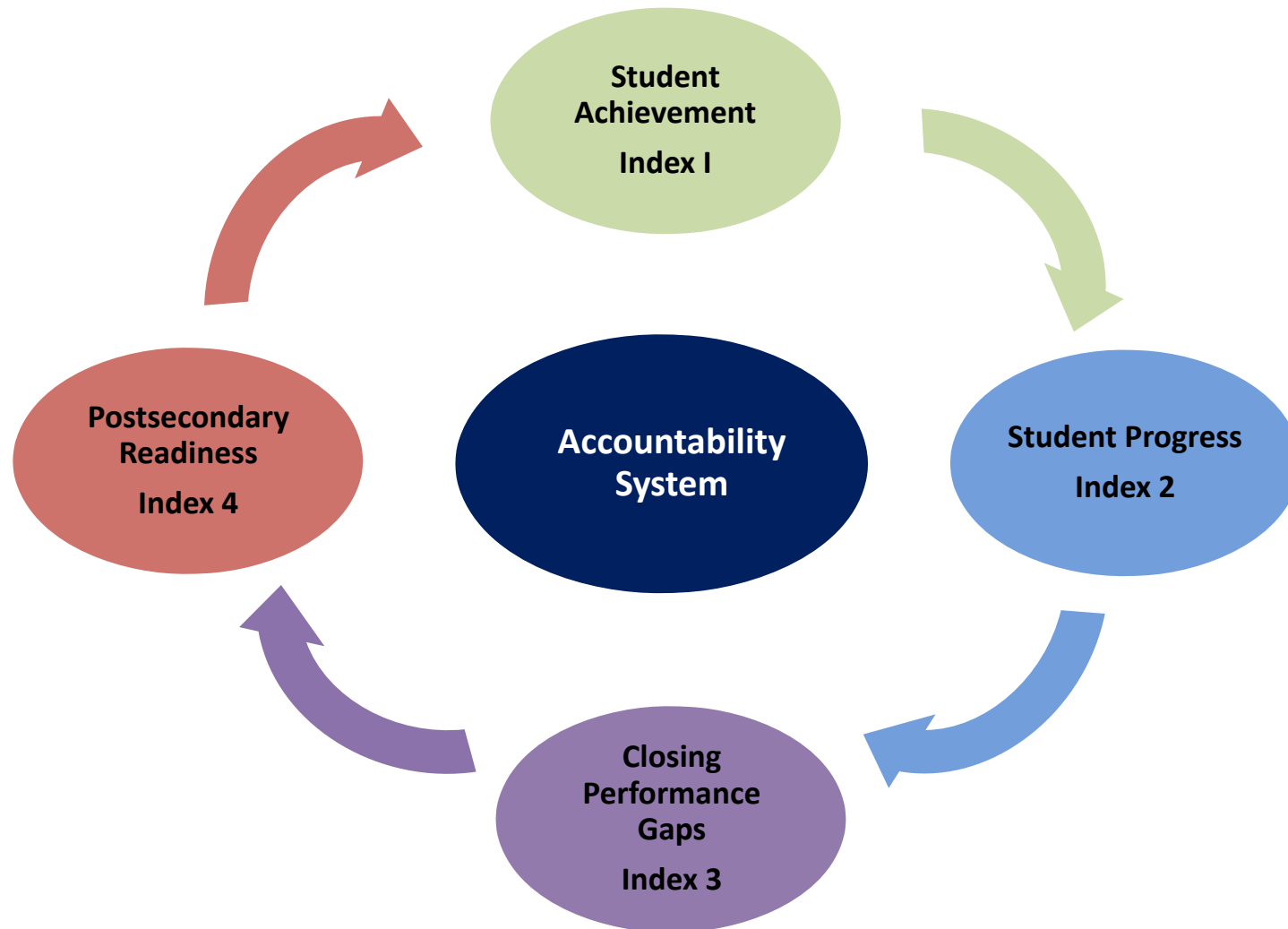
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By the end of the 2019–20 school year, Texas will be among the top ten states in postsecondary readiness by

- improving student achievement at all levels in the core subjects of the state curriculum,
- ensuring the progress of all students toward achieving advanced academic performance,
- closing performance gaps among student groups, and
- rewarding excellence based on other indicators in addition to state assessment results.

Performance Index Framework

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Performance Index Goals

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- **Index 1: Student Achievement**
Provide a snapshot of student performance across subjects
- **Index 2: Student Progress**
Measure year-to-year student progress
- **Index 3: Closing Performance Gaps**
Emphasize academic achievement of economically disadvantaged students and the two lowest-performing racial/ethnic student groups
- **Index 4: Postsecondary Readiness**
Emphasize the importance of a high school diploma as the foundation of success in college, the workforce, job training programs, or the military

Rating Labels

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- The state accountability system uses ratings that indicate acceptable and unacceptable performance.
- In 2016, two labels indicate acceptable performance:
 - *Met Standard*
 - *Met Alternative Standard* (assigned to charter districts and campuses that are evaluated under alternative education accountability [AEA] provisions)
- The label that indicates unacceptable performance is *Improvement Required*.

Assessments

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- STAAR (All subjects and grade levels)
- EOC Substitute Assessments
- STAAR L
- STAAR Spanish
- STAAR Accommodated
- STAAR Alternate 2

Assessments

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| 2016 | Index 1 | Index 2 | Index 3 | Index 4 |
|---|---------|---------|---------|---------|
| STAAR Grades 3–8 (all subjects) | √ | √ | √ | √ |
| STAAR EOC Assessments (5 tests) | √ | √ | √ | √ |
| STAAR EOC substitute assessments | √ | n/a | n/a | √ |
| STAAR L (via the ELL Progress Measure) | √ | √ | X | X |
| STAAR A | √ | √ | ? | ? |
| STAAR Alternate 2 | √ | √ | ? | n/a |

2016 Accountability

What is
Recommended



Index Targets: Non-AEA Districts and Campuses

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In 2016, to receive a *Met Standard* or *Met Alternative Standard* rating, districts and campuses must meet targets on at least three indices:

Index 1 **or** Index 2 **and** Index 3 **and** Index 4

2016 Accountability Performance Index Targets for Non-AEA Districts and Campuses

| Target | Index 1 | Index 2 | Index 3 | Index 4 | |
|-------------------------|----------|----------------------------|----------------------------|----------------|----------------------|
| | | | | All Components | STAAR Component Only |
| Districts | 55 (60*) | 5 th percentile | 5 th percentile | 60 | 12 |
| Campuses | | | | | |
| Elementary | 55 (60*) | 5 th percentile | 5 th percentile | n/a | 12 |
| Middle | | 5 th percentile | 5 th percentile | n/a | 12 |
| High School/K-12 | | 5 th percentile | 5 th percentile | 60 | 12 (21*) |

* Alternate staff recommendation

Index Targets: AEA Charter Districts and Campuses

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In 2016, to receive a *Met Standard* or *Met Alternative Standard* rating, districts and campuses must meet targets on at least three indices:

Index 1 **or** Index 2 **and** Index 3 **and** Index 4

2016 Accountability Performance Index Targets – AEA Charter Districts and Campuses

| Target | Index 1 | Index 2 | Index 3 | Index 4 | |
|---|----------|----------------------------|----------------------------|-----------------|------------------------------|
| | | | | Both Components | Graduation/Dropout Rate Only |
| AEA Charter Districts and Campuses | 30 (35*) | 5 th percentile | 5 th percentile | 33 | 45 |

* Alternate staff recommendation

Inclusion of English Language Learners

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| Years in U.S. Schools | Index 1 | Index 2* | Index 3 | Index 4 |
|---|---------------------------------|-----------------------------|--|-------------------------|
| ELLs With Parental Denials for Instructional Services or ELLs without an ELL Progress Measure due to Years in U.S. Schools Exceeding ELL Plan Year | | | | |
| First year of enrollment in U.S. schools | Not Included | Not Included | Not Included | Not Included |
| Second year or more of enrollment in U.S. schools | STAAR 2016 Level II Standard | Student Progress Measure | STAAR 2016 Level II Standard and Level III | STAAR Final Level II |

| Years in U.S. Schools | Index 1 | Index 2* | Index 3 | Index 4 |
|--|---------------------------------|-----------------------------|--|--------------|
| ELLs Taking STAAR Alternate 2 | | | | |
| First year of enrollment in U.S. schools | | | | |
| Second year or more of enrollment in U.S. schools | STAAR 2016 Level II Standard | Student Progress Measure | STAAR 2016 Level II Standard and Level III, if included in accountability | Not Included |

* Index 2 includes the appropriate student progress measure for which the ELL student was eligible, either the STAAR progress measure, ELL progress measure, or Spanish to English transition proxy calculation, where applicable

Graduation Plan

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For 2016 accountability, two diploma plan rates will be calculated and the one that gives the district or campus the most points for the graduation plan component of Index 4 will be used.

Calculation that Excludes FHSP Students

$$(RHSP + DAP)$$

$$(MHSP + RHSP + DAP)$$

Calculation that Includes FHSP Students

$$(RHSP + DAP) + (FHSP-E + FHSP-DLA)$$

$$(MHSP + RHSP + DAP) + (FHSP + FHSP-E + FHSP-DLA)$$

Texas Success Initiative

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Include the results of the Texas Success Initiative (TSI) assessment in the postsecondary component and give credit for every student who

- meets the TSI requirement in reading on the TSI assessment, SAT, or ACT
and
- meets the TSI requirement in mathematics on the TSI assessment, SAT, or ACT.

Meeting the TSI requirement in writing on the TSI assessment or ACT will not be used for accountability in 2016 but will be reported on TAPR.

Texas Success Initiative

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Met TSI criteria in both ELA/reading and mathematics
(TSI, SAT, or ACT)

Or

Completed and earned credit for at least two advanced/dual-credit
courses in the current or prior school year

Or

Were enrolled in a coherent sequence of CTE courses as part of a
four-year plan of study to take two or more CTE courses for three
or more credits

Annual Graduates

HB 2804

Accountability

What We Know



| Five Domains of Indicators—All Campus Types* | | | |
|--|--|---|---|
| | Domain One | Domain Two | Domain Three |
| Indicators | <ul style="list-style-type: none"> • STAAR <ul style="list-style-type: none"> ▪ Phase-in Level II Percentage of students who met performance standard aggregated across grade levels by subject ▪ College Readiness Percentage of students who met college readiness performance standard aggregated across grade levels by subject • STAAR Alternate 2 Percentage of students who met performance standard aggregated across grade levels by subject | <ul style="list-style-type: none"> • STAAR <ul style="list-style-type: none"> ▪ Phase-in Level II Percentage of students who met standard for annual improvement aggregated across grade levels by subject ▪ College Readiness Percentage of students who met standard for annual improvement aggregated across grade levels by subject • STAAR Alternate 2 Percentage of students who met standard for annual improvement aggregated across grade levels by subject | <ul style="list-style-type: none"> • Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds |
| Proportion of Overall Rating | The ratings for each of the first three domains combine to account for 55% of the overall rating. House Bill 2804, however, did not prescribe how each of the three domains are to be individually weighted to calculate the combined 55%. | | |

*Domains One, Two, Three, and Five are identical for high schools, middle schools/junior high schools, and elementary schools.

| Five Domains of Indicators—High Schools | | |
|---|--|--|
| | Domain Four | Domain Five |
| Indicators | <ul style="list-style-type: none"> Dropout rate Graduation rate Percentage of students who do at least one of the following: <ul style="list-style-type: none"> Complete the requirements for FHSP distinguished level of achievement Complete the requirements for an endorsement Complete a coherent sequence of CTE courses Satisfy the TSI benchmark Earn at least 12 hours of postsecondary credit Complete an AP course Enlist in the armed forces* Earn an industry certification* Any additional indicators of student achievement not related to performance on standardized assessments, as determined by the commissioner in consultation with educators, parents, business and industry representatives, and employers* | <ul style="list-style-type: none"> Three indicators from the following list, as chosen by each district and campus: <ul style="list-style-type: none"> fine arts wellness and physical education community and parental involvement, such as <ul style="list-style-type: none"> opportunities for parents to assist students in preparing for assessments under Section 39.023, tutoring programs that support students taking assessments under Section 39.023, and opportunities for students to participate in community service projects the 21st Century Workforce Development program the second language acquisition program the digital learning environment dropout prevention strategies educational programs for gifted and talented students |
| Proportion of Overall Rating | 10% for graduation rate, 25% for all other indicators, for a total of 35% | 10% |

*Requires new data collection

| Five Domains of Indicators—Middle Schools and Junior High Schools | | |
|---|---|--|
| | Domain Four | Domain Five |
| Indicators | <ul style="list-style-type: none"> • Student attendance • Dropout rate • Percentage of seventh and eighth grade students who receive instruction in preparing for high school, college, and career, as mandated by HB 18 (84th Texas Legislature, 2015)* • Any additional indicators of student achievement not related to performance on standardized assessments, as determined by the commissioner in consultation with educators, parents, business and industry representatives, and employers* | <ul style="list-style-type: none"> • Three indicators from the following list, as chosen by each district and campus: <ul style="list-style-type: none"> ▪ fine arts ▪ wellness and physical education ▪ community and parental involvement, such as <ul style="list-style-type: none"> • opportunities for parents to assist students in preparing for assessments under Section 39.023, • tutoring programs that support students taking assessments under Section 39.023, and • opportunities for students to participate in community service projects ▪ the 21st Century Workforce Development program ▪ the second language acquisition program ▪ the digital learning environment ▪ dropout prevention strategies ▪ educational programs for gifted and talented students |
| Proportion of Overall Rating | 35% | 10% |

*Requires new data collection

| Five Domains of Indicators—Elementary Schools | | |
|---|---|--|
| | Domain Four | Domain Five |
| Indicators | <ul style="list-style-type: none"> • Student attendance • Any additional indicators of student achievement not related to performance on standardized assessments, as determined by the commissioner in consultation with educators, parents, business and industry representatives, and employers* | <ul style="list-style-type: none"> • Three indicators from the following list, as chosen by each district and campus: <ul style="list-style-type: none"> ▪ fine arts ▪ wellness and physical education ▪ community and parental involvement, such as <ul style="list-style-type: none"> • opportunities for parents to assist students in preparing for assessments under Section 39.023, • tutoring programs that support students taking assessments under Section 39.023, and • opportunities for students to participate in community service projects ▪ the 21st Century Workforce Development program ▪ the second language acquisition program ▪ the digital learning environment ▪ dropout prevention strategies ▪ educational programs for gifted and talented students |
| Proportion of Overall Rating | 35% | 10% |

*Requires new data collection

| A–F Ratings | |
|--------------|--|
| | |
| Ratings | <ul style="list-style-type: none"> Assigned to <ul style="list-style-type: none"> each domain for a campus, each campus for overall performance, each domain for a district, and each district for overall performance. |
| Reflections | <ul style="list-style-type: none"> A = exemplary performance B = recognized performance C = acceptable performance D = unacceptable performance F = unacceptable performance |
| Restrictions | <ul style="list-style-type: none"> A district cannot receive an overall or domain rating of <i>A</i> if one of its campuses has a corresponding overall or domain rating of <i>D</i> or <i>F</i>. Repeated ratings of <i>D</i> or <i>F</i> for a campus or district in any one domain will be reflected in the overall rating. |

| Texas Commission on Next Generation Assessments and Accountability | |
|--|--|
| Purpose | <p>To develop and make recommendations for new systems of student assessment and public school accountability to address the following:</p> <ul style="list-style-type: none"> ▪ The purpose of a state accountability system and the role of student assessment in that system ▪ Opportunities to assess students that <ul style="list-style-type: none"> • provide actionable information for a parent or person standing in parental relation to a student, an educator, and the public; • support learning activities; • recognize application of skills and knowledge; • measure student educational growth toward mastery; and • value critical thinking. ▪ Alignment of state performance standards with college and career readiness requirements in collaboration with the Texas Workforce Commission and Texas Higher Education Coordinating Board ▪ Policy changes necessary to enable a student to progress through subject matter and grade levels on demonstration of mastery ▪ Policy changes necessary to establish a student assessment and public school accountability system that meets state goals, is community based, promotes parent and community involvement, and reflects the unique needs of each community |
| Deliverable | A report to the governor and legislature that recommends statutory changes to improve systems of student assessment and public school accountability |
| Deadline | September 1, 2016 |

Texas Commission on Next Generation Assessments and Accountability (continued)

| | |
|-------------------|---|
| Membership | <p>The commission will have 15 members:</p> <ul style="list-style-type: none">▪ Four members appointed by the governor▪ Three members appointed by the lieutenant governor▪ Three members appointed by the speaker of the house of representatives▪ The chair of the senate committee on education or a designated representative▪ The chair of the senate committee on higher education or a designated representative▪ The chair of the house committee on public education or a designated representative▪ The chair of the house committee on higher education or a designated representative▪ A member of the State Board of Education, as designated by the chair of that board <p>The ten members appointed by the governor, lieutenant governor, and speaker of the house must include</p> <ul style="list-style-type: none">▪ a parent or person standing in parental relation to a student enrolled in the public school system;▪ an educator in the public school system;▪ an educator in a school district that is a participant in the Texas High Performance Schools Consortium;▪ a member of the business community;▪ a member of the civic community;▪ a leader in student assessment development and use; and▪ a leader in research concerning student assessment and education outcomes. |
|-------------------|---|

| House Bill 2804 Implementation | |
|--------------------------------|---|
| Timeline | <ul style="list-style-type: none"> Fall 2015–Summer 2016: Texas Commission on Next Generation Assessments and Accountability meets |
| | <ul style="list-style-type: none"> September 1, 2016: Texas Commission on Next Generation Assessments and Accountability delivers report to governor and legislature |
| | <ul style="list-style-type: none"> December 1, 2016: TEA adopts a set indicators for A–F ratings |
| | <ul style="list-style-type: none"> January 1, 2017: TEA releases report showing the rating that each district and campus would have received for the 2015–16 school year if the A–F rating system had been in place |
| | <ul style="list-style-type: none"> Summer 2017: Districts and campuses report to TEA which three indicators will be used for Domain 5 and the criteria that will be used to measure performance in those indicators |
| | <ul style="list-style-type: none"> Spring 2018: Districts and campuses assign to themselves an overall rating of <i>A, B, C, D,</i> or <i>F</i> for Domain 5 and a rating for each of the three indicators used for Domain 5 |
| | <ul style="list-style-type: none"> August 15, 2018: Each district and campus is assigned an overall rating of <i>A, B, C, D,</i> or <i>F</i> and a rating for each domain beginning with the 2017–18 school year |

Performance Reporting Resources and Contacts

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- **Performance Reporting Home Page**
<http://tea.texas.gov/perfreport/>
- **Performance Reporting E-mail**
performance.reporting@tea.texas.gov
- **Performance Reporting Telephone**
(512) 463-9704