

House Bill 22 Overview

June 28, 2017

Texas Education Agency | Academics | Performance Reporting

Key Features of House Bill 22

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- A–F letter grades are described as follows:
 - A = exemplary performance
 - B = recognized performance
 - C = acceptable performance
 - D = performance that needs improvement
 - F = unacceptable performance

- A–F letter grades will be given for three domains:
 - Student Achievement
 - School Progress
 - Closing the Gaps

Key Features of House Bill 22

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- Overall A–F letter grade will be calculated as follows:
 - Considers best of Student Achievement or School Progress, unless the district or campus receives an F in either domain, in which case the district or campus may not be assigned a rating higher than a B for the composite for the two domains
 - The Closing the Gaps domain makes up at least 30 percent of the overall rating
- Districts will receive an A–F rating beginning in 2018.
- Campuses will receive a *Met Standard* or *Improvement Required* rating in 2018.
- Campuses will receive an A–F rating beginning in 2019.
- Community and Student Engagement ratings repealed.

Key Features of House Bill 22

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- Extracurricular/Cocurricular indicator
 - Study to determine the feasibility of incorporating indicators that account for extracurricular and cocurricular student activity
 - Report to the legislature on the feasibility of incorporating these indicators by December 1, 2022, unless the commissioner adopts a similar indicator before then
- Statewide Input
 - School boards
 - Administrators
 - Teachers
 - Parents
 - Any other interested stakeholders

January 1, 2019, A–F “What if” Report

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- Overall and domain ratings each campus would have received for 2017–18
- Correlation between letter grades and student characteristics:
 - ▣ Students qualifying for the free or reduced-price meals
 - ▣ Students of limited English proficiency
 - ▣ Race/ethnicity
 - ▣ Socioeconomic status

Student Achievement Domain

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Elementary and Middle Schools

- STAAR Approaches Grade Level standard
- STAAR Meets Grade Level standard
- STAAR Masters Grade Level standard

Final Student Achievement Domain methodology will be determined after consultation with stakeholder groups that will be convened in fall 2017/spring 2018.

Student Achievement Domain

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Districts, High Schools, and K–12 Campuses

- STAAR Approaches Grade Level standard
- STAAR Meets Grade Level standard
- STAAR Masters Grade Level standard
- TSI criteria reading or mathematics
- AP or similar assessment
- Dual credit
- Military enlistment
- Industry certification
- Postsecondary certification programs
- College preparation ELA or mathematics course
- Composite of indicators that show college readiness
- High school graduation rates
- OnRamps dual enrollment course
- Associate's degree

School Progress Domain

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- STAAR growth measure
- Performance of districts and campuses compared to similar districts or campuses

Final School Progress Domain methodology will be determined after consultation with stakeholder groups that will be convened in fall 2017/spring 2018.

Closing the Gaps Domain

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- Disaggregated data to demonstrate the differentials among various student groups:
 - Students formerly receiving special education services
 - Students continuously enrolled
 - Students who are mobile
 - Students from different racial and ethnic groups
 - Students from different socioeconomic backgrounds

The Closing the Gaps Domain is expected to be designed to meet ESSA requirements for comprehensive and targeted schools. Final methodology will be determined after consultation with stakeholder groups that will be convened in fall 2017/spring 2018.

Local Accountability System

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HB 22 establishes a local accountability system, which allows districts and charter schools to develop a plan to locally evaluate their campuses. Once the plan receives approval from the agency, districts and charter schools may use locally developed domains and indicators in addition to the three domains to evaluate and assign A–F campus ratings.

Local Accountability System

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- Districts must include the three domain performance ratings assigned by TEA (at least 50% of the overall rating).
- Locally developed domain or accountability measures must contain differentiated levels of performance, provide for the assignment of A–F grades, and be reliable and valid.
- Calculations for locally developed overall performance ratings, domains, and accountability measures must be capable of being audited.
- Districts must produce a campus score card that may be displayed on TEA's website.
- Districts must develop and make publicly available an explanation of the methodology used to assign ratings.

Local Accountability System

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- Participating districts must submit a local accountability plan to TEA.
- The plan may be approved if
 - the agency determines the plan meets the minimum requirements,
 - an audit conducted by the agency verifies calculations included in the plan, and
 - a review panel approves the plan.
- The commissioner has authority to develop the process to approve requests by school districts or open-enrollment charter schools to assign campus performance ratings.
- An overall campus rating may only be assigned under a locally developed accountability system to campuses that were not assigned an overall rating of D or F by TEA.

Performance Reporting Resources and Contacts

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- **2017 Accountability**
<http://tea.texas.gov/2017accountability.aspx>
- **Performance Reporting Home Page**
<http://tea.texas.gov/accountability/>
- **Performance Reporting Email**
performance.reporting@tea.texas.gov
- **Performance Reporting Telephone**
(512) 463-9704