The Implementation of House Bill 22

COLLABORATING TO BUILD A BETTER ACCOUNTABILITY SYSTEM
House Bill 22, 85th Texas Legislature

“The commissioner shall evaluate school district and campus performance and assign each district and campus an overall performance rating of”

A B C D or F
House Bill 22, 85th Texas Legislature

“The commissioner shall solicit input statewide from persons . . . , including school district boards of trustees, administrators and teachers employed by school districts, parents of students enrolled in school districts, and other interested stakeholders.”

Feedback Opportunities

- Will solicit input on the aspects over which commissioner has authority
- Won’t solicit input on aspects that are required by statute
Three Domains: Combining to Calculate Overall Score

- **Best of Achievement or Progress**
  - Student Achievement
  - School Progress

- **Minimum 30%**
  - Closing The Gaps

Feedback Opportunities:
- Certain methodology decisions in each domain
- Cut points for each grade in each domain
- Weight (30% or more) to Closing the Gaps Domain
"The commissioner shall ensure that the method used to evaluate performance is implemented in a manner that provides the mathematical possibility that all districts and campuses receive an A rating."

1. We WANT stability in the model; we do not want the bar to keep changing. We want to commit to something so the bar will remain static for five years, so the rules don’t change.

2. Design Approach: Philosophical Commitments

No forced distribution

Law switched from annually to periodically
A-F Accountability: New Labels/Grades

**A** = Exemplary Performance

**B** = Recognized Performance

**C** = Acceptable Performance

**D** = In Need of Improvement

**F** = Unacceptable Performance
Student Achievement: Performance

- Student Achievement
- School Progress
- Closing The Gaps
## Student Achievement: Calculating Score

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

### Student Achievement Score

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<td>60.6%</td>
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Average of 3: \[\frac{92.7 + 60.6 + 27.3}{3} = 60.2\]

By 2030, at least 60 percent of Texans ages 25–34 will have a certificate or degree.
Student Achievement: Calculating Score

Elementary School

Middle School

High School

• College, Career, Military Ready (CCMR)
• Graduation Rates

Feedback Opportunity
Weighting of three high school components
Student Achievement: CCMR Indicators for HS

**College Ready**
- Meet criteria on AP/IB exams
- Meet TSI criteria (SAT/ACT/TSIA) in reading and mathematics
- Complete a college prep course offered by a partnership between a district and higher education institution as required from HB5
- Complete a course for dual credit
- Complete an OnRamps course
- Earn an associate’s degree
- Meet standards on a composite of indicators indicating college readiness

**Career Ready**
- Earn industry certification
- Be admitted to post-secondary industry certification program

**Military Ready**
Enlist in the United States Armed Forces
School Progress: Growth

Student Achievement

School Progress

Closing The Gaps
School Progress: Two Aspects to Progress

Student Growth

Relative Performance

Feedback Opportunities

- Better of the two
- Average of the two
- Greater weight for one of them
### Student Growth: Measuring Advancement

<table>
<thead>
<tr>
<th>3rd Grade Example</th>
<th>4th Grade Example</th>
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<tbody>
<tr>
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#### Exceeds
- **+ 1 Point Awarded**
  - For meeting or exceeding expected growth

#### Expected
- **+ .5 Points Awarded**
  - For maintaining proficiency but failing to meet expected growth

#### Maintains
- **+0 Points Awarded**
  - For falling to a lower level

### Feedback Opportunity
What percent of students should meet growth target to get an A?
### Student Growth: Percent of Students Gaining

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A campus with fewer economically disadvantaged students on average has higher levels of student achievement. A campus with more economically disadvantaged students tends to have lower levels of student achievement.
Relative Performance: Measuring School Progress

Higher Levels of Student Achievement

Student Achievement Domain Score for All Students

% Economically Disadvantaged Students

Higher Rates of Economically Disadvantaged
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
- 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: Ensuring Educational Equity

Student Group → Achievement Target

% of Subgroups that meet target

Overall Grade
Local Accountability Plan

- Student Achievement
- School Progress
- Closing The Gaps

Local Accountability

*Example
- Extra-Curricular Activities
*Example
- Local Assessments
Local Accountability Plan: Purpose and Requirements

**Purpose**
To allow districts (at their option) to rate campuses using locally developed domains and accountability measures.

**Requirements for Districts**
- Local plans must include the TEA-assigned three domain performance ratings (at least 50% of the overall rating).
- Locally developed domain and measures must provide for the assignment of A–F grades, and be reliable and valid.

**More Requirements for Districts**
- Auditable Calculations
- Campus score card that can be displayed on TEA’s website
- Publicly available explanation of the methodology used to assign ratings
- Plans submitted to TEA for approval

**Feedback Opportunity**
Volunteer to participate in the pilot program.
Local Accountability Plan: Getting the Plan Approved

**Authority**

The commissioner has authority to develop the process to approve requests to assign campus performance ratings.

**Requirements for Approval**

- The agency determines whether the plan meets the minimum requirements.
- An audit conducted by the agency verifies calculations included in the plan.
- A review panel approves the plan.

**One Condition**

A locally developed accountability system can only be used for campuses not assigned an overall rating of D or F by TEA.

Feedback Opportunity

Volunteer to participate in the pilot program.
New Indicator: Extracurricular/Cocurricular

Feasibility Study

• Determine the feasibility of incorporating indicators that account for extracurricular and cocurricular student activity.
• The commissioner may establish an advisory committee.

Report

A report to the legislature on the feasibility of these indicators is due by December 1, 2022, unless a similar indicator is adopted prior to December 1, 2022.

Feedback Opportunities

• Make suggestions for extracurricular or cocurricular Indicator
• Volunteer to serve on a committee
A-F Timeline: Implementation of HB 22

- **HB 22 Passed** by the 85th Texas Legislature (May 2017)
- **Start of pilot group to design local accountability** (Fall 2017)
- **Rules adopted for local accountability system and application window opens** (Fall 2018)
- **Rules finalized for three domain system** (Spring 2018)
- **Three domain system rates all campuses and districts**
  - Takes effect as follows:
    - **Districts:** A-F Rating Labels
    - **Campuses:** Improvement Required or Met Standard (August 2018)
- **“What If” report on campus performance, based on data used to assign 2018 ratings** (January 2019)
- **Campuses:** A-F label take effect and local accountability system is incorporated (August 2019)
- **Task Force launches on how to incorporate extracurricular activities** (Winter 2017)
### A–F Timeline: Domain Development

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### A–F Timeline: Local Accountability

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Student Achievement

Student Achievement

School Progress

Closing The Gaps
Domain Indicators

- Elementary School
- Middle School
- High School
- College, Career, Military Ready (CCMR)
- Graduation Rates
STAAR Component

60×30TX

Texas Higher Education Coordinating Board
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Student Achievement Score

Average of 3

\[ \frac{92.7 + 60.6 + 27.3}{3} = 60.2 \]

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

Three Performance Levels
- Approaches Grade Level and Meets Grade Level are required by HB 22.
- Masters Grade Level 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 standard.
- Meets Grade Level equates to a 60% chance of completing one year of college without remediation. Masters equates to a 75% chance.
This scatterplot shows the correlation (.982) between Domain I score (average of three PLDs) and the percentage of tests (by campus) that achieve the Meets Grade Level standard.

- The y-axis is the Domain I score; the x-axis is the percentage of tests at the Meets Grade Level standard.
- Each dot represents one campus.
- Dots are colored by campus type.
STAAR Component: High Schools/Districts

- College, Career, Military Ready (CCMR)
- Graduation Rates
CCMR Indicators

College Ready

- Meet criteria on applicable AP/IB exams
  - 3 on AP exam
  - 4 on IB exam
- Meet TSI criteria
  - Both reading and mathematics
  - SAT, ACT, or TSIA
- Complete a college prep course offered by a partnership between a district and higher education institution as required from HB5
- Successfully complete a course for dual credit
- Successfully complete an OnRamps course
- Earn an associate’s degree (beginning in school year 2018-19)
- Meet standards on a composite of indicators indicating college readiness (beginning TBD)
CCMR Indicators

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

Military Ready
Enlist in the United States Armed Forces

Computational Logic
- Denominator is annual graduates.
- Student who accomplishes any one 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.)
CCMR Indicators: Stakeholder Input

College Ready

• Complete college prep course offered by a partnership between a district and higher education institution
  - Admitted for Credit?
Calculating the Score: Current Model

- **Elementary School**
  - STAAR: 100% of domain score

- **Middle School**
  - STAAR: 100% of domain score

- **High School**
  - STAAR
  - 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
Calculating the Score: Current Model

- Elementary School
- STAAR

- Middle School
- STAAR

- High School
- STAAR
- CCMR

Only STAAR and CCMR available

• STAAR = 50% of domain score
• CCMR = 50% of domain score
Calculating the Score: Current Model

Elementary School

Middle School

High School

- STAAR = 100% of domain score
- Graduation Rates

Only STAAR and graduation rates available.
Calculating the Score: Stakeholder Input

Elementary School

Middle School

High School

- STAAR = 100% of domain score
- STAAR = 100% of domain score
- ?% 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.
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