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
Three Domains: Combining to Calculate Overall Score

Best of Achievement or Progress

Student Achievement

School Progress

Closing The Gaps

Minimum 30%

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
**Design Approach: Philosophical Commitments**

1. “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.”

2. 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.

**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.

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Tests</td>
<td>3,212</td>
</tr>
<tr>
<td># Approaches Grade Level or Above</td>
<td>2,977</td>
</tr>
<tr>
<td># Meets Grade Level or Above</td>
<td>1,945</td>
</tr>
<tr>
<td># Masters Grade Level</td>
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<tr>
<td>% Approaches Grade Level or Above</td>
<td>92.7%</td>
</tr>
<tr>
<td>% Meets Grade Level or Above</td>
<td>60.6%</td>
</tr>
<tr>
<td>% Masters Grade Level</td>
<td>27.3%</td>
</tr>
</tbody>
</table>

Average of 3
92.7 + 60.6 + 27.3 / 3 = 60.2

A
This scatterplot shows the correlation (.982) between the Student Achievement domain score (average of three PLDs) and the percentage of tests (by campus) that achieve the Meets Grade Level standard.

The y-axis is the Student Achievement domain 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.
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
CCMR Indicators

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.)
**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
Calculating the Score: Current Model

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

Elementary School = 100% of domain score

Middle School = 100% of domain score

High School

STAAR
State of Texas Assessments of Academic Readiness
Calculating the Score: Stakeholder Input

Elementary School

Middle School

High School

- STAAR = ?% of domain score
- CCMR = ?% of domain score
- Graduation Rates = ?% of domain score

Different Weights or Logic?
School Progress: Growth

- Student Achievement
- School Progress
- Closing The Gaps
School Progress: Two Aspects to Progress

**PART A**

**Student Growth**

**PART B**

**Relative Performance**

**Feedback Opportunities**

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

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

Limited: +0 Points Awarded
- For falling to a lower level

Feedback Opportunity
What percentage of students should meet growth target to get an A?
School Progress Domain: Feedback Opportunities

- New approach to growth
- Additional ways to measure growth in high school
- Percentage of students who need to grow to constitute
  - Excellent performance
  - Minimally acceptable performance

### Part A Scores: Frequency by Campus Type

<table>
<thead>
<tr>
<th>Quantile</th>
<th>Elementary (4,219)</th>
<th>Middle School (1,653)</th>
<th>K-12 (334)</th>
<th>District (1,203)</th>
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</thead>
<tbody>
<tr>
<td>100% (Max)</td>
<td>100</td>
<td>96</td>
<td>100</td>
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<tr>
<td>99%</td>
<td>88</td>
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<td>50% (Med)</td>
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<td>25% (Q1)</td>
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<td>10%</td>
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<td>5%</td>
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<td>56</td>
<td>59</td>
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<td>1%</td>
<td>52</td>
<td>54</td>
<td>45</td>
<td>49</td>
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<tr>
<td>0% (Min)</td>
<td>34</td>
<td>41</td>
<td>0</td>
<td>24</td>
</tr>
</tbody>
</table>
**Methodology**

- **Includes all tests**
  (STAAR with and without accommodations and STAAR Alternate 2)
- **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**

- **We can’t assess growth until fourth grade.** Because the first STAAR tests are given in third grade, we can’t use STAAR progress measure to assess growth until the year after.

- **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.

- **Feedback Opportunity.** Should only Relative Performance be analyzed in high school?
School Progress: Two Aspects to Progress

Part A: Student Growth

Part B: Relative Performance
Relative Performance: Measuring School Progress

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

A
B
C
D
F
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 and Mathematics at Meets Grade Level or Above
- Growth in Reading and Mathematics (Elementary and Middle Schools)
- 4-year Graduation Rates
- English Learner Language Proficiency Status
- College, Career, and Military Readiness Performance
- Student Achievement Domain Score (STAAR Only)
Closing the Gaps: Ensuring Educational Equity

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Achievement Target</th>
<th>% of Student Groups that meet target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Overall Grade</td>
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</tbody>
</table>

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
<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or more races</th>
<th>Special Ed.</th>
<th>Econ. Disadv.</th>
<th>ELL</th>
<th>Continuous</th>
<th>Non-Continuous</th>
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<td><strong>STAAR Performance Status</strong></td>
<td></td>
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<td><strong>Reading</strong></td>
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<td>44%</td>
<td>41%</td>
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<td>#% (Y)</td>
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<td><strong>Camp/Dis</strong></td>
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<td>44%</td>
<td>62%</td>
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<td>15%</td>
<td>39%</td>
<td>30%</td>
<td>%</td>
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<td>#% (Y)</td>
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<td>#% (Y)</td>
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</tr>
<tr>
<td><strong>Student Achievement Domain (STAAR Only)</strong> (Elementary and Middle Schools, certain K-12/HS)</td>
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<td><strong>STAAR</strong></td>
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<td>47%</td>
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<td><strong>Camp/Dis</strong></td>
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## Closing the Gaps: Sample Status Report

### STAAR Performance Status (% at Meets Grade Level or Above)

<table>
<thead>
<tr>
<th>Academic Achievement</th>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White..</th>
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<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Target</td>
<td>53%</td>
<td>43%</td>
<td>48%</td>
<td>67%</td>
</tr>
<tr>
<td>Camp/Dis</td>
<td>#% (Y)</td>
<td>#% (Y)</td>
<td>#% (Y)</td>
<td>#% (Y)</td>
</tr>
<tr>
<td><strong>Math</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target</td>
<td>55%</td>
<td>43%</td>
<td>50%</td>
<td>66%</td>
</tr>
<tr>
<td>Camp/Dis</td>
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<td>#% (Y)</td>
<td>#% (Y)</td>
<td>#% (Y)</td>
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<tr>
<td>Growth</td>
<td>STAAR Growth Status (Elementary and Middle Schools)</td>
<td>4-Year Federal Graduation Status (High Schools and K-12)</td>
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<tr>
<td>--------</td>
<td>--------------------------------------------------</td>
<td>-----------------------------------------------------</td>
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<td></td>
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<tr>
<td></td>
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<td>Hispanic</td>
<td>White..</td>
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</tbody>
</table>

**Reading**
- Target: 79%
-Camp/Dis: #% (Y)

**Math**
- Target: 83%
- Camp/Dis: #% (Y)
# English Language Learner Proficiency Status

<table>
<thead>
<tr>
<th>ELP</th>
<th>Target</th>
<th>42%</th>
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</thead>
<tbody>
<tr>
<td>Camp/Dis</td>
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<td>#% (Y)</td>
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</table>
## Closing the Gaps: Sample Status Report

### Student Success

<table>
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<th></th>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White..</th>
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</thead>
<tbody>
<tr>
<td><strong>College, Career and Military Readiness Performance Status</strong>&lt;br&gt;(High Schools and K-12)</td>
<td></td>
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<tr>
<td>CCMP</td>
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<td>50%</td>
<td>34%</td>
<td>44%</td>
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<tr>
<td></td>
<td>Camp/Dis</td>
<td>#% (Y)</td>
<td>#% (Y)</td>
<td>#% (Y)</td>
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</tbody>
</table>

### Student Achievement Domain (STAAR Only) (Elementary and Middle Schools, certain K-12/HS)

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White..</th>
</tr>
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<tbody>
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<td><strong>Target</strong></td>
<td>57%</td>
<td>46%</td>
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<td>68%</td>
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<tr>
<td><strong>Camp/Dis</strong></td>
<td>#% (Y)</td>
<td>#% (Y)</td>
<td>#% (Y)</td>
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Local Accountability Plan

- **Student Achievement**
- **School Progress**
- **Closing The Gaps**

**Extra-Curricular Activities**

**Local Assessments**

*Example*
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 finalized for three domain system (Spring 2018)
- Rules proposed for local accountability system and application window opens (Fall 2018)
- Campuses: A–F labels take effect and local accountability system is incorporated (August 2019)
- ESSA Plan Due (January 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)