The Implementation of House Bill 22

Collaborating to Build a Better accountability system

The School Progress Domain

School Progress: Growth

Student Achievement

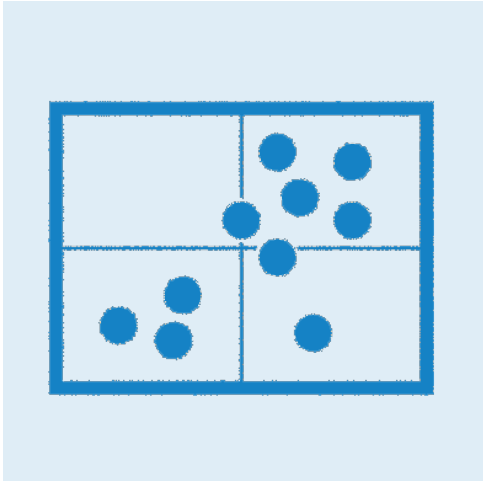
School Progress

Closing The Gaps

School Progress: Two Aspects to Progress

Part A: Student Growth

Part B: Relative Performance



School Progress: Two Aspects to Progress

Part A: Student Growth

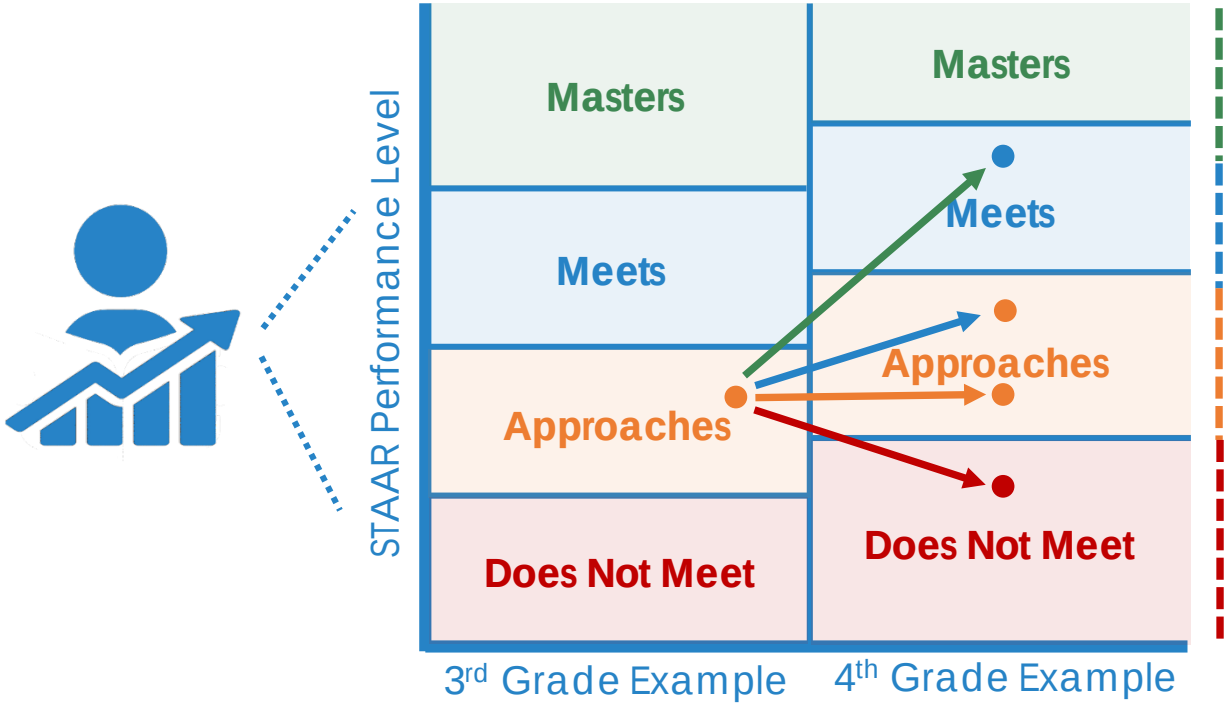
Part B: Relative Performance

STAAR: Test Inclusion Methodology

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

- Because the first STAAR tests are given in third grade, we can't assess growth using the STAAR Progress Measure until fourth grade.
- 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. At this point, only Relative Performance will be analyzed in high school.

Student Growth: Measuring Advancement



Exceeds / **Expected**
+ 1 Point Awarded
For meeting or exceeding expected growth

Maintains
+ .5 Points Awarded
For maintaining proficiency but failing to meet expected growth

Limited
+ 0 Points Awarded
For falling to a lower level

Student Growth: Percentage of Students Gaining

Current Year

Previous Year

	Does Not Meet Grade Level	**Approaches** Grade Level	**Meets** Grade Level	**Masters** Grade Level
Does Not Meet Grade Level	Met/Exceeded Growth Measure = **1 pt** Did not meet = **0 pts**	Met/Exceeded Growth Measure = **1 pt** Did not meet = **.5 pts**	**1 pt**	**1 pt**
Approaches Grade Level	Met/Exceeded Growth Measure = **1 pt** Did not meet = **0 pts**	Met/Exceeded Growth Measure = **1 pt** Did not meet = **.5 pts**	**1 pt**	**1 pt**
Meets Grade Level	**0 pts**	**0 pts**	**1 pt**	**1 pt**
Masters Grade Level	**0 pts**	**0 pts**	**0 pts**	**1 pt**

Student Growth: Percentage of Students Gaining

Current Year

Previous Year

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Approaches Grade Level	Met/Exceeded Growth Measure = **1 pt** Did not meet = **0 pts**	Met/Exceeded Growth Measure = **1 pt** Did not meet = **.5 pts**	1 pt	1 pt
Meets Grade Level	**0 pts**	**0 pts**	1 pt	1 pt
Masters Grade Level	**0 pts**	**0 pts**	**0 pts**	1 pt

No Points

- Does Not Meet to Does Not Meet (without meeting growth expectations)
- Approaches to Does Not Meet (without meeting growth expectations)
- Meets to Does Not Meet
- Meets to Approaches
- Masters to Does Not Meet
- Masters to Approaches
- Masters to Meets

Student Growth: Percentage of Students Gaining

Current Year

Previous Year

	Does Not Meet Grade Level	**Approaches** Grade Level	**Meets** Grade Level	**Masters** Grade Level
Does Not Meet Grade Level	Met/Exceeded Growth Measure = **1 pt** Did not meet = **0 pts**	Met/Exceeded Growth Measure = **1 pt** Did not meet = **.5 pts**	1 pt	1 pt
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Meets Grade Level	0 pts	0 pts	1 pt	1 pt
Masters Grade Level	0 pts	0 pts	0 pts	1 pt

Half Point

- Does Not Meet to Approaches (without meeting growth expectations)
- Approaches to Approaches (without meeting growth expectations)

Student Growth: Percentage of Students Gaining

Current Year

Previous Year

	Does Not Meet Grade Level	**Approaches** Grade Level	**Meets** Grade Level	**Masters** Grade Level
Does Not Meet Grade Level	Met/Exceeded Growth Measure = **1 pt** Did not meet = **0 pts**	Met/Exceeded Growth Measure = **1 pt** Did not meet = **.5 pts**	**1 pt**	**1 pt**
Approaches Grade Level	Met/Exceeded Growth Measure = **1 pt** Did not meet = **0 pts**	Met/Exceeded Growth Measure = **1 pt** Did not meet = **.5 pts**	**1 pt**	**1 pt**
Meets Grade Level	0 pts	0 pts	**1 pt**	**1 pt**
Masters Grade Level	0 pts	0 pts	0 pts	**1 pt**

One Point

- Does Not Meet to Approaches (meeting/exceeding growth expectations)
- Approaches to Approaches (meeting/exceeding growth expectations)
- Does Not Meet to Meets
- Does Not Meet to Masters
- Approaches to Meets
- Approaches to Masters
- Meets to Meets
- Meets to Masters
- Masters to Masters
- Does Not Meet to Does Not Meet (meeting/exceeding growth expectations)
- Approaches to Does Not Meet (meeting/exceeding growth expectations)

Student Growth: Sample Calculation

One Hundred Students

- Each with reading and mathematics results for last year and this year
- Denominator = 200 STAAR Progress Measures

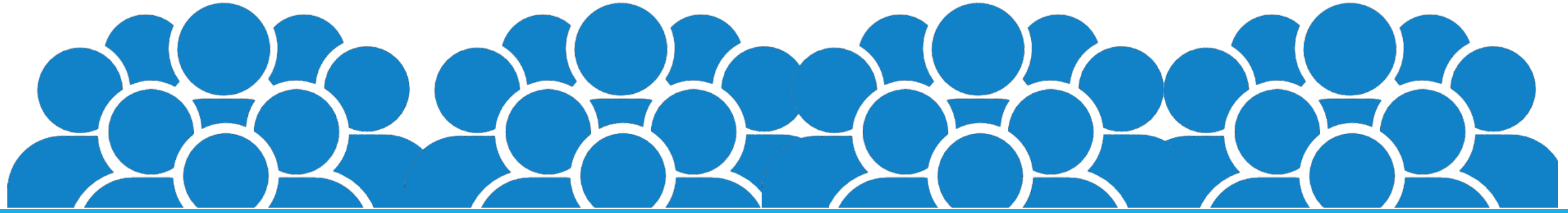
$$\frac{?}{200}$$

Student Growth: Sample Calculation

No Points

- **Does Not Meet** to **Does Not Meet**
  (without meeting growth expectations)
- **Approaches** to **Does Not Meet**
  (without meeting growth expectations)
- **Masters** to **Meets**

Previous Year	Current Year	Count of Tests
		20
		+
		15
		+
		14
		49

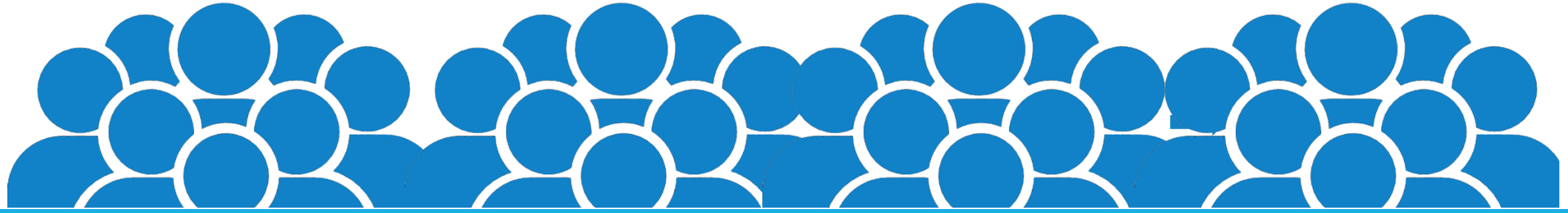


Student Growth: Sample Calculation

Half Point

- **Does Not Meet** to **Approaches**
  (without meeting growth expectations)
- **Approaches** to **Approaches**
  (without meeting growth expectations)

Previous Year	Current Year	Count of Tests
		7
		+
		10
		17



Student Growth: Sample Calculation

One Point

- **Does Not Meet** to **Does Not Meet**
  (meeting/exceeding growth expectations)
- **Approaches** to **Does Not Meet**
  (meeting/exceeding growth expectations)*
- **Approaches** to **Approaches**
  (meeting/exceeding growth expectations)

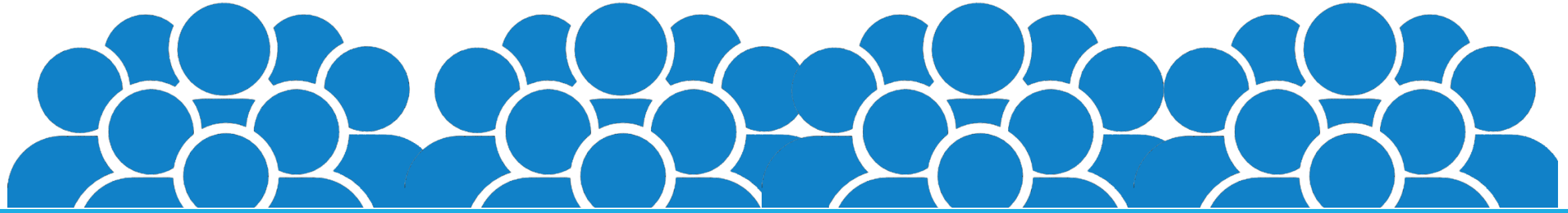
*Very rare but statistically possible

Student Growth: Sample Calculation

One Point

- **Meets** to **Meets**
- **Meets** to **Masters**
- **Masters** to **Masters**

Previous Year	Current Year	Count of Tests
		33
		+
		32
		+
		17
		82



Student Growth: Sample Calculation

49 results that earned no points

17 results that earned half a point

134 results that earned one point

$$\frac{(49\times 0)+(17\times .5)+(52\times 1)+(82\times 1)}{200} = \frac{142.5}{200} = 71$$

In this case, we loosely conclude that 71% of students have gained a year academically. Technically, however, this is the percentage of tests taken, with some adjustment for maintaining proficiency.

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				
	Elementary (4,219)	**Middle School** (1,653)	**K–12** (334)	**District** (1,203)
Quantile	**Part A Score** (based on modeling data from 2017 accountability)			
100% (Max)	100	96	100	100
99%	88	85	87	86
95%	84	81	83	79
90%	82	78	80	77
75% (Q3)	78	75	76	73
50% (Med)	73	70	70	70
25% (Q1)	68	65	64	66
10%	63	61	59	62
5%	59	59	56	59
1%	52	54	45	49
0% (Min)	34	41	0	24

Common Questions: School Progress Domain, Part A

Q: Is there no additional credit for meeting or exceeding growth at the Meets and Masters levels?

A: Students at Meets or Masters are given the same one point as students who show growth at Does Not Meet and Approaches.

Q: Slide 14 shows an example of a student who falls from Approaches Grade Level one year to Does Not Meet the next year and still meets STAAR Progress Measure expectations. Can this really happen?

A: It's very rare, but, statistically, it's possible when a student skips a grade. Our modelling with 2017 data produced ten such instances in the entire state.

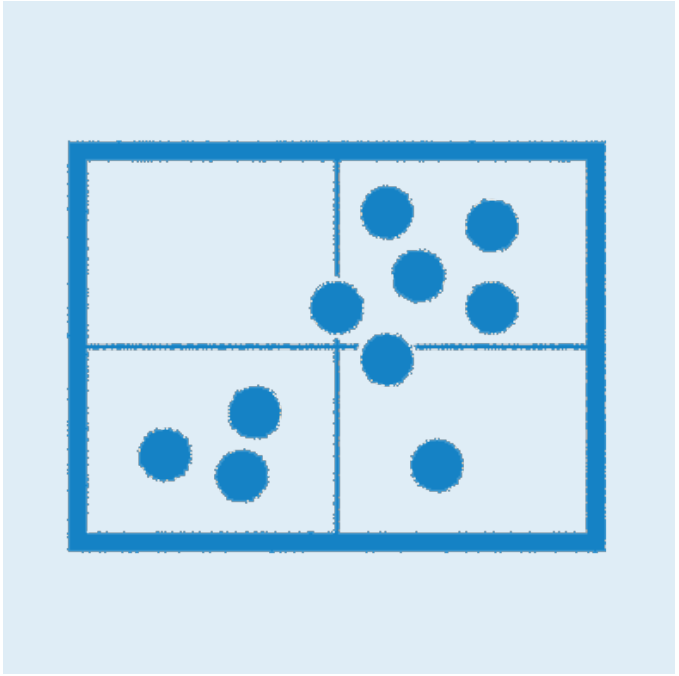
Q: Why are high schools only scored on relative performance? Is there no growth measure for high school?

A: The relatively few STAAR Progress Measures for high school make them an unreliable measure of a high school's progress with students. But the STAAR Progress Measure scores will be available on TAPR.

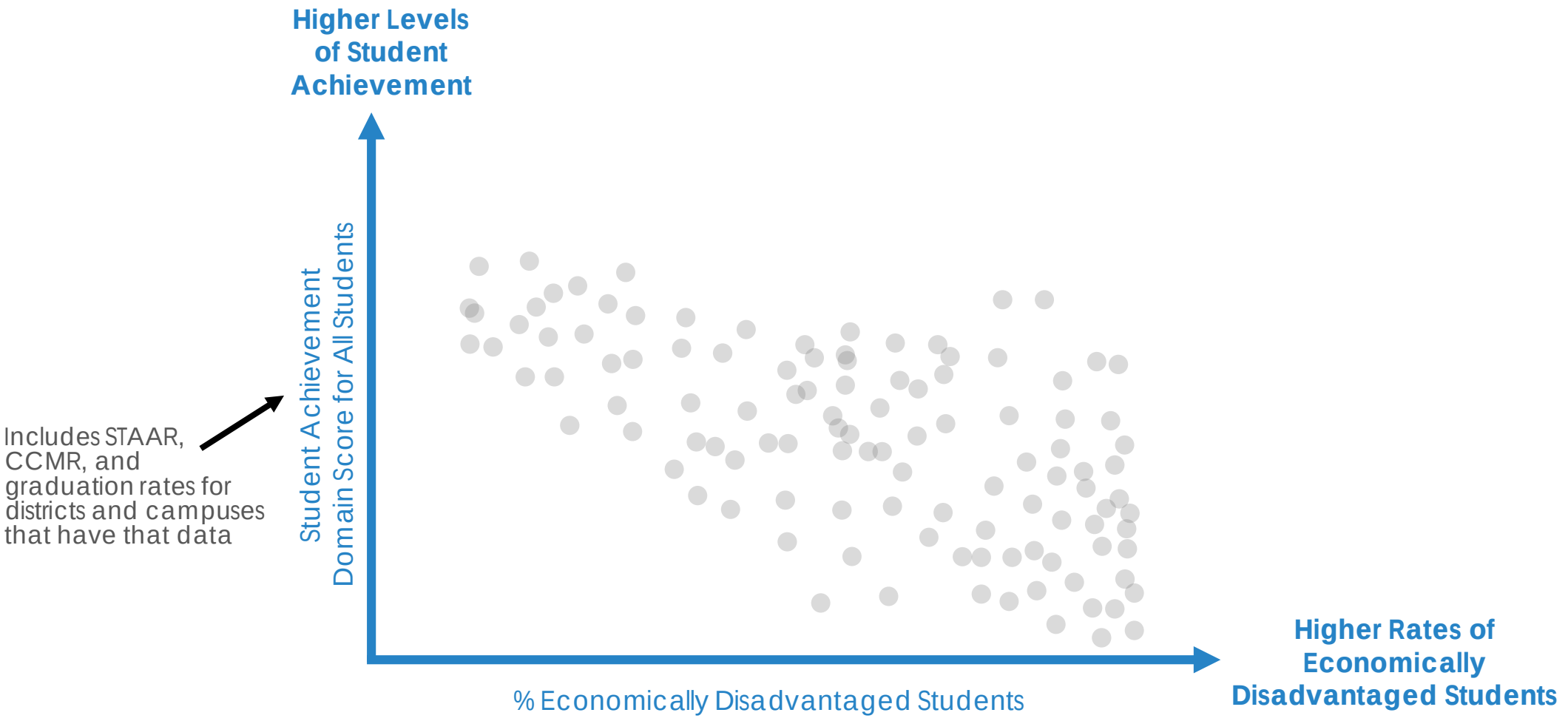
School Progress: Two Aspects to Progress

Part A: Student Growth

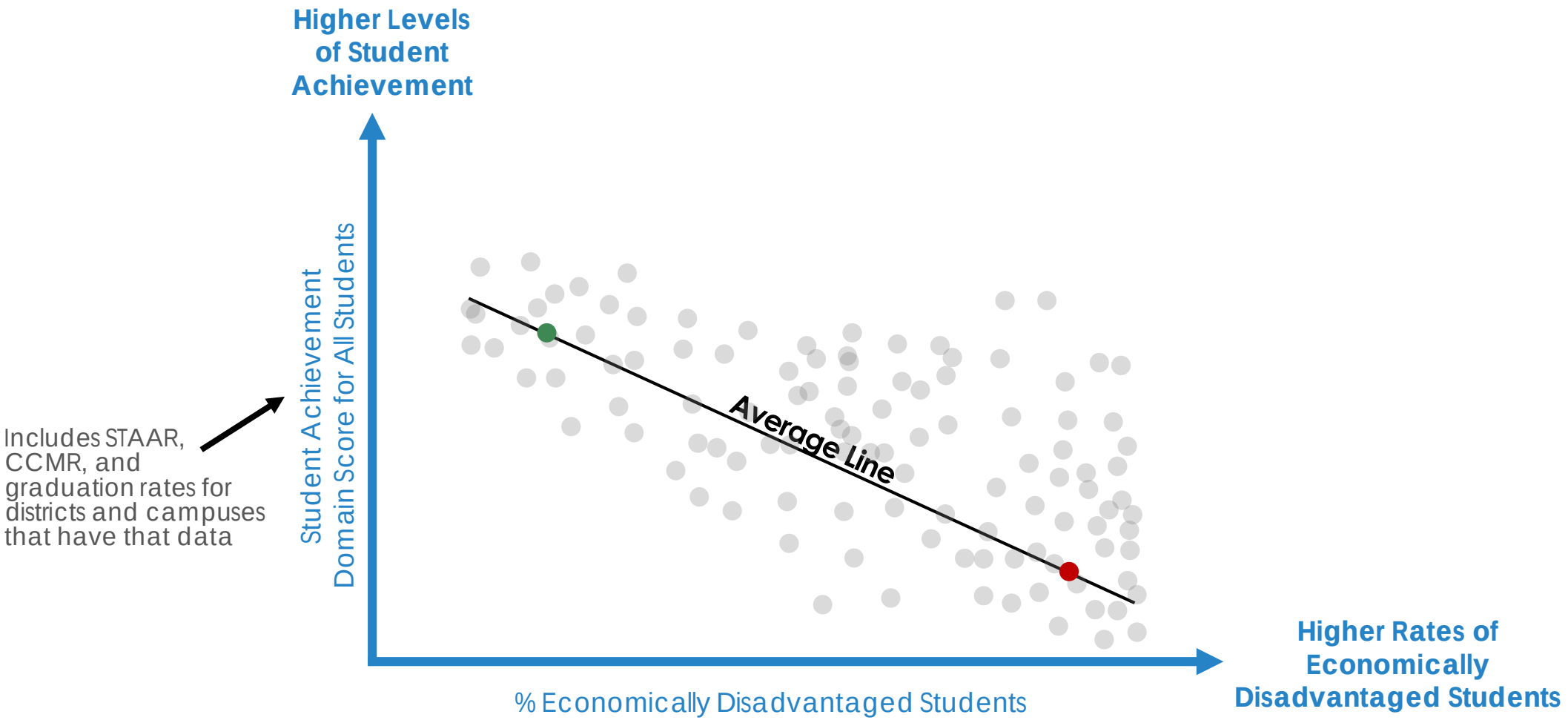
Part B: Relative Performance



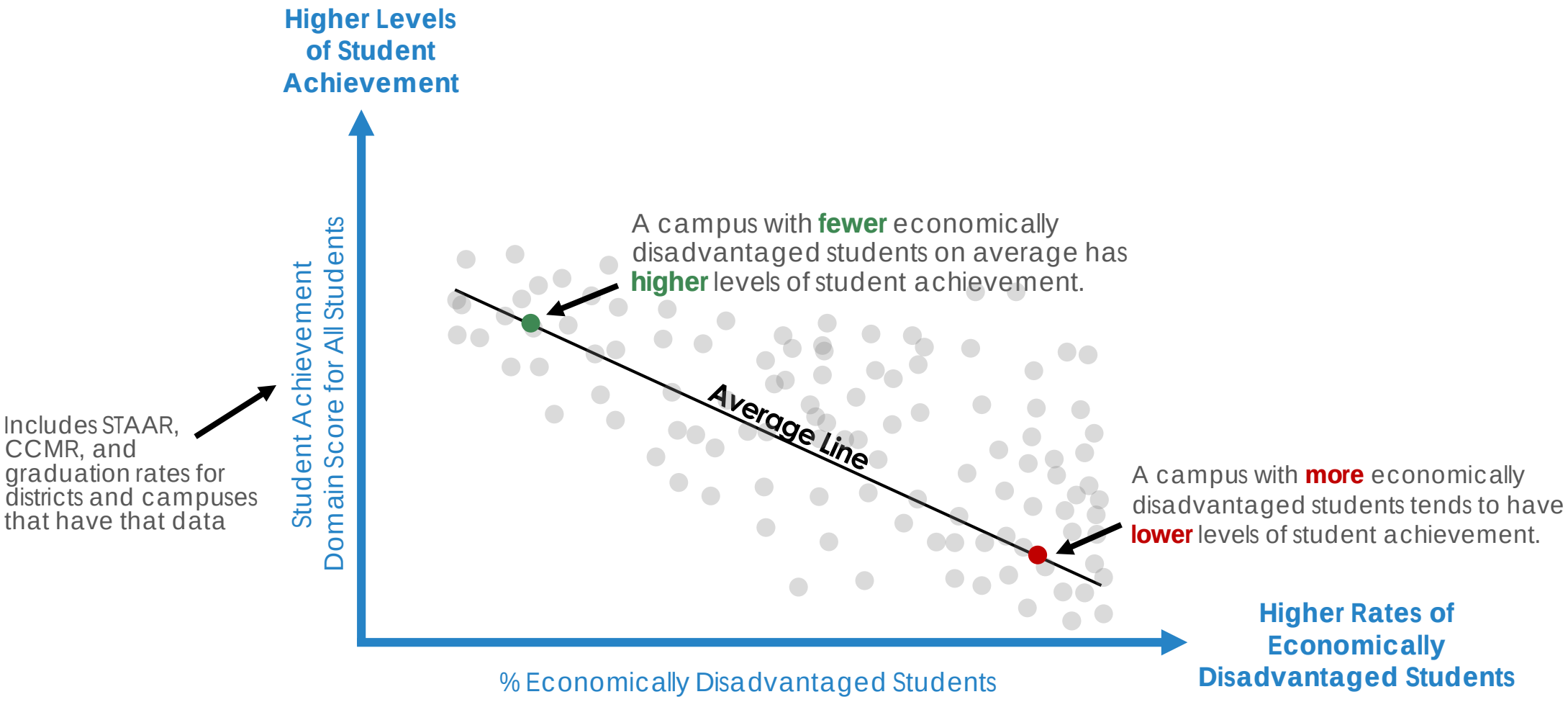
Relative Performance: Measuring School Progress



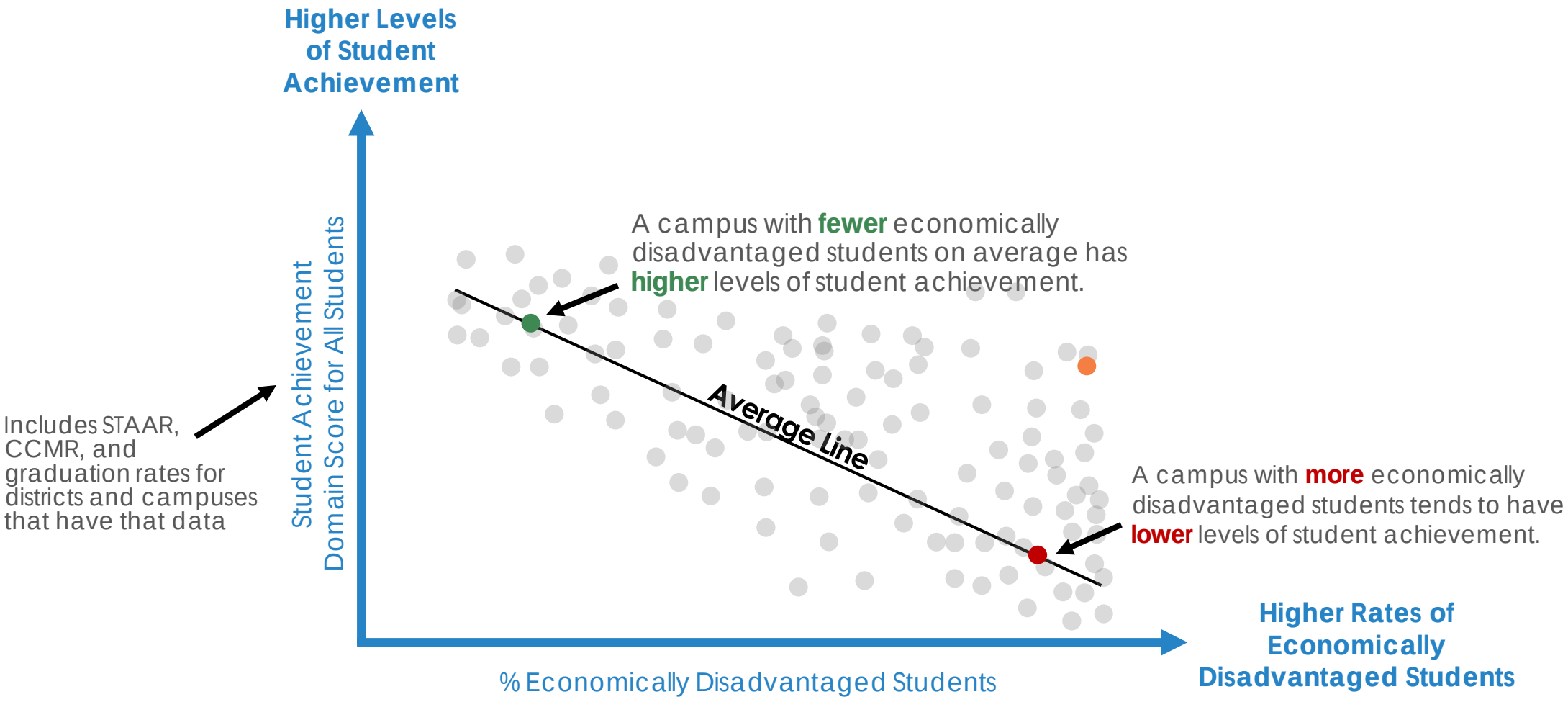
Relative Performance: Measuring School Progress



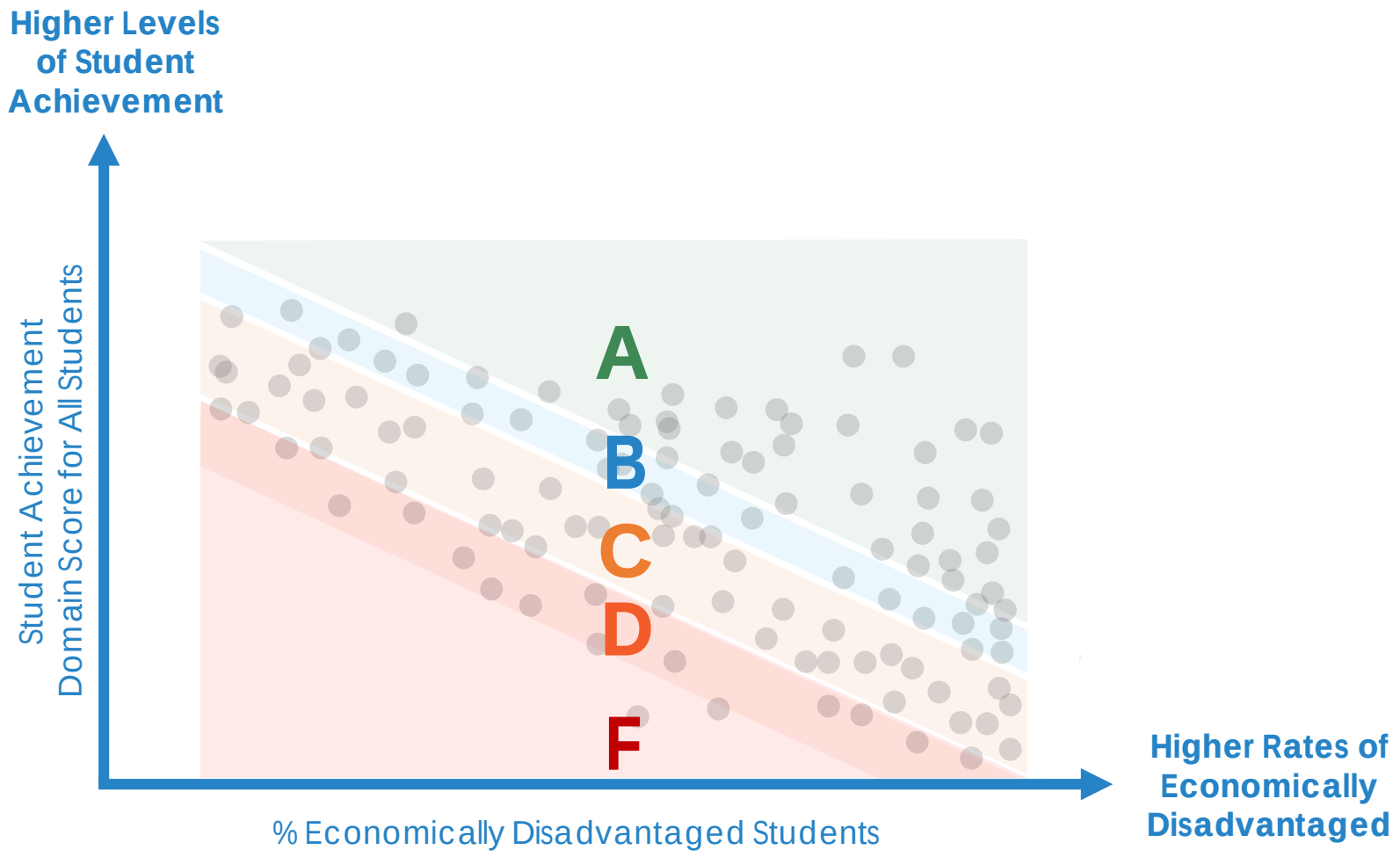
Relative Performance: Measuring School Progress



Relative Performance: Measuring School Progress



Relative Performance: Measuring School Progress



Common Questions: School Progress Domain

Q: Does the Student Achievement domain score (*y*-axis in relative performance) include CCMR and graduation rates?

A: Yes, for schools that have that data.

Q: House Bill 22 specifically says that the method used to evaluate performance should provide for the mathematical possibility that all districts and campuses receive an A, but this looks like a forced distribution that guarantees a set percentage of schools will get Ds and Fs.

A: Once the cut points are set using 2016–17 accountability data, the cut points will stay fixed for five years. That way any district or campus will be able to earn an A.

Relative Performance: Measuring School Progress

- Scatter plot of each district and campus (by campus type) comparing
  - Student Achievement domain score
  - Percentage of students who are economically disadvantaged
- Trendline showing average relationships
- Sliding cut points for campuses and districts based on
  - Student Achievement domain score
  - Percentage of students who are economically disadvantaged
- Cut points for each grade based on bands below and above the average line
- Separate cut points
  - Elementary Schools
  - Middle Schools
  - High Schools/K–12
  - AEAs
- Cut points based on slope-intercept form
  - Based on 2016–17 performance
  - Intended to stay fixed for five years
- Cut points will be known before ratings release

Relative Performance: Sample Calculation

- $y = mx + b$
  - y is the predicted Student Achievement domain score.
  - x is the percentage of students who are economically disadvantaged.
  - m is the slope of the trendline.
  - b is the distance from the trendline (what decides the grade); it is based on average variance from trendline.

- Sample Middle School
  - 94.4% economically disadvantaged (x)
  - $y = –.15666(x) + 45.789$
  - $y = –.15666(94.4) + 45.789$
  - $y = –14.79 + 45.789$
  - Predicted Student Achievement domain score (y) = 31
  - Actual Student Achievement domain score: 25
  - Score in relative performance: D

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
- Combining two parts
  - Best of
  - Weighted average
  - Average
- For Part B, what is the right cut points for
  - Excellent performance
  - Unacceptable performance

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