



# The Implementation of House Bill 22

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COLLABORATING TO BUILD A BETTER ACCOUNTABILITY SYSTEM

—— THE CLOSING THE GAPS DOMAIN ——

# Closing the Gaps: Ensuring Educational Equity



Student  
Achievement

A light blue rectangular box containing a white icon of a person reading a book. Below the icon is a white rectangular area with the text "Student Achievement" in a light blue font.

[Empty white box]

A light blue rectangular box containing a white icon of a person with an upward-pointing arrow and a bar chart. Below the icon is a white rectangular area that is currently empty.

Closing  
The Gaps

A dark blue rectangular box containing a white icon of a person with a graduation cap and a line graph showing an upward trend. Below the icon is a white rectangular area with the text "Closing The Gaps" in a dark blue font.

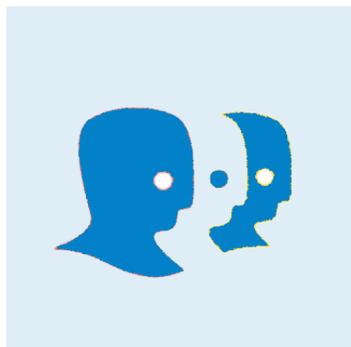
# Closing the Gaps: Ensuring Educational Equity



All Students



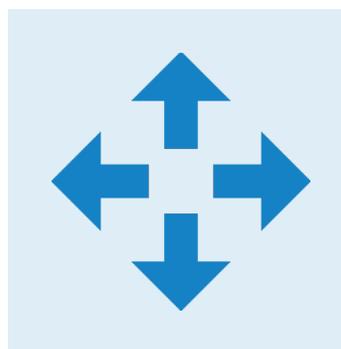
Race/Ethnicity



Special Education



Continuously Enrolled and Mobile



English Learners (ELs)



Economically Disadvantaged



## 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: Student Groups

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## Current and Former Special Education

- Defined by HB 22
- Formerly receiving special education services
  - The student was reported in PEIMS the preceding year as enrolled at the campus and participating in a special education program.
  - The student is reported (PEIMS and STAAR answer documents) as enrolled at the campus in the current year and not participating in a special education program.
  - Current modeling shows that this affects approximately 110 districts and six campuses when a the minimum-size criteria of 25 is applied.

# Closing the Gaps: Student Groups

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## Continuously Enrolled and Non-Continuously Enrolled

- Not defined by HB 22
- Districts
  - Grades 4–12: Enrolled at a **district** in the fall snapshot in the current school year and each of the three previous years
  - Grade 3: Enrolled at a **district** in the fall snapshot in the current school year and each of the previous two years
- Campuses
  - Grades 4–12: Enrolled at a **campus** in the fall snapshot in the current school year and in the same **district** in each of the three previous years
  - Grade 3: Enrolled at a **campus** in the fall snapshot in the current school year and in the same **district** each of the previous two years

### Feedback Opportunity

Should we use an alternate definition? If so, what?

# Closing the Gaps: Student Groups

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## Current and Monitored ELs

- Allowed by ESSA
- Current ELs
- ELs through their fourth year of monitoring.

## Academic Achievement

- STAAR Performance (percentage at or Above Approaches Grade Level)
- Targets by subject area
  - English Language Arts/Reading
  - Mathematics
  - Writing
  - Science
  - Social Studies
- Targets stable for five years
- Safe Harbor/Required Improvement applied

## Growth/Graduation Rates

- Elementary and Middle Schools
  - English Language Arts/Reading (School Progress Domain)
  - Mathematics (School Progress Domain)
- High Schools, K–12, Districts  
Federal Graduation Rates (without exclusions)
- Targets stable for five years
- Safe Harbor/Required Improvement applied

### Feedback Opportunity

Should we wait on TELPAS given changes in test this year? This would involve different standards within a 5 year window.

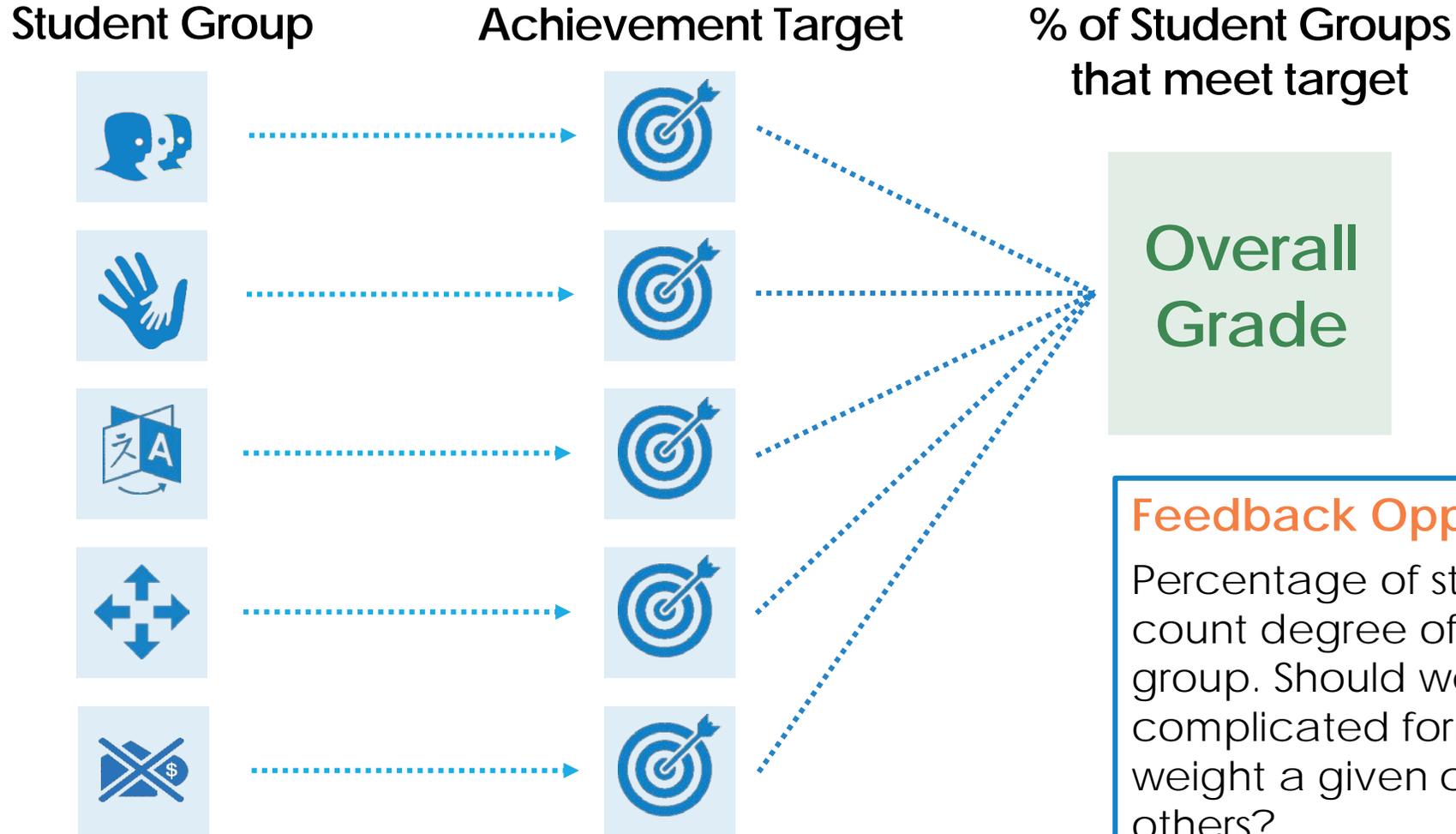
## English Language Proficiency Status

- TELPAS Progress Rate
- Current ELs

## School Quality or Student Success

- High Schools, K–12, and Districts  
College, Career, and Military Readiness (Student Achievement domain)
- Targets stable for five years
- Safe Harbor/Required Improvement applied
  
- Elementary and Middle Schools STAAR Grade 3–8 Performance
  - Reading (percentage at or above Meets Grade Level)
  - Mathematics (percentage at or above Meets Grade Level)
- Targets stable for five years
- Safe Harbor/Required Improvement applied

# Closing the Gaps: Ensuring Educational Equity



## 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 Domain: Common Questions

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**Q:** Must every student group meet each of the indicators?

**A:** Campuses and districts will be evaluated for each student group and associated indicator that has data and meets minimum-size criteria.

**Q:** Must a district or campus meet every one of the indicators for which it has data in order to make an A?

**A:** Not necessarily. Our current plan is to determine grade cut points based on the percentage of indicators met.

**Q:** If looking at students who formerly receive special education services as a student group affects so few districts and campuses, why is it being included in accountability

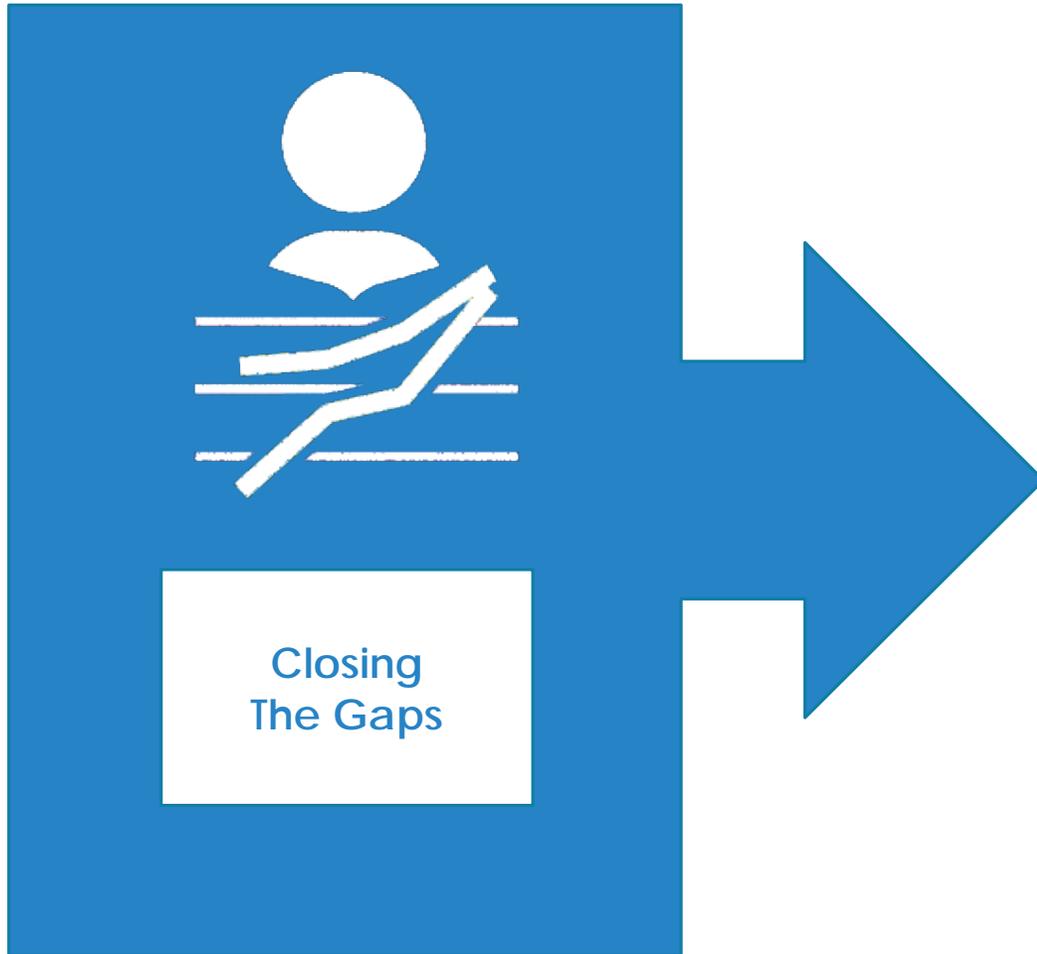
**A:** Looking at that specific student group is required by House Bill 22.

**Q:** Why does the accountability system now include former ELs in their third and fourth year of monitoring?

**A:** The Every Student Succeeds Act (ESSA) allows it.

# Closing the Gaps: Aligning Accountability Systems

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# Closing the Gaps: Sample Status Report



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed (Current)	Special Ed (Former)	ELL (Current) +	ELL (Current & Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eligible	Percent of Eligible Measures Met	
Academic Achievement	<b>STAAR Performance Status (Percent at or above Approaches Grade Level)</b>																		
	Target	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%				
	Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100	
	Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100	
	Writing	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100	
	Science	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100	
	Social Studies	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100	
<b>Total</b>															<b>75</b>	<b>75</b>	<b>100</b>		
Growth (EL & MS) / Graduation Rates (HS & KT2)	<b>STAAR Growth Status (Elementary and Middle Schools)</b>																		
	Target	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%				
	Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100	
	Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100	
	<b>Federal Graduation Status (Target: See Reason Codes) (High Schools and K-12)</b>																		
Graduation Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	n/a	Y	n/a	n/a	n/a	11	11	100	
Reason Code ***	a	a	a	a	a	a	a	a	a	a	n/a	a	n/a	n/a	n/a				
<b>Total</b>																<b>11 or 30</b>	<b>11 or 30</b>	<b>100</b>	
ELP	<b>English Learner Language Proficiency Status</b>																		
	TELPAS Progress Rate Target																		
	TELPAS Progress Rate												###%						
<b>Total</b>																<b>1</b>	<b>1</b>	<b>100</b>	
School Quality or Student Success	<b>College, Career, and Military Readiness Performance Status (High Schools and K-12)</b>																		
	Target	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%			
	College, Career, and Military Readiness	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	n/a	n/a	13	13	100
	<b>STAAR Grade 3-8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)</b>																		
	Target	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%			
Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100	
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100	
<b>Total</b>																<b>13 or 30</b>	<b>13 or 30</b>	<b>100</b>	
<b>Overall Total</b>																<b>??</b>	<b>??</b>	<b>100</b>	
<b>OTHER INDICATORS</b>																			
<b>Participation Status</b>																			
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%				
Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100	
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100	
<b>Total</b>																<b>30</b>	<b>30</b>	<b>100</b>	
Targeted Campus Determination	<b>Multi-Year Performance Status</b>																		
	Consecutive Years Missing Performance Target																		
	Reading	0	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a			
	Mathematics	0	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a			
	<b>Multi-Year Growth Status</b>																		
	Consecutive Years Missing Growth Target																		
	Reading	0	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a			
	Mathematics	0	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a			
	<b>Multi-Year Graduation Status</b>																		
	Consecutive Years Missing Graduation Target																		
0	0	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a				
<b>Multi-Year English Learner Language Proficiency Status</b>																			
Consecutive Years Missing Target																			
0																			
<b>Multi-Year Student Success Status</b>																			
Consecutive Years Missing Performance Target																			
<b>STAAR Grade 3-8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)</b>																			
Reading	0	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a				
Mathematics	0	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a				
College, Career, and Military Readiness	0	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a				

# Closing the Gaps: Sample Status Report



		All	African		
		Students	American	Hispanic	White
<b>Academic Achievement</b>	<b>STAAR Performance Status (Percentage at or above Approaches Grade Level)</b>				
	Target	##%	##%	##%	##%
	Reading	Y	Y	Y	Y
	Mathematics	Y	Y	Y	Y
	Writing	Y	Y	Y	Y
	Science	Y	Y	Y	Y
	Social Studies	Y	Y	Y	Y

# Closing the Gaps: Alignment with ESSA



		All Students	African American	Hispanic	White
<b>Growth (EL &amp; MS)/ Graduation Rates (HS &amp; K12)</b>	<b>STAAR Growth Status (Elementary and Middle Schools)</b>				
	Target	##%	##%	##%	##%
	Reading	Y	Y	Y	Y
	Mathematics	Y	Y	Y	Y
	<b>Federal Graduation Status (Target: See Reason Codes) (High Schools and K-12)</b>				
	Graduation Target Met	Y	Y	Y	Y
	Reason Code	a	a	a	a

# Closing the Gaps: Alignment with ESSA

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	ELL (Current)
ELP	English Learner Language Proficiency Status ##%
	TELPAS Progress Rate Target Y
	TELPAS Progress Rate

# Closing the Gaps: Progress of ELs

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- EL Progress reflects an English Learner's progress towards achieving English language proficiency.
- Data source is TELPAS results.
- Accountability subset rule is applied.
- A student is considered having made the EL Progress if
  - he/she advances by at least one score of the composite rating from the prior year to the current year, or
  - his/her result is "Advanced High."
- If the prior year composite rating is not available, second or third year prior are used.
- The minimum size is 25.
- Small number analysis is applied if there are fewer than 25 current EL students.

# Closing the Gaps: Alignment with ESSA



	All Students	African American	Hispanic	White	
<b>School Quality or Student Success</b>	<b>College, Career, and Military Readiness Performance Status (High Schools and K-12)</b>				
	Target	##%	##%	##%	##%
	College, Career, and Military Readiness	Y	Y	Y	Y
	<b>STAAR Grade 3–8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)</b>				
	Target	##%	##%	##%	##%
	Reading	Y	Y	Y	Y
	Mathematics	Y	Y	Y	Y

# Closing the Gaps: Safe Harbor Provision

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## Safe Harbor

- To avoid unintended consequences
- Available for all indicators
- For districts and campuses that do not meet the target on an indicator

District and campuses that miss a target will have no negative consequences if they make sufficient progress over the previous year.

The progress must be enough that (if continued at that rate) a district or campus would meet an interim or long-term goal in a specified amount of time.

# Closing the Gaps: Safe Harbor Calculation

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## Variables

- Last year's result
- This year's result
- Goal (interim or long term)
- Years to meet goal

## Example One Scenario

Performance on mathematics STAAR by students in special education

- Last year's score (45)
- This year's score (53)
- Goal (interim) (80)
- Years to meet goal (5)

## Example One Calculation

- Last year's result missed the target by 35 points ( $80 - 45 = 35$ )
- Because the years to meet goal is 5, this campus must improve its score for this indicator by 7 points each year ( $35 \div 5 = 7$ ).
- This year's score is 8 points better than last year's ( $53 - 45 = 8$ )
- Safe harbor is invoked.
- There are no negative consequences of missing that target for this indicator.

# Closing the Gaps: Safe Harbor Calculation



## Example Two Scenario

Performance on mathematics STAAR by students in special education

- Last year's score (60)
- This year's score (61)
- Goal (long term) (90)
- Years to meet goal (15)

## Example Two Calculation

- Last year's result missed the target by 30 points ( $90 - 60 = 30$ )

## Example Two Calculation (cont.)

- Because the years to meet goal is 15, this campus must improve its score for this indicator by 2 points each year ( $30 \div 15 = 2$ ).
- This year's score is 1 points better than last year's ( $61 - 60 = 1$ )
- Safe harbor is not invoked.
- There are negative consequences of missing that target for this indicator.

### **Feedback Opportunity**

Should we apply the same standard for expectation to all student groups, given safe harbor rules?

# Closing the Gaps: Data Modeling



## Percentage of Elementary Schools Meeting Achievement Target

### With Safe Harbor

Group	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00-20%	763	17.58	763	17.58
21-40%	930	21.43	1693	39.01
41-60%	929	21.41	2622	60.41
61-80%	868	20.00	3490	80.41
81-100%	850	19.59	4340	100.00

### Without Safe Harbor

Group	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00-20%	2018	46.50	2018	46.50
21-40%	710	16.36	2728	62.86
41-60%	547	12.60	3275	75.46
61-80%	483	11.13	3758	86.59
81-100%	582	13.41	4340	100.00

# Closing the Gaps: Data Modeling



## Percentage of Middle Schools Meeting Achievement Target

### With Safe Harbor

Group	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00-20%	254	15.37	254	15.37
21-40%	384	23.23	638	38.60
41-60%	426	25.77	1064	64.37
61-80%	338	20.45	1402	84.82
81-100%	251	15.18	1653	100.00

### Without Safe Harbor

Group	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00-20%	903	54.63	903	54.63
21-40%	249	15.06	1152	69.69
41-60%	224	13.55	1376	83.24
61-80%	156	9.44	1532	92.68
81-100%	121	7.32	1653	100.00

# Closing the Gaps: Data Modeling



## Percentage of High Schools Meeting Achievement Target

### With Safe Harbor

Group	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00-20%	36	2.83	36	2.83
21-40%	140	11.01	176	13.84
41-60%	355	27.91	531	41.75
61-80%	434	34.12	965	75.86
81-100%	307	24.14	1272	100.00

### Without Safe Harbor

Group	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00-20%	174	13.68	174	13.68
21-40%	291	22.88	465	36.56
41-60%	362	28.46	827	65.02
61-80%	243	19.10	1070	84.12
81-100%	202	15.88	1272	100.00

## Identification of Schools: Comprehensive Support and Improvement

- Lowest-performing five percent of campuses based on overall A–F grade
- High schools with less than 67 percent graduation rate
- Certain targeted schools that do not improve in a specified time
- Beginning in summer 2018 based on 2017–18 data
- Updated at least every three years thereafter

## Identification of Schools: Targeted Support and Improvement

- Three consecutive years of missing a target in the same student group on the same indicator
- Summer 2019 based on 2017, 2018, and 2019 data

Targeted Campus Determination	<b>Multi-Year Performance Status</b>				
	Consecutive Years Missing Performance Target				
	Reading	0	0	0	0
	Mathematics	0	0	0	0
	<b>Multi-Year Growth Status</b>				
	Consecutive Years Missing Growth Target				
	Reading	0	0	0	0
	Mathematics	0	0	0	0
	<b>Multi-Year Graduation Status</b>				
	Consecutive Years Missing Graduation Target	0	0	0	0
	<b>Multi-Year English Learner Language Proficiency Status</b>				
	<b>Multi-Year Student Success Status</b>				
	Consecutive Years Missing Performance Target				
STAAR Grade 3- 8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)					
Mathematics					
Reading	0	0	0	0	
College, Career, and Military Readiness	0	0	0	0	



## Feedback

- Survey link to come by email
- [feedbackAF@tea.texas.gov](mailto:feedbackAF@tea.texas.gov)

## Resources

- <http://tea.texas.gov/A-F>
- <http://tea.texas.gov/accountability>
- [performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov)
- (512) 463-9704