



The Implementation of House Bill 22


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 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.

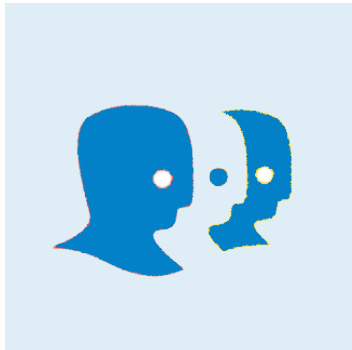
Closing the Gaps: Ensuring Educational Equity



All Students



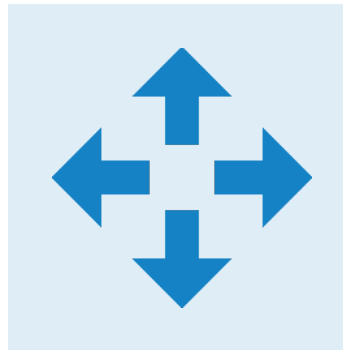
Race/Ethnicity



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



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



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



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

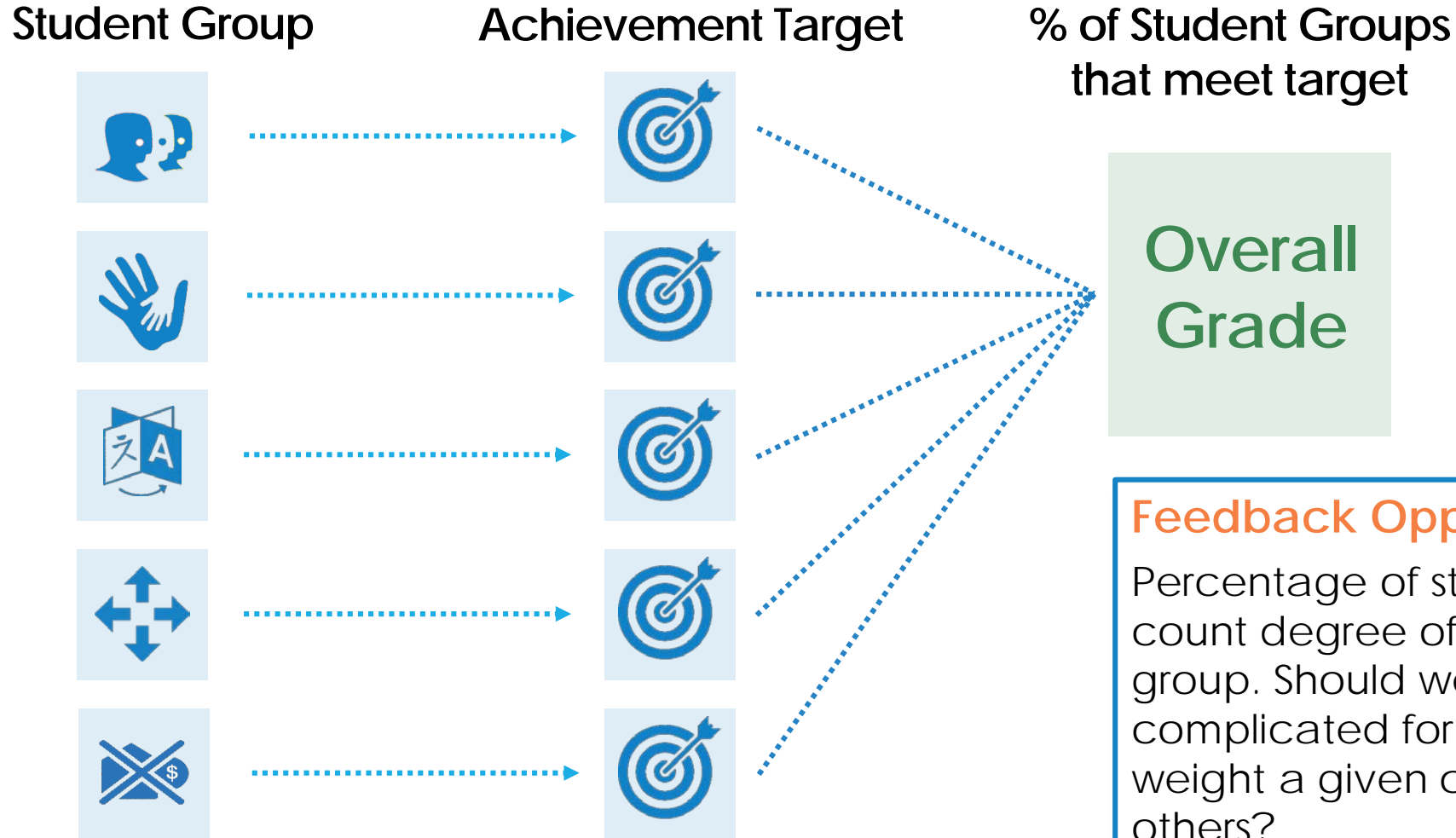
- TELPAS Progress Rate
- Current ELs

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



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: Alignment with ESSA



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

Closing the Gaps: Alignment with ESSA



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

Closing the Gaps: Progress of ELs



- 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	
School Quality or Student Success	College, Career, and Military Readiness Performance Status (High Schools and K-12)				
	Target	##%	##%	##%	##%
	College, Career, and Military Readiness	Y	Y	Y	Y
	STAAR Grade 3–8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)				
	Target	##%	##%	##%	##%
	Reading	Y	Y	Y	Y
	Mathematics	Y	Y	Y	Y

Closing the Gaps: Safe Harbor Provision



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



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

		All Students	African American	Hispanic	White
Targeted Campus Determination	Multi-Year Performance Status				
	Consecutive Years Missing Performance Target				
	Reading	0	0	0	0
	Mathematics	0	0	0	0
	Multi-Year Growth Status				
	Consecutive Years Missing Growth Target				
	Reading	0	0	0	0
	Mathematics	0	0	0	0
	Multi-Year Graduation Status				
	Consecutive Years Missing Graduation Target	0	0	0	0
	Multi-Year English Learner Language Proficiency Status				
	Multi-Year Student Success Status				
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

Resources

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