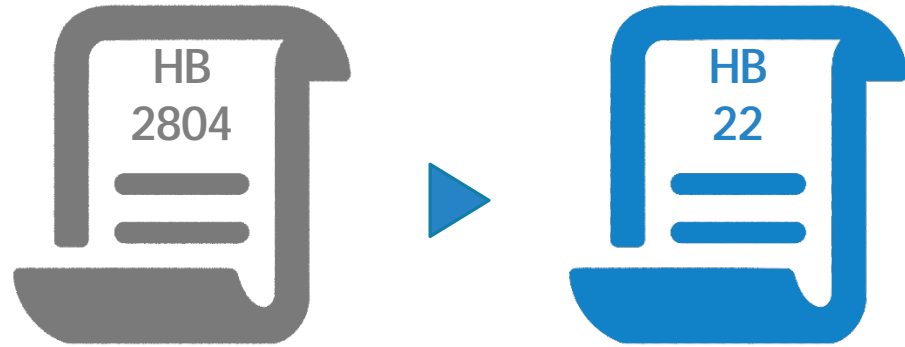




The Implementation of House Bill 22

COLLABORATING TO BUILD A BETTER ACCOUNTABILITY SYSTEM



House Bill 22, 85th Texas Legislature

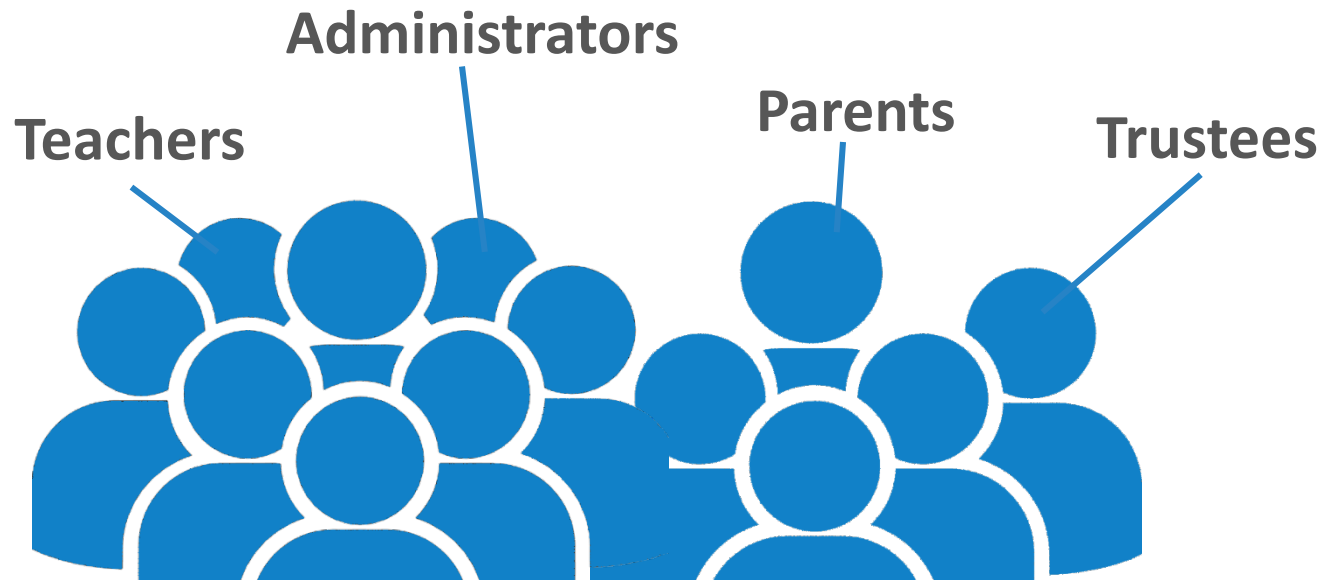
"The commissioner shall evaluate school district and campus performance and assign each district and campus an overall performance rating of"

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.”



Three Domains: Combining to Calculate Overall Score



Best of Achievement or Progress

Minimum 30%



Student
Achievement



School
Progress



Closing
The Gaps

Design Approach: Philosophical Commitments



"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."



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.

A white square containing a blue checkmark.

No forced distribution

A white square containing a blue checkmark.

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



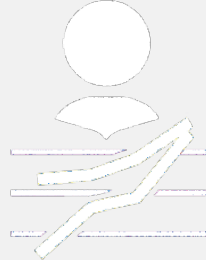
Student Achievement: Performance



Student
Achievement

A vertical rectangular panel with a solid blue background. At the top center is a white icon of a person reading a book. Below the icon is a white rectangular box containing the text "Student Achievement" in a blue, sans-serif font.

School
Progress

A vertical rectangular panel with a light gray background. At the top center is a white icon of a person with a bar chart and an upward-pointing arrow. Below the icon is a white rectangular box containing the text "School Progress" in a gray, sans-serif font.

Closing
The Gaps

A vertical rectangular panel with a light gray background. At the top center is a white icon of a person with a line graph showing an upward trend. Below the icon is a white rectangular box containing the text "Closing The Gaps" in a gray, sans-serif font.

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.



	All Students
Total Tests	3,212
# Approaches Grade Level or Above	2,977
# Meets Grade Level or Above	1,945
# Masters Grade Level	878
% Approaches Grade Level or Above	92.7%
% Meets Grade Level or Above	60.6%
% Masters Grade Level	27.3%

Average of 3

$$92.7 + 60.6 + 27.3 / 3 = 60.2$$

Student Achievement Score



Student Achievement: Calculating Score



Elementary School



Middle School



High School



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

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

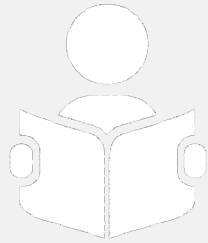
Career Ready

- Earn industry certification
- Be admitted to post-secondary industry certification program

Military Ready

Enlist in the United States Armed Forces

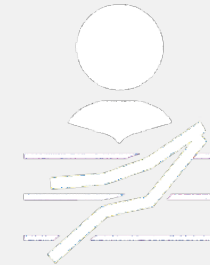
School Progress: Growth



Student
Achievement



School
Progress

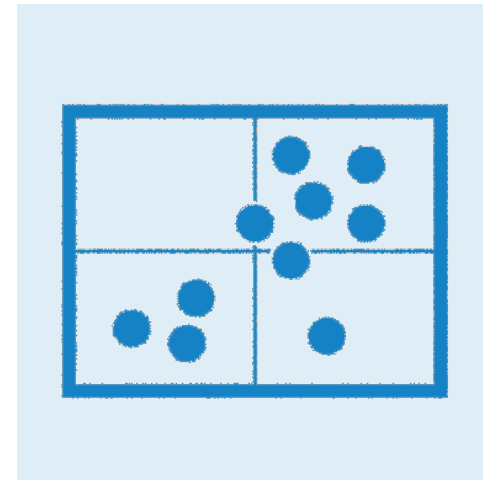


Closing
The Gaps

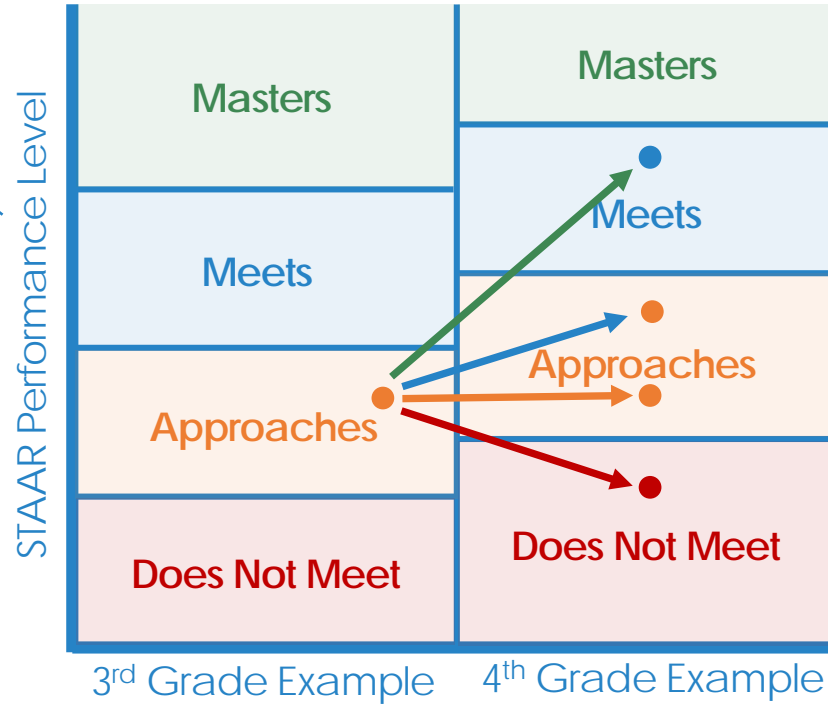
Part A: Student Growth



Part B: Relative Performance



Student Growth: Measuring Advancement



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

	Does Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
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Student Growth: Percentage of Students Gaining



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Student Growth: Percentage of Students Gaining



.....Current Year.....

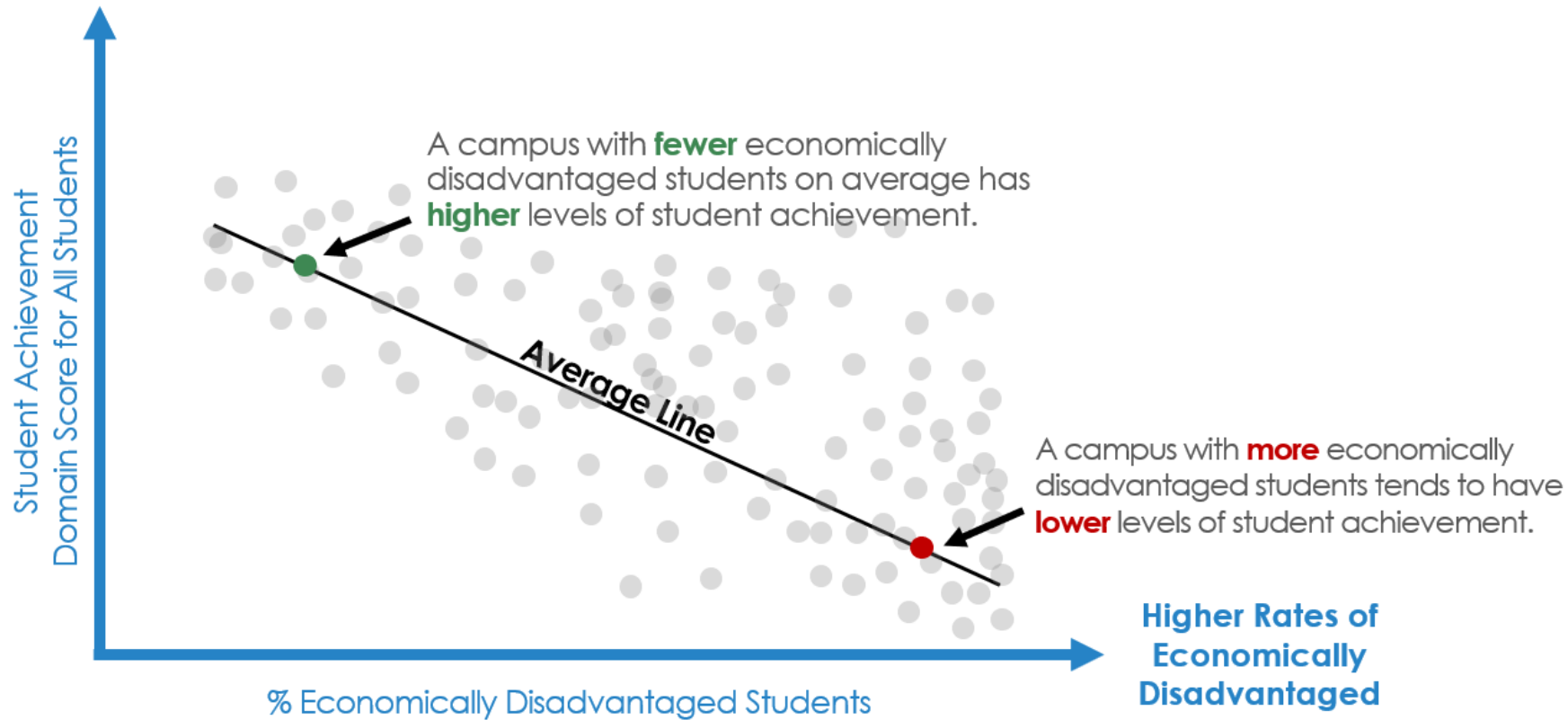
.....Previous Year.....

	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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Masters Grade Level	0 pts	0 pts	0 pts	1 pt

Relative Performance: Measuring School Progress



Higher Levels
of Student
Achievement

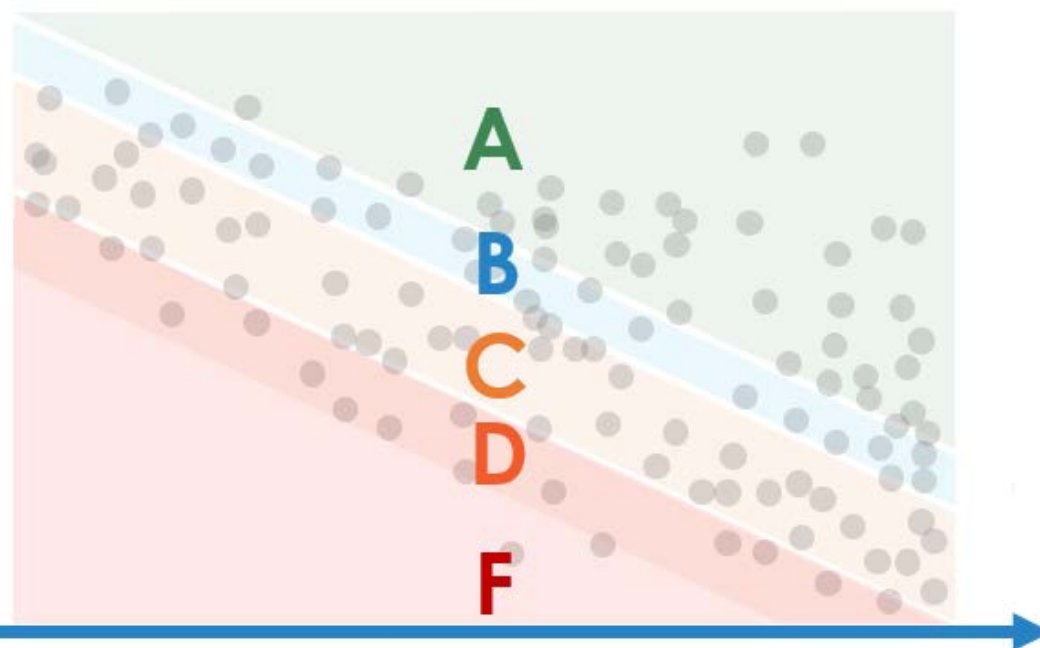


Relative Performance: Measuring School Progress



Higher Levels
of Student
Achievement

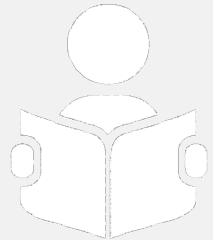
Student Achievement
Domain Score for All Students



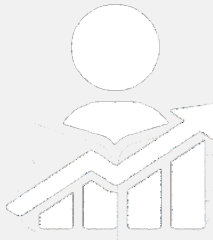
% Economically Disadvantaged Students

Higher Rates of
Economically
Disadvantaged


Closing the Gaps: Ensuring Educational Equity



Student
Achievement

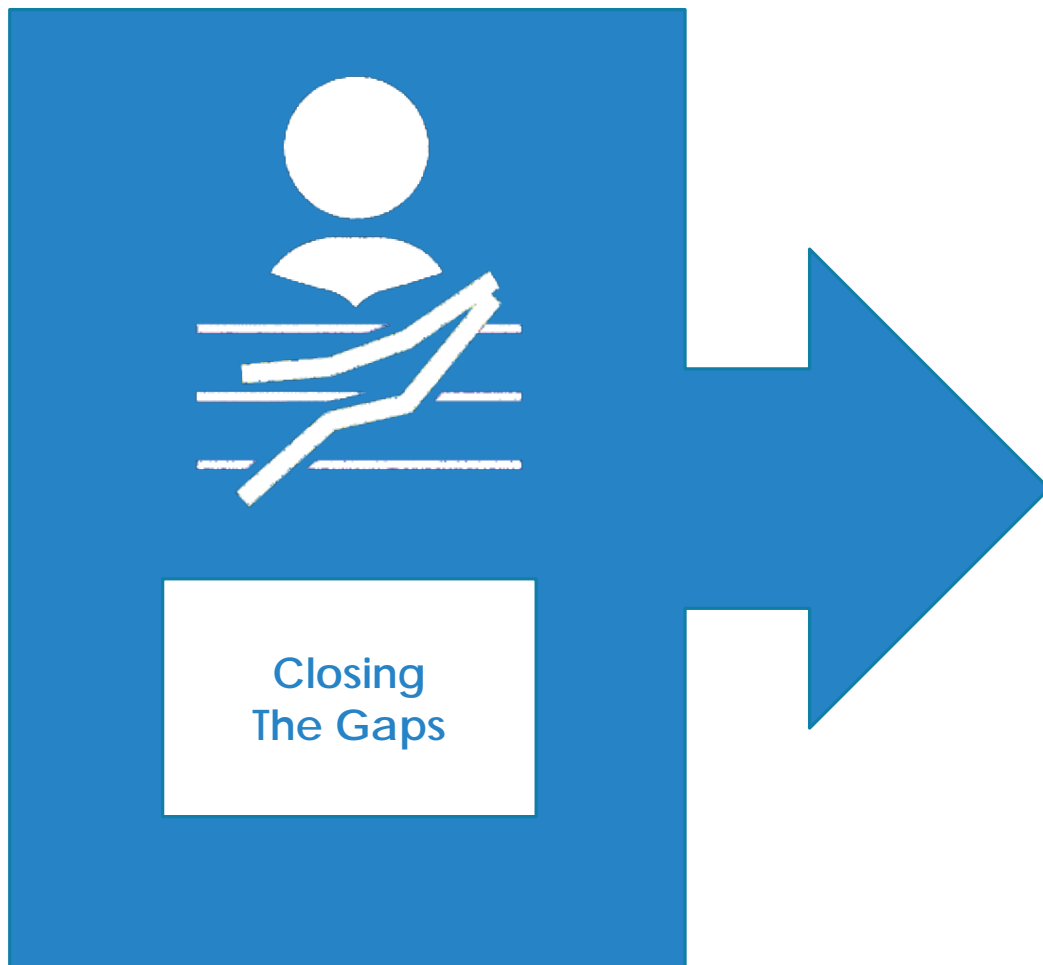


School
Progress



Closing
The Gaps

Closing the Gaps: Aligning Accountability Systems



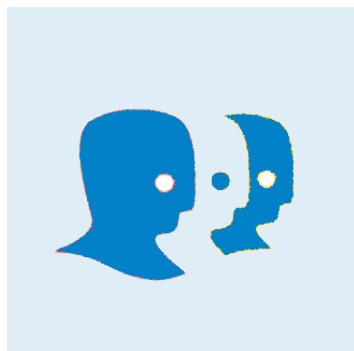
Closing the Gaps: Ensuring Educational Equity



All Students



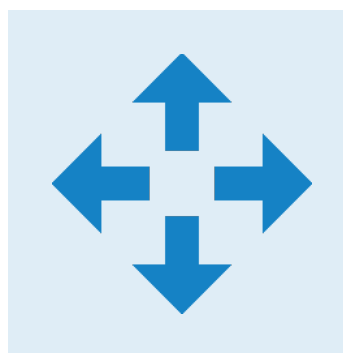
Race/Ethnicity



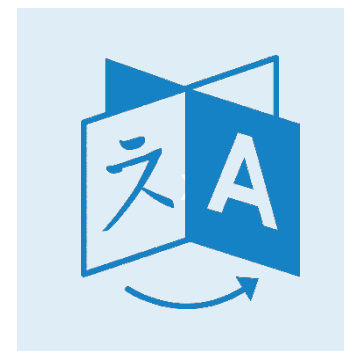
Special Education



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

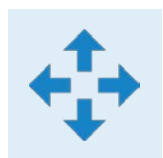
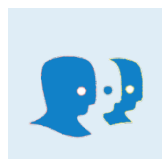
- Academic Achievement in Reading, Mathematics, Writing, Science and Social Studies
- Growth in Reading and Mathematics (Elementary and Middle Schools)
- Graduation Rates
- English Learner Language Proficiency Status
- College, Career, and Military Readiness Performance
- At or Above Meets Grade Level Performance in Reading and Mathematics

Closing the Gaps: Ensuring Educational Equity



Student Group

Achievement Target



% of Subgroups that meet target



Overall
Grade

Local Accountability Plan



Local Accountability



Student
Achievement



School
Progress



Closing
The Gaps

*Example



Extra-
Curricular
Activities

*Example



Local
Assessments



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



Authority

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



One Condition

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



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.

New Indicator: Extracurricular/Cocurricular



Feasibility Study

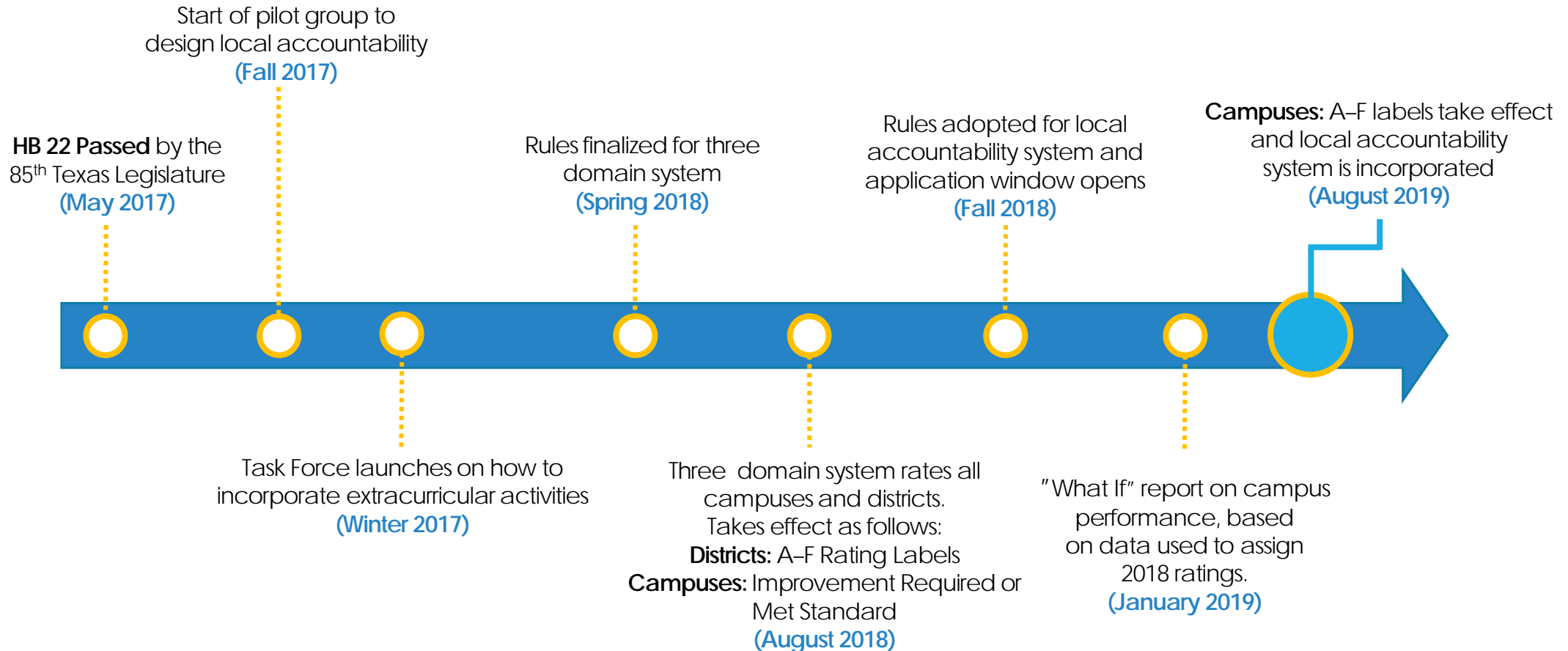
- Determine the feasibility of incorporating indicators that account for extracurricular and cocurricular student activity.
- The commissioner may establish an advisory committee.



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.

A-F Timeline: Implementation of HB 22



A–F Timeline: Domain Development



Expected Timeline	Activity
Aug.–December 2017	Stakeholder feedback
	ATAC and APAC monthly subcommittee meetings
	Training Sessions with ESC: HB 22 Overview and Student Achievement Domain
	Training Sessions with ESC: School Progress Domain
	Training Sessions with ESC: Closing the Gaps Domain
	September 18–19, ATAC meeting
	October 11–12, APAC meeting
	November, ATAC meeting (final recommendations for 2018 A–F)
	December, APAC meeting (final recommendations for 2018 A–F)
January–April 2018	Continued stakeholder feedback
	Commissioner final 2018 A–F decisions
May–June 2018	2018 A–F accountability manual creation
	Public comment on A–F accountability manual
	2018 A–F Manual adoption

A-F Timeline: Local Accountability



Expected Timeline	Activity
Aug.-December 2017	Stakeholder feedback
	ATAC and APAC monthly subcommittee meetings
	September 18-19, ATAC meeting
	October 11-12, APAC meeting
	Launch of Local Accountability System Pilot
	November, ATAC meeting (final recommendations for 2018 A-F)
	December, APAC meeting (final recommendations for 2018 A-F)
January-April 2018	Continued stakeholder feedback
	Commissioner final 2018 A-F decisions
	Ongoing Local Accountability System Pilot
May-June 2018	2018 A-F manual creation
	Public comment on A-F manual
	2018 A-F manual adoption
	Ongoing Local Accountability System Pilot
June 2018-April 2019	Ongoing Local Accountability System Pilot