Understanding the School Progress Domain

Texas Education Agency
Office of Governance and Accountability
Performance Reporting

How to submit questions during the webinar

- Open a browser on any computer, tablet, or smartphone
- Go to slido.com
- Enter the event code #**TEADOMAIN2**

Student Achievement evaluates performance across all subjects for all students, on both general and alternate assessments; College, Career, and Military Readiness (CCMR) indicators; and graduation rates.

School Progress measures district and campus outcomes in two areas: the students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA).

Better of Achievement or Progress 70%

30%

Student Achievement

School Progress

Closing The Gaps
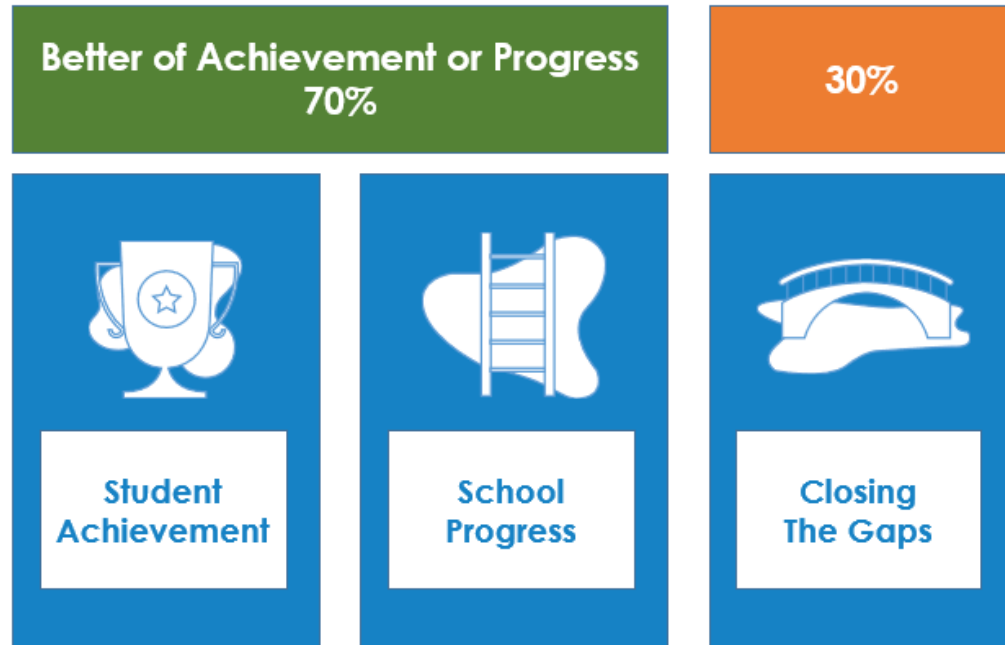
Districts and campuses receive an overall rating, as well as a rating for each domain.

A = scaled score 90–100

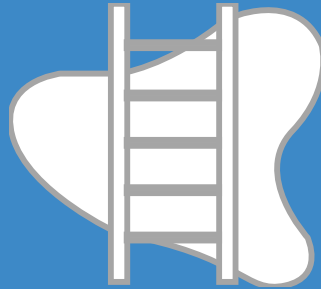**B** = scaled score 80–89

C = scaled score 70–79

D = scaled score 60–69

F = scaled score ≤59

School Progress Domain

Student Achievement	School Progress	Closing The Gaps
A copy of this presentation is available at https://tea.texas.gov/A-F/	Understanding the School Progress Domain	Understanding the Closing the Gaps Domain Wed, August 7 at 1:00 PM
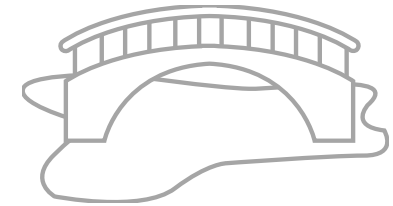
Part A:
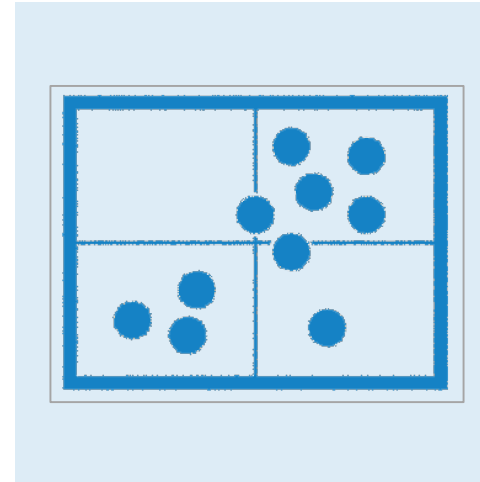**Academic Growth**

Part B:
Relative Performance

**Better of
Part A: Academic Growth
or
Part B: Relative Performance**

Part A:
Academic Growth

Part B:
Relative Performance
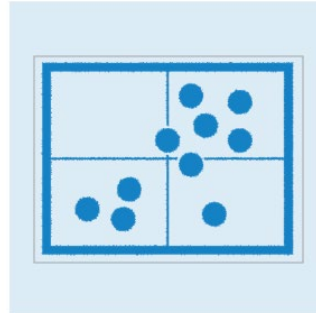
The School Progress domain measures district and campus outcomes in two areas:

- the number of students that grew at least one year academically (or maintained performance) as measured by STAAR results

- the achievement of students relative to districts or campuses with similar economically disadvantaged percentages

Part A: Academic Growth

Part A: Academic Growth

- Academic Growth provides an opportunity for districts and campuses to receive credit for STAAR results in ELA/reading and mathematics that either meet the student-level criteria for the STAAR progress measure or maintain performance.

What is the STAAR progress measure?

- The STAAR progress measure provides information about the amount of improvement or progress that a student has made in a content area. This measure is based on a comparison of a student's test score in the previous accountability year with their score in the current accountability year.

- Progress is measured by calculating a student's gain score—the difference between the scale score a student achieved in the previous accountability year and the scale score a student achieved in the current accountability year.

- Individual student progress is either categorized as *Limited, Expected,* or *Accelerated* progress.

How is the STAAR progress measure different from STAAR performance levels?

- STAAR performance levels describe and classify performance in the current year. The STAAR performance levels are:

  - Masters Grade Level
  - Meets Grade Level
  - Approaches Grade Level
  - Did Not Meet Grade Level

- In contrast, STAAR progress measures provide information about the improvement or progress that students have achieved between the previous year and the current year within the same content area. Individual student progress is compared to progress targets. Progress is classified as *Limited, Expected,* or *Accelerated*.

Which grades and subjects receive a STAAR progress measure?

- In 2019, the STAAR progress measure is reported for:

    - grades 4–8 reading (English)
    - grades 4–5 reading (Spanish)
    - grades 4–8 mathematics
    - Algebra I
    - English II

- Progress designations of *Did Not Meet, Met, or Exceeded* are reported for STAAR Alternate 2

- English learners (ELs) are eligible for STAAR progress measures.

Why do some students not receive a STAAR progress measure?

- Students must meet ALL of the following criteria within the same content area (mathematics, reading, or English) to receive a STAAR progress measure:
  - Have taken a STAAR assessment in the previous year and a STAAR assessment in the current year.
  - Have a valid score from the previous year and the current year.
  - Have tested in successive grade levels or EOC assessments in the previous year and the current year.
    - Students who took the same grade-level or EOC assessment in the previous year and the current year will not receive a progress measure.
    - Students who take STAAR assessments and have skipped a grade level between the previous year and the current year will receive a progress measure.

School Progress Domain, Part A: Academic Growth

Why do some students not receive a STAAR progress measure? (continued)

- Students must meet ALL of the following criteria within the same content area (mathematics, reading, or English) to get a STAAR progress measure:

    - For STAAR reading assessments, have taken tests in the same language in the previous year and the current year (i.e., English or Spanish).

    - For STAAR Algebra I and English II, have taken the test for the first time (not a retest).

School Progress Domain, Part A: Academic Growth

- Detailed information on the STAAR progress measure is available at http://tea.texas.gov/student.assessment/progressmeasure/

- Resources include

  - How to calculate a student's progress measure

  - Parent Letters

  - Frequently Asked Questions

  - STAAR Alternate 2 Progress Measure

Academic Growth: Measuring Student Progress

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

Current Year (column header)

Previous Year (row header)

Academic Growth: Measuring Student Progress

STAAR ·········· **Current Year** ··········

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

Academic Growth: Measuring Student Progress

STAAR ········· **Current Year** ·········

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

Academic Growth: Measuring Student Progress

STAAR ·········· **Current Year** ··········

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

STAAR Alternate 2

	Current Year		
Previous Year	**Level I: Developing**	**Level II: Satisfactory**	**Level III: Accomplished**
Level I: Developing	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	1 pt	1 pt
Level II: Satisfactory	0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt
Level III: Accomplished	0 pts	0 pts	1 pt

Academic Growth: Methodology

- School Progress, Part A includes all assessments with eligible growth measures (growth measure=STAAR progress measure).

- All students are evaluated.

- Substitute assessments are not included.

- The academic growth score is expressed as a percentage: total points divided by maximum points, rounded to the nearest whole number.

Academic Growth: Sample Calculation

Prior-Year Performance	Current-Year Performance	Growth Expectation Outcome	Total Assessments
Did Not Meet	Did Not Meet	Did Not Meet	20
Approaches	Did Not Meet	Did Not Meet	15
Masters	Meets	N/A	14
		Total with No Points	**49**

Academic Growth: Sample Calculation

Prior-Year Performance	Current-Year Performance	Growth Expectation Outcome	Total Assessments
Did Not Meet	Approaches	Did Not Meet	7
Approaches	Approaches	Did Not Meet	7
Meets	Meets	Did Not Meet	3
		Total with One-Half Point	**17**

Academic Growth: Sample Calculation

Prior-Year Performance	Current-Year Performance	Growth Expectation Outcome	Total Assessments
Approaches	Approaches	Met or Exceeded Growth Expectation	52
Meets	Meets	Met or Exceeded Growth Expectation	30
Meets	Masters	N/A	35
Masters	Masters	N/A	17
		Total with One Point	**134**

49 results that earned no points

17 results that earned half a point

134 results that earned one point

$$\frac{(49 \times 0) + (17 \times 0.5) + (134 \times 1)}{200} = \frac{142.5}{200} = \mathbf{71}$$

Part A, Academic Growth: Scaling

- In order to align letter grades and scores used in the *A–F* academic accountability system to the common conception of letter grades, raw domain and component scores are adjusted to scaled scores.

- The methodology and formulas for scaling domains and components are provided in the *2019 Accountability Manual*.

- A scaling tool is available at https://tea.texas.gov/2019Accountability.aspx

- In this example, the 71 component score result is scaled to:

  - Elementary: 74 (*C*)

  - Middle School: 79 (*C*)

  - High School/K–12: 81 (*B*)

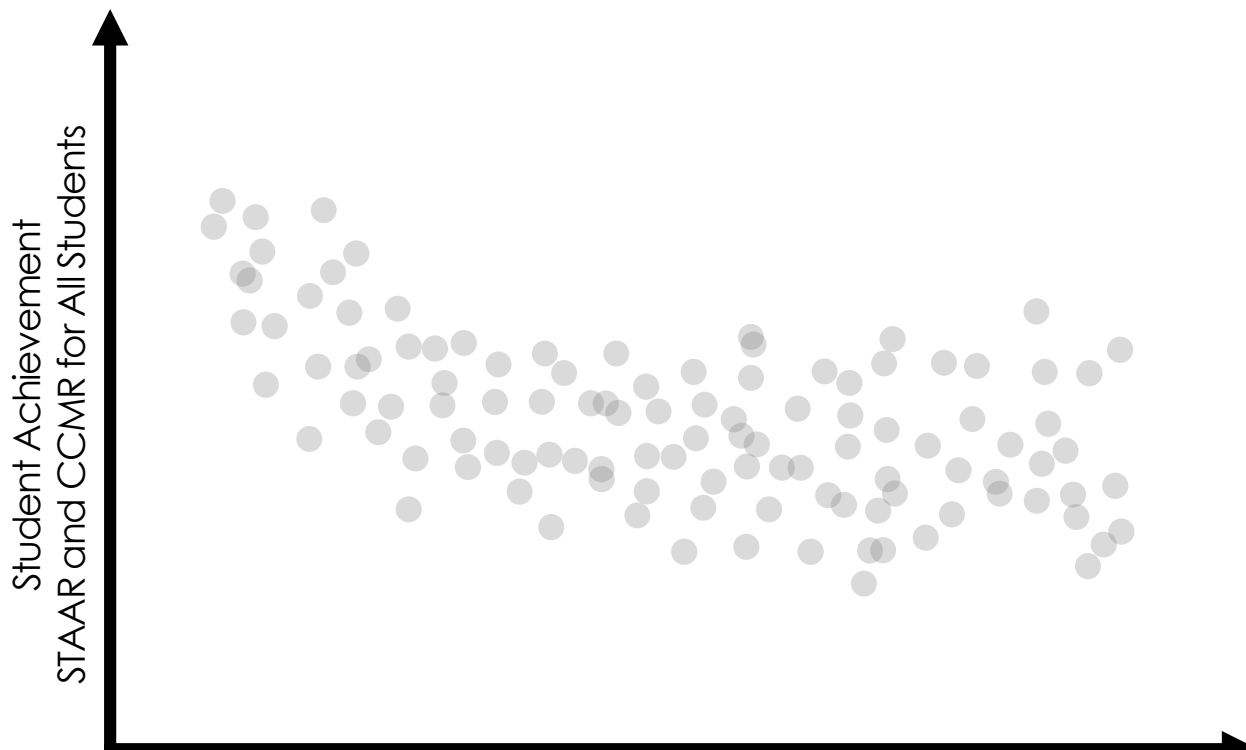# Relative Performance: Measuring School Progress

Part B: Relative Performance

- For elementary and middle schools, School Progress, Part B evaluates overall student performance on the Student Achievement STAAR component compared to campuses with similar percentages of economically disadvantaged students, as reported in the TSDS PEIMS October snapshot.

- For high schools, K–12 campuses, and districts, School Progress, Part B evaluates the average of the Student Achievement STAAR component <u>and</u> the CCMR component compared to districts or campuses with similar percentages of economically disadvantaged students as reported in the TSDS PEIMS October snapshot.

- AEA campuses are not evaluated on School Progress, Bart B due to the small numbers of campuses available for comparison.

Part B: Relative Performance

- In order to establish targets, a scatter plot was developed for districts and by each campus type which compared the Student Achievement result with the percentage of students who are economically disadvantaged.

- A quadratic regression was run to establish separate cut points by campus type and district.

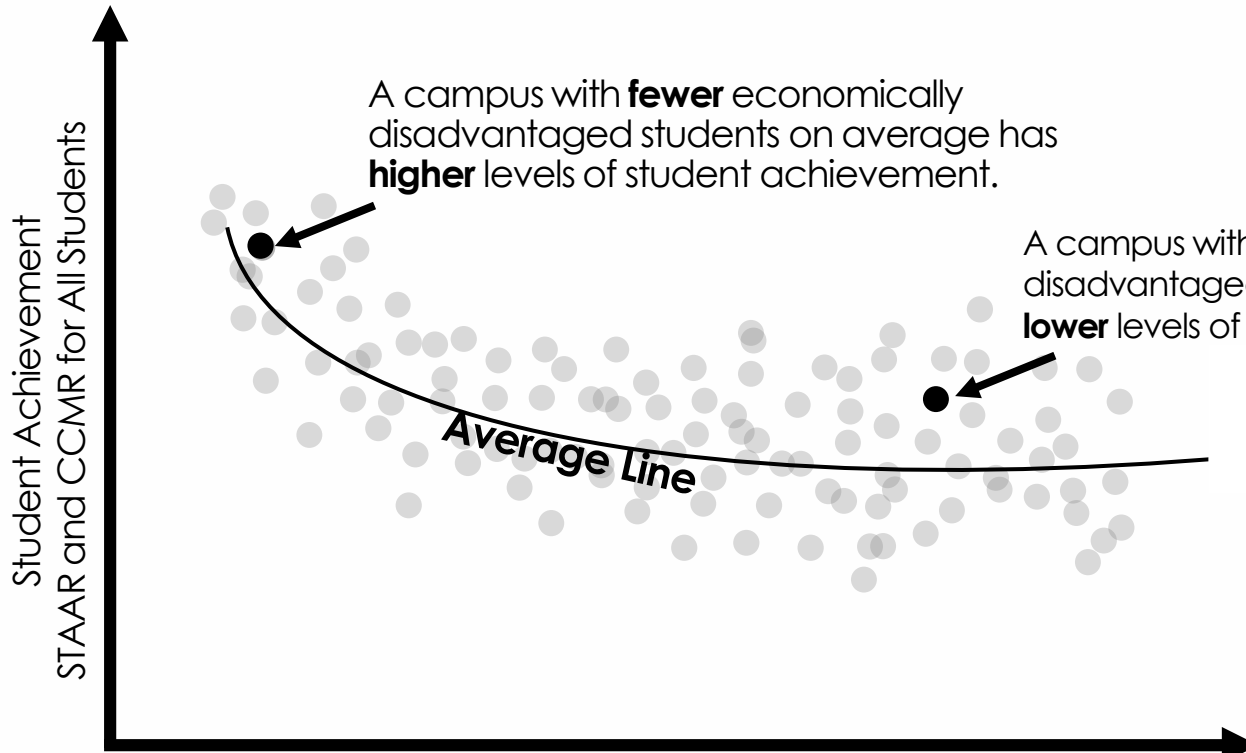- Targets are scheduled to remain steady for 5 years.

Relative Performance: Measuring School Progress

Higher Levels of Student Achievement

Student Achievement STAAR and CCMR for All Students

Includes STAAR and CCMR for districts and campuses that have that data

% Economically Disadvantaged Students

Higher Rates of Economically Disadvantaged Students

Relative Performance: Measuring School Progress

Higher Levels of Student Achievement

Student Achievement
STAAR and CCMR for All Students

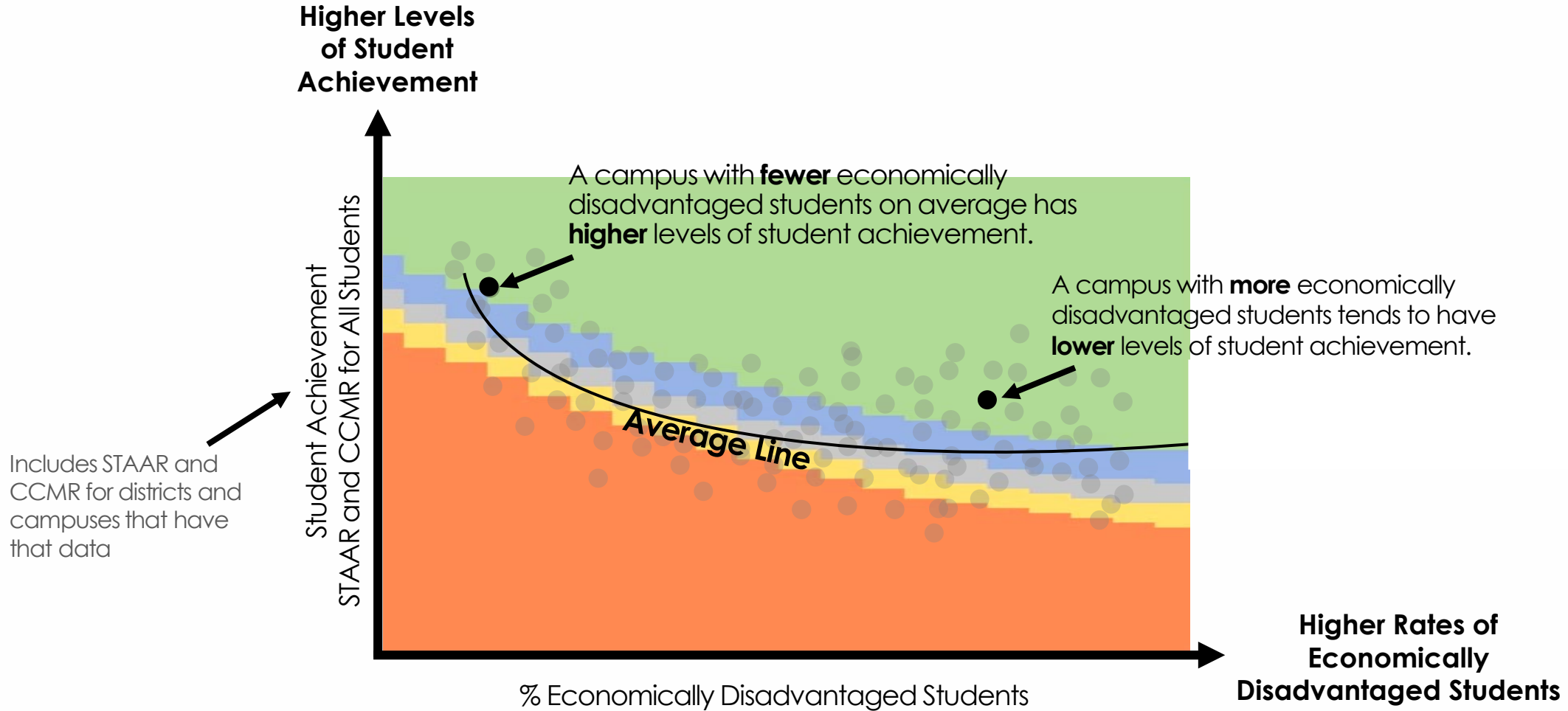A campus with **fewer** economically disadvantaged students on average has **higher** levels of student achievement.

A campus with **more** economically disadvantaged students tends to have **lower** levels of student achievement.

Average Line

Includes STAAR and CCMR for districts and campuses that have that data

% Economically Disadvantaged Students

Higher Rates of Economically Disadvantaged Students

Relative Performance: Measuring School Progress

Higher Levels of Student Achievement

Student Achievement STAAR and CCMR for All Students

Includes STAAR and CCMR for districts and campuses that have that data

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.

Average Line

% Economically Disadvantaged Students

Higher Rates of Economically Disadvantaged Students

* This image is for illustrative purposes only and is only meant to provide a general idea of the methodology used for School Progress, Part B.

At this high school, 70.0% of students were identified as economically disadvantaged on the TSDS PEIMS October snapshot. The campus earned a 52 averaged Student Achievement STAAR (47 component score) and CCMR (57 component score) components.
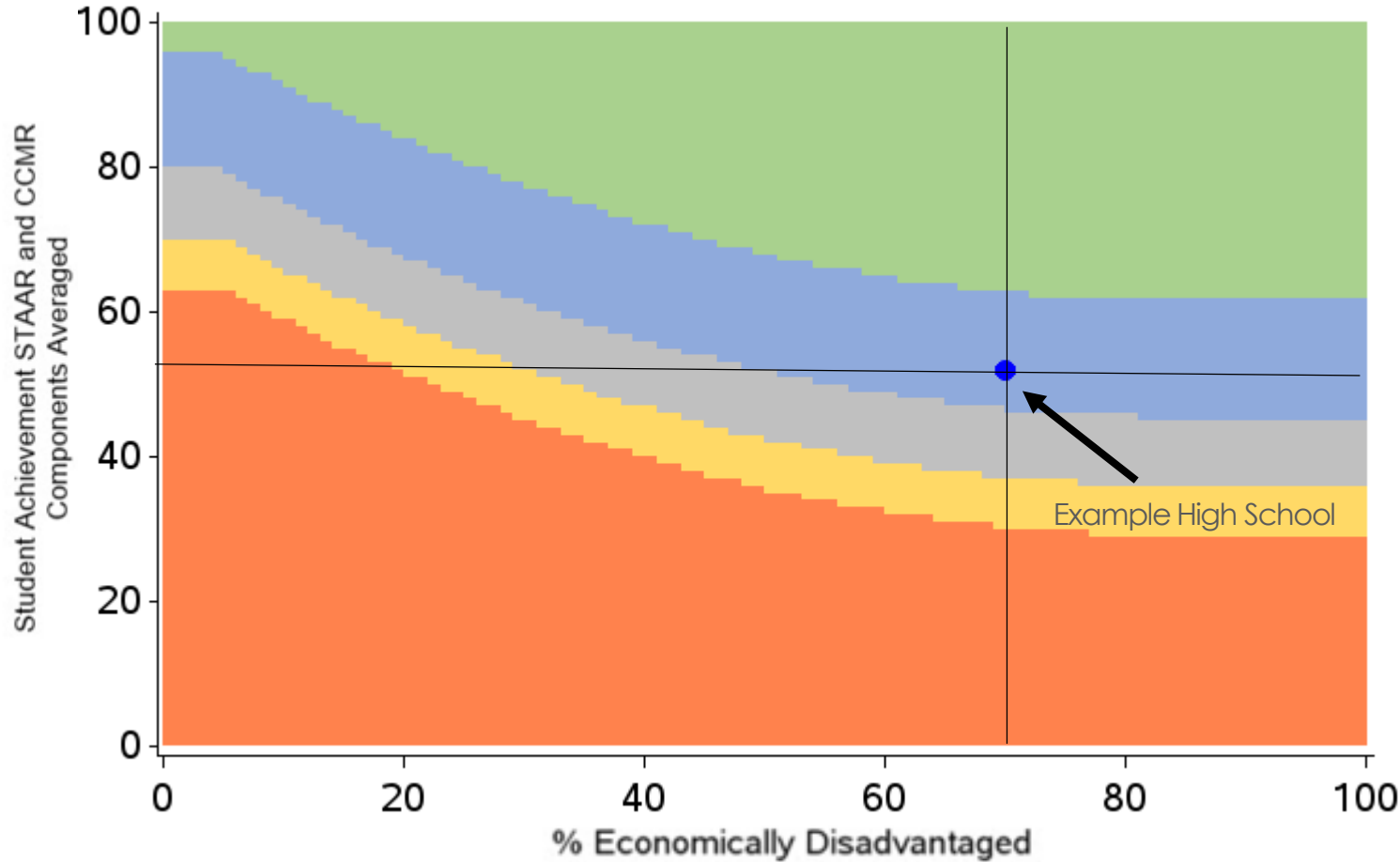
In this case, the high school would earn a *B* in School Progress, Part B: Relative Performance.

* This image is for illustrative purposes only and is only meant to provide a general idea of the methodology used for School Progress, Part B.

- In order to align letter grades and scores to the common conception of letter grades, raw domain and component scores are adjusted to scaled scores.

- The methodology and formulas for scaling domains and components are provided in the *2019 Accountability Manual*.

- A scaling tool is available at https://tea.texas.gov/2019Accountability.aspx

- In the previous example, a high school with a 52 averaged Student Achievement STAAR and CCMR components and 70.0% economically disadvantaged students would receive an 83 (*B*).

Calculating a School Progress Rating

Component	Component Score	Scaled Score
Part A, Academic Growth	71	81
Part B, Relative Performance	52 (STAAR and CCMR average) and 70.0% EcoDis	83
Take the higher of Part A or Part B		83
2019 School Progress Domain Rating		83 (*B*)

Calendar

Date	Event
Late July	Preliminary 2019 overall accountability ratings preview without data tables released (TEAL Accountability)
August 7	2019 preliminary performance domain tables without rating labels released (TEAL Accountability)
August 14	2019 accountability ratings released to districts and charters (TEAL Accountability)
August 15	2019 accountability ratings released (public web)

Questions

Resources

- **http://tea.texas.gov/A-F**
- **https://tea.texas.gov/perfreport/resources/index.html**

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- **Performance Reporting Home Page**
  http://tea.texas.gov/accountability/

- **2019 Accountability Rating System**
  https://tea.texas.gov/2019Accountability.aspx

- **Performance Reporting Email**
  performance.reporting@tea.texas.gov

- **Performance Reporting Telephone**
  (512) 463-9704

Thank you!