The Implementation of House Bill 22

Collaborating to Build a Better Accountability System

The School Progress Domain

Presentation to School System Stakeholder Teams
October 25, 2017
Region One ESC - Division of Instructional, School Improvement, and College Readiness Support
HB 22 Stakeholder Forum: Session Overview

• New Accountability System: House Bill 22
  • Scheduled Stakeholder Feedback Forums
  • Three Domain Assessment and A-F Accountability System

• Domain II: School Progress
  • Part A and Part B Components/Indicators
  • Computational Methodology
  • Component Weighting

• Stakeholder Feedback
  • School System Leadership Team Discussions
  • Stakeholder Feedback Opportunity
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.”

Feedback Opportunities
- Will solicit input on the aspects over which commissioner has authority
- Won’t solicit input on aspects that are required by statute
Three Domains: Combining to Calculate Overall Score

- Best of Achievement or Progress
- Minimum 30%

Feedback Opportunities
- Certain methodology decisions in each domain
- Cut points for each grade in each domain
- Weight (30% or more) to Closing the Gaps Domain
Student Achievement: Performance

- Student Achievement
- School Progress
- Closing The Gaps
School Progress: Growth
Closing the Gaps: Ensuring Educational Equity
Local Accountability Plan

- Student Achievement
- School Progress
- Closing The Gaps
- Extra-Curricular Activities
- Local Assessments
School Progress: Growth
School Progress: Two Aspects to Progress

Part A: Student Growth

Part B: Relative Performance
School Progress: Two Aspects to Progress

Part A: Student Growth
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

STAAR Performance Level

3rd Grade Example

4th Grade Example

Exceeds

+ 1 Point Awarded
For meeting or exceeding expected growth

Expected

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

Maintains

Limited

+ 0 Points Awarded
For falling to a lower level

Does Not Meet

Approaches

Meets

Masters

+ 1 Point Awarded
For meeting or exceeding expected growth

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

+ 0 Points Awarded
For falling to a lower level
## Student Growth: Percentage of Students Gaining

### Current Year

<table>
<thead>
<tr>
<th>Does Not Meet Grade Level</th>
<th>Grade Level</th>
<th>Grade Level</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met/Exceeded Growth Measure = 1 pt</td>
<td>Met/Exceeded Growth Measure = 1 pt</td>
<td>1 pt</td>
<td>1 pt</td>
</tr>
<tr>
<td>Did not meet</td>
<td>Did not meet</td>
<td>0 pts</td>
<td>0 pts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Met/Exceeded Growth Measure = 1 pt</th>
<th>Met/Exceeded Growth Measure = 1 pt</th>
<th>1 pt</th>
<th>1 pt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not meet</td>
<td>Did not meet</td>
<td>0 pts</td>
<td>0 pts</td>
<td></td>
</tr>
</tbody>
</table>

| Grade Level | 0 pts | 0 pts | 1 pt | 1 pt |

| Grade Level | 0 pts | 0 pts | 0 pts | 1 pt |

### Previous Year

<table>
<thead>
<tr>
<th>Does Not Meet Grade Level</th>
<th>Grade Level</th>
<th>Grade Level</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met/Exceeded Growth Measure = 1 pt</td>
<td>Met/Exceeded Growth Measure = 1 pt</td>
<td>1 pt</td>
<td>1 pt</td>
</tr>
<tr>
<td>Did not meet</td>
<td>Did not meet</td>
<td>0 pts</td>
<td>0 pts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Met/Exceeded Growth Measure = 1 pt</th>
<th>Met/Exceeded Growth Measure = 1 pt</th>
<th>1 pt</th>
<th>1 pt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not meet</td>
<td>Did not meet</td>
<td>0 pts</td>
<td>0 pts</td>
<td></td>
</tr>
</tbody>
</table>

| Grade Level | 0 pts | 0 pts | 1 pt | 1 pt |

| Grade Level | 0 pts | 0 pts | 0 pts | 1 pt |
### Student Growth: Not Maintaining Proficiency Level and Not Meeting STAAR Progress Measure

<table>
<thead>
<tr>
<th>Current Year</th>
<th>Does Not Meet Grade Level</th>
<th>Approaches Grade Level</th>
<th>Meets Grade Level</th>
<th>Masters Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does Not Meet</strong></td>
<td>Met/Exceeded Growth Measure = 1 pt</td>
<td>Met/Exceeded Growth Measure = 1 pt</td>
<td>1 pt</td>
<td>1 pt</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Did not meet = 0 pts</td>
<td>Did not meet = .5 pts</td>
<td>1 pt</td>
<td>1 pt</td>
</tr>
<tr>
<td><strong>Approaches</strong></td>
<td>Met/Exceeded Growth Measure = 1 pt</td>
<td>Met/Exceeded Growth Measure = 1 pt</td>
<td>1 pt</td>
<td>1 pt</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Did not meet = 0 pts</td>
<td>Did not meet = .5 pts</td>
<td>1 pt</td>
<td>1 pt</td>
</tr>
<tr>
<td><strong>Meets</strong></td>
<td>0 pts</td>
<td>0 pts</td>
<td>1 pt</td>
<td>1 pt</td>
</tr>
<tr>
<td>Grade Level</td>
<td>0 pts</td>
<td>0 pts</td>
<td>1 pt</td>
<td>1 pt</td>
</tr>
<tr>
<td><strong>Masters</strong></td>
<td>0 pts</td>
<td>0 pts</td>
<td>0 pts</td>
<td>1 pt</td>
</tr>
<tr>
<td>Grade Level</td>
<td>0 pts</td>
<td>0 pts</td>
<td>0 pts</td>
<td>1 pt</td>
</tr>
</tbody>
</table>

### 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 **Approaches**
- **Masters** to **Meets**
### Student Growth: Meeting Base Proficiency Level and Not Meeting STAAR Progress Measure

<table>
<thead>
<tr>
<th></th>
<th>Current Year</th>
<th>Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does Not Meet</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met/Exceeded</td>
<td>Met/Exceeded</td>
<td></td>
</tr>
<tr>
<td>Growth Measure</td>
<td>Growth Measure</td>
<td></td>
</tr>
<tr>
<td>= 1 pt</td>
<td>= 1 pt</td>
<td></td>
</tr>
<tr>
<td>Did not meet</td>
<td>Did not meet</td>
<td></td>
</tr>
<tr>
<td>= 0 pts</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td><strong>Approaches</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met/Exceeded</td>
<td>Met/Exceeded</td>
<td></td>
</tr>
<tr>
<td>Growth Measure</td>
<td>Growth Measure</td>
<td></td>
</tr>
<tr>
<td>= 1 pt</td>
<td>= 1 pt</td>
<td></td>
</tr>
<tr>
<td>Did not meet</td>
<td>Did not meet</td>
<td></td>
</tr>
<tr>
<td>= 0 pts</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td><strong>Meets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did not meet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>= 1 pt</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Masters</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did not meet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>= 1 pt</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Half Point**
- Does Not Meet to Approaches (without meeting growth expectations)
- Approaches to Approaches (without meeting growth expectations)
### Student Growth: Meeting Base Proficiency Level and Meeting or Exceeding STAAR Progress Measure

<table>
<thead>
<tr>
<th>Current Year</th>
<th>Does Not Meet Grade Level</th>
<th>Approaches Grade Level</th>
<th>Meets Grade Level</th>
<th>Masters Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does Not Meet Grade Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Met/Exceeded</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Growth Measure = 1 pt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Did not meet = 0 pts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Approaches Grade Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Met/Exceeded</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Growth Measure =</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Did not meet = .5 pts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Did not meet = .5 pts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meets Grade Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Met/Exceeded</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Growth Measure = 1 pt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Did not meet = 0 pts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Masters Grade Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Met/Exceeded</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Growth Measure = 1 pt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Did not meet = 0 pts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Previous Year

- **Does Not Meet Grade Level**
  - Met/Exceeded Growth Measure = 1 pt
  - Did not meet = 0 pts

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

- **Meets Grade Level**
  - Met/Exceeded Growth Measure = 1 pt
  - Did not meet = 0 pts

- **Masters Grade Level**
  - Met/Exceeded Growth Measure = 1 pt
  - Did not meet = 0 pts

### One Point

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

- **Approaches to Approaches**
  - (meeting/exceeding growth expectations)
## Student Growth: Not Meeting Base Proficiency Level and Meeting or Exceeding STAAR Progress Measure*

<table>
<thead>
<tr>
<th>Previous Year</th>
<th>Current Year</th>
<th>Does Not Meet Grade Level</th>
<th>Approaches Grade Level</th>
<th>Meets Grade Level</th>
<th>Masters Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does Not Meet Grade Level</td>
<td>Met/Exceeded Growth Measure = 0 pts</td>
<td>Met/Exceeded Growth Measure = 1 pt</td>
<td>1 pt</td>
<td>1 pt</td>
</tr>
<tr>
<td></td>
<td>Approaches Grade Level</td>
<td>Met/Exceeded Growth Measure = 0 pts</td>
<td>Met/Exceeded Growth Measure = 1 pt</td>
<td>1 pt</td>
<td>1 pt</td>
</tr>
<tr>
<td></td>
<td>Meets Grade Level</td>
<td>0 pts</td>
<td>0 pts</td>
<td>1 pt</td>
<td>1 pt</td>
</tr>
<tr>
<td></td>
<td>Masters Grade Level</td>
<td>0 pts</td>
<td>0 pts</td>
<td>0 pts</td>
<td>1 pt</td>
</tr>
</tbody>
</table>

*Very rare but statistically possible.

### One Point
- **Does Not Meet to Does Not Meet** (meeting/exceeding growth expectations)
- **Approaches to Does Not Meet** (meeting/exceeding growth expectations)
**Student Growth:** Achieving High Proficiency Level or Maintaining High Proficiency Level

<table>
<thead>
<tr>
<th>Previous Year</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does Not Meet</strong> Grade Level</td>
<td><strong>Does Not Meet</strong> Grade Level</td>
</tr>
<tr>
<td>Met/Exceeded Growth Measure = 1 pt</td>
<td>Met/Exceeded Growth Measure = 1 pt</td>
</tr>
<tr>
<td>Did not meet = 0 pts</td>
<td>Did not meet = .5 pts</td>
</tr>
<tr>
<td><strong>Approaches</strong> Grade Level</td>
<td><strong>Approaches</strong> Grade Level</td>
</tr>
<tr>
<td>Met/Exceeded Growth Measure = 1 pt</td>
<td>Met/Exceeded Growth Measure = 1 pt</td>
</tr>
<tr>
<td>Did not meet = 0 pts</td>
<td>Did not meet = .5 pts</td>
</tr>
<tr>
<td><strong>Meets</strong> Grade Level</td>
<td><strong>Meets</strong> Grade Level</td>
</tr>
<tr>
<td>0 pts</td>
<td>0 pts</td>
</tr>
<tr>
<td><strong>Masters</strong> Grade Level</td>
<td><strong>Masters</strong> Grade Level</td>
</tr>
<tr>
<td>0 pts</td>
<td>0 pts</td>
</tr>
</tbody>
</table>

**One Point**
- Does Not Meet to Meets
- Does Not Meet to Masters
- Approaches to Meets
- Approaches to Masters
- Meets to Masters
- Meets to Meets
- Masters to Masters
Student Growth: Sample Calculation

One Hundred Students

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

\[ ? \overline{200} \]
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**

<table>
<thead>
<tr>
<th>Previous Year</th>
<th>Current Year</th>
<th>Count of Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>+</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>+</td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

49
Student Growth: Sample Calculation

Half Point

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

- Approaches to Approaches
  (without meeting growth expectations)

<table>
<thead>
<tr>
<th>Previous Year</th>
<th>Current Year</th>
<th>Count of Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>+</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Count of Tests</th>
<th>Previous Year</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Very rare but statistically possible
Student Growth: Sample Calculation

One Point

- **Meets to Meets**

- **Meets to Masters**

- **Masters to Masters**

<table>
<thead>
<tr>
<th>Previous Year</th>
<th>Current Year</th>
<th>Count of Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>+</td>
<td>32</td>
</tr>
<tr>
<td>+</td>
<td>+</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>82</strong></td>
</tr>
</tbody>
</table>
Student Growth: Sample Calculation

\[
\frac{(49 \times 0) + (17 \times 0.5) + (52 \times 1) + (82 \times 1)}{200} = \frac{142.5}{200} = 71\%
\]

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

<table>
<thead>
<tr>
<th>Quantile</th>
<th>Elementary (4,219)</th>
<th>Middle School (1,653)</th>
<th>K–12 (334)</th>
<th>District (1,203)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% (Max)</td>
<td>100</td>
<td>96</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>99%</td>
<td>88</td>
<td>85</td>
<td>87</td>
<td>86</td>
</tr>
<tr>
<td>95%</td>
<td>84</td>
<td>81</td>
<td>83</td>
<td>79</td>
</tr>
<tr>
<td>90%</td>
<td>82</td>
<td>78</td>
<td>80</td>
<td>77</td>
</tr>
<tr>
<td>75% (Q3)</td>
<td>78</td>
<td>75</td>
<td>76</td>
<td>73</td>
</tr>
<tr>
<td>50% (Med)</td>
<td>73</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>25% (Q1)</td>
<td>68</td>
<td>65</td>
<td>64</td>
<td>66</td>
</tr>
<tr>
<td>10%</td>
<td>63</td>
<td>61</td>
<td>59</td>
<td>62</td>
</tr>
<tr>
<td>5%</td>
<td>59</td>
<td>59</td>
<td>56</td>
<td>59</td>
</tr>
<tr>
<td>1%</td>
<td>52</td>
<td>54</td>
<td>45</td>
<td>49</td>
</tr>
<tr>
<td>0% (Min)</td>
<td>34</td>
<td>41</td>
<td>0</td>
<td>24</td>
</tr>
</tbody>
</table>
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 B: Relative Performance
Texas Higher Education Strategic Plan: 2015-2030

The four goals in the 60x30TX Plan are essential to the future prosperity of Texas.

**THE OVERARCHING GOAL: 60x30**
At least 60 percent of Texans ages 25-34 will have a certificate or degree.
- Supports the economic future of the state

**THE SECOND GOAL: COMPLETION**
At least 550,000 students in 2030 will complete a certificate associate, bachelor’s, or master’s from an institution of higher education in Texas.
- Requires large increases among targeted groups

**THE THIRD GOAL: MARKETABLE SKILLS**
All graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.
- Emphasizes the value of higher education in the workforce

**THE FOURTH GOAL: STUDENT DEBT**
Undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.
- Helps students graduate with manageable debt
Economic Status is Major Factor for Completion
**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 Students

Includes STAAR, CCMR, and graduation rates for districts and campuses that have that data.
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 Students

Includes STAAR, CCMR, and graduation rates for districts and campuses that have that data.
Relative Performance: Measuring School Progress

- 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.

Relative Performance:

- Measures school progress
- Includes STAAR, CCMR, and graduation rates for districts and campuses that have that data

Student Achievement Domain Score for All Students

% Economically Disadvantaged Students

Higher Rates of Economically Disadvantaged 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.

Includes STAAR, CCMR, and graduation rates for districts and campuses that have that data.
Student Achievement: Domain Score for All Students

Higher Levels of Student Achievement

% Economically Disadvantaged 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.

Relative Performance: Measuring School Progress

Includes STAAR, CCMR, and graduation rates for districts and campuses that have that data.

Higher Rates of Economically Disadvantaged Students
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
Region One ESC
TEA Preliminary Report A-F Ratings Non-AEA Districts
Domain III: Closing Performance Gaps

Graph showing the relationship between the percent of economically disadvantaged students and domain performance grades A through F.

- Grade of A
- Grade of B
- Grade of C
- Grade of D
- Grade of F

Legend:
- Orange line: Average Line (Grade of C)
- Red circles: Actual Performance of Eco Dis Students
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 ($x$)
  - $y = -0.15666(x) + 45.789$
  - $y = -0.15666(94.4) + 45.789$
  - $y = -14.79 + 45.789$
  - 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
Forum Participant Information

• Q1: ESC Region [Multiple Choice: 1–20]
• Q2: Participant Role: [Board Member, Parent, District Administrator, Campus Administrator, Teacher, Community Stakeholder, ESC Administrator]
Part A Stakeholder Feedback

• Q3: On a scale of 1 to 5 (five being the highest), how would you rate the new approach to growth (Part A of the School Progress domain)?
  [1,2,3,4,5]
• Q4: What changes, if any, do you think are needed to Part A?
• Q5: What reliable ways to measure growth in high school could be used in Part A?
• Q6: What percentage of students need to demonstrate growth for a district or campus to show excellent performance in Part A?
• Q7: What percentage of students need to demonstrate growth for a district or campus to show minimally acceptable performance in Part A?
Part A and B Stakeholder Feedback

• Q8: How should Parts A and B be combined to determine the overall domain score? [Best of A or B, Weight each part equally, weighted on part more than the other.]
• Q9: What should the weights of each part be?
Session Recommendations

• Q10: What could be done to make the training more effective?
• Q11: What aspects of the training were most helpful?
HB 22 Stakeholder Forum: Feedback Survey Link

https://www.surveymonkey.com/r/5RBLDFM
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
Region One ESC Questions and Feedback

Contact

• Dr. Belinda Gorena, Administrator for School Improvement, Accountability, and Compliance
  • (956) 984-6173
  • bgorena@esc1.net

• Kelly VanHee, Administrator for Curriculum, Instruction, and Assessment
  • (956) 984-6151
  • kkvanhee@esc1.net