The Implementation of **House Bill 22**

**Collaborating to Build a Better Accountability System**
HB22

A–F Accountability: Legislative Context

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
HB22

A–F Accountability: Gathering Stakeholder Input

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
HB22

Three Domains: Combining to Calculate Overall Score

- Best of Achievement or Progress
  - Student Achievement
- School Progress
- Closing The Gaps

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

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Design Approach: Philosophical Commitments

1. “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.”

2. 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.

No forced distribution

Law switched from annually to periodically

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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 Domain

**Student Achievement: Performance**

- Student Achievement
- School Progress
- Closing The Gaps

#WeR19
Student Achievement Domain

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.

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Tests</td>
<td>3,212</td>
</tr>
<tr>
<td># Approaches Grade Level or Above</td>
<td>2,977</td>
</tr>
<tr>
<td># Meets Grade Level or Above</td>
<td>1,945</td>
</tr>
<tr>
<td># Masters Grade Level</td>
<td>878</td>
</tr>
<tr>
<td>% Approaches Grade Level or Above</td>
<td>92.7%</td>
</tr>
<tr>
<td>% Meets Grade Level or Above</td>
<td>60.6%</td>
</tr>
<tr>
<td>% Masters Grade Level</td>
<td>27.3%</td>
</tr>
</tbody>
</table>

Average of 3
92.7 + 60.6 + 27.3 / 3 = 60.2

Student Achievement Score

A
Student Achievement Domain

**Student Achievement:** Calculating Score

**Elementary School**
- STAAR (State of Texas Assessments of Academic Readiness)

**Middle School**
- STAAR (State of Texas Assessments of Academic Readiness)

**High School**
- College, Career, Military Ready (CCMR)
- Graduation Rates

**Feedback Opportunity**
Weighting of three high school components

#WeR19
Student Achievement Domain

**Calculating the Score: Stakeholder Input**

- **Elementary School**
  - STAAR
  - 100% of domain score

- **Middle School**
  - STAAR
  - 100% of domain score

- **High School**
  - STAAR
  - ?% of domain score
  - CCMR
  - ?% of domain score
  - Graduation Rates
  - ?% of domain score

Different weights or logic?
Student Achievement Domain

**STAAR Component**

- All tests (STAAR with and without accommodations and STAAR Alternate 2) combined
- All subjects combined
- ELs (except in their first year in US schools)
- Specific EL performance measures for year two in US schools only
- Three Performance Levels
  - Approaches Grade Level and Meets Grade Level are required by HB 22.
  - Masters Grade Level standard encourages districts and campuses to push high performing students to excel more.
  - The average of three levels is very close to the percentage of students who achieve the Meets Grade Level standard.
  - Meets Grade Level equates to a 60% chance of completing one year of college without remediation. Masters equates to a 75% chance.
Student Achievement Domain

STAAR Component

- This scatterplot shows the correlation (.982) between the Student Achievement domain score (average of three PLDs) and the percentage of tests (by campus) that achieve the Meets Grade Level standard.
- The y-axis is the Student Achievement domain score; the x-axis is the percentage of tests at the Meets Grade Level standard.
- Each dot represents one campus.
- Dots are colored by campus type.
Student Achievement Domain

**Student Achievement:** CCMR Indicators for HS

**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
Student Achievement Domain

CCMR Indicators

College Ready

- Meet criteria on applicable AP/IB exams
  - 3 on AP exam
  - 4 on IB exam
- Meet TSI criteria
  - Both reading and mathematics
  - SAT, ACT, or TSIA
- Complete a college prep course offered by a partnership between a district and higher education institution as required from HB5

- Successfully complete a course for dual credit
- Successfully complete an OnRamps course
  (collection of data begins in 2017-18 for use in 2019 accountability ratings)
- Earn an associate’s degree
- Meet standards on a composite of indicators indicating college readiness
  (beginning TBD)
Student Achievement Domain

CCMR Indicators

Career Ready

- Earn industry certification (list released August 21, 2017)
- Be admitted to post-secondary industry certification program (beginning TBD)

Military Ready

Enlist in the United States Armed Forces

CCMR Indicators: Stakeholder Input

College Ready

- Complete college prep course offered by a partnership between a district and higher education institution
  - Admitted for Credit?
School Progress Domain

School Progress: Growth

Student Achievement

School Progress

Closing The Gaps
School Progress Domain

**School Progress:** Two Aspects to Progress

**Student Growth** | **Relative Performance**

**Feedback Opportunities**
- Better of the two
- Average of the two
- Greater weight for one of them
School Progress Domain

**Student Growth: Measuring Advancement**

<table>
<thead>
<tr>
<th>Masters</th>
<th>Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets</td>
<td>Meets</td>
</tr>
<tr>
<td>Approaches</td>
<td>Approaches</td>
</tr>
<tr>
<td>Does Not Meet</td>
<td>Does Not Meet</td>
</tr>
</tbody>
</table>

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

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

**Maintains**
- +0 Points Awarded
  - For falling to a lower level

**Limited**

**Feedback Opportunity**
- What percent of students should meet growth target to get an A?
## School Progress Domain

**Student Growth:** Percentage of Students Gaining

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

**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

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.

% Economically Disadvantaged Students

Student Achievement Domain Score for All Students

Higher Levels of Student Achievement

Higher Rates of Economically Disadvantaged

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School Progress Domain

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
School Progress Domain

**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
Closing the Gaps Domain

Closing the Gaps: Ensuring Educational Equity

- Student Achievement
- School Progress
- Closing The Gaps
Closing the Gaps Domain

Closing the Gaps: Ensuring Educational Equity

All Students

- Race/Ethnicity
- Special Education
- Continuously Enrolled and Mobile
- English Learners (ELs)
- Economically Disadvantaged

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Serving the Educational Communities of El Paso & Hudspeth Counties
Closing the Gaps Domain

Closing the Gaps: Ensuring Educational Equity

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 Domain

Closing the Gaps: Ensuring Educational Equity

Student Group → Achievement Target → % of Subgroups that meet target → Overall Grade

#WeR19
ESC19
Serving the Educational Communities of El Paso & Hudspeth Counties
## Closing the Gaps Domain

<table>
<thead>
<tr>
<th>Academic Achievement</th>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
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</thead>
<tbody>
<tr>
<td>STAAR Performance Status (Percent at or above Approaches Grade Level)</td>
<td>#%</td>
<td>#%</td>
<td>#%</td>
<td>#%</td>
<td>#%</td>
<td>#%</td>
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<tr>
<td>Target</td>
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<td>Y</td>
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<tr>
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<table>
<thead>
<tr>
<th>Growth EL &amp; M/S/Graduation Rates (K-12)</th>
<th>STAAR Growth Status (Elementary and Middle Schools)</th>
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<th>#%</th>
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<tr>
<td>Mathematics</td>
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<td>Federal Graduation Status (Target: See Reason Codes) (High Schools and K-12)</td>
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<table>
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<tr>
<th>ELP</th>
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<th>TELPAS Progress Rate Target</th>
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<table>
<thead>
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<th>School Quality of Student Success</th>
<th>College, Career, and Military Readiness Performance Status (High Schools and K-12)</th>
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<th>#%</th>
<th>#%</th>
<th>#%</th>
<th>#%</th>
<th>#%</th>
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<tr>
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<tr>
<td>College, Career, and Military Readiness</td>
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<td>STARR Grade 3-8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)</td>
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<tr>
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<tr>
<td>Reading</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Total</td>
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</tbody>
</table>
Local Accountability Option

Local Accountability Plan

- Student Achievement
- School Progress
- Closing The Gaps

Local Accountability

- Extra-Curricular Activities
- Local Assessments

*Example
Local Accountability Option

Local Accountability Plan: Purpose and Requirements

**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

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Feedback Opportunity
Volunteer to participate in the pilot program.
Local Accountability Option

Local Accountability Plan: Getting the Plan Approved

**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.

Feedback Opportunity
Volunteer to participate in the pilot program.

#WeR19
Co-Curricular Indicator Study

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.

Feedback Opportunities

- Make suggestions for extracurricular or cocurricular indicator
- Volunteer to serve on a committee
**A-F Timeline: Implementation of HB 22**

- **HB 22 Passed** by the 85th Texas Legislature (May 2017)
- **Rules adopted for local accountability system and application window opens** (Fall 2018)
- **Rules finalized for three domain system** (Spring 2018)
- **Three domain system rates all campuses and districts**
- **“What If” report on campus performance, based on data used to assign 2018 ratings** (January 2019)
- **Start of pilot group to design local accountability** (Fall 2017)
- **A–F Timeline: Implementation of HB 22**
  - **Task Force launches on how to incorporate extracurricular activities** (Winter 2017)
  - **Three domain system rates all campuses and districts**
  - **“What If” report on campus performance, based on data used to assign 2018 ratings** (January 2019)
  - **Rules finalized for three domain system** (Spring 2018)
  - **Rules adopted for local accountability system and application window opens** (Fall 2018)
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# A–F Timeline: Domain Development

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

Please visit the REGION 19 RESEARCH and ANALYSIS webpage.

Go to www.esc19.net
Click on Programs
Click on Research and Analysis
A-F Accountability

THANK YOU!!!!!

ANY QUESTIONS?

GLENN NATHAN
ganathan@esc19.net