

**2010 Texas Association for Alternative Education (TAAE) Conference**  
**February 5, 2010**  
**5:00-6:00pm**

**TEA: State Accountability Update – Salon D**

This session focuses on upcoming changes that impact state accountability.

**Race/Ethnicity**

2009-10

- PEIMS collects ethnicity and race using both old and new definitions.
- TAKS answer documents collect both old and new definitions (pre-coded from PEIMS).
- Reporting and Use – state accountability, federal accountability, AEIS (and related reports) use old definitions.

2010-11

- PEIMS collects ethnicity and race using new definitions only.
- TAKS answer documents collect new definitions only (pre-coded from PEIMS).
- Reporting and Use – state accountability, federal accountability, AEIS (and related reports) are scheduled to use new definitions.

<b>State Assessments</b>	<b>2009</b>	<b>2010 (adopted)</b>	<b>2011 (planned)</b>
<b>TAKS (Accommodated)</b> All Subjects and Grades are combined w/ TAKS			
Science (grades 5, 8, 10, & 11; grade 5 Spanish) Social Studies (grades 8, 10, & 11) English Language Arts (grade 11) Mathematics (grade 11)	Use	Use	Use
Reading/ELA (grades 3–10; grades 3–5 Spanish) Mathematics (grades 3–10; grades 3–5 Spanish) Writing (grades 4 & 7; grade 4 Spanish)	Report	<b>Use</b>	Use
<b>TAKS-Modified</b> All Subjects and Grades will be combined w/ TAKS	Report	Report	<b>Use</b>
<b>TAKS-Alternate</b> All Students Only, summed across Subjects and Grades	Report	Report	<b>Use</b>
<b>English Language Learner (ELL)</b> All Students Only	Report	Report	<b>Use</b>

### House Bill (HB) 3 Transition Plans

Date	Event
July 30, 2010	2010 ratings are issued under current accountability system.
December 1, 2010	Transition plan to the new assessment and accountability/accreditation system is submitted to the governor, lieutenant governor, other key legislative members and staff, and the Legislative Budget Board (LBB).
August 1, 2011	2011 ratings are issued under the current accountability system. 2011 is the last year that ratings will be issued under the current system.
2011-12	Accreditation status and performance ratings are suspended. New accreditation and academic accountability system is developed with input from the educator advisory groups.
August 8, 2013	District accreditation status and district and campus performance ratings are issued for the first time under new system. Ratings will be based on the percent proficient indicators. The percent college-ready indicators will be “report” only. Distinction designations will be issued to districts and campuses with acceptable performance concurrent with the release of performance ratings. Performance ratings and accreditation status issued in 2010-11 and 2012-13 school years will be considered consecutive.
August 8, 2014	District accreditation status and district and campus performance ratings will be issued for second time. Ratings will be based on both percent proficient and percent college-ready indicators. Distinction designations will be issued to districts and campuses with acceptable performance concurrent with the release of performance ratings.

### HB3 Information

- Detailed analysis of HB3 and other education-related legislation that passed during the 2009 legislative session can be found in the TEA publication, “81<sup>st</sup> Texas Legislative Session: Briefing Book on Public Education Legislation.” Go to <http://www.tea.state.tx.us/index4.aspx?id=5142> and select, “Briefing Book–81<sup>st</sup> Texas Legislature.”
- A State Assessment HB3 Update is available online at <http://ritter.tea.state.tx.us/perfreport/resources/index.html>. Under Presentations, select the TETN Student Assessment Update Session: HB 3 Update (October 22, 2009).
- Recent presentations made by the TEA Division of Student Assessment are available on that division’s webpage.

### **New Accountability System – HB3**

- New grade 3-8 assessments and high school end-of-course (EOC)
- Evaluation of college-ready performance as well as student proficiency
- 2020 accountability goals:
  - top 10 states in terms of college readiness
  - no significant achievement gaps
- Graduation/completion/dropout rates with new exclusions (see page 6)
- Two rating levels – acceptable and unacceptable performance
- Distinction designations
  - District and campus recognized and exemplary in postsecondary readiness
  - Campus growth
  - Campus closing performance gaps
  - Campus distinction on criteria developed by committees for:
    - Academic achievement in ELA, mathematics, science, social studies
    - Fine arts
    - Physical education
    - 21<sup>st</sup> Century Workforce Development program
    - Second language acquisition program
- Timeline for transition
  - December 1, 2010 Transition Plan
  - 2011 last ratings under current system
  - 2012 ratings suspended while new accountability system developed
  - 2013 phase-in of new accountability system begins
    - first district and campus performance ratings under new system
    - based on student proficiency standards
    - college-ready performance report-only
    - distinction designations issued with performance ratings
    - 2011 and 2013 ratings and accreditation status considered consecutive years
  - 2014 phase-in continues
    - second ratings under new system
    - based on student proficiency and college-ready standards
    - distinction designations issued with performance ratings

### **New Assessment Program – HB3**

- New assessment program 2011-2012
  - high school EOC assessments replace TAKS
    - TAKS graduation testing requirements through graduating class of 2014
    - EOC graduation testing requirements beginning with 9<sup>th</sup> grade class in 2011-12 (graduating class of 2015)
    - EOC 15% of students' final grades in the associated courses
  - new grade 3-8 assessments more rigorous, focused tests that link to the EOC
  - significant increase in rigor of Texas assessments
  - cover all content standards while placing focus on skills most critical for student success
  - new name: *State of Texas Assessments of Academic Readiness (STAAR)*
- New content standards
  - more coherent linking of the content standards across grades and subjects
  - ensure that each grade prepares students for the next grade and ultimately for postsecondary readiness
- New performance standards
  - anchored to postsecondary readiness
  - aligned back from high school EOC requirements to grade 3–8 expectations
  - coherent set of performance expectations that provide early information and regular checks for students, parents, and teachers about whether a student is on track to be successful in subsequent years
  - external validation of performance standards ensure students held to consistent, equally rigorous standards across grades and subjects
- Field testing
  - efforts in recent years to keep district field-testing to a minimum while maintaining the high quality of the student assessment program
  - additional field testing required over next two years to develop and set standards on 12 EOC assessments and new assessments at grades 3-8
  - sharp decrease in the amount of field testing beginning in the 2011-12 school year when field test items are embedded whenever possible so that stand-alone field testing is a rare occurrence.

## EOC

- In 2007, Senate Bill (SB) 1031 was enacted which called for the development of “end-of-course assessment instruments for secondary-level courses in Algebra I, Algebra II, geometry, biology, chemistry, physics, English I, English II, English III, world geography, world history and United States history.” The purpose of the end-of-course (EOC) assessments is to measure students’ academic performance in core high school courses and to become part of the graduation requirements beginning with the freshman class of 2011–12 (Class of 2015). The EOC assessments for lower-level courses must include questions to determine readiness for advanced coursework. The assessments for higher-level courses must include a series of special purpose questions to measure college readiness and the need for developmental coursework in higher education. In addition, a student’s score on each EOC assessment will be worth 15% of the student’s final grade for that course.
- In order to graduate, a student must achieve a cumulative score that indicates satisfactory performance.

### Proposed Schedule for EOC Assessments

EOC	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
<a href="#">Algebra I</a>	Operational	----->	----->	----->	----->	----->	----->
<a href="#">Geometry</a>	Field-test	Operational	----->	----->	----->	----->	----->
<a href="#">Biology</a>	Field-test	Operational	----->	----->	----->	----->	----->
<a href="#">Chemistry</a>		Field-test	Operational	----->	----->	----->	----->
<a href="#">U.S. History</a>		Field-test	Operational	----->	----->	----->	----->
<a href="#">Physics</a>			Field-test	Operational	----->	----->	----->
<a href="#">World Geography</a>			Field-test	Operational	----->	----->	----->
<a href="#">English I</a>				Field-test	Operational	----->	----->
<a href="#">Algebra II</a>				Field-test	Operational	----->	----->
<a href="#">English II</a>					Field-test	Operational	----->
<a href="#">World History</a>					Field-test	Operational	----->
<a href="#">English III</a>					Field-test	Operational	----->

### **HB 3 Exclusions to the NCES Dropout Definition**

- HB3 defined certain exclusions that TEA must make when calculating dropout and completion rates for state accreditation and performance ratings. The exclusions can be grouped into five categories:
  1. Previous dropouts;
  2. ADA ineligible dropouts;
  3. Court-ordered GEDs, not earned;
  4. Incarcerated as adults in facilities not served by Texas public schools; and
  5. Students whose initial enrollment in US schools was in grades 7-12 as unschooled refugees and asylees.
- HB3 explicitly requires use of the current NCES dropout definition until 2011-12. TEA is interpreting the 2011-12 effective date to mean the 2010-11 dropouts collected in the 2011-12 year.
- The 2008-09 dropouts collected in the 2009-10 year (2010 ratings) will be processed using current definitions with no new exclusions applied.
- The 2009-10 dropouts collected in the 2010-11 year (2011 ratings) will be processed using current definitions with no new exclusions applied.
- HB3 becomes effective with students who attend in 2010-11.
- The 2010-11 annual dropout rate and the class of 2011 longitudinal rates are the first rates affected by HB3.
- Changes to the *2010-11 PEIMS Data Standards* related to HB3 exclusions:
  - Leaver codes for court-ordered GEDs, not earned (leaver reason code 88) and dropouts incarcerated as adults (leaver reason code 89), and
  - Identification of refugees/asylees.

### **Accountability Resources**

- ESC Accountability Staff
- Division of Performance Reporting  
Phone: (512) 463-9704  
Email: [performance.reporting@tea.state.tx.us](mailto:performance.reporting@tea.state.tx.us)
- AEA  
<http://www.tea.state.tx.us/aea>
- Accountability  
<http://www.tea.state.tx.us/perfreport/account/>
- Accountability Resources <http://www.tea.state.tx.us/perfreport/resources/index.html>