



TEA Update on Implementation of HB3

**Senate Education Interim Committee Meeting
February 22, 2010**

**Criss Cloudt, Associate Commissioner
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Texas Education Agency**



GRADUATION REQUIREMENTS

Current legislation requires the phase-out of high school TAKS and replaces it with 12 EOC assessments in

- **English I, English II, English III**
- **Algebra I, Geometry, Algebra II**
- **Biology, Chemistry, Physics**
- **World Geography, World History, U.S. History**



GRADUATION REQUIREMENTS

- **Freshman class of 2011–2012 is first group to have EOC assessments as a graduation requirement**
- **This is the current 7th graders**

GRADUATION REQUIREMENTS

Plan for phase-out of HS TAKS and phase-in of EOC assessments

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
GR 9	TAKS	TAKS	EOC	EOC	EOC	EOC
GR 10	TAKS	TAKS	TAKS	EOC	EOC	EOC
GR 11	TAKS	TAKS	TAKS	TAKS	EOC	EOC
GR 12	TAKS*	TAKS*	TAKS*	TAKS*	TAKS*	EOC or TAKS*

*Out-of-school testers and 12th grade re-testers

GRADUATION REQUIREMENTS

- In order to graduate, a student must achieve a cumulative score that is at least equal to the product of the number of **EOC** assessments taken in that content area and a scale score that indicates satisfactory performance
- For each of the four core content areas, the cumulative score $\geq n \times$ passing scale score, where n = number of assessments taken



GRADUATION REQUIREMENTS

- **A student must achieve a minimum score, as determined by the commissioner, for the score to count towards the student's cumulative score**
- **A student must achieve the proficient score on English III and Algebra II to meet graduation requirements for the recommended or distinguished graduation plan.**
- **A student's cumulative score is determined using the student's highest score on each EOC assessment**

EOC Assessments Implementation Plan

EOC Exam	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
Algebra I	Operational	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒
Geometry	Field Test	Operational	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒
Biology	Field Test	Operational	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒
Chemistry		Field Test	Operational	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒
US History		Field Test	Operational	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒
Physics			Field Test	Operational	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒
World Geography			Field Test	Operational	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒
English I				Field Test	Operational	⇒ ⇒ ⇒	⇒ ⇒ ⇒
Algebra II				Field Test	Operational	⇒ ⇒ ⇒	⇒ ⇒ ⇒
English II					Field Test	Operational	⇒ ⇒ ⇒
World History					Field Test	Operational	⇒ ⇒ ⇒
English III					Field Test	Operational	⇒ ⇒ ⇒



DEVELOPMENT OF EOC ASSESSMENTS

- **Will be linked to college readiness**
- **Will have “fewer, clearer, deeper” focus**
- **Will emphasize knowledge and skills that are considered “non-negotiable” for success in that course and for success in the next course**
- **Will focus on these specific knowledge and skills each year with others rotating into the assessments across years**
- **Three performance standards will be set on the EOC assessments: minimum, proficient, and college readiness**



DEVELOPMENT OF EOC ASSESSMENTS

- **Involves public school educators, the Texas Higher Education Coordinating Board, and higher-education faculty**
- **In conjunction with THECB, a plan was jointly adopted to provide a framework for the implementation of the college-readiness and the advanced-course readiness components within the EOC assessment program**



COLLEGE READINESS

- **College and career readiness standards have been incorporated into the TEKS for English language arts, mathematics, and science**
- **College and career readiness standards are in the process of being incorporated into TEKS for social studies**
- **Because the college and career readiness standards are being incorporated into the TEKS, these standards will be assessed on the EOC assessments**



COLLEGE READINESS

- **College readiness means the level of preparation a student must attain in English language arts and mathematics courses to enroll and succeed, without remediation, in an entry-level general education course for credit in that same content area for a baccalaureate degree or associate degree program (*House Bill 3, Section 39.024a*)**



The process for setting the performance standards will differ from the process used with TAKS.



Standard Setting Process

- Under TAKS, standards were set separately for each grade and subject and were primarily informed by examination of test content
- Under STAAR, standards will be set as an aligned system across courses within a content area, and will be set based on data from empirical studies of other state, national, and international assessments as well as on test content

How Are We Doing?

Algebra I EOC Assessment

YEAR	MET STANDARD	COMMENDED PERFORMANCE	NUMBER TESTED
2005	49%	6%	20,844
2006	50%	7%	21,206
2007	53%	8%	32,812
2008	56%	11%	52,462
2009	57%	11%	78,419

HOW ARE WE DOING?

	Total Number of Questions	Mean Raw Score	Mean Percent Correct	Number Tested	Pass Rate if Standard = 70% of Items Correct
ALGEBRA I	50	32	64%	78,419	45%
GEOMETRY	44	23	52%	47,271	29%
BIOLOGY	54	33	61%	58,041	40%
CHEMISTRY	50	28	56%	36,696	25%
U.S. HISTORY	68	36	53%	22,710	23%



Two New Measures of Annual Improvement Implemented in 2009

- TAKS vertical scale implemented in 2009 for
 - Reading and ELA
 - Grades 3 to 8 for English TAKS
 - Grades 3 to 6 for Spanish TAKS
 - Mathematics
 - Grades 3 to 8 for English TAKS
 - Grades 3 to 6 for Spanish TAKS



Two New Measures of Annual Improvement Implemented in 2009

- Texas Projection Measure (TPM) implemented in 2009 for
 - Reading and ELA
 - Grades 3 and 4 to Grade 5
 - Grades 5, 6, and 7 to Grade 8
 - Grades 8, 9, and 10 to Grade 11
 - Writing
 - Grade 4 to 7
 - Science
 - Grade 5 to 8
 - Grade 10 to 11
 - Social Studies
 - Grades 8 and 10 to Grade 11

2010

- Science
 - Grade 8 to Grade 11



Two New Measures of Annual Improvement Implemented in 2009

- Similarities in two measures
 - Relate scores for same students over more than one year
 - Provide information about student progress through Texas educational system
- Differences in two measures
 - TPM focuses on future performance, the look ahead
 - Vertical scale focuses on past performance, the look back
 - TPM is an estimate; vertical scale score changes are based on actual performance



TPM Enhancements in 2010

- Two enhancements planned for 2010 to improve projection accuracy and increase the numbers of students with reported TPM
 - Adding prior-year score as a predictor
 - Adding projections for cross-language testers



Features of New Accountability System

- New grade 3-8 assessments and high school end-of-course
- 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 among student groups



Features of New Accountability System

- Graduation/completion/dropout rates with new exclusions
- Two rating levels – acceptable and unacceptable performance
- Distinction designations
 - District and campus recognized and exemplary for postsecondary/college readiness
 - Campus growth
 - Campus closing performance gaps



Features of New Accountability System

- Campus distinction on criteria developed by committees for:
 - Academic achievement in ELA, mathematics, science, and social studies
 - Fine arts
 - Physical education
 - 21st Century Workforce Development program
 - Second language acquisition program



State Accountability Transition Plan

- July 30, 2010** 2010 ratings are issued under current accountability system.
- Dec. 1, 2010** Transition plan to the new assessment/accountability/ accreditation system is released.
- August 1, 2011** 2011 ratings are the last ratings issued under the current accountability system.



State Accountability Transition Plan

2011-2012 Assignment of accreditation statuses and performance ratings are suspended for this school year.

New accreditation and academic accountability system is developed with input from the educator advisory groups on the timelines specified in the transition plan.



State Accountability Transition Plan

August 8, 2013

District accreditation statuses 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 statuses issued in 2010-2011 and 2012-2013 school years will be considered consecutive.



State Accountability Transition Plan

August 8, 2014 District accreditation statuses 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.