State Testing/Accountability Updates

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STATE Accountability

- Math for grades 3-8 are **excluded** (all 4 indexes)
- STAAR A and STAAR Alternate 2 are **excluded** (all 4 indexes)
- Changes to Rating Criteria
- Changes to Indexes
What Assessments Remain?

- Reading, Grades 3-8
- Writing, Grades 4 and 7
- Science, Grades 5 and 8
- Social Studies, Grade 8
- English I, English II
- Algebra I
- Biology
- US History

Although fewer students take some of these tests, the impact of these will be greater since math (3-8) isn’t part of the calculations.
What does the exclusion of STAAR A, STAAR Alternate 2, and math mean for us?

It depends…

• Review last year’s data
  – Was math a positive or a negative for your LEA?
  – Was special education performance positive or a negative?

• Current data/projections
  – Are you strong in reading and writing?
  – What is your special education performance like?

…exclusion of this data may help or hurt you.
Other considerations:

If a student fails the first administration of STAAR, the ARDC could change from STAAR to STAARA between 1st and 2nd administrations (for SSI reading 5 and 8 or EOC).

However, the student would count as a failure on the first administration and not have a chance to count as a “passer” on the 2nd administration.
Other considerations:

**TAA - 04.13.15**

- At this point in the school year, the decision to administer STAAR or STAAR A should already have been made and documented for each individual student based on the state’s eligibility requirements and the types of accommodations he or she is successfully using in the classroom to access instruction.

- In the absence of new information related to student eligibility and accommodations previously not considered, ARD and 504 committees should not reconsider those testing decisions at this time (OR before spring 2015 testing occurs).
2015 Ratings Criteria

Change:

• **EITHER Index 1 (Student Performance) OR Index 2 (Student Progress)**
• **AND Index 3 (Closing Performance Gaps)**
• **AND Index 4 (Postsecondary Readiness)**
Index 1 Student Achievement

Changes:

• Target goes to 60 (up from 55)
• Excludes 3-8 Math
• Excludes STAAR A and Alt 2
Index 2 Student Progress

Changes:

• Credit based on one weighted performance across all subject areas.

• It combines STAAR and ELL progress measures in reading, writing, and mathematics (Algebra I only for 2015).
Index 3 Closing Performance Gaps

**Changes:**

- Same calculation
- No 3-8 Math
- No STAAR A and ALT 2
Index 4 Postsecondary Readiness

Changes:

• All campuses will continue to be measured by students meeting Final Level II on 2 or more subjects (which is not stated on one-page summary sheet). BUT 3-8 Math is eliminated as one of those ways!

What this means:

• A 3rd Grader only has scores for 1 subject, so he/she must meet it on Reading
• An 8th Grader taking 8th Grade Math, Reading, Science, and Social Studies now has 3 opportunities to meet this standard instead of 4
Index 4 Postsecondary Readiness

Changes:

• The postsecondary component of Index 4 will be expanded to include students who demonstrate postsecondary readiness through the following means:
  – Completing and earning credit for at least two advanced/dual enrollment courses, or
  – Enrolling in a career and technical education (CTE) coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits. (CTE code of 2)
What do the exclusions mean for you?

It depends…exclusion of this data may help or hurt you.
What About Federal Accountability?

Nothing new here sorry
Opting out of State Testing

• TASB has given some information and guidance on this.

https://www.tasb.org/Services/Legal-Services/TASB-School-Law-eSource/Instruction/Testing.aspx
Accountability Resources

• **Commissioner’s Summary of Final Decisions for 2015 State Accountability** and the one page Overview of Accountability with changes.


• **Kim Gilson** - [R10 State Accountability Webpage](http://ritter.tea.state.tx.us/perfreport/account/2015/materials.html)

• **Accountability Manual** to be released in May.
• DVM
• LEA Determinations
• Rider 70

• ESY
• AI & IPI
• Summer School
• Retention
2014-2015 Data Validation Monitoring

- **Leavers – Complete**
  - Report released: 10.31.14
  - Staging: 1.12.15
  - Completion and/or submission: 02.20.15

- **Discipline – Complete**
  - Report released: 11.21.14
  - Staging: 02.24.15
  - Completion and/or submission: 04.10.15

- **Student Assessment**
  - Report released: 12.19.14
  - Staging: 04.10.2015
  - Completion and/or Submission: June 5, 2015
**Data Validation Monitoring**

- **Districts assigned to Stage 1:**
  - Complete DVM workbooks and corrective action plans per instructions
  - Maintain documentation locally
  - Submit only upon request of the TEA

- **District assigned to a Stage 2 or 3:**
  - Complete DVM workbooks and corrective action plans per instructions
  - Submit documentation to TEA as required on submission due date
2014-2015 Data Validation Monitoring

Resources

• Documents and tools are posted on ISAM and the TEA Data Validation Monitoring Website.

For additional information refer to the January’s Nuts & Bolts session on Data Validation Monitoring (LiveBinder or GoogleDocs).

R10 SpEd Directors Live Binder
R10 SpEd Leadership Google Site
LEA Determinations were released March 20th

- The state has issued a **transitional** year report for the school year 2013-2014.
- All determination letters indicate “**Information Only**” in the page 1 heading.
- Only determinations of **Meets Requirements** are eligible to voluntarily reduce MOE for the 2015-2016 fiscal year.
- 2015 annual determinations will be **unified** with the PBMAS staging process and result in one unified staging/determination for each district in the analysis.

See email from Jana on 03.20.15 for additional information.
# LEA Determinations

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<th>State LEA Data</th>
<th>R10 LEA Data</th>
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What's Happening

Rider 70

Changes to Staging for Special Education
The Texas Education Agency shall ensure all accountability, monitoring and compliance systems related to special education will be **non-duplicative, unified**, and focus on positive results for students in order to ease the administrative and fiscal burden on districts.

TEA shall solicit **stakeholder input** with regard to this effort.

TEA shall issue a report to the lieutenant Governor, Speaker of the House, the Legislative Budget Board, and the presiding officers of the standing committees of the legislature with primary jurisdiction over public education no later than January 12, 2015 regarding the agency’s efforts in implementing the provision of this rider.

Shall include **recommendations from stakeholders**, whether these recommendations were adopted, and the **reasons any recommendations were rejected**.
Adopted Recommendations

- Combine, link, align, and/or eliminate indicators where possible to ensure a single, unified system for monitoring special education.
- Combine the three separate special education systems—State Performance Plan (SPP), the Performance-Based Monitoring Analysis System (PBMAS), and the Residential Facilities (RF) Monitoring and RF Tracker System—into a single, integrated, non-duplicative monitoring system with a single reporting schedule such that an area is only addressed once.
Unified Performance Based Monitoring System (PBM)

SPED:
Integrated analysis of:
1. PBMAS indicators
2. Compliance SPP Indicators 9, 10, 11, 12, 13
3. Valid, reliable, and timely data submission
4. Uncorrected noncompliance
5. Financial audit findings

Stage of Intervention
- Stage 1 or Not Staged = Meets Requirement
- Stage 2 = Needs Assistance
- Stage 3 = Needs Intervention
- Stage 4 = Needs Substantial Intervention

Integrated Intervention
- (assigned a stage of intervention for more than one program area)
- (required engagement in the Texas Accountability Intervention System (TAIS))

Residential Facility (RF) Monitoring

Unified State & Federal Accountability System

Texas Education Agency 2015
Staging of Special Education Program
Unified System

Performance levels of indicators from PBMAS report
+
Performance of indicators from SPP report

Stage of Intervention

Stage of Intervention = Determination Status
Extended School Year Services (ESY)

- **ESY Data - Texas Administrative Code § 89.1065**
  The reasonable period of time for recoupment of acquired critical skills shall be determined on the basis of needs identified in each student's IEP. If the loss of acquired critical skills would be particularly severe or substantial, or if such loss results, or reasonably may be expected to result, in immediate physical harm to the student or to others, ESY services may be justified without consideration of the period of time for recoupment of such skills. In any case, the period of time for recoupment shall not exceed eight weeks.

- **Completing ARDs to address ESY services**
- **Begin finalizing arrangements for summer services and facilities**
- **Begin finalizing tracking system for ESY contact hours to support the Fall PEIMS submission**
- **Begin finalizing and distributing/communicating end-of-the-year procedures and documentation.**
**Accelerated Instruction / Intensive Program of Instruction**

- **Applies to students in special education, including:**
  - Those who take alternate state assessments
  - Those who are not required to pass state assessments in order to graduate
  - Those in kindergarten through second grade

- **With regard to these students, the admission, review, and dismissal (ARD) committee is responsible for determining the instructional interventions needed to assist the student in achieving the state academic standards and/or the standards set forth in the students individualized education program.**
Accelerated Instruction / Intensive Program of Instruction

- **Texas Education code (TEC) 281.006** requires school districts to administer reading instruments to students in kindergarten through second grade to assess their reading development and comprehension. The statute further requires that a school district implement an accelerated reading instruction program for students who are determined, on the basis of their reading instrument results, to be at risk for dyslexia or other reading difficulties. In the case of a student in special education who does not perform satisfactorily on a reading instrument, the student's ARD committee must determine the manner in which the student will participate in an accelerated reading instruction program.
Accelerated Instruction / Intensive Program of Instruction

Have a plan in place to:

- Review data (student results)
- Communicate requirements to staff
- ARD
  - Determine Services to be provided based on missed objectives
  - Consider General Education Services and/or Special Education Services (Support not Supplant)
  - Review IEP – goals, accommodations, services, etc…
  - Adjust IEP as necessary
  - Document the review and decisions made.
For 2014-2015, if a student in special education who is in fifth or eighth grade does not perform satisfactorily on a reading state assessment, the statute requires that the student's ARD committee determine:

- The manner in which the student will participate in an accelerated instruction program; and
- Whether the student will be promoted to the next grade or retained in the current grade.
- The accelerated instruction must be provided to the student before the next administration of the applicable assessment.
Summer School

- **ARDC must consider appropriate services and supports**
- **IEP services and supports must be provided**
  Transportation, para-support, etc…
- **Staff must receive copies of IEPs, BIPs, Health Plans, etc…**
- **Provide training as required**
Special Education Retention

- Special Education students can be retained; however, because of the nature of special education, this is the exception rather than the norm.
  - Special education is specially designed instruction to provide the opportunity to progress in the general education curriculum.
  - If IEP design, implementation, and progress are appropriate, why is retention necessary? If they failed state assessment, was accelerated instruction addressed?
- Have discussions now with administrators and staff, there should be no surprises at the end of the year.
- If a special education student is failing, it should always be addressed in ARD immediately.
  - Review IEP goals, accommodations, & modifications to determine if appropriate.