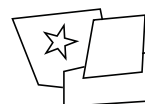


JANUARY 2011 V.2

ESC Region XIII

Guide to the House Bill 3 Transition Plan



REGION XIII
EDUCATION SERVICE CENTER

The Texas Education Agency has produced a document to detail the process the commissioner of education will use to implement the provisions of House Bill 3.

The full plan can be accessed at [http://www.tea.state.tx.us/student.assessment/HB 3plan/](http://www.tea.state.tx.us/student.assessment/HB_3plan/).

In the ESC Region XIII Guide to the House Bill 3 Transition Plan you will find highlighted “key Points,” potential district implications, and suggested “to do” items. There is also a space for you to write in questions to ask and follow up items.

Revisions to this document will be posted to the ESC Region XIII STAAR website (<http://www5.esc13.net/staar/>). Please check for the version date to ensure that you have the most recent document.

Section 1 : Assessment

Chapter 1: Timeline for the Development and Implementation of the State of Texas Assessments of Academic Readiness (STAAR) Grades 3–8 and End-of-Course (EOC) General Assessments



Key Points

- General time line for development and implementation of STAAR (I-1)
- Increase in focus on preparation for high school and advanced course work
- Link between 3-8 STAAR and STAAR EOC to create predictive assessments
- Assessment of TEKS in more authentic ways; integration of student expectations in assessment items
- Change to Readiness and Supporting Standards
- Assessment of TEKS at a greater level of depth and complexity
- Vertical scale for STAAR in reading and mathematics 3-8
- STAAR blueprints are available at <http://www.tea.state.tx.us/student.assessment/staar/>



District Implications

- Increase in writing tasks and open-ended (griddable) items
- Increase in assessment days per calendar year (I-10, 11)
- Potential time limits on assessments (I-11)
- Current statute allows students to retest an EOC assessment for any reason
- TEA is evaluating all accommodations to determine which ones will continue in the STAAR program and which accommodations will be added (I-13)
- Draft 2012 Testing and reporting time lines are provided (I-16)
- Texas Assessment Management System with portals for students and parents (I-16, 17)



To Do:

- ☐ Review assessment calendar and district calendar
- ☐ Review student graduation plans and course sequences
- ☐ Review SSI; use alternate data for 2011-2012 school year
- ☐ Draft a time line for presentation of information to the school board regarding changes in assessment and accountability
- ☐ Communicate information to district staff
- ☐ Draft communication plan for information to be shared with community
- ☐



Questions to Ask



Follow up

Chapter 2: Test Design and Setting Student Performance Standards for State of Texas Assessments of Academic Readiness (STAAR) Grades 3–8 and STAAR End-of-Course (EOC)



Key Points

- Comparison of readiness and supporting standards provided (I-26)
- The majority of STAAR assessments will assess content studied that year
- STAAR test design will:
 - emphasize depth
 - have more items
 - match rigor of the TEKS
 - assess for critical analysis
 - assess process skills in context
 - have more open ended response items
- Shift from TAKS objectives to STAAR reporting categories
- Alignment is central to validity of new STAAR student assessment
- Preliminary plan for standard setting process (I-36)
- Performance links will be established between higher level courses and grades 3-8 (I-37)
- Research studies will be conducted for validity and linking
- Reports based on the new performance standards will be provided in late fall 2012 or early 2013



District Implications

- Science assessments for grades 5 and 8 will focus on TEKS as well as content from the two previous grades that best prepare students for the next grade or course (I-27)
- Calculators will be required for all mathematics and science EOC assessments (I-29)
- The writing assessments for grades 4 and 7 will be administered over the course of two days (I-29)
- English I, II, and III EOCs are designed as two-day assessments (I-29,30)
- Access to dictionaries will be required for English I, II, and III (I-31)



To Do:

- ☐ Staff development to support understanding of readiness and supporting standards
- ☐ Review STAAR resources on the TEA website- <http://www.tea.state.tx.us/student.assessment/staar/>
- ☐ Staff development for writing instruction
- ☐ Review district assessment practices and adjust as necessary to match readiness and supporting standards
- ☐
- ☐
- ☐



Questions to Ask



Follow up

Section 1 : Assessment

Chapter 3: The College-and Career-Readiness Component of the State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) Program



Key Points

- STAAR assessments for Algebra II and English III will include a measure of college and career readiness
- Test questions are being written to gauge the understanding of key concepts required for success at the next level
- A table representing test-development activities for EOC and CCRS is located on (I-49)
- Students taking the STAAR Algebra II or English III assessment will receive a report indicating their level of performance on the assessment (both raw score and scale score)
- Student reports will indicate demonstration of the performance level required to indicate college and career readiness
- Performance standards will be set to link performance year to year from grades 3–8 to high school*
- Performance standards will link specific courses to college and career readiness
- Texas is implementing an indicator of advanced-course readiness



District Implications

- Students will be required to respond to writing tasks using first-person essay, literary, expository, or persuasive modes
- All test questions on the STAAR Algebra II and English III assessments will count toward determining whether a student has met the passing standard as well as the college and career-readiness performance standard (I-49)*
- Students graduating under the distinguished achievement program must meet or exceed the college- and career-readiness performance standard on Algebra II and English III*
- New measures of student progress will be designed to provide early-warning indicators (I-50)
- School districts can use the indicator for advanced-course readiness to identify students in need of remediation



To Do:

- ☐ Analyze level of depth and rigor in instructional walkthroughs; provide staff development on lesson planning to increase depth and complexity
- ☐ Evaluate the availability of resources providing depth and rigor
- ☐ Examine teacher course assignments
- ☐ Review Personal Graduation Plan format and adjust for multiple tests, multiple retests, and interventions
- ☐
- ☐



Questions to Ask



Follow up

Chapter 4: Plans for the Development and Implementation of the State of Texas Assessments of Academic Readiness (STAAR) Modified and STAAR Alternate for Eligible Students Receiving Special Education Services



Key Points

- STAAR Modified assessments will be developed for all content areas grades 3-8 and for nine of the twelve EOC assessments (English I, II, III, Algebra I, Geometry, Biology, World Geography, World History, and U.S. History)
- Modified assessments are not being developed for Algebra II, chemistry, or physics as these courses are not required on the Minimum High School Program (MHSP) (I-58)*
- STAAR Modified EOC will be course specific
- Students will be required to respond to writing tasks using first-person essay, literary, expository, or persuasive modes rather than using self-selected writing approaches or combining approaches to respond to a writing task (I-58)*
- The commissioner's rules for testing requirements for students receiving special education services who take locally developed substitute courses are being amended (I-60)
- The number of items on STAAR Modified blueprints will be decreased proportionally by approximately 20 percent (I-61)
- STAAR Alternate assessments will be similar in design to current TAKS-Alt
- TEA is recommending that districts not be required to count the STAAR Alternate EOC assessment as 15 percent of the student's course grade or require a cumulative score for graduation purposes (I-63)
- A table on (I-64) provides an outline of the standard-setting activities for STAAR Modified and STAAR Alternate



District Implications

- STAAR Modified will reflect the same increased rigor and focus as the general assessments (I-58)*
- Field Testing Plan for STAAR Modified Chart (I-59)
- The content of a locally developed substitute course must be aligned to the TEKS for the course it is replacing as the students will be required to participate in the EOC assessment (I-60)
- STAAR Alternate assessments will incorporate vertical alignment in the program's assessment tasks (I-62)



To Do:

- ☐ Ensure that all staff are aware of the assessment options for students and the criteria for selecting appropriate assessments for students
- ☐ Staff development on differentiation, modifications, and accommodations to assist students in reaching levels of depth and complexity in content understanding
- ☐ Utilize appropriate instructional accommodations



Questions to Ask



Follow up

Section 1 : Assessment

Chapter 5: English Language Learners (ELL) and the State of Texas Assessments of Academic Readiness (STAAR) Program



Key Points

- This chapter provides a review of current assessment policies for ELL students
- TEA is developing ELL assessment policies for STAAR
- Some considerations include (I-71):
 - STAAR Spanish version tests will be provided for all subject areas in grades 3-5
 - Exemptions from testing—consider narrowing the provisions for exemptions
 - Linguistic accommodations—TEA is considering
 - Time limits on substantial linguistic accommodations
- STAAR L—Linguistically Accommodated
- ELLs not eligible to take STAAR L will take the regular STAAR tests (I-72)*
- TEA will examine the relationship of TELPAS to STAAR to ensure a strong link between academic language proficiency as defined by TELPAS and academic achievement as defined by STAAR



District Implications

- For grades 3–8 and high school, plans are being made for the development of computer-based (online) linguistically accommodated versions of STAAR (I-72)*
- Linguistic accommodations will be built into the online testing interface in accordance with student English Language proficiency level (I-72)
- Spanish versions of STAAR for grades 3-5 will be implemented in spring 2012*
- A two-year phase period may be necessary to fully implement the computer based versions of STAAR L (I-72)*



To Do:

- ☐ Assess availability of computers with headphones for STAAR L
- ☐ Utilize appropriate linguistic accommodations in instruction
- ☐ Assess availability of district resources for linguistic accommodations
- ☐ Provide training for teachers in meeting the needs of second language learners



Questions to Ask



Follow up

Chapter 6: Plan for Measures of Student Progress for the State of Texas Assessment of Academic Readiness (STAAR) Program



Key Points

- With the implementation of the STAAR program, additional progress measures will be introduced for students*:
 - Reports of the likelihood that students will meet different performance standards in subsequent years
 - Readiness for advanced courses
 - Projections to college and career readiness
 - Cumulative score model for meeting the testing requirements for graduation
- The combination of vertical scale score gains and projection measures provide a more comprehensive look at student performance (I-75)
- Existing student progress measures for TAKS are reviewed (I76-79)
- TEA will likely implement different measures of student progress with the transition to STAAR
- An analysis of student progress measures is included (I79-80)
- A timeline for implementing the reporting measure of student progress is presented on page (I-84)



District Implications

- Information about existing and planned student progress measures(I-76-84)



To Do:

- ☐ Begin planning parent and community information sessions
- ☐ Initiate discussions and decision making regarding use of the student portal

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Questions to Ask



Follow up

Section 1 : Assessment

Chapter 7: Plan for Implementation of State of Texas Assessments of Academic Readiness (STAAR) Assessment Graduation Requirements



Key Points

- A student must achieve a cumulative score that is at least equal to the product of the number of STAAR EOC assessments taken in each foundation content area (English language arts, mathematics, science, and social studies) and a scale score that indicates satisfactory performance*
- A student must achieve a minimum score for the score to count toward the student's cumulative score
- For the Minimum High School Program (MHSP), the cumulative score requirement is based on the number of courses taken for which a STAAR EOC assessment exists*
- For the Recommended High School Program (RHSP), students must meet the satisfactory performance standard on the Algebra II and English III assessments in addition to the cumulative score requirement*
- For the Distinguished Achievement Program (DAP), students must meet the college readiness performance standard on the Algebra II and English III assessments in addition to the cumulative score requirement*
- The commissioner of education may determine a method by which a student's satisfactory performance on other assessments may be used to meet the cumulative score requirement (I-86)
- The commissioner of education and the commissioner of higher education will study the feasibility of allowing students to satisfy STAAR EOC requirements by completing a dual credit course*



District Implications

- A table on pages (I-90-96) details graduation requirements
- Students who have taken high school courses for credit before 2011-2012 will not be required to take the EOC for graduation for these courses (I-100)
- Beginning in 2011-2012, students who take high school credit courses in middle school will need to take the EOC for the courses (I-100)
- School districts will determine the method for utilizing the EOC score as 15 percent of the final grade for a course



To Do:

- ☐ Create policies for calculation of a student's final grade for a course using 15% of the EOC score for that course
- ☐ Determine policies for student re-assessment on EOC taking in to consideration: utilization of scores on subsequent administrations as 15% of the student's grade; GPA; college admission, etc.
- ☐
- ☐



Questions to Ask



Follow up

Chapter 8: Transitioning from the Texas Assessment of Knowledge and Skills (TAKS) to the State of Texas Assessment of Academic Readiness (STAAR)–Associated Changes in Scope and Cost



Key Points

- Chapter 8 highlights the increase in scope from TAKS to STAAR on pages (I103-105)
- Cost containment initiatives are detailed on pages (I-105)



District Implications

- The number of testing days for High School TAKS is 25 (including Exit level retesting)
- The number of testing days for STAAR EOC is 45 (with retesting) (I-104)



To Do:

- ☐ Investigate district facilities and ability to provide adequate space for testing days
- ☐ Investigate staff needs and support needs for assessment days
- ☐ Investigate online options for EOC

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Questions to Ask



Follow up

Section 2: Accountability

Chapter 9: State Accountability System: 1993–2011



Key Points

- This chapter provides an overview of the Texas accountability system for public schools and school districts from 1993-2011
- Pages II 18-31 provide a historical look at indicators



District Implications

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To Do:

- ☐ Focus on meeting current state accountability requirements for 2011
- ☐ Monitor commissioner's recommendations for new state accountability features
- ☐
- ☐
- ☐



Questions to Ask



Follow up

Chapter 10: Federal Accountability System: 2003–2011



Key Points

- Chapter 10 provides an overview of AYP development
- As required, TAKS–M and TAKS–Alt are subject to the federal 1 percent and 2 percent caps on proficient results
- The USDE approved the Texas graduation rate goal and annual targets for use in 2010 AYP calculations*
- A Committee of Practitioners reviews any state rules, regulations, and policies relating to Title I of ESEA (inclusive of AYP) for conformance to the purposes of Title I
- The NCLB Report Card provides information reported to the US Department of Education (USDE) EDFacts reporting system and includes assessment, accountability, teacher quality, and state level National Assessment of Educational Progress (NAEP) results*



District Implications

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To Do:

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Questions to Ask



Follow up

Section 2: Accountability

Chapter 11: Accountability 2013 and Beyond: Options and Issues for Future Accountability System Design



Key Points

- Table 11-1 details options for combining performance results (II-41)
- Longitudinal assessment measures could be approached through cumulative performance or EOC progress (II-42)
- Dropout rate options include a longitudinal dropout rate or an annual dropout rate (II-43)
- Options for which student groups should be evaluated in the graduation rate with (II-44)
- Options regarding how long students should be tracked (II-44)
- Current completion rate information as well as options for future accountability (II-44, 45)
- During the accountability development process considerations for student groups will be addressed (II-46)
- Tables 11-3 A-D illustrate four examples based on the student groups in the current state accountability system and AYP (II-47)
- Four models for defining school district and campus performance are described (II-49, 50)
- Options for Alternative Education accountability procedures are listed (II-52, 53)
- Table 11-6 on page (II-55) highlights alignment of state accountability and AYP



District Implications

.



To Do:

- ☐ Continue to focus on district integrity checks and balances
- ☐
- ☐
- ☐
- ☐



Questions to Ask



Follow up

Chapter 12: State Accountability Ratings: 2013 and Beyond



To Do:

- ☐
- ☐
- ☐
- ☐



Key Points

- On or before August 8 of each year, districts/campuses will be assigned an Acceptable or Unacceptable Rating
- If a district/campus were AU in the previous year, they will be notified by June 15th of an AU rating for current year
- The following indicators will be used in determining accountability ratings:
 - Student performance on STAAR grades 3-8 and EOC
 - Drop out rates for grades 9-12
 - High School Graduation Rates
- Additional features are available to improve the rating outcome*:
 - Required improvement over the prior year (required), or
 - Average performance of the last three years (required), or
 - Performance on 85 percent of the measures meets the standard (optional)
- The statutory requirements for the indicators and features for 2013 and beyond (Table 12-2)
- Topics related to the development of the new accountability system to be explored through advisory groups can be found on (II-128)
- Options for assignment of rating labels are shown on pages (II-130) through (II-134)
- TEC §39.053(f) directs the commissioner to raise the state standard for the percent college-ready indicator so that Texas ranks in the top ten among states nationally by 2019–2020 on two measures*:
 - the percent college-ready and the percent graduating under the recommended or advanced high school program
 - no gaps by race, ethnicity, or socioeconomic status
- Timeline for the development of the accountability system (II-139-141)



Questions to Ask



Follow up



District Implications

- TEC §39.053(c) requires the use of assessments under §39.023(a), (c), and (l) in determining acceptable and unacceptable performance*
- TEC §39.202(1) requires the use of assessments under §39.023(a), (b), (c), and (l) in determining ratings of recognized and exemplary*
- It will not be possible to identify CIP campuses for the 2012–2013 school year since there are no ratings assigned in the 2011–2012 school year and the ratings criteria will not be finalized until spring 2013

* Taken directly from the House Bill 3 Transition Plan

Section 2: Accountability

Chapter 13: Distinction Designations: 2013 and Beyond



Key Points

- A summary table of performance ratings and distinctions can be found on page (II-144)
- A timeline for development of distinction designations is located on pages (II149-150)



District Implications

- Four of the campus distinction designation areas are new (II-146, 147):
 - Fine Arts
 - Physical Education
 - 21st Century Workforce Development
 - Second Language Acquisition Program



To Do:

- ☐ Begin discussions of programs for distinction designations
- ☐ Consider internal audits of programs
- ☐
- ☐
- ☐



Questions to Ask



Follow up

Chapter 14: Performance Reports: 2013 and Beyond



Key Points

- New reports:
 - The comparison of annual performance assessment report for districts
 - The report to parents similar to the Confidential Student Reports
 - The teacher report card with information on their student performance
- The campus report card will include information detailed on page (II-151-152)
- Performance reports (similar to AEIS) will be produced and disseminated annually (II152—155)
- Comprehensive Annual Reports will be released to the legislature on December 1st of each year (II-155)
- The timeline for development of performance reports is on page (II-157)



District Implications

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To Do:

- ☐ Monitor changes to the requirements with a focus on what parents need to know and understand about these changes
- ☐
- ☐
- ☐



Questions to Ask



Follow up

Section 3: Meeting Federal Requirements

Chapter 15: Plans and Calendar for Submission of the State of Texas Assessments of Academic Readiness (STAAR) Program for Peer Review in Adequate Yearly Progress (AYP)



Key Points

- As the STAAR program becomes operational in 2012 and is subsequently used in AYP calculations, the TEA will compile and submit data, analyses, and technical information in accordance with federal statutes and regulation*
- Three phases of peer review submissions are planned for the STAAR program (III-2)
 - Phase I will occur before performance standards are established
 - Phase II will occur after performance standards are approved
 - Phase III will occur if a state “makes significant changes in its standards and assessment system”



District Implications



To Do:

- ☐ Monitor findings of the state review
- ☐
- ☐
- ☐
- ☐



Questions to Ask



Follow up

Chapter 16: Federal Accountability: 2012 and Beyond



Key Points

- STAAR and the new state accountability system: the TEA must continue to meet federal AYP accountability provisions of the Elementary and Secondary Education Act (ESEA)
- The proposal for 2011 is to continue to implement the current Texas AYP Workbook with scheduled phase-in of targets and TPM (III-3)
- In October 2012, TEA will submit a proposal to USDE for a new AYP system for Texas based on the STAAR grade 3–8 and high school end-of-course (EOC) assessments*
- In October 2012, TEA will submit a larger proposal for AYP determinations for 2013 and beyond under the new STAAR assessment program*



District Implications

- In 2010, the graduation rate annual target increased from 70.0 percent to 75.0 percent and the improvement standard increased from 0.1 percent to 1.0 percent*
- Approaches that could be used for 2010 AYP are listed on page (III-4)
- A five-year graduation rate was also approved with an annual target of 80.0 percent (III-3)*
- TAKS will be administered for the last time to grade 10 students in the spring of 2012 (III-4)
- All students in grades 3–8 will participate in an operational field test of the new STAAR assessments in Spring 2012, including modified and alternative assessments for students with disabilities*
- The process for setting student performance standards for the STAAR reading/ELA and mathematics assessments will not be completed until December 2012
- Reauthorization of ESEA in 2011 may require modifications to 2013 AYP calculation before the statewide accountability development process for 2013 is completed (III– 6)
- AYP for 2013 and beyond is presented in a table on pages (III-6-7)



To Do:

- ☐ Track reauthorization of ESEA and the impact it may have on AYP (III-6)
- ☐
- ☐
- ☐



Questions to Ask



Follow up

Section 3: Meeting Federal Requirements

Chapter 17: Transition Plan for the 2012 Performance-Based Monitoring Analysis System



Key Points

- A review of current PBMAS information is located on page (III-9)
- There are 49 program specific indicators
 - 15 are based on TAKS and TAKS Accommodated performance results
 - 4 are based on participation results for TAKS, TAKS Accommodated, TAKS-Modified, and TAKS-Alternate



District Implications

- PBMAS indicators dealing with student assessment will change with implementation of HB 3



To Do:

- ☐ Ensure monitoring of instructional programs aligned with PBMAS indicators
- ☐
- ☐
- ☐
- ☐



Questions to Ask



Follow up

Section 4: Interventions, Sanctions, and Financial Accountability

Chapter 18: Interventions and Sanctions



Key Points

- Each year the TEA is required to determine the accreditation status of each school district and assign the district a status of accredited, accredited-warned, accredited-probation, or revoke the accreditation of the district and order closure of the district (IV-1)
- The commissioner is required to evaluate and consider student achievement and financial accountability performance of the district based on factors such as district's compliance with statutory and rule requirements related to data reporting, high school graduation, etc. and the effectiveness of the district's career and technical education program and programs for special populations*
- In 2009–2010, accreditation statuses were assigned to both traditional districts and charter schools*
- The 2009–2010 year was the first year that the statute and adopted rules resulted in the revocation of a district's accreditation status*
- HB 3 established the requirement that a financial solvency review be conducted for districts, of which may have an impact on a district's assigned accreditation status
- The commissioner may appoint a monitor, conservator, management team, or board of managers to a district to ensure and oversee district-level support to campuses
- Rules defining the financial solvency and projected deficit calculation are expected to be adopted by the agency
- New TEC §39.0821: Comptroller Review of Resource Allocation Practices
 - requires the comptroller to identify school districts and campuses that use resource allocation practices that contribute to high academic achievement and cost-effective operations
 - rank the results of the review to identify the relative performance of districts and campuses



District Implications

- The first accreditation statuses to be assigned under new HB 3 charter school financial accountability requirements will be assigned in spring 2011 for the 2010–2011 school year
- The changes to TEC §§39.056 and 39.057 address on-site investigations and special accreditation investigations of school districts (IV-5)*



To Do:

- ☐ Ensure fiscal controls lead to a clean audit report and strong FIRST rating
- ☐
- ☐
- ☐
- ☐



Questions to Ask



Follow up

Section 4: Interventions, Sanctions, and Financial Accountability

Chapter 19: Financial Accountability



Key Points

- This chapter focuses on Systems of Financial Accountability and provides a historical look as well as information on the impact of HB 3
- To review the revised commissioner's rules related to financial accountability visit the following link:
<http://www.tea.state.tx.us/index4.aspx?id=2296> under the *Texas Administrative Code—Currently in Effect* link
- FIRST for Traditional School Districts (School FIRST) and FIRST for Charter Schools (Charter FIRST) are discussed on pages (IV-20-22)
- Financial Solvency Review Requirements are discussed on pages IV-22-24)
- Transition requirements for HB 3 for Financial Accountability are addressed on pages IV-26-27)



District Implications

- HB 3 added TEC §39.084 requiring districts to post a copy of the budget adopted by the board of trustees



To Do:

- ☐ Process for posting budgets adopted by the board to the school web site
- ☐
- ☐
- ☐
- ☐



Questions to Ask



Follow up

Section 5: General Requirements of HB 3

Chapter 20: TEA Rule making Schedule Resulting from HB 3, 81st Legislative Session, 2009

Chapter 21: Status of Implementation of House Bill 3



Key Points

- The bulk of Chapter 20 is represented in chart format: TEA Rule making Schedule Resulting from House Bill 3, 81st Legislative Session, 2009 By Month and Year to Begin Rule making (As of November 1, 2010)
- The chart provides information regarding rule type, subject/purpose, required or permissive, action, effective date, and enabling legislation
- Chapter 21 is also represented in chart format
- The chart is divided into sections and provides information regarding the status and comments or issues



District Implications



To Do:

- ☐ Monitor proposal calendar dates
- ☐
- ☐
- ☐



Questions to Ask



Follow up

Section 6: Appendices

Appendix A Performance Descriptor Advisory Committee Report September 30–October 1, 2010
pages (VI-1-12).

Appendix B End-of-Course Assessment Plan College-Readiness and Advanced-Course Readiness
pages (VI-13-24).

Appendix C Texas Projection Measure (TPM) Questions and Answers
pages (VI-25-58).