Assessment and Accountability

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PRESENTATION OBJECTIVES

Objective 1:

Learn about Assessment and the role that it plays is education students

Objective 2:

Learn about the Texas Accountability System

Objective 3:

Have Fun!

Assessment

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Assessment?

- Assessment is not something that is done to students separate and apart from instruction; assessment must be – must be seen to be – something that is done with students as an integral part of the learning process.

Ken O'Conner, 2002

Working Definition

Formative Assessment: A Compass for Learning

- Just as a compass guides travelers on their journeys, formative assessment serves as a **continuous guide** for students on their learning paths.
- It provides **real-time feedback** to teachers and learners, helping them navigate the learning process and adjust course as needed.
- Formative assessment acts as a **tool**, illuminating areas of strength and weakness so both teachers and students can focus their efforts for maximum impact.
- Like a compass, formative assessment **points the way** to greater understanding, empowering students to take ownership of their learning journey.

What is Assessment?

"Assessment is today's means of understanding how to modify tomorrow's instruction."

- Carol Tomilinson

Using Assessment to Drive Instruction. (n.d.). Retrieved February 27, 2015, from http://www.slane.k12.or.us/files/common/4_2_Adjustments.pdf

How DO We Assess?

- Observations
- Essays
- Interviews
- Performance tasks
- Exhibitions and demonstrations
- Portfolios
- Journals
- Teacher-created tests
- Rubrics
- Self- and peer-evaluation
- End-of-Course/Grade Tests
- Questioning
- Others?

When Do We Assess?

- At the beginning of the unit/time period!
- At the end!
- In the middle!
- Never!
- Everyday!

- Most teachers assess students at the end of an instructional unit/time period/sequence.

- However, research proves that "**when assessment and instruction are interwoven, both the students and the teacher benefit**."

Characteristics of Effective Formative Assessment

Ongoing

Formative assessment is a continuous process, not a one-time event, providing a steady stream of data.

Collaborative

It involves both teachers and students working together to identify strengths, weaknesses, and next steps.

Actionable

The insights from formative assessment directly inform and shape instructional decisions.

Diverse

Effective formative assessment utilizes a variety of methods, from observations to exit tickets.

Formative Assessments

- Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring.
- Formative assessment measures student progress but it can also assess your own progress as an instructor.

- Observations during in-class activities; of students non-verbal feedback during lecture
- Homework exercises as review for exams and class discussions)
- Reflections journals that are reviewed periodically during the semester
- Question and answer sessions, both formal—planned and informal—spontaneous
- Quizzes and benchmark assessments
- In-class activities where students informally present their results
- Student feedback collected by periodically answering specific question about the instruction and their self-evaluation of performance and progress.

Too often, educational tests, grades, and report cards are treated by teachers as autopsies when they should be viewed as physicals.

(Reeves 2000, 10)

Using Assessment to Drive Instruction. (n.d.). Retrieved February 27, 2015, from

Types of Summative Assessments

- Examinations (major, high-stakes exams)
- Final examination (a truly summative assessment)
- Term papers (drafts submitted throughout the semester would be a formative assessment)
- Projects (project phases submitted at various completion points could be formatively assessed)
- Portfolios (could also be assessed during it's development as a formative assessment)
- Performances
- Student evaluation of the course (teaching effectiveness)
- Instructor self-evaluation

What is the Difference?

- *"Summative assessment is more product-oriented and assesses the final product, whereas formative assessment focuses on the process toward completing the product.* ***Once the project is completed, no further revisions can be made.*** *If, however, students are allowed to make revisions, the assessment becomes formative, where students can take advantage of the opportunity to improve."*

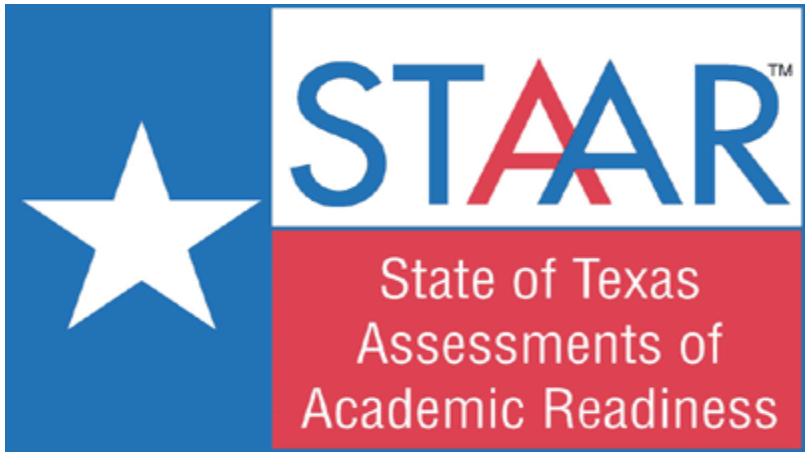
ASSESSMENT APART FROM EFFECTIVE FEEBACK IS A WASTE OF TIME

Lost Bearings?

If a plane is off course by one degree, it can miss its landing spot by 92 feet for every mile it flies. For example, if a plane is off course by one degree during a flight from New York's JFK to Los Angeles' LAX, it could end up 40 miles off in the Pacific Ocean. This could be a potentially dangerous mistake.

The compass is far less vulnerable to human error. While GPS can be affected by incorrect waypoint entry or misreading of coordinates, the compass provides a straightforward and intuitive way to determine direction, making it a more user-friendly option for those with limited technological expertise.

State of Texas Assessments of Academic Readiness



STAAR the Basics

- **STAAR**: A **summative assessment** required by the state of Texas to evaluate how well students have mastered grade-level standards at the end of the academic year. STAAR measures student proficiency in core subjects like math, reading, science, and social studies, and is used for accountability purpose. (Criterion Referenced)

- **STAAR**: STAAR assessments are given once a year in specific subjects (e.g., math, reading, writing, science, social studies). **The tests are high-stakes, meaning they can impact student promotion and graduation.**

- **STAAR:** Results are used primarily for instructional purposes and results arrive after the school year is over.

STAAR Growth Explained

- If a student answered 20 questions correctly in 4th grade and improved to 22 correct answers in 5th grade, it clearly demonstrates growth in their academic performance

Accountability 101

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A-F Accountability Labels/Grades

A = Exemplary Performance	**Scaled Score 90-100**
B = Recognized Performance	**Scaled Score 80-89**
C = Acceptable Performance	**Scaled Score 70-79**
D = In Need of Improvement	**Scaled Score 60-69**
F = Unacceptable Performance	**Scaled Score ≤ 59**

Three Domains

Domain Letter Grade

Domain Letter Grade

Domain Letter Grade

Best of Achievement **OR** Progress 70%

30%

=

Overall Letter Grade

Accountability 101
Student Achievement Domain

Student Achievement

Shows how much students know and are able to do by the end of the school year. Ratings in this domain are based on how many students are approaching, meeting, and mastering grade level. For high schools and districts, ratings are also based on how many students graduate and whether graduates are ready for college, a career, or the military.

Student Achievement Domain: Calculating the Score

Elementary School

STAAR State of Texas Assessments of Academic Readiness **= 100% of domain score**

Middle School

STAAR State of Texas Assessments of Academic Readiness **= 100% of domain score**

High School/Districts

- STAAR State of Texas Assessments of Academic Readiness **= 40% of domain score**
- CCMR **= 40% of domain score**
- Graduation Rates **= 20% of domain score**

Student Achievement Domain: STAAR Methodology

STAAR

One point is given for each percentage of assessment results that are at or above the following:

- Approaches Grade Level or above
- Meets Grade Level or above
- Masters Grade Level

$$\frac{\text{Percentage of Assessments at Approaches Grade Level or above} + \text{Percentage of Assessments at Meets Grade Level or above} + \text{Percentage of Assessments at Masters Grade Level}}{\text{Three}}$$

Student Achievement Domain: CCMR Indicators for HS, K-12 & Districts

College Ready

- Meet Texas Success Initiative (TSI) Criteria in ELA/Reading and Mathematics.
- Earn Dual Course Credits
- Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.
- Earn an Associate Degree
- Complete an OnRamps Dual Enrollment Course

Career Ready

- Earn industry-based certification
- Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness.
- Earn a Level I or Level II certificate
- Graduate under an advanced degree plan and be identified as a current special education student

Military Ready*

- Enlist in the United States Armed Forces

Student Achievement Domain: High School Example

Component	Component Score	Scaled Score	Weight	Weighted Points
STAAR	**49**	**82**	**40%**	**32.8**
CCMR	**57**	**86**	**40%**	**34.4**
Graduation Rate	**87.3**	**60**	**20%**	**12.0**
			Student Achievement Scaled Score	**79**
			Student Achievement Domain	**C**

Student Achievement: CCMR Refresh Indicators

College Ready

- Meet criteria of 3 on AP or 4 on IB examinations
- Meet Texas Success Initiative (TSI) criteria (SAT; ACT; TSIA1 or TSIA2; or College Prep course) in reading and mathematics
- Complete a course for dual credit (9 hours or more in any subject or
- 3 hours or more in ELAR/mathematics)
- Earn an associate degree
- Complete a dual enrollment course and qualify for at least 3 OnRamps hours credit

Military Ready

- **Enlist in the United States Armed Forces** (2023 grads)
- **Enlist in the Texas National Guard** (2023 grads)

Career Ready

- **Earn an IBC and complete an aligned program of study** (Phase-in)
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)
- Graduate under an advanced diploma plan and be identified as a current special education student
- Earn a Level I or Level II certificate

Accountability Refresh: School Progress Domain

School Progress

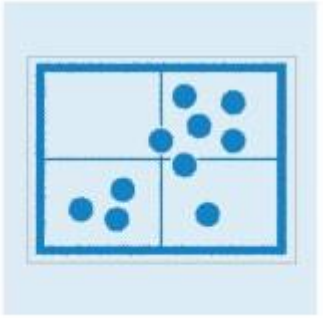
Based on a comparison of how students are performing. In part, this domain is based on how many students showed academic growth in reading and math on the STAAR tests. This domain also looks at the level of achievement compared to similar campuses.

School Progress: Two Aspects of Progress

Better of
Part A: Academic Growth
or
Part B: Relative Performance

Part A:
Academic Growth

Part B:
Relative Performance



The School Progress domain measures district and campus outcomes in two areas:

- The number of students that grew at least one year academically and number of students that were accelerated as measured by STAAR results
- The achievement of students relative to campuses with similar economically disadvantaged percentages

Academic Growth: Transition Table Example

Measuring Annual Growth **PLUS** Measuring Accelerated Learning

Annual Growth						
Prior Year	Current Year					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

Accelerated Learning				
Prior Year	Current Year			
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	0	1	1	1

Accelerating learning credits 0.25 in the numerator.
These tests are not included again in the denominator.

Academic Growth: Example Calculation

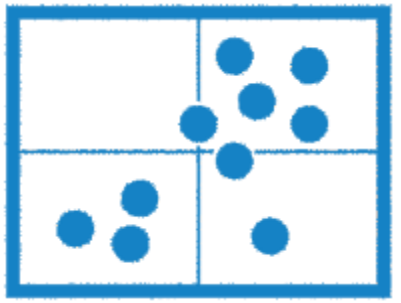
- The total is expressed as a percentage: total points earned divided by number of assessments, rounded to the nearest whole number.
- For example, 453.75 total earned points divided by 554 assessments is 81.9%, which is rounded to 82%.

Annual Growth Points Earned			435.0
Accelerated Learning Points Earned	75	X 0.25	18.75
Sum Annual Growth plus Accelerated Learning Points			453.75
÷ Total Assessments			554
School Progress, Part A: Academic Growth Raw Score			**82**

School Progress: Two Aspects of Progress

Part A: Academic Growth

Part B: Relative Performance



Student Progress Domain: Part B: Relative Performance Methodology

Elementary and Middle Schools

School Progress, Part B evaluates the overall student performance on the Student Achievement STAAR component compared to campuses with similar percentages of economically disadvantaged students, as reported in the TSDS PEIMS October snapshot. The economically disadvantaged percentage is rounded to one decimal place.

Student Progress Domain: Part B: Relative Performance Methodology

High Schools, K–12 Campuses, & Districts with CCMR Component

School Progress, Part B evaluates the average of the Student Achievement STAAR component and the CCMR component compared to districts or campuses with similar percentages of economically disadvantaged students.

Student Progress Domain: Calculation

Component	Component Score	Scaled Score
Part A: Academic Growth	**37**	**71**
Part B: Relative Performance	**43**	**75**
		75
	2022 School Progress Domain Rating	**C**

Accountability Refresh: Closing the Gaps Domain

Closing the Gaps

Meant to help ensure attention is given to every student. Ratings look at groups of students, separately, and higher grades are awarded if all groups of students are doing well in terms of academic growth and student achievement.

Closing the Gaps: Refreshed ESSA Domain

- Set student group targets by campus type.
- Award gradated outcomes for achievement toward student group targets.
  - 0–4 points possible instead of yes/no
  - Award points for growth to target.
- Use super groups to narrow the focus on lowest performing groups.
- Update targeted and additional targeted identification and exit methodologies to align with 0–4 points.

- Paradigm shift on which groups are evaluated in the score/rating versus which groups are evaluated for ATS/TSI.
- While not all groups will contribute to the score, all groups will be evaluated in this domain.

Closing the Gaps: Super Groups

☒ Reminder: previously, there were 14 different student groups:

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)^	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Highly Mobile

☑ Update: replace 14 student groups with 6 student "super groups"

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB[1], SpEd, Highly Mobile)	Special Education (Former)	Continuously Enrolled
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races			

Only evaluated in SQSS: CCMR/STAAR Only (all subjects/all levels).
Not evaluated in Academic Achievement, Growth/Grad, or ELP.

Closing the Gaps: Who is included where?

- Mary is Asian.
- She is in foster care.
- She is a third-year monitored EB.
- She is served by special education services.
- She moved into the district at the start of this school year.

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB[1], SpEd, Highly Mobile)	Special Education (Former)	Continuously Enrolled
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races			
☑					☑			☑		

Mary is included in All Students, Asian, and once in High Focus.

Closing the Gaps: Sample Score and CSI Data Table

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB[1], SpEd, Highly Mobile)	Special Education (Former)	Continuously Enrolled	Component Points	EL/MS Weight	HS/K-12/AEA Weight	Weighted Points
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races							
Academic Achievement (RLA & Mathematics)											Earned ÷ Possible	30%	50%	Whole Number
0-4			0-4		0-4			0-4						
0-4			0-4		0-4			0-4						
Growth or Graduation: Academic Growth in RLA & Mathematics (EL/MS) or Federal Graduation Status (HS/K-12)											Earned ÷ Possible	50%	10%	Whole Number
0-4			0-4		0-4			0-4						
0-4			0-4		0-4			0-4						
SQSS: STAAR ONLY (EL/MS) or CCMR (HS/K-12)											Earned ÷ Possible	10%	30%	Whole Number
0-4			0-4		0-4			0-4	0-4	0-4				
English Language Proficienc[1]y											Earned ÷ Possible	10%	10%	Whole Number
								0-4						
											Closing the Gaps Raw Score			*Sum of Weighted Points*

EB=Current & Monitored (through year 4)
ELP=Current EB only

EXAMPLE

Overall Rating

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Calculating an Overall Rating: Methodology

We use the higher score between *how much students know and can do* (Student Achievement) or *how much better students are doing than last year or than peers in similar districts/campuses* (School Progress) and weight it at 70%.

We then weight *how well districts and campuses are closing performance gaps* among different student groups (Closing the Gaps) at 30%.

Better Of:		Plus:
Student Achievement	**School Progress**	**Closing the Gaps**
		
Evaluates the performance across all subjects for all students, on STAAR, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.	Measures outcomes in two areas: number of students that grew at least one year academically and the achievement of students relative to districts or campuses with similar economically disadvantaged percentages.	Uses disaggregated data to demonstrate differentials among racial or ethnic groups, socioeconomic backgrounds and other factors.
70% of Total Grade		**30% of Total Grade**

We will talk about how to roll up district ratings.

Unchanged from 2018.

Calculating an Overall Rating: Example

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	89		89	70%	62.3
School Progress, Part A	84	84			
School Progress, Part B	72				
Closing the Gaps	81			30%	24.3
				Overall Score	87
					B

District Ratings: Proportional Weighting

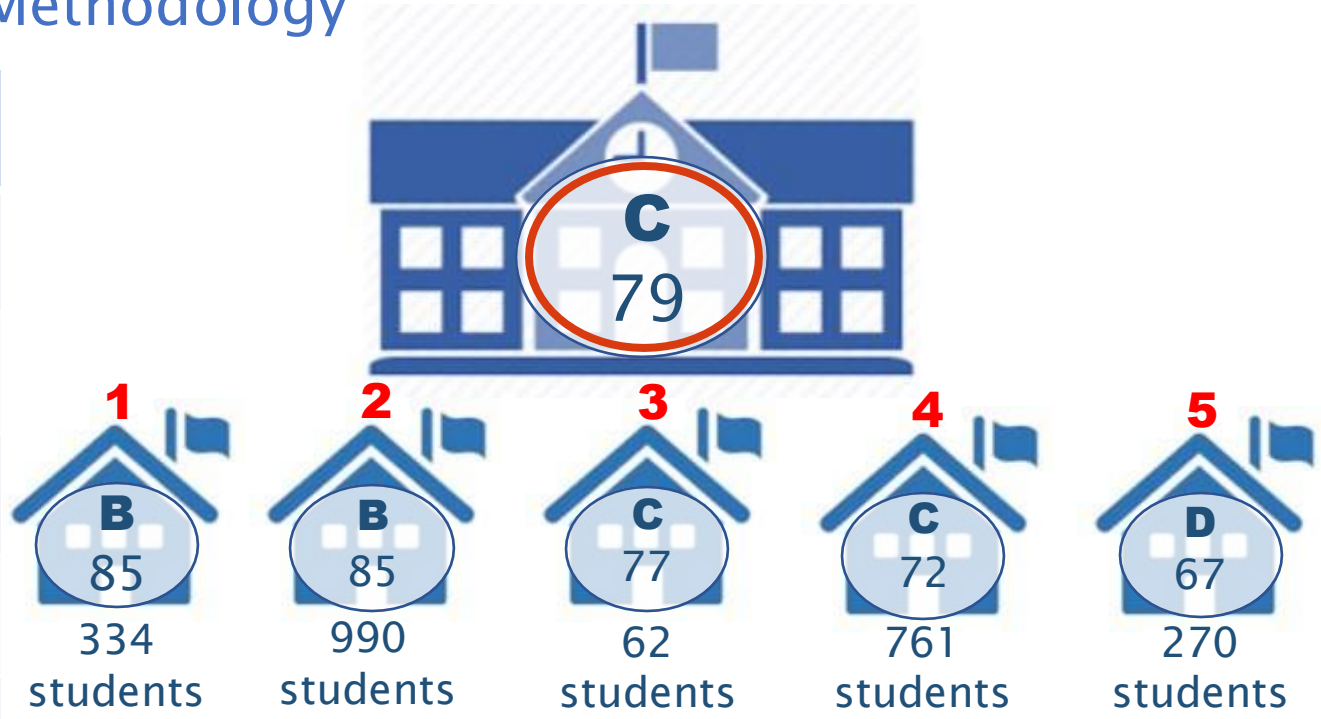
Methodology using Proportional Weighting by Domain

1. Determine the number of students enrolled in grades 3–12 at each campus.
2. Sum the number of students enrolled in grades 3–12 at the district.
3. Divide the number of grades 3–12 students at the campus by the district total.
4. The resulting percentage is the weight that each campus will contribute to the district domain score.
5. Multiply the campus domain scaled score by its weight to determine points.
6. Sum the points for all campuses to determine the district's domain score.

District Ratings: Proportional Weighting

Example using Proportional Weighting Methodology

Campus	3–12 Enrollment	Score	Weight	Points
Campus 1	334	85	13.8%	11.7
Campus 2	990	85	41.0%	34.9
Campus 3	62	77	2.6%	2.0
Campus 4	761	72	31.5%	22.7
Campus 5	270	67	11.2%	7.5
District School Progress, Part B: Domain Rating				79



EXAMPLE

District Ratings: Proportional Weighting

EXAMPLE

Proportional Domain Rating	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	89		89	70%	62.3
School Progress, Part A	84	84			
School Progress, Part B	79				
Closing the Gaps	81			30%	24.3
			District Overall Score		87
Roll up both parts			District Overall Rating		*B*

Resources

- txschools.gov
  - Provides school and district rating and performance data
- www.texasassessment.gov
  - Students and families Page
- txresearchportal.com
  - Allows Texans to see and compare results of assessments going back to 2012
- The Texas Performance Reporting System
  - (TPRS) integrates state and federal reporting requirements into a single reporting system that can be viewed at the campus, district, region, and state level.

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Q & A

Test Time

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THANK YOU