AN EARLY COLLEGE DISTRICT

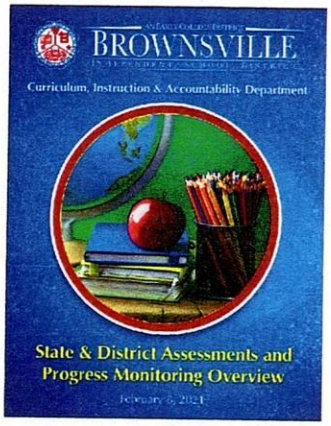
BROWNSVILLE
INDEPENDENT SCHOOL DISTRICT

Curriculum, Instruction & Accountability Department

State & District Assessments and Progress Monitoring Overview

February 8, 2021

Curriculum, Instruction & Accountability Department



State & District Assessments & Progress Monitoring Overview

February 8, 2021

1. 2021 Academic Accountability System Overview
2. Assessment and Progress Monitoring Continuum
3. Overview of Assessment Initiatives and Changes
4. TELPAS
5. Special Education

2021 Academic Accountability System Overview

2021 ACADEMIC ACCOUNTABILITY SYSTEM OVERVIEW

Texas Education Agency

Domain I
Student Achievement

All Students

Elementary Schools and Middle Schools

STAAR

- Combined over all STAAR subject areas evaluated (reading, mathematics, writing, science, social studies)
- Credit awarded for Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level

High Schools, K–12s, and Districts

STAAR

See description above.

College, Career, and Military Readiness (CCMR)

Percentage of annual graduates that meet any of the following:

- Meet TSI criteria in ELA/reading *and* mathematics on assessments or complete college prep courses
- Meet AP/IB criteria
- Earn dual-course credits
- Earn an approved industry-based certification
- Earn an associate degree while in high school
- Graduate with completed IEP and workforce readiness
- Earn a Level I or Level II certificate
- Complete an OnRamps dual-enrollment course
- Graduate under an advanced diploma plan and be identified as a current special education student

Update for 2021

CCMR was updated to exclude two previously used indicators:

1. *Enlist in the U.S. Armed Forces (pending data receipt)*
2. *Complete CTE coherent sequence coursework and earn credit aligned with approved industry-based certifications*

Graduation Rate

Better of four-year, five-year, or six-year graduation rate (or annual dropout rate if no graduation rate is available).

Domain II
School Progress

All Students

Elementary Schools, Middle Schools, High Schools, K–12s, and Districts

Part A: Academic Growth

Update for 2021

School Progress, Part A: Academic Growth will not be calculated for 2021.

Part B: Relative Performance

Credit awarded based on performance relative to districts or campuses with a similar percentage of economically disadvantaged students.

Summary of 2021 Updates

- No overall or domain scaled scores or *A–F* ratings
- All districts and campuses labeled *Not Rated: Declared State of Disaster*
- School Progress, Part A & Closing the Gaps: Academic Growth not calculated
- CCMR indicators updated
- Federal graduation rate methodology in Closing the Gaps modified
- Accelerated testers may be included in STAAR components pending USDE response

Domain III
Closing the Gaps

All Students and Disaggregated Student Groups

Elementary Schools and Middle Schools

Academic Achievement

- Reading and mathematics STAAR results
- Credit awarded for Meets Grade Level or above and Masters Grade Level

Academic Growth Status

Update for 2021

Closing the Gaps: Academic Growth Status will not be calculated for 2021.

English Language Proficiency

- English learners' performance on TELPAS
- Credit for advancing by at least one composite rating from the prior year (2019 or 2020) to the current year, or a composite rating of Advanced High or Basic Fluency

STAAR Component

See Student Achievement–STAAR for description.

High Schools, K–12s, and Districts

Academic Achievement

See description above.

Federal Graduation Rate

Four-year federal graduation rate (without exclusions).

Update for 2021

Methodology updated. Indicator may be met with 3 options:

1. Meet long-term target and improve at least 0.1% over baseline rate

2. If #1 is no, meet interim target and improve at least 0.1% over prior year rate

3. If #1 and #2 are no, meet growth target

English Language Proficiency

See description above.

College, Career, and Military Readiness

Percentage of annual graduates *and* non-graduating grade 12 students that meet any of the CCMR indicators as described in the Student Achievement domain.

Assessment and Progress Monitoring Continuum

Brownsville Independent School District

"Pathway to Success"

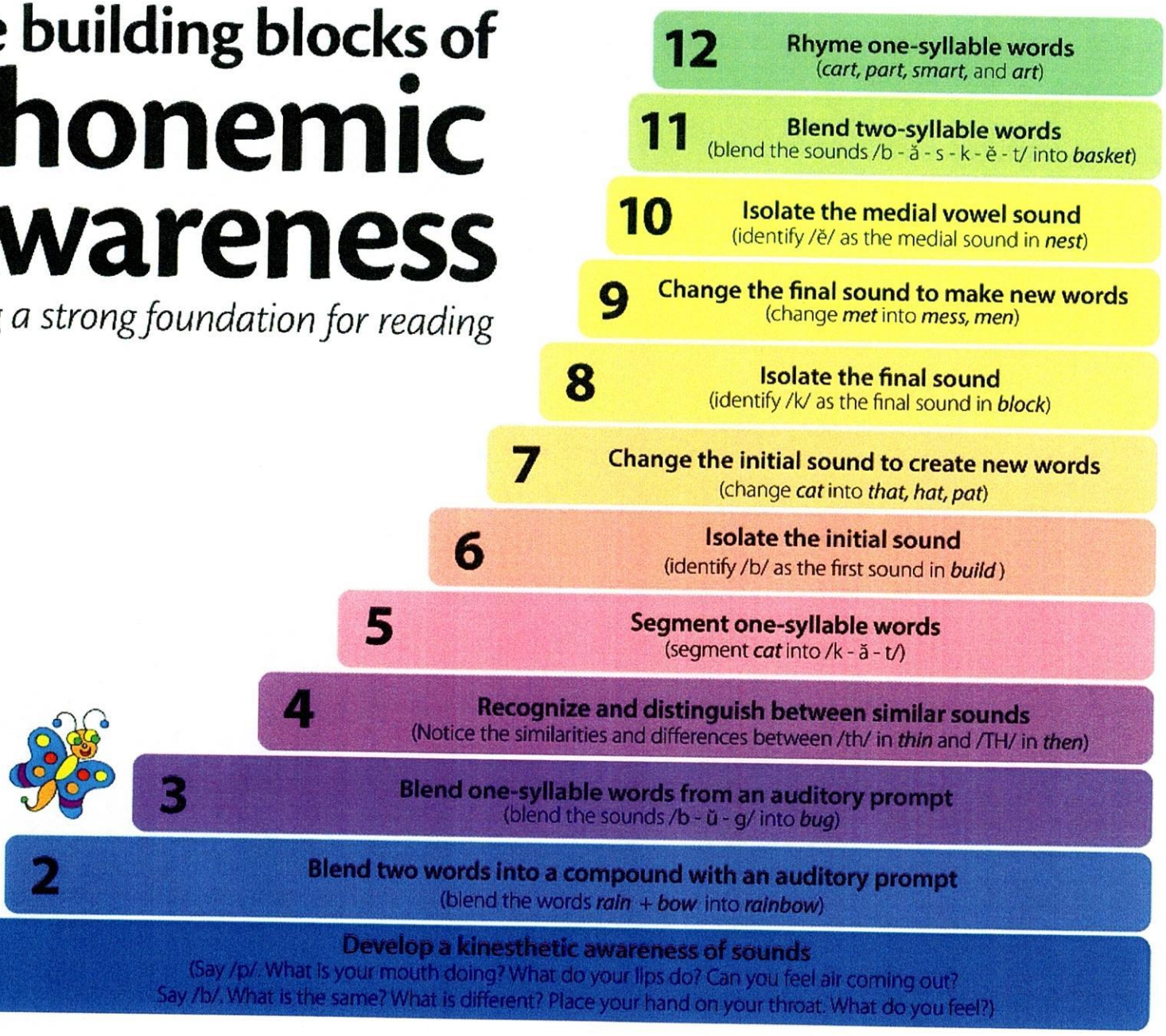
Assessment and Progress Monitoring Continuum

Building Blocks of Reading

Phonological Awareness
Listening
Rhyming and Alliteration
Word/ Sentence Segmenting
Syllable Blending and Segmenting
Onset and Rime Blending and Segmenting
Phoneme Blending, Segmenting, and Manipulation

The building blocks of Phonemic Awareness

Laying a strong foundation for reading



Building Blocks of Reading

TASK	What is it?	Why is it tested?
Phonics/Graphophonemic Knowledge	The recognition of letters and the understanding of sound-symbol relationships and spelling patterns.	Decoding: Spelling To improve performance in reading fluency and comprehension
Phonological Awareness	The foundation for decoding and encoding. It is an understanding that language is made up of sounds. Larger units of sounds (words) are made up of smaller units of sounds (phonemes).	Great predictor of the student's ability to read, comprehend, and spell. Provides data on a student's phoneme proficiency. It helps teachers identify when students may require targeted support to develop specific skills.
Phonics	The relationship between the letters in written language and the individual sounds in spoken language.	To identify children who aren't learning to sound words out well. The goal is to detect this early in order to be on grade level. Decoding
Word Reading	Practice reading by decoding or automaticity.	To demonstrate the ability to correctly decode words.
Listening Comprehension	The ability to understand text read aloud.	Scaffold for reading comprehension
Fluency	Ability to read with accuracy, appropriate rate, and prosody.	Fluency development is directly related to comprehension.
Reading Comprehension	Understanding, remembering, and applying the information contained in text.	Goal: Proficient readers with good comprehension

Overview of Assessment Initiatives and Changes

Overview of Assessment Initiatives and Changes

STAAR Redesign

1. Moves toward electronic administration of all assessments by 2022-23
2. Caps multiple choice questions at 75% of test in 2022-23
3. Eliminates standalone 4 and 7 writing and assesses new ELAR TEKS
4. Prioritize cross-curricular content integration for RLA passages

Other House Bill 3906 Assessment Changes

5. Continues technical advisory and creates educator advisory committee
6. Permits use of calculator applications
7. Ensures availability of optional interim assessments
8. Allows assessments to be administered in multiple parts over multiple days
9. Creates integrated formative assessment pilot program

STAAR Redesign has four main components

All changes will be incorporated beginning in the 2022–2023 school year

Transition to online assessments, expedited by increased technological capabilities due to COVID-19, will allow for **faster test results, improved accommodations for struggling readers**, and the addition of **new item types**.

New item types will make up at least 25% of the test and will **positively impact instruction, increase student engagement,** and provide more opportunities for students to **demonstrate full understanding of the TEKS**.

Adding writing to RLA assessments allows us to **ensure compliance with federal requirements,** and **better assess the revised RLA standards,** which emphasize the importance of **integrating reading, writing, listening and speaking**.

Incorporating cross-curricular passages **creates a more level playing field** when assessing reading comprehension, because evidence indicates that students with **knowledge of the subject matter** have higher levels of comprehension.

High level timeline of STAAR Redesign

Pending legislative session

	2020-2021	2021-2022	2022-2023
Transition to online	• *Transition to Online Assessments Feasibility Study* (Legislative action required)	• Training and resources to support districts transitioning online	Full implementation of STAAR Redesign
New item types	• Educator focus groups • Cognitive labs to study how students interact with proposed item types • Sample new item types	• Stand-alone field testing • Continued educator engagement • Blueprints and more sample new item types within online platform	
Writing in RLA	• Multiple choice writing items field-tested in Spring RLA tests at all grade levels	• G4 and G7 Writing eliminated • Continue field-testing multiple-choice writing items in RLA tests	
Cross-curricular passages	• Develop and identify informational texts that include cross-curricular content covered in other subjects	• Increased number of informational texts will have cross-curricular links	

TEA is working closely with educators to determine new item types

So far, over 550 educators have participated in focus groups related to the new item types

- **92%** of educators agree that the new item types **allow students to better demonstrate their knowledge**.
- **90%** of educators agree that the new item types **will provide useful information about student performance**.
- **80%+** of educators agree that new item types will **impact instructional planning**.

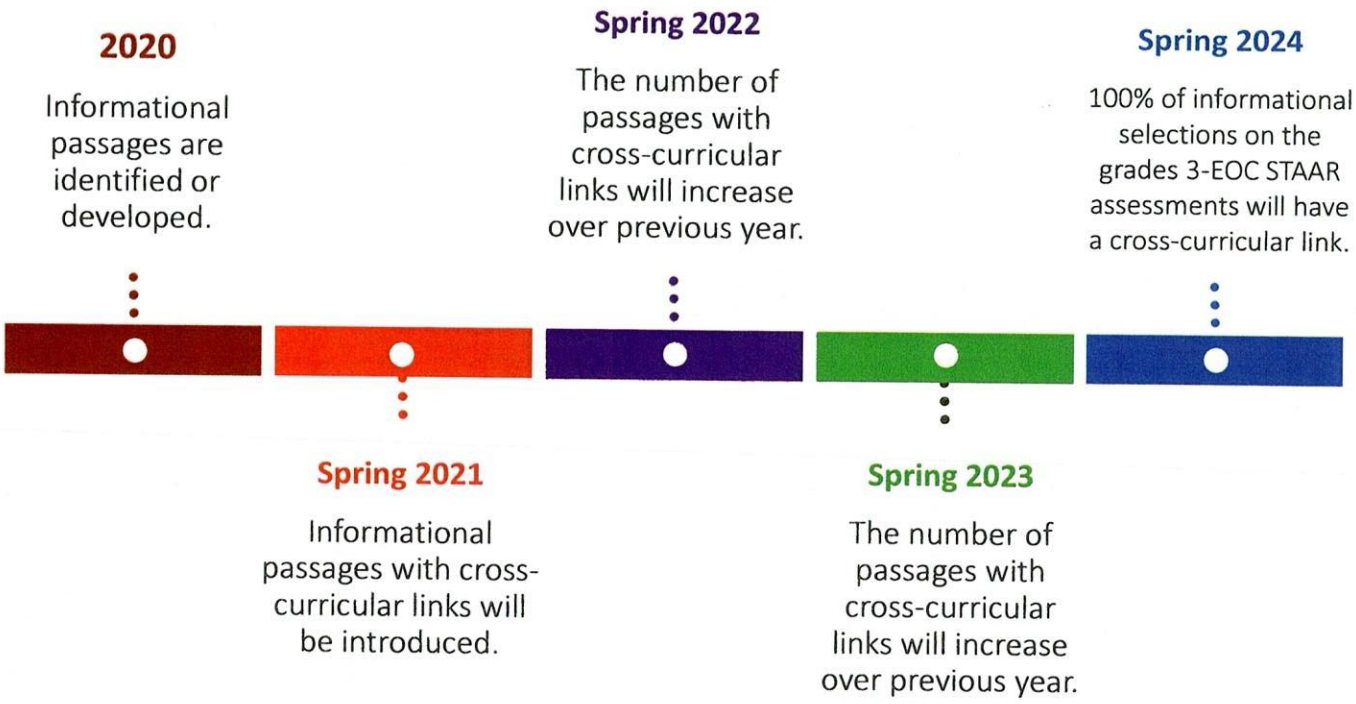
Item Types Under Consideration
Multipart (EBSR) - Student provides a response and a justification for the response.
Multiselect - Student must select more than one correct response
Constructed response - Student provides a written response (e.g., one or more sentences, an equation, or a mathematical expression)
Drag and drop - Student selects and drags text or an object to a different location
Hot spot - Student selects one or more areas of a graphic image
Inline choice - Student chooses from a drop-down list of options
Text entry - Student enters a numeric quantity, a word, or a phrase
Highlight text - Student highlights text from a given passage
Sliders (bar graph) - Student moves bars on a graph to show correct quantities
Graphing – Student plots a function on a coordinate grid using a dynamic tool

New item types under consideration

Item Type	Math	Science	Social Studies	Reading
Multipart (EBSR)		✓	✓	✓
Multiselect	✓	✓	✓	✓
Constructed response	✓	✓	✓	✓
Drag and drop	✓	✓	✓	
Hot spot	✓	✓	✓	
Inline choice	✓		✓	
Text entry	✓	✓		✓
Highlight text			✓	✓
Sliders (bar graph)	✓			
Graphing	✓			

Examples of each are included in the appendix

Cross-curricular passages will be phased in



TELPAS

TELPAS
Texas English Language Proficiency Assessment

Vhat is TELPAS?

federally required assessment program designed to measure the annual progress that English earners (Els) make in learning the English language.

Vho takes TELPAS?

All English Learners (Els) K-12, including those whose parents decline bilingual/English as a second anguage (ESL) program services, are assessed annually.

ow is TELPAS Administered?

ELPAS holistic rating process and classroom performance
-1 listening, speaking, reading, and writing
-12 writing

ELPAS uses online tests to assess
-12 listening, speaking, and reading

Vhat are the TELPAS domains and Proficiency Levels?

4 language domains

- Listening
- Speaking
- Reading
- Writing

4 proficiency levels

- Beginning
- Intermediate
- Advanced
- Advanced High

Vhat are the TELPAS results used for?

- Set learning goals for ELS
- Keep parents and students aware of annual progress in learning English
- Inform instructional planning and bilingual / ESL program reclassification decisions
- Report performance to public
- Evaluate programs, resources, and staffing patterns
- Evaluate districts and campuses in federal and state accountability and monitoring indicators

What is an EL?

An EL is an English learner. An English learner is a student who has a primary language other than English and who is identified through a language proficiency assessment and provided a full opportunity to participate in a bilingual education or English as a second language (ESL) program when the parent approves placement into the program.

What Bilingual / ESL Models are used in the Brownsville Independent School District (BISD)?

BISD used the Early Transition Exit Model in grades PK – 5th and the ESL Pull-Out Model in grades 6th – 12th.

How can a student exit the Bilingual/ESL program?

An English learner academic and linguistic progress, through the Language Proficiency Assessment Committee (LPAC), is reviewed annually is required to meet the following criteria in order to be exited from the Bilingual / ESL Program:

- Obtain **Advanced High in all 4 domains** of the Texas English Language Proficiency Assessment (**Listening, Speaking, Reading, and Writing**)

- Meet standard in **STAAR and STAAR EOC Assessments** in grade 3rd – 10th or TEA approved **norm-referenced standardized achievement test** in grades 1st, 2nd, 11th, and 12th

- Receive support from teacher of record for English Language Arts through the **English Learner Reclassification Rubric**

2020–2021 English Learner Reclassification Criteria Chart

At the end of the school year, a district may reclassify an English Learner (EL) as English proficient if the student is able to participate equally in a general all-English instruction program with no second language acquisition supports as determined by satisfactory performance in the following assessment areas below and the results of a subjective teacher evaluation using the state's English Learner Reclassification Rubric. An English learner may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(j).

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th/12th
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) **Advanced High** in each domain of Listening, Speaking, Reading and Writing										
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40th percentile or above		STAAR Reading (English)						STAAR English I EOC	STAAR English II EOC	TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40th percentile or above
Subjective Teacher Evaluation	Form: English Learner Reclassification Rubric										

Special Education

STAAR, STAAR Spanish, STAAR Alternate 2

The STAAR program encompasses

- STAAR
- STAAR Spanish
- STAAR Alternate 2
- Grades 3–8
  - Mathematics, reading, writing, science, and social studies
- STAAR end-of-course (EOC)
  - Algebra I, Algebra II, biology, English I, English II, English III, and U.S. history
- LPACs make and document test participation decisions in accordance with the STAAR program requirements.

STAAR (grades 3–8 and EOC)	• General statewide assessment • Designated supports available for students who meet eligibility can be found at https://tea.texas.gov/accommodations/. • Taken by ELs not eligible for an assessment listed below
STAAR Spanish (grades 3-5)	• Available for students in grades 3–5 for whom a Spanish version of STAAR most appropriately measures their academic progress • Designated supports available for students who meet eligibility can be found at https://tea.texas.gov/accommodations/. • Not permitted for an EL whose parent or guardian has declined bilingual/ESL program services
STAAR Alternate 2 (grades 3-8 and EOC)	• Available for students receiving special education services, including those who are ELs, who meet requirements for an alternate assessment based on alternate achievement standards • Participation requirements and information regarding available accommodations can be found the STAAR Alternate 2 Resources webpage.

TELPAS Alternate Participation: Grades 2–12

- Grade 2
  - ARD committee in conjunction with the LPAC make assessment decision using participation requirements
  - No STAAR Alternate 2 for this grade
- Grades 3–12
  - ELs meeting STAAR Alternate 2 eligibility will take TELPAS Alternate

NOTE: ELs in grades 11 or 12, who have previously met STAAR Alternate 2 eligibility and completed all STAAR testing requirements, will take TELPAS Alternate.

Designated Supports

- Policy documents contain information needed to make decisions for all students taking STAAR, STAAR Spanish and TELPAS
- Each document organized the same way
  - Description of Designated Support
  - Assessments
  - Student Eligibility Criteria
  - Authority for Decision and Required Documentation
  - Examples/Types
  - Special Instructions/Considerations

2020–2021 Accommodations Documents

1. **Accessibility Features:** These are procedures and materials that are allowed for any student who needs them.
2. **Designated Supports:** These are locally-approved supports for students who meet eligibility criteria.

- Basic Transcribing
- Braille/Refreshable Braille
- Calculation Aids
- Content and Language Supports
- Content and Language Supports Guidelines
- Extra Time
- Individualized Structured Reminders
- Large Print
- Manipulating Test Materials
- Mathematics Manipulatives
- Oral/Signed Administration
- Spelling Assistance
- Supplemental Aids

3. **Designated Supports Requiring TEA Approval:** These supports require the submission and approval using the Accommodation Request Process below.

- Complex Transcribing
- Extra Day
- Mathematics Scribe
- Other

SPECIAL EDUCATION

Referral for Special Education - Full and Individual Evaluation

If a child continues to experience difficulty in the general classroom after RtI process, school personnel may refer the child for a Full and Individual Evaluation (FIE) for special education services. A referral for an FIE for special education services may be initiated by the parent, school personnel, or by another person involved in the education or care of the child.

Initial Evaluation

If the parent gives consent for an initial evaluation, the school will conduct an evaluation of the child in all areas of suspected disability to determine if the child has a disability and to determine his or her educational needs. The evaluation process for the child must:

- include information about the child's academic, developmental and functional performance,
- be administered by trained and knowledgeable personnel (Educational Diagnostician, LSSP),
- be administered in the child's native language or other mode of communication, and
- be unbiased, or given in such a way so as not to discriminate against the child, regardless of his or her cultural background, race or disability.

Eligibility

The ARD committee must meet and make the eligibility determination. There is a two-part test for determining whether a child is eligible for special education and related services: 1) the child must have a disability, and 2) as a result of the disability, the child must need special education and related services to benefit from education. To meet the first part of the two-part test for eligibility, a child between the ages of 3 through 21, except as noted, must meet the criteria for one or more of the disability categories listed below:

- Auditory impairment (AI) (from birth);
- Orthopedic impairment;
- Autism;
- Other health impairment;
- Deaf-blindness (from birth);
- Specific learning disability;
- Emotional disturbance;
- Speech or language impairment
- Intellectual Disability;
- Traumatic brain injury;
- Multiple disabilities;
- Visual impairment (VI) (including blindness from birth)
- Non- categorical early childhood (ages 3 – 5);

If the evaluation shows that the child has a disability, the ARD committee must, then, address the second part of the two-part eligibility test by deciding whether the child needs special education and related services to benefit from education. If the child does not have an educational need for special education services, he or she is not eligible for any such services.

If the child qualifies for special education services, the school is required to provide a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). This is accomplished through the ARD committee's development of an Individual Education Program (IEP) and the school's implementation of the IEP. Before the school can provide any initial special education and related services, it must obtain parental consent for services.

IDEA & Department Goals

The *Individuals with Disabilities Education Act of 2004 (IDEA)* is the federal law that governs the special education process. One of the main purposes of IDEA is to ensure that children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

Department Goals:

- Locate and Identify students with disabilities that reside within our district boundaries.
- Provide free appropriate public education and related services to meet the unique needs of our special population students.
- Be a support system to students, parents, teachers, and all school district employees.

IDEA

Individuals with Disabilities Act