

No. \_\_\_\_\_



# UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

TOPIC: 82<sup>nd</sup> Legislative Updates

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APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: \_\_\_\_\_

DATE ASSIGNED FOR BOARD CONSIDERATION: \_\_\_\_\_

## INFORMATIONAL REPORT:

**Presentation on the 82<sup>nd</sup> Legislature and its impact on Instruction, State Assessment and Accountability.**



**LEGISLATIVE UPDATES AND ITS  
IMPACT ON INSTRUCTION,  
STATE ASSESSMENT, AND  
ACCOUNTABILITY**

**82<sup>nd</sup> Legislature**

**Instructional Committee Meeting  
February 2012**



# Legislative Decisions:

## Non-negotiable realities

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- High school core course-based testing
- Link between performance on EOC assessments and course grades
- New testing requirements and cumulative score requirements for graduation
- Testing schedule throughout year (3 times)
- Setting new required performance standards (implemented 2013 and beyond)
- Timeline for implementation
- All new state assessments have a four hour time limit

# In The Context of Accountability

- **Increased challenges:**
  - Initial implementation of STAAR program
    - Increased rigor and volume of testing
    - Limited baseline data and information
    - EOC score conversions to meet “15% requirement” (currently in process)
    - Relationships between EOC-based course grades, increments for award of credit, grade-point calculations and class rank determinations
    - Parent notifications and tracking student progress
    - How to fit accelerated instruction into schedules
    - Compressed timeline for summer school
    - Lack of assessment data for repeat 9th graders
    - **NO LEP EXEMPTIONS** – all 1<sup>st</sup> year recent immigrants will be required to test and their answer documents submitted for scoring

## In The Context of Accountability (cont.)

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- ▣ Increased rigor and quantity of accountability standards for AYP
  - Standards in Reading & Mathematics approaching **100%** (2014)
- ▣ Alignment of state system to specific goals for postsecondary readiness (even if not explicitly applied until 2014)
- ▣ Continuation of multiple accountability systems
  - Revisions to PBMAS, AYP, new AEIS etc.



# Local Level Leadership

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- Crucial role of administrators in monitoring:
  - Instruction for alignment to the TEKS
  - Instruction for responsiveness to student needs
  - Teacher professional development
  - Test security and test administrations
  - Implementation of a campus committee to ensure satisfaction requirements of EOC/Course results/grades

## Local Level Leadership (cont.)

- Crucial role of administrators in implementation:
  - Curriculum restructure for summer school courses
  - Early warning data: scope and sequence revisit immediately after analysis of preliminary reporting categories are released (before standards are set)
  - High School – Implementation of a fifth block each semester
  - Middle School – Revisions to course offerings
  - Middle School – Implementation of a research based accelerated elective course that has postsecondary readiness standards

# Local Level Leadership

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- What else must be in place to assure fair, accurate assessments of student learning this spring?
  - Decisions about participation of each student and use of accommodations (as necessary)
  - Decisions about methods of test administration
- Plans for delivery of accelerated instruction
  - Summer 2012 relative to EOC tests
  - Winter 2012-13 relative to STAAR 3-8
  - Fall 2012 instruction relative to TEKS and EOC testing calendar



# Efforts to improve system performance

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- Efficiency in staffing and operations
- Allocation of resources for implementation of requirements in a timely matter for each semester basis
  - Score conversions, report card programming, Academic Achievement Record (AAR) programming, revamping local analytic reports, test proctoring, accelerated instruction

# Phase-In of Performance Standards

- Like TAKS, STAAR will have a phase-in period to provide school districts with an appropriate amount of time to
  - *improve instruction*
  - *provide new professional development to increase teacher effectiveness*
  - *close knowledge gaps*
- Phase-in of student passing standard
- Phase in of graduation requirements that includes statutory exclusions (this may not show any indication until: 2014-2015)



## **STAAR Standard-setting Activities and Report Dates**

### **STAAR (3–8), STAAR Spanish (3–5), & STAAR L (3–8)**

- Raw score reports April/May 2012
- Standard setting Fall 2012
- Results w/ standards applied January 2013

### **STAAR EOC & STAAR L EOC**

- Standard-setting February 2012
- Results w/standards applied June 2012

Student Assessment Division



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## STAAR Standard-setting Activities and Report Dates

### STAAR Modified

- Raw score reports June 2012
- Standard setting Fall 2012
- Results w/ standards applied January 2013

### STAAR Alternate

- Raw score reports May 2012
- Standard setting Fall 2012
- Results w/ standards applied January 2013

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## REFERENCES

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1. *Impact of the 82<sup>nd</sup> Legislature on State Assessment and Accountability Systems* – TEA, June 22, 2011 (TASA Accountability Forum)
2. *Impact of the 82<sup>nd</sup> Legislature on Accountability* – Moak, Casey & Associates, December 6, 2011 (Texas Assessment Conference)
3. Update on State/Federal Accountability – TEA, December 6, 2011 (Texas Assessment Conference)