



TEA Update on Implementation of HB3

House Public Education and Senate Education
Joint Committee Meeting
September 24, 2010

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Main Components of New System Created by House Bill 3

- Postsecondary readiness
- Rigor and relevance
- Campus and district recognition
- Accountability indicators
- Interventions and sanctions



Postsecondary Readiness

- Develop statewide college/career readiness standards (CCRS) in English language arts and mathematics that are created jointly by public school and higher education
- Make CCRS key components of state high school assessments and of statewide higher education placement/readiness assessments
- Make school and student performance on readiness assessments part of the state school accountability program



Rigor and Relevance

- Goal of Texas in top 10 nationally based on student performance
- Periodic review of Texas system compared to national and international standards
- Focus on benefits of attaining college readiness



Campus and District Recognition

- Districts and campuses earn Recognized and Exemplary rating designations based on higher college-ready standards.
- Campuses earn distinctions based on multiple measures of success.
 - ? Academic achievement in ELA, mathematics, science, or social studies
 - ? Fine arts
 - ? Physical education
 - ? 21st century workforce development program
 - ? Second language acquisition program



Accountability Indicators

- Student Performance on STAAR (grades 3-8 and end-of-course)
 - ? Measured against proficiency standards as well as college-readiness standards.
 - ? Annual improvement will allow more students to count toward meeting these standards.
- Dropout Rates (including district completion rates) for grades 9 through 12.
- High School Graduation Rates.



Interventions and Sanctions

- Establishes timelines for interventions
- Expands closure and alternative management options



Goals for New Assessment System

- Performance expectations on STAAR will be elevated to achieve the goal of graduating students who are college and career ready
- Focus of student performance changes from four high school end-of-grade tests to twelve end-of-course tests that are linked to college readiness standards
- In reading and mathematics, the grades 3 through 8 tests will be linked from grade to grade to the college and career readiness performance expectations for the Algebra II and English III end-of course assessments
- In grades 5 and 8 science, increased focus on promoting preparedness for high school science through an emphasis on content and skills in grades 3-5 and grades 6-8 that link directly to the high school science content standards for biology, chemistry, and physics
- Individual student reports will provide comprehensive, concise results that are easily understood by students and parents



Goals for New Accountability System

- Focus of district/campus performance changes from minimum standards to standards based on postsecondary readiness
- Rigor of college readiness standards will continue to increment to ensure that Texas will perform among the top ten states in postsecondary readiness by 2020
- Recognized and Exemplary distinction ratings are based on higher levels of student performance on college ready standards rather than higher percentages of students performing at the proficient level
- Campuses earn distinctions for achieving top quartile in terms of overall individual student growth and closing performance gaps among student groups
- Campuses earn distinctions on broader indicators of excellence beyond results based on state assessments
- Aggregate reports will provide detailed academic and financial information that is relevant, meaningful, and easily accessible to the public
- State and federal accountability systems will be aligned to the greatest extent possible



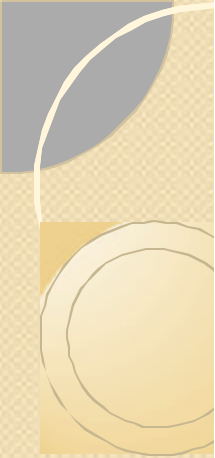
Overview of HB 3 Assessment Provisions

Texas Assessment of Knowledge and Skills (TAKS)

Assessment	Description	Students Tested in 2010 *
TAKS Grades 3-11	General state assessment	2.3 million
TAKS in Spanish Grades 3-5	May be taken for up to 3 years	Reading: 63,000 Mathematics: 40,000

*Numbers are approximate

There are also special TAKS forms for students served by Special Education and for other English language learners.



State of Texas Assessments of Academic Readiness (STAAR)

- More rigorous than TAKS; greater emphasis on alignment to college and career readiness
- Grades 3 – 8
Tests are in same grades and subjects as TAKS
- High school
Twelve end-of-course assessments rather than a grade-specific test (currently grade 11) covering four subject areas



GRADUATION REQUIREMENTS

- **Incoming freshman class of 2011–2012 is first group to have EOC assessments as a graduation requirement**
- **This is the current 8th grade class**

GRADUATION REQUIREMENTS

Plan for phase-out of HS TAKS and phase-in of EOC assessments

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
GR 9	TAKS	TAKS	EOC	EOC	EOC	EOC
GR 10	TAKS	TAKS	TAKS	EOC	EOC	EOC
GR 11	TAKS	TAKS	TAKS	TAKS	EOC	EOC
GR 12	TAKS*	TAKS*	TAKS*	TAKS*	TAKS*	EOC or TAKS*

*Out-of-school testers and 12th grade re-testers

EOC Assessments Implementation Plan

EOC Exam	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
Algebra I	Operational	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒
Geometry	Field Test	Operational	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒
Biology	Field Test	Operational	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒
Chemistry		Field Test	Operational	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒
US History		Field Test	Operational	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒
Physics			Field Test	Operational	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒
World Geography			Field Test	Operational	⇒ ⇒ ⇒	⇒ ⇒ ⇒	⇒ ⇒ ⇒
English I				Field Test	Operational	⇒ ⇒ ⇒	⇒ ⇒ ⇒
Algebra II				Field Test	Operational	⇒ ⇒ ⇒	⇒ ⇒ ⇒
English II					Field Test	Operational	⇒ ⇒ ⇒
World History					Field Test	Operational	⇒ ⇒ ⇒
English III					Field Test	Operational	⇒ ⇒ ⇒

GRADUATION REQUIREMENTS

- In order to graduate, a student must achieve a cumulative score that is at least equal to the product of the number of EOC assessments taken in that content area and a scale score that indicates satisfactory performance
- For each of the four core content areas, the cumulative score = $n \times$ passing scale score, where n = number of assessments taken



GRADUATION REQUIREMENTS

- **A student must achieve a minimum score, as determined by the commissioner of education, for the score to count towards the student's cumulative score**
- **A student must achieve the proficient score on English III and Algebra II to meet graduation requirements for the recommended graduation plan.**
- **A student must achieve the college readiness score on English III and Algebra II to meet graduation requirements for the distinguished graduation plan.**
- **A student's cumulative score is determined using the student's highest score on each EOC assessment**

DEVELOPMENT OF EOC ASSESSMENTS

- **Will be linked to college readiness**
- **Will have “fewer, clearer, deeper” focus**
- **Will emphasize knowledge and skills that are considered “non-negotiable” for success in that course and for success in the next course**
- **Will focus on these specific knowledge and skills each year with others rotating into the assessments across years**
- **Three performance standards will be set on the EOC assessments: minimum, proficient, and college readiness**



DEVELOPMENT OF EOC ASSESSMENTS

- **Involves public school educators, the Texas Higher Education Coordinating Board, and higher-education faculty**
- **In conjunction with THECB, a plan was jointly adopted to provide a framework for the implementation of the college-readiness and the advanced-course readiness components within the EOC assessment program**



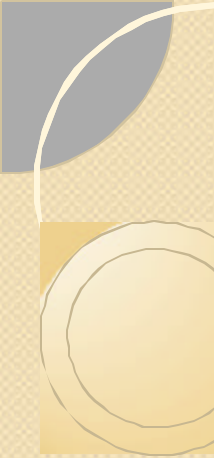
COLLEGE READINESS

- **College and career readiness standards have been incorporated into the TEKS for English language arts, mathematics, and science**
- **College and career readiness standards are in the process of being incorporated into TEKS for social studies**
- **Because the college and career readiness standards are being incorporated into the TEKS, these standards will be assessed on the EOC assessments**



COLLEGE READINESS

- **College readiness means the level of preparation a student must attain in English language arts and mathematics courses to enroll and succeed, without remediation, in an entry-level general education course for credit in that same content area for a baccalaureate degree or associate degree program (*House Bill 3, Section 39.024a*)**



The process for setting the performance standards will differ from the process used with TAKS.



Standard Setting Process

- Under TAKS, standards were set separately for each grade and subject and were primarily informed by examination of test content
- Under STAAR, standards will be set as an aligned system across courses within a content area, and will be set based on data from empirical studies of other state, national, and international assessments as well as on test content



Performance Descriptor Advisory Committee

- TEA will convene a performance descriptor advisory committee on September 30–October 1 to make recommendations for the labels and general descriptions of the performance standards for the new assessments.
- These performance labels and the general performance label descriptors (PLDs) will describe the level of knowledge and skills required at each performance level for all grades and subjects.
- These labels and descriptors will be used with standard setting advisory panels to evaluate data from STAAR and to develop recommendations for the cut scores for each of the performance standards on the assessments.

How Are We Doing?

2010 Algebra I EOC Assessment

		50% Passing Standard	60% Passing Standard	70% Passing Standard	80% Passing Standard	90% Passing Standard
Algebra I	Number Tested	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard
ALL STUDENTS	101,887	72%	60%	45%	28%	12%
AFRICAN-AMERICAN	12,527	57%	43%	28%	15%	5%
HISPANIC	44,220	64%	50%	35%	20%	7%
WHITE	37,028	84%	73%	59%	39%	17%
ECONOMICALLY DISADVANTAGED	49,981	62%	47%	33%	18%	6%

How Are We Doing?

2010 Biology EOC Assessment

Biology	Number Tested	50% Passing Standard	60% Passing Standard	70% Passing Standard	80% Passing Standard	90% Passing Standard
		Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard
ALL STUDENTS	152,247	63%	47%	32%	15%	4%
AFRICAN-AMERICAN	19,850	50%	32%	19%	7%	1%
HISPANIC	66,796	53%	35%	21%	8%	2%
WHITE	56,760	79%	64%	48%	25%	8%
ECONOMICALLY DISADVANTAGED	77,135	52%	33%	20%	7%	1%

How Are We Doing?

2010 Chemistry EOC Assessment

Chemistry	Number Tested	50% Passing Standard	60% Passing Standard	70% Passing Standard	80% Passing Standard	90% Passing Standard
		Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard
ALL STUDENTS	129,070	40%	25%	13%	6%	1%
AFRICAN-AMERICAN	17,781	29%	15%	6%	2%	0%
HISPANIC	54,397	29%	15%	7%	2%	0%
WHITE	48,253	54%	36%	21%	9%	2%
ECONOMICALLY DISADVANTAGED	59,611	28%	15%	6%	2%	0%

How Are We Doing?

2010 Geometry EOC Assessment

Geometry	Number Tested	50% Passing Standard	60% Passing Standard	70% Passing Standard	80% Passing Standard	90% Passing Standard
		Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard
ALL STUDENTS	137,617	50%	35%	23%	11%	4%
AFRICAN-AMERICAN	18,291	33%	18%	10%	4%	1%
HISPANIC	59,394	41%	25%	15%	6%	2%
WHITE	51,363	65%	48%	34%	17%	6%
ECONOMICALLY DISADVANTAGED	66,808	39%	23%	13%	5%	1%

How Are We Doing?

2010 Physics EOC Assessment

Physics	Number Tested	50% Passing Standard	60% Passing Standard	70% Passing Standard	80% Passing Standard	90% Passing Standard
		Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard
ALL STUDENTS	25,241	67%	48%	29%	13%	3%
AFRICAN-AMERICAN	2,472	45%	26%	12%	4%	0%
HISPANIC	7,728	54%	34%	17%	6%	1%
WHITE	12,728	78%	60%	39%	18%	4%
ECONOMICALLY DISADVANTAGED	8,135	51%	31%	15%	5%	1%

How Are We Doing?

2010 U. S. History EOC Assessment

U.S. History		Number Tested	50% Passing Standard	60% Passing Standard	70% Passing Standard	80% Passing Standard	90% Passing Standard
			Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard
ALL STUDENTS	37,349	57%	40%	25%	11%	2%	
AFRICAN-AMERICAN	5,380	43%	28%	14%	4%	1%	
HISPANIC	16,144	47%	30%	16%	6%	1%	
WHITE	13,282	72%	56%	38%	19%	4%	
ECONOMICALLY DISADVANTAGED	17,660	45%	28%	14%	5%	1%	

How Are We Doing?

2010 World Geography EOC Assessment

		50% Passing Standard	60% Passing Standard	70% Passing Standard	80% Passing Standard	90% Passing Standard
		Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard
<u>World Geography</u>	<u>Number Tested</u>					
ALL STUDENTS	89,314	55%	41%	27%	15%	4%
AFRICAN-AMERICAN	11,564	39%	25%	14%	6%	1%
HISPANIC	40,581	44%	29%	17%	7%	1%
WHITE	31,513	72%	60%	44%	26%	8%
ECONOMICALLY DISADVANTAGED	45,741	41%	26%	14%	6%	1%



Two New Measures of Annual Improvement Implemented in 2009

- TAKS vertical scale implemented in 2009 for

- ? Reading and ELA

- Grades 3 to 8 for English TAKS
- Grades 3 to 6 for Spanish TAKS

- ? Mathematics

- Grades 3 to 8 for English TAKS
- Grades 3 to 6 for Spanish TAKS

Two New Measures of Annual Improvement Implemented in 2009

- Texas Projection Measure (TPM) implemented in 2009 for

- ? Reading and ELA

- Grades 3 and 4 to Grade 5
- Grades 5, 6, and 7 to Grade 8
- Grades 8, 9, and 10 to Grade 11

- ? Writing

- Grade 4 to 7

- ? Science

- Grade 5 to 8
- Grade 10 to 11

- ? Social Studies

- Grades 8 and 10 to Grade 11

2010

- ? Science

- Grade 8 to Grade 11



Two New Measures of Annual Improvement Implemented in 2009

- Similarities in two measures
 - ? Relate scores for same students over more than one year
 - ? Provide information about student progress through Texas educational system
- Differences in two measures
 - ? TPM focuses on future performance, the look ahead
 - ? Vertical scale focuses on past performance, the look back
 - ? TPM is an estimate; vertical scale score changes are based on actual performance

TPM Enhancements in 2010

- Two enhancements introduced in 2010 to improve projection accuracy and increase the numbers of students with reported TPM
 - ? Adding prior-year score as a predictor
 - ? Adding projections for cross-language testers



Data Portal Timeline

- Portal access for students and parents is planned for December 2010
- Portal access for authorized district and campus personnel will be provided in fall 2010
- Providing results to public institutions of higher learning is planned for December 2010
- Comparisons at the campus, district, and state levels will be available in 2011.
Comparisons at the classroom level will be available in September 2011, contingent on a student-teacher link being available through PEIMS



Overview of HB 3 Accountability Provisions



Features of New Accountability System

- Based on STAAR EOC and grades 3 – 8 assessments
- Evaluation of college-ready performance as well as student proficiency
- 2020 accountability goals:
 - ? top 10 states in terms of college readiness
 - ? no significant achievement gaps among student groups



Features of New Accountability System

- Graduation/completion/dropout rates with new exclusions
- Two rating levels – acceptable and unacceptable performance
- Distinction designations
 - ? Higher ratings of Recognized and Exemplary for postsecondary/college readiness
 - ? Campus growth
 - ? Campus closing performance gaps
 - ? Five additional distinctions determined by committees



Features of New Accountability System

The following additional features can be used to elevate the performance rating:

- Required Improvement over the prior year;
- Average performance of the last 3 years;
or,
- Performance on 85% of the measures meets the standard.

Overview of Performance Ratings and Distinctions

<p>Performance Ratings Assigned by August 8 each year to districts and campuses. [39.054]</p>	<p style="text-align: center;">Distinction Designations Awarded by August 8 each year to districts and campuses with Acceptable performance. [39.201]</p>	
<p style="text-align: center;">Acceptable</p>	<p>District</p>	<p>Campus</p>
	<p>39.202 – Academic Excellence Distinction Designation for Districts and Campuses COE shall establish Recognized and Exemplary ratings for awarding districts and campuses an academic distinction designation. The Recognized and Exemplary ratings criteria include:</p> <ul style="list-style-type: none"> (1) percentages of students who meet the college-ready standard or annual improvement standard and (2) other factors for determining sufficient student attainment of college readiness. 	
	<p>Not applicable for districts.</p>	<p>39.203 – Campus Distinction Designations</p> <ul style="list-style-type: none"> (a) COE shall award campus distinction designations if the campus is in the top 25% in annual improvement. (b) COE shall award a campus distinction designation if the campus is in the top 25% of those demonstrating an ability to close performance gaps. (c) COE shall award a campus distinction designation to campuses that meet the committee-established criteria for the following programs: <ul style="list-style-type: none"> (1) academic performance in ELA, math, science, or social studies (2) fine arts (3) physical education (4) 21st century Workforce Development program (5) second language acquisition program <p>39.204 – Campus Distinction Designation Criteria; Committees</p> <ul style="list-style-type: none"> (a) COE shall establish standards and methods for awarding distinction designations to campuses. (b) COE shall establish a separate committee to develop criteria for each distinction designation under 39.203(c).
<p>Unacceptable</p>	<p style="text-align: center;">None for Unacceptable districts and campuses.</p>	



Features of New Accountability System

At least two options may be considered in the assignment of accountability ratings under current statute:

A) four rating categories, or

B) two ratings — “Acceptable” and “Unacceptable” with additional distinction ratings, *e.g.* “Acceptable with Recognized Distinction” for college/career readiness.

A) Four Rating Categories :

2011	2012	2013		2014 and Beyond	
Academically Unacceptable	No Ratings Assigned	Did Not Meet Standards	“Unacceptable”	Did Not Meet Standards	“Unacceptable”
Academically Acceptable		Met Proficiency/A.I. Standards on STAAR and Met Dropout, Completion, Graduation Standards*	“Acceptable”	Met College Readiness/A.I. Standard on STAAR*	“Acceptable”
Recognized		N/A		Met Higher College Readiness/A.I. Standard on STAAR	Recognized
Exemplary		N/A		Met Highest College Readiness/A.I. Standard on STAAR	Exemplary

A.I. = Annual Improvement

* To attain “Acceptable” rating, campuses and districts also use Additional Features (i.e. required improvement, three-year averaging, and 85% provision).

B) Two Rating Categories:

2011	2012	2013		2014 and beyond	
Academically Unacceptable	No Ratings Assigned	Did Not Meet Standards	“Unacceptable”	Did Not Meet Standards	“Unacceptable”
Academically Acceptable		Met Proficiency/A.I. Standards on STAAR, and Met Dropout, Completion, Graduation Standards*	“Acceptable”	Met Proficiency/A.I. and Met College Readiness/A.I. Standards on STAAR, and Met Dropout, Completion, Graduation Standards*	“Acceptable”**
Recognized					
Exemplary					

A.I. = Annual Improvement

* **To attain “Acceptable” rating, campuses and districts also use Additional Features (i.e. required improvement, three-year averaging, and 85% provision).**

** Beginning in 2014, districts and campuses that achieved an “Acceptable” rating would be eligible for an additional distinction rating based on meeting a higher college readiness standard, e.g. “Acceptable with Recognized Distinction” or the highest college readiness standard, e.g. “Acceptable with Exemplary Distinction.”



Features of New Accountability System

Exclusions to the NCES Dropout Definition

HB3 defined certain exclusions that the TEA must make when evaluating dropout and completion rates for accreditation and performance ratings. The exclusions can be grouped into five categories:

- Previous dropouts;
- ADA ineligible students;
- Court-ordered GEDs, not earned;
- Incarcerated in facilities not served by Texas public schools; and
- Refugees and asylees.



Features of New Accountability System

Exclusions to the NCES Dropout Definition

- HB3 requires use of the current NCES dropout definition until 2011-12. TEA is interpreting the 2011-12 effective date to mean the 2010-11 dropout data collected in the 2011-12 school year.

Campus Distinction Designations

- Campus distinction on criteria developed by five committees for:
 - ? Academic achievement in ELA, mathematics, science, or social studies
 - ? Fine arts
 - ? Physical education
 - ? 21st century workforce development program
 - ? Second language acquisition program

Campus Distinction Designations

Timelines

- Fall 2010 - Committee selection begins. Separate committees will be formed for the five additional distinction designations.
- December 2010 / January 2011 - Selection of distinction committee members finalized
- 2011- 2012 - Four separate meetings of each distinction committee will occur. Internal and external reviews of distinction designation committee recommendations will also occur.

Campus Distinction Designations

Timelines

- May 2012 - Release of Commissioner's Final Decisions on Distinction Designations
- 2012-2013 - Collection of data
- June 2013 - Determination of list of campuses that earned distinction designations.
- August 2013 - Release of distinction designations.



HB 3 Transition Plan - Timelines

July 30, 2010

2010 ratings are issued under current accountability system.

Dec. 1, 2010

Transition plan to the new assessment/accountability/accreditation system is released.

August 1, 2011

2011 ratings are the last ratings issued under the current accountability system.



HB 3 Transition Plan - Timelines

2011-2012

Assignment of performance ratings are suspended for this school year.

New academic accountability system is developed with input from advisory groups on the timelines specified in the transition plan.



HB 3 Transition Plan - Timelines

August 8, 2013

District accreditation statuses and district and campus performance ratings are issued for the first time under new system. Ratings will be based on the percent proficient indicators. The percent college-ready indicators will be “report” only.

Distinction designations will be issued to districts and campuses with acceptable performance concurrent with the release of performance ratings.

Performance ratings issued in 2010-2011 and 2012-2013 school years will be considered consecutive.



HB 3 Transition Plan - Timelines

August 8, 2014

District accreditation statuses and district and campus performance ratings will be issued for second time. Ratings will be based on both percent proficient and percent college-ready indicators.

Distinction designations will be issued to districts and campuses with acceptable performance concurrent with the release of performance ratings.



HB 3 Transition Plan - Highlights

- **Student Assessment Program**
 - Background and history
 - End-of-course (EOC) assessments
 - Grade 3-8 assessments
 - Proficient & college-ready performance standards
 - Growth measures
 - EOC graduation requirements
 - Calendar for 2012 testing and reporting



HB 3 Transition Plan - Highlights

- **Accountability System for 2013 and Beyond**
 - Background and history
 - Options and issues for design of new system
 - Accountability development process
 - Implementation timeline
 - Distinction designations
 - Performance reporting
 - Communication

HB 3 Transition Plan - Highlights

- **Meeting Federal Requirements**
 - USDE peer review of assessments
 - Adequate Yearly Progress (AYP) transition plan
 - Performance Based Monitoring Analysis System (PBMAS)



HB 3 Transition Plan - Highlights

- **Interventions and Sanctions**
- **Financial Accountability**
- **Status and Rulemaking**
- Status of Implementation of Provisions of HB 3
- Rulemaking Schedule

A Comparison of Assessment Attributes

Texas Assessment of Knowledge and Skills (TAKS) to State of Texas Assessment of Academic Readiness (STAAR)

Assessment Attributes	TAKS Assessment Program	STAAR Assessment Program
Assessed Curriculum	<ul style="list-style-type: none"> ○ During initial TAKS development, Texas Essential Knowledge and Skills (TEKS) student expectations to be assessed were determined by Texas educators. ○ Test objectives that matched the student expectations were developed. ○ Blueprints for each assessment—the number of items per objective and on the overall test—were developed, with test lengths ranging from 30–60 items. ○ At grades 3–8, content areas assess grade-specific content, with the exception of science at grades 5 and 8, which assess multiple grades of science curriculum. ○ At grades 9–11, grade-level assessments assess content from multiple courses. 	<ul style="list-style-type: none"> ○ Educator committees identify which TEKS cannot be assessed on a paper/pencil assessment, which TEKS should be emphasized because they are necessary both for success in the current subject/grade or course and for preparedness in the next subject/grade or course, and which TEKS are considered supporting and should be assessed but receive less emphasis. ○ New test blueprints will emphasize the assessment of the curriculum standards that best prepare students for the next grade or course. ○ The assessments will encompass only the curriculum for that grade or course, with the exception of science at grades 5 and 8. The science assessments at these two grades will emphasize the 5th and 8th grade curriculum standards that best prepare students for the next grade or course; in addition, these assessments will include curriculum standards from two lower grades (i.e., grades 3 and 4 or grades 6 and 7) that support students' success on future science assessments.
Rigor of Assessment	<ul style="list-style-type: none"> ○ The item-development process has been consistently followed once item-writer guidelines were developed in 2001. ○ Performance standards were recommended by standard-setting committees and approved by the SBOE in November 2002. ○ Because performance standards have remained consistent since the first operational administration in 2003 and after the phase-in of standards, students have “outgrown” the assessments. ○ Measuring students' growth within the “Commended” performance category is difficult because too few items are rigorous 	<ul style="list-style-type: none"> ○ Assessments will increase in length at most grades and subjects. ○ Overall test difficulty will be increased by including more rigorous items. ○ The rigor of items will be increased by assessing skills at a greater depth and level of cognitive complexity. In this way, the tests will be better able to measure the growth of higher-achieving students. ○ In science and mathematics, the number of open-ended (griddable) items on most tests will increase to allow students more opportunity to derive an answer independently. ○ Students will be required to respond to two writing tasks (including personal narrative, literary, expository, persuasive, and analytic) rather than one task. ○ Performance standards will be set using empirical data gathered from studies that link performance year to year from grades 3–8 to high school and from specific courses to college readiness.

Assessment Attributes	TAKS Assessment Program	STAAR Assessment Program
	<p>enough to reflect this performance category and many students “top out” on the assessments.</p>	<ul style="list-style-type: none"> ○ Empirical studies will be conducted comparing students’ performance on the new assessments with nationally norm-referenced assessments. ○ Performance standards will be reviewed at least once every three years and, if necessary, adjusted to ensure that the assessments maintain a high level of rigor. ○ Performance standards will be set so that they require a higher level of student performance than is required on the current TAKS assessments.
<p>Field-Testing Process</p>	<ul style="list-style-type: none"> ○ From 2003–2007, stand-alone field testing for grades 4 and 7 writing, grade 9 reading, grade 10 and exit level English language arts, (ELA), and grade 5 Spanish reading and mathematics occurred annually; however, in 2008, stand-alone field testing moved to every other year. ○ For all other subject areas, field-test items have been embedded in operational assessments. 	<ul style="list-style-type: none"> ○ For grade 7 writing and for each end-of-course assessment, there is a one-time only stand-alone field test. ○ Once STAAR assessments are operational, all field testing will be embedded, with the exception of grade 4 writing, which will require an abbreviated stand-alone field test every three years.
<p>Performance Standards</p>	<ul style="list-style-type: none"> ○ Performance standards were set separately for each grade and subject. ○ Performance standards were set based on the examination of test content. 	<ul style="list-style-type: none"> ○ Performance standards will be set as an aligned system across grades and courses within a content area (from grades 3–8 through high school). ○ Performance standards will be set based on data from empirical studies of other state, national, and international assessments as well as on the examination of test content.
<p>Test Administration Procedures</p>	<ul style="list-style-type: none"> ○ All assessments are currently administered within a one-day time frame. ○ Online testing is offered for exit-level retests only. 	<ul style="list-style-type: none"> ○ Grades 4 and 7 writing as well as English I, II, and III will be administered over two days to assess writing more comprehensively and allow for the inclusion of embedded field-test items. ○ End-of-course assessments will be made available on paper and online.
<p>Measures of Student Progress</p>	<ul style="list-style-type: none"> ○ Measures of student progress for the growth model were developed and implemented after the TAKS program was established. ○ Growth measures are projections to the “Met Standard” performance level at the next high-stakes grade (5, 8, and 11). ○ Growth measures provide information about whether students are on track to meet the passing standard in the next high-stakes 	<ul style="list-style-type: none"> ○ Measures of student progress for the growth model will be developed and implemented as STAAR assessments are developed and implemented. ○ Progress measures will be based on the new, more rigorous standards for STAAR assessments. ○ Progress measures will be phased in over several years as data for the new program become available. ○ Progress measures may provide an early-warning indicator for students that are not on track to meet the passing standard, may not be successful in the next grade or course, may not be ready for advanced courses in

Assessment Attributes	TAKS Assessment Program	STAAR Assessment Program
	grade.	mathematics and English in high school, or may not be college or career ready in mathematics and English.

<p>Number of Testing Days</p>	<p>Total – 19 (27 with SSI retesting)</p> <ul style="list-style-type: none"> ○ Grade 3 – reading and mathematics (2 days) ○ Grade 4 – reading, mathematics, and writing (3 days) ○ Grade 4 – writing field test (1 day) ○ Grade 5 – reading, mathematics, and science (3 days; up to 7 days for SSI retesting) ○ Grade 6 – reading and mathematics (2 days) ○ Grade 7 – reading, mathematics, and writing (3 days) ○ Grade 7 – writing field test (1 day) ○ Grade 8 – reading, mathematics, science, and social studies (4 days; up to 8 days for SSI retesting) <p>Total – 13 (25 with Exit Level retesting)</p> <ul style="list-style-type: none"> ○ Grade 9 – reading and mathematics (2 days) ○ Grade 9 – reading field test (1 day) ○ Grade 10 – ELA, mathematics, science, and social studies (4 days) ○ Grade 10 – ELA field test (1 day) ○ Grade 11 (Exit Level) – ELA, mathematics, science, and social studies (4 days; up to 16 days for retesting) ○ Exit Level – ELA field test (1 day) 	<p>Total – 19 (27 with SSI retesting)</p> <ul style="list-style-type: none"> ○ Grade 3 – reading and mathematics (2 days) ○ Grade 4 – reading, mathematics, and writing (4 days; writing now a 2-day administration) ○ Grade 5 – reading, mathematics, and science (3 days; up to 7 days for SSI retesting) ○ Grade 6 – reading and mathematics (2 days) ○ Grade 7 – reading, mathematics, and writing (4 days; writing now a 2-day administration) ○ Grade 8 – reading, mathematics, science, and social studies (4 days; up to 8 days for SSI retesting) <p>Total – 15 (45 with retesting)</p> <ul style="list-style-type: none"> ○ English I (2 days) ○ English II (2 days) ○ English III (2 days) ○ Algebra I (1 day) ○ Geometry (1 day) ○ Algebra II (1 day) ○ World History (1 day) ○ World Geography (1 day) ○ U.S. History (1 day) ○ Biology (1 day) ○ Chemistry (1 day) ○ Physics (1 day) ○ 2 additional testing opportunities per year
<p>Assessments for English Language Learners (ELLS) at Grades 3–8 and High School</p>	<p>The majority of ELLs participate in TAKS in English (grades 3 through exit level) or TAKS in Spanish (grades 3–5)</p> <p>Grades 3–10:</p> <ul style="list-style-type: none"> ○ Eligible recent immigrant ELLs may, however, be granted a limited English proficiency (LEP) exemption for up to three years under state law. 	<ul style="list-style-type: none"> ○ The vast majority of ELLs will participate in STAAR in English (grades 3 through high school) or STAAR in Spanish (grades 3–5). ○ State exemption policies and linguistically accommodated assessment methods for immigrant ELLs are under review, with the goal of expanding valid and reliable linguistic accommodation methods and including more recent immigrant ELLs in the state assessment system.

	<ul style="list-style-type: none"> ○ Students exempt under Texas law are required to test in federally mandated grades and subjects (grades 3–8 and 10 mathematics and reading; grades 5, 8, and 10 science). In these grades and subjects, they take TAKS with linguistic accommodations, as permitted by federal regulations. In other grades and subjects, they do not take TAKS while exempt under state law. <p>Exit level:</p> <ul style="list-style-type: none"> ○ ALL ELLs must pass exit level TAKS to meet graduation requirements. There are no exemptions. ○ Exit level testing, however, may be postponed during an eligible immigrant ELL’s first 12 months in U.S. schools. 	
Assessments for Students Receiving Special Education Services	<ul style="list-style-type: none"> ○ Assessments for students receiving special education services—an accommodated form, a modified assessment, and an alternate assessment—were developed. ○ All these assessments are aligned to the TEKS as well as to the TAKS objectives, but the test blueprints for the modified and alternate assessments differ from TAKS. ○ Separate performance standards were set on the modified and alternate assessments. However, performance standards for the accommodated form are the same as TAKS. ○ These assessments were developed after the TAKS program was well established. 	<ul style="list-style-type: none"> ○ For students receiving special education services, modified and alternate versions of the STAAR assessments will be developed, although it is possible that all 12 end-of-course assessments may not be developed due to the nature of the coursework actually taken by students who are eligible to participate in these assessments. ○ The modified and alternate assessments will be aligned to the TEKS as well as to the reporting categories for STAAR, although the test blueprints for these assessments will differ from the general assessments. ○ Separate performance standards will be set on the modified and alternate versions of STAAR. ○ The alternate assessments will be developed at the same time and in coordination with STAAR development activities, providing for greater continuity and alignment between the general and alternate assessments.
Equating	<ul style="list-style-type: none"> ○ The TAKS program has used both pre- and post-equating models to verify that the assessments maintain the same level of difficulty from year to year. ○ Post-equating has been done using the base test items as the linking items to maintain difficulty from year to year. 	<ul style="list-style-type: none"> ○ TEA is considering using both pre- and post-equating models to verify that the STAAR assessments maintain the same level of difficulty from year to year. ○ A new post-equating design that uses embedded linking items on a subset of test forms is being considered for assessments at grades 3–8 as well as for English I, II, and III.

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08-16-10 REVISION

Updates to the TEA/THECB
Approved Plan (September 2010)

Background

On September 10, 2008, Commissioner Robert Scott of the Texas Education Agency (TEA) and Commissioner Raymund Paredes of the Texas Higher Education Coordinating Board (THECB) convened a panel of nationally recognized college-readiness experts to review critical issues associated with assessing and promoting college readiness within the End-of-Course (EOC) program.

Based on the results of this meeting and additional review by college-readiness experts, an initial plan was developed jointly by TEA and THECB staff to provide a framework for the implementation of the college-readiness and the advanced-course readiness components within the EOC assessment program. This initial plan was approved by both agencies and published on the TEA website on March 3, 2009.

Since the approval of the initial EOC college-readiness and advanced-course readiness plan, the following activities have taken place.

- College and Career Readiness Standards (CCRS) have been fully incorporated into the revised Texas Essential Knowledge and Skills (TEKS) for English language arts, mathematics, science, and social studies.
- TEA and THECB staff, high school and higher education faculty, and national experts with experience in defining college and career readiness have worked together to identify the TEKS in Algebra II and English III that are critical for college and career readiness and align to the CCRS. The teams also developed performance expectations for each of the critical TEKS identified. The critical college- and career-readiness skills within the TEKS were validated by external committees of educators and will be used for assessment, teacher preparation, professional development, and instructional materials.

In addition, House Bill 3, enacted by the 81st Texas Legislature in June 2009, provided clarification and specific requirements for setting college-readiness performance standards on assessments. The clarification and requirements included

- the elimination of the requirement for a separate section containing college-readiness questions, §39.0233(d);
- a definition of college readiness, §39.024(a);
- the identification of the EOC assessments on which college-readiness performance standards are required, §39.024(b);
- research studies to be conducted jointly by TEA and THECB in order to substantiate the correlation between performance on the EOC assessments and college readiness, which include an evaluation of the need for remediation to facilitate college readiness, §39.024(c)(d), §39.0242(c)(d);
- research studies conducted jointly by TEA and THECB to evaluate the correlation between performance on science and social studies EOC assessments and college readiness, §39.024(f);
- periodic review of the college-readiness performance standards on the EOC assessments to be conducted jointly by TEA and THECB, and revision of the performance standard, if appropriate, §39.024(g)(h), §39.0242(d);
- the legal authority for establishing the college-readiness performance standards, §39.024(e), §39.0241(a)(a-1);

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- the requirement that a student must achieve a score that meets or exceeds the score that indicates college readiness on the designated EOC assessments to graduate under the advanced high school program, §39.025(a-3);
- the legal authority providing students who fail to achieve the score that indicates college readiness on the designated EOC assessments to retake the assessment instrument; and
- the legal authority exempting students who achieve the score that indicates college readiness on the designated EOC assessments from requirements of the Texas Success Initiative for a period determined by the Commissioner of Higher Education.

The plan that follows is an update of the initial implementation plan, adjusted for the activities that have since taken place as well as for the clarifications and new requirements in House Bill 3. It addresses the measurement of college readiness, identification of advanced-course readiness, placement of college freshman using the college-readiness measure, and the item- and test-development processes related to the measurement of college-readiness.

Measurement of College Readiness

Definition of College Readiness

House Bill 3, §39.024(a) defines college readiness as the level of preparation a student must attain in English language arts and mathematics courses to enroll and succeed, without remediation, in an entry-level general education course for credit in that same content area for a baccalaureate degree or associate degree program.

Assessments to Be Used to Measure College Readiness

House Bill 3, §39.024(b) mandates that college-readiness performance standards be set on the Algebra II and English III EOC assessments. TEC §39.024(c)(d) and §39.0242(c)(d) also mandate both the collection of data and research studies to substantiate the correlation between performance on these EOC assessments and college readiness as well as the development of remediation courses to facilitate college readiness. This legislation is consistent with existing literature that supports the ability to assess college readiness in reading, writing, and mathematics. The content areas of English language arts and mathematics have been studied the most frequently; thus, their relationship to student success is understood better than that of other potential predictors.¹ Although not the only indicators of college success, performance in English language arts and mathematics is considered to be a reliable predictor of college readiness. Research also shows that assessments taken in closer proximity to matriculation to college have better predictive value than assessments taken in earlier years.²

Consistent with research that indicates that writing may be the single most important skill for college success across disciplines, writing will receive greater emphasis on the English III assessment as part of the college-readiness measure. The inclusion of writing tasks may be investigated in other content areas if further research indicates that this would be appropriate. However, consideration will need to be given to the practicality of adding writing tasks to other assessments due to the potential impact to scoring and reporting timelines and the additional cost associated with the scoring of performance tasks. There are currently no plans to include writing tasks in any EOC assessments other than English I, II, and III.

¹ Conley, David T., *Texas End-of-Course Exam Panel Questions*, p. 1.

² Camara, Wayne, *Texas EOC Responses to Questions*, p. 4.

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As required by current legislation, the Algebra II and English III EOC assessments will include measures of college readiness. In addition, House Bill 3, §39.024(f) mandates that TEA, in collaboration with the THECB, conduct research studies for the appropriate science and social studies EOC assessments to evaluate the correlation between performance on the EOC assessments and college readiness. If the Commissioner of Education, in collaboration with the Commissioner of Higher Education, determines that the research studies substantiate an empirical relationship between a certain level of performance by students on specific science and social studies EOC assessments and college readiness, then the commissioners may establish college-readiness performance standards for the science and social studies EOC assessments as soon as is practicable. The research studies examining the extension of the concept of college readiness to science and/or social studies EOC assessments will be completed by December 1, 2012, when a report is due to the legislature.

Items that Address College Readiness

Now that the CCRS have been incorporated into the TEKS curriculum, Algebra II and English III EOC assessments will include items that address college and career readiness as defined within the TEKS framework. The items that contribute toward a measure of college readiness on the Algebra II and English III EOC assessments will address the critical college- and career-readiness skills within the TEKS. Additionally, previous legislation required the college-readiness questions be placed in a separate section of the EOC assessments. House Bill 3, §39.0233(d) eliminated the mandate for a separate college-readiness section, thereby allowing the college-readiness questions to be integrated into the Algebra II and English III assessments.

Establishing College-Readiness Performance Standards

The performance standards associated with the college-readiness measure will be determined through a multistep process that involves several committees consisting of Texas educators (secondary and higher education), administrators, and stakeholders from throughout the state as well as the review of data that empirically links student performance on the EOC assessments and college readiness. Although TEA assumes responsibility for the work of the committees, THECB staff provides input on membership and agendas.

Standard-setting panels composed of Texas educators and policy groups will then meet to review college-readiness questions, results from the various empirical research studies, student-performance statistics, and data showing how the state's students performed relative to the new performance standards. Based on this review, the standard-setting panel will recommend college-readiness performance standards for the Algebra II and English III EOC assessments. Through the inclusion of advice from content experts and the results of the empirical studies into the process, the recommended performance standards will be supported by validity evidence. The current plan is for the process to begin and the panels to convene in fall 2011.

In addition to the standard-setting panel, a policy-review committee will convene to look at the recommendations made by the standard-setting panels and determine the reasonableness of the performance standards across all EOC assessments, including college readiness in Algebra II and English III. The committee will also consider possible phase-in plans and other external criteria. Final recommendations of all college-readiness performance standards on each EOC assessment will be provided to the Commissioner of Education and Commissioner of Higher Education. A potential phase-in plan for

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implementing the college-readiness standards also would be provided by this committee to the commissioners.

Based on the recommendations of the committees in the standard-setting process and as specified in House Bill 3, §39.024(e) and §39.0241(a)(a-1), the Commissioner of Education and the Commissioner of Higher Education shall establish the college-readiness performance standards for the Algebra II and English III EOC assessments.

House Bill 3, §39.024(h) and §39.0242(d), requires that the college-readiness performance standards be periodically reviewed by TEA and THECB after they are initially established. Additional empirical studies will be collected after the initial standard-setting meetings. One study that will be conducted for the standards review that is not possible for the initial standard-setting meetings involves following a cohort of students from high school to college to establish a direct link between student performance on EOC assessments and college performance. Results from these additional studies will be used to evaluate the reasonableness of the college-readiness standards during the standards-review process.

Empirical Studies to Inform College-Readiness Standard Setting

House Bill 3, §39.024(c), mandates that empirical studies be conducted to substantiate the correlation between performance on the EOC assessments and college readiness. TEC §39.0242(b) requires the collection of data from research studies whose results may be used to establish performance standards on the EOC assessments that are empirically linked across courses in English and Algebra. TEC §39.024(f) requires research studies to evaluate the feasibility of setting college-readiness performance standards for EOC assessments in the science and social studies content areas. TEC §39.024(g)(h) and §39.0242(d) mandate data collection and empirical research studies to help inform the periodic review of the college-readiness performance standards on EOC assessments.

Plans for conducting several empirical studies to inform the college-readiness standard setting are underway (see attachment A). As mandated in House Bill 3, §39.0242(b), certain studies will be conducted prior to the beginning of the 2011–2012 school year for use in establishing the college-readiness performance standards. Other studies will need to be conducted in time to inform the feasibility of having college-readiness performance standards on the EOC assessment in science and/or social studies and to be used for the periodic review of the college-readiness performance standards on EOC assessments.

Identifying Readiness for Advanced High School Courses

Assessments to be Used to Identify Advanced-Course Readiness

Advanced high school courses are those courses usually taken by students in their junior or senior year of high school, such as Algebra II or English III. Student performance in Algebra I and English I and II is typically found to be predictive of success in Algebra II and English III respectively. Consistent with the requirements of House Bill 3, §39.0242(b), before the beginning of the 2011–2012 school year, TEA will substantiate the empirical relationship between satisfactory student performance for each performance standard on the English I, II, and III EOC assessments and the empirical relationship between satisfactory student performance on the Algebra I and Algebra II EOC assessments. Such empirical study results can be used to identify an indicator of advanced-course readiness on the Algebra I, English I, and English II assessments.

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Because the knowledge required to be successful in such sequential courses is cumulative, the indicator of advanced-course readiness may be used to determine whether a student is on track to meet college readiness. For students who do not demonstrate advanced high school course readiness, districts can use the readiness indicator to identify students in need of remediation and provide instructional intervention early in high school to help students strengthen their skills in those academic areas where they may need additional work.

Indicators of advanced-course readiness will be established through linking studies. Using cohorts of students taking EOC assessments (e.g., English I, English II, and English III, and Algebra I and Algebra II), the linking studies will be conducted to evaluate the empirical relationships across EOC assessments. The data collection for these studies has begun and will help inform how these indicators will be determined. For example, approximately 10,000 students who took the Algebra I EOC assessment in 2009 (spring primary administration or fall special study) were identified. TEA will follow these students when they take the Algebra II EOC assessment in 2011. By empirically linking these students' Algebra I and Algebra II scores, Texas will identify an indicator of advanced high school course readiness on the Algebra I EOC assessment.

Summary

The chart below summarizes those assessments that will include indicators of advanced-course readiness and performance standards for college readiness.

College-Readiness and Advanced-Course Readiness Overview

EOC Assessment	TEKS Revised to Incorporate College-Readiness Standards	College-Readiness Performance Measure	Advanced High School Course Readiness Performance Measure
English I	2008	No	Yes
English II	2008	No	Yes
English III	2008	Yes	No
Algebra I	January 2009	No	Yes
Geometry	January 2009	No	No
Algebra II	January 2009	Yes	No
Biology	March 2009	TBD	No
Chemistry	March 2009	TBD	No
Physics	March 2009	TBD	No
U.S. History	May 2010	TBD	No
World Geography	May 2010	No	No
World History	May 2010	No	No

College and Career Readiness Teaching Strategies

Using teams of public and higher education faculty, TEA and THECB staff coordinated with the Southern Regional Education Board to develop college and career readiness strategies that educators can use as instructional interventions for 12th grade students who do not meet the college-readiness performance standards for EOC assessments in English III and Algebra II. Beyond these instructional strategies, institutions of higher education and high schools could offer other student interventions (i.e., summer bridging programs) to provide accelerated instruction in

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reading, writing, and mathematics to ensure college readiness prior to enrollment in entry-level college courses. To date, state funding has not been appropriated by the Texas legislature to develop TEKS for 12th grade courses that would differ from the TEKS adopted by the SBOE for English III and Algebra II, or for assessments that would differ from the English III and Algebra II EOC assessments currently under development,

Placement in Freshman College Courses

In House Bill 3, §39.024(e) and §39.0241(a)(a-1) authorize both the Commissioner of Education and Commissioner of Higher Education to set college-readiness performance standards.

TEC §39.0232 states that to the extent practicable EOC assessments should be developed so that they may be used to determine the appropriate placement of a student in a course of the same subject matter at an institution of higher education. Reference courses are being developed as part of the THECB's college readiness plan. Alignment studies will be conducted that will establish the relationship between the assessed content and the curriculum of corresponding entry-level college courses.

In House Bill 3, §51.3062(i-1) allows the Commissioner of Higher Education to adopt rules requiring institutions of higher education to adopt uniform standards for placement of students into developmental education or entry-level college courses. In addition, (g-1) of that section provides an exemption for students who meet the college readiness performance standards on the Algebra II and English III EOC assessments for a period determined by the Commissioner of Higher Education.

Item and Test Development Process

The development of new assessments under the State of Texas Assessments of Academic Readiness (STAAR) program mirrors a national trend in which fewer skills are being assessed in a more focused and deeper way. The new assessments are being developed so that student progress can be measured from grade to grade and course to course as well as toward advanced-course and college readiness. This is reflected in both item development and test-development approaches. For each 3–8 and EOC assessment, there is a focus on identifying what student expectations are essential for student success, both in the course itself and at the next level, whether that next level represents the subsequent course in a content sequence or college and career readiness. As part of this new focus, TEA has engaged advisory groups of secondary and post-secondary educators to make recommendations about what the focus of each assessment should be and how that focus could be reflected in item development and the test blueprint. To date, advisory meetings have been held for most of the English language arts, mathematics, and science assessments. Advisory meetings will be held for social studies now that the revised TEKS have been adopted.

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Item Development

The following item characteristics have been incorporated in the development of college-readiness and advanced-course readiness items:

- a. items that gauge depth of understanding of key concepts for college readiness³
- b. items that assess a complexity of cognitive processing (depth of knowledge) and focus on key cognitive strategies that a student should master to be ready for advanced high school or college courses. These forms of strategic thinking include problem solving, interpretation, reasoning, precision, and accuracy.⁴ Items may require students to solve a broad array of problems, draw complex inferences, analyze and evaluate information, think critically, interpret results, support logical arguments with evidence, support a position based on evidence in specific material the student has read, and write clearly and effectively.

³ Conley, David T., *Texas End-of-Course Exam Panel Questions*, p. 5.

⁴ Conley, D. (2007). *The College-Readiness Performance Assessment System (CPAS)*. Eugene, Oregon: Educational Policy Improvement Center.

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The Test-Development Process

Throughout the test-development process, external review committees composed of Texas educators and representatives from higher education will determine alignment of the college-readiness and advanced-course readiness items to the TEKS. Committee members will reflect the diversity of the state, will be experienced educators, and will have a working knowledge and understanding of the TEKS and be familiar with the Texas college and career readiness standards.

College-readiness items will be dual-purpose, contributing to both the base test score and the college-readiness score. A more focused assessment will be achieved by structuring the test blueprints to emphasize the most essential student expectations within the curriculum.

The following chart provides a timeline of the test development activities that will take place for the college-readiness component of the EOC program.

Activity	Algebra II	English III
1. Adoption of revised TEKS by the SBOE with the inclusion of college-readiness standards	January 2009	May 2008
2. Focus Group —a committee of secondary and higher education representatives discuss critical aspects of the college-readiness component	Spring 2009	Summer 2009
3. Advisory Committee —a committee of secondary and higher education representatives review item development guidelines, test blueprint, assessed curriculum, and a set of prototype items for college-readiness questions	Spring 2009 and Spring 2010	Spring 2010
4. *Item Development —college-readiness items aligned to the TEKS developed by professional items writers	Fall 2008–Fall 2009	Spring 2010–Fall 2010
5. *Expert Review —higher education representatives review all college-readiness items for content accuracy	Spring 2009	Fall 2010
6. *Internal Review —TEA curriculum and assessment specialists review and revise all proposed college-readiness items	Summer 2009	Fall 2010
7. *Educator Review —secondary and higher education educators review all college-readiness items to determine their appropriateness for an EOC assessment	Fall 2009	Fall 2010
8. *Field Testing —all college-readiness items field-tested with a representative sample of Texas students	Spring 2010	Spring 2011
9. *Data Analysis —all college-readiness field-test data reviewed by psychometricians	Summer 2010	Summer 2011
10. *Data Review —secondary and higher education educators review all college-readiness field-tested items	Summer 2010	Summer 2011
11. *Test Construction —the operational tests, including embedded college-readiness items, constructed	Fall 2010	Summer 2011
12. *Content Validation —a panel of university-level experts in the respective subject area reviews tests, including college-readiness items, for accuracy because of the advanced level of content being assessed	Fall 2010	Fall 2011
13. *Operational Administration —the live administration of the assessment includes college-readiness items	Spring 2011	Spring 2012

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Activity	Algebra II	English III
14. Standard Setting —standard-setting panels and policy-review committees review student-performance statistics, impact data, and results from the various empirical research studies to recommend performance standards for college-readiness questions	Fall 2011	Fall 2011
15. Follow-up Study —a research team designs and implements studies to evaluate the reliability and validity of the college-readiness cuts previously established	2012–2015	2013–2015

* These test-development activities are repeated annually.

The Mechanism for Selecting Higher Education Faculty to Participate in the Test Development Process and in Standard Setting

Criteria for selecting higher education faculty for participation in the EOC test development process will be similar to the criteria used for selecting participants for the current test development process. Participants will have content expertise and teaching experience in entry-level courses in the subject area for which the test is being developed, will be exemplary educators nominated by their peers or supervisors, and will have a working knowledge and understanding of the TEKS and be familiar with the Texas college and career readiness standards. Committees will be assembled that reflect the state’s diversity.

The THECB will nominate and select its representatives for participation in the EOC test development process. The commissioner of higher education will approve the nomination process, which will include criteria such as prior work with the Texas college and career readiness standards and a working knowledge and understanding of the TEKS.

TEA and THECB will collaborate on assignments to a committee or particular activity based on overall committee composition.

Summary and Next Steps

In summary, TEA and the THECB have made progress implementing legislation related to college readiness. The work to date as well as the implementation plans underway will produce measures of college readiness in English III and Algebra II when these assessments are used for graduation assessment requirements starting in the 2011–2012 school year. The TEA and THECB collaborations are also on track to produce advanced-course readiness indicators in Algebra I, English I, and English II. Furthermore, if the research studies indicate the feasibility for measuring college readiness in science and social studies, TEA and THECB will collaborate to produce measures of college readiness in EOC assessments for those content areas.

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ATTACHMENT A

Empirical Studies to Inform College-Readiness Standard Setting

As mandated in House Bill 3, §39.0242(b), certain studies (e.g., studies a, b, d, and e below) will be conducted prior to the beginning of the 2011–2012 school year for use in establishing the college-readiness performance standards. Other studies will need to be conducted in time to inform the feasibility of having college-readiness performance standards on the EOC assessment in science and/or social studies (e.g., study c below) and to be used for the periodic review of the college-readiness performance standards on EOC assessments (e.g., studies a, b, d, e, f, and g below). Results of these studies will be used to inform standard-setting decisions by the Commissioner of Education and the Commissioner of Higher Education.

These studies include content analysis, data collection, and the incorporation of feedback regarding research design and methodology from the Texas Technical Advisory Committee.

Research study plans include the following:

- a. empirical linking studies that look at the relationship of students' performance across EOC assessments in English and Algebra
- b. validity studies that examine the relationship between performance on the Algebra II and English III assessments and scores on external tests commonly taken by college-bound students, such as SAT, ACT, ACCUPLACER, COMPASS, and THEA (design of these studies has been reviewed by the Texas Technical Advisory Committee);
- c. empirical linking and validity studies that look at the relationship of performance among EOC assessments in science and social studies content areas and between EOC assessments and external tests commonly taken by college-bound students (design of these studies has been reviewed by the Texas Technical Advisory Committee);
- d. validity studies that compare the performance standards on EOC assessments with those established nationally and internationally on comparable assessment instruments, such as NAEP, PISA, and/or TIMSS (design of these studies will be presented to the Texas Technical Advisory Committee in the future);
- e. contrasting-group studies in which EOC assessments are administered to college students. The performance on the EOC assessment will be compared between students who are currently enrolled in credit-bearing and non-credit-bearing college-level courses in the same subject area (design of these studies will be presented to the Texas Technical Advisory Committee in the future); and
- f. longitudinal studies that follow students from high school into college and evaluate the relationship between performance on the EOC assessments and college-level courses in the same subject area (design of these studies will be presented to the Texas Technical Advisory Committee in the future).