Evaluation of Accelerated Instruction Program for STAAR End-of-Course

Public Hearing to fulfill compliance with Texas Education Code Section 29.081 b-3

Richardson Independent School District
January 11, 2016
Agenda

• Purpose
• Background
• Findings
• Strengths and Challenges
• Recommendations and Next Steps
Purpose

House Bill 5 amended the Texas Education Code to specify accelerated instruction should be given to all students who fail a STAAR End-of-Course (EOC) exam.

House Bill 5 also stated that districts should evaluate their accelerated instruction programs and hold an annual public hearing to discuss the results.
Background

- STAAR EOCs were first administered in Spring 2012.
- By Spring 2016, there will have been ten opportunities for students in the Class of 2016 to pass English I, Algebra I, and Biology; seven opportunities to pass English II; and four opportunities to pass US History.
- HB 5 introduced new **Accelerated Instruction** requirements:
  - Each school district shall offer before the next scheduled administration of the assessment instrument, without cost to the student, additional accelerated instruction to each student in any subject in which the student failed to perform satisfactorily on an EOC assessment instrument required for graduation.
  - A district shall evaluate the effectiveness of accelerated instruction programs under Subsection (b-1 – EOC assessments) and annually hold a public hearing to consider the results.
• Districts received outcomes for the spring administration of STAAR EOC tests at the end of the school year. (June 5th for 2015 STAAR EOC).
• EOC accelerated instruction occurred during the summer in a camp that consists of one session from June 15, 2015 to July 5, 2015.
• For students having to retake an EOC test, there is no charge for this summer camp.
• If a student fails the summer retest, accelerated instruction is provided during the fall semester.
SUMMER ACCELERATED INSTRUCTION FINDINGS
<table>
<thead>
<tr>
<th>EOC Re-test</th>
<th>Attended EOC Summer School</th>
<th>Did Not Attend EOC Summer School</th>
<th>Texas Passing Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N Tests Given</td>
<td>N Tested</td>
<td>N Passed</td>
</tr>
<tr>
<td>Algebra I</td>
<td>259</td>
<td>211</td>
<td>78</td>
</tr>
<tr>
<td>Biology</td>
<td>82</td>
<td>63</td>
<td>33</td>
</tr>
<tr>
<td>English I</td>
<td>381</td>
<td>290</td>
<td>101</td>
</tr>
<tr>
<td>English II</td>
<td>274</td>
<td>161</td>
<td>57</td>
</tr>
<tr>
<td>US History</td>
<td>50</td>
<td>30</td>
<td>13</td>
</tr>
</tbody>
</table>

- Overall – students who attended summer school had higher passing rates than students who did not attend EOC Summer School.
  - The largest beneficiaries were Algebra I and English II re-testers.
  - The effect of summer school attendance holds even when Spring 2015 EOC performance (scale scores) is controlled for.
  - Biology and US History number of test given is low because of the high spring passing rates for those subjects (94% and 95% respectively).
## July 2014 to July 2015 Comparison

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EOC Passing % (Attenders)</td>
<td>38%</td>
<td>23%</td>
<td>+15%</td>
<td>37%</td>
<td>19%</td>
<td>+18%</td>
</tr>
<tr>
<td>EOC Passing % (Non-Attenders)</td>
<td>34%</td>
<td>41%</td>
<td>-7%</td>
<td>52%</td>
<td>47%</td>
<td>+5%</td>
</tr>
<tr>
<td>Passing Difference</td>
<td>56%</td>
<td>53%</td>
<td>+3%</td>
<td>35%</td>
<td>22%</td>
<td>+13%</td>
</tr>
<tr>
<td>Passing Difference</td>
<td>47%</td>
<td>40%</td>
<td>+7%</td>
<td>35%</td>
<td>20%</td>
<td>+15%</td>
</tr>
<tr>
<td>Passing Difference</td>
<td>33%</td>
<td>31%</td>
<td>+2%</td>
<td>43%</td>
<td>40%</td>
<td>+3%</td>
</tr>
</tbody>
</table>

- Biology and US History re-testers who attended EOC Summer School had higher passing rates than in 2015.
- Algebra I passing rates for attendees remained equivalent with last year.
- There was a decrease in passing rates for English I and English II re-testers this year.
  - English I results mirrored a statewide drop in English I retest passing rates.
  - English II retest passing rates for the district declined when compared to 2014, but remained above the state rate which increased slightly by 2 percentage points.
Fall Accelerated Instruction

• For fall accelerated instruction, English I and English II students are enrolled in an Innovative English course.

• Algebra I, Biology, and US History students are placed in a specialized tutoring program which is managed at the campus level.

• Students retest in December.
  - Results for the latest December 2015 re-testers have just arrived in district and will be provided in a spring update.
Strengths

- RISD re-testers who attended EOC Summer School outperformed the state in 4 of the 5 EOCs.
- EOC Summer School was most beneficial for Algebra I and English II re-testers.
- EOC Summer School appears to be beneficial for the most at-risk students (low-SES students and students who failed their spring STAAR EOC by a significant margin).
- Across all subjects, the percentage of re-testers who attended EOC Summer School increased.
Challenges

• English I and English II EOC retest passing rates dropped significantly.
  - English I and II EOC Summer School attendees had higher passing rates than non-attendees.
• U.S. History EOC Summer School attendees had a re-test passing rate below the state.
  - These students are typically the most at-risk given the high spring EOC passing rates for US History.
• The majority of re-testers, except for Biology, failed their retest.
• The instruction time for EOC Summer School is limited by the time between when the districts receive spring EOC data and when the summer re-test window opens.
• The level II phase-in passing cut scores are set to rise in the 2015-2016 school year. It will be harder for first-time EOC testers to pass the STAAR EOC assessments and likely affect retest passing rates.
Next Steps and Recommendations

• Find ways to continue the trend of more re-testers attending EOC Summer School since it does improve the odds of success, especially for high-risk students.

• Analyze the outcomes for the fall accelerated instruction program including the December 2015 EOC results.