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*TSA Board Members

November 8, 2017

LEAD Staff Agenda

10:30 – 10:40 a.m.

Welcome and Discussion of TSA Goals
Dr. Wanda Bamberg

10:40 – 11:20 a.m.

Consultants Update
Moak, Casey & Associates, Hillco Partners, Thompson & Horton

11:20 – 11:35 a.m.

Summary of Interim Charges
Moak, Casey & Associates, Hillco Partners, Thompson & Horton

11:35 – 11:50 a.m.

ESSA State Plan Overview
Moak, Casey & Associates

11:50 – 12:05 p.m.

Texas Educators Vote
Texas Educators Vote

12:05 – 12:35 p.m.

LUNCH

12:35 – 2:00 p.m.

SEE BREAK-OUT SESSION AGENDAS BELOW

2:10 – 2:30 p.m.

Other Business and Adjournment
Dr. Wanda Bamberg

BREAK-OUT SESSION AGENDAS

12:35 – 2:00 p.m.

Assessment & Accountability Discussion – topics include

- HB 22 (A-F) Update and Domain Models
- ESSA Accountability Model

Moak, Casey & Associates

12:35 – 2:00 p.m.

TSA School Finance Discussion – topics include

- Interim Charges
- Discussion item: What degree of participation does TSA want to have with the charges?
- Discussion item: TSA Finance Goals

Moak, Casey & Associates

Texas School Alliance

Legislative Goals: Finance

GOAL ONE: PROTECT CURRENT FUNDING STREAMS

Potential Areas of Activity

1. Tier II Austin Yield (Significant increase expected based on continuing property value growth in Austin)
2. EDA funding (Potential concerns over charter school/EDA funding linkage)
3. Enrollment growth (Reduction in growth rates?)
4. Structure for diversity (Recognition of program costs, uncontrollable costs economic conditions, equity and adequacy)
5. TRS (Continuing concern over TRS funding mechanisms)
6. TRSCare (2017 temporary fix must be readdressed in 2019)

GOAL TWO: IDENTIFY AREAS FOR IMPROVEMENT

Potential Areas of Activity

1. Simplification (2017 TSA proposal for funding could serve as a baseline effort)
2. Inflation impact (Structural modifications needed to address inflation impact automatically)
3. Property values (Impact on state aid reduction)
4. Current year property values (Significant Equity Center position)
5. Costs of diversity (Examination of “weighting structure” for programs)
6. Disaster assistance (Funding based on Hurricane Harvey impact)
7. Reduction of spending constraints (Simplification of comp ed and bilingual ed funding rules)
8. Employee salaries (Best potential basis for significant increase in funding)

GOAL THREE: REMAIN RESPONSIVE TO CURRENT EVENTS

Potential Areas of Activity

1. Texas economy (Impact on economy of hurricane, as well as other factors)
2. State and local revenues (Potential significant financial pressures based on actions in 2017)
3. Political events (Speaker’s race, etc.

GOAL FOUR: ADOPT NEW TACTICS FOR INCREASING LEGISLATION SUPPORT

Potential Areas of Activity

1. School Finance Commission (Potential opportunity, but uncertain implications)
2. Interim Committees (Significant interim studies list requiring potential testimony)
3. Broader Legislative View (Focus on House and Senate Finance, Appropriations and Ways & Means Committees, as well as education)
4. Ed organizations (Potential roles?)
5. Employee groups (Necessary to attract significant Democratic support)

GOAL FIVE: MONITOR THE COMMISSION ON SCHOOL FINANCE

1. Brief selected members of the commission on TSA issues in advance of the initial meeting and/or as the commission conducts its hearing.
2. Influence the recommendations of the commission on specific components of the school finance system.
3. Educate Commission members and Legislators regarding the challenges and the needs of urban and mid-urban TSA districts.
4. Engage with other education groups regarding appropriate revenue mechanisms to enhance state aid to traditional public schools
5. Monitor initial meetings of Commission on School Finance to determine direction and tasks they are undertaking and prepare information to be shared with commission members that supports TSA Goals and needs.

Legislative Goals: Accountability

1. Proactively monitor the implementation of HB 22 (A-F Accountability) and its' impact on both state and federal accountability.
2. Provide input, expertise, and support regarding state and federal accountability for TSA districts impacted by Hurricane Harvey.
3. Actively support and provide input to TEA in the development process of the Local Accountability System in HB 22.

Legislative Goals: Policy

1. Review all interim charges on education policies identified by the TSA as charges of interest. Provide input, technical expertise, and support to the standing education committees for those charges.
 - a. Brief selected members of the standing education committees and their staff on TSA issues in advance of initial meetings and throughout the interim.
 - b. Provide oral and/or written testimony on selected charges.
2. Monitor development of Texas Administrative Code rules developed in response to legislation passed in the 85th Session by both the Commissioner of Education and the

State Board of Education. Provide input, technical expertise, and public comments as necessary.

Goals: State Board Long-Range Plan for Education

1. Monitor the work of the SBOE as the Long-Range Plan (L-RP) for education is developed.
 - a. Brief selected SBOE members on issues of interest to the TSA during the development of the plan.
 - b. Influence the recommendations of the ten public stakeholders on specific components of the long-range plan, including but not limited to:
 - i. L-RP contents that addresses educating students of poverty;
 - ii. L-RP contents on pre-kindergarten/early childhood education; and
 - iii. L-RP contents on effective systems of support for all students and how those systems should be funded.
2. Analyze the completed Long Range Plan for Education (projected completion: September 2018) to determine which of the recommended long-term goals for the Texas public school system have implications for Texas School Alliance member districts in the 86th Legislature and beyond.
3. Invite SBOE Leadership to speak at TSA meetings regarding SBOE activities.

Federal Goals:

1. Harvey Issues- continue to work on flexibility regarding compliance with Title 1 and IDEA regulations with USDOE for affected school districts. Identify specific financial needs and seek assistance through Appropriations on the final Harvey Relief Bill, including clarification regarding procurement under FERPA and EDG.
2. Social Security Offset Issue (“Windfall Elimination Provision” (WEP) repeal)
3. Provide support for legislation (Brady) to end the social security penalty offset applicable to TRS beneficiaries
4. Federal Education Budget Issues – oppose cuts to education that have been proposed as well as privation efforts from DOE
 - a. Oppose cuts to Medicaid program in either budget or any health care reform that would negatively impact school districts ability to obtain reimbursements
 - b. Oppose cuts to all Title programs
5. Maintenance OF Effort (MOE) - Use the favorable GAO study to push forward on legislation to provide more flexibility in IDEA MOE requirements
 - a. Support reintroduction of the “Wahlberg bill” and develop other bills (such as with Senator Cornyn) which create additional exceptions to IDEA MOE requirement
 - b. Secure support for filing and advancing legislation that makes IDEA MOE consistent with the more flexibility in Title 1 MOE requirement
 - c. Work with staff offices to use other opportunities, such as the federal appropriations process, to secure at least temporary flexibility in IDEA MOE
6. Maintenance OF Effort (MOE) – Competitive funding priorities for competitive grants.



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Richardson
Round Rock
San Angelo*
San Antonio
Socorro
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Tyler*
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*TSA Board Members

October 27, 2017

Mike Morath, Commissioner
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

*Re: Proposed Rules, 19 TAC, Ch. 97, Planning and Accountability,
Subchapter EE. Accreditation Status, Standards and Sanctions*

Dear Commissioner Morath:

Thank you for the opportunity to comment on the proposed amendments related to implementation of accreditation-related sanctions and interventions. The Texas School Alliance (TSA) values the state accountability system as a means of informing and supporting continuous educational improvement for improved student learning, and believes that this value is shared by state leadership.

The 37 member districts of TSA seek clarification about the proposed amendments, which are detailed in an attachment to this letter (please see Attachment A). The majority of our questions pertain to state-level authority, assignment of sanctions, and the notice of proposed amendments states that compliance imposes "no additional costs to persons or entities, including local school districts or open-enrollment charter schools."

Because TSA member districts are committed to a strong, and fair, system of accountability to support continuous academic improvement, we welcome the opportunity to discuss ways to clarify and improve the proposed rules. Please feel free to contact me at 281-449-1011 so that TSA can dialogue with you about potential improvements to the proposed amendment language.

Sincerely,

A handwritten signature in black ink, appearing to read "Wanda Bamberg". The signature is fluid and cursive, with the first name "Wanda" being more prominent than the last name "Bamberg".

Dr. Wanda Bamberg, President, Texas School Alliance
Superintendent, Aldine Independent School District

Attachment A. Questions and Concerns about Proposed 19 TAC Chapter 97,
Subchapter EE

Attachment A. Questions and Concerns about Proposed 19 TAC Chapter 97, Subchapter EE

- 1. Proposed §97.1051(10) removes the word “educator” and replaces it with “partner” to satisfy the agency vetting process to provide technical assistance for underperforming schools and districts.** The word “partner” needs more definition and clarification. Educator credentials should be mandatory when providing technical assistance in this context. Perhaps the phrase “experienced educator and partner” should be used instead.
- 2. Proposed §97.1053(b) requires the commissioner to consider a school’s or district’s entire ratings history, *including* prior to 2006, “to the extent it is material.”** How is this going to be determined? How many changes in testing programs, accountability system rules, and funding levels does it take for “ancient history” to no longer be relevant to current circumstances? TSA respectfully suggests that, if state assessment programs and accountability system rules are sufficiently changed for the state to not calculate year-over-year improvements, then the earlier ratings cannot be considered material to current results or ratings.
- 3. Proposed §97.1057(d) indicates that following two consecutive years under the guidance of a conservator or management team, the commissioner may appoint a board of managers to a school district *regardless of whether the district has satisfied accreditation criteria*. Beyond that, a school year is defined as beginning on the first day of instruction “*and includes any portion of the school year.*”** Given the statements of purpose in proposed 19 TAC, §97.1053, satisfying state standards ought to be a sufficient condition to *eliminate* any possibility of appointment of a board of managers. TSA is unaware of other systems that impose new and additional punishments after an entity accomplishes all of the requirements that define acceptable performance. TSA member districts are concerned about the definition of a school year in this rule. It means that on Day 2 of the third school year in a given district, which has been under the guidance of a state-appointed conservator for 2 years and immediately after satisfying ratings/accreditation criteria, the commissioner could order the appointment of a board of managers to that district. What is the reasoning behind this proposed rule? Is this change within the commissioner’s rulemaking authority? We respectfully request that the rule provide some insight into the circumstances that might trigger appointment of a board of managers after a district has demonstrated acceptable performance.
- 4. Proposed §97.1057(d) indicates that following two consecutive years under the guidance of a conservator or management team, “the commissioner may appoint a board of managers, a *majority of whom must be residents of the district, to exercise the powers and duties of the board of trustees.*”** TSA member districts disagree with the term “majority” and respectfully request that a requirement for the board of managers should be that all members (if possible) of an appointed board of managers reside in the district. Appointing members who reside within the district would garner more community support than appointing members from outside the community who do not have intimate knowledge of the community’s needs and whose presence could be interpreted as ‘taking over’ their school district.
- 5. Proposed §97.1057(f) indicates that sanctions are to be “reasonably calculated” to address deficiencies with all due celerity. The new language expands the considerations that are contrary to students’ best interests to include “*inability to implement effective change to improve the performance of students in the district or at the campus.*”** This subsection of rule gives rise to three

questions, one of which appears to exist in current rule and the others of which are introduced by the amended language.

- a) The first question is how the state “reasonably calculate[s]” whether a given sanction will address a given deficiency. If such insight could be shared with districts *before* intensified sanctions are administered, districts might be better able to self-direct effective interventions that improve student learning.
- b) The second question is how the state intends to identify the “inability to implement effective change (emphasis added).” If (a) the Texas Education Agency (TEA) has approved the targeted improvement, comprehensive improvement, or turnaround plans, and (b) the district or campus has implemented all of the action steps required by the plans and the professional service providers (PSPs), then on what basis does TEA determine that the “inability” rests exclusively with the district or campus?
- c) The third, and perhaps most critical question, is how the state intends to determine whether “effective change” has taken place to “improve performance of students.” How much change, on which indicators and calculated by what methods, will be sufficient? Clarity on this point is essential to maintain any sense of fairness to the accountability system.

6. Proposed §97.1065(d) removes the language requiring the school board to approve a parent petition to keep a struggling school open and instead allows the superintendent to validate the parent petition. We respectfully request that the agency provide some insight as to why the language requiring the school board to approve a parent petition has been removed.

7. Proposed §97.1073(e)(8) indicates that the commissioner may appoint a board of managers [under various statutes] when “a failure in governance results in an ability to carry out the powers and duties of the board of trustees in TEC. §11.151 and §11.1511.” We respectfully request that the rule provide a definition of a board of trustees “failure in governance” and provide examples of when this rule would be applied.

8. TEC §39.109 and §39.110 require that districts bear the additional costs associated with state-mandated interventions, including service providers, monitors, conservators, management team, campus intervention team, etc. Therefore, it seems inaccurate to conclude that “there are no additional costs [...] to comply with the proposed amendments,” per the notice. One proposed solution would be to acknowledge, and then appropriate funds to offset, actual costs to districts to comply with state-mandated interventions and sanctions.

QUESTIONS REGARDING TEA'S NEW INTERIM / FORMATIVE ASSESSMENT SYSTEM AS OF OCTOBER 2017

QUESTIONS SUBMITTED TO TEA STAFF FROM THE FOLLOWING ORGANIZATIONS:

TEXAS ADVOCATING FOR MEANINGFUL STUDENT ASSESSMENT (TAMSA),
THE TEXAS SCHOOL ALLIANCE (TSA), AND TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS (TASA)

Specific questions from Parents (TAMSA):

1. Will these formative assessments replace benchmarks tests? If so, will districts have the option to give benchmark tests, in addition to the formative assessments? There is a law that says that only two benchmarks can be given during the school year. Students could potentially be assessed 4 times per year before STAAR is administered!
2. Also, how much time will these formative assessments take from valuable classroom time?
3. What is the cost to write these assessments to the state? (We realize they are no cost to the district.) What are and how many of the FTE's are being used to write and develop the assessments within TEA? Who are the consultants being used outside of TEA and what are they being paid?
4. Under what budget authority is the money coming from for TEA to use to create these assessments?

Statutory Compliance:

1. How does this align with the statute regarding the limit on 2 benchmarks per year?
2. We anticipate a question from at least one board member about whether use of these would be in conflict with current state law limiting the time spent on test prep. We think we know the answer; however, it would be helpful to have this in writing from the agency. Thank you.
3. Will districts under Lone Star Governance be STRONGLY ENCOURAGED to use these to measure progress multiple times a year as is required under LSG?
4. For Lone Star Governance districts, will these be mandated assessments? If so, when will that be communicated to LSG ISDs?
5. Under what legal authority are the new formative assessments being written?
6. Under what budget authority is the money coming from for TEA to use to create these assessments?
7. Is there a plan to make these interim assessments a requirement (the Commissioner has stated previously that this is his vision for Texas)?

Agency Intent:

1. Is the intent that a series of formative assessments eventually replace the STAAR test?
2. What will TEA do with the information collected from these formative assessments? Will the information be sold to outside agencies, as has been done in the past? Will TEA make that information public?
3. How will the data from these assessments be utilized by TEA? Participation and performance?
4. Is TEA considering monitoring the results of the Interims at any point?
5. If TEA is only collecting usage data "at this time," what is the possible progression of this? If these later become a requirement, the state will essentially have created a statewide curriculum through periodic benchmarking.
6. How does TEA intend to use the data gathered? What data will be provided to districts, students, and parents following the exams?
7. Our wondering is if these may be required by the agency for schools in monitoring status....either now or in future?

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Impact and/or Influence on Scope and Sequence:

1. Will interim assessments be available to districts for preview prior to being released via the STAAR App? We would need to be able to view to ensure alignment prior to advocating for the use.
2. Will the interim assessments be available at all times or for a specific window?
3. Are there going to be requirements to take specific assessments within a window?
4. Is the content editable to match classroom instruction?
5. If the state is only providing the test during windows, how are districts able to best use the data since the exams are not aligned to the district's curriculum scope and sequence? (STAAR is administered at the end of the year so it is expected that all of the standards have been taught, however, with interim assessments it is vital that they be aligned to a district's scope and sequence so that we can measure progress and not simply assess students on standards that they haven't been taught thereby increasing their anxiety and providing little to no additional value to the teaching/learning process.
6. Why not make the tests available for districts to use anytime? What is TEA's intent by requiring the tests be given in a window?
7. Is there an expected scope and sequence attached to the interim assessments?

Predictive Value / Field Testing of Both Interim and Formative Assessment Items:

1. Have these items been field-tested and validated to have predictive value for performance on STAAR?
2. What is the source of the bank of questions being provided to district's outside of the "benchmark-like" exams? Have they been field-tested?
3. Will these assessments be "predictive" of STAAR performance? If yes, how is this being determined?
4. How are the items in both the test bank and formative assessments being developed and field tested?
5. How have these items been analyzed in order for them to be considered "predictive" of STAAR performance?
6. Are the questions from the item bank coming from previously released STAAR assessments?

Nuts and Bolts:

1. When will the item bank be available?
2. When will the assessments be available?
3. Is the agency in conversation with Eduphoria to utilize their current platform for delivery of these assessments and/or upload of data from the interim assessments?
4. What system/assessment platform will be used for the development/distribution of the Interim Assessments?
5. If a campus administers these interim assessments, will the security required be aligned with the security for STAAR/TELPAS? (ie 18 inches apart, within a time window, training, incident reporting, etc.)
6. Is the only way to take these assessments through the STAAR app? Many districts do not currently have the capability to test 100% of students online at this point

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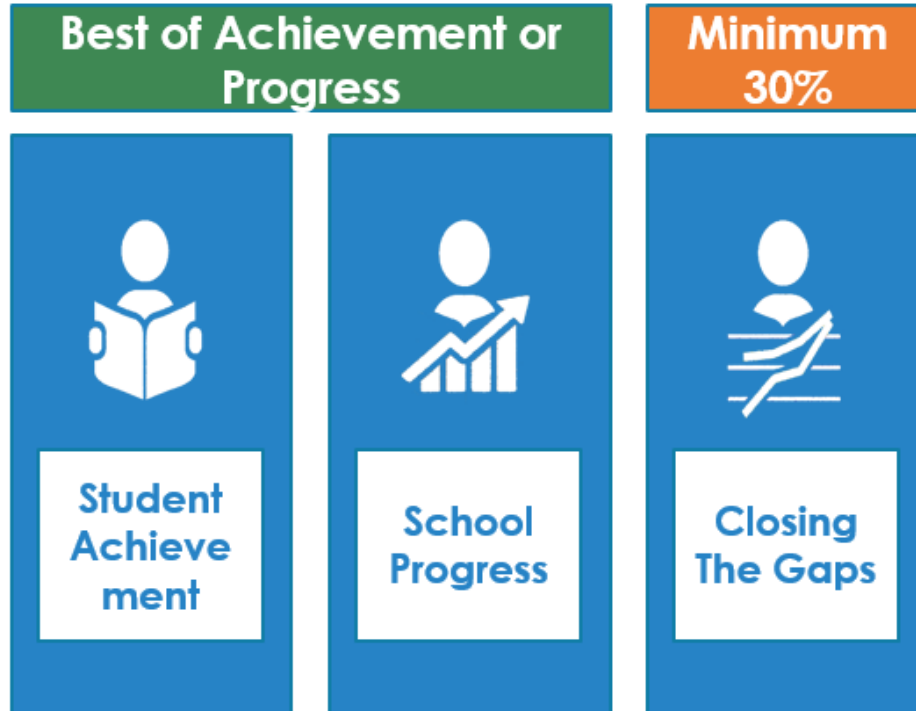
THE TEXAS SCHOOL ALLIANCE (TSA), AND TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS (TASA)

7. Most large districts do not have processes that allow individual campuses to upload files to the STAAR app system for testing. If this is the only delivery method of these assessments, this adds a significant increase to the workload in order to utilize.
8. How will formative assessment items be delivered? PDF vs in a format that can be uploaded into current systems?
9. Will the formative items be available on the TEA website in addition to interim assessments as STAAR released tests are? (Parent access vs. district staff access)
10. A key question our principals/teachers will have is can they print a paper version of the interim assessment since there is very limited access to computers in elementary and middle in our district?
11. Paper doesn't allow for the adaptive aspect, like online, but we would like have access to the new interim assessments in PDF form so more schools/teachers/students can participate. Will the "answer quickly" portion of the program require a particular internal program to save into larger reports?
12. Will the program run and work interactively on Virtual Desktops (VDIs)? Has been an issue with *SmartyAnts*.
13. Is there a mechanism for differentiation within the program?
14. Is it possible for this be an item bank that can be utilized at the district level for interim assessments rather than just for teachers?
15. Do tickets have to be printed per test or once per year?
16. Is this limited to the CTC or could teachers upload their own CVS file?
17. Is the bank of questions pulled as a document for homework?
18. Will a results data file will be available to the districts after they complete the assessment (e.g., the data files we receive after STAAR)? The districts is interested in collecting and using this data for instruction, in conjunction with our current formative assessment platform.
19. Will the questions in the item bank be available in QTI format (IMS Global standards) so that districts may use them in other platforms (i.e., SchoolCity, Eduphoria, EdPlan IMS) like other item banks (i.e., Certica/NWEA, Inspect)? Ideally, we would want to be able to administer this test in the same platform that the students are used to using on a regular basis as part of instruction.
20. Will the data from the interim assessments be released to districts? If so, in what format? We would need the data to be in a format that is loadable into our systems (dashboards, Eduphoria, etc.)
21. When can we anticipate availability for EOCs, Science and Social Studies, and Spanish 3-5?



Image from Education Week, *Your One-Stop Shop for ESSA Info*, Andrew Ujifusa, September 21, 2017

Three Domains: Combining to Calculate Overall Score



Feedback Opportunities

- Certain methodology decisions in each domain
- Cut points for each grade in each domain
- Weight (30% or more) to Closing the Gaps Domain

August 2018 – Domain Ratings

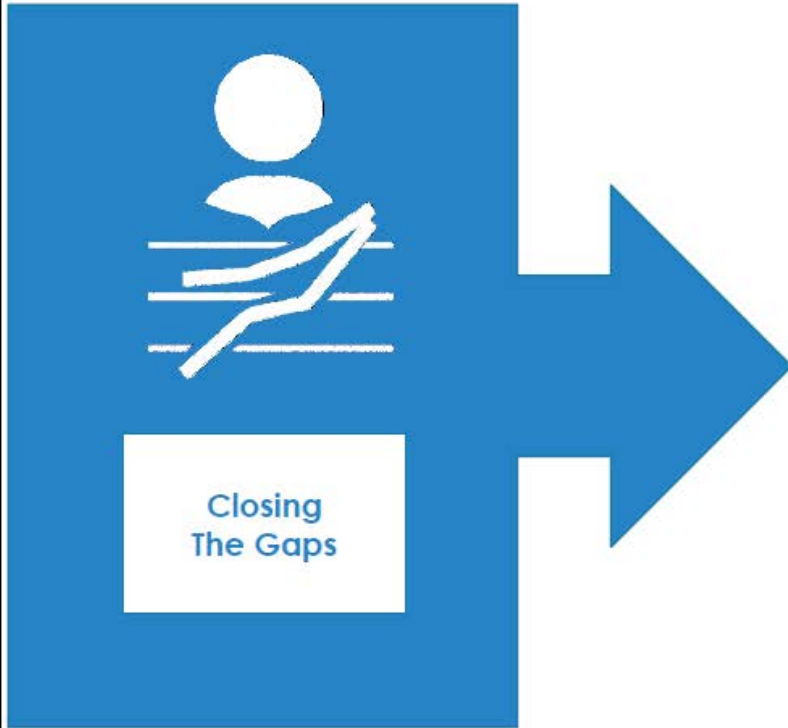
District	A - F	A - F	A - F
Campus	Met / IR	Met / IR	Met / IR

Overall Rating

A - F
Met / IR

Source: Commissioner's Update on HB 22 as of August 2017

Closing the Gaps: Aligning Accountability Systems



Source: TEA – TETN Training of Trainers on The Closing the Gaps Domain as of Oct. 25, 2017

Closing the Gaps: Ensuring Educational Equity

Student Groups

- All Students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Current and Former Special Education
- Current and Monitored English Learners
- Continuously Enrolled/Non-Continuously Enrolled

Indicators

- Academic Achievement in Reading, Mathematics, Writing, Science and Social Studies
- Growth in Reading and Mathematics (Elementary and Middle Schools)
- Graduation Rates
- English Learner Language Proficiency Status
- College, Career, and Military Readiness Performance
- At or Above Meets Grade Level Performance in Reading and Mathematics

Source: TEA – TETN Training of Trainers on HB 22 as of August 30, 2017

Closing the Gaps: Ensuring Educational Equity



Student Group

Achievement Target



**% of Subgroups
that meet target**



**Overall
Grade**

Source: Commissioner's Update on HB 22 as of August 2017

Closing the Gaps: Sample Status Report



		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed (Current)	Special Ed (Former)	ELL (Current)	ELL (Current & Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eligible	Percent of Eligible Measures Met			
Academic Achievement	STAAR Performance Status (Percent at or above Approaches Grade Level)																					
	Target	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%						
	Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100			
	Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100			
	Writing	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100			
	Science	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100			
	Social Studies	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100			
Total																	75	75	100			
Growth ELL & MS/Transition Rates (HS & K-12)	STAAR Growth Status (Elementary and Middle Schools)																					
	Target	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%						
	Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100			
	Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100			
	Federal Graduation Status (Target: See Reason Codes) (High Schools and K-12)																					
	Graduation Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	n/a	Y	n/a	n/a	n/a	11	11	100			
	Reason Code ***	0	0	0	0	0	0	0	0	0	0	n/a	0	n/a	n/a	n/a						
Total																	11 of 30	11 of 30	100			
ELP	English Learner Language Proficiency Status																					
	TEL PAS Progress Rate Target																		85%			
	TEL PAS Progress Rate	Y															1	1	100			
School Quality or Student Success	College, Career, and Military Readiness Performance Status (High Schools and K-12)																					
	Target	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%						
	College, Career, and Military Readiness	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	n/a	n/a	13	13	100		
	STAAR Grade 3-8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)																					
	Target	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%						
	Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100			
	Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100			
Total																	13 of 30	13 of 30	100			
Overall Total																	77	77	100			
Targeted Campus Discontinuation	OTHER INDICATORS																					
	Participation Status																					
	Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%						
	Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100			
	Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100			
	Total																			30	30	100
	Multi-Year Performance Status																					
	Consecutive Years Missing Performance Target	0	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a						
	Reading	0	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a						
	Mathematics	0	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a						
	Multi-Year Growth Status																					
	Consecutive Years Missing Growth Target	0	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a						
	Reading	0	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a						
	Mathematics	0	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a						
	Multi-Year Graduation Status																					
	Consecutive Years Missing Graduation Target	0	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a						
	Multi-Year English Learner Language Proficiency Status																					
	Consecutive Years Missing Target	0																				
	Multi-Year Student Success Status																					
Consecutive Years Missing Performance Target	0																					
STAAR Grade 3-8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)																						
Reading	0	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a							
Mathematics	0	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a							
College, Career, and Military Readiness	0	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a							

Source: TEA – TETN Training of Trainers on The Closing the Gaps Domain as of Oct. 25, 2017

Closing the Gaps: Sample Status Report



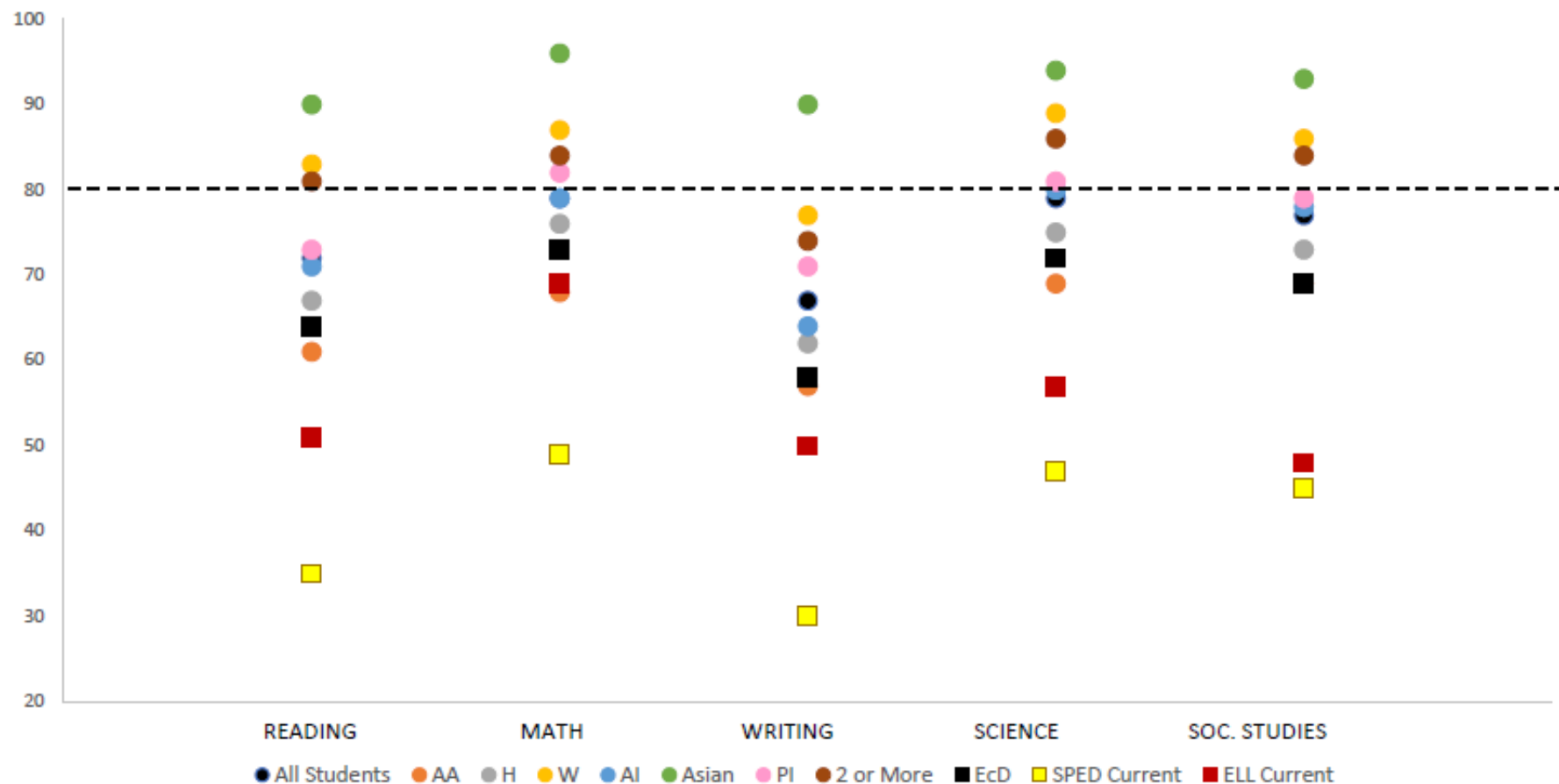
	All Students	African American	Hispanic	White
	STAAR Performance Status (Percentage at or above Approaches Grade Level)			
Academic Achievement	##%	##%	##%	##%
	Target			
	Reading	Y	Y	Y
	Mathematics	Y	Y	Y
	Writing	Y	Y	Y
	Science	Y	Y	Y
	Social Studies	Y	Y	Y

Source: TEA – TETN Training of Trainers on The Closing the Gaps Domain as of Oct. 25, 2017

INDICATOR	MEASURE	DESCRIPTION	INTERIM & LONG-TERM GOALS Appendix A
ACADEMIC ACHIEVEMENT	STAAR 3-8 and EOCs in ELA/reading, math, writing, science, and social studies	Percentage of students scoring at or above <u>Approaches Grade Level</u> for all students and each student group by subject	TEA has established interim targets over 5-year intervals beginning in 2017-2018: 2017-2022 = 80% 2022-2027 = 85% 2026-2032 = 90%

Source: TEA Texas ESSA plan submitted September 25, 2017, page 22.

RESEARCH QUESTION: How Many Student Groups Met the *Academic Achievement* Target?
STAAR % At or Above Approaches Grade Level
2017-2022 TARGET = 80



Source: TEA 2017 PRELIMINARY TAPR, October 2017

Closing the Gaps: Alignment with ESSA



Growth (EL & MS)/ Graduation Rates (HS & K12)				
	All Students	African American	Hispanic	White
	STAAR Growth Status (Elementary and Middle Schools)			
	Target	##%	##%	##%
	Reading	Y	Y	Y
	Mathematics	Y	Y	Y
	Federal Graduation Status (Target: See Reason Codes) (High Schools and K-12)			
	Graduation Target Met	Y	Y	Y
	Reason Code	a	a	a

Source: TEA – TETN Training of Trainers on The Closing the Gaps Domain as of Oct. 25, 2017

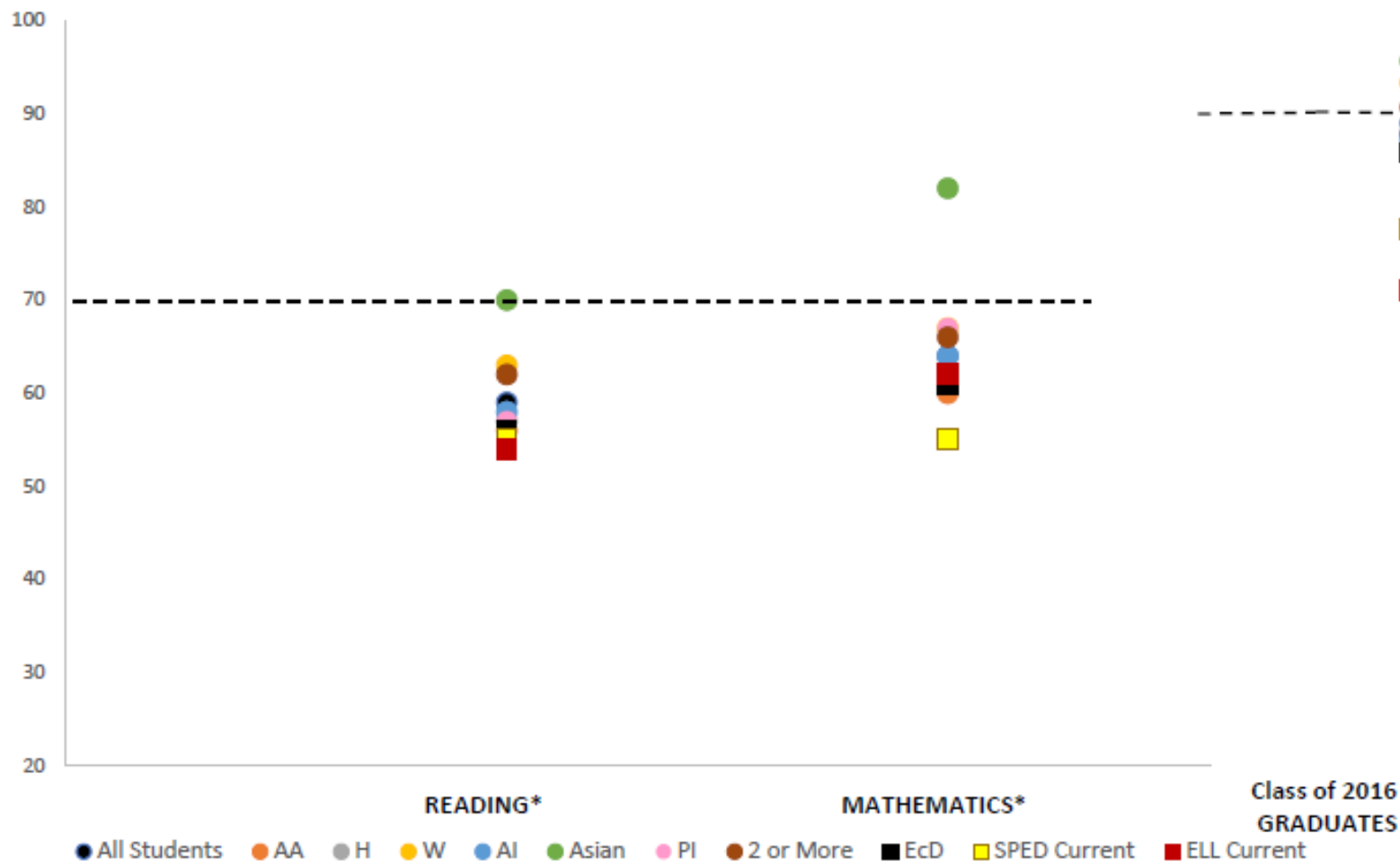
INDICATOR	MEASURE	DESCRIPTION	INTERIM & LONG-TERM GOALS Appendix A
OTHER ACADEMIC INDICATOR FOR ELEMENTARY & MS/JH SCHOOLS	Growth on STAAR assessment in reading and mathematics over a two-year period	Growth would be credited for students who maintain high performance levels as well as those who fail to meet the proficiency standard but exhibit growth from one year to the next. Measure will account for all students as well as student groups by subject.	TEA has established interim targets over 5-year intervals beginning in 2017-2018: 2017-2022 = 70% 2022-2027 = 75% 2026-2032 = 80%

Source: TEA Texas ESSA plan submitted September 25, 2017, page 22.

INDICATOR	MEASURE	DESCRIPTION	INTERIM & LONG-TERM GOALS Appendix A
GRADUATION RATE	Texas is required by state statute to use the National Center for Education Statistics (NCES) dropout definition and to calculate the graduation rates in accordance with ESSA.	The high school graduation rate is the other performance measure for all districts and high school campuses for which the rate is calculated. It will account for all students as well as student groups.	Four-Year Graduation Rate Interim Target: Beginning with the Class of 2017, Texas will set the 4-year graduation target at 90 percent and raise it by two percentage points over five-year intervals. TEA's long term graduation rate goals (by 2032) are: -94% for the four-year graduation rate -96% for the five-year graduation rate -97% for the six-year graduation rate

Source: TEA Texas ESSA plan submitted September 25, 2017, page 22.

RESEARCH QUESTION: How Many Student Groups Met the *Growth* Target?
STAAR Progress on Reading and Mathematics (ES & MS) / Graduation Rates (HS)
2017-2022 GROWTH TARGET = 70 4-YR GRAD TARGET = 90



Source: TEA 2017 PRELIMINARY TAPR, October 2017

*Includes high school progress results for Eng. I to Eng. II and Gr. 8 Math to Alg. 1

Closing the Gaps: Alignment with ESSA



		ELL (Current)
ELP	English Learner Language Proficiency Status	##%
	TELPAS Progress Rate Target	Y
	TELPAS Progress Rate	

Source: TEA – TETN Training of Trainers on The Closing the Gaps Domain as of Oct. 25, 2017

INDICATOR	MEASURE	DESCRIPTION	INTERIM & LONG-TERM GOALS Appendix A
PROGRESS IN ACHIEVING ENGLISH LANGUAGE PROFICIENCY	TELPAS – each grade 3-8 and at least once in HS	Progress is the percent of current English Learners in Grades K-12 who have made progress in developing their English language proficiency since it was last assessed. To be considered as having made progress, a student must have an increase of at least one proficiency level on the TELPAS composite rating from the most recent prior year to the current year.	TEA has established interim targets over 5-year intervals beginning in 2017-2018: 2017-2022 = 42% 2022-2027 = 44% 2026-2032 = 46%

Source: TEA Texas ESSA plan submitted September 25, 2017, page 22.

Closing the Gaps: Alignment with ESSA



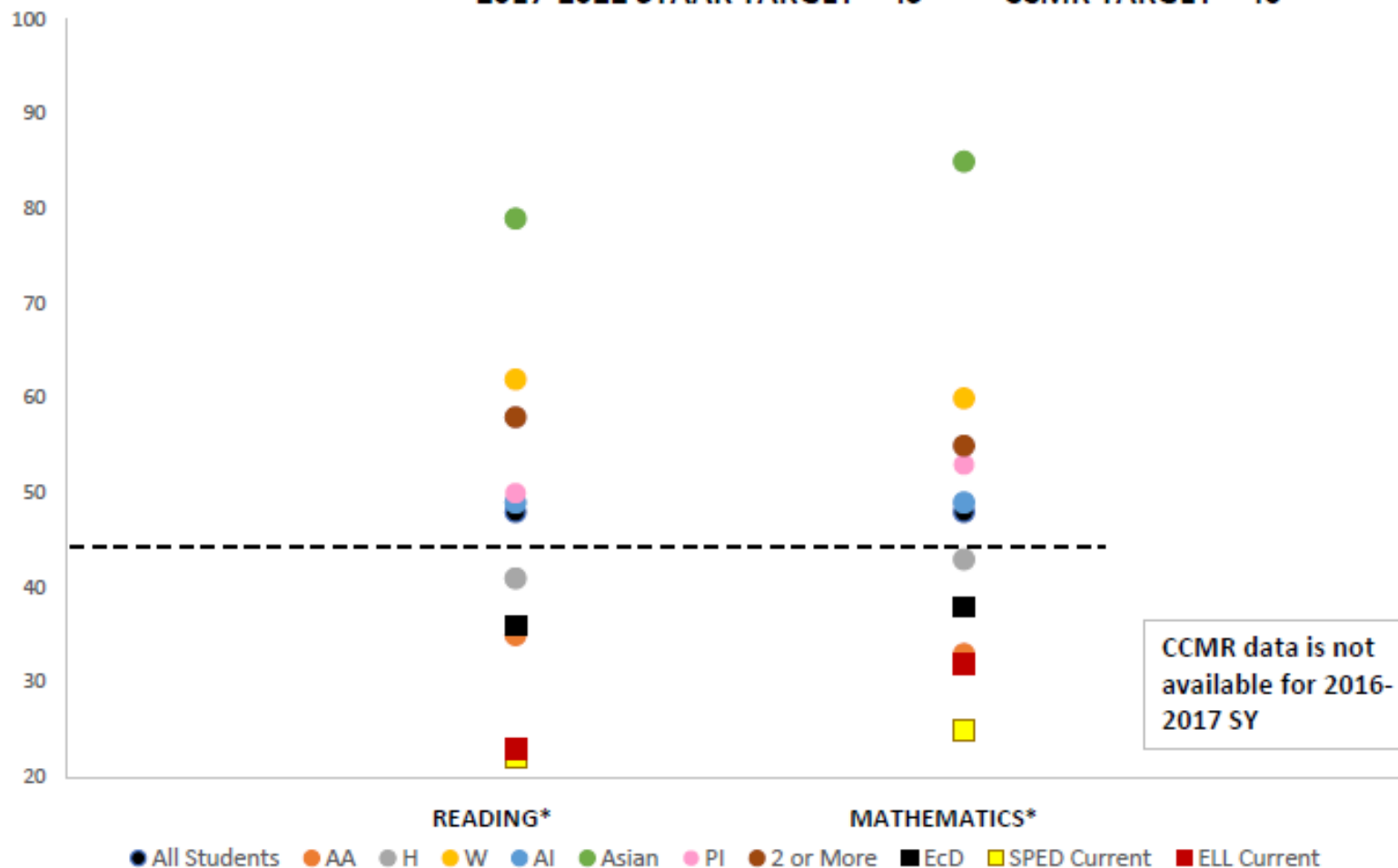
	All Students	African American	Hispanic	White
School Quality or Student Success	College, Career, and Military Readiness Performance Status (High Schools and K-12)			
	Target	##%	##%	##%
	College, Career, and Military Readiness	Y	Y	Y
	STAAR Grade 3–8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)			
	Target	##%	##%	##%
	Reading	Y	Y	Y
	Mathematics	Y	Y	Y

Source: TEA – TETN Training of Trainers on The Closing the Gaps Domain as of Oct. 25, 2017

INDICATOR	MEASURE	DESCRIPTION	LONG-TERM GOAL Appendix A	INTERIM GOALS Appendix A
SCHOOL QUALITY OR STUDENT SUCCESS INDICATOR FOR ELEMENTARY AND MS/JH SCHOOLS	Achievement outcomes on STAAR grades 3-8 in reading and mathematics.	Percentage of students scoring at or above <u>Meets Grade Level</u> (postsecondary readiness) for all students and each student group by subject.	TEA's long-term goal is to have all students and each student group reach the 60% Meets Grade Level (postsecondary readiness) target by 2032	TEA has established interim targets over 5-year intervals beginning in 2017-2018: 2017-2022 = 45% 2022-2027 = 52% 2026-2032 = 60%
SCHOOL QUALITY OR STUDENT SUCCESS INDICATOR FOR HIGH SCHOOLS	Achievement outcomes of annual graduates on college, career, and military readiness indicator.	College, Career, and Military Readiness (CCM-R)	TEA's long-term goal is to have all students and each student group reach the 60% CCM-R target by 2032	TEA has established interim targets over 5-year intervals beginning in 2017-2018: 2017-2022 = 40% 2022-2027 = 50% 2026-2032 = 60%

Source: TEA Texas ESSA plan submitted September 25, 2017, page 23.

RESEARCH QUESTION: How Many Student Groups Met the *School Quality / Student Success* Target?
STAAR % At or Above Meets Grade Level (ES & MS) / CCMRs (HS)
2017-2022 STAAR TARGET = 45 CCMR TARGET = 40



Source: TEA 2017 PRELIMINARY TAPR, October 2017

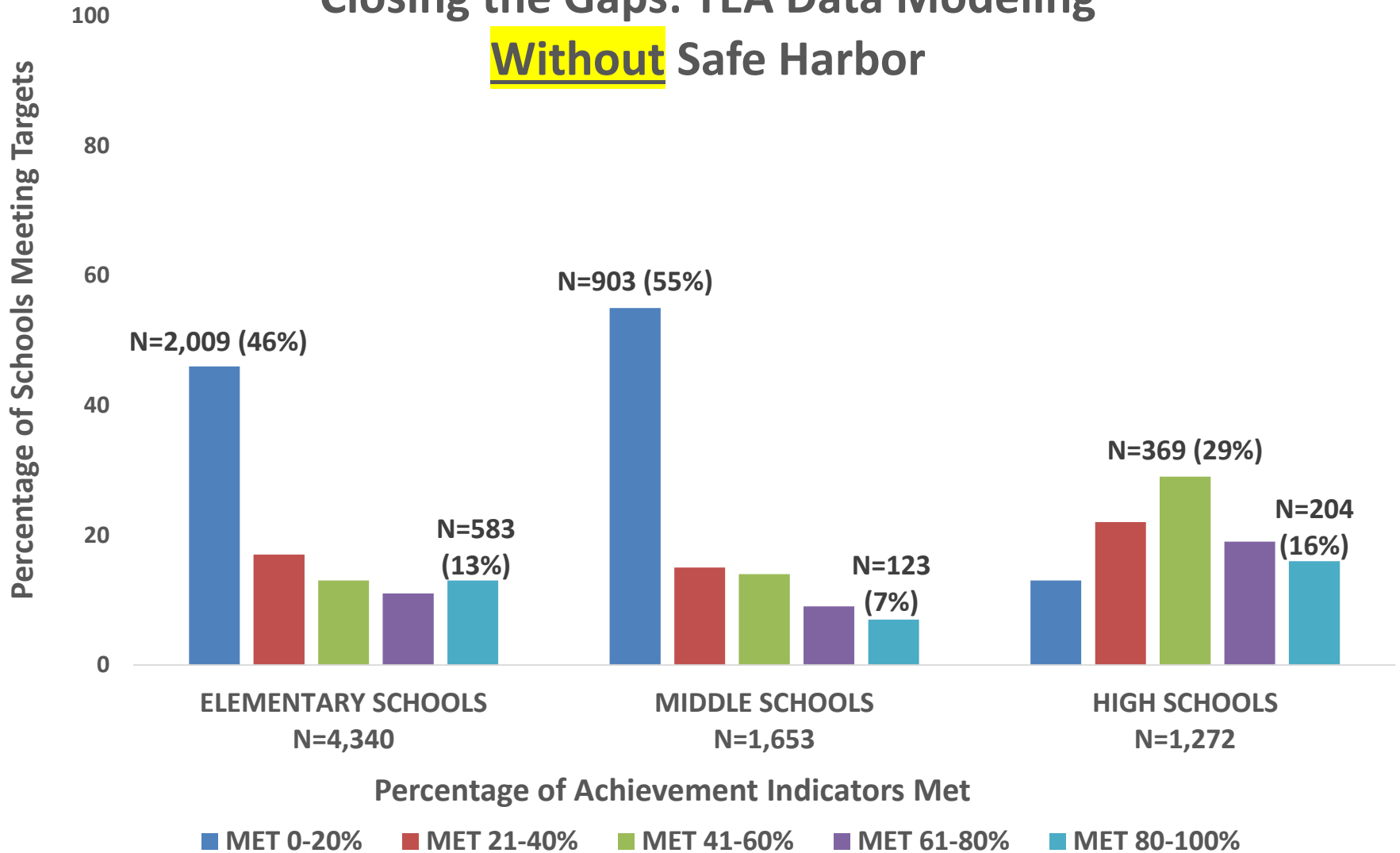
*Includes high school EOC results for for Eng. I, II and Alg. I

A large red speech bubble graphic with a white border, pointing downwards. The text inside is white and centered.

Using 2017 STAAR
Performance...
How Many Campuses
Met All of Their
Achievement Indicator
Targets?

Closing the Gaps: TEA Data Modeling

Without Safe Harbor



Source: TEA – TETN Training of Trainers on The Closing the Gaps Domain as of Oct. 25, 2017

Closing the Gaps: Safe Harbor Provision



Safe Harbor

- To avoid unintended consequences
- Available for all indicators
- For districts and campuses that do not meet the target on an indicator

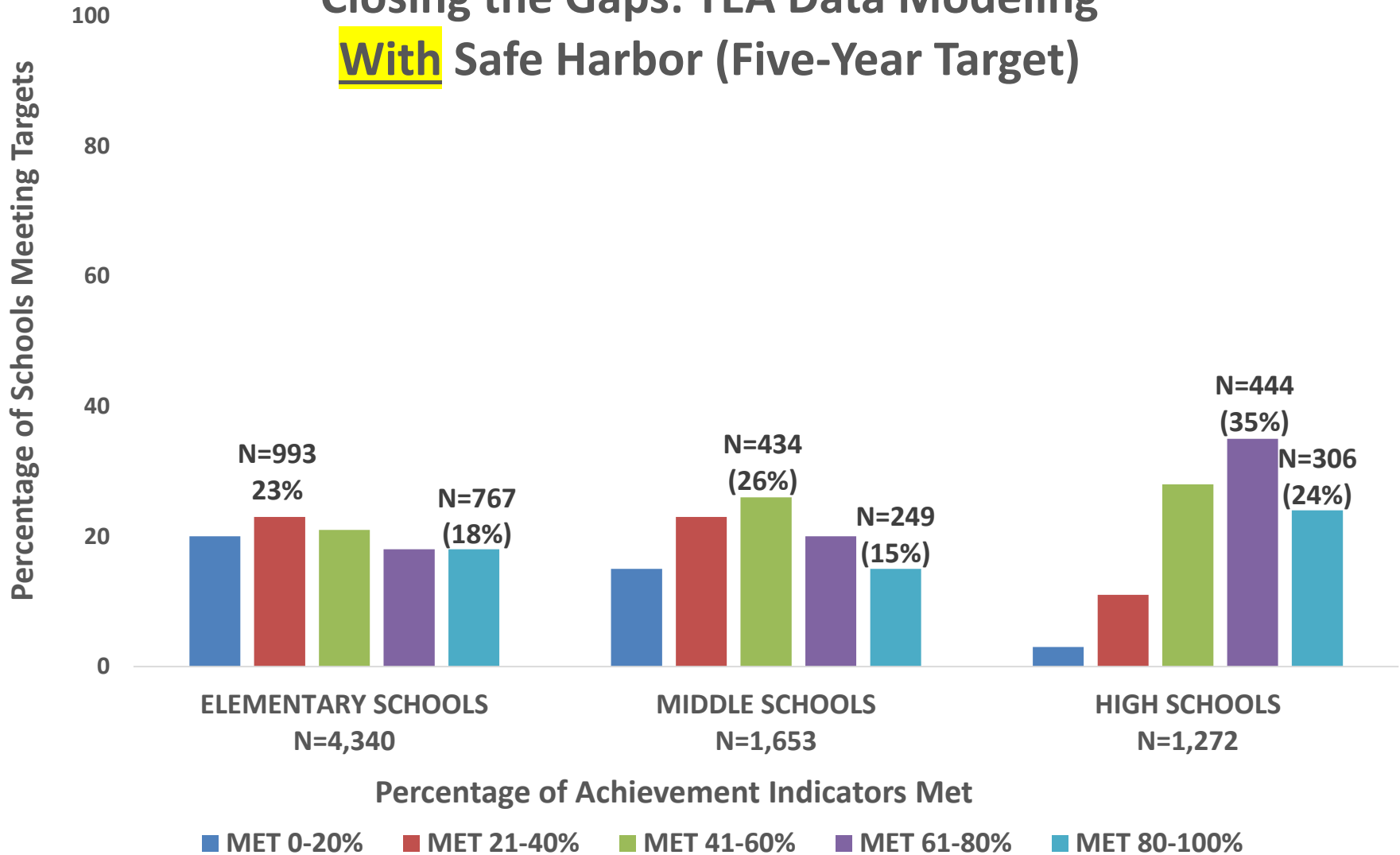
District and campuses that miss a target will have no negative consequences if they make sufficient progress over the previous year.

The progress must be enough that (if continued at that rate) a district or campus would meet an interim or long-term goal in a specified amount of time.

Source: TEA – TETN Training of Trainers on The Closing the Gaps Domain as of Oct. 25, 2017

Closing the Gaps: TEA Data Modeling

With Safe Harbor (Five-Year Target)



Source: TEA – TETN Training of Trainers on The Closing the Gaps Domain as of Oct. 25, 2017



So what?

- *Individual student results will count “for or against” the campus multiple times*
- *Large, diverse campuses could have 100+ achievement indicators*
- *Current TEA model applies same target / goal for all student groups*
- *Current TEA model does not recognize degree of difficulty*

Identification of Schools: Comprehensive Support and Improvement

- Lowest-performing five percent of campuses based on overall A–F grade
- High schools with less than 67 percent graduation rate
- Certain targeted schools that do not improve in a specified time
- Beginning in summer 2018 based on 2017–18 data
- Updated at least every three years thereafter

Identification of Schools: Targeted Support and Improvement

- Three consecutive years of missing a target in the same student group on the same indicator
- Summer 2019 based on 2017, 2018, and 2019 data

Targeted Campus Determination	Multi-Year Performance Status				
	Consecutive Years Missing Performance Target				
	Reading	0	0	0	0
	Mathematics	0	0	0	0
	Multi-Year Growth Status				
	Consecutive Years Missing Growth Target				
	Reading	0	0	0	0
	Mathematics	0	0	0	0
	Multi-Year Graduation Status				
	Consecutive Years Missing Graduation Target	0	0	0	0
	Multi-Year English Learner Language Proficiency Status				
	Multi-Year Student Success Status				
	Consecutive Years Missing Performance Target				
	STAAR Grade 3–8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)				
	Mathematics				
	Reading	0	0	0	0
	College, Career, and Military Readiness				
		0	0	0	0

How will schools be identified for Comprehensive and Targeted Support and Improvement? What is the exit criteria?

CS&I - ESSA requires identification of the lowest 5% of Title I campuses

- Annually identify campuses for CS &I beginning with the August 2018
- TEA will *“utilize a rank ordering method based on the overall composite score of campuses on the three domains to identify at least the lowest five percent scoring campuses that receive Title I funds for comprehensive support and improvement”*
- HS campuses w <67% four-year graduation rate

EXIT: do not rank in the bottom five percent for *two consecutive years*

TS&I

- Student group achievement will be monitored annually through the Closing the Gaps domain.
- Any campus that has one or more significant achievement gap(s) between student groups will be identified for targeted support and improvement.
- TEA defines *“consistently underperforming”* as a school having one or more student groups that do not meet interim benchmark goals for three consecutive years.

EXIT: when campuses no longer meet the criteria



Now what?



“When you focus on one day (a snapshot in time) rather than measure the journey of learning... then a letter grade will not measure all the great things we do in public education.”

Supt. Art Cavazos, Harlingen CISD
Texas Tribune Festival

Twitter, 23 September 2017, [twitter.com/@MoakCasey](https://twitter.com/MoakCasey)



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**The Implementation of House Bill 22, Closing the Gaps
Domain (Training of Trainers TETN, October 25, 2017)**

The Implementation of House Bill 22

COLLABORATING TO BUILD A BETTER ACCOUNTABILITY SYSTEM

—— THE CLOSING THE GAPS DOMAIN ——

Closing the Gaps: Ensuring Educational Equity



**Student
Achievement**



**School
Progress**



**Closing
The Gaps**

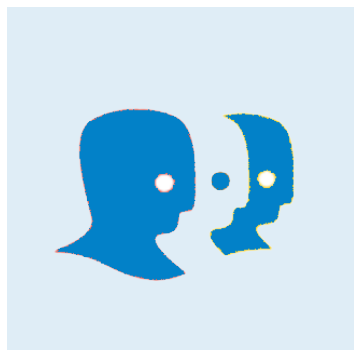
Closing the Gaps: Ensuring Educational Equity



All Students



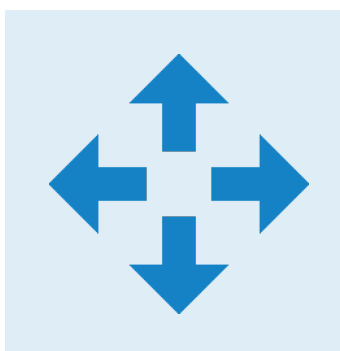
Race/Ethnicity



Special Education



Continuously Enrolled
and Mobile



English
Learners (ELs)



Economically
Disadvantaged



Closing the Gaps: Ensuring Educational Equity



Student Groups

- All Students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Current and Former Special Education
- Current and Monitored English Learners
- Continuously Enrolled/Non-Continuously Enrolled

Indicators

- Academic Achievement in Reading, Mathematics, Writing, Science and Social Studies
- Growth in Reading and Mathematics (Elementary and Middle Schools)
- Graduation Rates
- English Learner Language Proficiency Status
- College, Career, and Military Readiness Performance
- At or Above Meets Grade Level Performance in Reading and Mathematics

Closing the Gaps: Student Groups



Current and Former Special Education

- Defined by HB 22
- Formerly receiving special education services
 - The student was reported in PEIMS the preceding year as enrolled at the campus and participating in a special education program.
 - The student is reported (PEIMS and STAAR answer documents) as enrolled at the campus in the current year and not participating in a special education program.
 - Current modeling shows that this affects approximately 110 districts and six campuses when a the minimum-size criteria of 25 is applied.

Feedback Opportunity

For how many years in the past should we check for participation in special education?

Closing the Gaps: Student Groups



Continuously Enrolled and Non-Continuously Enrolled

- Not defined by HB 22
- Districts
 - Grades 4–12: Enrolled at a **district** in the fall snapshot in the current school year and each of the three previous years
 - Grade 3: Enrolled at a **district** in the fall snapshot in the current school year and each of the previous two years
- Campuses
 - Grades 4–12: Enrolled at a **campus** in the fall snapshot in the current school year and in the same **district** in each of the three previous years
 - Grade 3: Enrolled at a **campus** in the fall snapshot in the current school year and in the same **district** each of the previous two years

Feedback Opportunity

Should we use an alternate definition? If so, what?

Closing the Gaps: Continuously Enrolled in District



2017



10th Grade



2016



9th Grade



2015



8th Grade



2014



7th Grade

 Continuously Enrolled

Closing the Gaps: Continuously Enrolled in District



2017



10th Grade



2016



9th Grade



2015



8th Grade



2014



 Non-Continuously Enrolled

Closing the Gaps: Continuously Enrolled in District

2017



3rd Grade

2016



2nd Grade

2015



1st Grade



 Continuously Enrolled

Closing the Gaps: Continuously Enrolled in District

2017



3rd Grade

2016



2015



1st Grade

 Non-Continuously Enrolled

Closing the Gaps: Continuously Enrolled at a Campus



2017



10th Grade



2016



9th Grade



2015



8th Grade



2014



7th Grade

Continuously Enrolled

Closing the Gaps: Continuously Enrolled at a Campus



2017



10th Grade



2016



9th Grade



2015



8th Grade



2014



An orange square box icon. **Non-Continuously Enrolled**

Closing the Gaps: Continuously Enrolled at a Campus



2017



3rd Grade



2016



2nd Grade



2015



1st Grade

Continuously Enrolled

Closing the Gaps: Continuously Enrolled at a Campus



2017



3rd Grade



1st Grade

 Non-Continuously Enrolled

Closing the Gaps: Student Groups



Current and Monitored ELs

- Allowed by ESSA
- Current ELs
- ELs through their fourth year of monitoring.

Feedback Opportunities

- Should we monitor for four years? Only two?
- Should we report current and monitored ELs separately?

Academic Achievement

- STAAR performance (percentage at or above Approaches Grade Level)
- Targets by subject area
 - English Language Arts/Reading
 - Mathematics
 - Writing
 - Science
 - Social Studies
- Targets stable for five years
- Safe Harbor/Required Improvement applied

Closing the Gaps: Indicators



Growth

- Elementary and Middle Schools
 - English Language Arts/Reading (School Progress domain)
 - Mathematics (School Progress domain)

Graduation Rates

- High Schools, K–12, Districts
Federal graduation rates (without exclusions)

Targets

- Stable for five years
- Safe Harbor/Required Improvement applied

Closing the Gaps: Indicators



English Language Proficiency Status

- TELPAS Progress Rate
- Current ELs

Feedback Opportunity

Should we wait on TELPAS given changes in test this year? This would involve different standards within a 5 year window.

Closing the Gaps: Progress of ELs



- EL Progress reflects an English Learner's progress towards achieving English language proficiency.
- Data source is TELPAS results.
- Accountability subset rule is applied.
- A student is considered having made the EL Progress if
 - he/she advances by at least one score of the composite rating from the prior year to the current year, or
 - his/her result is "Advanced High."
- If the prior year composite rating is not available, second or third year prior are used.
- The minimum size is 25.
- Small number analysis is applied if there are fewer than 25 current EL students.

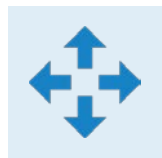
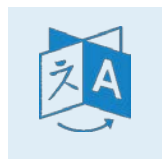
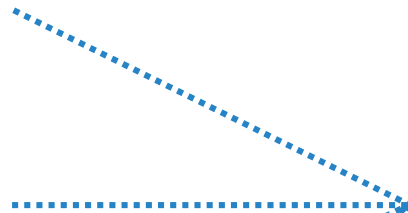
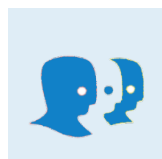
School Quality or Student Success

- High Schools, K–12, and Districts
College, Career, and Military Readiness (Student Achievement domain)
- Targets stable for five years
- Safe Harbor/Required Improvement applied

- Elementary and Middle Schools STAAR Grade 3–8 Performance
 - Reading (percentage at or above Meets Grade Level)
 - Mathematics (percentage at or above Meets Grade Level)
- Targets stable for five years
- Safe Harbor/Required Improvement applied

Closing the Gaps: Ensuring Educational Equity

Student Group	Achievement Target	% of Student Groups that meet target
---------------	--------------------	--------------------------------------

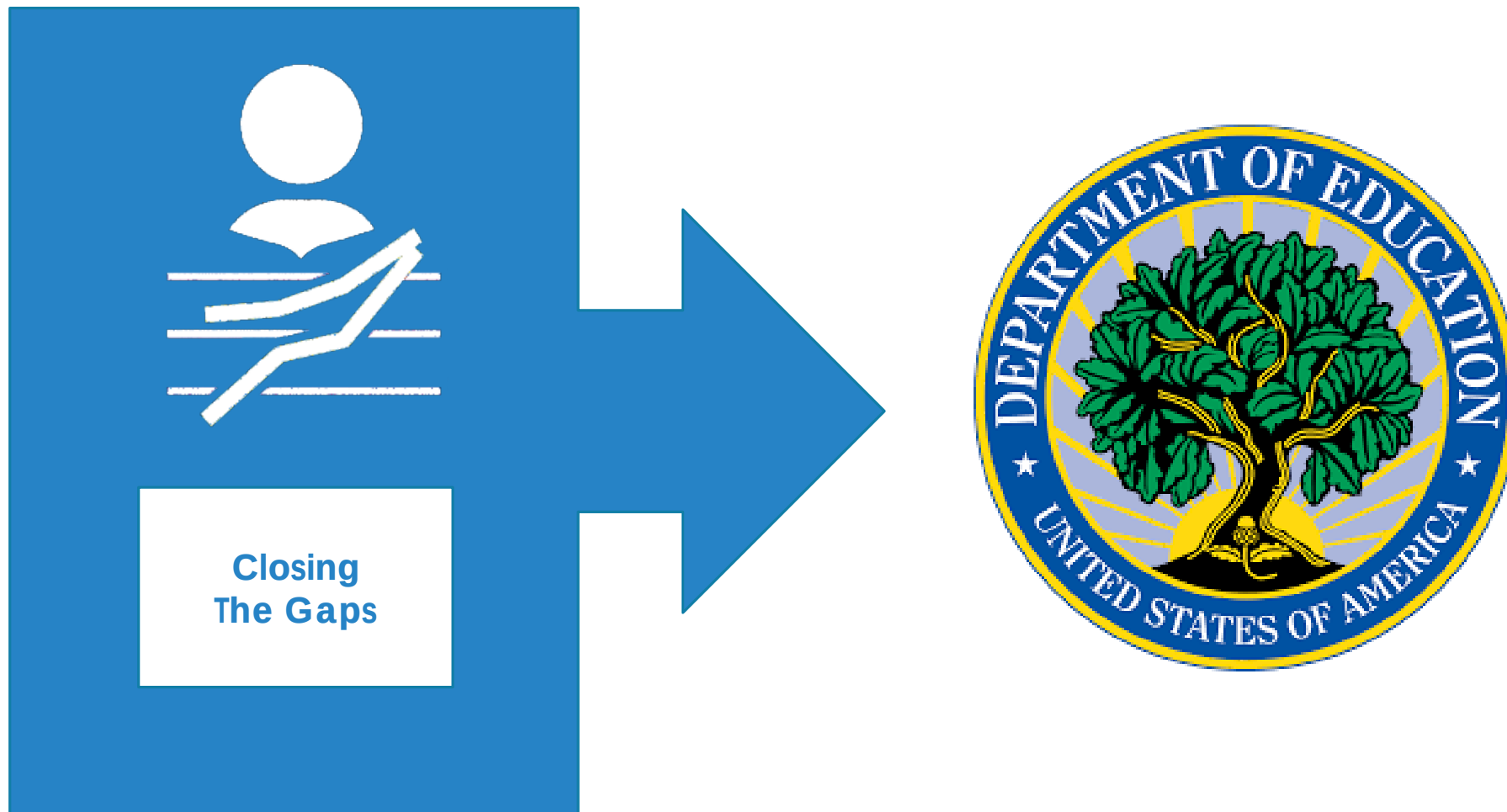


Overall Grade

Feedback Opportunity

Percentage of student groups doesn't count degree of challenge in any group. Should we attempt a more complicated formula? And should we weight a given cell type more than others?

Closing the Gaps: Aligning Accountability Systems



Closing the Gaps: Sample Status Report



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
Academic Achievement	STAAR Performance Status (Percent at or above Approaches Grade Level)							
	Target	##%	##%	##%	##%	##%	##%	##%
	Reading	Y	Y	Y	Y	Y	Y	Y
	Mathematics	Y	Y	Y	Y	Y	Y	Y
	Writing	Y	Y	Y	Y	Y	Y	Y
	Science	Y	Y	Y	Y	Y	Y	Y
	Social Studies	Y	Y	Y	Y	Y	Y	Y
Total								
Growth (EL & MS)/Graduation Rates (HS & K12)	STAAR Growth Status (Elementary and Middle Schools)							
	Target	##%	##%	##%	##%	##%	##%	##%
	Reading	Y	Y	Y	Y	Y	Y	Y
	Mathematics	Y	Y	Y	Y	Y	Y	Y
	Federal Graduation Status (Target: See Reason Codes) (High Schools and K-12)							
	Graduation Target Met	Y	Y	Y	Y	Y	Y	Y
	Reason Code ***	a	a	a	a	a	a	a
Total								
ELP	English Learner Language Proficiency Status							
	TELPAS Progress Rate Target							
	TELPAS Progress Rate							
Total								
School Quality or Student Success	College, Career, and Military Readiness Performance Status (High Schools and K-12)							
	Target	##%	##%	##%	##%	##%	##%	##%
	College, Career, and Military Readiness	Y	Y	Y	Y	Y	Y	Y
	STAAR Grade 3-8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)							
	Target	##%	##%	##%	##%	##%	##%	##%
	Reading	Y	Y	Y	Y	Y	Y	Y
	Mathematics	Y	Y	Y	Y	Y	Y	Y
Total								

Closing the Gaps: Sample Status Report



		All Students	African American	Hispanic	White
Academic Achievement	STAAR Performance Status (Percentage at or above Approaches Grade Level)				
	Target	80.0%	80.0%	80.0%	80.0%
	Reading	Y	Y	Y	Y
	Mathematics	Y	Y	Y	Y
	Writing	Y	Y	Y	Y
	Science	Y	Y	Y	Y
	Social Studies	Y	Y	Y	Y

Closing the Gaps: Sample Status Report



		All Students	African American	Hispanic	White
Growth (EL & MS)/ Graduation Rates (HS & K12)	STAAR Growth Status (Elementary and Middle Schools)				
	Target	70.0%	70.0%	70.0%	70.0%
	Reading	Y	Y	Y	Y
	Mathematics	Y	Y	Y	Y
	Federal Graduation Status (Target: See Reason Codes) (High Schools and K-12)				
	Graduation Target Met	Y	Y	Y	Y
	Reason Code	a	a	a	a

+ Graduation uses ELL (Ever HS) rate

***Federal Graduation Rate Reason Codes:

a = Graduation rate goal of 90%

B = Four-year graduation rates target of ##%

c = Safe harbor target of a 10% difference from the prior year rate and the goal

d = Five-year graduation rate target of ##%

Closing the Gaps: Sample Status Report



		ELL (Current)
ELP	English Learner Language Progress	42.0%
	TELPAS Progress Rate Target	Y
	TELPAS Progress Rate	

Closing the Gaps: Sample Status Report



School Quality or Student Success		All Students	African American	Hispanic	White
	College, Career, and Military Readiness Performance Status (High Schools and K-12)				
	Target	40.0%	40.0%	40.0%	40.0%
	College, Career, and Military Readiness	Y	Y	Y	Y
	STAAR Grade 3–8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)				
	Target	45.0%	45.0%	45.0%	45.0%
	Reading	Y	Y	Y	Y
	Mathematics	Y	Y	Y	Y

Closing the Gaps: Sample Status Report



Overall Total									
Targeted Campus Determination	OTHER INDICATORS								
	Participation Status								
	Target	95%	95%	95%	95%	95%	95%	95%	95%
	Reading	Y	Y	Y	Y	Y	Y	Y	Y
	Mathematics	Y	Y	Y	Y	Y	Y	Y	Y
	Total								
	Multi-Year Performance Status								
	Consecutive Years Missing Performance Target								
	Reading	0	0	0	0	0	0	0	0
	Mathematics	0	0	0	0	0	0	0	0
	Multi-Year Growth Status								
	Consecutive Years Missing Growth Target								
	Reading	0	0	0	0	0	0	0	0
	Mathematics	0	0	0	0	0	0	0	0
	Multi-Year Graduation Status								
	Consecutive Years Missing Graduation Target	0	0	0	0	0	0	0	0
	Multi-Year English Learner Language Proficiency Status								
	Consecutive Years Missing Target								
	Multi-Year Student Success Status								
	Consecutive Years Missing Performance Target								
	STAAR Grade 3- 8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)								
	Reading	0	0	0	0	0	0	0	0
	Mathematics	0	0	0	0	0	0	0	0
	College, Career, and Military Readiness	0	0	0	0	0	0	0	0

Feedback Opportunity

Should we determine targeted schools based on overall student group performance, overall performance by indicator, or by each student group and each indicator?

Closing the Gaps: Sample Status Report



Identification of Schools: Targeted Support and Improvement

- Three consecutive years of missing a target in the same student group on the same indicator
- Summer 2019 based on 2017, 2018, and 2019 data

		All Students	African American	Hispanic	White
Targeted Campus Determination	Multi-Year Performance Status				
	Consecutive Years Missing Performance Target				
	Reading	0	0	0	0
	Mathematics	0	0	0	0
	Multi-Year Growth Status				
	Consecutive Years Missing Growth Target				
	Reading	0	0	0	0
	Mathematics	0	0	0	0
	Multi-Year Graduation Status				
	Consecutive Years Missing Graduation Target	0	0	0	0
	Multi-Year English Learner Language Proficiency Status				
	Multi-Year Student Success Status				
	Consecutive Years Missing Performance Target				
	STAAR Grade 3-8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)				
	Mathematics				
	Reading	0	0	0	0
	College, Career, and Military Readiness	0	0	0	0

Identification of Schools: Comprehensive Support and Improvement

- Lowest-performing five percent of campuses based on overall A–F grade
- High schools with less than 67 percent graduation rate
- Certain targeted schools that do not improve in a specified time
- Beginning in summer 2018 based on 2017–18 data
- Updated at least every three years thereafter

Feedback Opportunity

Should we identify these schools every year or every three years?

Closing the Gaps: Safe Harbor Provision



Safe Harbor

- To avoid unintended consequences and recognize improvement over time
- Available for all indicators
- For districts and campuses that do not meet the target on an indicator

District and campuses that miss a target will have no negative consequences if they make sufficient progress over the previous year.

The progress must be enough that (if continued at that rate) a district or campus would meet an interim or long-term goal in a specified amount of time.

Closing the Gaps: Safe Harbor Calculation



Variables

- Last year's result
- This year's result
- Goal (interim or long term)
- Years to meet goal

Example One Scenario

Performance on mathematics STAAR by students in special education

- Last year's score (45)
- This year's score (53)
- Goal (interim) (80)
- Years to meet goal (5)

Example One Calculation

- Last year's result missed the target by 35 points ($80 - 45 = 35$)
- Because the years to meet goal is 5, this campus must improve its score for this indicator by 7 points each year ($35 \div 5 = 7$).
- This year's score is 8 points better than last year's ($53 - 45 = 8$)
- Safe harbor is invoked.
- There are no negative consequences of missing that target for this indicator.

Closing the Gaps: Safe Harbor Calculation



Example Two Scenario

Performance on mathematics STAAR by students in special education

- Last year's score (60)
- This year's score (61)
- Goal (long term) (90)
- Years to meet goal (15)

Example Two Calculation

- Last year's result missed the target by 30 points ($90 - 60 = 30$)

Example Two Calculation (cont.)

- Because the years to meet goal is 15, this campus must improve its score for this indicator by 2 points each year ($30 \div 15 = 2$).
- This year's score is 1 points better than last year's ($61 - 60 = 1$)
- Safe harbor is not invoked.
- There are negative consequences of missing that target for this indicator.

Feedback Opportunity

Should we apply the same standard for expectation to all student groups, given safe harbor rules?

Closing the Gaps: Data Modeling



Percentage of Elementary Schools Meeting Achievement Target

Without Safe Harbor

Group	Frequency	Percent
00–20%	2009	46.29
21–40%	720	16.59
41–60%	549	12.65
61–80%	479	11.04
81–100%	583	13.43

With Safe Harbor (Five-Year Target)

Group	Frequency	Percent
00–20%	887	20.44
21–40%	993	22.88
41–60%	909	20.94
61–80%	784	18.06
81–100%	767	17.67

With Safe Harbor (Fifteen-Year Target)

Group	Frequency	Percent
00–20%	691	15.92
21–40%	970	22.35
41–60%	995	22.93
61–80%	878	20.23
81–100%	806	18.57

Closing the Gaps: Data Modeling



Percentage of Middle Schools Meeting Achievement Target

Without Safe Harbor

Group	Frequency	Percent
00–20%	903	54.63
21–40%	248	15.00
41–60%	225	13.61
61–80%	154	9.32
81–100%	123	7.44

With Safe Harbor (Five-Year Target)

Group	Frequency	Percent
00–20%	249	15.06
21–40%	387	23.41
41–60%	434	26.26
61–80%	334	20.21
81–100%	249	15.06

With Safe Harbor (Fifteen-Year Target)

Group	Frequency	Percent
00–20%	130	7.86
21–40%	290	17.54
41–60%	505	30.55
61–80%	417	25.23
81–100%	311	18.81

Closing the Gaps: Data Modeling



Percentage of High Schools Meeting Achievement Target

Without Safe Harbor

Group	Frequency	Percent
00–20%	169	13.29
21–40%	288	22.64
41–60%	369	29.01
61–80%	242	19.03
81–100%	204	16.04

With Safe Harbor (Five-Year Target)

Group	Frequency	Percent
00–20%	34	2.67
21–40%	137	10.77
41–60%	351	27.59
61–80%	444	34.91
81–100%	306	24.06

With Safe Harbor (Fifteen-Year Target)

Group	Frequency	Percent
00–20%	24	1.89
21–40%	102	8.02
41–60%	315	24.76
61–80%	486	38.21
81–100%	345	27.12

Closing the Gaps Domain: Common Questions



Q: Must every student group meet each of the indicators?

A: Campuses and districts will be evaluated for each student group and associated indicator that has data and meets minimum-size criteria.

Q: Must a district or campus meet every one of the indicators for which it has data in order to make an A?

A: Not necessarily. Our current plan is to determine grade cut points based on the percentage of indicators met.

Q: If, for three consecutive years, a school meets an indicator only because of safe harbor, would that school be targeted?

A: No.

Q: If looking at students who formerly receive special education services as a student group affects so few districts and campuses, why is it being included in accountability

A: Looking at that specific student group is required by House Bill 22.

Q: Why does the accountability system now include former ELs in their third and fourth year of monitoring?

A: The Every Student Succeeds Act (ESSA) allows it.

Q: Will the target for the academic achievement portion be the same as the target for the Student Achievement domain?

A: No. The two scores are calculated differently.



Feedback

- Survey link to come by email
- feedbackAF@tea.texas.gov

Resources

- <http://tea.texas.gov/A-F>
- <http://tea.texas.gov/accountability>
- performance.reporting@tea.texas.gov
- (512) 463-9704

Accountability Technical Advisory Committee (ATAC)

WBT Room 1-104

Agenda Monday, September 18, 2017 10:00 a.m. to 5:00 p.m.

I. Welcome	10:00–10:15
• New ATAC Member Introductions	
II. What's New in Performance Reporting	10:15–10:30
• New Leadership • New Organizational Structure	
III. Goals for September ATAC Meeting	10:30–10:45
IV. 2017 Accountability Ratings Results	10:45–11:30
• Overview of Accountability Results • Appeals	
V. 2018 Accountability: School Progress Domain, Part A	11:30–12:30
• Subcommittee Report • Construction	
Lunch	12:30–1:00
VI. 2018 Accountability: School Progress Domain, Part A (continued)	1:00–2:00
• Construction • Rating Calculation	
VII. 2018 Accountability: School Progress Domain, Part B	2:00–4:00
• Subcommittee Report • Construction • Rating Calculation	
VIII. ESSA: Requirements and the Texas State Plan	4:00–5:00
• ESSA Overview • Sample Closing the Gaps Domain Report • Comprehensive and Targeted Schools Identification	

Accountability Technical Advisory Committee (ATAC)

WBT Room 1-104

Agenda Tuesday, September 19, 2017 9:00 a.m. to 4:00 p.m.

- IX. 2018 Accountability: Local Accountability Plans**9:00–10:30
- Commissioner Morath
 - Subcommittee Report
 - Group Discussion
- X. 2018 Accountability: Closing the Gaps Domain**10:30–12:00
- Subcommittee Report
 - Construction
 - Rating Calculation
- Lunch**12:00–1:00
- XI. 2018 Accountability: Student Achievement Domain**1:00–2:00
- Subcommittee Report
 - Construction
 - Rating Calculation
- XII. 2018 Accountability: Distinction Designations**2:00–3:00
- Subcommittee Report
 - Group Discussion
- XIII. 2018 Accountability: Calculating Overall Rating**3:00–4:00
- Group Discussion

Membership 2017–18 Accountability Technical Advisory Committee (ATAC) by ESC Region

As of September 2017

Belinda Gorena, *Region I Education Service Center*, Administrator for School Improvement, Accountability, and Compliance, ESC Region I

Francisco Rivera, *La Joya Independent School District*, Executive Director for Curriculum and Evaluation, ESC Region I

Emily Lorenz, *Calallen Independent School District*, Director of Curriculum and Instructional Support, ESC Region II

Susanne Carroll, *Victoria Independent School District*, Executive Director of Curriculum, Instruction, & Accountability, ESC Region III

Keith Haffey, *Spring Branch Independent School District*, Executive Director, Accountability & Research, ESC Region IV

Brian Moore, *Lamar Consolidated Independent School District*, Director of Research, Assessment, & Accountability, ESC Region IV

Sherrie Thornhill, *Silsbee Independent School District*, Curriculum Director, ESC Region V

Laura Redden, *Region VI Education Service Center*, School Improvement Lead, ESC Region VI

Donna Porter, *Carthage Independent School District*, Assistant Superintendent, ESC Region VII

Beth Anne Dunavant, *Pittsburg Independent School District*, Assistant Superintendent, ESC Region VIII

Micki Wesley, *Region IX Education Service Center*, Director of Accountability and Compliance, ESC Region IX

Elvia Noriega, *Richardson Independent School District*, Executive Director, Accountability & Continuous Improvement, ESC Region X

Dash Weerasinghe, *Plano Independent School District*, Director of Assessment and Accountability, ESC Region X

Sara Arispe, *Fort Worth Independent School District*, Executive Director, Accountability & Data Quality, ESC Region XI

Kevin Barlow, *Arlington Independent School District*, Executive Director, Research and Accountability, ESC Region XI

Sarah Martinez, *Leander Independent School District*, Senior Director for Decision Support, ESC Region XIII

Annette Villero, *Del Valle Independent School District*, Assistant Superintendent of Curriculum and Instruction, ESC Region XIII

Julie Conde, *Responsive Education Solutions*, Executive Director of Accountability, BE/ESL Education, Region XIV

Abigayle Barton, *Abilene Independent School District*, Associate Superintendent for Curriculum and Instruction, ESC Region XIV

Michael Bohensky, *San Saba Independent School District*, Assistant Superintendent, ESC Region XV

Kelly Legg, *Dumas Independent School District*, Assistant Superintendent for Instruction, ESC Region XVI

Ty Duncan, *Region XVII Education Service Center*, Senior Specialist, Accountability & Compliance Services, ESC Region XVII

Carolyn Gonzalez, *Ector County Independent School District*, Assistant Superintendent of Curriculum and Instruction, ESC Region XVIII

Angie Haro, *Region XIX Education Service Center*, Director of Strategic Planning and Educational Technologies, ESC Region XIX

Cheri Hendrick, *Region XX Education Service Center*, Accountability and Assessment Specialist, ESC Region XX

Theresa Urrabazo, *San Antonio Independent School District*, Executive Director, Accountability, Research, Evaluation and Testing,
ESC Region XX

Total = 26 Members

Membership **2017–18 Accountability Technical Advisory Committee (ATAC)** **by Last Name**

As of September 2017

Sara Arispe, *Fort Worth Independent School District*, Executive Director, Accountability & Data Quality, ESC Region XI

Kevin Barlow, *Arlington Independent School District*, Executive Director, Research and Accountability, ESC Region XI

Abigayle Barton, *Abilene Independent School District*, Associate Superintendent for Curriculum and Instruction, ESC Region XIV

Michael Bohensky, *San Saba Independent School District*, Assistant Superintendent, ESC Region XV, ESC Region XI

Susanne Carroll, *Victoria Independent School District*, Executive Director of Curriculum, Instruction, & Accountability, ESC Region III

Julie Conde, *Responsive Education Solutions*, Executive Director of Accountability, BE/ESL Education, ESC Region XIV

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Micki Wesley, *Region IX Education Service Center*, Director of Accountability and Compliance, ESC Region IX

Total = 26 Members

GOALS

The Texas Education Agency will improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas becomes an independent thinker and graduates prepared for success in college, a career, or the military as an engaged, productive citizen.

Texas establishes standards of academic performance to achieve these goals:

- Continuously improve student performance
- Eliminate achievement gaps among students from different racial and ethnic groups and socioeconomic backgrounds
- Ensure this state is a national leader in preparing students for postsecondary success
- Improve student preparedness for success in subsequent grade levels and in entering the workforce, military, or postsecondary education
- Inform parents and the community regarding campus and district performance

GUIDING PRINCIPLES

Student Performance

- The system is first and foremost designed to improve student outcomes.
- The system focuses on preparing students for postsecondary success.

System Safeguards

The system uses safeguards to minimize unintended consequences.

Recognition of Diversity

The system is fair and addresses the diversity of student populations and educational settings.

Public Participation and Accessibility

- The system's development and implementation are informed by advice from Texas educators and the public.
- The system is understandable and provides performance results that are relevant, meaningful, and easily accessible.

Coordination

The system is part of an overall coordinated strategy for state and federal ratings, reporting, monitoring, and interventions.

Statutory Compliance

The system is designed to comply with statutory requirements.

Local Responsibility

Districts are responsible for submitting accurate data upon which ratings are based.

Distinction Designations

Distinction designations are based on higher levels of student performance rather than more students performing at the satisfactory level.

Commissioner's Charges for the Accountability Policy Advisory Committee (APAC) and the Accountability Technical Advisory Committee (ATAC)

Purpose

The committees will consider complex, technical issues to develop recommendations to ensure that the academic accountability system drives improved outcomes for all Texas public school students.

Scope of Work

The committees will be responsible for recommendations for developing the new accountability system established by House Bill 22, assigning A–F ratings, awarding district and campus distinction designations, and transitioning from four performance indexes to three domains. The committees will also develop recommendations to help align the state and federal accountability systems.

Charges for the committees do not include the following:

- The Performance-Based Monitoring Analysis System (PBMAS) or School Improvement, although decisions made for the state accountability system will inform the development of these systems
- The design or content of statutorily-required performance reports
- The state assessment program, graduation policies, or curriculum policies
- Specific details of certain components needed for implementation of the system (e.g., campus pairing; appeals process; small numbers analysis)

Ground Rules

- State accountability recommendations must be in compliance with agency interpretation of statute.
- Assume the state assessment program and state accountability system for 2018 will be implemented under statute that is currently in effect.
- To the extent possible, recommendations should cover the current rating year as well as the subsequent two years.

ATAC Member Duties

Members of the ATAC are Texas public school educators who will work with TEA staff and national experts to develop recommendations or options related to the state academic accountability system. ATAC members may participate in one or more small work groups formed around specific topics. Members will also solicit comment on committee issues from peers within their geographic region.

APAC Member Duties

The APAC will consist of educators representing campuses, school districts, and education service centers; legislative representatives; business and community leaders; representatives of higher education; and parents of children attending Texas public schools. In addition to providing guidance during the development process, the APAC will review final proposals from the ATAC and provide its responses to these proposals to the commissioner of education. The commissioner will make final accountability decisions in spring 2018.

State Accountability Development: 2018

Texas Education Agency Staff

Mike Morath

Commissioner of Education

Academics

Penny Schwinn
Deborah Sauberer
Justin Porter
Linda Roska
Monica Martinez
Rachel Harrington
Jamie Crowe
Lisa Diserens
Christopher Lucas

Deputy Commissioner
Executive Director
Executive Director
Executive Director
Associate Commissioner
Director
Executive Director
Director
Director

Academics
Student Assessment
Special Populations
Research and Analysis
Standards and Support
Performance Reporting – PBM
Performance Reporting
Performance Reporting
Performance Reporting

Goals for September ATAC Meeting

- Feedback
 - What parts of the system do you like?
 - What are your addressable concerns?
- Cohesive, unified recommendations for the commissioner

Domain	Grade Level	Indicator	Current ACCT?	Availability	First Use
Student Achievement	EL, MS, HS, K-12, and districts	STAAR – Approaches Grade Level	Yes	Immediately via CAF	2017-18
		STAAR – Meets Grade Level	No	Immediately via CAF	2017-18
		STAAR – Masters Grade Level	No	Immediately via CAF	2017-18
	HS, K-12, and districts	Meet TSI Criteria (TSIA, SAT, ACT) in reading and mathematics	Yes	Immediately via TSDS	2017-18
		Complete dual-credit courses	Yes	Immediately via TSDS	2017-18
		Meet criteria on AP/IB examinations	No	Immediately via College Board	2017-18
		Enlist in armed forces	No	Fall 2017 via TSDS	2017-18
		Earn industry certification	No	Fall 2017 via TSDS	2017-18
		Complete college preparation courses (TEC §28.014)	No	Immediately via TSDS	2017-18
		Admitted to postsecondary industry certification program	No	TBD	TBD
School Progress	EL, MS, HS, K-12, and districts	Complete an OnRamps dual-enrollment course	No	Planned for Fall 2018 via TSDS	2018-19
		Earn an associate's degree while in high school	No	Fall 2017 via TSDS	2017-18
Closing the Gaps	EL, MS, HS, K-12, and districts	Meet standards on composite of indicators to indicate college preparation	No	TBD	TBD
		Longitudinal graduation rates	Yes	Immediately via TSDS	2017-18
		Percent of students who met the standard for improvement (new model)	No	Immediately via CAF	2017-18
		Overall student performance compared to similar districts and campuses	No	TBD	2017-18
Closing the Gaps	EL, MS, HS, K-12, and districts	Student achievement differentials among students, including differentials among students from different racial and ethnic groups and socioeconomic backgrounds and other factors including: students formerly receiving special education services, continuously enrolled students, and students who are mobile.	No	TBD	2017-18

Overall and each domain rated A (exemplary), B (recognized), C (acceptable), D (needs improvement), or F (unacceptable)

- District may not receive an overall or domain rating of an A if any campus in the district includes an overall or domain grade of a D or F.
- Overall based on the better of Student Achievement and School Progress, unless there is an F in Student Achievement or School Progress in which case the rating for the best of cannot be higher than a B.
- No less than 30 percent of the performance rating can be applied to Closing the Gaps.

2017–18 Ratings

- A–F for districts, *Improvement Required* or *Met Standard* for campuses.
- “What If?” report for campuses by January 1, 2019.
- Methods for grade calculations must provide the “mathematical possibility” for all districts and campuses to get an A.

Local Accountability System (campuses only)

- District assigning an overall rating to a campus must incorporate the following:
 - Domain performance ratings issued by state,
 - Performance ratings based on locally developed domains or measures.
- Weights are okay as long as state-assigned grades account for at least 50 percent of overall grade.
- Locally developed domains or measures must
 - contain differentiated performance levels,
 - provide for A–F letter grade assignment, and
 - meet standards for validity and reliability.
- Calculations must be auditable by third party.
- District or school must produce a campus score card.
- Methodology must be made available to public.
- Must submit a plan to be approved by commissioner. Only approved if
 - plan meets minimum requirements following review,
 - an audit verifies the calculations, and
 - a review panel approves plan.

A–F Accountability System Development for 2017–18 and Beyond Accountability Technical Advisory Committee (ATAC)

HB 22 Options for Domain Models

This document provides both a review of and topics for discussion regarding implementation of statutory requirements in House Bill 22 (HB 22), 85th Texas Legislature, for the 2017–18 school year and beyond.

Review of HB 22 Domain Requirements

See the *HB 22 Overview* document for a general overview of HB 22 domain requirements and indicators.

STUDENT ACHIEVEMENT DOMAIN (STAAR PORTION)

HB 22 requires the Student Achievement domain to include STAAR assessment results at both the Approaches Grade Level and Meets Grade Level standards. The model outlined below includes the Masters Grade Level standard along with the statutorily required standards. For purposes of modeling, data for the Student Achievement domain is based on 2017 STAAR assessment results from the accountability ratings released in August 2017. The data are constructed at the test level using the universe of campuses and districts for 2017 accountability.

The Student Achievement calculation uses a methodology in which scores are calculated based on students' level of performance at Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level. Assessments are included in the model based on the following assumptions:

Non-ELL or Tests with No ELL PM Such as Parental Denials and ELL PM Plan Exceeders

Standard	STAAR (with or without accommodations) Tests	STAAR Alternate 2 Tests
Approaches Grade Level or above	Approaches Grade Level standard or above (including substitute assessments)	Level II Satisfactory or above
Meets Grade Level or above	Meets Grade Level or above (including substitute assessments)	Level II Satisfactory or above
Masters Grade Level	Masters Grade Level standard	Level III Accomplished

ELL (excludes all year one and asylee/refugee/SIFE through year five)

Standard	Years in US 2 (STAAR, STAAR A, and STAAR-L)	Years in US 3 or above (STAAR, STAAR A, and STAAR-L)
Approaches Grade Level or above	Met or Exceeded ELL PM	Approaches Grade Level standard or above (including substitute assessments)
Meets Grade Level or above	Exceeded ELL PM or Approaches Grade Level standard or above	Meets Grade Level or above (including substitute assessments)
Masters Grade Level	Meets Grade Level standard or above	Masters Grade Level standard

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

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

Performance is measured across all grades and subjects. Campuses and districts with fewer than 10 tests across all subjects and grades are not evaluated. The Student Achievement domain is calculated by dividing the total points (cumulative performance for the three performance levels) by 300 (the maximum number of points), resulting in an overall score of 0 to 100 for all campuses and districts.

EL Performance Measure (EL PM)

Topic for Discussion: Replace the current EL Progress Measure with an EL Performance Measure (STAAR Alternate Standards for 2nd year EL students).

ETS can employ a method for reporting appropriate EL performance standards. In essence, they will report whether the student has met the EL PM if their years in US schools equal to “2”. For example, in addition to evaluating whether they have achieved Approaches, Meets, and Masters, ETS will also evaluate whether they have met the following EL PM.

- Example: The EL PM **Approaches** for 2nd year EL students will be lowered by $\frac{3}{4}$ of the distance from the STAAR Approaches standard to Guessing. Numerically: Scale score = Approaches – $(1 - \frac{1}{4}) * (\text{Approaches} - \text{Guessing})$
- Example: The EL PM **Meets** for 2nd year EL students in a 4-year plan will be lowered by $\frac{3}{4}$ of the distance from the STAAR Meets standard to Approaches standard. Numerically: Scale score = Meets – $(1 - \frac{1}{4}) * (\text{Meets} - \text{Approaches})$
- Example: The EL PM **Masters** for 2nd year EL students in a 4-year plan will be lowered by $\frac{3}{4}$ of the distance from the STAAR Masters standard to Meets standard. Numerically: Scale score = Masters – $(1 - \frac{1}{4}) * (\text{Masters} - \text{Meets})$

MAJOR ISSUE: *This proposal does not take plan year into account.* Currently, ELL Progress Measure needs TELPAS information (years in US, TELPAS composite score) to calculate. TELPAS is going to be different next year, listening and speaking are standardized and reading will be shortened, and there will

be standard settings, and the method to calculate TELPAS composite is not decided yet. ELL PM plan year cannot be calculated without TELPAS composite.

STAAR Alternate 2

Currently, STAAR Alternate 2 has only two performance levels—Level II: Satisfactory Performance and Level III: Accomplished Performance. In past accountability systems and in A–F modeling data, assessments at the Level II achievement was credited for the Approaches Grade Level standard as well as the Meets Grade Level standard. Level III achievement was credited for Masters Grade Level. This crediting will continue until an Approaches Grade Level equivalent for STAAR Alternate 2 is devised.

STUDENT ACHIEVEMENT DOMAIN (NON-STAAR PORTION)

The A–F system based on HB 22 defines three components for high schools, K–12s, and districts: 1) STAAR scores; 2) College, Career, and Military Readiness; and 3) Graduation rates.

STAAR Scores

See description above.

College, Career and Military Ready (CCMR)

Computational Logic

1. Denominator is 2016 annual graduates.
 2. Student who accomplishes any one is in numerator.
 3. All CCMR indicators lag by one year. (CCMR data used in 2017–18 accountability will be from the 2016–17 school year.)
- **Meet criteria on AP/IB exams**
Data as modeled: scoring at or above a 3 in AP or 4 in IB on at least one exam in any subject area.
 - **Meet TSI criteria (SAT/ACT/TSIA) in reading and mathematics**
Data as modeled: meeting reading TSI criteria on TSIA, SAT, or ACT **and** meeting mathematics TSI criteria on TSIA, SAT or ACT.
 - **Complete a college prep course offered by a partnership between a district and higher education institution as required from HB5**
Data as modeled: Completion of ELA/reading **and** mathematics college prep course.
 - **Complete a course for dual credit**
Data as modeled: Completion of 9 or more hours of dual credit in any subject area in SY2013, SY2014, SY2015, or SY2016.

- **Complete an OnRamps course**

Data not available until summer of 2018. OnRamps course completion data will begin collection in the 2017–18 school year as part of the course completion collection. Because the data used in CCMR lags one year, the data for this indicator will not be used until the 2019 accountability ratings. We have heard from some districts that although they can credit the course completion for OnRamps at the district level, obtaining transcripts from the colleges is difficult. Because of this, we will look for an indication from the district/campus that the OnRamps course has been completed.

- **Earn an associate's degree**

Data not available until fall 2017 leaver data submission. Associate's degree data will begin collection in 2017–18. The PEIMS collection that takes place in the fall is associated with leaver data. Because of this, the data will be available for use in 2018 for those annual graduates who may have earned an associate's degree while still in high school.

- **Meet standards on a composite of indicators indicating college readiness**

Data not available.

- **Earn industry certification.**

Data not available until fall 2017 leaver data submission.

- **Be admitted to post-secondary industry certification program**

Data not available.

- **Enlist in the United States Armed Forces**

Data not available until fall 2017 leaver data submission.

Statewide Model CCMR Outcomes Based on Data Available as of September 2017

Total Met CCMR	Met TSI Criteria	Met 9+ Hours of Dual Credit	Met AP/IB Criteria	Met College Prep Course Requirement	Freq.	Pct.	Cum. Freq.	Cum. Pct.
0	0	0	0	0	196,688	60.65	196,688	60.65
1	0	0	0	1	1,949	0.60	198,637	61.25
1	0	0	1	0	5,265	1.62	203,902	62.87
1	0	1	0	0	21,449	6.61	225,351	69.49
1	1	0	0	0	47,106	14.52	272,457	84.01
2	0	0	1	1	36	0.01	272,493	84.02
2	0	1	0	1	321	0.10	272,814	84.12
2	0	1	1	0	1,317	0.41	274,131	84.53
2	1	0	0	1	164	0.05	274,295	84.58
2	1	0	1	0	26,794	8.26	301,089	92.84
2	1	1	0	0	15,931	4.91	317,020	97.75
3	0	1	1	1	2	0.00	317,022	97.75
3	1	0	1	1	6	0.00	317,028	97.75
3	1	1	0	1	30	0.01	317,058	97.76
3	1	1	1	0	7,251	2.24	324,309	100.00
4	1	1	1	1	2	0.00	324,311	100.00

Graduation and Dropout Rate**Current Methodology**

Four-Year Longitudinal Graduation Rate (2016 example)	Number of students in 2012–13 cohort (students who first attended 9th grade in 2012–13 or who transferred in to Texas public schools on grade in 2013–14, 2014–15, or 2015–16) who received a high school diploma by August 31, 2016 (from PEIMS) ---divided by--- Number of students in the Class of 2016 (from PEIMS and GED)
--	---

Five-Year Longitudinal Graduation Rate (2015 example)	Number of students in the 2011–12 cohort (students who first attended 9th grade in 2011–12 or who transferred in to Texas public schools on grade in 2012–13, 2013–14, or 2014–15) who received a high school diploma by August 31, 2016 <i>(from PEIMS)</i> ---divided by--- Number of students in the Class of 2015 <i>(from PEIMS and GED)</i>
Six-Year Longitudinal Graduation Rate (2014 example)	Number of students in the 2010–11 cohort (students who first attended 9th grade in 2010–11 or who transferred in to Texas public schools on grade in 2011–12, 2012–13, or 2013–14) who received a high school diploma by August 31, 2016 <i>(from PEIMS)</i> ---divided by--- Number of students in the Class of 2014 <i>(from PEIMS and GED)</i>

Annual Dropout Rate is used for high schools and districts in cases where the campus or district has grade 9, 10, 11, or 12 but does not have a longitudinal graduation rate.

Current Methodology

Annual Dropout Rate	Number of grade 9–12 dropouts in a given school year <i>(from PEIMS)</i> ---divided by--- Number of grade 9–12 students who were in attendance at any time during a given school year <i>(from PEIMS)</i>
----------------------------	---

Topic for Discussion: How should the three components be weighted?

For modeling purposes, the data for high schools, K–12s, and districts have been weighted three different ways:

Student Achievement Domain Component	Option A	Option B	Option C
STAAR	30 percent	40 percent	45 percent
CCMR	50 percent	40 percent	45 percent
Graduation Rate	20 percent	20 percent	10 percent

If a campus or district is missing the graduation rate component, the percentage that would have been used for graduation rate will be split equally between the STAAR and CCMR components. If the CCMR component is missing, then the entire domain is based on STAAR only.

Example Using Option B

Student Achievement Domain Component	Option B	Option B, no Graduation Rates	Option B, no CCMR
STAAR	40 percent	50 percent	100 percent
CCMR	40 percent	50 percent	N/A
Graduation Rate	20 percent	N/A	0 percent

Selected Percentiles for Different Weighting Options by School Type

		Percentiles						
School Type	Option	Min	10th	25th	Median	75th	90th	Max
High School	A	17	40	45	52	61	73	98
	B	17	41	46	53	61	73	97
	C	16	35	40	48	57	70	96
K–12	A	4	34	41	51	63	74	92
	B	6	37	42	51	62	72	90
	C	6	30	37	46	58	69	88
AEA	A	3	15	21	27	32	37	56
	B	4	16	23	28	35	40	55
	C	4	13	17	21	27	34	50

SCHOOL PROGRESS DOMAIN

HB 22 requires the School Progress domain measure two things:

1. Percent of students who met the standard for improvement (**Student Growth**)
2. Overall student performance compared to similar districts and campuses (**Relative Performance**)

Student Growth

School Progress Domain: Planned Growth Model Matrix									
Current Year									
Previous Year		Does Not Meet	Approaches Grade Level	Meets Grade Level	Masters Grade Level				
	Does Not Meet	Met or Exceeded Growth Measure = 1 point, Else = 0 points	Met or Exceeded Growth Measure = 1 point, Else = 0.5 points	1 point	1 point				
	Approaches Grade Level	Met or Exceeded Growth Measure = 1 point, Else = 0 points	Met or Exceeded Growth Measure = 1 point, Else = 0.5 points	1 point	1 point				
	Meets Grade Level	0 points	0 points	1 point	1 point				
	Masters Grade Level	0 points	0 points	0 points	1 point				

Methodological notes

- All Students only
- Includes all tests with eligible growth measures.
- Growth measure = STAAR Progress Measure
- Includes ELs (except in their first year in US schools)
- Uses same STAAR Progress Measure for ELs and non-ELs
- EL Progress measure is **not** used

Topic for Discussion: What to do about growth for high schools?

In high school, there are limitations to measuring growth with STAAR. It can only possibly be done for Algebra I tests and then only for English II. Because of this, as currently modeled, only Relative Performance will be analyzed for high schools.

Example Calculation

A campus has 100 grade 3–8 students, all of whom took a reading and mathematics STAAR assessment in the current year and the prior year (denominator = 200 STAAR Progress Measures).

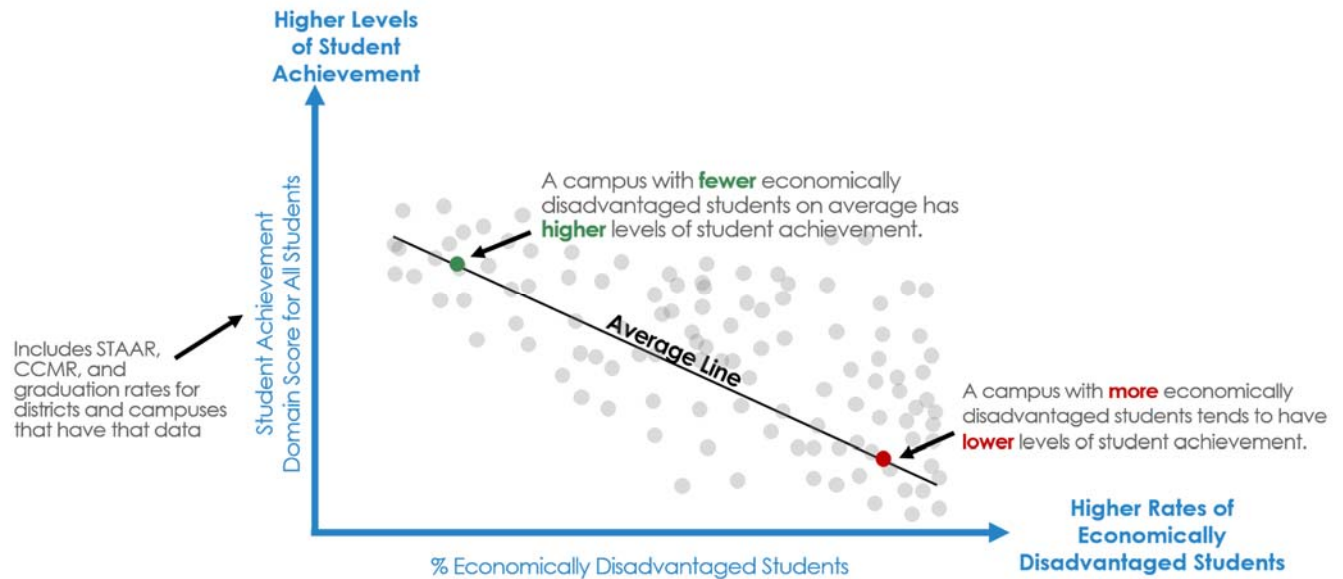
No Points

Prior Year Outcome	Current Year Outcome	STAAR Growth Outcome	Count of Tests
Does Not Meet	Does Not Meet	Does Not Meet	20
Approaches	Does Not Meet	Does Not Meet	15
Masters	Meets	N/A	14
Total with No Points			49
Half Point			
Does Not Meet	Approaches	Does Not Meet	7
Approaches	Approaches	Does Not Meet	10
Total with Half-point			17
One Point			
Does Not Meet	Does Not Meet	Met or Exceeded	15
Approaches	Approaches	Met or Exceeded	20
Meets	Meets	N/A	33
Meets	Masters	N/A	32
Masters	Masters	N/A	17
Total with One Point			117

$$\frac{(49 \times 0) + (17 \times 0.5) + (117 \times 1)}{200} = \frac{125.5}{200} = 63$$

Student Growth Scores: Frequency by Campus Type					
	Elementary (4,219)	Middle School (1,653)	K–12 (334)	High School (1,271)	District (1,203)
Quantile	Student Growth Score (based on modeling data from 2017 accountability)				
100% (Max)	100	96	100	100	100
99%	88	85	87	89	86
95%	84	81	83	84	79
90%	82	78	80	81	77
75% (Q3)	78	75	76	75	73
50% (Med)	73	70	70	69	70
25% (Q1)	68	65	64	63	66
10%	63	61	59	57	62
5%	59	59	56	53	59
1%	52	54	45	45	49
0% (Min)	34	41	0	0	24

Relative Performance



Methodological Notes

- Scatter plot of each district and campus (by campus type) comparing
 - Student Achievement domain score
 - Percentage of students who are economically disadvantaged
- Trendline showing average relationships
- Sliding cut points for campuses and districts based on
 - Student Achievement domain score
 - Percentage of students who are economically disadvantaged
- Cut points for each grade based on bands below and above the average line
- Separate cut points
 - Elementary Schools
 - Middle Schools
 - High Schools/K–12
 - AEAs

Standardization of Data for Cut Points

Step 1: A regression is run in to obtain each campus/district residual and predicted value. For campuses, the regression is run within 4 separate groups: Elementary, Middle School, High School/K–12 mix, and AEA.

Step 2: Obtain the standard deviation of the residual by campus type (Elementary = 8.5, Middle = 7.6, High/K–12 = 12.7, AEA = 7.9).

Step 3: The amount of Student Achievement domain score required for an A, B, C, or D can be created by using the number of standard deviations above and below the predicted value. For modeling purposes, we used

- A = 1.2 stand deviations above,
- B = 0.4 standard deviations above,
- C = 0.4 standard deviations below,
- D = 1.2 standard deviations below,
- F = more than 1.2 standard deviations below

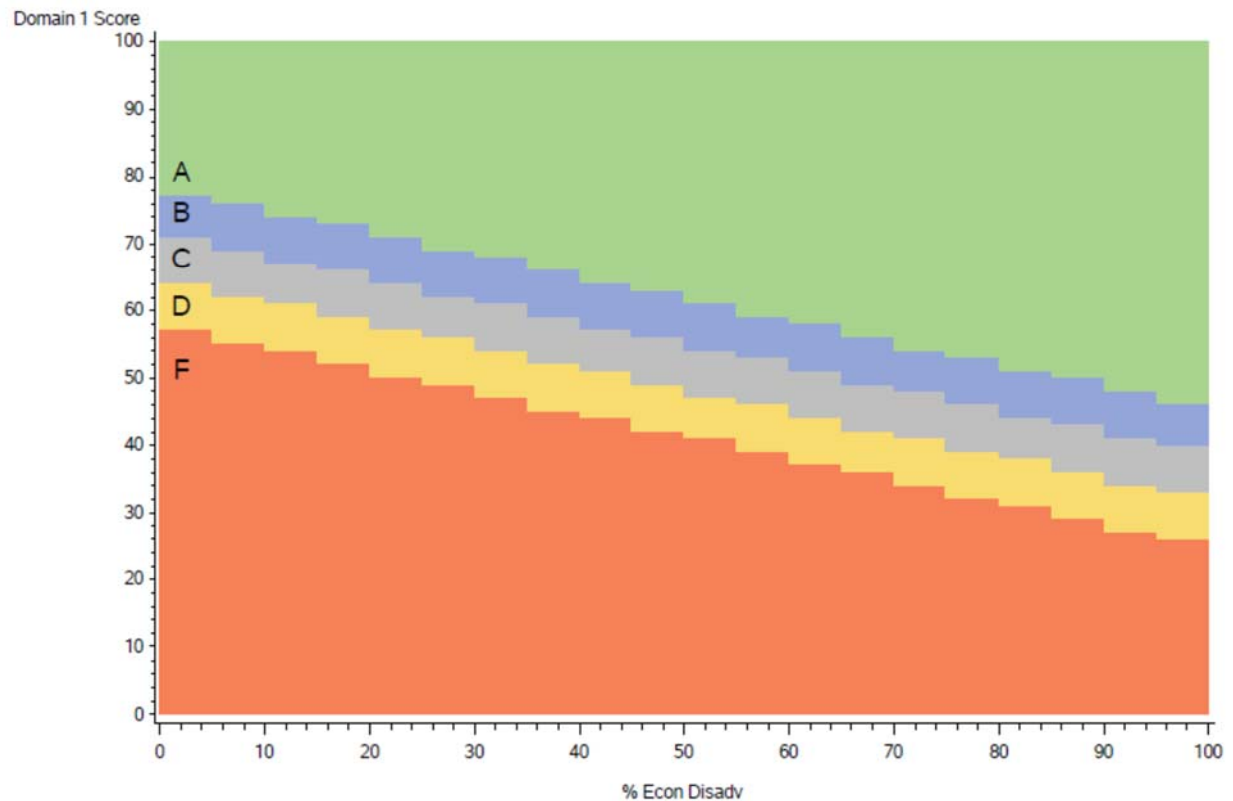
Step 4: Cut scores are created for each letter grade for each campus by adding or subtracting these calculated values from the predicted Student Achievement domain score. These cut scores vary according to the percentage of economically disadvantaged for a given campus.

Step 5: The cut scores tend to stay very close or the same for economically disadvantaged percentages which are very close to one another. Finding groupings to share the same cuts is a way to simplify. For purposes of modeling we chose ranges of 5%.

Example Standardized Look-up Table:

	Elementary				Middle School				High School K–12			
Econ Disadv %	A	B	C	D	A	B	C	D	A	B	C	D
0 to 5	77	71	64	57	76	70	64	58	80	70	60	49
5.1 to 10	76	69	62	55	75	68	62	56	78	68	58	48
10.1 to 15	74	67	61	54	73	67	61	55	77	67	57	46
15.1 to 20	73	66	59	52	71	65	59	53	75	65	55	45
20.1 to 25	71	64	57	50	68	62	56	50	74	64	54	43
25.1 to 30	69	62	56	49	67	61	55	49	73	62	52	42
30.1 to 35	68	61	54	47	64	58	52	46	71	61	51	41
35.1 to 40	66	59	52	45	63	57	51	44	69	59	49	39
40.1 to 45	64	57	51	44	61	55	49	43	68	58	48	38
45.1 to 50	63	56	49	42	59	52	46	40	67	57	46	36
50.1 to 55	61	54	47	41	57	51	45	39	65	55	45	35
55.1 to 60	59	53	46	39	55	49	43	37	64	54	44	34
60.1 to 65	58	51	44	37	53	47	41	35	63	52	42	32
65.1 to 70	56	49	42	36	51	45	39	33	61	51	41	31
70.1 to 75	54	48	41	34	49	43	37	31	60	49	39	29
75.1 to 80	53	46	39	32	47	41	35	29	58	48	38	28
80.1 to 85	51	44	38	31	45	39	33	27	57	47	36	26
85.1 to 90	50	43	36	29	43	37	31	25	55	45	35	25
90.1 to 95	48	41	34	27	41	35	29	23	54	44	33	23
95.1 to 100	46	40	33	26	39	33	27	21	52	42	32	22

Graphical Representation of Standardization (Elementary Example)



Topic for Discussion: How should we combine Student Growth and Relative Performance?
Best of? Weighted Average? Average?

Topic for Discussion: For Student Growth, what percentage of students need to grow to constitute excellent performance? What is minimally acceptable growth?

CLOSING THE GAPS DOMAIN

HB 22 requires the Closing the Gaps domain measure achievement differentials among students, including differentials among students from different racial and ethnic groups and socioeconomic backgrounds and other factors including: students formerly receiving special education services, continuously enrolled students, and students who are mobile.

See the Sample report “Closing the Gaps Domain” for details regarding indicators.

Students Formerly Receiving Special Education Services

HB 22 states, “a student formerly receiving special education services means a student whose enrollment information: (1) for the preceding school year, as reported through the Public Education Information Management System (PEIMS), indicates the student was enrolled at the campus and was participating in a special education program; and (2) for the current school year, as reported through the Public Education Information Management System (PEIMS) and as reported on assessment instruments administered to the student indicates the student is enrolled at the campus and is not participating in a special education program.”

Modeling the prescribed definition as written in HB 22 an extremely small number of students considered “formerly special education”. Additionally, if 25 is used as the student group minimum size threshold only a small number of districts and campuses, mostly in highly populated districts, will be assessed on the various indicators for “formerly special education”. Only 6 campuses (out of 8,678) and 142 districts (out of 1,207) that would meet minimum size for evaluation.

The table below shows the percentage of formerly special education students going back three years rather than the single year as prescribed in HB22.

Status	Frequency	Percent	Cumulative Freq	Cumulative Pct
Not Sp Ed	3,467,477	90.6	3,467,477	90.6
Current Sp Ed	339,430	8.9	3,806,907	99.5
Former Sp Ed	19,196	0.5	3,826,103	100.0

Topic for Discussion: What could be done to make this statutory requirement meaningful?

Continuously Enrolled and Mobile Students

It is difficult to define “continuously enrolled” students for campuses in the state due to the variation in grade spans. For purposes of modeling, a proxy using PEIMS snapshot enrollment in the district for the prior three years in conjunction with enrollment within a campus in the same district was created.

Example Continuous Enrollment Determination as Modeled

District PEIMS Snapshot Fall 2013	District PEIMS Snapshot Fall 2013	District PEIMS Snapshot Fall 2013	Campus within District PEIMS Snapshot 2016	Continuously Enrolled or Mobile
YES	YES	YES	YES	Continuously Enrolled
YES	NO	YES	YES	Mobile
NO	NO	YES	YES	Mobile

Other options such as attendance for 83 percent of the school year or attendance in the last six-week's attendance period were used. Neither of these options provided the simplicity of the PEIMS enrollment option. After modeling, about 72 percent of STAAR assessments were taken by students considered "continuously" enrolled. Mobile students would be considered the inverse of this or about 28 percent.

Topic for Discussion: What other methods could be used to define continuously enrolled?

Collaborating to Build a Better Accountability System

Timelines for Stakeholder Input

September 2017

Domain Development

Expected Timeline	Activity
August–December 2017	Stakeholder feedback
	ATAC and APAC monthly subcommittee meetings
	Training Sessions with ESCs: to Discuss the Student Achievement Domain
	Training of Trainers TETN: Overview and Student Achievement Domain
	Training Sessions with ESC to Discuss the School Progress Domain
	Training of Trainers TETN: The School Progress Domain
	Training Sessions with ESC to Discuss the Closing the Gaps Domain
	Training of Trainers TETN: Closing the Gaps Domain
	September 18–19, ATAC meeting
	October 11–12, APAC meeting
	November, ATAC meeting (final recommendations for 2018 A–F)
	December, APAC meeting (final recommendations for 2018 A–F)
January–April 2018	Continued stakeholder feedback
	Commissioner final 2018 A–F decisions
May–June 2018	2018 A–F accountability manual creation
	Public comment on A–F accountability manual
	2018 A–F Manual adoption

Collaborating to Build a Better Accountability System Timelines for Stakeholder Input

September 2017

Local Accountability System Development

Expected Timeline	Activity
August–December 2017	Stakeholder feedback
	ATAC and APAC monthly subcommittee meetings
	September 18–19, ATAC meeting
	October 11–12, APAC meeting
	Launch of Local Accountability System Pilot
	November, ATAC meeting (final recommendations for 2018 A–F)
	December, APAC meeting (final recommendations for 2018 A–F)
January–April 2018	Continued stakeholder feedback
	Commissioner final 2018 A–F decisions
	Ongoing Local Accountability System Pilot
May–June 2018	2018 A–F manual creation
	Public comment on A–F manual
	2018 A–F manual adoption
	Ongoing Local Accountability System Pilot
June 2018–April 2019	Ongoing Local Accountability System Pilot

Collaborating to Build a Better Accountability System Timelines for Stakeholder Input

September 2017

Local Accountability System Pilot	Indicator Development and Domain Construction			
	Volunteer Districts	ATAC	APAC	Regional ESCs
• Application and Invitations: September 2017 • Monthly meetings in Austin starting October 2017 • Monthly meetings in Austin continuing until Spring 2019 • Application deadline for 2019–20 school year: Spring 2019	• Six subcommittees meet monthly from August 2017 through November 2017: ▪ Student Achievement Domain ▪ School Progress Domain ▪ Closing the Gaps Domain ▪ Local Accountability ▪ Reporting Systems* ▪ Distinctions/Badges • September 2017: ATAC Meeting • November 2017: ATAC Meeting	• Four subcommittees meet monthly from September 2017 through November 2017: ▪ Student Achievement Domain ▪ School Progress Domain ▪ Closing the Gaps Domain ▪ Local Accountability ▪ Reporting Systems* • October 2017: APAC Meeting • December 2017: APAC Meeting	Three Training-of-trainers (ToT) Sessions: • September 2017: HB22 Overview/Student Achievement Domain • October 2017: School Progress Domain • November 2017: Closing the Gaps Domain	Four monthly meetings from September 2017 through November 2017: • Student Achievement Domain • School Progress Domain • Closing the Gaps Domain • Reporting Systems

* The Reporting Systems subcommittee is a joint ATAC/APAC Meeting

**School Board Members, Chambers of Commerce, and Parents

Modeling Data For Discussion Only

Student Achievement Domain

DRAFT

**2017 Student Performance Domain - STAAR Performance
State**

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All Tests														
	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed (Current)	Special Ed (Former)	ELL (Current & Former)	ELL (Current)	Non-Cont Enroll
# Tests	8,606,435	1,079,851	4,567,532	2,389,160	29,173	348,671	11,611	179,944	5,111,965	853,801	63,834	2,135,796	1,466,671	2,464,799
	% Approaches Grade Level	75.1%	64.6%	70.9%	84.9%	92.4%	77.1%	81.9%	67.5%	41.2%	74.2%	66.4%	57.0%	71.6%
	% Meets Grade Level	45.5%	32.2%	38.5%	59.4%	77.5%	47.5%	55.2%	34.5%	20.9%	40.9%	33.4%	24.1%	41.4%
	% Masters Grade Level	19.9%	11.1%	14.4%	29.3%	18.4%	50.7%	20.2%	27.4%	12.2%	6.8%	19.1%	8.7%	20.9%
Reading														
# Tests	3,296,002	415,963	1,761,037	902,112	11,213	132,944	4,443	68,088	1,969,499	327,573	23,618	820,093	576,429	946,187
	% Approaches Grade Level	71.9%	61.2%	66.9%	83.4%	90.1%	73.2%	80.5%	63.4%	34.9%	71.9%	60.6%	50.1%	68.3%
	% Meets Grade Level	44.4%	32.1%	36.7%	59.8%	74.3%	45.5%	56.1%	32.9%	19.0%	38.9%	29.6%	20.2%	40.8%
	% Masters Grade Level	18.6%	10.9%	13.1%	28.4%	17.2%	45.4%	17.9%	27.3%	11.1%	5.9%	19.1%	8.0%	17.0%
Mathematics														
# Tests	2,640,533	333,211	1,407,021	727,508	8,906	103,458	3,531	56,747	1,599,242	269,579	21,631	697,877	491,365	778,019
	% Approaches Grade Level	79.2%	67.9%	76.4%	87.2%	95.4%	81.9%	83.8%	73.1%	48.5%	81.2%	75.4%	68.8%	75.9%
	% Meets Grade Level	46.4%	31.2%	40.6%	58.8%	82.5%	49.8%	53.8%	36.5%	22.9%	47.2%	40.2%	32.0%	42.4%
	% Masters Grade Level	22.1%	11.6%	17.1%	30.9%	20.4%	60.3%	23.7%	28.3%	14.5%	8.2%	23.3%	12.7%	23.2%

***Student Performance Domain
Distribution of Domain Score by Campus Type***

The UNIVARIATE Procedure

Variable: cd1

grdtype2 = AEA

Moments			
N	272	Sum Weights	272
Mean	22.4816176	Sum Observations	6115
Std Deviation	8.56318131	Variance	73.3280741
Skewness	0.68759002	Kurtosis	0.59495369
Uncorrected SS	157347	Corrected SS	19871.9081
Coeff Variation	38.0897026	Std Error Mean	0.51921913

Basic Statistical Measures			
Location		Variability	
Mean	22.48162	Std Deviation	8.56318
Median	21.00000	Variance	73.32807
Mode	21.00000	Range	46.00000
		Interquartile Range	10.00000

Quantiles (Definition 5)	
Level	Quantile
100% Max	50
99%	47
95%	40
90%	34
75% Q3	27
50% Median	21
25% Q1	17
10%	13
5%	10
1%	5
0% Min	4

***Student Performance Domain
Distribution of Domain Score by Campus Type***

The UNIVARIATE Procedure

Variable: cd1

grdtype2 = K-12

Moments			
N	331	Sum Weights	331
Mean	47.5558912	Sum Observations	15741
Std Deviation	14.9961324	Variance	224.883988
Skewness	0.31658245	Kurtosis	-0.0921394
Uncorrected SS	822789	Corrected SS	74211.716
Coeff Variation	31.5337007	Std Error Mean	0.82426198

Basic Statistical Measures			
Location		Variability	
Mean	47.55589	Std Deviation	14.99613
Median	46.00000	Variance	224.88399
Mode	55.00000	Range	82.00000
		Interquartile Range	22.00000

Quantiles (Definition 5)	
Level	Quantile
100% Max	88
99%	86
95%	74
90%	68
75% Q3	58
50% Median	46
25% Q1	36
10%	30
5%	25
1%	19
0% Min	6

***Student Performance Domain
Distribution of Domain Score by Campus Type***

The UNIVARIATE Procedure

Variable: cd1

grdtype2 = Elementary

Moments			
N	4340	Sum Weights	4340
Mean	47.0412442	Sum Observations	204159
Std Deviation	12.3235518	Variance	151.869928
Skewness	0.51563113	Kurtosis	0.11793746
Uncorrected SS	10262857	Corrected SS	658963.617
Coeff Variation	26.1973338	Std Error Mean	0.18706435

Basic Statistical Measures			
Location		Variability	
Mean	47.04124	Std Deviation	12.32355
Median	46.00000	Variance	151.86993
Mode	41.00000	Range	80.00000
		Interquartile Range	17.00000

Quantiles (Definition 5)	
Level	Quantile
100% Max	94
99%	80
95%	70
90%	64
75% Q3	55
50% Median	46
25% Q1	38
10%	33
5%	29
1%	23
0% Min	14

***Student Performance Domain
Distribution of Domain Score by Campus Type***

The UNIVARIATE Procedure

Variable: cd1

grdtype2 = Middle School

Moments			
N	1653	Sum Weights	1653
Mean	44.6412583	Sum Observations	73792
Std Deviation	12.4778803	Variance	155.697498
Skewness	0.69078517	Kurtosis	0.18844417
Uncorrected SS	3551380	Corrected SS	257212.266
Coeff Variation	27.951453	Std Error Mean	0.3069053

Basic Statistical Measures			
Location		Variability	
Mean	44.64126	Std Deviation	12.47788
Median	43.00000	Variance	155.69750
Mode	43.00000	Range	71.00000
		Interquartile Range	16.00000

Quantiles (Definition 5)	
Level	Quantile
100% Max	90
99%	78
95%	69
90%	62
75% Q3	52
50% Median	43
25% Q1	36
10%	30
5%	27
1%	22
0% Min	19

***Student Performance Domain
Distribution of Domain Score by Campus Type***

The UNIVARIATE Procedure

Variable: cd1

grdtype2 = High School

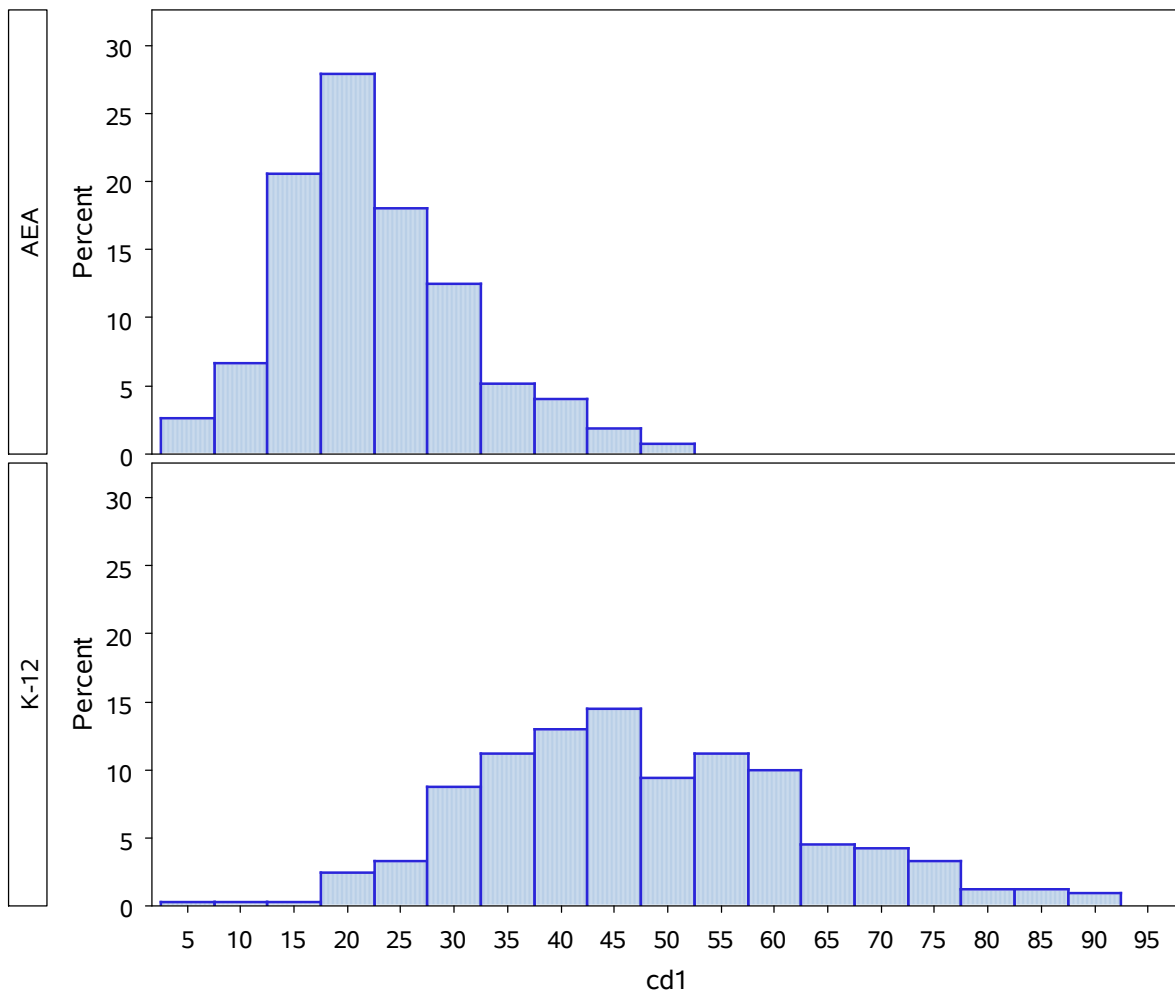
Moments			
N	1272	Sum Weights	1272
Mean	49.577044	Sum Observations	63062
Std Deviation	14.1208243	Variance	199.397679
Skewness	0.83228309	Kurtosis	0.60791666
Uncorrected SS	3379862	Corrected SS	253434.45
Coeff Variation	28.4825862	Std Error Mean	0.39592825

Basic Statistical Measures			
Location		Variability	
Mean	49.57704	Std Deviation	14.12082
Median	47.00000	Variance	199.39768
Mode	45.00000	Range	80.00000
		Interquartile Range	17.00000

Quantiles (Definition 5)	
Level	Quantile
100% Max	96
99%	89
95%	79
90%	70
75% Q3	57
50% Median	47
25% Q1	40
10%	34
5%	30
1%	24
0% Min	16

Student Performance Domain

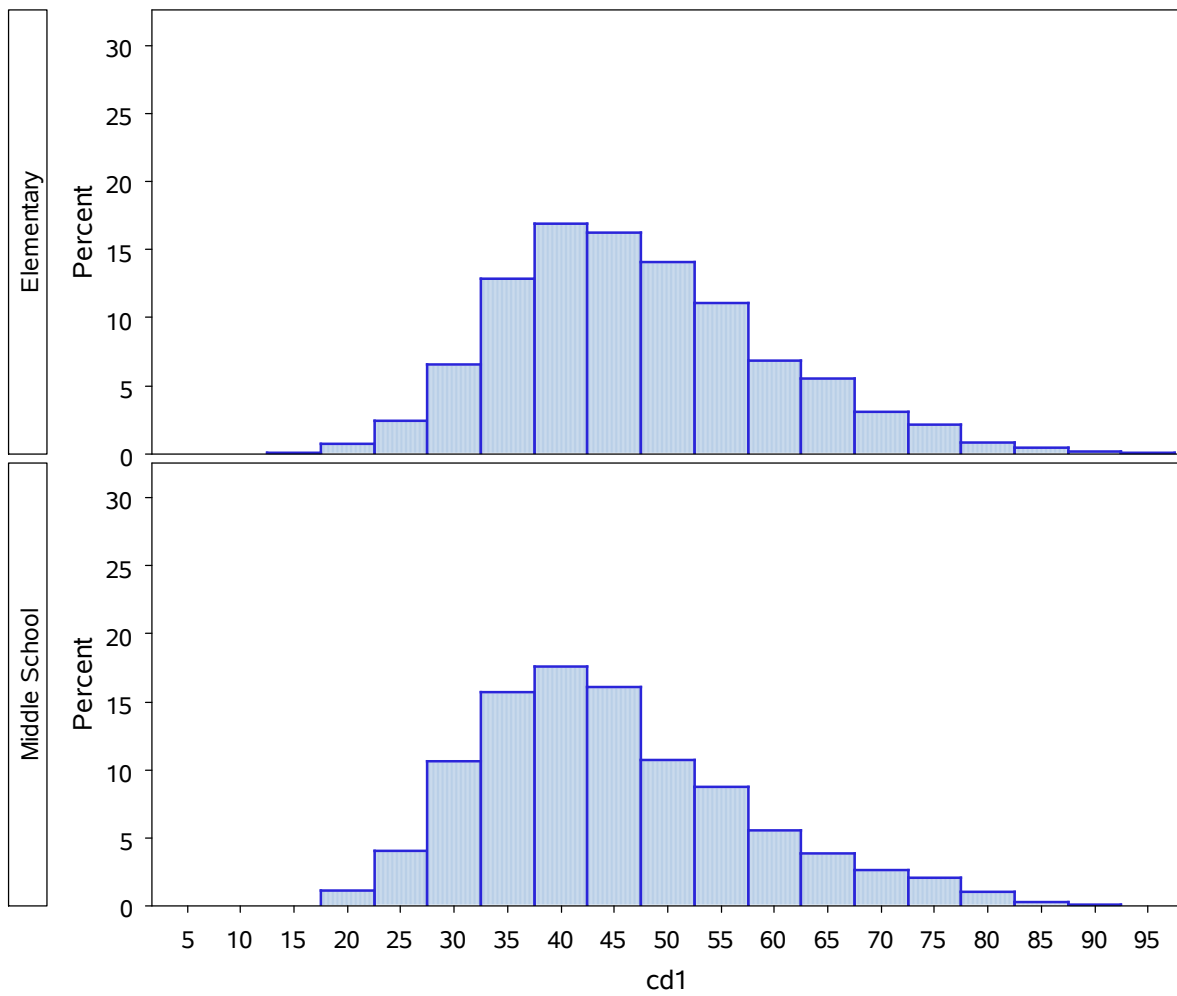
Distribution of Domain Score by Campus Type



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Student Performance Domain

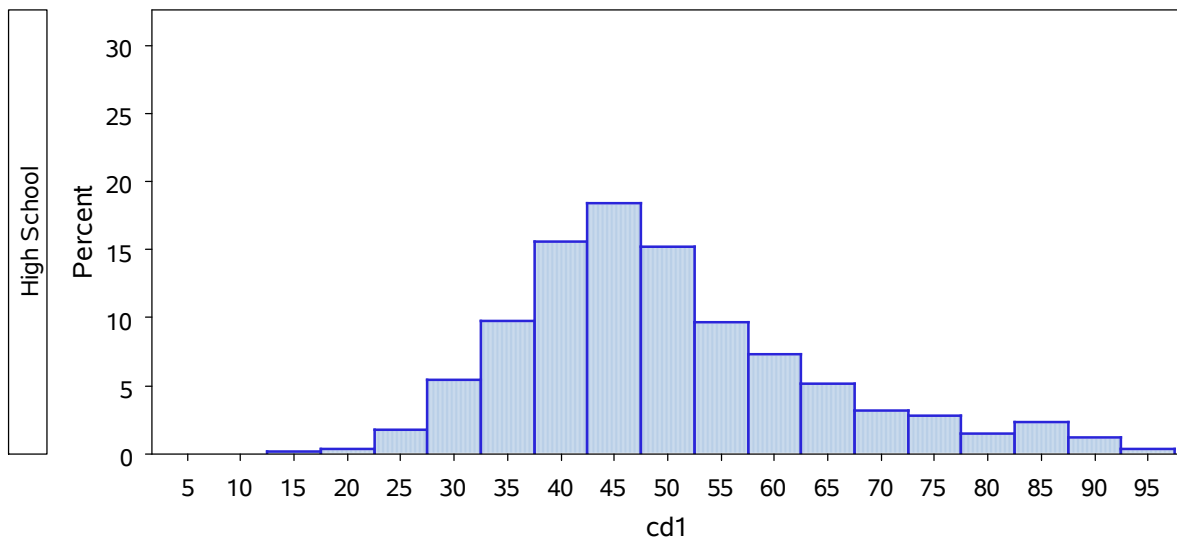
Distribution of Domain Score by Campus Type



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Student Performance Domain

Distribution of Domain Score by Campus Type

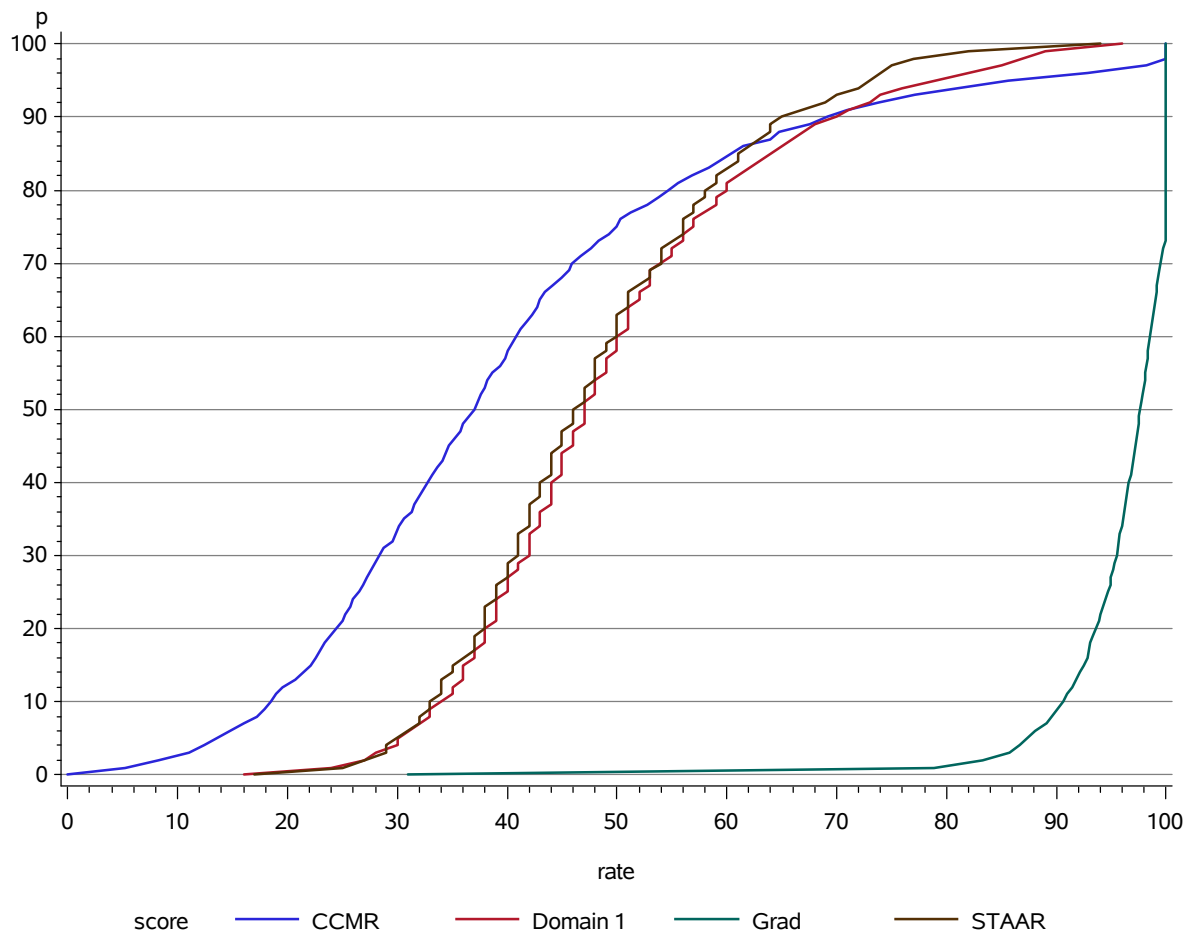


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Student Performance Domain

Cumulative Distribution

High School



DRAFT - For discussion only

School Progress Domain

Part A: Student Growth

Domain Ila with proxy PM_ELL. PEIMS enrollment grade 04-08 State level student count

Math, all campuses:

		cy_ma_grp						Total
		0		1		2	3	
py_ma_grp		pm=0	pm=1	pm=0.5	pm=1			
0	Frequency	116254	138935	767	160845	22896	1736	441433
	Row Pct	26.34	31.47	0.17	36.44	5.19	0.39	
1	Frequency	100949	10*	142370	180229	155380	29720	608658
	Row Pct	16.59	0	23.39	29.61	25.53	4.88	
				pm=0	pm=1			
2	Frequency	7998	0	93530	0	192855	116113	410496
	Row Pct	1.95	0	22.78	0	46.98	28.29	
3	Frequency	521	0	12115	0	74338	244700	331674
	Row Pct	0.16	0	3.65	0	22.41	73.78	
Total		364667		589856		445469	392269	1792261

*These 10 students skipped one testing grade in the current year

Reading, all campuses:

		cy_re_grp						Total
		0		1		2	3	
py_re_grp		pm=0	pm=1	pm=0.5	pm=1			
0	Frequency	140457	165828	0	139002	18168	2497	465952
	Row Pct	30.14	35.59	0	29.83	3.9	0.54	
1	Frequency	102641	0	146582	150830	126276	37045	563374
	Row Pct	18.22	0	26.02	26.77	22.41	6.58	
				pm=0	pm=1			
2	Frequency	11342	0	101357	0	149593	109628	371920
	Row Pct	3.05	0	27.25	0	40.22	29.48	
3	Frequency	1685	0	27084	0	94560	263065	386394
	Row Pct	0.44	0	7.01	0	24.47	68.08	
Total		421953		564855		388597	412235	1787640

Both subject, all campuses:

		cy_allsubj_grp						Total
		0		1		2	3	
py_allsubj_grp		pm=0	pm=1	pm=0.5	pm=1			
0	Frequency	256711	304763	767	299847	41064	4233	907385
	Row Pct	28.29	33.59	0.08	33.05	4.53	0.47	
1	Frequency	203590	10	288952	331059	281656	66765	1172032
	Row Pct	17.37	0	24.65	28.25	24.03	5.7	
				pm=0	pm=1			
2	Frequency	19340	0	194887	0	342448	225741	782416
	Row Pct	2.47	0	24.91	0	43.77	28.85	
3	Frequency	2206	0	39199	0	168898	507765	718068
	Row Pct	0.31	0	5.46	0	23.52	70.71	
Total		786620		1154711		834066	804504	3579901

Elementary School

Math, Elementary School:

		cy_ma_grp						Total
		0		1		2	3	
py_ma_grp		pm=0	pm=1	pm=0.5	pm=1			
0	Frequency	45402	58606	27	68482	8600	1106	182223
	Row Pct	24.92	32.16	0.01	37.58	4.72	0.61	
1	Frequency	30474	0	53110	73982	66162	20054	243782
	Row Pct	12.5	0	21.79	30.35	27.14	8.23	
				pm=0	pm=1			
2	Frequency	2583	0	34345	0	64110	57389	158427
	Row Pct	1.63	0	21.68	0	40.47	36.22	
3	Frequency	193	0	5761	0	28331	109714	143999
	Row Pct	0.13	0	4	0	19.67	76.19	
Total		137258		235707		167203	188263	728431

Reading, Elementary School:

		cy_re_grp						Total
		0		1		2	3	
py_re_grp		pm=0	pm=1	pm=0.5	pm=1			
0	Frequency	56942	65298	0	47516	7126	1246	178128
	Row Pct	31.97	36.66	0	26.68	4	0.7	
1	Frequency	40870	0	60971	55007	53390	18881	229119
	Row Pct	17.84	0	26.61	24.01	23.3	8.24	
				pm=0	pm=1			
2	Frequency	4195	0	35793	0	54990	46382	141360
	Row Pct	2.97	0	25.32	0	38.9	32.81	
3	Frequency	707	0	10382	0	35339	108370	154798
	Row Pct	0.46	0	6.71	0	22.83	70.01	
Total		168012		209669		150845	174879	703405

Both subject, Elementary School:

		cy_allsubj_grp						Total
		0		1		2	3	
py_allsubj_grp		pm=0	pm=1	pm=0.5	pm=1			
0	Frequency	102344	123904	27	115998	15726	2352	360351
	Row Pct	28.4	34.38	0.01	32.19	4.36	0.65	
1	Frequency	71344	0	114081	128989	119552	38935	472901
	Row Pct	15.09	0	24.12	27.28	25.28	8.23	
				pm=0	pm=1			
2	Frequency	6778	0	70138	0	119100	103771	299787
	Row Pct	2.26	0	23.4	0	39.73	34.61	
3	Frequency	900	0	16143	0	63670	218084	298797
	Row Pct	0.3	0	5.4	0	21.31	72.99	
Total		305270		445376		318048	363142	1431836

Middle School

Math, Middle School:

		cy_ma_grp						Total
		0		1		2	3	
py_ma_grp		pm=0	pm=1	pm=0.5	pm=1			
0	Frequency	66175	74929	513	86976	13581	564	242738
	Row Pct	27.26	30.87	0.21	35.83	5.59	0.23	
1	Frequency	66298	8	83631	99932	83630	8914	342413
	Row Pct	19.36	0	24.42	29.18	24.42	2.6	
				pm=0	pm=1			
2	Frequency	5072	0	55377	0	121393	55007	236849
	Row Pct	2.14	0	23.38	0	51.25	23.22	
3	Frequency	284	0	5837	0	43198	126979	176298
	Row Pct	0.16	0	3.31	0	24.5	72.03	
Total		212766		332266		261802	191464	998298

Reading, Middle School:

		cy_re_grp						Total
		0		1		2	3	
py_re_grp		pm=0	pm=1	pm=0.5	pm=1			
0	Frequency	78900	94765	0	86021	10385	1173	271244
	Row Pct	29.09	34.94	0	31.71	3.83	0.43	
1	Frequency	58211	0	80363	89863	67932	16900	313269
	Row Pct	18.58	0	25.65	28.69	21.68	5.39	
				pm=0	pm=1			
2	Frequency	6728	0	61604	0	88895	59177	216404
	Row Pct	3.11	0	28.47	0	41.08	27.35	
3	Frequency	920	0	15693	0	55498	145657	217768
	Row Pct	0.42	0	7.21	0	25.48	66.89	
Total		239524		333544		222710	222907	1018685

Both subject, Middle School:

		cy_allsubj_grp						Total
		0		1		2	3	
py_allsubj_grp		pm=0	pm=1	pm=0.5	pm=1			
0	Frequency	145075	169694	513	172997	23966	1737	513982
	Row Pct	28.23	33.02	0.1	33.66	4.66	0.34	
1	Frequency	124509	8	163994	189795	151562	25814	655682
	Row Pct	18.99	0	25.01	28.95	23.12	3.94	
				pm=0	pm=1			
2	Frequency	11800	0	116981	0	210288	114184	453253
	Row Pct	2.6	0	25.81	0	46.4	25.19	
3	Frequency	1204	0	21530	0	98696	272636	394066
	Row Pct	0.31	0	5.46	0	25.05	69.19	
Total		452290		665810		484512	414371	2016983

K-12

Math, K-12:

		cy_ma_grp						Total
		0		1		2	3	
py_ma_grp		pm=0	pm=1	pm=0.5	pm=1			
0	Frequency	3620	4077	205	4323	588	61	12874
	Row Pct	28.12	31.67	1.59	33.58	4.57	0.47	
1	Frequency	3508	1	4876	5428	4927	679	19419
	Row Pct	18.06	0.01	25.11	27.95	25.37	3.5	
				pm=0	pm=1			
2	Frequency	285	0	3333	0	6437	3339	13394
	Row Pct	2.13	0	24.88	0	48.06	24.93	
3	Frequency	35	0	457	0	2466	7185	10143
	Row Pct	0.35	0	4.51	0	24.31	70.84	
Total		11526		18622		14418	11264	55830

Reading, K-12:

		cy_re_grp						Total
		0		1		2	3	
py_re_grp		pm=0	pm=1	pm=0.5	pm=1			
0	Frequency	3666	4439	0	4374	540	68	13087
	Row Pct	28.01	33.92	0	33.42	4.13	0.52	
1	Frequency	3127	0	4521	5128	4267	1115	18158
	Row Pct	17.22	0	24.9	28.24	23.5	6.14	
				pm=0	pm=1			
2	Frequency	371	0	3537	0	5034	3560	12502
	Row Pct	2.97	0	28.29	0	40.27	28.48	
3	Frequency	48	0	902	0	3335	8146	12431
	Row Pct	0.39	0	7.26	0	26.83	65.53	
Total		11651		18462		13176	12889	56178

Both subject, K-12:

		cy_allsubj_grp						Total
		0		1		2	3	
py_allsubj_grp		pm=0	pm=1	pm=0.5	pm=1			
0	Frequency	7286	8516	205	8697	1128	129	25961
	Row Pct	28.07	32.8	0.79	33.5	4.34	0.5	
1	Frequency	6635	1	9397	10556	9194	1794	37577
	Row Pct	17.66	0	25.01	28.09	24.47	4.77	
				pm=0	pm=1			
2	Frequency	656	0	6870	0	11471	6899	25896
	Row Pct	2.53	0	26.53	0	44.3	26.64	
3	Frequency	83	0	1359	0	5801	15331	22574
	Row Pct	0.37	0	6.02	0	25.7	67.91	
Total		23177		37084		27594	24153	112008

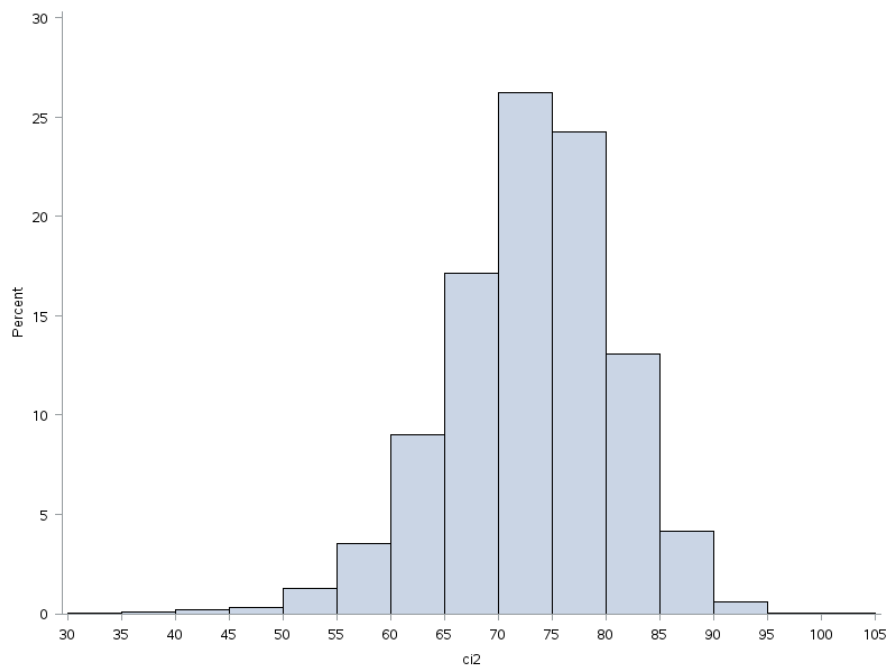
Domain IIa score frequencies for different campus type:

Elementary Schools:

			Cumulative	Cumulative
ci2	Frequency	Percent	Frequency	Percent
100	2	0.05	2	0.05
98	1	0.02	3	0.07
96	1	0.02	4	0.09
93	1	0.02	5	0.12
92	6	0.14	11	0.26
91	4	0.09	15	0.36
90	15	0.36	30	0.71
89	11	0.26	41	0.97
88	26	0.62	67	1.59
87	43	1.02	110	2.61
86	38	0.90	148	3.51
85	58	1.37	206	4.88
84	59	1.40	265	6.28
83	90	2.13	355	8.41
82	93	2.20	448	10.62
81	141	3.34	589	13.96
80	169	4.01	758	17.97
79	157	3.72	915	21.69
78	187	4.43	1102	26.12
77	237	5.62	1339	31.74
76	213	5.05	1552	36.79
75	229	5.43	1781	42.21
74	258	6.12	2039	48.33
73	230	5.45	2269	53.78
72	212	5.02	2481	58.81
71	224	5.31	2705	64.11
70	183	4.34	2888	68.45
69	164	3.89	3052	72.34
68	174	4.12	3226	76.46
67	156	3.70	3382	80.16
66	123	2.92	3505	83.08
65	106	2.51	3611	85.59
64	98	2.32	3709	87.91
63	91	2.16	3800	90.07
62	73	1.73	3873	91.80
61	58	1.37	3931	93.17
60	59	1.40	3990	94.57
59	41	0.97	4031	95.54
58	39	0.92	4070	96.47
57	22	0.52	4092	96.99
56	25	0.59	4117	97.58
55	22	0.52	4139	98.10
54	15	0.36	4154	98.46

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			Cumulative	Cumulative
ci2	Frequency	Percent	Frequency	Percent
53	14	0.33	4168	98.79
52	11	0.26	4179	99.05
51	4	0.09	4183	99.15
50	10	0.24	4193	99.38
49	5	0.12	4198	99.50
48	3	0.07	4201	99.57
47	2	0.05	4203	99.62
46	3	0.07	4206	99.69
45	1	0.02	4207	99.72
44	1	0.02	4208	99.74
42	3	0.07	4211	99.81
41	3	0.07	4214	99.88
40	1	0.02	4215	99.91
38	1	0.02	4216	99.93
37	1	0.02	4217	99.95
35	1	0.02	4218	99.98
34	1	0.02	4219	100.00

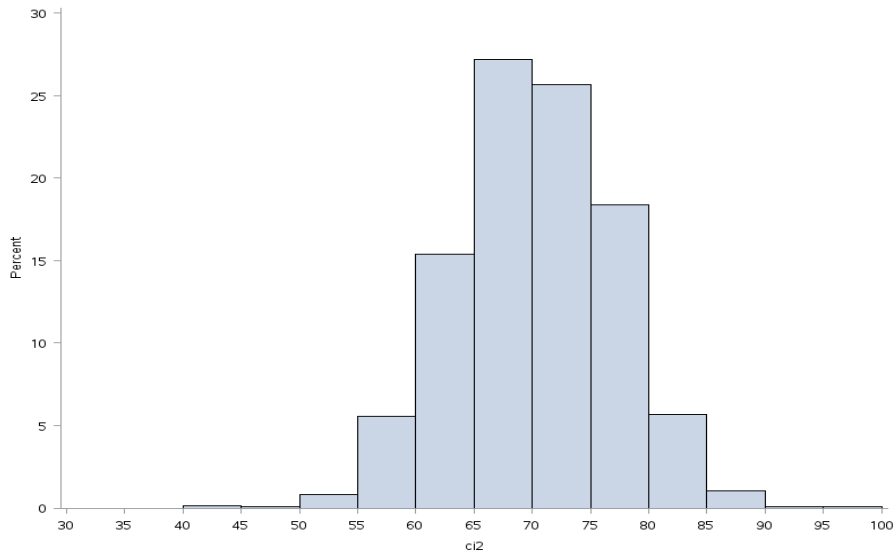


Middle Schools:

			Cumulative	Cumulative
ci2	Frequency	Percent	Frequency	Percent
96	1	0.06	1	0.06
90	1	0.06	2	0.12
89	1	0.06	3	0.18
88	2	0.12	5	0.30
87	5	0.30	10	0.60
86	3	0.18	13	0.79
85	6	0.36	19	1.15
84	10	0.60	29	1.75
83	18	1.09	47	2.84
82	14	0.85	61	3.69
81	29	1.75	90	5.44
80	23	1.39	113	6.84
79	45	2.72	158	9.56
78	49	2.96	207	12.52
77	59	3.57	266	16.09
76	78	4.72	344	20.81
75	73	4.42	417	25.23
74	66	3.99	483	29.22
73	88	5.32	571	34.54
72	85	5.14	656	39.69
71	93	5.63	749	45.31
70	92	5.57	841	50.88
69	95	5.75	936	56.62
68	102	6.17	1038	62.79
67	87	5.26	1125	68.06
66	90	5.44	1215	73.50
65	75	4.54	1290	78.04
64	74	4.48	1364	82.52
63	62	3.75	1426	86.27
62	43	2.60	1469	88.87
61	37	2.24	1506	91.11
60	38	2.30	1544	93.41
59	30	1.81	1574	95.22
58	21	1.27	1595	96.49
57	20	1.21	1615	97.70
56	8	0.48	1623	98.19
55	13	0.79	1636	98.97
54	6	0.36	1642	99.33
53	3	0.18	1645	99.52
52	3	0.18	1648	99.70
51	2	0.12	1650	99.82
49	1	0.06	1651	99.88
41	2	0.12	1653	100.00

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(Cont. for Middle School)

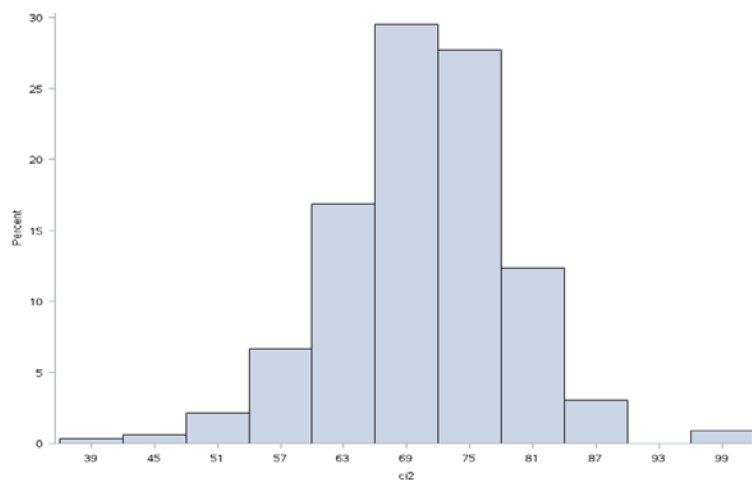


K-12:

ci2	Frequency	Percent	Cumulative	
			Frequency	Percent
100	3	0.90	3	0.90
87	2	0.60	5	1.50
86	2	0.60	7	2.10
85	2	0.60	9	2.69
84	4	1.20	13	3.89
83	4	1.20	17	5.09
82	6	1.80	23	6.89
81	5	1.50	28	8.38
80	8	2.40	36	10.78
79	8	2.40	44	13.17
78	10	2.99	54	16.17
77	17	5.09	71	21.26
76	13	3.89	84	25.15
75	19	5.69	103	30.84
74	13	3.89	116	34.73
73	15	4.49	131	39.22
72	15	4.49	146	43.71
71	16	4.79	162	48.50
70	18	5.39	180	53.89
69	24	7.19	204	61.08
68	17	5.09	221	66.17
67	9	2.69	230	68.86
66	14	4.19	244	73.05

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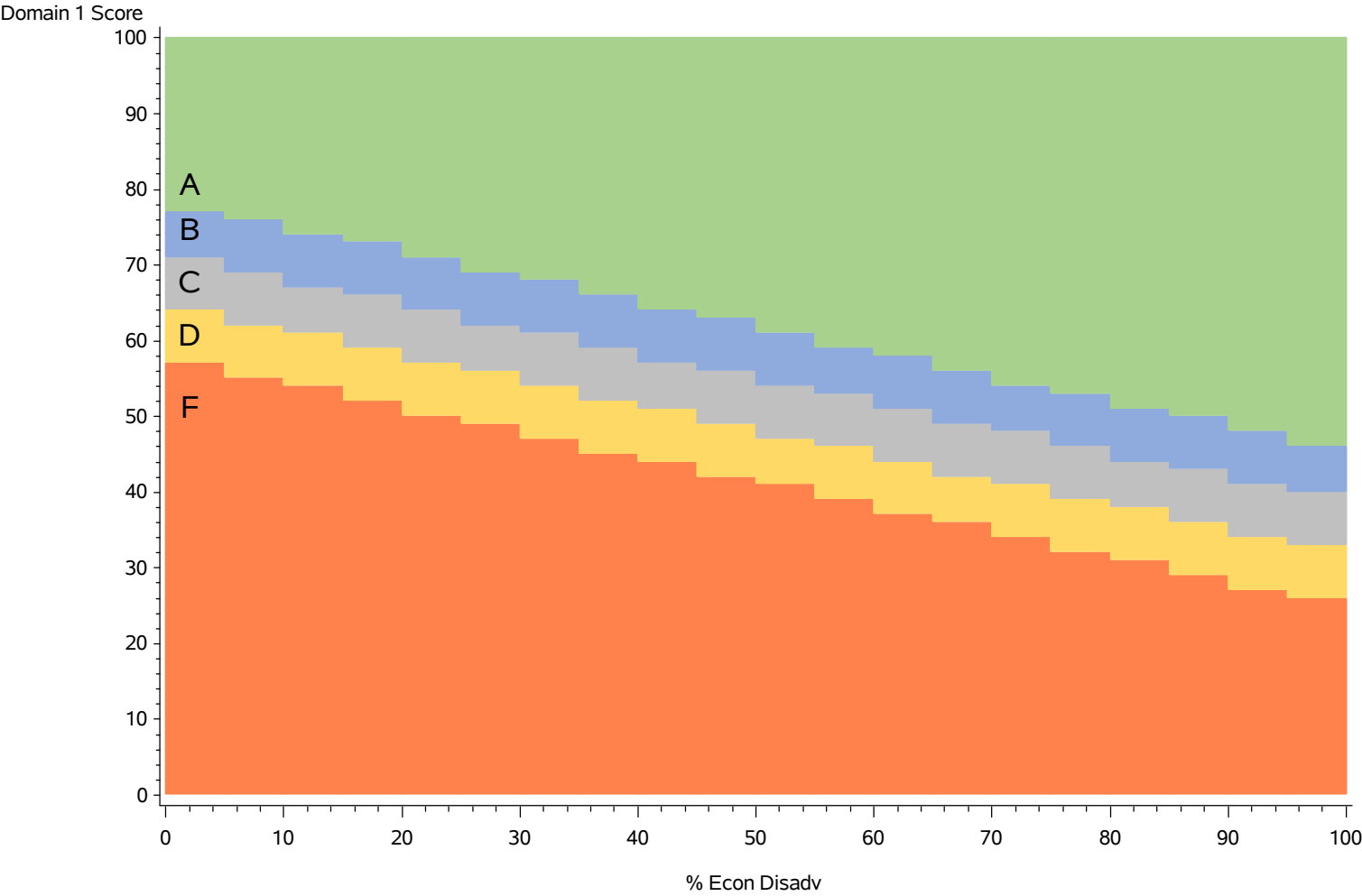
			Cumulative	Cumulative
ci2	Frequency	Percent	Frequency	Percent
65	6	1.80	250	74.85
64	13	3.89	263	78.74
63	13	3.89	276	82.63
62	11	3.29	287	85.93
61	5	1.50	292	87.43
60	8	2.40	300	89.82
59	6	1.80	306	91.62
58	8	2.40	314	94.01
57	3	0.90	317	94.91
56	2	0.60	319	95.51
55	1	0.30	320	95.81
54	2	0.60	322	96.41
53	2	0.60	324	97.01
52	1	0.30	325	97.31
50	3	0.90	328	98.20
48	1	0.30	329	98.50
47	1	0.30	330	98.80
45	1	0.30	331	99.10
38	1	0.30	332	99.40
24	1	0.30	333	99.70
0	1	0.30	334	100.00



School Progress Domain

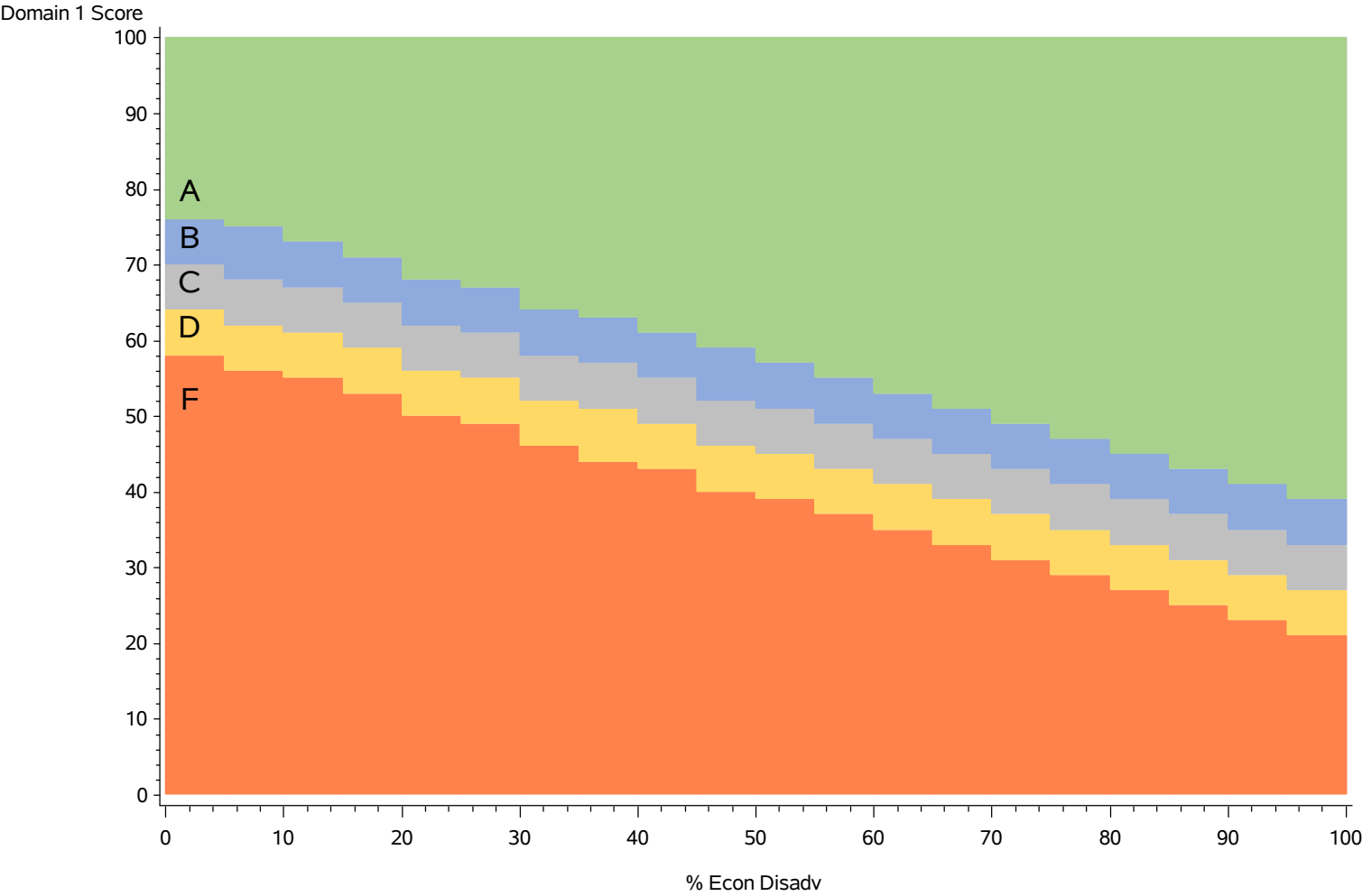
Part B: Relative Performance

School Progress
Econ Disadvantaged with Variable Targets
Elementary



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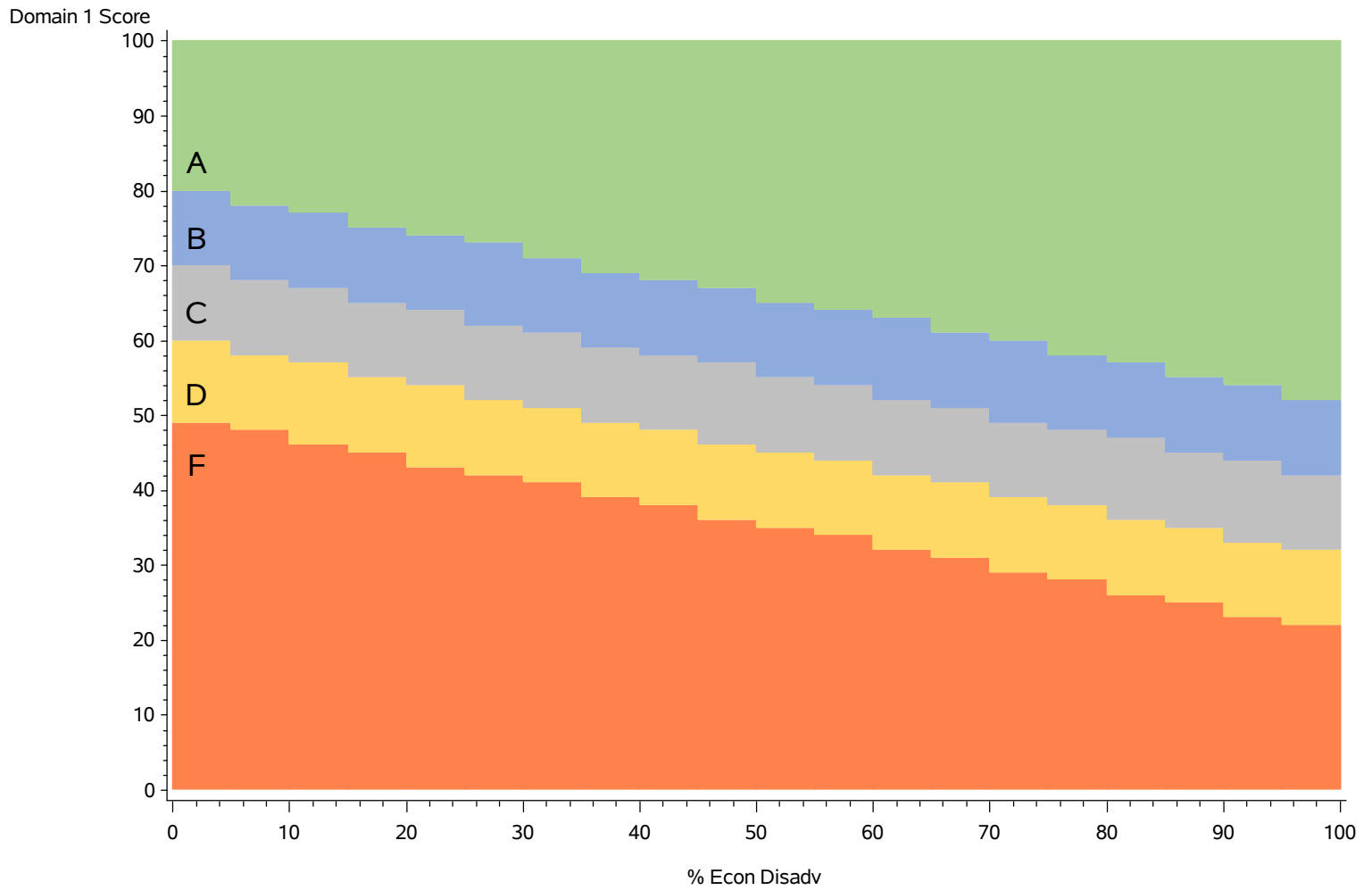
School Progress
Econ Disadvantaged with Variable Targets
Middle School



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School Progress

Econ Disadvantaged with Variable Targets
High School/K-12



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***School Progress
Econ Disadvantaged with Variable Targets
Cut Point Table***

	Elementary				Middle School				High School K-12			
Econ Disadv %	A	B	C	D	A	B	C	D	A	B	C	D
0 to 5	77	71	64	57	76	70	64	58	80	70	60	49
5.1 to 10	76	69	62	55	75	68	62	56	78	68	58	48
10.1 to 15	74	67	61	54	73	67	61	55	77	67	57	46
15.1 to 20	73	66	59	52	71	65	59	53	75	65	55	45
20.1 to 25	71	64	57	50	68	62	56	50	74	64	54	43
25.1 to 30	69	62	56	49	67	61	55	49	73	62	52	42
30.1 to 35	68	61	54	47	64	58	52	46	71	61	51	41
35.1 to 40	66	59	52	45	63	57	51	44	69	59	49	39
40.1 to 45	64	57	51	44	61	55	49	43	68	58	48	38
45.1 to 50	63	56	49	42	59	52	46	40	67	57	46	36
50.1 to 55	61	54	47	41	57	51	45	39	65	55	45	35
55.1 to 60	59	53	46	39	55	49	43	37	64	54	44	34
60.1 to 65	58	51	44	37	53	47	41	35	63	52	42	32
65.1 to 70	56	49	42	36	51	45	39	33	61	51	41	31
70.1 to 75	54	48	41	34	49	43	37	31	60	49	39	29
75.1 to 80	53	46	39	32	47	41	35	29	58	48	38	28
80.1 to 85	51	44	38	31	45	39	33	27	57	47	36	26
85.1 to 90	50	43	36	29	43	37	31	25	55	45	35	25
90.1 to 95	48	41	34	27	41	35	29	23	54	44	33	23
95.1 to 100	46	40	33	26	39	33	27	21	52	42	32	22

2017 Accountability System School Types (8,757 Total Campuses)

Elementary

4,749 Campuses

Elementary/Secondary

504 Campuses

Middle School

1,718 Campuses

High School

1,786 Campuses

Highest Grade Level Served →																
Lowest Grade Level Served ↓		EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
	EE	6	75	55	43	70	37	178	1075	93	2	11	0	0	0	29
	PK		44	12	13	26	28	165	1124	190	9	69	0	0	3	135
	KG			3	3	13	19	137	676	126	7	65	2	4	6	53
	1				1	13	25	6	33	22	1	2	0	2	1	7
	2					0	15	15	31	1	0	2	0	0	1	8
	3						1	13	86	7	2	5	0	4	1	6
	4							1	54	30	1	7	0	1	3	8
	5								9	144	3	89	1	3	16	12
	6									33	15	1124	13	16	29	154
	7										12	252	8	11	16	124
	8											10	6	13	22	31
	9												44	28	32	1348
	10													13	5	41
	11														22	24
	12															12

TEA Division of Performance Reporting

Student Achievement Domain Subcommittee

Recommendation

- There doesn't seem to be place to address and get credit for graduation plan rate. The committee thinks it might be added under CCMR and doesn't want it to be added as a distinction or badge.

Concern

- Not all indicators will be able ready for 2017-18; that should be clearly communicated.
- Inequity of data in schools with selective enrollment practices
- Inequity of data among districts with different funding weight

School Progress Domain Subcommittee

Concerns

- Having no points for growth at the Meets level is unequitable because schools with high numbers of struggling students will have little chance to earn an A or B in this domain.
- If growth measures in high school were sufficient for the index accountability system, why are they not sufficient in for the domain system? Is administering the Algebra I EOC in eighth grade really increasing? Would like to see chart with trend of percentage of Algebra I EOCs given in eighth grade. Would also like distribution of Part A scores by percentage of economically disadvantaged students.
- Using 2016–17 accountability data to set cut scores for the new accountability system that relies different indicators is very imprecise.
- Using school type for relative comparison is unsound. High schools with CCMR data are compared to high schools without CCMR data because the two schools' Student Achievement domain scores are based on different indicators.
- Combining the numbered scores of Parts A and B to determine the overall grade is not sound.

School Progress Domain Subcommittee

Recommendations

- Have points for growth at the Meets level to make the indicator equitable and provide an incentive for schools to advance kids from Meets to Masters.
- Explore developing a STAAR Progress Measure from eighth grade reading to English I
- Measure growth using the performance of re-testers.
- For Part B, why not look at movement of relative performance, essentially measuring growth by the change in residuals year over year?
- Use campus comparison groups in Part B instead of campus type.
- Regression line should have a floor and a ceiling: schools with 0% to 10% economically disadvantaged should have the same cut score. Schools with 90% to 100% economically disadvantaged should have the same cut score. For schools with 11% to 89% economically disadvantaged would have separate cut scores based on percentage of economically disadvantaged.
- To calculate the overall domain score, combine both Parts A and B. Give each part and A, B, C, D, or F, then combine grades like GPA.

Closing the Gaps Domain Subcommittee

Concerns

- The large number of indicators in the Closing the Gaps domain
- The definition of continuously enrolled
- The importance of Safe Harbor
- Customized versions of the report by school type
- The methodology for the EL Learner Language Proficiency

Recommendations

- The calculation of the domain grade based on met indicators/possible indicators
- Sample data modeled in a variety of ways (Title I vs all, by school type, with ELL PM removed)
- Data needed for Safe Harbor methodology

Appendix B
2018 Closing the Gaps Domain Status Report
SAMPLE ISD (999999)

DRAFT For Discussion Only

Academic Achievement	STAAR Performance Status (Percent at or above Approaches Grade Level)														Percent of Eligible Measures Met	
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed (Current)	Special Ed (Former)	ELL (Current & Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eligible
Target	###	###	###	###	###	###	###	###	###	###	###	###	###	###		
Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15
Writing	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15
Science	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15
Social Studies	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15
Total															75	75

Growth (EL & MS)/Graduation (HS & K-12)	STAAR Growth Status (Elementary and Middle Schools)															100		
	Target	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###
	Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	100
	Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	100
																		100
Growth (EL & MS)/Graduation (HS & K-12)	Federal Graduation Status (Target: See Reason Codes) (High Schools and K-12)															100		
	Graduation Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	100
	Reason Code ***	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	100
	Total																	100

ELP	English Learner Language Proficiency Status										### Y	100
	TELPAS Progress Rate Target											
	TELPAS Progress Rate											
Total											1	1

School Quality or Student Success	College, Career, and Military Readiness Performance Status (High Schools and K-12)															100	
	Target	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	100
	College, Career, and Military Readiness	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	13
	STAAR Grade 3-8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)																100
	Target	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	100
	Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15
	Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15
	Total																13 or 30
																	100

Overall Total															??	??
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OTHER INDICATORS																
Participation Status																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	
Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	100
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	100
Total																100

Targeted Campus Determination	Multi-Year Performance Status																									
	Consecutive Years Missing Performance Target																									
	Reading															0	0	0	0	0	0	0	0	0	n/a	n/a
	Mathematics															0	0	0	0	0	0	0	0	0	n/a	n/a
	Multi-Year Growth Status																									
	Consecutive Years Missing Growth Target																									
	Reading															0	0	0	0	0	0	0	0	0	n/a	n/a
	Mathematics															0	0	0	0	0	0	0	0	0	n/a	n/a
	Multi-Year Graduation Status																									
	Consecutive Years Missing Graduation Target															0	0	0	0	0	0	0	0	0	n/a	n/a
	Multi-Year English Learner Language Proficiency Status																									
	Consecutive Years Missing Target																0									
	Multi-Year Student Success Status																									
	Consecutive Years Missing Performance Target																									
	STAAR Grade 3-8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)																									
	Reading															0	0	0	0	0	0	0	0	0	n/a	n/a
	Mathematics															0	0	0	0	0	0	0	0	0	n/a	n/a
	College, Career, and Military Readiness															0	0	0	0	0	0	0	0	0	n/a	n/a

+ Graduation uses ELL (Ever HS) rate

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of ###

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a indicates data are not applicable to this report.

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

d = Five-year Graduation Rate Target of ###

Local Accountability Subcommittee

Recommendations

- Application deadline may need to be adjusted to before the end of the school year (May 2018).
- Keep the application simple, yet open ended to allow for creativity.

Concerns

- Training should be very transparent and start soon.
- Communication with the schools, districts, and service centers should begin soon.

Distinctions and Badges Subcommittee

Distinctions

- Concern

The postsecondary readiness distinction needs some tweaking.

- Recommendations
 - We expect distinctions to operate like they have in the past.
 - We should require an overall C to qualify for a distinction.

Badges

- Concern

What are badges and where did they come from? We need a definition.

- Recommendations
 - Badges could recognize exceptional performance in the areas of ELL students, retesters, and special education populations.
 - In truth, the number of possible badges is limited only by the number of indicators TEA collects.
 - We envision badges as something operating at a more personal level than distinctions.
 - Badges could show pockets of success in schools that are otherwise struggling.
 - We should not require an overall C to qualify to receive a badge.
 - Badges should also use comparison groups.

How to Calculate Academic Achievement Distinction Designations for Sample High School

Academic Achievement for Mathematics includes the following indicators for High Schools:

- Attendance rate
- Greater Than Expected Student Growth in Mathematics
- AP/IB Examination Participation in Mathematics
- AP/IB Examination Performance in Mathematics

- SAT/ACT Participation: Mathematics
- SAT Performance: Mathematics
- ACT Performance: Mathematics

- 1) Line up performance on the 40 campuses in the Sample High School campus comparison group (campuses most similar in size, percent economically disadvantaged, mobility rate, and percent English language learners) for each indicator, from highest to lowest.
- 2) Identify the top quartile (Q1) of performance for each indicator.

3) If Sample High School is in the top quartile on 33% or more of the indicators, the distinction is assigned.

[illegible]

12	VICTORIA WESS H (23860054)
11	WILLIAMSON J (23860053)
10	GERARDINE H (23860052)
9	WILLIAMSON J (23860051)
8	WILLIAMSON J (23860050)
7	WILLIAMSON J (23860049)
6	WILLIAMSON J (23860048)
5	WILLIAMSON J (23860047)
4	WILLIAMSON J (23860046)
3	WILLIAMSON J (23860045)
2	WILLIAMSON J (23860044)
1	WILLIAMSON J (23860043)
12	WILLIAMSON J (23860042)
11	WILLIAMSON J (23860041)
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3	WILLIAMSON J (23859949)
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12	WILLIAMSON J (23859946)
11	WILLIAMSON J (23859945)
10	WILLIAMSON J (23859944)
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8	WILLIAMSON J (23859942)
7	WILLIAMSON J (23859941)
6	WILLIAMSON J (23859940)
5	WILLIAMSON J (23859939)
4	WILLIAMSON J (23859938)
3	WILLIAMSON J (23859937)
2	WILLIAMSON J (23859936)
1	WILLIAMSON J (

[illegible]

AP/IB Performance	Q1	Q2	Q3	Q4
ROWEN H. # (0591340501)	71.8			
WILLIAM H. # (0591340502)	71.0			
TERESA H. # (0591340503)	71.0			
JAMES H. # (0591340504)	69.0			
WILLIAM H. # (0591340505)	68.0			
BRANDEN H. # (0591340506)	66.7			
WILLIAM H. # (0591340507)	66.7			
WILLIAM H. # (0591340508)	65.2			
WILLIAM H. # (0591340509)	65.2			
WILLIAM H. # (0591340510)	65.2			
WILLIAM H. # (0591340511)	65.2			
WILLIAM H. # (0591340512)	65.2			
WILLIAM H. # (0591340513)	65.2			
WILLIAM H. # (0591340514)	65.2			
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WILLIAM H. # (0591340516)	65.2			
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WILLIAM H. # (0591340659)	65.2			
WILLIAM H. # (0591340660)	65.2			
WILLIAM H. # (0591340661)	65.2			
WILLIAM H. # (0591340662)	65.2			
WILLIAM H. # (0591340663)	65.2			
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WILLIAM H. # (0591340668)	65.2			
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WILLIAM H. # (0591340670)	65.2			
WILLIAM H. # (0591340671)	65.2			
WILLIAM H. # (0591340672)	65.2			
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WILLIAM H. # (0591340676)	65.2			
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WILLIAM H. # (0591340679)	65.2			
WILLIAM H. # (0591340680)	65.2			
WILLIAM H. # (0591340681)	65.2			
WILLIAM H. # (0591340682)	65.2			
WILLIAM H. # (0591340683)	65.2			
WILLIAM H. # (0591340684)	65.2			
WILLIAM H. # (0591340685)	65.2			
WILLIAM H. # (0591340686)	65.2			
WILLIAM H. # (0591340687)	65.2			
WILLIAM H. # (0591340688)	65.2			
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[illegible][illegible][illegible]

4 of 7 = 57%



Distinction Earned!

Perform the same analysis for performance in **Reading/ELA, Science**, and **Social Studies** to determine whether Sample HS achieved Academic Achievement Distinction Designations for those subjects.

Aligning the Federal and State Systems

Disaggregation (**Closing the Gaps Domain Status Report**)

- Student Groups
 - Economically disadvantaged
 - Children with disabilities
 - English learners
 - Major racial and ethnic groups
- Minimum size
 - Fewest students needed for each indicator
 - Same for each student group and all students combined

Long-Term Goals (**Long-Term and Interim Goals for ESSA Federal Accountability**)

- Ambitious and state designed
- Each student group and all students combined
- Measurements of interim progress
 - Academic achievement as measured by state assessments
 - Graduation rates
 - STAAR growth
 - Percentage of English learners making progress toward proficiency

Five Indicators

- Academic achievement (**Yellow**)
 - State assessments in mathematics and ELA/reading
 - Each grade 3–8 and once in high school
 - High school student growth on assessments (at state's discretion)
- Elementary, middle, and junior high schools (**Green**)
 - Student growth (if state believes appropriate) or
 - Indicator that meaningfully differentiates school performance
- Graduation rate (**Green**)
 - Four-year cohort
 - Extended-year adjusted cohort
- Progress of English learners (**Blue**)
 - Each grade 3–8
 - At least once in high school
- At least one additional indicator of school quality or student success (**Orange**)
 - Valid, reliable, and meaningfully differentiates school performance
 - Student or educator engagement
 - Advanced coursework
 - Postsecondary readiness
 - School climate and safety
 - Or another indicator chosen by the state
 - College, Career, and Military Readiness Performance Status (high schools/K–12)
 - STAAR Grade 3–8 Reading and Mathematics at or above Meets Grade Level Standard (elementary and middle schools)

ESSA Accountability Requirements

Aligning the Federal and State Systems

September 2017

Meaningful Differentiation

- Based on five indicators
- For all students combined and each student group
- Substantial weight to each of the first four indicators
- In the aggregate, much greater weight than fifth indicator
- Including schools with consistently underperforming student group(s) (**Pale Yellow**)

Identification of Schools

- Beginning in summer 2018 based on 2017–18 data
- At least every three years thereafter
- Comprehensive support and improvement
- Targeted support and improvement (**Pale Yellow**)
- Additional statewide categories at state discretion
- Comprehensive support and improvement
 - Lowest-performing five percent (**Campuses with overall F**)
 - High schools with less than 67 percent graduation rate (**Green**)
 - Certain targeted schools that don't improve in a specified time
- Targeted support and improvement for schools with consistently underperforming student groups (**Pale Yellow**)

Appendix B
2018 Closing the Gaps Domain Status Report
SAMPLE ISD (999999)

DRAFT For Discussion Only

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed (Current)	Special Ed (Former)	ELL (Current) +	ELL (Current & Former)	Continuously Enrolled	Non- Continuously Enrolled	Total Met	Total Eligible	Percent of Eligible Measures Met
Academic Achievement	STAAR Performance Status (Percent at or above Approaches Grade Level)																	
	Target	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%			
	Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100
	Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100
	Writing	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100
	Science	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100
	Social Studies	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100
	Total															75	75	100
Growth (EL & MS)/Graduation Rates (HS & K-12)	STAAR Growth Status (Elementary and Middle Schools)																	
	Target	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%			
	Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100
	Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100
	Federal Graduation Status (Target: See Reason Codes) (High Schools and K-12)																	
	Graduation Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	n/a	Y	n/a	n/a	n/a	11	11	100
	Reason Code ***	a	a	a	a	a	a	a	a	a	n/a	a	n/a	n/a	n/a			
	Total															11 or 30	11 or 30	100
ELP	English Learner Language Proficiency Status																	
	TELPAS Progress Rate Target											###%						
	TELPAS Progress Rate											Y						
School Quality of Student Success	College, Career, and Military Readiness Performance Status (High Schools and K-12)																	
	Target	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%			
	College, Career, and Military Readiness	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	n/a	n/a	13	13	100
	STAAR Grade 3-8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)																	
	Target	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%	###%			
	Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	
	Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	15	15	100
	Total															13 or 30	13 or 30	100
Overall Total																??	??	100
OTHER INDICATORS																		
Participation Status																		
Target																		
Reading																		
Mathematics																		
Total																30	30	100
Targeted Campus Determination	Multi-Year Performance Status																	
	Consecutive Years Missing Performance Target																	
	Reading	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a			
	Mathematics	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a			
	Multi-Year Growth Status																	
	Consecutive Years Missing Growth Target																	
	Reading	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a			
	Mathematics	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a			
	Multi-Year Graduation Status																	
	Consecutive Years Missing Graduation Target	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a			
	Multi-Year English Learner Language Proficiency Status																	
	Consecutive Years Missing Target											0						
	Multi-Year Student Success Status																	
	Consecutive Years Missing Performance Target																	
	STAAR Grade 3-8 Reading and Mathematics Performance (at or above Meets Grade Level Standard) (Elementary and Middle Schools)																	
	Reading	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a			
	Mathematics	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a			
	College, Career, and Military Readiness	0	0	0	0	0	0	0	0	0	n/a	n/a	0	n/a	n/a			

+ Graduation uses ELL (Ever HS) rate

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of ###%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

d = Five-year Graduation Rate Target of ###%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a indicates data are not applicable to this report.

Accountability Policy Advisory Committee (APAC)

WBT Room I-104

Agenda Wednesday, October 11, 2017 10:00 a.m. to 5:00 p.m.

I. Welcome.....	10:00–10:15
• New APAC Member Introductions	
II. What’s New in Performance Reporting	10:15–10:30
• New Leadership • New Organizational Structure	
III. Goals for the October APAC Meeting.....	10:30–10:45
IV. 2017 Accountability Ratings Results	10:45–11:30
• Overview of Accountability Results • Appeals	
V. 2018 Accountability: Overview of the New Accountability System	11:30–12:00
• Presentation	
Lunch.....	12:00–1:00
VI. 2018 Accountability: The Student Achievement Domain	1:00–3:00
• Presentation • Table Discussion • Review of Table Discussions	
VII. Commissioner Morath.....	3:00–4:00
VIII. 2018 Accountability: Local Accountability Systems.....	4:00–5:00
• Presentation • Group Discussion	

Accountability Policy Advisory Committee (APAC)

WBT Room I-104

Agenda

Thursday, October 12, 2017

9:00 a.m. to 12:00 p.m.

IX. 2018 Accountability: The School Progress Domain..... 9:00–10:30

- Presentation
- Table Discussion
- Review of Table Discussions

X. 2018 Accountability: The Closing the Gaps Domain..... 10:30–12:00

- Presentation
- Table Discussion
- Review of Table Discussions

MEMBERSHIP
2018 Accountability Policy Advisory Committee (APAC)

Legislative Staff

- Ben Bhatti, Education Policy Advisor, *Office of the Governor*
- Andrea Sheridan, Senior Education Advisor, *Office of the Speaker of the House*
- Beth Shields, Committee Director, *Senate Education Committee*
- Julie Shields, Senior Policy Advisor, *Office of the Governor*
- Marian Wallace, Education Policy Advisor, *Office of the Lieutenant Governor*
- Andrea Winkler, Public Education Budget Analyst, *Legislative Budget Board*

School District / School Board / College and University / Education Organization Representatives

- HD Chambers, Superintendent, *Alief ISD*
- Eddie Conger, Superintendent, *International Leadership of Texas*
- Andrew Kim, Superintendent, *Comal ISD*
- Steve Lecholop, Trustee—District I, *San Antonio ISD*
- Cesar Maldonado, Chancellor, *Houston Community College*
- Gonzalo Salazar, Superintendent, *Los Fresnos CISD*
- Greg Smith, Superintendent, *Clear Creek ISD*
- Randy Willis, Superintendent, *Granger ISD*

Business / Other Representatives

- Julia Erwin, Parent, *Texas Special Education Continuing Advisory Committee*
- Sandy Garcia, Coordinator for Special Programs, Compliance, and Monitoring, *ESC 6*
- Gary Godsey, Executive Director, *Association of Texas Professional Educators*
- Cherry Kugle, Consultant, *Raise Your Hand Texas*
- William McKenzie, Editorial Director, *George W. Bush Institute*
- Mike Meroney, Consultant and Lobbyist, *Meroney Public Affairs*
- Drew Scheberle, Senior Vice President, *Austin Chamber of Commerce*
- Annie Spilman, Legislative Director, *National Federation of Independent Business (NFIB)/Texas*
- Jeri Stone, Executive Director/General Counsel, *Texas Classroom Teachers Association*
- Laura Subrin Yeager, Parent, *TAMSA*

Total = 24 members

State Accountability Development: 2018

Texas Education Agency Staff

Mike Morath

Commissioner of Education

Academics

Penny Schwinn
Deborah Sauberer
Justin Porter
Linda Roska
Monica Martinez
Jamie Crowe
Lisa Diserens
Christopher Lucas

Deputy Commissioner
Executive Director
Executive Director
Executive Director
Associate Commissioner
Executive Director
Director
Director

Academics
Student Assessment
Special Populations
Research and Analysis
Standards and Support
Performance Reporting
Performance Reporting
Performance Reporting

GOALS

The Texas Education Agency will improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas becomes an independent thinker and graduates prepared for success in college, a career, or the military as an engaged, productive citizen.

Texas establishes standards of academic performance to achieve these goals:

- Continuously improve student performance
- Eliminate achievement gaps among students from different racial and ethnic groups and socioeconomic backgrounds
- Ensure this state is a national leader in preparing students for postsecondary success
- Improve student preparedness for success in subsequent grade levels and in entering the workforce, military, or postsecondary education
- Inform parents and the community regarding campus and district performance

GUIDING PRINCIPLES

Student Performance

- The system is first and foremost designed to improve student outcomes.
- The system focuses on preparing students for postsecondary success.

System Safeguards

The system uses safeguards to minimize unintended consequences.

Recognition of Diversity

The system is fair and addresses the diversity of student populations and educational settings.

Public Participation and Accessibility

- The system's development and implementation are informed by advice from Texas educators and the public.
- The system is understandable and provides performance results that are relevant, meaningful, and easily accessible.

Coordination

The system is part of an overall coordinated strategy for state and federal ratings, reporting, monitoring, and interventions.

Statutory Compliance

The system is designed to comply with statutory requirements.

Local Responsibility

Districts are responsible for submitting accurate data upon which ratings are based.

Distinction Designations

Distinction designations are based on higher levels of student performance rather than more students performing at the satisfactory level.

Commissioner's Charges for the Accountability Policy Advisory Committee (APAC) and the Accountability Technical Advisory Committee (ATAC)

Purpose

The committees will consider complex, technical issues to develop recommendations to ensure that the academic accountability system drives improved outcomes for all Texas public school students.

Scope of Work

The committees will be responsible for recommendations for developing the new accountability system established by House Bill 22, assigning A–F ratings, awarding district and campus distinction designations, and transitioning from four performance indexes to three domains. The committees will also develop recommendations to help align the state and federal accountability systems.

Charges for the committees do not include the following:

- The Performance-Based Monitoring Analysis System (PBMAS) or School Improvement, although decisions made for the state accountability system will inform the development of these systems
- The design or content of statutorily-required performance reports
- The state assessment program, graduation policies, or curriculum policies
- Specific details of certain components needed for implementation of the system (e.g., campus pairing; appeals process; small numbers analysis)

Ground Rules

- State accountability recommendations must be in compliance with agency interpretation of statute.
- Assume the state assessment program and state accountability system for 2018 will be implemented under statute that is currently in effect.
- To the extent possible, recommendations should cover the current rating year as well as the subsequent two years.

ATAC Member Duties

Members of the ATAC are Texas public school educators who will work with TEA staff and national experts to develop recommendations or options related to the state academic accountability system. ATAC members may participate in one or more small work groups formed around specific topics. Members will also solicit comment on committee issues from peers within their geographic region.

APAC Member Duties

The APAC will consist of educators representing campuses, school districts, and education service centers; legislative representatives; business and community leaders; representatives of higher education; and parents of children attending Texas public schools. In addition to providing guidance during the development process, the APAC will review final proposals from the ATAC and provide its responses to these proposals to the commissioner of education. The commissioner will make final accountability decisions in spring 2018.

Domain	Grade Level	Indicator	Current ACCT?	Availability	First Use
Student Achievement	EL, MS, HS, K-12, and districts	STAAR – Approaches Grade Level	Yes	Immediately via CAF	2017-18
		STAAR – Meets Grade Level	No	Immediately via CAF	2017-18
		STAAR – Masters Grade Level	No	Immediately via CAF	2017-18
	HS, K-12, and districts	Meet TSI Criteria (TSIA, SAT, ACT) in reading and mathematics	Yes	Immediately via TSDS	2017-18
		Complete dual-credit courses	Yes	Immediately via TSDS	2017-18
		Meet criteria on AP/IB examinations	No	Immediately via College Board	2017-18
		Enlist in armed forces	No	Fall 2017 via TSDS	2017-18
		Earn industry certification	No	Fall 2017 via TSDS	2017-18
		Complete college preparation courses (TEC §28.014)	No	Immediately via TSDS	2017-18
		Admitted to postsecondary industry certification program	No	TBD	TBD
School Progress	EL, MS, HS, K-12, and districts	Complete an OnRamps dual-enrollment course	No	Planned for Fall 2018 via TSDS	2018-19
		Earn an associate's degree while in high school	No	Fall 2017 via TSDS	2017-18
Closing the Gaps	EL, MS, HS, K-12, and districts	Meet standards on composite of indicators to indicate college preparation	No	TBD	TBD
		Longitudinal graduation rates	Yes	Immediately via TSDS	2017-18
		Percent of students who met the standard for improvement (new model)	No	Immediately via CAF	2017-18
		Overall student performance compared to similar districts and campuses	No	TBD	2017-18
Closing the Gaps	EL, MS, HS, K-12, and districts	Student achievement differentials among students, including differentials among students from different racial and ethnic groups and socioeconomic backgrounds and other factors including: students formerly receiving special education services, continuously enrolled students, and students who are mobile.	No	TBD	2017-18

Overall and each domain rated A (exemplary), B (recognized), C (acceptable), D (needs improvement), or F (unacceptable)

- District may not receive an overall or domain rating of an A if any campus in the district includes an overall or domain grade of a D or F.
- Overall based on the better of Student Achievement and School Progress, unless there is an F in Student Achievement or School Progress in which case the rating for the best of cannot be higher than a B.
- No less than 30 percent of the performance rating can be applied to Closing the Gaps.

2017–18 Ratings

- A–F for districts, *Improvement Required* or *Met Standard* for campuses.
- “What If?” report for campuses by January 1, 2019.
- Methods for grade calculations must provide the “mathematical possibility” for all districts and campuses to get an A.

Local Accountability System (campuses only)

- District assigning an overall rating to a campus must incorporate the following:
 - Domain performance ratings issued by state,
 - Performance ratings based on locally developed domains or measures.
- Weights are okay as long as state-assigned grades account for at least 50 percent of overall grade.
- Locally developed domains or measures must
 - contain differentiated performance levels,
 - provide for A–F letter grade assignment, and
 - meet standards for validity and reliability.
- Calculations must be auditable by third party.
- District or school must produce a campus score card.
- Methodology must be made available to public.
- Must submit a plan to be approved by commissioner. Only approved if
 - plan meets minimum requirements following review,
 - an audit verifies the calculations, and
 - a review panel approves plan.

2018 Accountability Technical Advisory Committee

Summary of Meeting on September 18–19, 2017

The objective for the first meeting of the 2018 Accountability Technical Advisory Committee (ATAC) was to review the preliminary 2017 accountability results, discuss topics related to 2018 accountability, and consider options for the implementation of the A–F system established by House Bill (HB) 22. TEA responses to questions and concerns are given during the meeting are provided in red. Some questions will require staff research and are yet to be answered. The following is a summary of the discussion at the meeting

- TEA presented new department leadership and organizational structures.
- TEA presented the 2017 accountability ratings and results.
 - ◆ Concerns
 - The priority and focus schools lists were released unexpectedly.
 - There is dissonance between that list and accountability results, such as a case in which a focus school earns distinctions.
- TEA updated the committee on the 2017 accountability ratings appeals process.
 - ◆ Questions
 - Do the Harvey-affected campuses need to be within the disaster counties or just the districts within those counties to qualify for an extended appeals deadline? **[Any district with a campus in the affected counties or campus in the affected counties will have until the October 2nd deadline to submit its appeal.]**
 - Will campuses and districts be able to appeal ratings other than F under the new system? **[No decision has been made.]**
 - ◆ Concerns
 - The appeals process presents many learning opportunities for districts, but the results of the appeals and lessons learned are not shared widely. **[TEA staff agreed to research the possibility of releasing summaries of appeals by campus type.]**
- TEA presented the 2018 accountability School Progress, Part A (Student Growth) domain. The Student Growth portion of this domain measures the percentage of students who met the standard for improvement.
 - ◆ Concerns
 - As proposed, this domain does not appropriately measure success for students who skip a grade.
 - Measuring growth in high school is a challenge with limited tests and many students taking Algebra I in middle school.
 - The Planned Growth Model Matrix challenges campuses with lower-achieving students by not awarding them one point for maintaining performance at the Approaches Grade Level standard.

2018 Accountability Technical Advisory Committee

Summary of Meeting on September 18–19, 2017

- ♦ Suggestions
 - Retester data could be used to show progress.
 - Performance of prior-year non-proficient students could also be used.
- TEA presented the 2018 accountability School Progress, Part B (Relative Performance) domain. The Relative Performance portion of this domain measures overall student performance compared to similar districts and campuses.
- ♦ Questions
 - Is it possible to use comparison groups here? [It's possible, but would we use 40 similar campuses, or should the number be larger? The larger the comparison group, the less similar the campuses will be.]
 - Will economically disadvantaged be determined using only testing grades or the entire student body? [TEA staff will model Part B using the percentage of economically disadvantaged students in grades 1–12.]
- ♦ Concerns
 - Schools of choice could be outliers on the regression chart if they serve high-achieving, economically disadvantaged students.
 - This chart is not measuring progress. It is showing performance goals set against bands set over five years.
- ♦ Suggestions
 - Regression line should have a floor and a ceiling: schools with 0% to 10% economically disadvantaged should have the same cut score. Schools with 90% to 100% economically disadvantaged should have the same cut score. For schools with 11% to 89% economically disadvantaged would have separate cut scores based on percentage of economically disadvantaged.
- TEA presented requirements of the Every Student Succeeds Act (ESSA). The ESSA state plan opened for public comment on July 31, 2017.
- ♦ Questions
 - After the first year of A–F, how will Title I schools be identified if Fs are assigned to less than 5 percent of campuses? [The current plan is to add the lowest-performing D campuses.]
 - Is it conceivable that a Title I school could have stronger performance in the Closing the Gaps domain but be brought down by the Student Achievement and School Progress domains? [Yes]

2018 Accountability Technical Advisory Committee

Summary of Meeting on September 18–19, 2017

- Mike Morath, Commissioner of Education, addressed the committee with a focus on local accountability systems.
 - ♦ Questions
 - How will campuses with local accountability plans coordinate with TEA to produce ratings in a timely manner? [This has yet to be determined.]
 - Will campuses be tied to their local accountability system? [No decision has been made yet. This is still under discussion.]
 - Will it be possible for the local accountability system to lower a grade? [It's conceivable. Whether it could actually happen, though, depends on when in an accountability year a district must commit to its local accountability plan.]
 - Will elementary schools be eligible for rating under AEA? [Not at this time]
 - ♦ Concern
 - TEA needs to set timelines for implementation of local accountability plans for the first and second years of A–F.
- Local Accountability Plans subcommittee presented highlights of their discussions.
 - ♦ Concerns
 - The clarity and rigor of these plans are continuing concerns.
- TEA presented the 2018 accountability Closing the Gaps domain. This domain measures achievement differentials among students, including differentials among students from different racial and ethnic groups and socioeconomic backgrounds and other factors including students formerly receiving special education services, continuously enrolled students, and students who are mobile.
- Closing the Gaps domain subcommittee presented highlights of their discussions.
 - ♦ Concerns
 - There is a challenge with former special education student populations meeting minimum size requirements.
 - ♦ Suggestions
 - This indicator should not be structured to incentivize removing students from special education services.
 - This indicator should be report only.

2018 Accountability Technical Advisory Committee

Summary of Meeting on September 18–19, 2017

- TEA presented the 2018 accountability Student Achievement domain. This domain measures student achievement across all grades and subjects at the Approaches Grade Level, Meets Grade Level, and Masters Grade Level standards on STAAR. For high schools and districts, it also includes indicators of college, career, and military readiness.
 - ♦ Questions
 - What will the military enlistment documentation look like? [This is not something TEA will create. Districts should use their own discretion when it comes to this documentation but should at a minimum keep the enlistment or intent to enlist with the student's record.]
 - Who is sharing information about OnRamps? [OnRamps outreach programs and word of mouth]
 - ♦ Concerns
 - The TSI postsecondary ready indicator as proposed only counts if the student meets the target in both reading and mathematics. It would be better if it were reading OR mathematics.
 - Graduation plan rate is no longer in accountability
 - Modelling with 60 as the cut point for an A shows that very few campuses will earn an A.
 - The removal of CTE Coherent is a big concern especially since, at present, there is not equivalent indicator.
- Student Achievement domain subcommittee presented highlights of their discussions.
 - ♦ Questions
 - What is the solution for identifying masters level performance for substitute assessments? [TEA is working to address this concern. Cut points identifying masters level performance for each substitute assessment will need to be established as well as a method for reporting performance levels for substitute assessments.]
 - In the absence of CTE credit, how can special education students achieve postsecondary readiness?
 - Why use the most recent SAT/ACT score instead of the highest? [We only receive the most recent record from the College Board and ACT.]
 - Why is passing a dual credit course by itself not sufficient to achieve postsecondary readiness? They need 9 hours of credit to count. [Why not nine hours of any AP course or three hours of core (English language arts, mathematics, science, social studies) AP courses.]

2018 Accountability Technical Advisory Committee

Summary of Meeting on September 18–19, 2017

- ♦ Concerns
 - CCMR is the least reliable indicator of the three for high schools regarding what is purports to measure.
 - Regarding the distribution of grades curve, schools of choice will fill up the top levels pushing more campuses to lower grades.
- ♦ Suggestions
 - There should be better coordination with Performance-Based Monitoring in coding students properly for substitute assessments.
 - The committee unanimously prefers equal weights for the three components of the Student Achievement domain: STAAR, CCMR, and graduation rate.
- Distinctions/Badges subcommittee presented highlights of their discussions.
 - ♦ Concern
 - Take care not to water down distinctions.
- The committee briefly discussed calculating the overall ratings in 2018.

The next ATAC meeting will take place November 16–17, 2017. TEA staff agreed to have someone from School Improvement and Support available at the November meeting.