

Attachment 5

Information on Supports for the Transition to College- and Career- Ready Standards

Attachment 5a

Description of Project Share

Project Share Information as of March 2013

General Description:

Project Share is a statewide online learning environment provided at no cost to Texas public school districts and open enrollment charters. Project Share provides a secure online environment in which educators participate in online professional development courses; become members of professional learning communities; share resources and information with colleagues, students, and parents; access state-adopted instructional materials; and manage online courses and groups designed to supplement classroom instruction.

Project Share also provides a secure online environment in which K-12 students enrolled in public school districts and open enrollment charters can complete lessons and activities (e.g., general instruction, remediation, acceleration, enrichment) assigned by a teacher; participate in extensive, in-depth projects assigned across multiple grade levels, subjects, and/or districts; communicate with teacher(s) and peers; work and collaborate with peers; participate in state- and locally-created online courses; and build and manage e-portfolios. Project Share licensing allows all Texas public school districts the ability to create and manage student accounts at the local level.

Purpose:

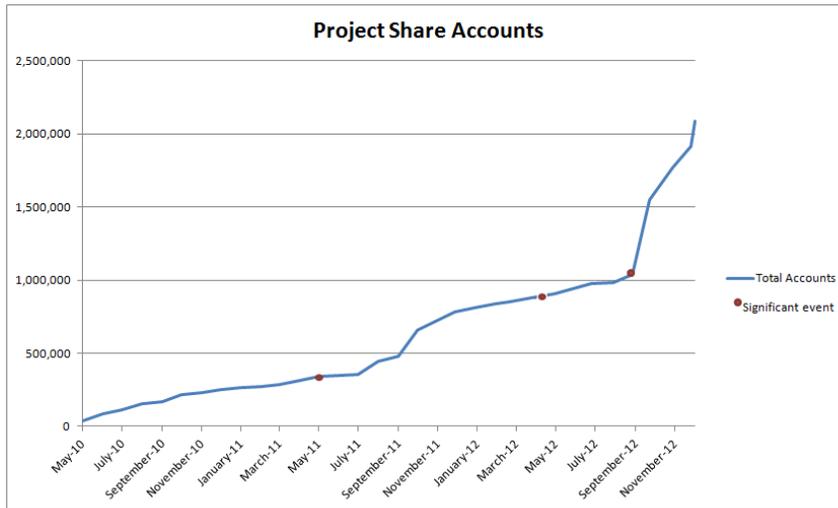
Project Share is designed to meet both state and local needs. While Texas public districts can customize Project Share implementation at the local level, the online environment is also an efficient means by which the Texas Education Agency can accomplish the following goals:

- deliver online professional development courses to K-12 public educators; (Upon successful completion, educators earn continuing professional education credits (CPEs) that meet local and state certification requirements.)
- provide online certification courses for secondary teachers seeking certification to teach fourth year math and science courses;
- disseminate state-created instructional resources and information;
- provide access to state-licensed instructional and educator support materials; and
- distribute state-created courses to public districts. (Districts are able to assign instructors and enroll students in the courses and manage at the local level. Courses can serve as supplemental resources for traditional instruction, as the online component for blended instruction, or as a credit-bearing course for students who are unable to attend a traditional classroom and/or who need to earn additional course credits.)

Level of Use:

Texas currently has approximately 1,227 districts within the public school system. Over 1,100 districts are currently participating in Project Share. Participation varies according to local needs. Weekly monitoring of account growth indicates that Project Share usage increases as the state provides new student resources (e.g., OnTRACK Lessons, *MSTAR Universal Screener), as state-required training is provided in an online format (e.g., Science Safety for Elementary, Middle, and High Schools) and as educators transition from face-to-face to online professional development. Account growth and milestones are provided below.

* MSTAR – Middle School Students in Texas: Algebra Ready



Significant Events:

1. May 2011 – Student accounts launched.
2. April 2012 – Project Share Gateway launched (providing additional student resources).
3. September 2012 – MSTAR Universal Screener launched.

In periods of steady growth, Project Share accounts increase by approximately 5,000-7,000 per week. In periods of rapid growth, accounts increase by approximately 100,000 per week. As of March 2013, Project Share account numbers are as follows:

- 1,811,000 student accounts
- 452,500 educator accounts
- 2,263,500 total accounts

Online Courses:

Project Share provides over 70 online professional development courses for K-12 public educators, administrators, professional service providers, and pre-service teachers. All courses are aligned to the Texas Essential Knowledge and Skills (TEKS), the College and Career Readiness Standards (CCRS), and the English Language Proficiency Standards (ELPS) and address the following content areas:

- English Language Arts and Reading;
- Mathematics;
- Science;
- Social Studies; and
- Technology Applications.

In addition to the content areas listed above, educators receive extensive professional development in working with English Language Learners (ELLs) through courses designed to guide teachers as they align classroom instruction with the ELPS and as they meet the affective, cognitive, and linguistic needs of ELLs.

Project Share also provides online lessons for high school students. The state-created OnTRACK Lessons are electronically distributed at no cost to Texas public districts and are managed at the local level. Lessons are available in the following subjects:

- English I, II, and III
- Grade 8 Math, Algebra I, Algebra II, and Geometry
- Grade 8 Science, Biology, Chemistry, and Physics
- World Geography, World History, and US History

OnTRACK Lessons are one of the most popular resources provided through Project Share. While a primary goal of the lessons is to help high school students prepare for state end-of-course assessments and for college-level work, many districts report using the lessons for remediation as teachers work with students in need of additional academic support.

[Type text]

Attachment 5b

Examples of Supporting Resources

OnTRACK Geometry Lesson for Students: Compass and Straight-Edge Constructions Activity

The screenshot shows a lesson page with a left-hand navigation menu containing options like Resources, Announcements, Members, Take Notes, Grade Book, Tests/Quizzes, Adaptive Release, Kid2Kid Videos, Help FAQ, Alert, Show/Hide Tools, Options, Custom Tools, Instructor View, Disable Menu Tips, Exit Course, and Log Out of Epsilon. The main content area includes a lesson title, summary, and a list of sections. The current section is 'Compass and Straight Edge Constructions Activity', which includes an interactive exercise with five boxes labeled 'parallel lines', 'perpendicular segment bisector', 'perpendicular lines', 'angle bisector', and 'congruent segments'. Below these are five diagrams illustrating different geometric constructions: two parallel lines with tick marks, a segment bisector, an angle bisector, a perpendicular bisector, and a congruence construction.

OnTRACK Algebra I Resources for Teachers, Students, and Parents: Searchable by standards on the Project Share Gateway

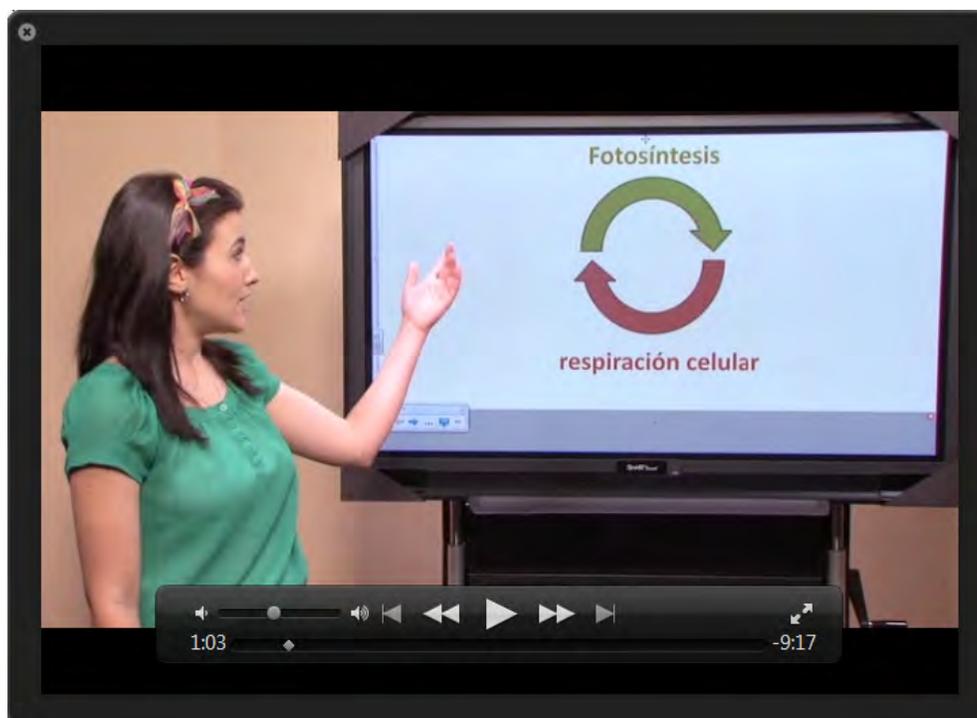
The screenshot displays the 'Standards Search: Find Resources' interface. It features a search form with dropdown menus for 'Mathematics', '111.32 Algebra I', and '- Select strand -'. A 'FIND STANDARDS' button is located below the form. Below the search form is a 'Search Standards' section showing a table of results for standard A.1.A. The table has columns for Resource ID, Author, Select Subject(s), Grade, and Title. Two resources are listed:

RESOURCE ID	AUTHOR	SELECT SUBJECT(S)	GRADE	TITLE
A1M11852	MSHEPPARD	MATHEMATICS	9-12	Analyzing Functional Relationships: Dependency Statements This activity provides an opportunity for students to investigate independent and dependent variables using a variety of representations and sentence structures.
0F1114	TEA	MATHEMATICS	8-10	Describing Independent and Dependent Quantities (verbal/symbolic) Given a verbal and/or symbolic representation of a function the student will describe the independent and dependent quantities.

Project Share Video Series: Kid2Kid Videos for Biology (English)



Project Share Video Series: Kid2Kid Videos for Biology (Spanish)



Attachment 6

Information on the Development and Administration of Annual, Statewide, Aligned, High-Quality Assessments That Measure Student Growth

Attachment 6a

Educator Review of STAAR Assessments

Response from TEA to the Senate Education Committee:

Texas Educators and Review of the STAAR Assessments

Thousands of Texas educators—K–12 classroom teachers, higher education representatives, curriculum specialists, administrators, and Education Service Center (ESC) staff—have played a vital role in the development, review, and implementation of the STAAR program by serving on one or more of hundreds of educator committee meetings that are held throughout the academic year..

These committees represent the state geographically, ethnically, by gender, and by type and size of school district. They also include educators with knowledge of the needs of all students, including students with disabilities and English language learners (ELLs).

Item Review Committees

Item review committees composed of Texas educators by region regularly review all items used in the program to judge 1) the alignment of an item to the curriculum, 2) the appropriateness of an item, 3) the difficulty of an item, and 4) any potential bias in an item. Committee members discuss each test item and recommend whether the item should be field-tested as written, revised, recoded to a different eligible TEKS student expectation, or rejected. All committee members conduct their reviews considering the effect on various student populations and work toward eliminating bias against any group. If an item review committee finds an item to be inappropriate after review and revision, it is removed from consideration for testing.

A sample final product from an item review committee is included as a part of this response.

Standards Setting Committees

Standards setting committees composed of 642 Texas educators from across the state were administered the STAAR and STAAR Modified assessments during the 2010-11 and 2011-12 standards setting process to determine the point at which students have reached the level of expectations described in the Performance Level Descriptors.

STAAR Item Bias Review

This information relates to concerns about potential bias in STAAR questions (i.e. items).

STAAR Item Review Committee Demographics

Item review committees composed of Texas educators review items to judge the appropriateness of item content and difficulty and to eliminate potential bias. Committee members discuss each test item and recommend whether the item should be field-tested as written, revised, recoded to a different eligible TEKS student expectation, or rejected.

All committee members conduct their reviews considering the effect on various student populations and work toward eliminating bias against any group. Specifically, educators are asked to answer three questions:

- Does the item or passage assume racial, class, or gender values or suggest such stereotypes?
- Might the item or passage offend any population?
- Are minority interests well represented in the subject matter and artwork?

A total of 2,426 Texas educators participated in STAAR Item Review Committees between January 1, 2011 and December 31, 2012.

Race/Ethnicity

African American	8%
Asian	1%
Caucasian	58%
Hispanic	33%
Multiple	2%
Native American	0%
Pacific Islander	0%

Gender

Female	79%
Male	21%

STAAR Item Field Test Data Review

If item review committees found an item to be **inappropriate** after review and revision, it was removed from consideration for field-testing. If the committee found an item to be **appropriate** after review and revision, it was field-tested. Pearson conducts a set of statistical analyses to empirically evaluate the performance of different student groups on a test item once it has been field-tested.

NOTE: student performance on a field test item never counts toward a student assessment score. It is the item that is being tested, not the student.

After field-testing, TEA and Pearson curriculum and assessment specialists and psychometricians examine each test item with regard to objective/student expectation match, appropriateness, level of difficulty, and bias (economic, regional, cultural, gender, and ethnic. Differences in student performance across groups may indicate potential biases. It is only after this process that there is a recommendation to accept or reject each field-test item.

Items that pass all stages of development—item review, field testing, and data review—are placed in the item bank and become eligible for use on future test forms. Rejected items are identified and eliminated from use on any test.

Reviewer Information Section

State of Texas Assessments of Academic Readiness (STAAR™)
 Grade 5 Mathematics
 June 27–29, 2012

This form is designed to collect demographic information that describes the general characteristics of the individuals who reviewed the Texas assessment items. For example, this information will be used to make summary statements such as "The average number of years of teaching experience in Texas of the teachers reviewing the test items was ____." The information will not be associated with the responses of individual reviewers.

Thank you for your cooperation in supplying the following information. Please use pencil to record your responses.

What is your current position?

- K–12 Teacher
 - K–12 Coordinator/Instructional Specialist
 - K–12 Administrator
 - Postsecondary Educator
 - Other (Please Specify)
-

Ethnicity

- Hispanic/Latino
- Not Hispanic/Latino

Race

- American Indian or Alaskan Native
- Asian
- Black or African American
- Native Hawaiian/Pacific Islander
- White

How many total years of experience do you have in education?

As a K–12 Teacher	As a K–12 Coordinator/ Instructional Specialist	As a K–12 Administrator	As a Postsecondary Educator	Other
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Sex

- Male
- Female

Item Judgment Form

After the committee discusses and revises the item, please answer the following four questions for each item by filling the bubble next to either "Yes" or "No" in the appropriate columns. Please use pencil to record your responses.

1. Match to Reporting Category/Student Expectation:

Does this item measure the reporting category/student expectation it was designed to measure?

2. Appropriateness of Item:

Is this item an appropriate measure of the TEKS student expectation?

3. Fairness of Item:

Is this item free from bias on the basis of students' personal characteristics such as gender or ethnicity?

4. Opportunity to Learn:

Would you expect students in your district to have received sufficient instruction by the end of the grade/course to enable them to answer this item correctly?

Columns 5 and 6: These columns are provided for ease of bubbling when your answers are either all "Yes" or all "No" to questions 1 through 4.

Item Judgment Section

STAAR 5 Mathematics

Item Number	Page Number	Match to Reporting Category/Student Expectation	Appropriateness of Item	Fairness of Item	Opportunity to Learn	Yes to Questions 1-4	No to Questions 1-4
05EM01501AZ12001	001	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01501AZ12002	002	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01501AZ12003	003	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01501AZ12004	004	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01501AZ12005	005	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01501AZ12006	006	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01501AZ12007	007	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01501BZ12008	008	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01501BZ12009	009	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01501BZ12010	010	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01501BZ12011	011	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01501BZ12012	012	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01501BZ12013	013	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01501BZ12014	014	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01502AZ12015	015	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01502AZ12016	016	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01502AZ12017	017	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01502AZ12018	018	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01502AZ12019	019	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01502AZ12020	020	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			

Item Judgment Section

STAAR 5 Mathematics

Item Number	Page Number	Match to Reporting Category/Student Expectation	Appropriateness of Item	Fairness of Item	Opportunity to Learn	Yes to Questions 1-4	No to Questions 1-4
05EM01502AZ12021	021	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01502AZ12022	022	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01502AZ12023	023	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01502AZ12024	024	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01502AZ12025	025	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01502AZ12026	026	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01502AZ12027	027	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01502AZ12028	028	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01502AZ12029	029	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01502AZ12030	030	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01502AZ12031	031	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01502AZ12032	032	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01502AZ12033	033	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01502AZ12047	034	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01502BZ12034	035	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01502BZ12035	036	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01502BZ12036	037	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01502BZ12037	038	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01502BZ12038	039	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			
05EM01502BZ12039	040	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No			

ITEM CONTENT COMMITTEE REVIEW REPORT

STAAR 5 MATHEMATICS (JUN12)

UIN	MATCH YES	MATCH NO	MATCH BLANK	APP YES	APP NO	APP BLANK	FAIR YES	FAIR NO	FAIR BLANK	OPP YES	OPP NO	OPP BLANK
05EM01501AZ12001	17	0	0	17	0	0	17	0	0	17	0	0
05EM01501AZ12002	17	0	0	17	0	0	17	0	0	17	0	0
05EM01501AZ12003	17	0	0	17	0	0	17	0	0	17	0	0
05EM01501AZ12004	17	0	0	17	0	0	17	0	0	17	0	0
05EM01501AZ12005	17	0	0	17	0	0	16	1	0	17	0	0
05EM01501AZ12006	17	0	0	17	0	0	17	0	0	17	0	0
05EM01501AZ12007	17	0	0	17	0	0	17	0	0	17	0	0
05EM01501BZ12008	17	0	0	17	0	0	17	0	0	17	0	0
05EM01501BZ12009	17	0	0	17	0	0	17	0	0	17	0	0
05EM01501BZ12010	17	0	0	17	0	0	17	0	0	16	1	0
05EM01501BZ12011	17	0	0	17	0	0	17	0	0	17	0	0
05EM01501BZ12012	17	0	0	17	0	0	17	0	0	17	0	0
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05EM01501BZ12014	17	0	0	17	0	0	17	0	0	17	0	0
05EM01502AZ12015	17	0	0	17	0	0	17	0	0	17	0	0
05EM01502AZ12016	16	1	0	16	1	0	16	1	0	16	1	0
05EM01502AZ12017	17	0	0	17	0	0	17	0	0	17	0	0
05EM01502AZ12018	17	0	0	17	0	0	17	0	0	17	0	0
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05EM01502AZ12026	17	0	0	17	0	0	17	0	0	17	0	0
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05EM01502BZ12040	17	0	0	17	0	0	17	0	0	17	0	0
05EM01502CZ12041	17	0	0	17	0	0	17	0	0	17	0	0
05EM01502CZ12042	17	0	0	17	0	0	17	0	0	17	0	0
05EM01502CZ12043	17	0	0	17	0	0	17	0	0	17	0	0
05EM01502CZ12044	17	0	0	17	0	0	17	0	0	17	0	0

MATCH = Match to Reporting Category/Student Expectation

APP = Appropriateness of Item

FAIR = Fairness of Item

OPP = Opportunity to Learn

ITEM CONTENT COMMITTEE REVIEW REPORT

STAAR 5 MATHEMATICS (JUN12)

UIN	MATCH YES	MATCH NO	MATCH BLANK	APP YES	APP NO	APP BLANK	FAIR YES	FAIR NO	FAIR BLANK	OPP YES	OPP NO	OPP BLANK
05EM01502CZ12045	17	0	0	17	0	0	17	0	0	17	0	0
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05EM01502CZ12048	17	0	0	17	0	0	17	0	0	17	0	0
05EM01502CZ12049	17	0	0	17	0	0	17	0	0	17	0	0
05EM01502CZ12050	17	0	0	17	0	0	17	0	0	17	0	0
05EM01502CZ12051	17	0	0	17	0	0	17	0	0	17	0	0
05EM01502CZ12052	17	0	0	17	0	0	17	0	0	17	0	0
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05EM01502CZ12055	17	0	0	17	0	0	17	0	0	17	0	0
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05EM01502CZ12058	17	0	0	17	0	0	17	0	0	17	0	0
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05EM01503AZ12067	17	0	0	17	0	0	17	0	0	17	0	0
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05EM01503AZ12083	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503AZ12800	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503AZ12801	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503BZ12084	16	0	1	16	0	1	16	0	1	16	0	1
05EM01503BZ12085	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503BZ12086	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503BZ12087	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503BZ12088	17	0	0	17	0	0	17	0	0	17	0	0

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ITEM CONTENT COMMITTEE REVIEW REPORT

STAAR 5 MATHEMATICS (JUN12)

UIN	MATCH YES	MATCH NO	MATCH BLANK	APP YES	APP NO	APP BLANK	FAIR YES	FAIR NO	FAIR BLANK	OPP YES	OPP NO	OPP BLANK
05EM01503BZ12089	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503BZ12090	16	1	0	16	1	0	14	3	0	16	1	0
05EM01503BZ12091	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503BZ12092	16	1	0	16	1	0	16	1	0	17	0	0
05EM01503BZ12093	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503BZ12094	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503BZ12095	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503BZ12096	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503BZ12097	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503BZ12098	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503BZ12802	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503BZ12803	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503BZ12804	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503BZ12805	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503BZ12806	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503CZ12099	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503CZ12100	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503CZ12101	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503CZ12102	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503CZ12103	17	0	0	16	1	0	16	1	0	17	0	0
05EM01503CZ12104	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503CZ12105	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503CZ12106	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503CZ12107	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503CZ12108	16	0	1	16	0	1	16	0	1	16	0	1
05EM01503CZ12109	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503CZ12110	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503CZ12111	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503CZ12112	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503CZ12113	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503CZ12114	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503CZ12807	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503CZ12808	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503DZ12115	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503DZ12116	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503DZ12117	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503DZ12118	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503DZ12119	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503DZ12120	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503DZ12121	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503EZ12122	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503EZ12124	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503EZ12125	16	1	0	16	1	0	16	1	0	16	1	0
05EM01503EZ12126	17	0	0	17	0	0	17	0	0	17	0	0
05EM01503EZ12127	17	0	0	17	0	0	17	0	0	17	0	0

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ITEM CONTENT COMMITTEE REVIEW REPORT

STAAR 5 MATHEMATICS (JUN12)

UIN	MATCH YES	MATCH NO	MATCH BLANK	APP YES	APP NO	APP BLANK	FAIR YES	FAIR NO	FAIR BLANK	OPP YES	OPP NO	OPP BLANK
05EM01503EZ12128	17	0	0	17	0	0	17	0	0	17	0	0
05EM01504AZ12129	17	0	0	17	0	0	17	0	0	17	0	0
05EM01504AZ12130	17	0	0	17	0	0	17	0	0	17	0	0
05EM01504AZ12131	17	0	0	17	0	0	17	0	0	17	0	0
05EM01504AZ12132	17	0	0	17	0	0	17	0	0	17	0	0
05EM01504AZ12133	17	0	0	17	0	0	17	0	0	17	0	0
05EM01504AZ12134	17	0	0	17	0	0	17	0	0	17	0	0
05EM01504AZ12135	16	1	0	16	1	0	16	1	0	16	1	0
05EM02505AZ12136	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505AZ12137	16	0	1	16	0	1	16	0	1	16	0	1
05EM02505AZ12138	16	1	0	16	1	0	16	1	0	16	1	0
05EM02505AZ12139	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505AZ12140	16	0	1	16	0	1	16	0	1	16	0	1
05EM02505AZ12141	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505AZ12142	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505AZ12143	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505AZ12144	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505AZ12145	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505AZ12146	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505AZ12147	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505AZ12148	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505AZ12149	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505AZ12151	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505AZ12153	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505AZ12154	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505AZ12155	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505AZ12156	15	1	1	15	1	1	15	2	0	15	1	1
05EM02505AZ12157	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505AZ12158	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505AZ12159	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505AZ12160	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505AZ12161	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505AZ12162	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505AZ12163	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505AZ12164	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505AZ12165	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505BZ12166	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505BZ12167	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505BZ12168	16	1	0	16	1	0	16	1	0	16	1	0
05EM02505BZ12169	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505BZ12170	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505BZ12171	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505BZ12172	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505BZ12173	17	0	0	17	0	0	17	0	0	17	0	0
05EM02505BZ12809	17	0	0	17	0	0	17	0	0	17	0	0

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ITEM CONTENT COMMITTEE REVIEW REPORT

STAAR 5 MATHEMATICS (JUN12)

UIN	MATCH YES	MATCH NO	MATCH BLANK	APP YES	APP NO	APP BLANK	FAIR YES	FAIR NO	FAIR BLANK	OPP YES	OPP NO	OPP BLANK
05EM02506AZ12174	17	0	0	17	0	0	17	0	0	17	0	0
05EM02506AZ12175	17	0	0	17	0	0	17	0	0	17	0	0
05EM02506AZ12176	17	0	0	17	0	0	17	0	0	17	0	0
05EM02506AZ12177	17	0	0	17	0	0	17	0	0	17	0	0
05EM02506AZ12178	17	0	0	17	0	0	17	0	0	17	0	0
05EM02506AZ12179	17	0	0	17	0	0	17	0	0	17	0	0
05EM02506AZ12180	17	0	0	17	0	0	17	0	0	17	0	0
05EM02506AZ12181	17	0	0	17	0	0	17	0	0	17	0	0
05EM02506AZ12182	17	0	0	17	0	0	17	0	0	17	0	0
05EM03507AZ12184	17	0	0	17	0	0	17	0	0	17	0	0
05EM03507AZ12185	17	0	0	17	0	0	17	0	0	17	0	0
05EM03507AZ12186	17	0	0	17	0	0	17	0	0	17	0	0
05EM03507AZ12187	17	0	0	17	0	0	17	0	0	17	0	0
05EM03507AZ12188	17	0	0	17	0	0	17	0	0	17	0	0
05EM03507AZ12189	17	0	0	17	0	0	17	0	0	17	0	0
05EM03507AZ12810	17	0	0	17	0	0	17	0	0	17	0	0
05EM03507AZ12811	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12190	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12191	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12192	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12193	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12194	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12195	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12196	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12197	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12198	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12199	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12200	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12201	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12202	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12203	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12204	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12205	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12206	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12207	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12208	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12209	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12210	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12211	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12212	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12213	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12214	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12215	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12216	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508AZ12217	17	0	0	17	0	0	17	0	0	17	0	0

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ITEM CONTENT COMMITTEE REVIEW REPORT

STAAR 5 MATHEMATICS (JUN12)

UIN	MATCH YES	MATCH NO	MATCH BLANK	APP YES	APP NO	APP BLANK	FAIR YES	FAIR NO	FAIR BLANK	OPP YES	OPP NO	OPP BLANK
05EM03508AZ12218	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508BZ12219	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508BZ12220	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508BZ12221	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508BZ12222	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508BZ12223	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508BZ12224	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508BZ12225	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508BZ12226	17	0	0	17	0	0	17	0	0	17	0	0
05EM03508BZ12227	17	0	0	17	0	0	17	0	0	17	0	0
05EM03509AZ12228	17	0	0	17	0	0	17	0	0	17	0	0
05EM03509AZ12229	17	0	0	17	0	0	17	0	0	17	0	0
05EM03509AZ12230	17	0	0	17	0	0	17	0	0	17	0	0
05EM03509AZ12231	17	0	0	17	0	0	17	0	0	17	0	0
05EM03509AZ12232	17	0	0	17	0	0	17	0	0	17	0	0
05EM03509AZ12233	17	0	0	17	0	0	17	0	0	17	0	0
05EM03509AZ12234	17	0	0	17	0	0	17	0	0	17	0	0
05EM03509AZ12235	17	0	0	17	0	0	17	0	0	17	0	0
05EM03509AZ12236	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510AZ12237	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510AZ12238	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510AZ12239	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510AZ12240	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510AZ12241	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510AZ12242	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510AZ12243	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510AZ12812	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510AZ12813	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510BZ12244	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510BZ12245	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510BZ12246	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510BZ12247	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510BZ12248	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510BZ12249	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510BZ12250	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510BZ12251	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510BZ12252	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12253	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12254	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12255	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12256	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12257	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12258	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12259	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12260	17	0	0	17	0	0	17	0	0	17	0	0

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ITEM CONTENT COMMITTEE REVIEW REPORT

STAAR 5 MATHEMATICS (JUN12)

UIN	MATCH YES	MATCH NO	MATCH BLANK	APP YES	APP NO	APP BLANK	FAIR YES	FAIR NO	FAIR BLANK	OPP YES	OPP NO	OPP BLANK
05EM04510CZ12261	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12262	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12263	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12264	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12265	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12266	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12267	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12268	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12269	16	0	1	16	0	1	16	0	1	16	0	1
05EM04510CZ12270	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12271	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12272	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12273	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12274	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12275	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12276	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12277	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12814	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12815	17	0	0	17	0	0	17	0	0	17	0	0
05EM04510CZ12816	17	0	0	17	0	0	17	0	0	17	0	0
05EM04511AZ12278	16	0	1	16	0	1	16	0	1	16	0	1
05EM04511AZ12279	16	0	1	16	0	1	16	0	1	16	0	1
05EM04511AZ12280	16	0	1	16	0	1	16	0	1	16	0	1
05EM04511AZ12281	16	0	1	16	0	1	16	0	1	16	0	1
05EM04511AZ12282	16	0	1	16	0	1	16	0	1	16	0	1
05EM04511AZ12283	16	0	1	16	0	1	16	0	1	16	0	1
05EM04511AZ12284	16	0	1	16	0	1	16	0	1	16	0	1
05EM04511AZ12817	16	0	1	16	0	1	16	0	1	16	0	1
05EM04511AZ12818	16	0	1	16	0	1	16	0	1	16	0	1
05EM04511BZ12285	16	0	1	16	0	1	16	0	1	16	0	1
05EM04511BZ12286	16	0	1	16	0	1	16	0	1	16	0	1
05EM04511BZ12287	16	0	1	16	0	1	16	0	1	16	0	1
05EM04511BZ12288	16	0	1	16	0	1	16	0	1	16	0	1
05EM04511BZ12289	16	0	1	16	0	1	16	0	1	16	0	1
05EM04511BZ12290	16	0	1	16	0	1	16	0	1	16	0	1
05EM04511BZ12291	16	0	1	16	0	1	16	0	1	16	0	1
05EM04511BZ12819	16	0	1	16	0	1	16	0	1	16	0	1
05EM04511BZ12820	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512AZ12292	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512AZ12293	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512AZ12294	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512AZ12295	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512AZ12296	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512AZ12297	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512AZ12298	16	0	1	16	0	1	16	0	1	16	0	1

MATCH = Match to Reporting Category/Student Expectation
 APP = Appropriateness of Item
 FAIR = Fairness of Item
 OPP = Opportunity to Learn

ITEM CONTENT COMMITTEE REVIEW REPORT

STAAR 5 MATHEMATICS (JUN12)

UIN	MATCH YES	MATCH NO	MATCH BLANK	APP YES	APP NO	APP BLANK	FAIR YES	FAIR NO	FAIR BLANK	OPP YES	OPP NO	OPP BLANK
05EM05512AZ12299	15	1	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12300	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12301	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12302	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12303	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12304	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12305	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12306	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12307	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12308	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12309	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12310	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12311	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12312	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12313	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12315	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12316	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12317	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12318	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12319	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12320	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12321	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12322	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12323	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12324	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12325	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12326	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512BZ12327	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512CZ12328	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512CZ12329	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512CZ12330	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512CZ12331	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512CZ12332	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512CZ12333	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512CZ12334	16	0	1	16	0	1	16	0	1	16	0	1
05EM05512CZ12335	16	0	1	16	0	1	16	0	1	16	0	1
05EM05513AZ12336	16	0	1	16	0	1	16	0	1	16	0	1
05EM05513AZ12337	16	0	1	16	0	1	16	0	1	16	0	1
05EM05513AZ12338	16	0	1	16	0	1	16	0	1	16	0	1
05EM05513AZ12339	16	0	1	16	0	1	16	0	1	16	0	1
05EM05513AZ12340	16	0	1	16	0	1	16	0	1	16	0	1
05EM05513AZ12341	16	0	1	16	0	1	16	0	1	16	0	1
05EM05513AZ12342	16	0	1	16	0	1	16	0	1	16	0	1
05EM05513AZ12343	16	0	1	16	0	1	16	0	1	16	0	1
05EM05513AZ12368	16	0	1	16	0	1	16	0	1	16	0	1

MATCH = Match to Reporting Category/Student Expectation

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***ITEM CONTENT COMMITTEE REVIEW REPORT
STAAR 5 MATHEMATICS (JUN12)***

Response Summary

YES	NO	BLANK
98.16%	0.19%	1.65%

***ITEM CONTENT COMMITTEE REVIEW REPORT
STAAR 5 MATHEMATICS (JUN12)
Demographics Summary***

Total # of Reviewers:	17	
Current Position:	K-12 Teacher:	64.71%
	K-12 Coordinatory/Instructional Specialist:	23.53%
	K-12 Administrator:	0.00%
	Postsecondary Educator:	0.00%
	Other:	11.76%
Average Total Years As*:	K-12 Teacher:	13.94
	K-12 Coordinatory/Instructional Specialist:	8.20
	K-12 Administrator:	0.00
	Postsecondary Educator:	0.00
	Other:	13.00
Reviewer Ethnicity:	Hispanic/Latino	29.41%
	Not Hispanic/Latino	70.59%
	(Blank):	0.00%
Reviewer Race:	American Indian or Alaskan Native:	0.00%
	Asian:	0.00%
	Black or African American:	11.76%
	Native Hawaiian/Pacific Islander:	0.00%
	White:	88.24%
	(Blank):	0.00%
Reviewer Sex:	Male	17.65%
	Female	82.35%
	(Blank):	0.00%

* Reviewers who left this section blank were not included in the total when calculating averages.

ITEM CONTENT COMMITTEE REVIEW REPORT

STAAR ALGEBRA II (AUG12)

UIN	MATCH YES	MATCH NO	MATCH BLANK	APP YES	APP NO	APP BLANK	FAIR YES	FAIR NO	FAIR BLANK	OPP YES	OPP NO	OPP BLANK
A2OM01A01AZ12001	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01AZ12002	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01AZ12003	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01AZ12004	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01AZ12005	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01AZ12006	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01AZ12007	0	0	17	0	0	17	0	0	17	0	0	17
A2OM01A01AZ12008	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01AZ12009	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01AZ12010	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01AZ12800	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01AZ12801	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01AZ12802	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01BZ12011	17	0	0	16	1	0	16	0	1	16	1	0
A2OM01A01BZ12012	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01BZ12013	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01BZ12014	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01BZ12015	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01BZ12016	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01BZ12017	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01BZ12018	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01BZ12019	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01BZ12020	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01BZ12021	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01BZ12022	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01BZ12023	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01BZ12024	17	0	0	16	1	0	16	1	0	17	0	0
A2OM01A01BZ12025	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01BZ12026	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01BZ12027	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A01BZ12028	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04AZ12029	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04AZ12030	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04AZ12031	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04AZ12032	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04AZ12033	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04AZ12034	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04AZ12035	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04AZ12036	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04BZ12037	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04BZ12038	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04BZ12039	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04BZ12040	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04BZ12041	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04BZ12042	17	0	0	17	0	0	17	0	0	17	0	0

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ITEM CONTENT COMMITTEE REVIEW REPORT

STAAR ALGEBRA II (AUG12)

UIN	MATCH YES	MATCH NO	MATCH BLANK	APP YES	APP NO	APP BLANK	FAIR YES	FAIR NO	FAIR BLANK	OPP YES	OPP NO	OPP BLANK
A2OM01A04BZ12043	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04BZ12044	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04BZ12045	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04BZ12046	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04BZ12047	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04BZ12048	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04BZ12049	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04CZ12050	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04CZ12051	17	0	0	16	1	0	16	1	0	17	0	0
A2OM01A04CZ12052	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04CZ12053	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04CZ12054	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04CZ12055	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04CZ12056	17	0	0	17	0	0	17	0	0	17	0	0
A2OM01A04CZ12057	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A02AZ12058	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A02AZ12059	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A02AZ12060	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A02AZ12061	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A02AZ12062	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A02AZ12063	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A02AZ12064	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A02AZ12065	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A02AZ12066	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A02BZ12067	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A02BZ12068	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A02BZ12069	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A02BZ12070	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A02BZ12071	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A02BZ12072	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A02BZ12073	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A02BZ12074	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A02BZ12075	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03AZ12076	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03AZ12077	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03AZ12078	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03AZ12079	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03AZ12080	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03AZ12081	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03AZ12082	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03AZ12083	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03AZ12084	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03AZ12085	0	1	16	0	1	16	0	1	16	0	1	16
A2OM02A03AZ12086	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03AZ12087	17	0	0	17	0	0	17	0	0	17	0	0

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ITEM CONTENT COMMITTEE REVIEW REPORT

STAAR ALGEBRA II (AUG12)

UIN	MATCH YES	MATCH NO	MATCH BLANK	APP YES	APP NO	APP BLANK	FAIR YES	FAIR NO	FAIR BLANK	OPP YES	OPP NO	OPP BLANK
A2OM02A03AZ12088	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03AZ12089	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03BZ12090	17	0	0	15	2	0	16	1	0	13	4	0
A2OM02A03BZ12091	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03BZ12092	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03BZ12093	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03BZ12094	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03BZ12095	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03BZ12803	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03BZ12804	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03BZ12805	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03BZ12806	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03BZ12807	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03BZ12808	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03BZ12809	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03BZ12810	17	0	0	17	0	0	17	0	0	16	1	0
A2OM02A03CZ12096	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03CZ12097	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03CZ12098	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03CZ12099	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03CZ12100	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03CZ12101	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03CZ12102	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03CZ12103	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03CZ12104	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03CZ12105	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03CZ12106	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03CZ12107	17	0	0	17	0	0	17	0	0	17	0	0
A2OM02A03CZ12108	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06AZ12109	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06AZ12110	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06AZ12111	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06AZ12112	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06AZ12113	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06AZ12114	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06AZ12115	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06AZ12116	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06AZ12117	0	0	17	0	0	17	0	0	17	0	0	17
A2OM03A06AZ12119	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06AZ12120	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06AZ12121	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06AZ12811	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06AZ12812	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06AZ12813	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06AZ12814	17	0	0	17	0	0	17	0	0	17	0	0

MATCH = Match to Reporting Category/Student Expectation

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ITEM CONTENT COMMITTEE REVIEW REPORT

STAAR ALGEBRA II (AUG12)

UIN	MATCH YES	MATCH NO	MATCH BLANK	APP YES	APP NO	APP BLANK	FAIR YES	FAIR NO	FAIR BLANK	OPP YES	OPP NO	OPP BLANK
A2OM03A06BZ12122	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06BZ12123	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06BZ12124	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06BZ12125	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06BZ12126	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06BZ12127	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06BZ12128	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06BZ12129	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06BZ12130	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06BZ12131	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06BZ12132	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06BZ12133	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06BZ12134	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06BZ12135	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06BZ12136	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06CZ12137	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06CZ12138	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06CZ12139	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06CZ12140	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06CZ12141	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06CZ12815	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06CZ12816	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A06CZ12817	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08AZ12142	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08AZ12143	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08AZ12144	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08AZ12145	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08AZ12146	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08AZ12147	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08AZ12148	17	0	0	16	1	0	16	1	0	16	1	0
A2OM03A08AZ12149	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08AZ12150	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08AZ12151	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08AZ12152	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08AZ12153	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08AZ12154	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08AZ12155	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08BZ12156	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08BZ12157	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08BZ12158	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08BZ12159	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08BZ12160	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08BZ12161	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08BZ12162	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08BZ12163	17	0	0	17	0	0	17	0	0	17	0	0

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ITEM CONTENT COMMITTEE REVIEW REPORT

STAAR ALGEBRA II (AUG12)

UIN	MATCH YES	MATCH NO	MATCH BLANK	APP YES	APP NO	APP BLANK	FAIR YES	FAIR NO	FAIR BLANK	OPP YES	OPP NO	OPP BLANK
A2OM03A08BZ12164	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08CZ12165	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08CZ12166	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08CZ12167	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08CZ12168	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08CZ12169	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08CZ12170	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08CZ12171	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08CZ12172	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08CZ12173	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08DZ12174	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08DZ12175	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08DZ12176	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08DZ12177	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08DZ12178	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08DZ12179	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08DZ12180	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08DZ12181	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08DZ12182	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08DZ12183	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08DZ12184	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08DZ12818	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08DZ12819	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08DZ12820	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08DZ12821	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08DZ12822	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08DZ12823	17	0	0	17	0	0	17	0	0	17	0	0
A2OM03A08DZ12824	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A05AZ12185	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A05AZ12186	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A05AZ12187	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A05AZ12188	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A05AZ12189	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A05BZ12190	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A05BZ12191	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A05BZ12192	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A05BZ12193	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A05BZ12194	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A05CZ12195	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A05CZ12196	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A05CZ12197	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A05CZ12825	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A05CZ12826	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A05CZ12827	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A05DZ12198	17	0	0	17	0	0	17	0	0	17	0	0

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ITEM CONTENT COMMITTEE REVIEW REPORT

STAAR ALGEBRA II (AUG12)

UIN	MATCH YES	MATCH NO	MATCH BLANK	APP YES	APP NO	APP BLANK	FAIR YES	FAIR NO	FAIR BLANK	OPP YES	OPP NO	OPP BLANK
A2OM04A05DZ12199	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A05DZ12200	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A05DZ12201	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A05DZ12202	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A05EZ12203	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A05EZ12204	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A05EZ12828	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A05EZ12829	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A05EZ12830	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A07AZ12205	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A07AZ12206	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A07AZ12207	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A07AZ12208	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A07AZ12209	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A07AZ12210	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A07AZ12211	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A07AZ12212	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A07AZ12213	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A07AZ12214	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A07AZ12215	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A07AZ12216	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A07AZ12831	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A07AZ12832	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A07AZ12833	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A07AZ12834	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A07BZ12217	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A07BZ12218	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A07BZ12219	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A07BZ12220	17	0	0	17	0	0	17	0	0	17	0	0
A2OM04A07BZ12221	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09AZ12222	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09AZ12223	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09AZ12224	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09AZ12225	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09BZ12226	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09BZ12227	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09BZ12228	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09BZ12229	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09CZ12230	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09CZ12231	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09CZ12232	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09CZ12233	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09DZ12234	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09DZ12835	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09DZ12836	17	0	0	17	0	0	17	0	0	17	0	0

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ITEM CONTENT COMMITTEE REVIEW REPORT

STAAR ALGEBRA II (AUG12)

UIN	MATCH YES	MATCH NO	MATCH BLANK	APP YES	APP NO	APP BLANK	FAIR YES	FAIR NO	FAIR BLANK	OPP YES	OPP NO	OPP BLANK
A2OM05A09DZ12837	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09EZ12235	17	0	0	17	0	0	17	0	0	16	1	0
A2OM05A09EZ12236	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09EZ12237	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09EZ12238	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09FZ12239	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09FZ12240	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09FZ12241	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09FZ12242	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09FZ12243	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09FZ12244	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09FZ12245	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09FZ12246	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09FZ12247	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09FZ12248	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09FZ12249	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09FZ12250	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09FZ12251	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09GZ12252	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09GZ12253	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09GZ12254	17	0	0	17	0	0	17	0	0	17	0	0
A2OM05A09GZ12255	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10AZ12256	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10AZ12838	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10AZ12839	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10AZ12840	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10BZ12257	0	0	17	0	0	17	0	0	17	0	0	17
A2OM06A10BZ12258	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10BZ12259	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10BZ12260	17	0	0	17	0	0	16	1	0	14	3	0
A2OM06A10CZ12261	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10CZ12262	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10CZ12263	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10CZ12264	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10DZ12265	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10DZ12841	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10DZ12842	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10DZ12843	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10EZ12266	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10EZ12267	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10EZ12268	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10EZ12269	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10FZ12270	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10FZ12271	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10FZ12272	17	0	0	17	0	0	17	0	0	17	0	0

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ITEM CONTENT COMMITTEE REVIEW REPORT

STAAR ALGEBRA II (AUG12)

UIN	MATCH YES	MATCH NO	MATCH BLANK	APP YES	APP NO	APP BLANK	FAIR YES	FAIR NO	FAIR BLANK	OPP YES	OPP NO	OPP BLANK
A2OM06A10FZ12273	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10FZ12274	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10FZ12275	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10FZ12276	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10FZ12277	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10FZ12278	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10FZ12279	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10FZ12280	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10FZ12281	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10GZ12282	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10GZ12844	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10GZ12845	17	0	0	17	0	0	17	0	0	17	0	0
A2OM06A10GZ12846	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11AZ12283	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11AZ12284	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11AZ12285	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11AZ12286	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11AZ12287	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11AZ12288	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11AZ12289	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11AZ12290	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11AZ12291	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11AZ12292	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11AZ12293	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11AZ12294	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11AZ12295	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11AZ12296	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11AZ12297	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11BZ12298	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11BZ12299	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11BZ12300	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11BZ12301	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11BZ12302	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11CZ12303	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11CZ12304	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11CZ12305	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11CZ12306	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11DZ12307	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11DZ12847	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11DZ12848	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11DZ12849	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11EZ12308	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11EZ12309	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11EZ12310	17	0	0	17	0	0	17	0	0	17	0	0
A2OM07A11EZ12311	17	0	0	17	0	0	17	0	0	17	0	0

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ITEM CONTENT COMMITTEE REVIEW REPORT

STAAR ALGEBRA II (AUG12)

Response Summary

YES	NO	BLANK
98.85%	0.11%	1.04%

ITEM CONTENT COMMITTEE REVIEW REPORT

STAAR ALGEBRA II (AUG12)

Demographics Summary

Total # of Reviewers:	17	
Current Position:	K-12 Teacher:	82.35%
	K-12 Coordinatory/Instructional Specialist:	5.88%
	K-12 Administrator:	0.00%
	Postsecondary Educator:	11.76%
	Other:	5.88%
Average Total Years As*:	K-12 Teacher:	17.75
	K-12 Coordinatory/Instructional Specialist:	6.00
	K-12 Administrator:	0.00
	Postsecondary Educator:	8.75
	Other:	3.67
Reviewer Ethnicity:	Hispanic/Latino	17.65%
	Not Hispanic/Latino	82.35%
	(Blank):	0.00%
Reviewer Race:	American Indian or Alaskan Native:	0.00%
	Asian:	0.00%
	Black or African American:	11.76%
	Native Hawaiian/Pacific Islander:	0.00%
	White:	88.24%
	(Blank):	0.00%
Reviewer Sex:	Male	35.29%
	Female	64.71%
	(Blank):	0.00%

* Reviewers who left this section blank were not included in the total when calculating averages.

Attachment 6b

Graduation Credit Requirements

Graduation Credit Requirements for Students Entering Ninth Grade Beginning in 2012-2013

Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement Program*
English Language Arts ♦	<p>Four credits:</p> <ul style="list-style-type: none"> • English I, II, and III • English I and II for Speakers of Other Languages may be substituted for English I and II for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. • The fourth credit of English may be selected from one full credit or a combination of two half credits of the following: <ul style="list-style-type: none"> ▪ English IV ▪ Research and Technical Writing ▪ Creative Writing ▪ Practical Writing Skills ▪ Literary Genres ▪ Business English (CTE) ▪ Journalism ▪ AP English Language and Composition ▪ AP English Literature and Composition 	<p>Four credits:</p> <ul style="list-style-type: none"> • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. 	<p>Four credits:</p> <ul style="list-style-type: none"> • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.
Mathematics ♦	<p>Three credits:</p> <ul style="list-style-type: none"> • Algebra I • Geometry • The final credit may be Algebra II. A student may not combine a half credit of Algebra II with a half credit from another mathematics course to satisfy the final mathematics credit requirement. • The final credit may be selected from one full credit or a combination of two half credits from any of the following: <ul style="list-style-type: none"> ▪ Precalculus ▪ Mathematical Models with Applications ▪ Independent Study in Mathematics ▪ Advanced Quantitative Reasoning (AQR) ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level ▪ Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) ▪ Engineering Mathematics (CTE) ▪ Statistics and Risk Management (CTE) 	<p>Four credits:</p> <ul style="list-style-type: none"> • Algebra I • Algebra II • Geometry • The additional credit may be Mathematical Models with Applications and must be successfully completed prior to Algebra II. • The fourth credit may be selected from any of the following: <ul style="list-style-type: none"> ▪ Precalculus ▪ Independent Study in Mathematics ▪ Advanced Quantitative Reasoning (AQR) ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level • The additional credit may be selected from the following and may be taken after successful completion of Algebra I and Geometry and either after successful completion of or concurrently with Algebra II: <ul style="list-style-type: none"> ▪ Engineering Mathematics (CTE) ▪ Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) ▪ Statistics and Risk Management (CTE) 	<p>Four credits:</p> <ul style="list-style-type: none"> • Algebra I • Algebra II • Geometry • The fourth credit may be selected from any of the following after successful completion of Algebra I, Algebra II, and Geometry: <ul style="list-style-type: none"> ▪ Precalculus ▪ Independent Study in Mathematics ▪ Advanced Quantitative Reasoning (AQR) ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level • The additional credit may be selected from the following courses and may be taken after successful completion of Algebra I and Geometry and either after successful completion of or concurrently with Algebra II: <ul style="list-style-type: none"> ▪ Engineering Mathematics (CTE) ▪ Statistics and Risk Management (CTE)

♦ College Board Advanced Placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

* Distinguished Achievement Program requirements also include student achievement of four advanced measures. See [TAC §74.74\(d\)](#) for more information.

Graduation Credit Requirements for Students Entering Ninth Grade Beginning in 2012-2013

Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement Program*
Science ♦	<p>Two credits:</p> <ul style="list-style-type: none"> • Biology • Integrated Physics and Chemistry (IPC) <p>May substitute a chemistry credit (Chemistry, AP Chemistry, or IB Chemistry) or a physics credit (Physics, Principles of Technology, AP Physics, or IB Physics) for IPC but must use the other of these two courses as the academic elective credit.</p>	<p>Four credits:</p> <ul style="list-style-type: none"> • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, Principles of Technology, AP Physics, or IB Physics • The additional credit may be IPC and must be successfully completed prior to chemistry and physics. • The fourth credit may be selected from any of the following laboratory-based courses: <ul style="list-style-type: none"> ▪ Aquatic Science ▪ Astronomy ▪ Earth and Space Science ▪ Environmental Systems ▪ AP Biology ▪ AP Chemistry ▪ AP Physics B ▪ AP Physics C ▪ AP Environmental Science ▪ IB Biology ▪ IB Chemistry ▪ IB Physics ▪ IB Environmental Systems • The additional credit may be selected from the following laboratory-based courses and may be taken after successful completion of biology and chemistry and either after successful completion of or concurrently with physics: <ul style="list-style-type: none"> ▪ Scientific Research and Design (CTE) ▪ Anatomy and Physiology (CTE) ▪ Engineering Design and Problem Solving (CTE) ▪ Medical Microbiology (CTE) ▪ Pathophysiology (CTE) ▪ Advanced Animal Science (CTE) ▪ Advanced Biotechnology (CTE) ▪ Advanced Plant and Soil Science (CTE) ▪ Food Science (CTE) ▪ Forensic Science (CTE) 	<p>Four credits:</p> <ul style="list-style-type: none"> • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, AP Physics, or IB Physics • The fourth credit may be selected from any of the following laboratory-based courses: <ul style="list-style-type: none"> ▪ Aquatic Science ▪ Astronomy ▪ Earth and Space Science ▪ Environmental Systems ▪ AP Biology ▪ AP Chemistry ▪ AP Physics B ▪ AP Physics C ▪ AP Environmental Science ▪ IB Biology ▪ IB Chemistry ▪ IB Physics ▪ IB Environmental Systems • The additional credit may be selected from the following laboratory-based courses and may be taken after successful completion of biology and chemistry and either after successful completion of or concurrently with physics: <ul style="list-style-type: none"> ▪ Scientific Research and Design (CTE) ▪ Anatomy and Physiology (CTE) ▪ Engineering Design and Problem Solving (CTE) ▪ Medical Microbiology (CTE) ▪ Pathophysiology (CTE) ▪ Advanced Animal Science (CTE) ▪ Advanced Biotechnology (CTE) ▪ Advanced Plant and Soil Science (CTE) ▪ Food Science (CTE) ▪ Forensic Science (CTE)
Social Studies ♦	<p>Three credits:</p> <ul style="list-style-type: none"> • U.S. History Studies Since 1877 (one credit) • U.S. Government (one-half credit) • Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit) • The final credit may be selected from the following: <ul style="list-style-type: none"> ▪ World History Studies (one credit) ▪ World Geography Studies (one credit) 	<p>Four credits:</p> <ul style="list-style-type: none"> • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since 1877 (one credit) • U.S. Government (one-half credit) • Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit) 	<p>Four credits:</p> <ul style="list-style-type: none"> • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since 1877 (one credit) • U.S. Government (one-half credit) • Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit)

♦ College Board Advanced Placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

* Distinguished Achievement Program requirements also include student achievement of four advanced measures. See [TAC §74.74\(d\)](#) for more information.

Graduation Credit Requirements for Students Entering Ninth Grade Beginning in 2012-2013

Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement Program*
Academic Elective	<p>One credit from any of the following:</p> <ul style="list-style-type: none"> • World History Studies • World Geography Studies <ul style="list-style-type: none"> ▪ A student may not combine a half credit of either World History Studies or World Geography Studies with a half credit from another academic elective. • Any SBOE-approved science course <ul style="list-style-type: none"> ▪ If substituting Chemistry or Physics for IPC, a student must use the other of these two courses as academic elective credit. 	None	None
Languages Other Than English ♦	None	Two credits: The credits must consist of any two levels in the same language.	Three credits: The credits must consist of any three levels in the same language.
Physical Education	<p>One credit:</p> <ul style="list-style-type: none"> • The required credit may be from any combination of the following one-half to one credit courses: <ul style="list-style-type: none"> ▪ Foundations of Personal Fitness ▪ Adventure/Outdoor Education ▪ Aerobic Activities ▪ Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> ▪ Athletics ▪ JROTC ▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> ▪ Drill Team ▪ Marching Band ▪ Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. • A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies). 	<p>One credit:</p> <ul style="list-style-type: none"> • The required credit may be from any combination of the following one-half to one credit courses: <ul style="list-style-type: none"> ▪ Foundations of Personal Fitness ▪ Adventure/Outdoor Education ▪ Aerobic Activities ▪ Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> ▪ Athletics ▪ JROTC ▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> ▪ Drill Team ▪ Marching Band ▪ Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. • A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies). 	<p>One credit:</p> <ul style="list-style-type: none"> • The required credit may be from any combination of the following one-half to one credit courses: <ul style="list-style-type: none"> ▪ Foundations of Personal Fitness ▪ Adventure/Outdoor Education ▪ Aerobic Activities ▪ Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> ▪ Athletics ▪ JROTC ▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> ▪ Drill Team ▪ Marching Band ▪ Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. • A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies).
Speech	<p>One-half credit from either of the following:</p> <ul style="list-style-type: none"> • Communication Applications • Professional Communications (CTE) 	<p>One-half credit from either of the following:</p> <ul style="list-style-type: none"> • Communication Applications • Professional Communications (CTE) 	<p>One-half credit from either of the following:</p> <ul style="list-style-type: none"> • Communication Applications • Professional Communications (CTE)

♦ College Board Advanced Placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

* Distinguished Achievement Program requirements also include student achievement of four advanced measures. See [TAC §74.74\(d\)](#) for more information.

Graduation Credit Requirements for Students Entering Ninth Grade Beginning in 2012-2013

Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement Program*
Fine Arts ♦	<p>One credit for students who entered Grade 9 in 2010-11 or later from any of the following:</p> <ul style="list-style-type: none"> • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE) • Digital Art and Animation (Technology Applications) • 3-D Modeling and Animation (Technology Applications) 	<p>One credit from any of the following:</p> <ul style="list-style-type: none"> • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE) • Digital Art and Animation (Technology Applications) • 3-D Modeling and Animation (Technology Applications) 	<p>One credit from any of the following:</p> <ul style="list-style-type: none"> • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE) • Digital Art and Animation (Technology Applications) • 3-D Modeling and Animation (Technology Applications)
Elective Courses ♦	<p>Six and one-half credits from any of the following:</p> <ul style="list-style-type: none"> • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit) <p>A student may not combine a half credit of a course for which there is an end-of-course assessment with another elective credit course to satisfy an elective credit requirement.</p>	<p>Five and one-half credits from any of the following:</p> <ul style="list-style-type: none"> • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit) <p>A student may not combine a half credit of a course for which there is an end-of-course assessment with another elective credit course to satisfy an elective credit requirement.</p>	<p>Four and one-half credits from any of the following:</p> <ul style="list-style-type: none"> • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit) <p>A student may not combine a half credit of a course for which there is an end-of-course assessment with another elective credit course to satisfy an elective credit requirement.</p>
Total Credits	22	26	26

♦ College Board Advanced Placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

* Distinguished Achievement Program requirements also include student achievement of four advanced measures. See [TAC §74.74\(d\)](#) for more information.

Attachment 6c

Evidence of Peer Review

Texas STAAR Modified ~ Peer Review Notes

June 14, 2012

EVIDENCE REQUIRED FOR PEER REVIEWS
OF ASSESSMENT SYSTEMS
UNDER TITLE I OF THE
ELEMENTARY AND SECONDARY EDUCATION ACT



United States Department of Education
NCLB Assessment System Review

OVERVIEW OF THE STATEWIDE ASSESSMENT SYSTEM

Critical Element 3.1. In the chart below indicate your State’s current assessment system in reading /language arts and mathematics in grades 3 through 8 and for the 10-12 grade range using the abbreviations to show what type of assessments the State’s assessment system is composed of: (a) criterion-referenced assessments (**CRT**); or (b) augmented norm-referenced assessments (**ANRT**) (augmented as necessary to measure accurately the depth and breadth of the State’s academic content standards and yield criterion-referenced scores); or (c) a combination of both across grade levels and/or content areas. Also indicate your current assessment system in science that is aligned with the State’s challenging academic content and achievement standards at least once in each of the grade spans 3-5, 6-9, and 10-12. A State may have assessments in reading or language arts depending on the alignment to the State’s content standards; both are not required. Please indicate, using the abbreviations shown, the grades and subject areas with availability of native language assessment (**NLA**) or various alternate assessments (**AA-GLAS** for an alternate assessment for students with disabilities based on grade-level standards; **AA-LEP** for an alternate assessment for students with limited English proficiency based on grade-level standards, **AA-MAS** for an alternate assessment for eligible students with disabilities based on modified academic achievement standards; and/or **AA-AAS** for an alternate assessment for students with the most significant cognitive disabilities based on alternate achievement standards).

Chart of State Assessment System Aligned to Content Standards for school year 2011-12 by Subject, Grade, and Type of Assessment

Grades	3	4	5	6	7	8	9*	10*	11*	12*
Mathematics	CRT									
Alternate	AA-MAS AA-AAS									
Native Lang.	NLA	NLA	NLA							
Reading	CRT									
Alternate	AA-MAS AA-AAS									
Native Lang.	NLA	NLA	NLA							
Language arts							CRT	CRT	CRT	
Alternate							AA-MAS		AA-AAS	
Native Lang.										
Science	CRT		CRT			CRT				
Alternate	AA-MAS AA-AAS		AA-MAS AA-AAS			AA-MAS AA-AAS				
Native Lang.	NLA									

*High school assessments are an end-of-course assessment model rather than an end-of-grade assessment model.

SECTION 1: CONTENT STANDARDS

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
<p>1.1 (a) Has the State formally approved/adopted, by May 2003, challenging academic content standards in reading/language arts and mathematics that –</p> <ul style="list-style-type: none"> • cover each of grades 3-8 and the 10-12 grade range, <i>or</i> • if the academic content standards relate to grade ranges, include specific content expectations for each grade level? <p>AND</p> <p>(b) Are these academic content standards applied to <i>all</i> public schools and students in the State?</p>	<p>1.1</p> <p>(a) The Texas Education Agency (TEA) formally adopted the Texas Essential Knowledge and Skills (TEKS) academic content standards in reading/English language arts and mathematics. In response to House Bill 3 (see Exhibit 2), TEA increased the rigor and relevance of content standards, and additionally created post-secondary readiness standards. Texas College and Career Readiness Standards were incorporated into the TEKS. Exhibits 9–14 contain the reading/English language arts and mathematics curriculum in their entirety. Exhibit 15 covers the Texas College and Career Readiness Standards.</p> <p>A second revision of the mathematics TEKS was adopted by the State Board of Education (SBE) in 2009 and was implemented statewide in 2009–10. This revision aligned the existing mathematics TEKS to the Texas College and Career Readiness Standards adopted by the Texas Higher Education Coordinating Board in January 2008.</p> <p>STAAR Modified has been designed to assess the same approved reading and mathematics content standards as STAAR.</p> <p>(b) As shown in the Texas Education Code (TEC) Chapter 28, the state-adopted academic content standards are applied to all public schools and students in Texas.</p>	<p>1.1 The TEA meets the requirements for (a) approval of academic content standards in grades 3-8 and 10-12 for reading and mathematics and (b) application of the standards to all schools.</p>
<p>1.2 Has the State formally approved/adopted, academic content standards in science for elementary (grades 3-5), middle (grades 6-9), and high school (grades 10-12)? This must be completed by school year</p>	<p>1.2 TEA formally adopted the TEKS academic content standards in science. Exhibits 17–19 contain the science curriculum in its entirety. Exhibit 15 provides the related Texas College and Career Readiness Standards.</p>	<p>1.2 The TEA meets the requirements for approval of academic content standards in the grade spans 3-5, 6-8, and 10-12 for science.</p>

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
2005-2006.	<p>Revised science TEKS were approved by the State Board of Education in March 2009. This revision aligned the science TEKS to the Texas College and Career Readiness Standards adopted by the Texas Higher Education Coordinating Board in January 2008. School districts implemented these TEKS beginning with the 2010–11 school year.</p> <p>STAAR Modified assesses the same approved science content standards as STAAR.</p>	
<p>1.3 Are these academic content standards challenging? Do they contain coherent and rigorous content and encourage the teaching of advanced skills?</p>	<p>1.3 Texas formally adopted the TEKS academic content standards that were previously demonstrated through peer review to contain rigorous content and encourage the teaching of advanced skills. The TEKS are also aligned with the CCRS adopted by the Texas Higher Education Coordinating Board in January 2008.</p> <p>Content standards for the TEKS, which is the source for the state’s K–12 instructional curricula as well as the basis for the state assessment program:</p> <ul style="list-style-type: none"> • provide clear, concise statements of what students should know and be able to do; • focus in depth on knowledge and skills at each grade level; • provide students with the skills to solve complex problems related to the world outside of school; • provide content depth to ensure students' understanding of reading, mathematics, and science in Grades K–12; and • include college- and career-readiness content standards. <p>Because the same TEKS content standards are used for</p>	<p>1.3 Texas meets the requirement for developing coherent and rigorous content standards as required.</p>

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
	<p>STAAR Modified, the State asserts that the academic standards for STAAR Modified similarly contain challenging, coherent, and rigorous academic content.</p> <p>See Exhibits 7, 15, 21, and 22.</p>	
<p>1.4 Did the State involve education stakeholders in the development of its academic content standards?</p>	<p>1.4 Texas involved education stakeholders in the development of its academic content standards.</p> <p>As noted in Exhibits 23 and 24, the College and Career Readiness Standards project relied on education stakeholders in the development of the Texas College and Career Readiness Standards (see highlighted sections). These stakeholders, called vertical teams, consisted of K–12 educators and higher education faculty. The vertical teams in each of the content areas of English language arts, mathematics, and science reached consensus on instructional standards. The Texas College and Career Readiness Standards were approved in January 2008.</p> <p>As noted in Exhibit 27, curriculum writing team members were selected through an application process that was open to Texas educators, parents, business and industry leaders, and employers. Screening of the applicants was conducted by professional association members, TEA staff, and other field representatives.</p> <p>Selections of stakeholders were made based on subject-matter expertise, professional background, and grade-level experience. To ensure diversity considerations including gender, race/ethnicity, and area of representation (public education, higher education, business, and parent/community) were also considered.</p> <p>Drafts of each curriculum were submitted to the State Board of Education (SBOE) for review. In addition to the SBOE</p>	<p>1.4 Texas meets the requirement for stakeholder involvement.</p> <p>Texas submitted evidence following the peer review affirming that its various stakeholder panels were representative of the State demographics. Specifically, demographic information was submitted for reading, science, and mathematics focus groups and for advisory groups in the same three subject areas.</p> <p>Panels tended to be comprised of significantly more</p> <ul style="list-style-type: none"> • females than males; • teachers from regular education classrooms; and • White ethnicity. <p>Among ethnic minorities participating, there tended to be more Hispanic members than African American members.</p>

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
	review, the TEKS underwent a stringent field review by individuals and groups across the state, as well as by a wide variety of national experts. TEA led a careful review and revision process for the TEKS, again with expert and field review.	
SECTION 1: CONTENT STANDARDS Summary statement		
Texas meets the requirements for academic content standards set forth in Section 1.		

SECTION 2: ACADEMIC ACHIEVEMENT STANDARDS

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
<p>2.1 Has the State formally approved/adopted challenging academic achievement standards in reading/language arts and mathematics for each of grades 3 through 8 and for the 10-12 grade range? These standards were to be completed by school year 2005-2006.</p> <p>Has the State, through a documented and validated standards-setting process, approved/adopted <u>modified</u> academic achievement standards for eligible students with disabilities? If so, in what subjects and for which grades?</p> <p>Has the State approved/adopted <u>alternate</u> academic achievement standards for students with the most significant cognitive disabilities? If so, in what subjects and for which grades?</p> <p>Note: If alternate or modified academic</p>		

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
<p>achievement standards in reading/language arts or mathematics have not been develop/adopted and approved, then the alternate assessments for all students with disabilities must be held to grade-level academic achievement standards.</p>		
<p>2.2 Has the State formally approved/adopted academic achievement descriptors in science for each of the grade spans 3-5, 6-9, and 10-12 as required by school year 2005-06?</p> <p>Has the State formally approved/adopted academic achievement cut scores in science for each of the grade spans 3-5, 6-9, and 10-12 as required by school year 2007-08?</p> <p>Has the State formally approved/adopted modified academic achievement standards in science? If so, for which grades?</p> <p>Has the State formally approved/adopted alternate academic achievement standards for students with the most significant cognitive disabilities in science? If so, for which grades?</p> <p>Note: If alternate or modified academic achievement standards in science have not been adopted and approved, then all students with disabilities must be held to grade-level academic achievement standards.</p>		
<p>2.3 1. Do these academic achievement standards (including modified and alternate academic achievement standards, if applicable) include for each content area –</p>		

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
<p>(a) at least three levels of achievement, including two levels of high achievement (proficient and advanced) that determine how well students are mastering a State’s academic content standards and a third level of achievement (basic) to provide information about the progress of lower-achieving students toward mastering the proficient and advanced levels of achievement; <i>and</i></p> <p>(b) descriptions of the competencies associated with each achievement level; <i>and</i></p> <p>(c) assessment scores (“cut scores”) that differentiate among the achievement levels and a rationale and procedure used to determine each achievement level?</p> <p>2. If the State has adopted either modified or alternate achievement standards, has it developed guidelines for IEP teams to use in deciding when an individual student should be assessed on the basis of modified academic achievement standards in one or more subject areas, or assessed on the basis of alternate achievement standards?</p>	<p>(a) Levels of Achievement</p> <p>Grade span 3-5 Grade span 6-9 Grade span 10-12 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>(b) Descriptors</p> <p>Grade span 3-5 Grade span 6-9 Grade span 10-12 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>(c) Cut Scores</p> <p>Grade span 3-5 Grade span 6-9 Grade span 10-12 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2. Approved by Board or Other Authority</p> <p>Grade span 3-5 Grade span 6-9 Grade span 10-12 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Cite evidence:</p> <p>Modified academic achievement standards? (Not Applicable to this review)</p> <p>(a) Levels of Achievement</p> <p>Grade span 3-5 Grade span 6-9 Grade span 10-12 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
	<p>(b) Descriptors</p> <p>Grade span 3-5 Grade span 6-9 Grade span 10-12 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>(c) Cut Scores</p> <p>Grade span 3-5 Grade span 6-9 Grade span 10-12 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>(2) Approved by Board or Other Authority</p> <p>Grade span 3-5 Grade span 6-9 Grade span 10-12 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Cite evidence:</p> <p>Alternate academic achievement standards?</p> <p>(a) Levels of Achievement</p> <p>Grade span 3-5 Grade span 6-9 Grade span 10-12 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>(b) Descriptors</p> <p>Grade span 3-5 Grade span 6-9 Grade span 10-12 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>(c) Cut Scores</p> <p>Grade span 3-5 Grade span 6-9 Grade span 10-12 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>(2) Approved by Board or Other Authority</p>	

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
	Grade span 3-5 Grade span 6-9 Grade span 10-12 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No Cite evidence:	
<p>2.4 With the exception of students with disabilities to whom modified or alternate academic achievement standards apply, are the grade-level academic achievement standards applied to <i>all</i> public elementary and secondary schools and <i>all</i> public school students in the State?*</p> <p>[**OSEP guidance and NCLB requirements indicate that a student placed in a private school by a public agency for the purpose of receiving special education services must be included in the State assessment and their results attributed to the public school or LEA responsible for the placement.]</p>		
<p>2.5 How has the State ensured alignment between challenging academic content standards and the academic achievement standards?</p> <p>If the State has adopted modified academic achievement standards, how has the State ensured alignment between its grade-level academic content standards and the modified academic achievement standards?</p> <p>If the State has adopted alternate academic achievement standards, how has the State ensured alignment between its academic content standards</p>		

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
and the alternate academic achievement standards?		
<p>2.6 For each assessment, including alternate assessments, provide documentation of the standard setting process. Describe the selection of panelists, methodology employed, and final results.</p> <p>How did the State document involvement of diverse stakeholders in the development of its academic achievement standards and its modified and/or alternate achievement standards, if any?</p> <p>If the State has adopted alternate or modified academic achievement standards, did the State's standards-setting process include persons knowledgeable about the State's academic content standards and special educators who are knowledgeable about students with disabilities?</p>		
<p>SECTION 2: ACADEMIC ACHIEVEMENT STANDARDS Summary statement</p>		
<p>Although the STAAR Modified assessment was first administered in 2011-12, modified academic achievement standards have not yet been developed. Texas has a plan and timelines for setting these along with performance level descriptors and cut scores that appear to follow standard professional practice and meet ESEA requirements. That process will begin with defining PLDs for STAAR Modified end-of-course assessments (EOCs) in June and for the STAAR Modified grades 3 -8 (reading, mathematics, science) in September 2012. The Biology modified academic achievement standards will be set in August 2012 while modified standards for science in grades 5 and 8 will be set in November of this year.</p> <p>Standard setting for the STAAR Modified English III will not occur until August 2014 following field-testing.</p> <p><i>Texas must:</i></p> <ol style="list-style-type: none"> <i>Submit evidence of adoption of the modified academic achievement standards, performance level descriptors, and cut scores for the STAAR Modified. This must also include evidence of adoption of at least three levels of student academic achievement.</i> 		

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
2. <i>Follow through on its plans to conduct an independent alignment study and provide the results of that study (see CE 2.5).</i>		3. <i>When the required information is available, complete responses for each of the critical elements in this section and submit same to the Department.</i>

SECTION 3: STATEWIDE ASSESSMENT SYSTEM

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
<p>3.2 If the State’s assessment system includes assessments developed or adopted at both the local and State level, how has the State ensured that these local assessments meet the same technical requirements as the statewide assessments? (a) How has the State ensured that all local assessments are aligned with the State’s academic content and achievement standards? (b) How has the State ensured that all local assessments are equivalent to one another in terms of content coverage, difficulty, and quality? (c) How has the State ensured that all local assessments yield comparable results for all subgroups? (d) How has the State ensured that all local assessments yield results that can be aggregated with those from other local assessments and with any statewide assessments? (e) How has the State ensured that all local assessments provide unbiased, rational, and consistent determinations of the annual progress of schools and LEAs within the State?</p>	<p>NOTE: This item applies only to a state that employs local assessments. This includes alternate assessments.</p> <p>State’s assessment system includes local assessments in science? ___ Yes <input checked="" type="checkbox"/> No</p> <p>If NO, skip to 3.3. If YES, cite evidence:</p>	
<p>3.3 If the State’s assessment system employs a matrix design—that is, multiple forms within a content area and grade level-- how has the State ensured that: (a) All forms are aligned with the State’s academic content and achievement standards and yield comparable results? (b) All forms are equivalent to one another in terms of content coverage, difficulty, and</p>	<p>NOTE: This item applies only to a state system that employs multiple test forms.</p> <p>State system employs multiple test forms? ___ Yes <input checked="" type="checkbox"/> No</p>	

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
<p>quality? (c) All assessments yield comparable results for all subgroups?</p>	<p>If NO, skip to 3.5. If YES, cite evidence:</p>	
<p>3.4 How has the State ensured that its assessment system will provide coherent information for students across grades and subjects? (a) Has it indicated the relative contribution of each assessment to ensure alignment to the content standards and determining adequate yearly progress? (b) Has the State provided a rational and coherent design that identifies all assessments, including those based on alternate achievement standards and modified achievement standards if any, to be used for AYP? (c) If the State assessment system includes alternate assessments based on alternate or modified achievement standards, has the State provided IEP Teams with a clear description of the differences between assessments based on grade-level achievement standards, assessments based on modified academic achievement standards and assessments based on alternate achievement standards, if applicable, including any effects of State and local policies on the student's education resulting from taking an alternate assessment based on alternate or modified academic achievement standards?</p>	<p>3.4 Not applicable.</p>	
<p>3.5 If its assessment system includes various instruments (e.g., the general assessment in English and either a native-language version or simplified English version of the assessment), how does the State demonstrate comparable results and alignment</p>	<p>State employs different versions of the test within grade spans? ___ Yes ___x___ No</p>	

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
with the academic content and achievement standards?	If NO, skip to 3.6. If YES, cite evidence:	
<p>3.6 How does the State’s assessment system involve multiple measures, that is, measures that assess higher-order thinking skills and understanding of challenging content?</p>	<p>3.6 The Texas assessment system involves multiple measures that assess higher-order thinking skills and understanding of challenging content. A primary goal of the STAAR program is to increase the rigor of the state assessment. STAAR assesses skills at a greater depth and higher level of cognitive complexity than did the previous state assessment program (Texas Assessment of Knowledge and Skills, or TAKS) and includes not only more items, but also a greater number of rigorous items per test. This goal also applies to STAAR Modified. A description of many of the multiple measures that assess higher-order thinking skills and understanding of challenging content for STAAR Modified is provided in the Differences between TAKS–Modified and STAAR Modified document (Exhibit 21).</p> <p>The STAAR Modified assessment program incorporates multiple measures of student achievement. Language arts, for example, are assessed with tests in reading and writing. In addition, the STAAR Modified assessments include item formats providing different measures of student ability. For example, item formats include extended response, such as essays and griddable items, and a wide variety of multiple-choice items that assess fundamental concepts as well as critical thinking and multi-step problem solving. A short-answer cognitive lab was conducted to evaluate whether STAAR Modified students were able to complete short-answer responses to items for STAAR Modified English I. Results of the lab led TEA to make the decision to not include short-answer items on the STAAR Modified English I, II, and III assessments. The item formats included on each assessment are noted in the STAAR Modified test blueprints (page 12 of the <i>STAAR Modified Technical Report 2011–</i></p>	<p>3.6 With the exception of completing an alignment study based on the STAAR Modified, TEA meets most of the requirements regarding the use of multiple measures that assess higher-order thinking skills and understanding challenging academic content.</p> <p>Texas must conduct the planned independent alignment study to affirm that the modified assessment measures higher-order thinking skills and the understanding of challenging academic content.</p>

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	<p>2012) and the STAAR Modified test design schematics, and the studies to investigate viable item types are described on pages 38 and 39 of the <i>STAAR Modified Technical Report 2011–2012</i>.</p> <p>STAAR Modified assesses higher-order thinking skills and an understanding of challenging content by focusing on the TEKS that are most critical to assess. STAAR Modified is intended to better measure the academic performance of students as they progress from elementary to middle to high school. Based on educator committee recommendations, TEA has identified for each grade or course a set of knowledge and skills drawn from the TEKS eligible to be assessed, and emphasized this set of knowledge and skills, called “readiness standards,” on the assessments. The remaining knowledge and skills are considered “supporting standards” and will be assessed, though not emphasized.</p> <p>As further evidence that STAAR Modified contains higher-order thinking skills and challenging content, TEA will conduct an independent alignment study at a later date. The STAAR Modified Independent Alignment Study Timeline is included in Exhibit 50.</p>	
<p>3.7 Has the State included alternate assessment(s) for students whose disabilities do not permit them to participate in the general assessment even with accommodations?</p>	<p>3.7 Texas has developed a modified assessment for students with disabilities whose progress in response to appropriate instruction, including special education, is such that, even if significant growth occurs, the students will not achieve grade-level proficiency within the school year. Texas law requires an assessment designed for students receiving special education services for whom STAAR, even with allowable accommodations, is not an appropriate measure of academic progress. Students with disabilities for whom STAAR or STAAR Alternate (the alternate assessment based on alternate academic achievement standards) is not an appropriate measure are assessed using STAAR Modified, as</p>	<p>3.7 TEA meets the requirement by providing both an alternate and a modified assessment for students whose disabilities do not permit them to participate in the general assessment even with accommodations.</p>

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
	<p>described in the ARD Committee Resources for the Texas Assessment Program (Exhibit 34). During an ARD committee meeting, when the ARD committee determines that STAAR Modified is the appropriate assessment for a student, a member of the ARD committee must complete the STAAR Modified Participation Requirements document, which is a State-required form. Once the participation requirements form is completed, it must be retained by the district. In addition to the STAAR Modified Participation Requirements, the guidelines and resources on the TEA webpage include the special education graduation flowcharts and the STAAR Assessments Comparison Chart.</p> <p>TEA has provided training on how to use the participation requirements via a Texas Education Telecommunication Network (TETN) training session, and the training PowerPoint has been posted to the TEA webpage.</p>	
<p>SECTION 3: STATEWIDE ASSESSMENT SYSTEM Summary statement</p>		
<p><i>Texas must conduct its planned independent alignment study to, in part, affirm that the modified assessment does measure higher-order thinking skills and contain challenging content (CE 3.6) and report the salient results to the Department.</i></p>		

SECTION 4: TECHNICAL QUALITY

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
<p>4.1 For each assessment, including <u>all</u> alternate assessments, has the State documented the issue of validity (in addition to the alignment of the assessment with the content standards), as described in the <i>Standards for Educational and Psychological Testing</i> (AERA/APA/NCME, 1999), with respect to <u>all</u> of the following categories:</p> <ul style="list-style-type: none"> (a) Has the State specified the purposes of the assessments, delineating the types of uses and decisions most appropriate to each? <u>and</u> (b) Has the State ascertained that the assessments, including alternate assessments, are measuring the knowledge and skills described in its academic content standards and not knowledge, skills, or other characteristics that are not specified in the academic content standards or grade-level expectations? <u>and</u> (c) Has the State ascertained that its assessment items are tapping the intended cognitive processes and that the items and tasks are at the appropriate grade level? <u>and</u> (d) Has the State ascertained that the scoring and reporting structures are consistent with the sub-domain structures of its academic content standards (i.e., are item interrelationships consistent with the framework from which the test arises)? <u>and</u> (e) Has the State ascertained that test and item scores are related to outside variables as intended (e.g., scores are correlated strongly with relevant measures of academic achievement and are weakly correlated, if at 		

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
<p>all, with irrelevant characteristics, such as demographics)? <i>and</i></p> <p>(f) Has the State ascertained that the decisions based on the results of its assessments are consistent with the purposes for which the assessments were designed? <i>and</i></p> <p>(g) Has the State ascertained whether the assessment produces intended and unintended consequences?</p>		
<p>4.2 For each assessment, including all alternate assessments, has the State considered the issue of reliability, as described in the <i>Standards for Educational and Psychological Testing</i> (AERA/APA/NCME, 1999), with respect to <i>all</i> of the following categories:</p> <p>(a) Has the State determined the reliability of the scores it reports, based on data for its own student population and each reported subpopulation? <i>and</i></p> <p>(b) Has the State quantified and reported within the technical documentation for its assessments the conditional standard error of measurement and student classification that are consistent at each cut score specified in its academic achievement standards? <i>and</i></p> <p>(c) Has the State reported evidence of generalizability for all relevant sources, such as variability of groups, internal consistency of item responses, variability among schools, consistency from form to form of the test, and inter-rater consistency in scoring?</p>		
<p>4.3 Has the State ensured that its assessment system is fair and accessible to all students, including students</p>	4.3	4.3 TEA must:

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
<p>with disabilities and students with limited English proficiency, with respect to each of the following issues:</p> <p>(a) Has the State ensured that the assessments provide an appropriate variety of accommodations for students with disabilities? <i>And</i></p>	<p>(a) TEA has ensured that the STAAR Modified provides a variety of accommodations for students with disabilities who are eligible for an alternate assessment based on modified academic achievement standards.</p> <p>The accommodation policies address accommodation needs related to a disability or disabling condition and are intended to provide students who take STAAR Modified effective and equitable access to grade-level or course curriculum and assessments. Each accommodation has its own unique eligibility criteria that must be addressed by the ARD committee.</p> <p>The decision for a student to use accommodations during STAAR Modified is made by the ARD committee. In determining test accommodations, ARD committees take into consideration the needs of each student and the accommodations he or she routinely receives during instruction. Additional information regarding accommodations for students receiving special education services is available on the TEA Accommodation Resources webpage and the Accommodations for Students with Disabilities taking STAAR, STAAR Spanish, STAAR Modified, STAAR L, and TELPAS webpage.</p> <p>TEA has provided accommodation information through the Texas Education Telecommunication Network (TETN) training sessions and the annual Texas Assessment Conference. The PowerPoint trainings and resource documents regarding choosing appropriate assessment accommodations, based on the individual needs of students, as documented in their IEPs, are</p>	<ul style="list-style-type: none"> • Review its responses at this element after adoption of the STAAR Modified student academic achievement standards. • Conduct a bias study as part of its efforts to insure test fairness (CE 4.3.c). • Plan and conduct a study to determine whether the use of accommodations yield meaningful scores (CE 4.3.c).

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
<p>(b) Has the State ensured that the assessments provide an appropriate variety of linguistic accommodations for students with limited English proficiency? <i>And</i></p> <p>(c) Has the State taken steps to ensure fairness in the development of the assessments? <i>And</i></p>	<p>available on the TEA Accommodation Resources webpage, and the Accommodations for Students with Disabilities taking STAAR, STAAR Spanish, STAAR Modified, STAAR L, and TELPAS webpage. (See Exhibits 58 through 70.)</p> <p>(b) When a student served through special education is limited English proficient, the student’s ARD committee works in conjunction with the student’s language proficiency assessment committee (LPAC) to ensure that issues related to both the student’s disability and language proficiency are carefully considered. The STAAR Modified assessment program provides an appropriate variety of linguistic accommodations for LEP students served by special education. The test administration manuals describe various accommodations that address the linguistic needs of LEP students served by special education. The expanded linguistic accommodations for STAAR Modified include, but are not limited to, the use of native-language translations of words, phrases, and sentences; linguistic simplification; extra time; and bilingual/ESL glossaries. Such accommodations must be consistent with the accommodations used routinely by a student in classroom instruction. TEA has developed detailed linguistic accommodation administration directions to ensure that the linguistic accommodations do not invalidate the measure of the intended skills. In addition, TEA has developed training on linguistic accommodations for the STAAR program. The TETN training was presented on February 9, 2012. (See Exhibits 59 and 71 – 75.)</p> <p>(c) TEA ensures the fairness of the STAAR Modified assessments through its extensive item modification and review processes. In the initial stages of the STAAR</p>	

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	<p>Modified development, TEA convened STAAR Modified steering committees and educator advisory committees to provide input on modification guidelines. TEA modified existing STAAR items that measured the grade-level knowledge and skills in the TEKS for the purpose of measuring student achievement based on modified academic achievement standards.</p> <p>Modifications were made to STAAR items while preserving the construct of the original item, thus maintaining alignment with grade-level content standards. TEA developed modification guidelines to ensure consistency of modifications and adherence to the construct of the standard being assessed. In addition, to ensure that modifications were appropriate for students with disabilities eligible for an alternate assessment based on modified academic achievement standards, each item modification was research-based. Every item in the STAAR Modified item bank is included as part of this research (as noted in Exhibit 76) and specific research used is cited in the modification research matrices.</p> <p>Educators who are representative of Texas in terms of geographic region, major ethnic groups, and type of school district, as well as general education teachers and special education teachers who work with students with disabilities, review each test passage and item prior to field testing. They determine appropriateness of content (including accessibility), adequacy of student preparation, and fairness of items and elimination of bias. Embedded field-test items are administered to students with disabilities eligible for an alternate assessment based on modified academic achievement standards. Statistics gathered from field testing include percent answering correctly, point-biserial correlations,</p>	

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
<p>(d) Does the use of accommodations and/or alternate assessments yield meaningful scores?</p>	<p>and Rasch statistics calculated for the total student population and disaggregated for all represented subpopulations. (See Exhibits 41 – 47 and 75 – 76.)</p> <p>While TEA described a process for reviewing items for bias (fairness), and provided samples for this process, the State did not affirm that a study had been conducted nor did it provide findings if a study had been conducted. (See Technical Report, Chapter 4 and Appendices 8 and 9.)</p> <p>(d) STAAR Modified allows students to receive accommodations in a manner that yields meaningful scores. The accommodations are designed to ensure that the tests measure what they purport to measure and yield results that can be interpreted in a manner consistent with their intended purposes.</p> <p>The importance of providing accommodations that meet the individual needs of students with disabilities who are eligible for an alternate assessment based on modified academic achievement standards while maintaining the integrity of the assessment measures is documented in:</p> <ul style="list-style-type: none"> • STAAR Modified test administration manuals; • ARD Committee Resources webpage; • TEA Accommodation Resources webpage; • Accommodations for Students with Disabilities taking STAAR, STAAR Spanish, STAAR Modified, STAAR L, and TELPAS webpage; • 2011–2012 STAAR Decision-Making Guide for LPACs; and • TEA accommodations trainings. <p>The testing accommodations provided to students with</p>	

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
	disabilities must be documented in the student’s IEP and used routinely in classroom instruction. (See Exhibits 34, 58 -67, 71 – 73, and 77.)	
<p>4.4 When different test forms or formats are used, the State must ensure that the meaning and interpretation of results are consistent.</p> <p>(a) Has the State taken steps to ensure consistency of test forms over time?</p>	<p>4.4</p> <p>(a) To maintain the same passing standard across different forms, TEA constructs each of its tests to be of comparable difficulty at the total test level and, where possible, at the reporting category level. TEA then uses statistical equating to provide consistency of test forms over time. For STAAR Modified, there are two stages in the item and test development process where equating takes place:</p> <ol style="list-style-type: none"> 1. equating field-test items after the field-test administration 2. pre-equating test forms before the operational administration <p>This equating design allows the established standards of performance on the original test forms to be maintained on all subsequent test forms. This design is described in more detail in the Scaling and Equating chapter in the <i>STAAR Modified Technical Report 2011–2012</i> and was reviewed by the Texas Technical Advisory Committee in November 2010.</p> <p>For STAAR Modified, modified academic achievement standards will be recommended by the STAAR Modified standard-setting committees in August 2012 for STAAR Modified English I, English II, Algebra I, geometry, and biology. STAAR Modified 3–8 (mathematics, reading, and science), standard-setting meetings will take place in November 2012. STAAR</p>	<p>4.4 TEA must revise the narrative at this element after the student academic achievement standards are adopted.</p>

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
(b) If the State administers both an online and paper and pencil test, has the State documented the comparability of the electronic and paper forms of the test?	<p>Modified English III standard-setting meetings will occur in August 2014 after field testing is completed. The STAAR Modified tests were administered for the first time in spring 2012 and the base scale established at that time. All future test forms of STAAR Modified will be equated to this scale. (See Exhibits 78 and 79.)</p> <p>(b) Texas administers STAAR Modified as a paper-and-pencil assessment only.</p>	
<p>4.5 Has the State established clear criteria for the administration, scoring, analysis, and reporting components of its assessment system, including <u>all</u> alternate assessments, and does the State have a system for monitoring and improving the on-going quality of its assessment system?</p>	<p>4.5 This submission addresses only the assessments based on modified academic achievement standards (STAAR Modified).</p> <p>TEA is responsible for the administration, scoring, analysis, and reporting components of its assessment system and has communicated these criteria to its contractor, school districts, and campuses. TEA works with its contractor to implement quality control procedures for each of these components, to evaluate these procedures, and to meet on an ongoing basis to discuss ways to work more efficiently and improve quality assurance measures. In addition, TEA has advisory committees that meet on an ongoing basis (e.g., Texas Technical Advisory Committee, district test coordinator advisory committee) for this purpose. TEA uses an extensive system of training and monitoring to ensure that each person responsible for handling or administering the state assessments, including STAAR Modified assessments, does so in a way that protects the security of the assessments and maintains equivalence of administration conditions across students and schools.</p> <p>TEA employs a trainer-of-trainers model whereby regional education service centers (trained by the state) train district</p>	<p>4.5 TEA must complete its plans and activities related to the scoring, analyses, reporting and monitoring components of the assessment system.</p>

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
	<p>personnel, who in turn train campus personnel, who then train test administrators in all administration procedures. The state has also developed test security modules for district and campus personnel to ensure that proper test administration procedures are followed. The state requires all district testing coordinators, campus testing coordinators, and test administrators to be trained in proper procedures, including information on how to administer the tests using allowable accommodations. When training is complete, test administrators must sign the Oath of Test Security and Confidentiality, which verifies that they have received training on the appropriate administration of the statewide assessments. In addition to general training in test procedures, ARD committees and LPACs receive in-depth training to enable them to make appropriate decisions regarding assessment of students with disabilities. In addition, TEA has hosted multiple Texas Educator Telecommunications Network (TETN) sessions where districts and service centers are invited to join in videoconferencing sessions that are focused on allowable accommodations for use on the STAAR Modified assessments (see exhibits 60, 61, 62, 65, and 66). (See Exhibits 60 -62, 65 – 66, 71 – 73, and 80 – 83.)</p>	
<p>4.6 Has the State evaluated its use of accommodations? (a) How has the State ensured that appropriate accommodations are available to students with disabilities and students covered by Section 504, and that these accommodations are used in a manner that is consistent with instructional approaches for each student, as determined by a student’s IEP or 504 plan? (b) How has the State determined that scores for students with disabilities that are based on accommodated administration conditions will allow for valid inferences about these students’</p>		

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
<p>knowledge and skills and can be combined meaningfully with scores from non-accommodated administration conditions?</p> <p>(c) How has the State ensured that appropriate accommodations are available to limited English proficient students and that these accommodations are used as necessary to yield accurate and reliable information about what limited English proficient students know and can do?</p> <p>(d) How has the State determined that scores for limited English proficiency students that are based on accommodated administration circumstances will allow for valid inferences about these students' knowledge and skills and can be combined meaningfully with scores from non-accommodated administration circumstances?</p>		
<p>SECTION 4: TECHNICAL QUALITY Summary statement</p>		
<p>Because of the nature of the extensive work remaining to be accomplished, e.g., standard setting, independent alignment study, validity and reliability studies, and inter-relationships across associated critical elements, it is not possible to make related judgments for this section at this time, with the exception of CEs 4.3, 4.4, and 4.5 for which partial judgments were possible at this time.</p> <p><i>Specifically, TEA must:</i></p> <ul style="list-style-type: none"> • <i>Document validity specifically for the STAAR Modified assessment (CE 4.1).</i> • <i>Provide assessment report interpretation documents specific to the STAAR Modified (CE 4.1.a).</i> • <i>Confirm through an independent alignment study that the STAAR Modified measures the expected knowledge and skills (CE 4.1.b, c, & d).</i> • <i>Provide item score correlations (CE 4.1.e).</i> • <i>Ascertain that the decisions based on the results of the STAAR Modified are consistent with the purposes for which the assessment was designed (CE 4.1.f).</i> • <i>Conduct and report the findings of the planned study of whether the STAAR Modified produces the intended or any unintended consequences (CE 4.1.g).</i> 		

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
	<ul style="list-style-type: none"> • <i>Document reliability for the STAAR Modified (CE 4.2).</i> • <i>Clarify whether a bias study was conducted—and if not, provide plans for one—(CE 4.3. c).</i> • <i>Either conduct a study or present plans for a study to determine whether the use of accommodations yields meaningful scores (CE 4.3.d). Also, describe any studies the State has planned or conducted related to ascertaining that scores for SWDs (CE 4.6.b) and for LEP students (CE 4.6. d) based on accommodated administrations allow for valid inferences about these students’ knowledge and skills (CE 4.6.b) and for ensuring that accommodations provided to LEP students yield accurate and reliable information about what these students know and are able to do (CE 4.6.c).</i> • <i>Complete its plans and activities related to the scoring, analyses, reporting and monitoring components of the assessment system (CE 4.5).</i> • <i>Complete the plan to conduct a survey evaluating the effectiveness of accommodations used on the STAAR Modified and report the results (CE 4.6)</i> • <i>In addition to providing information to districts and campuses regarding how the State ensures that appropriate accommodation are provided, describe plans it may have to ascertain whether these are used consistent with instructional approaches (CE 4.6.a).</i> <p><i>Texas must also:</i></p> <ul style="list-style-type: none"> • <i>Complete its studies and documentation related to the above and submit the results for Departmental review.</i> • <i>Provide narrative and supporting evidence in response to CEs 4.1, 4.2, and 4.6.</i> • <i>Provide a completed Technical Report (with an Executive Summary) when it becomes available.</i> 	

SECTION 5: ALIGNMENT

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
<p>5.1 Has the State outlined a coherent approach to ensuring alignment between each of its assessments, or combination of assessments, based on grade-level achievement standards, and the academic content standards and academic achievement standards the assessment is designed to measure?</p> <p>Has the State outlined a coherent approach to ensuring alignment between each of its assessments, or combination of assessments, based on modified achievement standards and the academic content standards and academic achievement standards the assessment is designed to measure?</p> <p>Has the State outlined a coherent approach to ensuring alignment between each of its assessments, or combination of assessments, based on alternate</p>	<p>5.1 TEA did not address this question since this submittal addresses only the assessment based on modified academic achievement standards.</p> <p>TEA has outlined a coherent approach to ensuring alignment between the assessment and the TEKS. TEA modifies the existing STAAR assessment items that measure the grade-level knowledge and skills in the TEKS for the purpose of measuring student achievement based on modified academic achievement standards. Modifications are made to STAAR items while preserving the construct of the original item, thus maintaining alignment with grade-level content standards. As shown in Exhibits 40 and 41, TEA developed modification guidelines to ensure consistency of modifications and adherence to the alignment with the standard.</p> <p>As further evidence that STAAR Modified is aligned with the grade-level content standards, TEA plans to conduct an independent alignment study in spring 2013. TEA is in the process of reviewing various independent alignment methodologies for the STAAR, STAAR Modified, and STAAR Alternate assessment programs and is considering using the same alignment methodology for all three testing programs. The STAAR Modified Independent Alignment Study Timeline is included in Exhibit 50. (See also Exhibits 40, 41, and 49.)</p> <p>This submission addresses only the assessment based on modified academic achievement standards.</p>	<p>5.1 TEA must:</p> <ul style="list-style-type: none"> • Address the question of whether it has provided for a coherent approach to ensuring alignment between each of its assessments that comprise the statewide assessment system. • Update its response to Critical Element 5.1 after the STAAR Modified alignment study is completed.

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
achievement standards and the academic content standards and academic achievement standards the assessment is designed to measure?		
<p>5.2 Are the assessments and the standards aligned comprehensively, meaning that the assessments reflect the full range of the State’s academic content standards? Are the assessments as cognitively challenging as the standards? Are the assessments and standards aligned to measure the depth of the standards? Does the assessment reflect the degree of cognitive complexity and level of difficulty of the concepts and processes described in the standards?</p> <p>If the State has implemented an alternate assessment based on modified academic achievement standards, does the assessment reflect the full range of the State’s academic content standards for the grade(s) tested? What changes in cognitive complexity or difficulty, if any, have been made for assessments based on modified academic achievement standards?</p>	<p>5.2 This set of questions is not applicable to this submittal.</p> <p>For the STAAR Modified program, TEA verified that the STAAR Modified reflects the full range of the state’s academic content standards for the grades tested.</p> <ul style="list-style-type: none"> • STAAR Modified reflects the content contained in the State’s curriculum standards. The STAAR Modified blueprints are based on the STAAR blueprints and cover the same grade-level content as STAAR. The number of items on the STAAR Modified blueprints was reduced from the number of items on the STAAR blueprints through a systematic process, which reduced the number of items within each reporting category by 20%, thereby reducing the overall test length. The STAAR Modified blueprints were carefully reviewed to ensure that they reflect the full range of the TEKS curriculum. • Modifications were made to STAAR items while preserving the construct of the original item, thereby maintaining alignment with grade-level content standards. TEA developed modification guidelines to ensure consistency of modifications and adherence to 	<p>5.2 TEA must revise its response to this critical element regarding comprehensive alignment after the STAAR Modified alignment study is completed.</p>

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
<p>If the State has implemented an alternate assessment based on alternate academic achievement standards,</p>	<p>the construct of the standard being assessed. In addition, to ensure that the modifications are appropriate for students with disabilities eligible for an alternate assessment based on modified academic achievement standards, each modification to each item was research-based. This research is cited in the modification research as documented in Exhibit 76.</p> <ul style="list-style-type: none"> • STAAR Modified reflects the full range of content contained in the state curriculum standards as judged by educator committees. Item Judgment Form responses are collected for every assessment item reviewed during educator review meetings. Summaries of the committees' judgments relating to each item's alignment to specific content standards and sub-content areas (TEKS student expectations) clearly demonstrate that committees concluded STAAR Modified reflects the full range of the Texas content standards. • The summaries of the Item Judgment Forms from every committee meeting were compiled as the <i>Item Content Committee Review Report: 2011 Item Development STAAR Modified</i> as noted in Exhibit 48. This report shows a strong content match between the STAAR Modified assessment items and the TEKS. The example of the Algebra I Item Content Committee Review Report has been included for reference. <p>To further demonstrate that STAAR Modified measures the full range of the content standards described in the TEKS, TEA plans to conduct an independent alignment study as described in the response at CE 5.1. (See Exhibits 41 – 50 and 76.)</p> <p>This submission addresses only the assessment based on modified academic achievement standards.</p>	

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
<p>does the assessment show a clear link to the content standards for the grade in which the students tested are enrolled although the grade-level content may be reduced in depth, breadth or complexity or modified to reflect pre-requisite academic skills?</p>		
<p>5.3 Are the assessments and the standards aligned in terms of both content (knowledge) and process (how to do it), as necessary, meaning that the assessments measure what the standards state students should both know and be able to do?</p>	<p>5.3 As noted in responses at CEs 4.1 and 5.2, TEA ensures that the STAAR Modified assessments and the standards are aligned in terms of content and process. TEA has verified that STAAR Modified is measuring the grade-level knowledge and skills described in the TEKS in three primary ways.</p> <ul style="list-style-type: none"> • TEA modified existing STAAR assessment items measuring grade-level knowledge and skills in the TEKS to more adequately measure student achievement based on modified academic achievement standards. Modifications were made to STAAR items while preserving the construct of the original item, thereby maintaining alignment with grade-level content standards. TEA developed modification guidelines to ensure consistency of modifications and adherence to the construct of the standard. • Item Judgment Form responses are collected for every assessment item reviewed during educator review meetings. Summaries of the committees' judgments relating to each item's alignment to specific content standards and sub-content areas (TEKS student expectations) demonstrate that committees believe STAAR Modified to be an appropriate and reliable measure of the Texas content standards. • The summaries of the Item Judgment Forms from every committee meeting were compiled as the <i>Item Content Committee Review Report: 2011 Item</i> 	<p>5.3 TEA must update its response to this critical element regarding alignment in terms of content and process after the STAAR Modified alignment study is completed.</p>

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
<p>What changes in test structure or format, if any, have been made for assessments based on modified academic achievement standards?</p>	<p><i>Development STAAR Modified.</i> This report shows a strong content match between the STAAR Modified assessment items and the TEKS.</p> <p>To further demonstrate that STAAR Modified measures the full range of the content standards described in the TEKS, TEA plans to conduct an independent alignment study in spring 2013 as described in the response at CE 5.1</p> <p>STAAR Modified covers the same grade-level content as STAAR, but STAAR Modified tests have been modified in test design (fewer answer choices, simpler vocabulary and sentence structure). (See Exhibits 40 – 50.)</p>	
<p>5.4 Do the general assessments and alternate assessments based on modified achievement standards if any, reflect the same degree and pattern of emphasis as are reflected in the State’s academic content standards?</p>	<p>5.4 Per CE 5.2, STAAR Modified reflects the same degree and pattern of emphasis of the TEKS academic content standards as the STAAR blueprints. The blueprints developed for STAAR Modified are based on the STAAR blueprints. The STAAR Modified blueprints were developed using the STAAR blueprints and, therefore, indicate the same content standards as the general education assessment.</p> <p>Likewise, the same degree and emphasis in terms of sub-domains (TEKS student expectations) is reflected in the STAAR Modified blueprints. The number and percentage of reporting categories in the blueprints reflect the relative emphasis judged to be appropriate by Texas educators, content experts, and TEA staff.</p> <p>See additionally Exhibits 39 & 51.</p>	<p>5.4 The STAAR Modified reflects the expected degree and pattern of emphasis reflected in the State’s academic content standards.</p>
<p>5.5 Do the assessments yield scores that reflect the full range of achievement implied by the State’s academic achievement standards?</p>	<p>5.5 The STAAR Modified assessments are designed to yield scores reflecting the full range of achievement implied by the modified academic achievement standards. As noted in Exhibits 49 and 90, the test development process and the item</p>	<p>5.5 TEA must provide:</p> <ol style="list-style-type: none"> 1. Evidence of adoption of the modified student academic

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
	<p>modification process are intended to ensure that students have the opportunity to demonstrate the full range of performance on the state’s modified academic achievement standards.</p> <p>Items appearing on the operational STAAR assessments are modified using the TEA Annual Test Development Process and the Modification Guidelines for STAAR Modified. The modification guidelines are intended to enable changes to be made to individual items that preserve the assessed content while making items more accessible to students taking STAAR Modified.</p> <p>STAAR Modified assessments contain fewer items than STAAR assessments to meet the needs of students in this population who need more extensive accommodations and modifications to access the assessment. The reduction in number of items on an assessment was carried out in such a way that the reduced-length assessments reflect the full range of achievement required by the State’s academic achievement standards. The number of items on the STAAR Modified blueprints was reduced from the number of items on the STAAR blueprints. The STAAR Modified blueprints were reviewed to ensure that they retained appropriate coverage of the assessed content. The standard setting committees will use student performance on the range of scores reflected on the STAAR Modified blueprints to determine appropriate cut scores for the modified academic achievement standards. (See the STAAR Modified Standard-Setting Plan for a description of the standard-setting process, as shown in Exhibit 30.)</p>	<p>achievement standards.</p> <p>2. An updated response once the standard setting is conducted and the cut scores are set.</p>
<p>5.6 Assessment results must be expressed in terms of the achievement standards, not just scale scores or percentiles.</p>	<p>5.6 Academic achievement standards for STAAR Modified will be determined based on recommendations by the STAAR Modified EOC and STAAR Modified 3–8 standard-setting committees and approved by the Commissioner of</p>	<p>5.6 The requirements to express STAAR Modified results in terms of the achievement standards have not yet been met. To meet the requirements, TEA</p>

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
	<p>Education. The STAAR Modified academic achievement standards policy labels will use the same terminology as the STAAR assessments: <i>Level III: Advanced Academic Performance, Level II: Satisfactory Academic Performance, and Level I: Unsatisfactory Academic Performance.</i></p> <p>The STAAR Modified policy definitions were adapted from the STAAR policy definitions to reflect the modified academic achievement standards. In addition, the PLDs used for the STAAR assessments will be modified by special education content experts and reviewed by educational advisory committees. Grade- and subject-specific PLDs for STAAR EOCs will be posted on the TEA webpage. According to TEA, both the STAAR Modified policy definitions and PLDs will be used during the STAAR Modified standard-setting meetings.</p> <p>TEA intends to design and distribute reports that communicate assessment results in terms of the modified academic achievement standards, as well as in terms of scale scores. Assessment results for the spring 2012 administrations (reported at the student, campus, district, and state levels) will communicate scale scores and achievement standards once all standards have been approved by the Commissioner of Education. These reports will be delivered in January 2013. (See Exhibits 30, 33, 57, and 91 – 93.)</p>	<p>must complete a number of steps in order to develop the modified PLDs, conduct the related studies, and also develop related reporting documents.</p>
<p>5.7 What ongoing procedures does the State use to maintain and improve alignment between the assessments and standards over time?</p>	<p>5.7 Texas assessments follow an annual test development process (Exhibit 90) intended to continually maintain and improve the alignment between all assessments and the state’s academic content standards. STAAR Modified items are systematically modified from those selected for operational STAAR assessments according to rigorous modification guidelines.</p> <p>Following the development of each new STAAR Modified</p>	<p>5.7 The State’s procedures and supporting documentation related to maintaining and improving alignment over time are satisfactory.</p>

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
	<p>item, Texas educators review both the original and modified versions of an item to ensure that the modification guidelines are implemented in an appropriate and consistent manner over time.</p> <p>Each newly developed STAAR Modified test form is constructed to maintain the rigorous alignment between the assessment and standards and monitored on an ongoing basis.</p> <p>Texas statutes require that performance standards for each assessment be reviewed at least every three years. STAAR Modified performance standards will be set for STAAR Modified English I, English II, Algebra I, geometry, and biology in August 2012, and STAAR Modified 3–8 (mathematics, reading, and science) standard standards will be set in November 2012. These standards will be reviewed again in fall 2014 to verify that the alignment between the STAAR Modified assessments and the performance standards has been maintained. STAAR Modified English III standard-setting meetings will occur in August 2014 after field testing is completed. (See also Exhibits 30, 40, 41, 45 – 47, and 51).</p>	
<p>SECTION 5: ALIGNMENT Summary statement</p>		
<p><i>To fully meet the requirements of Section 5, Texas must:</i></p> <ol style="list-style-type: none"> <i>1. Complete the independent alignment study, incorporate the findings at the appropriate places in this section (including CE 5.2 and 5.3) as well as in CE 2.5 and in CE 3.6 and submit same to the Department.</i> <i>2. Address the question of whether it has provided for a coherent approach to ensuring alignment between each of its assessments that comprise the statewide assessment system (CE 5.1).</i> <i>3. Provide an updated response to CE 5.5 once the standard setting is conducted and the cut scores are set.</i> <i>4. Provide an updated response to CE 5.6 once the related activities and reports have been completed.</i> 		

SECTION 6: INCLUSION

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
<p>6.1</p> <p>1. Do the State’s participation data indicate that all students in the tested grade levels or grade ranges are included in the assessment system (e.g., students with disabilities, students with limited English proficiency, economically disadvantaged students, race/ethnicity, migrant students, homeless students, etc.)?</p> <p>2. Does the State report separately the number and percent of students with disabilities assessed on the regular assessment without accommodations, on the regular assessment with accommodations, on an alternate assessment against grade-level standards, and, if applicable, on an alternate assessment against alternate achievement standards and/or on an alternate assessment against modified academic achievement standards?</p>		<p>6.1 TEA must:</p> <ul style="list-style-type: none"> • Provide Participation Data from the 2011-12 STAAR Modified administration. • Clarify the statement, “Students counted as absent will not be included in the AYP participation results.” Absent students must be included in Participation Rate calculations. • Provide copies of reports illustrating how the requirements of CE 6.1.2 are met.
<p>6.2</p> <p>1. What guidelines does the State have in place for including all students with disabilities in the assessment system?</p>	<p>6.2</p> <p>1. Information found on the ARD Resources webpage and the special education graduation flowcharts detail assessment options for students receiving special education services. It is the responsibility of ARD committees to promote high expectations based on the goals and objectives documented in the students’ IEPs. The ARD committee must weigh the benefits of rigorous and challenging expectations with the possibility of success given each student’s individual strengths, needs, instruction, and accommodations. STAAR should be the first option considered when making assessment decisions. The information contained in the exhibits represents the guidance the State has provided to districts in regard to the inclusion of all students with disabilities in the Texas Assessment Student Program. (See Exhibits 34 – 38)</p>	<p>6.2 Overall, the State has institutionalized guidelines to ensure that all SWDs are included in the statewide assessment system.</p> <p>In order for full approval of this critical element, the State must:</p> <ul style="list-style-type: none"> • Complete and adopt academic achievement standards for the STAAR Modified (CEs 6.2.2. & 3.). • Complete the parent brochure described at CE 6.2.2.d.

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
<p>(a) Has the State developed, disseminated information on, and promoted use of appropriate accommodations to increase the number of students with disabilities who are tested against academic achievement standards for the grade in which they are enrolled?</p> <p>(b) Has the State ensured that general and special education teachers and other appropriate staff know how to administer assessments, including making use of accommodations, for students with disabilities and students covered under Section 504?</p>	<p>(a) TEA provides written guidelines to all districts and campuses concerning how to appropriately include all students receiving special education services in the State's assessment system. TEA provides guidelines for selecting, administering, and evaluating the use of accommodations in instruction and assessment so as to provide students with access to grade-level instruction and State assessments. This information is available on the Accommodation Resources webpage (Exhibit 58).</p> <p>(b) TEA employs a trainer-of-trainers model whereby regional education service centers (trained by the state) train district personnel, who in turn train campus personnel, who then train test administrators in all administration procedures. The State has also developed test security modules for district and campus personnel to ensure that proper test administration procedures are followed. The state requires all district testing coordinators, campus testing coordinators, and test administrators to be trained in proper procedures, including information on how to administer the tests using allowable accommodations. When training is complete, test administrators must sign the Oath of Test Security and Confidentiality, which verifies that they have received training on the appropriate administration of the statewide assessments. In addition to general training in test procedures, ARD committees and LPACs receive in-depth training to enable them to make appropriate decisions regarding assessment of students with disabilities. In addition, TEA has hosted multiple Texas Educator Telecommunications Network (TETN) sessions where districts and service centers are invited to participate in videoconferencing sessions that are focused on allowable accommodations for use on the STAAR Modified assessment.</p>	<ul style="list-style-type: none"> Respond to CE 6.3 (a) through (f) after student academic achievement standards for the STAAR Modified have been finalized and adopted.

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
<p>2. If the State has approved/adopted modified or alternate academic achievement standards for certain students with disabilities, what guidelines does the State have in place for placing those students in the appropriate assessment?</p> <p>(a) Has the State developed clear guidelines for IEP Teams to apply in determining which students with disabilities are eligible to be assessed based on modified or alternate academic achievement standards?</p>	<p>2. Texas has not yet finalized or adopted its academic achievement standards for the STAARS Modified. However, TEA has developed a STAAR Assessments Comparison Chart, STAAR Modified Participation Requirements, STAAR Modified Participation Requirements – Spanish, and special education graduation flowcharts detailing assessment options for students receiving special education services. Additionally, the information found on the ARD Committee Resources webpage states that it is the responsibility of ARD committees to promote high expectations based on the goals and objectives documented in the students’ IEPs. The ARD committee must weigh the benefits of rigorous and challenging expectations with the possibility of success given each student’s individual strengths, needs, instruction, and accommodations. The general STAAR assessment is expected to be the first option considered when making assessment decisions.</p> <p>(a) TEA has implemented detailed, definitive guidelines for ARD committees to apply when deciding whether an individual student should be assessed on the basis of modified academic achievement standards. The requirement that ARD committees make assessment decisions for students receiving special education services is a critical component of federal and state law. To this end, TEA has provided guidelines and other resources to assist ARD committees in determining if a student should be assessed with STAAR Modified. These guidelines and resources include the Participation Requirements for STAAR Modified, the special education graduation flowcharts, and the STAAR Assessments Comparison Chart. TEA has provided training on how to use the participation requirements via a Texas Education Telecommunication Network (TETN) training session, and the training PowerPoint</p>	

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
<p>(b) Has the State informed IEP Teams that students eligible to be assessed based on alternate or modified academic achievement standards may be from any of the disability categories listed in the IDEA?</p> <p>(c) Has the State provided IEP Teams with a clear explanation of the differences between assessments based on grade-level academic achievement standards and those based on modified or alternate academic achievement standards, including any effects of State and local policies on the student's education resulting from taking an alternate based on alternate or modified standards?</p> <p>(d) Has the State ensured that parents are informed that their child's achievement will be based on modified or alternate academic achievement standards and of any possible consequences resulting from LEA or State policy (e.g., ineligibility for a regular high school diploma)?</p>	<p>has been posted to the TEA webpage.</p> <p>(b) The STAAR Modified Participation Requirements clearly state that students eligible to take STAAR Modified may be from any disability category.</p> <p>(c) TEA has provided ARD committees with a clear description of the differences between assessments based on grade-level achievement standards and assessments based on modified academic achievement standards. Additional guidance is provided regarding any consequences of State and local policies on students' education resulting from taking an alternate assessment based on modified academic achievement standards. The STAAR Assessments Comparison Chart compares the various State assessments based on categories such as curriculum, eligibility, format, standard setting, accommodations, and graduation requirements.</p> <p>(d) As a part of the ARD committee process detailed on the ARD Committee Resources webpage, parents are informed when their child's achievement will be based on modified academic achievement standards. During ARD meetings, school personnel are required to explain the information contained in the State-mandated STAAR Modified Participation Requirements. This form must be completed during ARD meetings and maintained in accordance with local policy. As an additional resource for parents and ARD committees, TEA created special education graduation flowcharts and an audio supplement to describe the graduation plans students are eligible to follow based on assessment decisions made by ARD committees. TEA plans to create a parent brochure for STAAR Modified similar to the <i>An</i></p>	

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
<p>3. If the State has adopted modified academic achievement standards, do the guidelines include all required components?</p> <p>(a) Criteria for IEP Teams to use to determine which students with disabilities are eligible to be assessed based on modified academic achievement standards that include, at a minimum, each of the following?</p> <ul style="list-style-type: none"> • The student’s disability has precluded the student from achieving grade-level proficiency as demonstrated by objective evidence of the student’s academic performance; and • The student’s progress to date in response to appropriate instruction, including special education and related services designed to address the student’s individual needs, is such that, even if significant growth occurs, the IEP Team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student’s IEP; and • The student’s IEP goals for subjects assessed by the statewide system are based on the academic content standards for the grade in which the student is enrolled. 	<p><i>Explanation of Student Results for TAKS–M</i> brochure and parents will also be provided a copy of a STAAR Modified Confidential Student with descriptive text to further explain the student’s scores. Exhibits 112–114 provide samples of STAAR Modified Confidential Student Reports. This information is intended to assist parents in interpreting and addressing the specific academic needs of their students.</p> <p>3. Texas plans to adopt modified academic achievement standards as documented in the <i>STAAR Modified Technical Report 2011–12</i> (Exhibit 30).</p>	

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
<p>(b) Has the State informed IEP Teams that a student may be assessed based on modified academic achievement standards in one or more subjects?</p> <p>(c) Has the State established and monitored implementation of clear and appropriate guidelines for developing IEPs that include goals based on content standards for the grade in which a student is enrolled?</p> <p>(d) Has the State ensured that students who are assessed based on modified academic achievement standards have access to the curriculum, including instruction, for the grade in which the students are enrolled?</p> <p>(e) Has the State ensured that students who take an alternate assessment based on modified academic achievement standards are not precluded from attempting State diploma requirements?</p> <p>(f) Has the State ensured annual IEP Team review of assessment decisions?</p> <p>4. Has the State documented that students with the most significant cognitive disabilities are, to the extent possible, included in the general curriculum?</p>	<p>4. This submission addresses only the assessments based on modified academic achievement standards.</p>	<p>Texas later submitted information (<i>State of Texas Assessments of Academic Readiness [STARR] Assessments Comparison Chart for the 2011-2012 School Year</i>) as evidence that students taking the AA-MAAS are eligible to graduate under the Minimum High School Program; a recognized State diploma.</p>
<p>6.3 What guidelines does the State have in place for including all students with limited English proficiency in the tested grades in the assessment system?</p>	<p>6.3 As required by Texas statute, TEA has established clear procedures to ensure that all limited English proficient (LEP) students are included in the State assessment system and that all students take the general assessment of academic skills at the earliest appropriate date. TEA has specified procedures for administering STAAR Modified for students with disabilities who are LEP and meet the participation</p>	<p>6.3 The State has satisfactorily met the requirements for the inclusion of all LEP students in the tested grades..</p>

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
<p>(a) Has the State made available assessments, to the extent practicable, in the language and form most likely to yield accurate and reliable information on what these students know and can do?</p> <p>(b) Does the State require the participation of every limited English proficient student in the assessment system, unless a student has attended schools in the US for less than 12 months, in which case the student may be exempt from one administration of the State’s reading/language arts assessment?</p> <p>(c) Has the State adopted policies requiring limited English proficient students to be assessed in reading/language arts in English if they have been enrolled in US schools for three consecutive years or more?</p>	<p>requirements for STAAR Modified. ELL students are assessed in a linguistically appropriate manner and are provided access to the general curriculum. This information is found in several places, including Exhibits 58, 59, 77, and 106.</p> <p>(a) For students with disabilities who are LEP and meet the STAAR Modified Participation Requirements, TEA has specified procedures for administering this assessment in a linguistically appropriate manner for each student while providing access to the general education curriculum.</p> <p>(b) Texas requires the participation of LEP students in the assessment system, regardless of how long a student has been enrolled in U.S. schools. To ensure that all students participate in academic achievement measures, some LEP students take STAAR Modified. LPACs are required to make individual student decisions using state-specified criteria that consider both opportunity-to-learn issues and the need to include students in the regular State assessments at the earliest practical date, as required by state statute.</p> <p>(c) Texas requires the participation of every LEP student in the assessment system, regardless of how long a student has been enrolled in U.S. schools. The State’s policies require LEP students to be assessed on the reading/language arts standards in English if they have been enrolled in U.S. schools for three consecutive years or more, as specified in federal statute. ELLs are required to be assessed annually with the Texas English Language Proficiency System (TELPAS) until they meet bilingual/ESL program exit criteria and are classified as non-LEP.</p>	

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
	For an ELL with a disability, the LPAC is responsible for making and documenting linguistic accommodation decisions in conjunction with the student’s ARD committee. This collaboration helps ensure that factors related to disabling conditions and second-language acquisition are both carefully considered.	
<p>6.4 What policies and practices does the State have in place to ensure the identification and inclusion of migrant and other mobile students in the tested grades in the assessment system?</p>	6.4 TEA has clearly defined policies and practices intended to ensure the identification and inclusion of migrant and other mobile students enrolled in grades 3–11 in the assessment system. This information is documented by campuses and districts on the submitted answer documents for those students who are identified as being a migrant student. TEA has developed very specific policies and procedures for administering the STAAR assessments, including STAAR Modified, as shown in Exhibit 108.	6.4 The State’s test inclusion policies and practice with respect to migrant and other mobile students met the requirements.
<p>SECTION 6: INCLUSION Summary statement</p>		
<p>Texas has in place a comprehensive set of requirements pertaining to the inclusion of all students in its statewide assessment system. TEA presented considerable documentation describing its plans with respect to inclusion. The State will need to complete the related activities and data analyses from the 2011-12 administration of the STAAR Modified assessment in order to respond to the questions set forth in this section. The State did provide a “sample from the 2010-2011 school year” as evidence but this is not satisfactory for the purposes of this review. The State reports that it intends to include all of the required data at a later time. Substantial portions of the narrative and supporting evidence for CEs 6.2, 6.3 and 6.4 are satisfactory to meet the related peer review criteria.</p> <p><i>Texas must:</i></p> <ul style="list-style-type: none"> • <i>Provide Participation Data from the 2011-12 STAAR Modified administration and also clarify the statement, “Students counted as absent will not be included in the AYP participation results,” found at CE 6.1 in the State’s submittal for this peer review. Absent students must be included in Participation Rate calculations.</i> • <i>Provide a completed parent brochure as cited at CE 6.2.2.d.</i> • <i>Provide documentation and supporting data for CE 6.3 (a) through (f).</i> 		

SECTION 7: ASSESSMENT REPORTS

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
<p>7.1 Does the State’s reporting system facilitate appropriate, credible, and defensible interpretation and use of its assessment data?</p>	<p>7.1 STAAR Modified proficiency for the spring 2012 assessments will be reported after modified academic achievement standards have been adopted. Just as was included in the approved Texas Assessment of Academic Skills–Modified (TAKS–M) model, reporting information shown in the <i>Interpreting Assessment Reports</i>, which describes the scores provided on all assessments in the state assessment system and includes raw scores and scale scores and details appropriate uses of these scores and cautions against inappropriate score analyses, will be implemented for STAAR Modified reporting at that time. Each year, the guide will be made available to districts prior to the receipt of test results. (See also Exhibits 57, 109, and 110.)</p>	<p>7.1 TEA’s reporting system meets the requirements related to facilitating appropriate, credible, and defensible interpretation and use of its assessment data.</p>
<p>7.2 Does the State report participation and assessment results for all students and for each of the required subgroups in its reports at the school, LEA, and State levels? In these assessment reports, how has the State ensured that assessment results are not reported for any group or subgroup when these results would reveal personally identifiable information about an individual student?</p>	<p>7.2 Texas plans to report participation and assessment results for all students and for each of the required subgroups in its reports at the campus, district, region, and State level. STAAR Modified proficiency for the spring 2012 assessments will be reported in January 2013 after modified academic achievement standards have been adopted. The reporting information the State will provide for STAAR will also be reported for STAAR Modified.</p> <p>Overall performance data will be aggregated and TEA will report participation and performance results for all students and for each demographic and program group (these include gender; ethnicity; economic disadvantaged; Title I, Part A; migrant; limited English proficiency; bilingual program; ESL program; special education; gifted/talented program; at-risk; and career/technical education) at the campus, district, region, and state levels after each testing administration. To ensure that aggregate assessment data are not reported when these test data could reveal personal information about an</p>	<p>7.2 TEA’s plans for reporting participation and assessment results for all students are likely to meet the requirements for this critical element.</p> <p>TX must submit updated documentation after the STAAR Modified student academic achievement standards have been adopted and the related 2012 assessment data become available.</p>

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
	<p>individual student, TEA does not report results for fewer than five students in any demographic or program group within a school or district.</p> <p>Section 39.030 (b) of the Texas Education Code specifies the requirements for maintaining the confidentiality of individual student results and for reporting campus- and district-level results. The results of individual student performance on academic skills assessment instruments administered under this subchapter are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 (20 U.S.C. Section 1232g). All individual student reports produced by TEA are labeled confidential. (See Exhibits 57 and 111.)</p>	
<p>7.3 How has the State provided for the production of individual interpretive, descriptive, and diagnostic reports following each administration of its assessments?</p> <p>(a) Do these individual student reports provide valid and reliable information regarding achievement on the assessments in relation to the State’s academic content and achievement standards?</p> <p>(b) Do these individual student reports provide information for parents, teachers, and principals to help them understand and address a student’s specific academic needs? Is this information displayed in a format and language that is understandable to parents, teachers, and principals and are the reports accompanied by interpretive guidance for these audiences?</p> <p>(c) How has the State ensured that these individual student reports will be delivered to parents, teachers, and principals as soon as possible after the assessment is administered?</p>		

Critical Element	Description of State policy and practice (Record document and page # for future reference)	Comments/Questions Regarding State Materials
7.4 How has the State ensured that student-level assessment data are maintained securely to protect student confidentiality?		
7.5 How has the State provided for the production of itemized score analyses so that parents, teachers, and principals can interpret and address the specific academic needs of students?		
SECTION 7: ASSESSMENT REPORTS Summary statement		
<p>Texas provided a comprehensive plan of activities that it will complete and documents it will produce related the reporting the results of students' performance on the STAAR Modified assessment. The plans appear to meet peer review requirements but that is insufficient for approval of this section.</p> <p><i>Texas must:</i></p> <ol style="list-style-type: none"> 1. <i>Carry out its plans related to assessment reports and provide the Department with sample report forms and other required details and supporting evidence.</i> 2. <i>Complete its work related to defining performance level descriptors, standard setting, and cut scores.</i> 3. <i>Clarify what appears to be a separate reporting process for "a school district, charter school, or private school that administers criterion-referenced tests under TEC Chapter 39, Subchapter B."</i> 		

Attachment 6d

Texas Assessment Program Technical Digest Outline

2011-2012 Texas Assessment Program Technical Digest

1. Chapter 1: Historical Overview of Assessment in Texas

- a. Timeline
- b. Assessment Provisions in State Law and Administrative Rule
 - i. Texas Education Code
 - ii. Texas Administrative Code
- c. Curriculum Guidelines for Assessment
 - i. TEKS Revisions
 - ii. English Language Proficiency Standards

2. Chapter 2: Building a High Quality Assessment System

- a. Test Development Activities
- b. Groups Involved
 - i. Student Assessment Division
 - ii. Pearson
 - iii. ETS
 - iv. Tri-Lin
 - v. Lone Star Assessment and Publishing, L.L.C.
 - vi. Texas Educators
- c. Item Development and Review
 - i. Item Guidelines
 - ii. Item Writers
 - iii. Training
 - iv. Contractor Review
 - v. TEA Review
 - vi. Educator Committee Review
- d. Pilot Testing
- e. Field Testing and Data Review
 - i. Sampling Procedures
 - ii. Data-Review Committees
 - iii. Item Bank
 - iv. Test Construction
- f. Security
 - i. Test Security Supplement
 - ii. 14-Point Plan
 - iii. Manuals
 - iv. Incident Tracking
 - v. Security Violations
 - vi. Light Marks Analysis
- g. Quality-Control Procedures
 - i. Data and Report Processing
 - ii. Technical Processing

- h. Performance Assessments
 - i. Scoring Staff
 - ii. Distributed Scoring
 - iii. The ePen System
 - iv. Reader Training Process
 - 1. Written Compositions
 - 2. Short-Answer Responses
 - 3. Ongoing Training
 - v. Scoring Process
 - 1. Resolution Procedures
 - 2. NonScorable Responses
 - 3. Monitoring of Reader Quality
 - 4. Field Test Responses
 - 5. Rangefinding
 - vi. Score Reliability and Validity Information
 - vii. Appeals

3. Chapter 3: Standard Technical Processes

- a. Overview
 - i. Standards
 - ii. Item Analysis
 - iii. Scaling
 - iv. Equating
 - v. Reliability
 - vi. Validity
 - vii. Measures of Student Progress
 - viii. Sampling
- b. Technical Details and Procedures
 - i. Standards
 - 1. Standard Setting for STAAR
 - 2. Standard Setting for TELPAS
 - 3. Standard Setting for TAKS and TAKS–M
 - ii. Item Analysis
 - 1. P- value
 - 2. Point Biserial
 - 3. Rasch Item Difficulty
 - 4. Rasch Fit
 - 5. Response/Score Point Distribution
 - 6. Group Difference Analysis
 - a. Mantel-Haenszel Alpha
 - b. ABC DIF Classification
 - c. Use of DIF Analysis Results
 - iii. Scaling

1. The Scaling Process
 - a. Rasch Partial Credit Model
 - b. Horizontal Scaling
 - c. Vertical Scaling
- iv. Equating
 1. Types of Equating
 2. Pre-Equating
 3. Post-Equating
 4. Field-Test Equating
 5. Matched Sample Comparability Analysis
- v. Reliability
 1. Internal Consistency Estimates
 2. Interrater Reliability
 3. Measurement Error
 - a. Classical Standard Error of Measurement (SEM)
 - b. Conditional Standard Error of Measurement (CSEM)
 - c. Classification Accuracy
- vi. Validity
 1. Evidence Based on Test Content
 2. Evidence Based on Response Processes
 3. Evidence Based on Internal Structure
 4. Evidence Based on Relationships to Other Variables
 5. Evidence Based on Consequences of Testing
- vii. Measures of Student Progress
 1. Types of Student Progress Measures
- viii. Sampling
 1. Key Concepts of Sampling
 - a. Target Population
 - b. Sampling, Sample and Observation Unit
 2. Reasons for Sampling
 3. Sampling Designs
 - a. Probability Sampling
 - b. Nonprobability (Convenience) Sampling
 - c. Resampling and Replication Methods: Bootstrap

4. Chapter 4: State of Texas Assessments of Academic Readiness (STAAR)

- a. Overview
 - i. STAAR
 - ii. STAAR Spanish
 - iii. STAAR L
- b. Participation Requirements
- c. Testing Requirements for Graduation
- d. Test Development

- i. Item Development Approaches for STAAR Spanish
 - ii. Spanish-English STAAR Alignment
 - e. Training
 - i. District and Campus Coordinator Manual
 - f. Test Administrations
 - i. The Online Test Delivery System
 - ii. Make-up Testing
 - iii. Out-of-District Testing
 - iv. Educational Materials Required for Testing
 - 1. Dictionaries and Thesauruses
 - 2. Calculators
 - g. Testing Accommodations
 - i. Accommodations for Students with Disabilities
 - ii. Linguistic Accommodations
 - iii. Dyslexia Accommodations
 - iv. Oral Administration
 - v. Students with Visual Impairments
 - h. Student Success Initiative
 - i. Scores and Reports
 - i. Description of Scores
 - 1. Raw Score
 - 2. Scale Score
 - 3. Additional Performance Information
 - ii. Report Formats
 - iii. Standard Reports
 - 1. Confidential Student Report
 - 2. Confidential Student Label
 - 3. Confidential Campus Roster (All Students)
 - 4. Confidential Campus Roster (Students Not Achieving Satisfactory Performance)
 - 5. Summary Report
 - 6. Constructed Responses Summary Report
 - 7. Administration Student Data File
 - 8. Cumulative History Data File
 - iv. Optional Reports
 - v. Use of Test Results
 - j. Parent Brochures
 - k. Standards
 - i. Performance Levels and Policy Definitions
 - ii. Standard Setting Process for STAAR
 - iii. Standard-Setting Committees
 - iv. Phase-in of Performance Standards

- v. Outcome of Standard Setting
 - vi. Review of Performance Standards
 - I. Scaling
 - i. Reporting Scales
 - 1. Horizontal Reporting Scales
 - 2. Vertical Reporting Scales
 - ii. Cumulative Score for Graduation
 - m. Equating
 - i. Overview
 - ii. Pre-Equating
 - iii. Post-Equating
 - iv. Field-Test Equating
 - v. Comparability Analyses
 - n. Reliability
 - i. Internal Consistency
 - ii. Classical Standard Error of Measurement (SEM)
 - iii. Conditional Standard Error of Measurement (CSEM)
 - iv. Classification Accuracy
 - o. Validity
 - i. Evidence Based on Test Content
 - 1. Relationship to the Statewide Curriculum
 - 2. Educator Input
 - 3. Test Developer Input
 - ii. Evidence Based on Response Processes
 - 1. Item Types
 - 2. Scoring Process
 - 3. Administration Mode
 - iii. Evidence Based on Internal Structure
 - iv. Evidence Based on Relationships to Other Variables
 - v. Evidence Based on Consequences of Testing
 - p. Measures of Student Progress
 - q. Sampling
 - i. Sampling Process
 - r. Test Results
- 5. Chapter 5: STAAR Modified**
- a. Overview
 - i. Spring 2012
 - ii. Spring 2013
 - iii. Spring 2014
 - iv. Spring 2015
 - b. Participation Requirements
 - c. Testing Requirements for Graduation

- d. Test Development
- e. Training
 - i. District and Campus Coordinator Manual
- f. Test Administrations
 - i. Educational Materials Required for Testing
 - 1. Dictionaries and Thesauruses
 - 2. Calculators
- g. Testing Accommodations
 - i. Linguistic Accommodations
 - ii. Dyslexia Accommodations
 - iii. Oral Administration
 - iv. Students with Visual Impairments
- h. Student Success Initiative
- i. Scores and Reports
 - i. Description of Scores
 - 1. Raw Score
 - 2. Scale Score
 - 3. Additional Performance Information
 - ii. Report Formats
 - iii. Standard Reports
 - 1. Confidential Student Report
 - 2. Confidential Student Label
 - 3. Confidential Campus Roster (All Students)
 - 4. Summary Report
 - 5. Constructed Responses Summary Report
 - 6. Administration Student Data File
 - iv. Optional Reports
 - v. Use of Test Results
- j. Parent Brochures
- k. Standards
 - i. Performance Levels and Policy Definitions
 - ii. Standard Setting Process for STAAR Modified
 - iii. Standard-Setting Committees
 - iv. Phase-in of Performance Standards
 - v. Outcome of Standard Setting
 - vi. Review of Performance Standards
- l. Scaling
 - i. Reporting Scales
- m. Equating
 - i. Post-Equating
 - ii. Field-Test Equating
- n. Reliability

- i. Internal Consistency
 - ii. Classical Standard Error of Measurement (SEM)
 - iii. Conditional Standard Error of Measurement (CSEM)
 - iv. Classification Accuracy
- o. Validity
 - i. Evidence Based on Test Content
 - 1. Relationship to the Statewide Curriculum
 - 2. Educator Input
 - 3. Test Developer Input
 - ii. Evidence Based on Response Processes
 - 1. Item Types
 - 2. Scoring Process
 - iii. Evidence Based on Internal Structure
 - iv. Evidence Based on Relationships to Other Variables
 - v. Evidence Based on Consequences of Testing
- p. Measures of Student Progress
- q. Sampling
- r. Test Results

6. Chapter 6: STAAR Alternate

- a. Overview
- b. Participation Requirements
- c. Testing Requirements for Graduation
- d. Test Development
 - i. Assessment Content
 - ii. Complexity Levels
 - iii. Assessment Task Criteria
 - iv. Review of Assessment Tasks
- e. Training
 - i. Module 1: Selecting the Assessment Task
 - ii. Module 2: Implementing the Assessment Task
 - iii. Module 3: Observing/Documenting Student Performance
 - iv. Module 4: Evaluating Student Performance
- f. Test Administrations
 - i. Administration Procedures
- g. Testing Accommodations
- h. Student Success Initiative
- i. Scores and Reports
 - i. Scoring STAAR Alternate Assessments
 - 1. Scoring Rubric
 - ii. Description of Scores
 - 1. Raw Score
 - 2. Additional Performance Information

- iii. Report Formats
 - iv. Standard Reports
 - 1. Confidential Student Report
 - 2. Confidential Student Label
 - 3. Confidential Campus Roster (All Students)
 - 4. Summary Report
 - 5. Administration Student Data File
 - v. Optional Reports
 - vi. Use of Test Results
 - j. Parent Brochures
 - k. Audits
 - l. Standards
 - i. Performance Levels and Policy Definitions
 - ii. Standard Setting Process for STAAR Alternate
 - iii. Standard-Setting Committees
 - iv. Implementation of Performance Standards
 - v. Outcome of Standard Setting
 - vi. Review of Performance Standards
 - m. Scaling
 - n. Equating
 - o. Reliability
 - p. Validity
 - i. Evidence Based on Test Content
 - 1. Relationship to the Statewide Curriculum
 - 2. Educator Input
 - 3. Test Developer Input
 - ii. Evidence Based on Response Processes
 - iii. Evidence Based on Internal Structure
 - iv. Evidence Based on Relationships to Other Variables
 - v. Evidence Based on Consequences of Testing
 - q. Measures of Student Progress
 - r. Sampling
 - s. Test Results
- 7. Chapter 7: Texas English Language Proficiency Assessment System (TELPAS)**
- a. Overview
 - b. Participation Requirements
 - i. ARD Decision
 - ii. Newly Enrolled ELLs—Holistically Rated Domains
 - c. Test Development
 - i. Historical Overview
 - ii. TELPAS Reading Tests for Grades 2-12
 - iii. TELPAS Holistically Rated Assessments

- d. Training
- e. Test Administration
- f. Scores and Reports
 - i. Language Domain Scores
 - 1. Raw Score
 - 2. Scale Score
 - ii. TELPAS Comprehension and Composite Scores
 - iii. Report Formats
 - iv. Standard Reports
 - 1. Confidential Student Report
 - 2. Confidential Student Label
 - 3. Confidential Campus Roster (All Students)
 - 4. Summary Report
 - v. Optional Reports
 - vi. Interpreting TELPAS Reports
 - vii. Use of Test Results
- g. Parent Brochures
- h. Audits
- i. Standards
- j. Scaling
 - i. Reporting Scales
 - 1. Vertical Reporting Scales
 - 2. Scale for Holistically Rated Assessments
 - 3. Scale for Composite Scores
 - ii. Cumulative Score for Graduation
- k. Equating
 - i. Pre-Equating
 - ii. Post-Equating
 - iii. Field-Test Equating
- l. Reliability
 - i. Internal Consistency
 - ii. Classical Standard Error of Measurement (SEM)
 - iii. Conditional Standard Error of Measurement (CSEM)
 - iv. Classification Accuracy
 - v. Interrater Reliability
- m. Validity
 - i. Evidence Based on Test Content
 - 1. TELPAS Multiple Choice Components
 - a. Test Design and Alignment with Standards
 - b. Test Development and Construction
 - 2. TELPAS Holistically Rated Components
 - a. Test Design and Alignment with Standards

- ii. Evidence Based on Response Processes
 - 1. TELPAS Multiple Choice Components
 - 2. TELPAS Holistically Rated Components
- iii. Evidence Based on Internal Structure
 - 1. TELPAS Multiple Choice Components
 - 2. TELPAS Holistically Rated Components
- iv. Evidence Based on Relationships to Other Variables
 - 1. TELPAS Reading Proficiency Levels and STAAR Reading Performance Standards
 - 2. TELPAS Writing Proficiency Levels and STAAR Reading Performance Standards
 - 3. TELPAS Proficiency Levels and TAKS English Language Arts (ELA) Performance Standards
- v. Evidence Based on Consequences of Testing
- n. Sampling
- o. Test Results

8. Chapter 8: Texas Assessment of Knowledge and Skills (TAKS), TAKS (Accommodated), and TAKS–Modified (TAKS–M), and Linguistically Accommodated Testing (LAT)

- a. Overview
 - i. TAKS
 - ii. TAKS (Accommodated)
 - iii. TAKS–Modified (TAKS–M)
 - iv. Linguistically Accommodated Testing (LAT)
- b. Participation Requirements
 - i. TAKS–M
- c. Testing Requirements for Graduation
- d. Test Development
 - i. Item Development
 - ii. Additional Considerations for TAKS–M
- e. Training
 - i. District and Campus Coordinator Manual
- f. Test Administrations
 - i. Overview
 - ii. Online Testing
 - 1. The Online Test Delivery System
 - iii. Make-up Testing
 - 1. Spring 2012 Make-up Testing
 - iv. Out-of-District Testing
 - v. Out-of-School Testing
 - vi. Educational Materials Required for Testing
 - 1. Dictionaries and Thesauruses
 - 2. Calculators

- g. Testing Accommodations
 - i. Accommodation Categories
 - ii. Linguistic Accommodations
 - iii. Oral Administration
 - iv. Students with Visual Impairments
 - v. Accommodations Manual
- h. Scores and Reports
 - i. Description of Scores
 - 1. Raw Score
 - 2. Scale Score
 - 3. Additional Performance Information
 - ii. Report Formats
 - iii. Standard Reports
 - 1. Confidential Student Report
 - 2. Confidential Student Label
 - 3. Confidential Campus Roster (All Students)
 - 4. Confidential Campus Roster (Students Not Achieving Satisfactory Performance)
 - 5. Summary Report
 - 6. Demographic Performance Summary Report
 - 7. Written Performance Summary Report
 - 8. Texas Projection Measure (TPM) Summary Reports (Grade 10)
 - 9. Preliminary Confidential Campus Roster
 - iv. Optional Reports
 - 1. Electronic District Campus and Summary File
 - 2. Optional Summary Reports
 - 3. Optional Confidential Campus Roster
 - v. Use of Test Results
- i. Parent Brochures
- j. Standards
 - i. Performance Levels and Policy Definitions
 - ii. Setting Standards for TAKS
 - iii. Setting Standards for TAKS–M
- k. Scaling
 - i. Reporting Scales
- l. Equating
 - i. Overview
 - ii. Pre-Equating
 - iii. Post-Equating
 - iv. Field-Test Equating
 - v. Comparability Analyses
- m. Reliability

- i. Internal Consistency
 - ii. Classical Standard Error of Measurement (SEM)
 - iii. Conditional Standard Error of Measurement (CSEM)
 - iv. Classification Accuracy
- n. Validity
 - i. Evidence Based on Test Content
 - 1. TAKS
 - 2. TAKS–M
 - ii. Evidence Based on Response Processes
 - 1. Item Types
 - 2. Scoring Process
 - 3. Administration Mode
 - iii. Evidence Based on Internal Structure
 - iv. Evidence Based on Relationships to Other Variables
 - v. Evidence Based on Consequences of Testing
- o. Measures of Student Progress
- p. Sampling
- q. Test Results

9. Chapter 9: Resources

10. Bibliography

11. Appendix A: Quality Control System (QCS)

12. Appendix B: STAAR Statistical Tables

- a. STAAR 2012 Score Distributions and Statistics by Content Area and Grade
- b. STAAR 2012 Mean P-values and Internal Consistency Values by Reporting Category and Content Area
- c. STAAR 2012 Raw Score to Scale Score (RSSS) Conversion Tables and Conditional Standard Error of Measurement (CSEM)
- d. STAAR 2012 Classification Accuracy Tables
- e. STAAR 2012 Correlation Estimates

13. Appendix C: STAAR Statistical Tables

- a. STAAR Modified 2012 Score Distributions and Statistics by Content Area and Grade
- b. STAAR Modified 2012 Mean P-values and Internal Consistency Values by Reporting Category and Content Area
- c. STAAR Modified 2012 Raw Score to Scale Score (RSSS) Conversion Tables and Conditional Standard Error of Measurement (CSEM)
- d. STAAR Modified 2012 Classification Accuracy Tables
- e. STAAR Modified 2012 Correlation Estimates

14. Appendix D: STAAR Alternate Statistical Tables

- a. STAAR Alternate 2012 Score Distributions and Statistics by Content Area and Grade
- b. STAAR Alternate 2012 Results by Complexity Levels

15. Appendix E: TELPAS Alternate Statistical Tables

- a. TELPAS Reading 2012 Score Distributions and Statistics by Grade

- b. TELPAS Reading 2012 Mean P-values and Internal Consistency Values by Proficiency Level
- c. TELPAS Reading 2012 Raw Score to Scale Score (RSSS) Conversion Tables and Conditional Standard Error of Measurement (CSEM)
- d. TELPAS Reading 2012 Classification Accuracy Tables

16. Appendix F: TAKS Statistical Tables

- a. TAKS 2012 Score Distributions and Statistics by Content Area and Grade
- b. TAKS 2012 Mean P-values and Internal Consistency Values by Objective and Content Area
- c. TAKS 2012 Raw Score to Scale Score (RSSS) Conversion Tables and Conditional Standard Error of Measurement (CSEM)
- d. TAKS 2012 Classification Accuracy Tables

17. Appendix G: TAKS–M Statistical Tables

- a. TAKS–M 2012 Score Distributions and Statistics by Content Area and Grade
- b. TAKS–M 2012 Mean P-values and Internal Consistency Values by Objective and Content Area
- c. TAKS–M 2012 Raw Score to Scale Score (RSSS) Conversion Tables and Conditional Standard Error of Measurement (CSEM)
- d. TAKS–M 2012 Classification Accuracy Tables

Attachment 7

Information on the State's Development and Implementation of a System of Differentiated Recognition, Accountability, and Support

Attachment 7a

Campus Intervention Matrix

CIP and AU Intervention Matrix

TEC §§39.116; 39.103; 39.105; 39.106; and 39.107 and 19 TAC §§97.1061-1067	CIP CAMPUS	YEAR 1 – AU CAMPUS	YEAR 2 – AU CAMPUS	YEAR 3 AU Campus	YEAR 4-5 – AU CAMPUS	YEAR 6 – AU CAMPUS
<p>Description</p> <p>Authority Reference*</p> <p>Timeline for Implementation</p>	<p>AA Campus, but would be AU based on next year's performance standards</p> <p>[TEC §39.105 and 19 TAC §97.1061]</p>	<p>AU Campus as determined by State Accountability System Performance – YEAR 1</p> <p>[TEC §§39.103 and 39.106 and 19 TAC §97.1061(a), (e) and §97.1063]</p>	<p>AU Campus as determined by State Accountability System Performance – YEAR 2</p> <p>[TEC §39.107 and 19 TAC §97.1064]</p>	<p>AU Campus as determined by State Accountability System Performance – YEAR 3</p> <p>[TEC §39.107 and 19 TAC §97.1064]</p>	<p>AU Campus as determined by State Accountability System Performance – YEARS 4 and 5 Following Reconstitution</p> <p>[TEC §39.107 and 19 TAC §97.1064]</p>	<p>AU Campus as determined by State Accountability System Performance – Three Consecutive Years After Reconstitution</p> <p>[TEC §39.107(e) and 19 TAC §97.1065]</p>
<p>Intervention / Sanction</p>	<p>Upon Commissioner request, the campus-level planning and decision-making committee under TEC §11.251 shall revise and submit to the Commissioner relevant portions of the campus improvement plan (CIP) developed under TEC §11.253</p> <p>AND</p> <p>Charters must establish committee and implement statute</p> <p>[TEC §39.105 and 19 TAC §97.1061(b)-(d)]</p>	<p>Commissioner <u>shall</u> assign Campus Intervention Team (CIT) [TEC §39.106 and 19 TAC §97.1063(a)]</p> <p>CIT implements procedures, conducts targeted or comprehensive on-site needs assessment, assists in development of targeted school improvement plan (SIP), assists in submitting the SIP to the board of trustees and presenting it in a public hearing, and monitors implementation of SIP [TEC §39.106 and 19 TAC §97.1063]</p> <p>A school community partnership team (SCPT) <u>may</u> be assigned [TEC §39.103(b)(2) and 19 TAC §97.1061(a)(2)]</p>	<p>Commissioner <u>shall</u> order:</p> <ol style="list-style-type: none"> 1. Reconstitution (planning); and 2. Continue CIT assignment and SIP implementation <p>Follow requirements of TEC §39.107 and 19 TAC §§97.1051(7) and 97.1064 relating to CIT, updated SIP, board hearings, reconstitution, and personnel</p> <p>Commissioner <u>may</u> assign SCPT or appoint monitor, conservator, management team, or board of managers to ensure / oversee district-level support and SIP [TEC §§39.103(b)(2) and 39.107(c) and 19 TAC §§97.1061(a)(2) and 97.1064(a)(2)]</p>	<p>Campus opens school year as reconstituted campus</p> <p>Continue CIT assignment and SIP implementation under requirements of TEC §39.107 and 19 TAC §97.1064 relating to CIT, SIP, and board hearings</p> <p>Commissioner <u>may</u> assign SCPT or appoint monitor, conservator, management team, or board of managers to ensure / oversee district-level support and SIP [TEC §§39.103(b)(2) and 39.107(c) and 19 TAC §§97.1061(a)(2) and 97.1064(a)(2)]</p>	<p>Campus continues to operate under reconstitution plan</p> <p>Continue CIT assignment and SIP implementation under requirements of TEC §39.107 and 19 TAC §97.1064 relating to CIT, SIP, and board hearings</p> <p>Commissioner <u>may</u> assign SCPT or appoint monitor, conservator, management team, or board of managers to ensure / oversee district-level support and SIP [TEC §§39.103(b)(2) and 39.107(c) and 19 TAC §§97.1061(a)(2) and 97.1064(a)(2)]</p>	<p>Commissioner, subject to TEC §39.107(e-1) or (e-2), <u>shall</u> order repurposing or closure or pursue alt management (non-profit entity or for-profit if no non-profit response <u>or</u> district in same ESC region)</p> <p>Follow requirements of TEC §§39.107 and 39.115 and 19 TAC §§97.1051(3), 97.1065, and/or 97.1067 related to repurposing, closure or alternative management</p>
<p>Timeline of Intervention / Sanction</p>	<p>Commissioner implements for period of identification</p> <p>[TEC §39.105]</p>	<p>CIT continues until campus is AA for two (2) year period [TEC §39.106(e)(1)(A)]</p> <p>OR</p> <p>AA after one year and commissioner determines the campus will be AA into the future [TEC §39.106(e)(1)(B)]</p>				<p>Commissioner <u>may</u> waive sanction requirement under TEC §39.107(e) for not more than one school year if conditions are met [TEC §39.107(e-1)]</p>
<p>Failure to Implement Intervention / Sanction</p>		<p>Failure to implement CIT recommendations or SIP, the commissioner <u>may</u> order reconstitution</p> <p>[TEC §39.106(f) and 19 TAC §97.1063(k)]</p>	<p>Failure to implement SIP or demonstrate progress, the commissioner <u>may</u> order:</p> <ol style="list-style-type: none"> 1. Repurposing; 2. Alt management; or 3. Closure <p>[TEC §39.107(d) and 19 TAC §97.1064(a)(3)]</p>	<p>Failure to implement SIP or demonstrate progress, the commissioner <u>may</u> order:</p> <ol style="list-style-type: none"> 1. Repurposing; 2. Alt management; or 3. Closure <p>[TEC §39.107(d) and 19 TAC §97.1064(a)(3)]</p>	<p>Failure to implement SIP or demonstrate progress, the commissioner <u>may</u> order:</p> <ol style="list-style-type: none"> 1. Repurposing; 2. Alt management; or 3. Closure <p>[TEC §39.107(d) and 19 TAC §97.1064(a)(3)]</p>	

* This matrix provides guidance related to campus interventions. Nothing in this document should be construed to substitute for the legal requirements reflected in statute or administrative code.

Attachment 7b

Description of the Texas Accountability Intervention System (TAIS)

Texas Accountability Intervention System



The goal of the Texas Accountability Intervention System is to create accelerated, sustainable, and systemic transformation in Texas' schools to significantly increase student achievement.



Creating Sustainable Transformation

The Texas Accountability Intervention System (TAIS) is designed to specify the foundational systems, actions, and processes to transform Texas' schools. TAIS distinguishes levels of assistance for schools by incorporating the state and federal accountability labels into an aligned system of support.

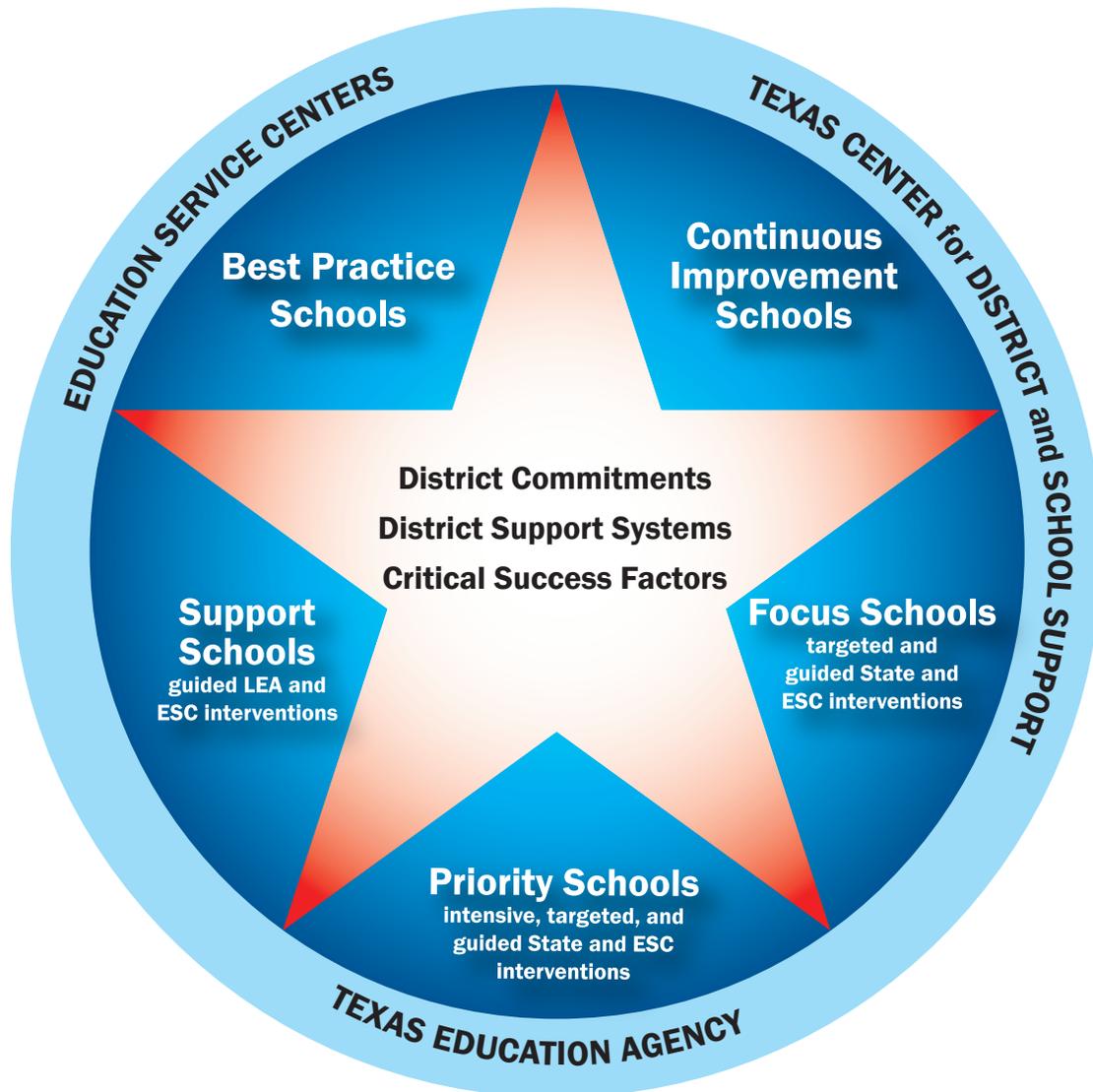
This conceptual approach moves beyond the classification of schools. It provides clearly articulated commitments and provisions incumbent upon a school district to support identified low performing schools.

The framework relies on a synthesis of decades of school improvement research to identify critical success factors that when institutionalized, set a school on a track of continuous improvement.

Success requires purposeful actions and thoughtful planning by analyzing data, determining needs, developing focused plans for improvement, and monitoring the impact of those plans.

Texas School Support System

Who do we support?

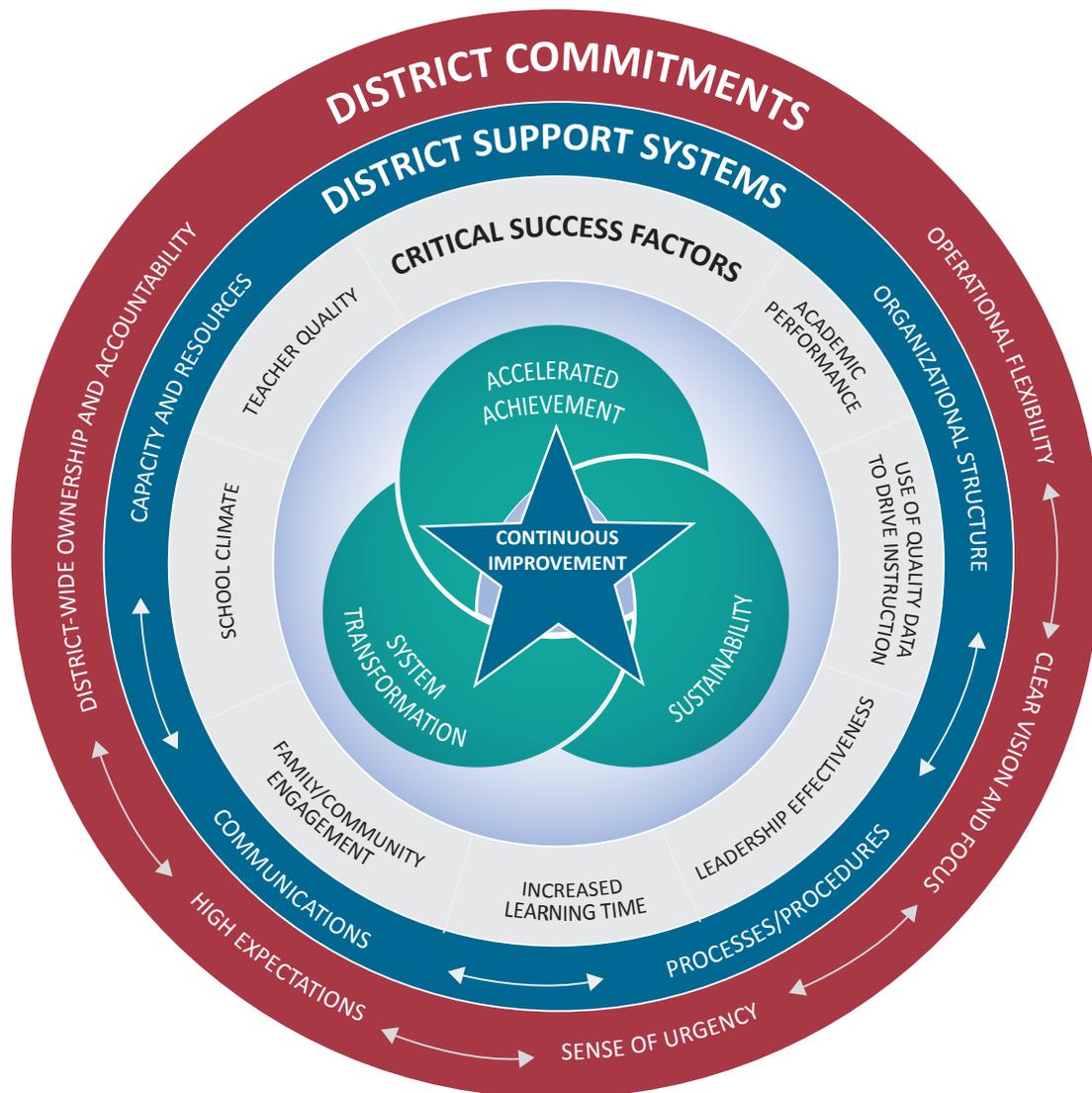


The Texas School Support System categorizes schools into increasing levels of assistance and intervention through identified school needs. This structure aligns state and federal accountability systems into a single system of support, and recognizes that sustainable transformation is the result of district commitments, district systems, and campus institutionalization of critical success factors.

The Texas Education Agency, the Texas Center for District and School Support, and the Regional Education Service Centers provide scaffolded levels of support to the district as the district transforms its schools.

Framework for Continuous District and School Improvement

What are the essential foundations for success?



Outcomes

Accelerated Achievement

Accelerated achievement is rapidly attained improvement resulting from an intense and urgent focus on identified areas of need. As barriers to achievement are uncovered and addressed, significant gains are accomplished and performance gaps are reduced.

Sustainability

Sustainability is the institutionalization of effective systems and processes that maintain progress over time, regardless of changing conditions. Districts ensure capacity for continuity, safeguard successful practices, and maintain commitment to continuous improvement.

System Transformation

System Transformation is the comprehensive change of expectations and behaviors, resulting in sustained innovation and success. Transformation is reflected in all aspects of the organization through fully functioning and effective processes.

Continuous Improvement

Continuous Improvement is the result of the dynamic interaction of organizational commitments and support systems ensuring the effective implementation of all Critical Success Factors. When these elements are integrated and fully operational, the outcomes of accelerated achievement, sustainability, and system transformation are produced.

District Commitments

Operational Flexibility

The district permits the agility to shift resources, processes, and practices in response to critical needs identified. The district's ability to address the needs of all students is contingent upon allowing customized approaches, expedition of resources, and departures from standard practice when the need is substantiated.

Clear Vision and Focus

The district strongly articulates a focus on student achievement as its primary work. Clear plans across the district are developed to address increasing performance for all students on all campuses. This vision is embraced and embedded in daily practice by all staff members.

Sense of Urgency

District staff, compelled by an intolerance of failure and dissatisfaction with deficits of the current state, set a priority and press for rapid action to change ineffective practices and processes that impede student success.

High Expectations

Explicit, rigorous standards are in place for student learning with adult and student confidence that success is attainable. These expectations are pervasively evident and understood by all with a commitment to providing a timely response and/or adjustment when goals are not met.

District-Wide Ownership and Accountability

Throughout the district, leadership recognizes and accepts responsibility for all current levels of performance and transparently interacts with stakeholders to plan and implement improvement initiatives. The district is engaged in continuous review of systemic, district-wide practices to ensure effective impact on critical need areas, such as low performing campuses.

District Support Systems

Organizational Structure

The district organizational structure has clearly delineated roles and responsibilities for personnel that focus on teaching and learning with accountability and impact on student achievement. The district eliminates barriers to improvement, redefines staff roles and responsibilities as necessary, and empowers staff to be responsive in support of school leadership.

Processes/Procedures

Priority is placed upon teaching and learning when establishing and implementing systemic operational protocols that guarantee accountability, availability of resources, and their effective use.

Communications

A clearly defined process that ensures a consistent message is being sent, received, and acted upon using multiple, effective delivery systems. Proactive efforts are engaged by district level staff to establish effective internal communication systems and transparent external communication practices. Communication is focused on a shared and clear vision for continuous improvement which streamlines collaborative efforts toward student success.

Capacity and Resources

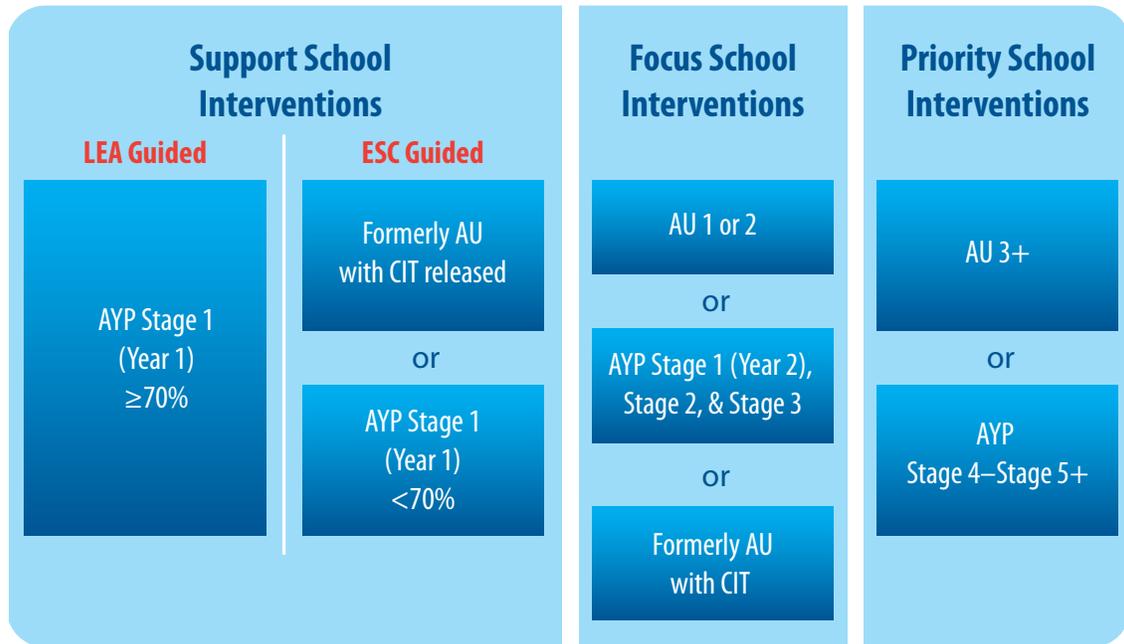
The district organization strategically utilizes internal and external human capital and necessary resources to meet all needs for a successful learning environment. Expertise is purposefully cultivated and sustained through targeted recruitment, retention and succession planning.



2012-2013 Federal and State Accountability Transition Plan

Methodology to Identify School Interventions

How are levels of support determined?



TTIPS

Campus Interventions may be differentiated and customized based on the progress and needs of the campus. Campus designation is based on the accountability system (state or federal) with the lowest rating.

Support Schools

LEA Guided Stage 1 (Year 1) $\geq 70\%$ are schools with all scores at 70 or above, including evaluated sub-groups. ESC Guided are campuses rated Acceptable with a CIT assigned and have had that CIT released or Stage 1 (Year 1) $< 70\%$ campuses, which are those schools with some accountability scores below 70, including all evaluated student groups.

Focus Schools

Campuses rated AU for 1 or 2 years, campuses rated Acceptable with a CIT assigned, or campuses at Stage 1 (Year 2), Stage 2, or Stage 3 for missing AYP are identified as focus schools.

Priority Schools

Campuses rated AU for 3 years or more or campuses at Stage 4 or higher for missing AYP receive priority school interventions.

Key Components of a Successful School

How are interventions and resources customized for the campus?

Whether campus interventions are being provided through the district, local Education Service Center, or the Texas Center for District and School Support, sharing a common language around resources is essential. The seven Critical Success Factors (CSFs) provide a common language to anchor the work of school improvement across Texas and create opportunity to match resources to needs. Schools connecting individual needs to the CSFs can easily choose from customized resources provided across the state.

Critical Success Factors

The seven **CRITICAL SUCCESS FACTORS (CSFs)** with defining milestones are key components of successful schools.

Academic Performance

» **Academic Performance** is the foundational CSF. By focusing on *data driven instruction* that targets the use of *on-going monitoring of instruction*, schools can increase performance for all students. *Curricular alignment, both horizontally and vertically*, is also an essential component of this CSF.

Use of Quality Data to Drive Instruction

» **Use of Quality Data to Drive Instruction** emphasizes *data disaggregation training* and *ongoing communication of data* to improve student learning outcomes. A focus of this CSF is *utilizing data to drive decisions*.

Leadership Effectiveness

» **Leadership Effectiveness** targets the need for leadership on the campus to exercise *operational flexibility* and the *effective use of data and resources*. Providing *job-embedded professional development* to build capacity of campus leaders is a vital part of this CSF.

Increased Learning Time

» **Increased Learning Time** necessitates *flexible scheduling* that allows time for additional instructional minutes, enrichment activities and *staff collaborative planning time*. This CSF also confirms as a requisite, an *instructionally-focused calendar*.

Family/Community Engagement

» **Family and Community Engagement** calls for *increased opportunities for input* from parents and the community, as well as the necessity for *effective communication and access to community services*.

School Climate

» **School Climate** recognizes *increased attendance* and *reduced discipline referrals* as indicators of a positive and welcoming environment. *Increased attendance in extracurricular activities* is another sign that students feel supported by an affirming school climate.

Teacher Quality

» **Teacher Quality** focuses on the need to *recruit and retain effective teachers* while also supporting current staff with *job-embedded professional development*. A *locally developed appraisal and evaluation system* informs personnel decisions in order to ensure quality teaching and learning.

Attachment 7c

Consolidated State Application Accountability Workbook

TEXAS

Consolidated State Application Accountability Workbook

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)**

February 28, 2013



**U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202**

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PART I: Summary of Required Elements for State Accountability Systems

Instructions

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

- F:** State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.
- P:** State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).
- W:** State is still working on formulating a policy to implement this element in its accountability system.

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Summary of Implementation Status for Required Elements of State Accountability Systems

Status	State Accountability System Element
Principle 1: All Schools	
F	1.1 Accountability system includes <i>all schools and districts in the state</i> .
F	1.2 Accountability system holds <i>all schools to the same criteria</i> .
F	1.3 Accountability system incorporates the <i>academic achievement standards</i> .
F	1.4 Accountability system provides <i>information in a timely manner</i> .
F	1.5 Accountability system includes <i>report cards</i> .
F	1.6 Accountability system includes <i>rewards and sanctions</i> .
Principle 2: All Students	
F	2.1 The accountability system includes <i>all students</i>
F	2.2 The accountability system has a consistent definition of <i>full academic year</i> .
F	2.3 The accountability system properly includes <i>mobile students</i> .
Principle 3: Method of AYP Determinations	
F	3.1 Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .
F	3.2 Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
F	3.2a Accountability system establishes a <i>starting point</i> .
F	3.2b Accountability system establishes <i>statewide annual measurable objectives</i> .
F	3.2c Accountability system establishes <i>intermediate goals</i> .
Principle 4: Annual Decisions	
F	4.1 The accountability system <i>determines annually the progress</i> of schools and districts.

STATUS Legend:

F – Final state policy

P – Proposed policy, awaiting State approval

W – Working to formulate policy

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Principle 5: Subgroup Accountability

F	5.1	The accountability system <i>includes all the required student subgroups</i> .
F	5.2	The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .
F	5.3	The accountability system includes <i>students with disabilities</i> .
F	5.4	The accountability system includes <i>limited English proficient students</i> .
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based <i>primarily on academic assessments</i> .
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Principle 7: Additional Indicators

F	7.1	Accountability system includes <i>graduation rate for high schools</i> .
F	7.2	Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> .
F	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

F	8.1	Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> .
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Principle 9: System Validity and Reliability

F	9.1	Accountability system produces <i>reliable decisions</i> .
F	9.2	Accountability system produces <i>valid decisions</i> .
F	9.3	State has a plan for addressing <i>changes in assessment and student population</i> .

Principle 10: Participation Rate

F	10.1	Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.
F	10.2	Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> .

STATUS Legend:

- F – Final policy
- P – Proposed Policy, awaiting State approval
- W– Working to formulate policy

PART II: State Response and Activities for Meeting State Accountability System Requirements

Instructions

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.1 How does the State Accountability System include every public school and LEA in the State?</p>	<p>Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System.</p> <p>State has a definition of “public school” and “LEA” for AYP accountability purposes.</p> <ul style="list-style-type: none"> – The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2). 	<p>A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System.</p> <p>State policy systematically excludes certain public schools and/or LEAs.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The state accountability system includes all public schools and school districts in the state.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?	<p>All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.</p> <p>If applicable, the AYP definition is integrated into the State Accountability System.</p>	Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The state accountability system designed around the STAAR assessment program has two components. One component is a performance index framework consisting of four performance indexes that are constructed to align with state goals related to academic achievement for all students, student progress, closing performance gaps, and postsecondary readiness. Each of the four indexes are designed to focus on specific measures of student performance in order to provide a comprehensive overview of school performance based on multiple indicators of student success. The second component consists of disaggregated performance rates designed to ensure focused school interventions, while meeting federal accountability requirements and serving as a system of safeguards for the performance indexes.

Performance Index

Index 1 - Student Achievement: This index provides an overall summary of the school's performance at the Phase-in Level II performance standard on the STAAR across all grade levels and subject areas tested.

Index 2 - Student Progress: This index credits schools for demonstrating progress on the student growth measure developed for the STAAR assessments.

Index 3 - Closing the Performance Gaps: This index focuses on academic performance at the Final Level III Advanced performance standard of the economically disadvantaged student group and the two lowest performing race/ethnicity groups on the campus or district.

Index 4 - Postsecondary Readiness: This index includes measures of secondary completion, such as graduation rates and percent graduating with advanced diploma plans. Beginning in 2014, Final Level II performance on STAAR is included in Index 4.

Disaggregated System Safeguards

Underlying the performance index framework are disaggregated performance results. The disaggregated performance results will serve as a safeguard to ensure that poor performance in one area or one student group is not masked in the performance index. Together the performance index and safeguards system meet all state and federal accountability requirements.

The following template shows the disaggregated performance measures and safeguard targets. Performance rates are calculated from the assessment results used to calculate performance rates in the performance index. A single target will be used for the disaggregated performance rates that correspond to the 2013 target for student achievement in the performance index. (The 2013 targets for the performance index will be set by the commissioner in March 2013.) Federal targets have been set for

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participation rates, graduation rates, and limits on use of proficient results from assessments based on alternate achievement standards and assessments based on modified achievement standards. Additional information about these indicators and targets is found in Critical Element 10.1 – 10.2, Critical Element 7.1, and Critical Element 5.2, respectively.

	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More	Econ. Disadv.	ELL	Special Educ.
Performance Rates											
Reading	*	*	*	*	*	*	*	*	*	*	*
Mathematics	*	*	*	*	*	*	*	*	*	*	*
Writing	*	*	*	*	*	*	*	*	*	*	*
Science	*	*	*	*	*	*	*	*	*	*	*
Soc. Studies	*	*	*	*	*	*	*	*	*	*	*
Participation Rates											
Reading	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Mathematics	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Federal Grad. Rates											
4-year	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%
5-year	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%
District Limits on Use of Alternative Assessment Results											
Reading											
Modified	2%	<i>Not Applicable</i>									
Alternate	1%	<i>Not Applicable</i>									
Mathematics											
Modified	2%	<i>Not Applicable</i>									
Alternate	1%	<i>Not Applicable</i>									

* Targets for 2013 will be set by the commissioner in March 2013. The system safeguard performance rates and target will correspond to the performance rates and target for student achievement in the performance index.

Results will be reported for any cell that meets accountability minimum size criteria. Failure to meet the safeguard target for any reported cell must be addressed in the Texas Accountability Intervention System (TAIS). If the campus or district is already identified for assistance or intervention in the TAIS based on the current year state accountability rating or prior year state or federal accountability designations, performance on the safeguard indicators will be incorporated into that improvement effort. The TAIS determines the level of intervention and support the campus or district receives based on performance history as well as current year state accountability rating and performance on the safeguard performance measures. Critical Element 1.6 provides additional information about the TAIS.

Links to Supporting Evidence:

A one-page overview of the performance index framework is found on the agency website at <http://ritter.tea.state.tx.us/perfreport/account/2013/20121130tac/overview2013.pdf>.

A technical description of indicator definitions and index construction for each of the four performance indexes is found on the agency website at: http://ritter.tea.state.tx.us/perfreport/account/2013/20121130tac/tac_overview.ppt.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.3 Does the State have, at a minimum, a definition of <i>basic</i>, <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics?</p>	<p>State has defined three levels of student achievement: <i>basic</i>, <i>proficient</i> and <i>advanced</i>.¹</p> <p>Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the materials in the State's academic content standards; and the <i>basic</i> level of achievement provides complete information about the progress of lower-achieving students toward mastering the <i>proficient</i> and <i>advanced</i> levels.</p>	<p>Standards do not meet the legislated requirements.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The State of Texas Assessments of Academic Readiness (STAAR) has multiple academic achievement standards.

Level III: Advanced Academic Performance

Performance in this category indicates that students are well prepared for the next grade or course. They demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. Students in this category have a high likelihood of success in the next grade or course with little or no academic intervention. For Algebra II and English III, this level of performance also indicates students are well prepared for postsecondary success.

Level II: Satisfactory Academic Performance

Performance in this category indicates that students are sufficiently prepared for the next grade or course. They generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. Students in this category have a reasonable likelihood of success in the next grade or course but may need short-term, targeted academic intervention. For Algebra II and English III, this level of performance also indicates students are sufficiently prepared for postsecondary success.

The Level II performance standards will be phased in. In 2013 all students will be held to the Phase-in 1 Level II performance standard. The Level II phase-in is a four-year, two-step process. Students assessed on the Grade 3-8 tests are held to the Phase-in 1 Level II standard in 2012 and 2013 and the Phase-in 2 Level II standard in 2014 and 2015. If students take their first STAAR EOC assessment in 2012 or 2013, they will be held to the Phase-in 1 Level II performance standard for their graduation requirement. If students take their first STAAR EOC assessment in 2014 or 2015, they will be held to the Phase-in 2 Level II performance standard for their graduation requirement.

¹ System of State achievement standards will be reviewed by the Standards and Assessments Peer Review. The Accountability Peer Review will determine that achievement levels are used in determining AYP.

EOC Minimum Score

For the STAAR EOC assessments, minimum scores (set at one standard error of measurement (SEM) below the Level II standard in place for the student that year) are used to determine whether a student's score on a particular EOC assessment may count towards his or her cumulative score in that content area required for graduation.

Level I: Unsatisfactory Academic Performance

Performance in this category indicates that students are inadequately prepared for the next grade or course. They do not demonstrate a sufficient understanding of the assessed knowledge and skills. Students in this category are unlikely to succeed in the next grade or course without significant, ongoing academic intervention.

Texas Assessment of Knowledge and Skills (TAKS)

The TAKS is the graduation requirement for students through the class of 2014 who entered high school before the STAAR EOC was introduced. In 2013 the last TAKS graduating class will be administered the exit-level test in Grade 11. TAKS results at the Met Standard (proficient) performance standard will be included in the accountability indicators.

Links to Supporting Evidence:

Table of phase-in and final recommended Level II and Level III standards is found on the agency website at <http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147506337&libID=2147506330>.

State law and administrative rules governing the assessment and accountability system, along with additional administrative materials, are found on the agency web site located at <http://www.tea.state.tx.us/> (TEA);

http://www.tea.state.tx.us/index3.aspx?id=3534&menu_id=793 (Student Assessment);

and <http://ritter.tea.state.tx.us/perfreport/account> (Accountability).

Specific information related to students receiving special education services is found at

<http://www.tea.state.tx.us/index2.aspx?id=2147491399>.

The link to the Texas Education Code (TEC), Chapter 39, governing assessment and accountability is

<http://www.statutes.legis.state.tx.us/?link=ED>.

Supporting evidence also includes information on the assessment of LEP or ELL students found at

http://www.tea.state.tx.us/index3.aspx?id=3300&menu_id=793; information related to TELPAS Reading found at <http://www.tea.state.tx.us/student.assessment/ell/telpas/>

information related to STAAR Modified found at

<http://www.tea.state.tx.us/student.assessment/special-ed/staarm/>

and information related to STAAR Alternate found at

<http://www.tea.state.tx.us/student.assessment/special-ed/staaralt/>

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?</p>	<p>State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year.</p> <p>State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.</p>	<p>Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>State statute [Texas Education Code §39.054(a)] requires that accountability designations for all districts and campuses be released no later than August 8 each year. Both components of the state accountability system, the state rating outcomes and the disaggregated system safeguard results, will be released no later than August 8 each year.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.5 Does the State Accountability System produce an annual State Report Card?</p>	<p>The State Report Card includes all the required data elements [see Appendix A for the list of required data elements].</p> <p>The State Report Card is available to the public at the beginning of the academic year.</p> <p>The State Report Card is accessible in languages of major populations in the State, to the extent possible.</p> <p>Assessment results and other academic indicators (including graduation rates) are reported by student subgroups</p>	<p>The State Report Card does not include all the required data elements.</p> <p>The State Report Card is not available to the public.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The state will produce annual reports that incorporate all the state and federal required reporting elements.</p>		

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs?²</p>	<p>State uses one or more types of rewards and sanctions, where the criteria are:</p> <ul style="list-style-type: none"> • Set by the State; • Based on adequate yearly progress decisions; and, • Applied uniformly across public schools and LEAs. 	<p>State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Interventions The Texas Accountability Intervention System (TAIS) was implemented following release of the 2012 state accountability ratings and 2012 federal adequate yearly progress designations. TAIS distinguishes levels of assistance for Title I and non-Title I campuses and districts by incorporating the state and federal accountability labels into an aligned system of support. Support Schools are assigned to one of two intervention stages, LEA guided interventions and Education Service Center (ESC) guided interventions. Focus Schools receive targeted and guided state and ESC interventions. Priority Schools receive intensive, targeted, and guided state and ESC interventions.</p> <p>Following release of the 2013 state accountability ratings, the TAIS levels of assistance will be updated by incorporating the new designations under the performance index framework. State statute requires multiple years of state rating outcomes, therefore for purposes of determining level of interventions, 2013 accountability ratings will be considered consecutive years of ratings with 2011 state accountability ratings and 2012 adequate yearly progress determinations.</p> <p>Districts and campuses are also subject to supports and interventions for failure to meet disaggregated system safeguard targets. The TAIS determines the level of intervention and support the campus or district receives based on performance history as well as current year state accountability rating and performance on the safeguard performance measures.</p> <p>Rewards For campuses that receive Title I, Part A funds, the state has established two categories of Distinguished Schools based on the criteria established in statute: Distinguish Progress Schools and Distinguished Performance Schools. These schools will be recognized for their outstanding achievement.</p> <p>Distinction Designations Campuses and districts are eligible for higher level distinction designation ratings for recognized and exemplary performance beginning in 2014. Campuses will also be eligible for distinction designations for top twenty-five percent in student progress and top twenty-five percent in closing performance gaps. Academic Achievement distinction designations for reading and mathematics will be awarded in 2013.</p>		

² The state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB [§200.12(b)(40)].

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Additional distinction designations in additional areas will be developed, beginning with 21st Century Workforce Development.

Links to Supporting Evidence:

Information pertaining to the Texas Accountability Intervention System, including sanctions and interventions, is located at <http://www.tea.state.tx.us/index4.aspx?id=2147508296>.

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.1 How does the State Accountability System include all students in the State?</p>	<p>All students in the State are included in the State Accountability System.</p> <p>The definitions of “public school” and “LEA” account for all students enrolled in the public school district, regardless of program or type of public school.</p>	<p>Public school students exist in the State for whom the State Accountability System makes no provision.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The assessment results for 2013 included in the accountability indicators include STAAR grade-level assessments administered to students in Grades 3-8, STAAR EOC assessment results for all EOC assessments administered to students enrolled in Grades 9 and 10, and TAKS results for students enrolled in Grade 11. The campuses and districts included in the accountability system include all campuses and districts administered by the Texas Education Agency regardless of program or type of public school.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.2 How does the State define “full academic year” for identifying students in AYP decisions?</p>	<p>The State has a definition of “full academic year” for determining which students are to be included in decisions about AYP.</p> <p>The definition of full academic year is consistent and applied statewide.</p>	<p>LEAs have varying definitions of “full academic year.”</p> <p>The State’s definition excludes students who must transfer from one district to another as they advance to the next grade.</p> <p>The definition of full academic year is not applied consistently.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Full academic year is defined as follows:</p> <p>District: For Grade 3-8 grade level assessments and EOC assessments administered in the fall or spring of the school year, full academic year is defined as students enrolled in the district on the fall enrollment snapshot date. For EOC assessments administered in the summer, the full academic year is defined as students enrolled in the district on the preceding fall enrollment snapshot date.</p> <p>Campus: For Grade 3-8 grade level assessments and EOC assessments administered in the fall or spring of the school year, full academic year is defined as students enrolled on the campus on the fall enrollment snapshot date. For EOC assessments administered in the summer, the full academic year is defined as students enrolled on the campus on the preceding fall enrollment snapshot date.</p> <p>The fall enrollment snapshot date is defined in the annual Public Education Information Management System (PEIMS) Data Standards. Fall enrollment records submitted by each district represent students enrolled in the district on the snapshot date. The snapshot date is typically the last Friday in October.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?</p>	<p>State holds public schools accountable for students who were enrolled at the same public school for a full academic year.</p> <p>State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.</p>	<p>State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability.</p> <p>State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability.</p> <p>State holds public schools accountable for students who have not attended the same public school for a full academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The fall enrollment record submitted by the district for each student enrolled on the fall snapshot date includes the district unique identification number and the unique identification number of the campus on which the student is enrolled or on which the student receives the majority of her or his instruction. The test answer documents also include the district unique identification number and the campus unique identification number.</p> <p>Performance of students with the same district identification number on the fall enrollment record and the test answer document are included in the evaluation of the district, even if campus identification numbers show that the student was enrolled on one campus in the district in the fall and tested on a different campus.</p> <p>Performance of students with the same campus identification number on the fall enrollment record and the test answer document are included in the evaluation of the campus.</p>		

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?</p>	<p>The State has a timeline for ensuring that all students will meet or exceed the State's proficient level of academic achievement in reading/language arts³ and mathematics, not later than 2013-2014.</p>	<p>State definition does not require all students to achieve proficiency by 2013-2014.</p> <p>State extends the timeline past the 2013-2014 academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The goal specified in state statute is that Texas will be among the top ten states in postsecondary readiness by 2020 by improving student achievement at all levels in the core subjects of the state curriculum; ensuring the progress of all students toward achieving advanced academic performance; closing advanced academic performance achievement gaps among groups; and closing gaps among groups in the percentage of students graduating under the recommended high school program and advanced high school program. The accountability system is designed address this goal.</p>		

³ If the state has separate assessments to cover its language arts standards (e.g., reading and writing), the State must create a method to include scores from all the relevant assessments.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?</p>	<p>For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State’s requirement for other academic indicators.</p> <p>However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State’s academic indicators; and that group had at least 95% participation rate on the statewide assessment.</p>	<p>State uses different method for calculating how public schools and LEAs make AYP.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>All campuses and districts must meet the performance index targets and disaggregated system safeguard targets described under Critical Element 1.2.</p> <ul style="list-style-type: none"> – Campuses and districts receive an overall accountability rating based on the performance index component of the accountability system. – Campuses and districts are also subject to Texas Accountability Intervention System requirements based on performance on the disaggregated system safeguards indicators. 		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2a What is the State's starting point for calculating Adequate Yearly Progress?</p>	<p>Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement.</p> <p>Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.</p> <p>A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools).</p>	<p>The State Accountability System uses a different method for calculating the starting point (or baseline data).</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The 2012 assessment results will not be used to establish a starting point because in 2012 only one cohort of high school students (class of 2015) is assessed on STAAR EOC. Most students in the class of 2015 will take the first course in the sequence for each subject. Consequently the 2012 results are not representative of the STAAR program when fully implemented. The 2013 STAAR results will be used as the baseline for establishing accountability performance targets for 2014 and beyond. The 2013 assessment results will include two cohorts of high school students (class of 2015 and class of 2016) on STAAR EOC graduation plans. STAAR EOC results will include results for both the first and second course in the sequence for each subject.

Baseline Data
for Targets

	EOC Courses*	2012	2013	2014
Grade 9	English I Reading English I Writing Algebra I Biology World Geography	Class of 2015 STAAR EOC	Class of 2016 STAAR EOC	Class of 2017 STAAR EOC
Grade 10	English II Reading English II Writing Geometry Chemistry World History	Class of 2014 TAKS	Class of 2015 STAAR EOC	Class of 2016 STAAR EOC
Grade 11	English III Reading English III Writing Algebra II Physics U.S. History	Class of 2013 TAKS	Class of 2014 TAKS	Class of 2015 STAAR EOC

*There is not a state-mandated course sequence; however, this represents the typical course sequence that most students follow.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2b What are the State's annual measurable objectives for determining adequate yearly progress?</p>	<p>State has annual measurable objectives that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments.</p> <p>The State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline.</p> <p>The State's annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.</p>	<p>The State Accountability System uses another method for calculating annual measurable objectives.</p> <p>The State Accountability System does not include annual measurable objectives.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The commissioner of education will set the 2013 accountability targets in March 2013. The 2013 accountability ratings will mark a transition from the former system of dual state and federal ratings under the Texas Assessment of Knowledge and Skills (TAKS) to an integrated accountability system under the STAAR assessment program that meets both state and federal accountability requirements. Due to the move from end of grade to end of course (EOC) assessments as the high school graduation requirement, development of new student growth measures for STAAR, and the transition from accountability based on proficiency standards to postsecondary readiness performance standards, the performance index framework cannot be fully implemented until 2014. For that reason, the 2013 accountability targets will be independent of future targets rather than the baseline target for future years and will be set based on 2012 performance percentiles.</p> <p>A starting point and targets for 2014 and beyond will tied to the state goal that Texas will be among the top ten states in postsecondary readiness by 2020. The starting point and targets will be set following the 2013 ratings release as described under Critical Elements 3.2a and 3.2c.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2c What are the State's intermediate goals for determining adequate yearly progress?</p>	<p>State has established intermediate goals that increase in equal increments over the period covered by the State timeline.</p> <ul style="list-style-type: none"> • The first incremental increase takes effect not later than the 2004-2005 academic year. • Each following incremental increase occurs within three years. 	<p>The State uses another method for calculating intermediate goals.</p> <p>The State does not include intermediate goals in its definition of adequate yearly progress.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Accountability targets for 2014, 2015, and 2016 accountability systems will be set in fall 2013. Following is the timeline for setting accountability targets (intermediate goals).</p> <p>June 2013 – STAAR results from 2012-2013 testing released.</p> <p>July/August 2013 – STAAR English language learner progress measure finalized.</p> <p>September 2013 – models of 2014 accountability performance indexes and disaggregated system safeguards constructed.</p> <p>October 2013 – Accountability Technical Advisory Committee (ATAC) and Accountability Policy Advisory Committee (APAC) convene to develop recommendations to commissioner for accountability ratings criteria for 2014 and beyond and targets for 2014, 2015, and 2016 accountability systems.</p> <p>November 2013 – commissioner announces accountability ratings criteria for 2014 and beyond and final 2014 targets, preliminary 2015 targets, and preview 2016 targets.</p>		

PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?	AYP decisions for each public school and LEA are made annually. ⁴	AYP decisions for public schools and LEAs are not made annually.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
The state will make an annual determination of whether each public school campus and district met accountability targets on the performance index and disaggregated system safeguards.		

⁴ Decisions may be based upon several years of data and data may be averaged across grades within a public school [§1111(b)(2)(J)].

PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.1 How does the definition of adequate yearly progress include all the required student subgroups?	<p>Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency.</p> <p>Provides definition and data source of subgroups for adequate yearly progress.</p>	State does not disaggregate data by each required student subgroup.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The accountability system includes disaggregated student group performance for all required student groups: All Students, seven race/ethnicity student groups, economically disadvantaged students, special education students, and English language learners (ELL). The following table shows the student groups that are included in the accountability system, with number and percentage of students from 2011-2012 enrollment.

Student Group	2011-2012	
	Number	Percent
African American	637,934	12.8
American Indian	22,224	0.4
Asian	176,755	3.6
Hispanic	2,530,789	50.8
Pacific Islander (formerly with Asian)	6,227	0.1
White	1,520,320	30.5
Two or More Races (new category)	83,871	1.7
Economically Disadvantaged	3,008,464	60.4
Special Education	430,350	8.6
English Language Learner	837,536	16.8
Total Enrollment	4,978,120	

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?</p>	<p>Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.</p>	<p>State does not include student subgroups in its State Accountability System.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Performance Index Student group performance is incorporated into the performance index: Index 1: Student Achievement – All Students Index 2: Student Progress – All Students, Race/Ethnicity (seven groups), Special Education, English Language Learners (ELL) Index 3: Closing Performance Gaps – Economically Disadvantaged, Race/Ethnicity (two lowest performing groups) Index 4: Postsecondary Readiness – All Students, Race/Ethnicity (seven groups); also Special Education and ELL for graduation rates, graduation and GED rates, and annual dropout rates</p> <p>Disaggregated System Safeguards All of the System Safeguard indicators are disaggregated for all required student groups as shown in the table under Critical Element 1.2.</p>		

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.3 How are students with disabilities included in the State’s definition of adequate yearly progress?</p>	<p>All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled.</p> <p>State demonstrates that students with disabilities are fully included in the State Accountability System.</p>	<p>The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments.</p> <p>State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Students with disabilities are included in the STAAR assessment program. As required by Texas Education Code (TEC) §39.023, students receiving special education services are assessed annually. The following provides a summary of the 2012-2013 assessments offered at grade level and as end of course assessments for students receiving special education services:</p> <ul style="list-style-type: none"> <p>• General assessment Most special education students are administered the general assessments. The STAAR replaced the TAKS assessment program beginning in spring 2012. Under the STAAR program, at grades 3–8, students are tested in mathematics and reading. Students are also tested in writing at grades 4 and 7, science at grades 5 and 8, and social studies at grade 8. STAAR EOC assessments are available for Algebra I, geometry, Algebra II, biology, chemistry, physics, English I, English II, English III, world geography, world history, and U.S. history.</p> <p>• Alternate assessment based on modified grade-level achievement standards The STAAR Modified assessments for grades 3–8 and for EOC reflect the same content as the general assessments. The STAAR Modified assessments reflect the same increased rigor and focus of the general assessments. STAAR Modified assessments will be developed for nine of the twelve EOC assessments: Algebra I, geometry, biology, English I, English II, English III, world geography, world history, and U.S. history. STAAR Modified assessments will not be developed for Algebra II, chemistry, or physics, as these courses are not required on the Minimum High School Program, the graduation program for students who received modified instruction and are eligible to take STAAR Modified assessments.</p> <p>• Alternate assessment based on alternate achievement standards The STAAR Alternate assessments are similar in design to the TAKS–Alt assessments and are available at the same grades and subjects as STAAR Modified. Students perform assessment tasks linked to the grade-level TEKS. However, STAAR Alternate incorporates a vertical alignment in the program’s assessment tasks that will allow scores to be compared across different grades for the same subject and language version. The high school assessments changed from grade-level assessments to course-based assessments. STAAR Alternate assessments reflect the same increased rigor and focus of the general and modified assessments. STAAR Alternate high school assessments have been developed for Algebra I, geometry, biology, English I, English II, English III, world geography, world history, and U.S.</p> 		

history.

- **STAAR-Alternate and STAAR-Modified results**

The federal limits on use of proficient results from alternate assessments for students with significant cognitive disabilities and alternate assessments based on modified grade-level achievement standards (one percent limit for STAAR-Alternate and two percent limit for STAAR Modified) will be calculated separately for Reading and Mathematics. The number of scores that meet the Phase-in Level II performance standard on STAAR-Alternate may not exceed one percent of the district's total participation (denominator of the participation rate described in Principle 10). The number of scores that meet the Phase-in Level II performance standard on STAAR-Alternate and STAAR Modified combined may not exceed three percent of the district's total participation. Texas allows school districts to apply for a waiver, or exception, to the one percent limit for students with significant cognitive disabilities assessed on the STAAR-Alternate. Exceptions are granted for school districts only to the extent that the statewide limit of one percent is maintained.

All districts that exceed the STAAR-Alternate one percent limit and/or the STAAR-Alternate and STAAR Modified three percent limit, and campuses in those districts that administer STAAR-Alternate and STAAR Modified assessments, are subject to interventions as part of the disaggregated accountability system safeguards. The system safeguard interventions apply for all districts that exceed the federal limits, regardless of whether or not their performance rates meet the system safeguard targets. The interventions require districts and campuses to develop focused plans for improvement. If the use of STAAR-Alternate and STAAR Modified is not addressed and the district exceeds the federal limits in the next accountability cycle, the level of assistance and intervention increases. It is not necessary to change assessment results that exceed the federal limits from proficient to non-proficient because all districts that exceed the one percent and two percent limits, and campuses in those districts that administer STAAR-Alternate and STAAR Modified, are subject to interventions. The process of changing assessment results seldom led to interventions and the interventions addressed overall performance in the subject rather than use of alternative assessments.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?	<p>All LEP student participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards.</p> <p>State demonstrates that LEP students are fully included in the State Accountability System.</p>	LEP students are not fully included in the State Accountability System.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

English language learners (ELL) are included in the STAAR assessment program and in all assessment and non-assessment indicators. In addition, ELL student group performance is evaluated for assessment and non-assessment indicators in both components of the accountability system, the performance index and the disaggregated system safeguards.

The STAAR assessment program and Texas English Language Proficiency Assessment System (TELPAS) are designed to provide valid measures academic achievement and English proficiency of ELL students who enter the Texas public schools system knowing English to varying degrees and with a wide range of educational and sociocultural backgrounds

- **STAAR English**
 Most ELL students are assessed on the English assessments. Under the STAAR program, at grades 3–8, students are tested in mathematics and reading. Students are also tested in writing at grades 4 and 7, science at grades 5 and 8, and social studies at grade 8. STAAR EOC assessments are available for Algebra I, geometry, Algebra II, biology, chemistry, physics, English I, English II, English III, world geography, world history, and U.S. history. In 2013 the TAKS assessment is administered to students in Grade 11 for whom TAKS is the graduation requirement.
- **STAAR Spanish**
 At Grades 3-5 the STAAR assessments are administered in Spanish as well as English. This includes reading and mathematics for Grades 3-5, Grade 4 writing, and Grade 5 science.
- **Linguistically Accommodated Tests**
 STAAR L is a linguistically accommodated English version of the STAAR grades 3–8 and EOC mathematics, science, and social studies assessments. STAAR L is provided for ELL students who meet participation requirements for a substantial degree of linguistic accommodation in these subject areas. STAAR L will be administered as an online testing program beginning in spring 2013. The Language Proficiency Assessment Committee (LPAC) is responsible for making linguistic accommodation decisions for ELL students.
- **ELL Progress Measure**
 Also under development is a measure of expected academic performance for ELLs that sets challenging but achievable goals to meet grade-level academic content standards for ELL students in accordance with a timeline based on their years in U.S. schools.

- **Texas English Language Proficiency Assessment System**

The Texas English Language Proficiency Assessment System (TELPAS) is designed to assess the progress that ELL students make in learning the English language.

- **Accountability Indicators**

ELL students are included in participation rates, graduation rates, and dropout rates.

The new assessments allow the accountability system to increase campus and district accountability for performance of ELL students rather than penalize campuses and districts that have large ELL populations. Performance results for ELL students are included in the assessment performance indicators based on years in U.S. schools.

- First year of enrollment in U.S. schools: assessment results not included in accountability performance indicators. (Students must be assessed and are included in participation rates.)
- Second through fourth year of enrollment in U.S. schools: English assessment results are included in the disaggregated system safeguards performance rates and in Index 1 (except immigrants entering in Grade 9 or above), Index 2, and Index 3 accountability indicators using the ELL progress measure. Spanish assessment results are included in the Index 1, Index 2, and Index 3 indicators and in the disaggregated system safeguards performance rates.

2013 only: English assessment results for students in their second and third year of enrollment in U.S. schools, and recent immigrants entering Texas public schools in Grade 9 or above, are not included in the accountability performance indicators because the ELL progress measure will not be available in 2013.

- Fifth year or more of enrollment in U.S. schools: English and Spanish assessment results are included in all indicators in all indexes and in the disaggregated system safeguard performance rates.

The performance results for a small number of asylees/refugees in their first through fifth year of enrollment in U.S. schools are not included in assessment performance indicators.

Links to Supporting Evidence:

<http://www.tea.state.tx.us/student.assessment/ell/>

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<p>5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?</p>	<p>State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.⁵</p> <p>Definition of subgroup will result in data that are statistically reliable.</p>	<p>State does not define the required number of students in a subgroup for reporting and accountability purposes.</p> <p>Definition is not applied consistently across the State.</p> <p>Definition does not result in data that are statistically reliable.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The same minimum size criteria are used in the performance index and disaggregated system safeguards components of the accountability system.</p> <p>All Students – no minimum size criteria; if denominator is less than 10, data are aggregated across two or three years</p> <p>Student Groups – denominator greater than or equal to 25</p>		

⁵ The minimum number is not required to be the same for reporting and accountability.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?	Definition does not reveal personally identifiable information. ⁶	Definition reveals personally identifiable information.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>The state accountability system does not reveal personally identifiable information. State law, administrative rule, and policies and procedures require and enforce strict adherence to the protection of student confidentiality and privacy rights, as guaranteed under the Family Education Rights and Privacy Act (FERPA).</p> <p>Links to Supporting Evidence:</p> <p>Student confidentiality is protected in state statute and rules. State law and administrative rules governing the assessment and accountability systems, along with additional administrative materials, are found on the agency web site located at http://www.tea.state.tx.us (TEA); http://www.tea.state.tx.us/index3.aspx?id=3534&menu_id=793 (Student Assessment); and http://ritter.tea.state.tx.us/perfreport/account (Accountability).</p> <p>The link to the Texas Education Code (TEC), Chapter 39, governing assessment and accountability is http://www.statutes.legis.state.tx.us/?link=ED.</p> <p>Supporting evidence also includes administrative materials for the assessment program such as the District and Campus Coordinator Manuals available on the Student Assessment website at http://www.tea.state.tx.us/index3.aspx?id=3679&menu_id=793.</p>		

⁶ The Family Education Rights and Privacy Act (FERPA) prohibits an LEA that receives Federal funds from releasing, without the prior written consent of a student's parents, any personally identifiable information contained in a student's education record.

PRINCIPLE 6. State definition of AYP is based primarily on the State’s academic assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>6.1 How is the State’s definition of adequate yearly progress based primarily on academic assessments?</p>	<p>Formula for AYP shows that decisions are based primarily on assessments.⁷</p> <p>Plan clearly identifies which assessments are included in accountability.</p>	<p>Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Academic assessment results are the basis of all of the indicators in three of the four indexes and of half of the indicators in the fourth index that make up the performance index component of the accountability system. The disaggregated system safeguards component of the accountability system includes assessment participation and performance rates and graduation rates that meet federal accountability requirements.</p>		

⁷ State Assessment System will be reviewed by the Standards and Assessments Peer Review Team.

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.1 What is the State definition for the public high school graduation rate?</p>	<p>State definition of graduation rate:</p> <ul style="list-style-type: none"> - Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years; or, - Uses another more accurate definition that has been approved by the Secretary; and - Must avoid counting a dropout as a transfer. <p>Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause⁸ to make AYP.</p>	<p>State definition of public high school graduation rate does not meet these criteria.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Texas is required by state statute to use the National Center for Education Statistics (NCES) dropout definition and No Child Left Behind (NCLB) graduation rate calculation. The four-year graduation rates follow a cohort of first-time ninth graders through their expected graduation three years later. The five-year rates follow the same cohort of students for one additional year. Texas also calculates six-year rates follow the same cohort of students for two additional years.</p> <p>State statute (Texas Education Code §39.053(g-1)) requires that certain students be excluded from the graduation rates and dropout rates used in the state accountability rating system. The rates with state exclusions are included in Index 4 in compliance with state statute. These include four-year graduation rates and five-year graduation rates; annual dropout rates; and four-year, five-year, and six-year graduation and GED rates for alternative education campuses.</p> <p>A second set of graduation rates without the state exclusions is calculated to meet federal accountability requirements. The rates without state exclusions are reported and are evaluated outside the performance index framework as part of the disaggregated system safeguards. Districts and campuses must meet federal accountability targets on the federal graduation rates for All Students and each of the ten student groups evaluated in the state accountability system.</p> <p>Goal: The long term statewide goal for the four-year graduation rate is 90.0 percent. High schools and school districts that do not meet the 90.0 percent graduation rate goal must meet either an annual target or a growth target for the four-year graduation rate, or an annual target for the five-year graduation rate.</p>		

⁸ See USC 6311(b)(2)(I)(i), and 34 C.F.R. 200.20(b)

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
	<p>Four-Year Graduation Rate Annual Target: For 2013 accountability determinations, 78.0 percent of students graduate with a regular high school diploma in four years.</p> <p>Four-Year Graduation Rate Growth Target: The growth target is a 10.0 percent decrease in difference between prior year graduation rate and the 90.0 percent goal or at least 1.0 percentage point increase in graduation rate.</p> <p>Five-Year Graduation Rate Target: For 2013 accountability determinations, 83.0 percent of students graduate with a regular high school diploma in five years.</p> <p>All districts and campuses that fail to meet graduation rate targets are subject to interventions. The interventions require districts and campuses to develop focused plans for improvement. If graduation rates do not improve and the district or campus fails to meet federal accountability targets in the next accountability cycle, the level of assistance and intervention increases.</p>	

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?</p>	<p>State defines the additional academic indicators, e.g., additional State or locally administered assessments not included in the State assessment system, grade-to-grade retention rates or attendance rates.⁹</p> <p>An additional academic indicator is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.</p>	<p>State has not defined an additional academic indicator for elementary and middle schools.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The additional indicators for elementary schools and middle/junior high schools are performance results in Writing, Science, and Social Studies. The assessment indicators in the state accountability system include results for Writing, Science, and Social Studies as well as Reading and Mathematics. Writing and Science assessments are administered in both elementary and middle/junior high school. Social Studies assessments are administered in middle/junior high school. Performance on Writing, Science, and Social Studies assessments are included in the performance index indicators and disaggregated system safeguards.</p>		

⁹ NCLB only lists these indicators as examples.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.3 Are the State's academic indicators valid and reliable?</p>	<p>State has defined academic indicators that are valid and reliable.</p> <p>State has defined academic indicators that are consistent with nationally recognized standards, if any.</p>	<p>State has an academic indicator that is not valid and reliable.</p> <p>State has an academic indicator that is not consistent with nationally recognized standards.</p> <p>State has an academic indicator that is not consistent within grade levels.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>State law and administrative rule require assessments to be valid and reliable. All state assessments follow a rigorous test development process to ensure that nationally recognized educational testing standards are met. Section 39.023(i) of the Texas Education Code requires: "Each assessment instrument adopted under those rules must be reliable and valid and must meet any applicable federal requirements for measurement of student progress." Section 101.3(b) of 19 Texas Administrative Code also requires: "Tests shall be reliable and valid measures of the essential knowledge and skills and shall be administered in a standardized manner."</p> <p>The primary testing contractor for the Texas assessment program is required by contract to comply with educational testing standards. The applicable language of the contract reads as follows: The highest technical quality must be maintained in the production and administration of tests and in the reporting of test results. To this end, the contractor must be cognizant of applicable sections of the standards for educational tests set by the American Psychological Association (APA), the American Educational Research Association (AERA), and the National Council on Measurement in Education (NCME).</p> <p>The agency also is advised by a national Technical Advisory Committee, composed of prominent educational testing experts from across the county, to ensure full compliance with educational testing standards.</p> <p>School leaver data used to calculate graduation rates are submitted to the Texas Education Agency under the Public Education Information Management System (PEIMS) Data Standards and Student Attendance Accounting Handbook. Leaver data are subject to the Performance-Based Monitoring System Leaver Records Validation System.</p> <p>Links to Supporting Evidence: Information pertaining to the Texas Student Data System is found at http://www.tea.state.tx.us/tsds/.</p> <p>The link to the Student Attendance Accounting Handbook is http://www.tea.state.tx.us/index2.aspx?id=7739.</p> <p>Information pertaining to PBMAS Leaver Data Validation process is viewable here http://www.tea.state.tx.us/index2.aspx?id=2147495639&menu_id=2147483703&menu_id2=2147483713.</p>		

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?</p>	<p>State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics.¹⁰</p> <p>AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.</p>	<p>State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The disaggregated system safeguards component of the accountability system includes separate performance rates for reading and mathematics for each student group as shown under Critical Element 1.2. Reading and mathematics performance are also incorporated into the assessment indicators used in the performance index component of the accountability system.</p>		

¹⁰ If the state has more than one assessment to cover its language arts standards, the State must create a method for including scores from all the relevant assessments.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.1 How do AYP determinations meet the State's standard for acceptable reliability?</p>	<p>State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions.</p> <p>State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice.</p> <p>State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions.</p> <p>State updates analysis and reporting of decision consistency at appropriate intervals.</p>	<p>State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments.</p> <p>State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters.</p> <p>State's evidence regarding accountability reliability (decision consistency) is not updated.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Accountability determinations are made based on academic indicators that have met the state standard for data reliability as described in Critical Element 7.3. Accountability determinations are made through a process that is applied uniformly to all campuses and districts in the State.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
9.2 What is the State's process for making valid AYP determinations?	State has established a process for public schools and LEAs to appeal an accountability decision.	State does not have a system for handling appeals of accountability decisions.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Accountability determinations will be made based on the criteria described in Critical Element 1.2, which will be uniformly applied to all campuses and districts in the State. Bases for appeals are limited to mistakes in the data used to make accountability determinations or in the inferences made on the basis of that data. The appeals process is governed by state statute and all appeals are reviewed an external panel.</p> <p>Links to Supporting Evidence:</p> <p>TEC §§ 39.151, The link to the Texas Education Code (TEC), Chapter 39, governing the appeal process for accountability ratings is http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.39.htm#39.151.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?</p>	<p>State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.¹¹</p> <p>State has a plan for including new public schools in the State Accountability System.</p> <p>State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.</p>	<p>State's transition plan interrupts annual determination of AYP.</p> <p>State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The accountability system is designed to accommodate changes to the student assessment program. A number of upcoming changes were known as the accountability system was developed.

- By statute, measures of Final Level II performance on the STAAR assessments are incorporated into the accountability system in 2014.
- An English language learner progress measure to evaluate performance and growth of ELL students their first four years in U.S. schools will be incorporated into the accountability system in 2014.
- The Texas Assessment of Knowledge and Skills (TAKS) graduation requirement will be phased out and the State of Texas Assessment of Academic Readiness (STAAR) end-of-course graduation requirement phased in beginning with the class of 2015, so that the mix of high school assessments in the accountability system will change each year through 2015.
- Student performance standards for STAAR assessments are phased in over four years to ensure that campuses have adequately prepared students for the more rigorous requirements of the STAAR assessment program.
- STAAR performance standards will be reviewed at least every three years as required by state statute and adjusted if necessary. The first review will be in 2014 and would affect performance standards for the 2014-2015 assessments.

An annual review of the state accountability system is conducted each year following release of ratings. A technical advisory committee of educators and a policy advisory committee that includes representatives of the business community and state policymakers convene annually to review

¹¹ Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-2006; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.

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accountability issues and any proposed changes to the system, including changes required due to changes in state statute. The appeals process described under Critical Element 9.2 can also lead to proposed changes to the accountability system.

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?</p>	<p>State has a procedure to determine the number of absent or untested students (by subgroup and aggregate).</p> <p>State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate).</p> <p>Public schools and LEAs are held accountable for reaching the 95% assessed goal.</p>	<p>The state does not have a procedure for determining the rate of students participating in statewide assessments.</p> <p>Public schools and LEAs are not held accountable for testing at least 95% of their students.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The assessment data used for the accountability assessment indicators are used to calculate the participation rates. Test answer documents make up the denominator of the participation rate. Test answer documents are submitted for all students in Grades 3-8 enrolled on the day of testing. For students in Grades 9-12 a test answer document is submitted for each course for which an EOC is administered. In 2013 a test answer document is submitted for each student enrolled in Grade 11 in the last class to graduate under the TAKS exit-level testing. Participation rates are calculated by subject for Reading and Mathematics for All Students and each of the ten student groups described in Critical Element 5.1.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?</p>	<p>State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.</p>	<p>State does not have a procedure for making this determination.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Participation rates are evaluated outside the performance index framework as part of the disaggregated system safeguards component of the accountability system. Districts and campuses must meet the 95 percent participation rate target for all students and each of the ten student groups.</p>		

Appendix A
Required Data Elements for State Report Card

1111(h)(1)(C)

1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.
3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
4. The most recent 2-year trend in student achievement in each subject area, and for each grade level, for the required assessments.
5. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards disaggregated by student subgroups.
6. Graduation rates for secondary school students disaggregated by student subgroups.
7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.
8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

Attachment 7d

**Texas Administrative Code
§97.1063 and §97.1064**

Texas Administrative Code

§97.1063. Campus Intervention Team. (As defined in TAIS as the PSP, DCSI, and Campus Leadership Team)

(a) If the performance of a campus is below any standard under Texas Education Code (TEC), §39.054(e), for the current school year, the commissioner of education shall assign a campus intervention team (CIT) under TEC, §39.106, and this section. The duties and responsibilities of the CIT will be based on the reasons for the campus' academic accountability rating.

(1) In assigning a CIT to a campus below a standard under TEC, §39.054(e), for the first year, the commissioner will offer the school district an opportunity to recommend CIT members under procedures established by the Texas Education Agency (TEA).

(A) If the district does not recommend CIT members under TEA procedures, the commissioner will assign a CIT without such input.

(B) If the commissioner does not approve the CIT membership recommendation by the district, the commissioner will assign the CIT members.

(2) In assigning a CIT to a campus below a standard under TEC, §39.054(e), for the second or more consecutive year, the commissioner will approve CIT members only as provided by procedures established by the TEA.

(3) If the campus does not implement the school improvement plan (SIP) or the recommendations of the CIT, the commissioner shall order the reconstitution of the campus in accordance with TEC, §39.107, and §97.1064 of this title (relating to Reconstitution).

(b) A CIT shall:

(1) conduct a targeted on-site needs assessment relevant to the areas of insufficient performance of the campus as provided by subsection (c) of this section, or if the commissioner determines necessary, a comprehensive on-site needs assessment using the procedures provided by subsection (c) of this section;

(2) recommend appropriate actions as provided by subsection (d) of this section;

(3) assist the campus in developing a SIP targeted to address the needs of the campus relating to the areas of insufficient performance;

(4) assist the campus in submitting its SIP to its board of trustees for approval and in presenting the board of trustees' SIP in a public hearing as provided by subsection (j) of this section; and

(5) assist the commissioner in monitoring the progress of the campus in implementing the SIP.

(c) An on-site needs assessment of the campus under subsection (a) of this section must determine the contributing education-related and other factors resulting in the campus' low performance and lack of progress. The CIT shall use the guidelines and procedures provided by TEC, §39.106(b), in conducting the targeted or comprehensive on-site needs assessment.

(d) On completing the on-site needs assessment under this section, the CIT shall recommend actions relating to any area of insufficient performance, including those specified by TEC, §39.106(c).

(e) The CIT shall assist the campus in submitting the SIP or updated SIP to the commissioner for approval. The board of trustees shall ensure that the campus submits its SIP by a date prescribed by the TEA.

(f) A school community partnership team (SCPT) shall supersede the authority of and satisfy the requirements of establishing and maintaining a campus-level planning and decision-making committee under TEC, Chapter 11, Subchapter F, or §97.1061(c) of this title (relating to Interventions and Sanctions for Campuses), if this is provided by the commissioner in establishing the SCPT under §97.1061(a)(2) of this title. In that event, the CIT shall involve and be advised by the SCPT in carrying out the duties set forth in subsections (b)(1) and (d) of this section.

(g) The commissioner may authorize a SIP or updated SIP developed under this subchapter to supersede the provisions of and satisfy the requirements of developing, reviewing, and revising a campus improvement plan (CIP) under TEC, Chapter 11, Subchapter F, or §97.1061(c) of this title.

(h) In assisting the district/campus to execute its approved SIP, the CIT will, as appropriate:

(1) assist the campus in implementing research-based practices for curriculum development and classroom instruction, including bilingual education and special education programs and financial management;

(2) provide research-based technical assistance, including data analysis, academic deficiency identification, intervention implementation support, and budget analysis, in order to help the campus strengthen and improve its instructional programs; and

(3) request the district to develop a teacher recruitment and retention plan to address the qualifications and retention of the teachers at the campus. At the recommendation of the CIT, the commissioner may require the district to develop such a plan.

(i) For each year a campus is assigned an unacceptable performance rating under the state academic accountability system, a CIT shall:

(1) continue to work with the campus until:

(A) the campus satisfies all performance standards under TEC, §39.054(e), for a two-year period; or

(B) the campus satisfies all performance standards under TEC, §39.054(e), for a one-year period and the commissioner determines that the campus is operating and will continue to operate in a manner that improves student achievement;

(2) assist in updating the SIP to identify and analyze areas of growth and areas that require improvement; and

(3) assist the campus in submitting its updated SIP to its board of trustees.

(j) After a SIP or updated SIP is submitted to the board of trustees of the school district, the board:

(1) shall conduct a hearing for the purpose of:

(A) notifying the public of the insufficient performance, the improvements in performance expected by the TEA, and the intervention measures or sanctions that may be imposed under this subchapter if the performance does not improve within a designated period; and

(B) soliciting public comment on the SIP or any updated SIP;

(2) must post the SIP on the district's Internet website at least 72 hours before the hearing;

(3) may conduct one hearing relating to one or more campuses subject to a SIP or an updated SIP; and

(4) after modifying the SIP in response to public comment, as appropriate, shall submit the SIP or any updated SIP to the commissioner for approval. The SIP submitted to the commissioner for approval may include procedures for submitting certain changes or adjustments to the commissioner for approval without the necessity of further board hearing and action under this subsection.

(k) Notwithstanding any other provision of this subchapter, if the commissioner determines that a campus for which an intervention is ordered under subsection (a) of this section is not fully implementing the CIT's recommendations or SIP or updated SIP, the commissioner may order the reconstitution of the campus as provided by TEC, §39.107, and §97.1064 of this title.

Source: The provisions of this §97.1063 adopted to be effective January 6, 2008, 33 TexReg 150; amended to be effective July 28, 2010, 35 TexReg 6523.

§97.1064. Reconstitution.

(a) When a campus is assigned an unacceptable performance rating under the state academic accountability system for two consecutive school years, the commissioner of education shall order the campus reconstituted under procedures developed by the Texas Education Agency (TEA), and the campus intervention team (CIT) will continue to be assigned under §97.1063 of this title (relating to Campus Intervention Team).

(1) A campus ordered to reconstitute shall use the school year in which its second identification occurs to plan the reconstitution, with the assistance of the district and CIT, and shall open the subsequent school year as a reconstituted campus regardless of the state academic accountability rating assigned to the campus in that school year. For example: A district campus is rated Academically Unacceptable for the second consecutive year on August 1, 2009. In September 2009, the commissioner orders reconstitution, and the district uses the 2009-2010 school year to plan the reconstitution. The district must open the reconstituted campus in the fall of 2010.

(A) The CIT shall decide which educators may be retained at the campus when it opens as a reconstituted campus for the subsequent school year.

(B) A principal who has been employed by the campus in that capacity during the full period of campus performance resulting in the ratings triggering action under this subsection may not be retained at the campus when it opens as a reconstituted campus for the subsequent school year unless the CIT determines that retention of the principal would be more beneficial to the student achievement and campus stability than removal.

(C) A teacher of a subject assessed by an assessment instrument under Texas Education Code (TEC), §39.023, may be retained at the reconstituted campus only if the CIT determines that a pattern exists of significant academic improvement by students taught by the teacher.

(D) If an educator is not retained at the reconstituted campus, the educator may be assigned to another position in the district.

(2) A campus subject to this subsection shall implement the requirements of §97.1063 of this title and shall implement the updated school improvement plan (SIP), including the plan for campus reconstitution, as approved by the commissioner. The TEA may assign a monitor, conservator, management team, or board of managers to a district with a campus assigned an unacceptable performance rating under the state academic accountability system for two or more consecutive school years in order to ensure and oversee district-level support to low-performing campuses and the implementation of the updated SIP and the reconstitution plan. In making appointments under this subsection, the commissioner

shall consider individuals who have demonstrated success in managing campuses with student populations similar to the campus at which the individual appointed will serve.

(3) The commissioner shall order repurposing, alternative management, or campus closure under §97.1065 of this title (relating to Repurposing, Alternative Management, or Campus Closure) when a campus assigned an unacceptable performance rating under the state academic accountability system for two or more consecutive school years has failed to fully implement recommendations of the CIT or terms of the updated SIP and the reconstitution plan or if the students enrolled at the campus fail to demonstrate substantial improvement in the areas targeted by the updated SIP and such order is needed to achieve the purposes listed in §97.1053 of this title (relating to Purpose).

(b) The district is responsible for the successful reconstitution and subsequent performance of its campus. The CIT shall assist the reconstituting campus in:

(1) developing an updated SIP;

(2) submitting the updated SIP to the board of trustees of the school district for approval and presenting the plan in a public hearing as provided by §97.1063(j) of this title;

(3) seeking approval of the updated SIP from the commissioner; and

(4) executing the plan on approval by the commissioner.

(c) For each year that a campus is considered to have an unacceptable performance rating under the state academic accountability system, a CIT shall:

(1) assist in updating the SIP to identify and analyze areas of growth and areas that require improvement; and

(2) support and assist the campus in submitting its updated SIP to the board of trustees of the school district, to the parents of campus students, and to the TEA for approval.

(d) In combination with action under this section, the commissioner may impose on the district or campus any other sanction under TEC, Chapter 39, or this subchapter, singly or in combination, to the extent the commissioner determines is reasonably required to achieve the purposes specified in §97.1053 of this title. In particular, the commissioner may:

(1) impose a campus accreditation sanction under §97.1061 of this title (relating to Interventions and Sanctions for Campuses);

(2) take action under any provision of TEC, Chapters 12 or 39; and/or

(3) require the district to purchase professional services under TEC, §39.109.

(A) The commissioner's order may require the district or campus to:

(i) select or be assigned an external auditor, data quality expert, professional authorized to monitor district assessment instrument administration, or curriculum or program expert; or

(ii) provide for or participate in the appropriate training of district staff or board of trustee's members in the case of a district or campus staff in the case of a campus.

(B) If the commissioner's order requires the district or campus to select a specific professional service provider, the district is exempt from following competitive bidding procedures before executing the contract.

Source: The provisions of this §97.1064 adopted to be effective July 28, 2010, 35 TexReg 6523.

§97.1065. Repurposing, Alternative Management, or Campus Closure.

(a) Action required. The commissioner of education shall order repurposing, alternative management, or closure of a campus as provided in this section, if the campus is assigned an unacceptable performance rating under the state academic accountability system for the third consecutive school year after reconstitution is required to be implemented under §97.1064 of this title (relating to Reconstitution).

(b) Other actions permitted. In combination with action under this section, the commissioner may impose on the district or campus any other sanction under Texas Education Code (TEC), Chapter 39, or this subchapter, singly or in combination, to the extent the commissioner determines is reasonably required to achieve the purposes specified in §97.1053 of this title (relating to Purpose). In particular, the commissioner may impose sanctions as specified in §97.1064(d) of this title and/or may assign a monitor, conservator, management team, or board of managers in order to ensure and oversee district-level support to low-performing campuses and the implementation of the updated school improvement plan (SIP) and the reconstitution plan.

(c) Petition allowed. In accordance with TEC, §39.107(e-2), for a campus subject to an order of repurposing, alternative management, or closure under subsection (a) of this section, if a written petition, signed by the parents of a majority of the students enrolled at the campus and specifying the action requested under subsection (a) of this section, is presented to the commissioner in accordance with this section and related procedures adopted by the Texas Education Agency (TEA), the commissioner shall, except as otherwise authorized by this section, order the specific action requested. If the board of trustees of the school district in which the campus is located presents to the commissioner, in accordance with this section and related procedures adopted by the TEA, a written request that the commissioner order a specific action under subsection (a) of this section other than the action requested by the parents in a valid petition, along with a written explanation of the basis for the board's request, the commissioner may order the action requested by the board of trustees.

- (1) A written petition under this subsection must be:
 - (A) finalized and submitted to the district superintendent no later than October 15 for purposes of validation;
 - (B) certified by the district as a valid petition in accordance with paragraph (2) of this subsection;
 - (C) adopted as a valid petition by the board of trustees in an action taken in a public meeting conducted in compliance with the Texas Open Meetings Act; and
 - (D) if determined to be a valid petition, submitted by the district superintendent to the commissioner no later than December 1.

- (2) Only a written petition determined to be valid in accordance with this section and TEA procedures may be submitted to the commissioner. At a minimum, the following criteria must be met for a petition to be determined valid.
 - (A) The petition must include all information required by the TEA as reflected in TEA model forms and related procedures and must be submitted to the district superintendent in accordance with the deadline established in paragraph (1)(A) of this subsection.
 - (B) The petition must clearly state the sanction action under subsection (a) of this section being requested by the parents.
 - (C) In accordance with this subparagraph, the parent(s) of more than 50% of the students enrolled at the campus must provide the handwritten or typed name and an original signature on the petition.
 - (i) For the purposes of the petition, a parent means the parent who is indicated on the student registration form at the campus.
 - (ii) A student will be considered enrolled at the campus for the purposes of the petition if the student is enrolled and in membership at the campus on a TEA-determined enrollment snapshot date, as reflected in TEA procedures (generally the Public Education Information Management System (PEIMS) fall data submission for that school year).
 - (iii) For the purposes of determining whether parents of more than 50% of the students enrolled at the campus have signed the petition, only one parent signature per enrolled student can be counted by the district in its calculation assuring validity of the petition.

- (3) If the board of trustees of the school district requests that the TEA consider a specific action under subsection (a) of this section other than the action requested by the parents

in a valid petition and submitted to the TEA in accordance with this subsection, the board must submit a written request to the commissioner and include a written explanation of the basis for the board's request for an action other than the one reflected in a valid parent petition. Any written request must be:

(A) approved by a majority of the board members in an action taken in a public meeting conducted in compliance with the Texas Open Meetings Act; and

(B) submitted to the commissioner no later than December 15 in accordance with procedures established by the TEA.

(4) If a valid parent petition under paragraph (1) of this subsection or board of trustees submission under paragraph (3) of this subsection requests that the commissioner order campus repurposing, the district must submit, no later than January 30, a comprehensive plan for campus repurposing that meets the requirements of the TEC, §39.107, and subsection (d) of this section.

(5) Following the submission to the TEA of a valid petition and any subsequent board request under this section, the commissioner will order, no later than February 15, a sanction in compliance with the TEC, §39.107, and this section. The sanction shall be implemented for the subsequent school year regardless of the state academic accountability rating assigned to the campus in that school year. For example: A campus is assigned an unacceptable performance rating for the sixth consecutive year on or around June 15, 2013. In February 2014, the commissioner orders a sanction under this paragraph. The sanction must be implemented for the 2014-2015 school year.

(6) Notwithstanding this subsection, in the case of a charter school granted under the TEC, Chapter 12, Subchapter D or E, the commissioner shall retain authority under the TEC and Chapter 100, Subchapter AA, Division 2, of this title (relating to Commissioner Action and Intervention) to take any adverse action allowed by statute and rule and to approve or disapprove any proposed change in campus or charter structure resulting from a petition or board request under this subsection.

(d) Campus repurposing.

(1) If the commissioner orders repurposing of a campus under this section, the school district shall develop a comprehensive plan for repurposing the campus and submit the plan to the board of trustees for approval and to the commissioner for approval, using the procedures described by §97.1063 of this title (relating to Campus Intervention Team) for SIP approvals. The plan must include a description of a rigorous and relevant academic program for the campus. The plan may include various instructional models.

(2) The commissioner may not approve the repurposing of a campus unless:

(A) all students in the assigned attendance zone of the campus in the school year immediately preceding the repurposing of the campus are provided with the

opportunity to enroll in and are provided transportation on request to a campus approved by the commissioner, unless the commissioner grants an exception because there is no other campus in the district in which the students may enroll;

(B) the principal is not retained at the campus, unless the commissioner determines that students enrolled at the campus have demonstrated significant academic improvement; and

(C) teachers employed at the campus in the school year immediately preceding the repurposing of the campus are not retained at the campus, unless the commissioner or the commissioner's designee grants an exception, at the request of a school district, for:

(i) a teacher who provides instruction in a subject other than a subject for which an assessment instrument is administered under TEC, §39.023(a) or (c), who demonstrates to the commissioner satisfactory performance; or

(ii) a teacher who provides instruction in a subject for which an assessment instrument is administered under TEC, §39.023(a) or (c), if the district demonstrates that the students of the teacher demonstrated satisfactory performance or improved academic growth on that assessment instrument.

(3) If an educator is not retained under paragraph (2)(C) of this subsection, the educator may be assigned to another position in the district.

(e) Alternative management. The commissioner may order alternative management of a campus under this section and may require the campus to remain open, when:

(1) the commissioner does not approve repurposing of the campus under subsection (d) of this section and does not order the closure of the campus under §97.1051(3) of this title (relating to Definitions);

(2) the commissioner determines that alternative management has a reasonable expectation of producing an acceptable or higher campus performance rating in the state academic accountability system within three rating cycles of assignment of the alternative management service provider under §97.1067 of this title (relating to Alternative Management of Campuses);

(3) an alternative management service provider with the necessary skills and required expertise is available under §97.1069 of this title (relating to Providers of Alternative Campus Management); and

(4) such action is determined warranted under §97.1059 of this title (relating to Standards for All Accreditation Sanction Determinations) and other standards for accreditation sanction determinations.

(f) Closure. The commissioner may order closure of the campus when action is required under this section and:

- (1) the commissioner approves neither repurposing of the campus under subsection (d) of this section nor alternative management under subsection (e) of this section;
- (2) the district fails to enter into a contract for alternative management under §97.1067 of this title as required by §97.1067 of this title; or
- (3) the commissioner does not approve the contract for alternative management under §97.1067 of this title; and
- (4) such action is determined warranted under §97.1059 of this title and other standards for accreditation sanction determinations.

(g) Alternative management unsuccessful. The commissioner shall order closure of a campus when alternative management of the campus was ordered under this section and:

- (1) the district resumed operation of the campus under TEC, §39.107(n); and
- (2) for the school year immediately following resumption of operations, the campus is assigned an unacceptable performance rating under the state academic accountability system.

(h) Appeal. An order proposing action under this section may be appealed only as provided by §97.1037 of this title (relating to Record Review of Certain Decisions).

(i) Waiver. The commissioner may waive the requirement to enter an order under subsection (a) of this section for not more than one school year if the commissioner determines that, on the basis of significant improvement in student performance over the preceding two school years, the campus is likely to be assigned an acceptable performance rating under the state academic accountability system for the following school year.

(j) Targeted technical assistance. In addition to the grounds specified in TEC, §39.109, if the commissioner determines that the basis for the unsatisfactory performance of a campus for more than two consecutive school years is limited to a specific condition that may be remedied with targeted technical assistance, the commissioner may require the district to contract for the appropriate technical assistance.

(k) Lack of improvement. The commissioner shall order repurposing, alternative management, or campus closure under this section if the students enrolled at a campus assigned an unacceptable performance rating under the state academic accountability system for two or more consecutive school years fail to demonstrate substantial improvement in the areas targeted by the campus' updated SIP and such order is needed to achieve the purposes listed in §97.1053 of this title. If the commissioner orders repurposing, alternative management, or campus closure under this subsection, a district may submit a request to the TEA to defer the sanction action to provide

the commissioner an opportunity to review the academic progress of the campus during the school year subsequent to the performance rating leading to the order. If the commissioner grants a district's deferral request under this subsection and subsequently determines that a sanction will be ordered, the district may not appeal under TEC, §39.152, the final sanction order of the commissioner.

Source: The provisions of this §97.1065 adopted to be effective January 6, 2008, 33 TexReg 150; amended to be effective July 28, 2010, 35 TexReg 6523; amended to be effective July 17, 2012, 37 TexReg 5268.

§97.1067. Alternative Management of Campuses.

(a) By January 1 of the school year for which alternative management of a campus is ordered under §97.1065 of this title (relating to Repurposing, Alternative Management, or Campus Closure), the school district shall:

- (1) execute a contract in compliance with this section; and
- (2) relinquish control over the campus to a service provider approved under §97.1069 of this title (relating to Providers of Alternative Campus Management).

(b) A contract under this section must be executed by the district and the service provider and must:

- (1) relinquish all authority to perform the duties and responsibilities of a principal under Texas Education Code (TEC), §11.202(b)(1)-(6), with respect to the campus;
- (2) comply with TEC, §39.107(m)-(o); this section; and the requirements and performance measures established by the Texas Education Agency (TEA) under §97.1069 of this title;
- (3) provide for the creation, maintenance, retention, and transfer of all public records concerning the campus;
- (4) include provisions governing liability for damages, costs, and other penalties for acts or omissions by the service provider, including failure to comply with federal or state laws;
- (5) provide for termination of the contract if:
 - (A) the campus is assigned an acceptable or higher performance rating under the state academic accountability system for two consecutive school years; or

(B) the commissioner of education orders campus closure under §97.1065(f) or (g) of this title;

(6) specify additional roles or responsibilities assumed by the service provider, if any;

(7) be approved by written resolution of the district's board of trustees; and

(8) be approved in writing by the commissioner.

(c) The service provider may perform the duties and responsibilities of a principal, and in addition may make requests and recommendations to the district concerning all aspects of campus administration, including personnel and budget decisions.

(1) If a request is denied or a recommendation is not implemented by the district, the service provider shall report to the TEA both its request or recommendation and the district's action in response.

(2) The commissioner may implement additional sanctions under this subchapter and consider such reports under TEC, §39.108 and §39.107(n), as well as §97.1065(b) of this title.

(d) The funding for the campus must be not less than the funding of the other campuses operated by the district on a per-student basis so that the service provider receives at least as much funding as the campus would otherwise have received. The district must continue to support:

(1) campus maintenance and operations;

(2) transportation;

(3) food services;

(4) extracurricular activities;

(5) central office support services;

(6) state assessment administration; and

(7) similar operational expenses of the campus.

(e) A campus operated by a service provider under this section remains a campus of the district. Educators and staff assigned to work at the campus are district employees for all purposes. The campus is not subject to TEC, §11.253.

(f) A district subject to this section shall comply fully with TEA requests for information for the purpose of evaluating implementation of the contract, student performance, and management of the campus.

(g) A district that violates the terms of its contract under this section is subject to further sanctions under this subchapter.

Source: The provisions of this §97.1067 adopted to be effective January 6, 2008, 33 TexReg 150; amended to be effective July 28, 2010, 35 TexReg 6523; amended to be effective July 17, 2012, 37 TexReg 5268.

§97.1069. Providers of Alternative Campus Management.

(a) Each school year, the Texas Education Agency (TEA) will issue a request for qualifications (RFQ) to solicit proposals from qualified non-profit management entities to assume the management of campuses identified for sanction under §97.1067 of this title (relating to Alternative Management of Campuses). The commissioner of education may solicit proposals from qualified for-profit entities to assume management of a campus subject to this section if a non-profit entity has not responded to the RFQ.

(1) To be approved as a provider of alternative campus management services, a non-profit entity must meet the requirements of Texas Education Code (TEC), §39.107, and any additional qualifications and procedural requirements specified by the TEA in the RFQ.

(2) The commissioner may appoint a school district in the same education service center region as the campus to provide alternative management services under this section. A district appointed under this subsection shall assume management of the campus in the same manner as a non-profit entity.

(b) Contact information for each approved provider of alternative campus management services will be posted to the TEA website. The TEA will notify approved providers before posting the providers' information to the website.

(c) In addition to any action by the district on the contract, a service provider failing to comply with the terms of a contract under this section, or to perform services as specified in the RFQ, shall be removed from the TEA list of approved service providers.

(d) A service provider shall comply fully and promptly with TEA requests for information for the purpose of evaluating implementation of the contract, student performance, and management of the campus.

Source: The provisions of this §97.1069 adopted to be effective January 6, 2008, 33 TexReg 150; amended to be effective July 28, 2010, 35 TexReg 6523.

§97.1073. Appointment of Monitor, Conservator, or Board of Managers.

(a) The commissioner of education shall appoint a monitor, conservator, management team, or board of managers whenever such action is required, as determined by this section. Action under any other section of this subchapter is not a prerequisite to acting under this section.

(b) The commissioner shall appoint a monitor under Texas Education Code (TEC), §39.102(a)(6), when:

- (1) the deficiencies identified under §97.1059 of this title (relating to Standards for All Accreditation Sanction Determinations) require a monitor to participate in and report to the commissioner on the activities of the district's board of trustees and superintendent;
- (2) the deficiencies identified under §97.1059 of this title are not of such severity or duration as to require direct Texas Education Agency (TEA) oversight of district operations;
- (3) the district has been responsive to and generally compliant with previous commissioner sanctions and TEA interventions; and
- (4) stronger intervention is not required to prevent substantial or imminent harm to the welfare of the district's students or to the public interest.

(c) The commissioner shall appoint a conservator under TEC, §39.102(a)(7) and §39.111, or a management team under TEC, §39.102(a)(8) and §39.111, when:

- (1) the nature or duration of the deficiencies require that the TEA directly oversee the operations of the district in the area(s) of deficiency;
- (2) the district has not been responsive to or compliant with TEA intervention requirements; or
- (3) such intervention is needed to prevent substantial or imminent harm to the welfare of the district's students or to the public interest.

(d) The decision whether to appoint a conservator or management team under subsection (c) of this section shall be based solely on logistical concerns, including the competencies required and the volume of work involved. Selecting a management team rather than a conservator does not reflect on the severity of the deficiencies to be addressed.

(e) The commissioner shall appoint a board of managers under TEC, §39.112 and §39.102(a)(9) or (b), as applicable, when:

- (1) sanctions under subsection (b) or (c) of this section have been ineffective to achieve the purposes identified in §97.1035 of this title (relating to Procedures for Accreditation Sanctions);

(2) the commissioner has initiated proceedings under §97.1037 of this title (relating to Record Review of Certain Decisions) to close or annex the district;

(3) the commissioner has initiated proceedings under §97.1037 of this title to close a campus, and such intervention is needed to cease operations of the campus; or

(4) such intervention is needed to prevent substantial or imminent harm to the welfare of the district's students or to the public interest.

Attachment 8

Information on the State's Guidelines for Local Teacher and Principal Evaluation and Support Systems

Attachment 8a

Teacher Appraisal Advisory Committee (TAAC) Members

Teacher Appraisal Advisory Committee Members

District	ESC Region	First Name	Last Name
San Benito CISD	1	Stanley	Leshner
Robstown ISD	2	Juanita	Pacheco
Runge ISD	3	Kristie	Weller
Aldine ISD	4	Regidor	Tanig
Bryan ISD - TAP	6	Juanita	Collins
Longview ISD	7	Amber	Johnston
Paris ISD	8	Stephanie	Staggs
Mesquite ISD	10	Tamara	Wooten
Lewisville ISD	11	Veronica	Deneumostier
Robinson ISD	12	Christopher	Griffin
Austin ISD	13	Sara	Robison
Roscoe ISD	14	Cynthia	Black
Water Valley ISD	15	Perri	Brown
Canyon ISD	16	Cheyenne	Knowles
White Deer ISD	16	Jeff	Quisenberry
Frenship ISD	17	Janet	Flusche
Pecos Barstow Toyah ISD	18	Olivia	Herrera
Northside ISD	20	June	Shanahan
Radiance Academy of Learning	20	Timothy	Blum
Mercedes ISD	1	Jeanne	Venecia
Garland ISD	10	Grayson	Toperzer
Pflugerville ISD	13	Genia	Antoine
Ysleta ISD	19	Malinda Carri	Villalobos

Attachment 8b

PDAS Pilot Participants: Priority Schools

TTIPS PDAS Pilot Participants

Region	CDCN	District Name	Campus Name
02	125901001	ALICE ISD	ALICE H S
08	034901001	ATLANTA ISD	ATLANTA H S
07	212803001	AZLEWAY CHARTER SCHOOL	AZLEWAY CHARTER SCHOOL
11	220902043	BIRDVILLE ISD	RICHLAND MIDDLE
01	031901043	BROWNSVILLE ISD	FAULK MIDDLE
01	031901001	BROWNSVILLE ISD	HANNA H S
01	031901007	BROWNSVILLE ISD	LOPEZ H S
01	031901003	BROWNSVILLE ISD	PACE H S
01	031901002	BROWNSVILLE ISD	PORTER H S
01	031901004	BROWNSVILLE ISD	RIVERA H S
06	021902017	BRYAN ISD	THE MARY CATHERINE HARRIS SCHOOL-SCHOOL OF CHOICE
20	082902041	DILLEY ISD	MARY HARPER MIDDLE
20	015905046	EDGEWOOD ISD	GUS GARCIA MIDDLE SCHOOL
01	108904040	EDINBURG CISD	JUVENILE DETENTION CTR
17	077901041	FLOYDADA ISD	FLOYDADA J H
04	101804001	GEORGE I SANCHEZ CHARTER	GEORGE I SANCHEZ H S Houston
16	035902001	HART ISD	HART JR-SR H S
04	101822001	JAMIE'S HOUSE CHARTER SCHOOL	JAMIE'S HOUSE CHARTER SCHOOL
01	031905002	LA FERIA ISD	LA FERIA ALTERNATIVE SCHOOL
01	108912045	LA JOYA ISD	ANN RICHARDS MIDDLE
01	108912004	LA JOYA ISD	JUAREZ-LINCOLN H S
01	108912007	LA JOYA ISD	LA JOYA PALMVIEW H S
01	108912041	LA JOYA ISD	LORENZO DE ZAVALA MIDDLE
17	058906041	LAMESA ISD	LAMESA MIDDLE
01	240901003	LAREDO ISD	DR LEO CIGARROA H S
01	240901042	LAREDO ISD	LAMAR MIDDLE
12	141902001	LOMETA ISD	LOMETA SCHOOL
13	227907001	MANOR ISD	MANOR H S
13	027904001	MARBLE FALLS ISD	MARBLE FALLS HIGH SCHOOL
02	205904041	MATHIS ISD	MATHIS MIDDLE
01	108906042	MCALLEN ISD	TRAVIS MIDDLE
20	130801001	MEADOWLAND CHARTER SCHOOL	MEADOWLAND CHARTER SCHOOL
01	108907002	MERCEDES ISD	MERCEDES ACADEMIC ACADEMY
04	101909003	NORTH FOREST ISD	NORTH FOREST HIGH SCHOOL
01	108801004	ONE STOP MULTISERVICE CHARTER SCHOOL	IRRA- Brownsville (Sentry Tech Prep)
01	108801006	ONE STOP MULTISERVICE CHARTER SCHOOL	IRRA- Rio Grande (Child.of the Sun)
01	108801003	ONE STOP MULTISERVICE CHARTER SCHOOL	IRRA- Weslaco
07	001907001	PALESTINE ISD	PALESTINE H S
20	082903041	PEARSALL ISD	PEARSALL J H

TTIPS PDAS Pilot Participants

Region	CDCN	District Name	Campus Name
01	108909041	PHARR-SAN JUAN-ALAMO ISD	AUSTIN MIDDLE
01	108909044	PHARR-SAN JUAN-ALAMO ISD	LIBERTY MIDDLE
01	108909043	PHARR-SAN JUAN-ALAMO ISD	LYNDON B JOHNSON J H
01	108909045	PHARR-SAN JUAN-ALAMO ISD	SAN JUAN MIDDLE SCHOOL
01	245903001	RAYMONDVILLE ISD	RAYMONDVILLE H S
12	073905041	ROSEBUD-LOTT ISD	ROSEBUD-LOTT MIDDLE
20	015907043	SAN ANTONIO ISD	DAVIS MIDDLE
20	015907004	SAN ANTONIO ISD	FOX TECHNICAL H S
20	015907006	SAN ANTONIO ISD	HOUSTON H S
20	015907014	SAN ANTONIO ISD	NAVARRO ACADEMY
01	031912042	SAN BENITO CISD	MILLER JORDAN MIDDLE
15	233901043	SAN FELIPE-DEL RIO CISD	DEL RIO MIDDLE
01	031913041	SANTA MARIA ISD	SANTA MARIA MIDDLE
01	031914001	SANTA ROSA ISD	SANTA ROSA H S
13	166905001	THORNDALE ISD	THORNDALE H S
03	235902042	VICTORIA ISD	PATTI WELDER MAGNET MIDDLE
03	235902006	VICTORIA ISD	PROFIT MAGNET H S (liberty)
17	153907001	WILSON ISD	WILSON SCHOOL