2016 TEXAS COMMISSION ON NEXT GENERATION ASSESSMENTS AND ACCOUNTABILITY

AGENDA

2016 Texas Commission on Next Generation Assessments and Accountability

January 20, 2016*

10:00 a.m.

Capitol Extension, Floor E1, Room E1.030

I Welcome and Introductions

II Review of Agenda

III Commission Charges

IV Adoption of Operating Rules

V Review of Draft Framework for Commission Recommendations

VI *State Assessments: Past, Present, and Future*
Invited Speaker: Gloria Zyskowski
Division Director, Student Assessment, Texas Education Agency

VII *State Accountability: Past, Present, and Future*
Invited Speaker: Shannon Housson
Division Director, Performance Reporting, Texas Education Agency

VIII *Design Principles for Assessment-Based Accountability Systems (Part I and Part II)*
Invited Speaker: Andrew Ho
Professor of Education, Harvard Graduate School of Education

IX Future Commission Meetings

* No public testimony will be taken at this meeting.

2016 TEXAS COMMISSION ON NEXT GENERATION ASSESSMENTS AND ACCOUNTABILITY

MEMBERSHIP

Alexander, Kim – *Superintendent*, Roscoe Collegiate ISD, Roscoe

Aycock, Jimmie Don – *Chair,* House Committee on Public Education, Texas House of Representatives, Killeen

Beltran, Erika – *Member,* State Board of Education, District 13, Fort Worth

Castro, Paul – *Superintendent*, A+Unlimited Potential Charter School District, Houston

Dow, Pauline – *Chief Instructional Officer*, North East ISD, San Antonio

Hernandez Ferrier, Maria – *Director, Texas A&M University System Office of Mexico and Latin America Relations and President Emeritus of Texas A&M University San Antonio*, San Antonio

Hock, Stacy – *Co-owner of Hock, LLC, a financial services technology consulting firm, and manager of the Joel & Stacy Hock Charitable Fund,* Austin

Kim, Andrew – *Superintendent*, Comal ISD, New Braunfels*

McLendon, Michael – *Dean,* School of Education, Baylor University, Waco

Seliger, Kel – *Chair*, Committee on Higher Education, Texas State Senate, Amarillo

Susser, Catherine – *Member*, Board of Trustees, Corpus Christi ISD, Corpus Christi

Taylor, Larry – *Chair*, Committee on Education, Texas State Senate, Friendswood

Treviño, Theresa – *Board Member TAMSA, President,* Texans Advocating for Meaningful Student Assessment, Austin

Vance, Quinton – *Executive Director*, KIPP: Dallas-Fort Worth College Preparatory Charter Schools, Dallas

Zerwas, John – *Chair*, Committee on Higher Education, Texas House of Representatives, Richmond

* Commission Chair

Latest Revision: January 13, 2016

2016 TEXAS COMMISSION ON NEXT GENERATION ASSESSMENTS AND ACCOUNTABILITY

Andrew Kim* is the Superintendent for Comal Independent School District. Previously, he served as the Superintendent for Manor Independent School District. Prior to that, Kim served as the Assistant Superintendent of Educational Support Services in Austin ISD and the Director of Professional Development in Round Rock ISD. He was also a teacher in Dallas ISD in the 1990s, and a principal at J.J. Long Middle School in Dallas ISD. Kim serves as a board member for the New Braunfels Chamber of Commerce and is a member of the Canyon Lake Noon Lions Club and Bulverde Spring Branch Chamber of Commerce. Kim earned a bachelor's degree from Fordham University and a master's degree from University of Texas.
http://gov.texas.gov/news/appointment/21849

Kim Alexander of Roscoe is superintendent of Roscoe Collegiate Independent School District. Prior to that, he served in a variety of roles within the school district as high school principal, grant writer and English language arts and kinesiology teacher. Previously, he served as a teacher in Sweetwater Independent School District and Highland Independent School District. In addition to his career in education, Alexander is a self-employed production agriculturalist that manages crops and livestock production. He is a member of Texas Association of School Administrators, Texas Association of Professional Educators, American Association of School Administrators, American Cotton Growers Association, Red Angus Association of America and Realtors' Land Institute. Alexander earned his bachelor's degree in education from Angelo State University, master's degree in educational administration from Abilene Christian University and doctorate degree in agricultural education through a joint program with Texas Tech University and Texas A&M University.
http://gov.texas.gov/news/appointment/21629

Representative Jimmie Don Aycock
Born in Bell County, Texas, Dr. Jimmie Don Aycock graduated from Moody High School in 1965 as the class valedictorian. He received his Bachelor of Science degree in 1969, with Phi Kappa Phi honors from Texas A&M University, where he also received his Doctor of Veterinary Medicine degree in 1970. He served as a captain in the United States Army until 1972, and was awarded the Army Commendation Medal.
Aycock owned and operated veterinary clinics in Killeen, Copperas Cove, and Harker Heights through 1998. He has also been involved in ranching and real estate development. He is a past treasurer of the Central Texas College board of trustees in Killeen. He is also a former member of the Killeen Independent School District board. He is the former president of the Comanche Hills Utility District and the Bell County Water Control and Improvement District No. 3.
He was elected to the Texas Legislature in 2006. He represents House District 54, which includes the western portion of Bell County and Lampasas County. He is currently the chairman of the Public Education Committee and a member of the Defense & Veterans' Affairs Committee. In addition, he served as an appointed member of the Appropriations subcommittee on Education.
Aycock has been married to his high school sweetheart, Marie, since 1967. They have two children, Jim and Michelle, and four grandchildren. Aycock enjoys fishing, elk hunting, and horseback riding.
Office of Representative Aycock

* Commission Chair

Beltran, Erika
Erika Beltran, a Democrat, was elected to the State Board of Education (SBOE) in November 2014 and will serve a four-year term of office. She is a member of the board's Committee on School Initiatives, which oversees agenda items related to charter schools, State Board for Educator Certification rules, and the appointment of school board members for districts located on military bases.

Beltran, who lives in Fort Worth, is a first-generation college graduate, a teacher and education policy leader. The daughter of Mexican immigrants, Beltran was raised in SBOE District 13, graduating from North Side High School in the Fort Worth Independent School District.
Upon graduating from Williams College with a bachelor's degree in political science, Beltran taught bilingual kindergarten and fourth grade. A desire to have an impact beyond her own classroom caused Beltran to enroll in the LBJ School of Public Affairs at the University of Texas at Austin. She received a Masters of Public Affairs from the school in 2006.
Beltran then spent one year in the San Francisco Bay Area working for a large private family foundation and worked on efforts to help close school readiness gaps. She then moved to Washington, D.C. where she spent five years working for a national civil rights organization tracking federal education policy and advocating for the needs of low-income children and families.
Beltran worked as the regional director for Leadership for Educational Equity, a national nonprofit that develops the leadership skills of Teach for America Corps members and alumni in the Dallas-Fort Worth and San Antonio areas. She is now the Tarrant County program director for Leadership ISD, an organization committed to cultivating and growing a base of informed community leaders who are inspired and prepared to take action to improve public schools across North Texas.
Beltran is a member of the National Association of Latino Elected and Appointed Officials and is a board member of Leadership ISD.
As a member of the State Board of Education, Beltran represents parts of Dallas and Tarrant counties.
http://tea.texas.gov/index4.aspx?id=3691

Paul Castro of Houston is superintendent of A+UP Charter School and director for school performance for Houston A+ Challenge. He is a co-founder of A+UP which serves as an innovative school that is based on growth, relationships, empowerment and personalized learning. Previously, Castro served as head of schools for high schools in KIPP Houston Public Schools. During his time in Houston ISD, he was principal of Lee High School, principal of Westside High School and founding principal of West Briar Middle School. Castro has also served in the classroom as a high school English teacher. Castro earned his bachelor's degree in English from Texas A&M University and master's degree in educational leadership from University of Houston.
http://gov.texas.gov/news/appointment/21629

Pauline Dow of San Antonio is Chief Instructional Officer for the North East Independent School District. Prior to this, she served as Chief Academic Officer for the Austin Independent School District and Associate Superintendent for Ysleta Independent School District. Dow also worked as Associate Superintendent for the Canutillo ISD. She has served in public education for over 28 years in various capacities including bilingual education program director, math and science program specialist and bilingual teacher. Dow is a recipient of the University of Texas at El Paso (UTEP) Gold Nugget Award for the College of Education and UTEP's Dissertation of the Year Award in 2008. She is currently a member of the Texas Association of School Administrators, Texas Association for Bilingual Education, National Association for Bilingual Education, Association for Supervision and Curriculum Development and League of Women Voters. Dow earned her Bachelor of Arts degree in History, Master of Arts degree in History, Master of Education degree, and Doctorate degree in Educational Leadership all from the University of Texas at El Paso.
http://gov.texas.gov/news/appointment/21629

Maria Hernandez Ferrier of San Antonio is the Director of the newly created Texas A&M System Office of Mexico and Latin America Relations. Prior to this, she served as the inaugural President for Texas A&M University – San Antonio. Before joining the A&M system, she was appointed by President George W. Bush as Director for the Office of English Language Acquisition for Limited English Proficient Students in the United States Department of Education. During her tenure at the U.S. Department of Education, she was promoted twice, first to Deputy Under Secretary, and then to

Assistant Deputy Secretary. Other national presidential appointments include the Commission on National and Community Service by President George H. Bush, and, in 1992, Secretary of Education Lamar Alexander appointed her to serve as Director of Bilingual Education and Minority Languages Affairs. Ferrier has received numerous awards for her service including the Hispanic Heritage Award from the U.S. Department of Labor, Women of Action Award from La Prensa, National Hispanic Corporate Achievers Award from the U.S. Hispanic Chamber of Commerce and the Life of Idealism Award by City Year. She was also inducted into the San Antonio Women's Hall of Fame. Ferrier received a Bachelor of Arts degree in Speech and Masters of Education degree in Guidance and Counseling from Our Lady of the Lake University. She earned her Doctorate degree in Educational Administration from Texas A&M University.
http://gov.texas.gov/news/appointment/21629

Stacy Hock is co-owner of Hock, LLC, a financial services technology consulting firm, and manager of the Joel & Stacy Hock Charitable Fund. Previously, she held senior management positions at IBM in software services, including running the Websphere Software Services business for the Wall Street territory. Prior to that, she worked for Trilogy in enterprise software. Currently, Hock serves as a board member for Aminex Theraputics, Texas Public Policy Foundation and the African Dream Initiative. She has previously served as a board member for City Harvest and The Bowery Mission. Hock received her bachelor's degree in computer science and electrical engineering from Massachusetts Institute of Technology. She earned her master's degree in business administration from the University of Texas at Austin McCombs School of Business.
http://gov.texas.gov/news/appointment/21849

Michael K. McLendon of Waco is Dean of the School of Education and professor of higher education policy and leadership at Baylor University. Previously, he served at Southern Methodist University as the inaugural Harold and Annette Simmons Centennial Chair of Higher Education Policy and served as a professor and associate dean for academic affairs at the Simmons School of Education and Human Development. Prior to that, McLendon held appointment as the executive associate dean and chief of staff at Vanderbilt University's Peabody College of Education and Human Development. He was also a professor of public policy and higher education for thirteen years at the university. Before his academic career, McLendon served as an aide to a member of the United States Senate and as a policy analyst on the Higher Education Committee of the Florida House of Representatives. A specialist in the study of American higher education, McLendon has published extensively on topics relating to postsecondary education governance, finance and public policy. He has served on the editorial boards of numerous journals, and is a former elected member of the Board of Directors of the Association for the Study of Higher Education. McLendon currently holds appointment as a Senior Fellow at the John Goodwin Tower Center for Political Affairs at Southern Methodist University and as a Faculty Fellow at the University of Georgia's Institute of Higher Education. In 2007, McLendon was recognized as Baylor's Outstanding Young Alumnus. McLendon earned his bachelor's degree in political science from Baylor University, master's degree in higher education from Florida State University and his doctorate degree in higher education policy from the University of Michigan.
http://gov.texas.gov/news/appointment/21629

Senator Kel Seliger

Kel Seliger was first elected to the Texas Senate in 2004. Senate District 31 currently spans 37 counties from the Panhandle to the Permian Basin and includes Amarillo, Midland, Odessa and Big Spring.Born in Amarillo and raised in Borger, Senator Seliger is a graduate of Borger public schools and Dartmouth College. He spent 35 years in the steel industry.

Lieutenant Governor Dan Patrick appointed Senator Seliger to serve as Chairman of the Senate Higher Education Committee for the 84th Legislature. Senator Seliger also serves on the Senate Education Committee, Senate Finance Committee, Senate Committee on Natural Resources and Economic Development, and the Senate Committee on Business and Commerce.

Senator Seliger is privileged to be the recipient of the Bell Helicopter 2012 Legislative Leadership Award, the Texas Municipal League's 2011 Legislator of the Year, the Texas District and County Attorneys Association's 2009 Law and Order Award, Legislator of the Year 2009 from the Associated Security Services and Investigators of the State of Texas and the citizens of Odessa honored him with the 2009 Heritage of Odessa Foundation Community Statesman Award in Government. The Texas Association of Business recently recognized Senator Seliger a third time as a Fighter for Free Enterprise for his steadfast support of policies that encourage and promote a healthy business climate in Texas.

Prior to his election to the Senate, Senator Seliger served four terms as Mayor of Amarillo and as a member of the Amarillo City Commission and the Amarillo Civil Service Commission. Senator Seliger is currently a member of the

National Rifle Association, the Texas Farm Bureau, and the Harley-Davidson Owners Group.
He and his wife Nancy reside in Amarillo, and have two sons, Jonathan and Matthew.
http://www.senate.state.tx.us/75r/senate/members/dist31/dist31.htm

Catherine Susser of Corpus Christi is a community volunteer and school board member for the Corpus Christi Independent School District. She has served in numerous community leadership positions including the role of president, book fair chairman and yearbook chairman of the Windsor Park Parent Teacher Association as well as president and welfare chairman of the Corpus Christi Charity League. Susser has volunteered many hours helping area students as a Destination Imagination coach and a reading and math volunteer in the classroom. She has also volunteered with Congregation Beth Israel and Las Donas de la Corte. Susser earned a bachelor's degree in business administration and a master's degree in public accounting from the University of Texas at Austin.
http://gov.texas.gov/news/appointment/21629

Senator Larry Taylor
Senator Larry Taylor is a lifelong Texan, born in southeast Texas and raised in Friendswood. He attended Baylor University where he received his BBA in 1982. Senator Taylor and his wife Kerri have raised three children: Trudy, Carly, and Jake, and have just welcomed their first grandchild, Lila. Senator Taylor owns Truman Taylor Insurance Agency in Friendswood. Prior to his election to Senate District 11 in 2012, Senator Taylor served 10 years in the Texas House of Representatives representing District 24.
Senator Taylor serves as the Chairman of the Senate Public Education Committee and as a member of the Senate Finance, Business and Commerce and Intergovernmental Relations Committees.
Before his election to the Texas Senate in 2012, Senator Taylor served five terms in the Texas House of Representatives. During his tenure there, Larry served as the Chairman of the House Elections Committee, Co-Chairman of the Windstorm Insurance Legislative Oversight Board, as a member of the House Insurance Committee, the House Select Committee on Voter Identification and Voter Fraud, the Energy Council, and two terms as Chairman of the House Republican Caucus.
Senator Taylor is honored to have been named a "Taxpayer Advocate" by Texans for Fiscal Responsibility, a "Champion of Free Enterprise" by the Texas Association of Business, and a "Courageous Conservative" by the Texas Conservative Coalition. Locally, he was recognized as Galveston Daily News' "2011 Citizen of the Year" and named "Texas Legislative Champion" by the Sealy and Smith Foundation for his efforts to repair the University of Texas Medical Branch after Hurricane Ike. One of the roles of which he is most proud is his longtime seat on the board of the Foundation for Hope Village. This organization supports the operation of Hope Village, a nonprofit residential and day program for individuals with intellectual and developmental disabilities.
http://www.senate.state.tx.us/75r/senate/members/dist11/dist11.htm

Theresa Trevino of Austin is a licensed physician, specializing in psychiatry. She has worked at the Laurel Ridge Treatment Center, Dallas Child Guidance Clinic, Tarrant County MHMR and the Timberlawn Psychiatric Hospital. Trevino is the president of Texans Advocating for Meaningful Student Assessment. She has been active with the Parent Teacher Association, Read Naturally Program at Doss Elementary, Anderson Band Booster Association, Austin Partners in Education and the National Charity League. Trevino graduated with a bachelor's degree from St. Mary's University and earned her doctor of medicine degree from Baylor College of Medicine.
http://gov.texas.gov/news/appointment/21629

Quinton Vance of Dallas is superintendent of KIPP Dallas-Fort Worth Public Charter Schools. Previously, he served as managing director of KIPP New York City School Programs and prior to that principal at KIPP Academy Charter School in Bronx, New York. Vance began his teaching career through the Teach for America program at Newark Public Schools in New Jersey. He is a board member for Texans for Quality Public Schools and selector for the KIPP National Leadership Selection Committee. Vance graduated from University of Oregon with a bachelor's degree in Spanish. He earned his master's degree in education from St. Peter's College in New Jersey.
http://gov.texas.gov/news/appointment/21629

Representative John Zerwas

Representative John Zerwas, M.D. is serving his fifth legislative term in the Texas House of Representatives. He proudly serves the citizens of Texas House District 28, which encompasses northwestern Fort Bend County and is currently one of the fastest growing regions in the State of Texas.

Representative Zerwas currently serves as Chairman of the House Committee on Higher Education. This is his first term to serve as the chair of this committee. Chairman Zerwas is an advocate for increasing access to higher education and growing opportunities for graduate medical education. Zerwas also sits on the Committee on Public Health, where he brings firsthand experience and knowledge of health care systems and policy to the committee.

A physician for more than 30 years, Representative Zerwas is one of four doctors in the Texas House of Representatives. His perspective is important at a time when health and human services is one of the fastest-growing areas of state spending. Dr. Zerwas is past-president of the American Society of Anesthesiologists. More than a decade ago, Dr. Zerwas co-founded a Houston area group practice which recently became part of US Anesthesia Partners, and he remains active in the operations of the partnership. He previously served as the President of the Memorial Hermann Health Network Providers and Chief Medical Officer of the Memorial Hermann Hospital System.

Representative Zerwas has earned numerous accolades for his dedication to public service including being twice named one of the "Ten Best Legislators" by Texas Monthly. Among other recognitions, Representative Zerwas has been recognized by the Texas Medical Association as a "Friend of Medicine" and Texas Hospital Association as a "Texas Hospital Advocate" for his commitment to healthcare for Texans.

John and his late wife, Cindy, graduated from Bellaire High School in 1973 and were married in 1978. After graduating from the University of Houston, Representative Zerwas earned his Doctorate in Medicine at Baylor College of Medicine in 1980 and started a full-time private practice in 1985. John and Cindy have four children, John Jr., daughter-in-law Rebecca, Joseph, Brandon, daughter-in-law Monica, Sherry, son-in-law Matthew, and three grandchildren, Isabella, Matthew, and Tinley.

http://www.house.state.tx.us/members/member-page/?district=28

STAFF SUPPORT FOR THE
2016 TEXAS COMMISSION ON NEXT GENERATION ASSESSMENTS AND ACCOUNTABILITY

Texas Education Agency Staff

Mike Morath	**Commissioner of Education**
Lizzette Gonzalez Reynolds	**Chief Deputy Commissioner**
Michael Berry	**Deputy Commissioner Policy and Programs**
	Assessment and Accountability
Criss Cloudt	Associate Commissioner
Lupita Gutierrez	Executive Assistant
Gloria Zyskowski	Director, Student Assessment
Tony Wilson	Policy Analyst, Student Assessment
Linda Roska	Director, Research and Analysis
Christine Whalen	Research Specialist, Research and Analysis
Shannon Housson	Director, Performance Reporting
Christopher Lucas	Manager, Performance Reporting
	Accreditation and School Improvement
Sally Partridge	Associate Commissioner
	Standards and Programs
Monica Martinez	Associate Commissioner
	Legal Counsel
Von Byer	General Counsel
Nichole Bunker-Henderson	Deputy General Counsel

Texas Comprehensive Center at SEDL
(now SEDL/American Institutes for Research)

Jason LaTurner	Interim Director
John Spence	Deputy Director
Concepcion "Como" Molina	Senior Technical Assistance Consultant
Ann Neeley	Senior Technical Assistance Consultant

Support for the work of the Commission has been provided by the Texas Education Agency. Additional funding and research support has also been provided by the Texas Comprehensive Center at SEDL/AIR) under grant number S283B120040 from the U.S. Department of Education. The work of SEDL /AIR does not necessarily represent the policy of the U.S. Department of Education, an any mention of specific products does not imply endorsement by the federal government, the Texas Comprehensive Center, or SEDL. (Note: SEDL was merged with the American Institutes for Research, AIR, as of January 1, 2015).

Texas Commission on Next Generation Assessments and Accountability[1]

Commission Charge

The Texas Commission on Next Generation Assessments and Accountability (the Commission) adopts and implements the Commission Operating Policies and Procedures to develop and make recommendations that address:

- The purpose of a state accountability system and the role of student assessment in that system;
- Opportunities to assess students that:
    - Provide actionable information for a parent or person standing in parental relation to a student, an educator, and the public;
    - Support learning activities;
    - Recognize application of skills and knowledge;
    - Measure student educational growth toward mastery; and
    - Value critical thinking.
- Alignment of state performance standards with college and career readiness requirements in collaboration with the Texas Workforce Commission and Texas Higher Education Coordinating Board;
- Policy changes necessary to enable a student to progress through subject matter and grade levels on demonstration of mastery; and
- Policy changes necessary to establish a student assessment and public school accountability system that meets state goals, is community based, promotes parent and community involvement, and reflects the unique needs of each community.

Commission Report

Not later than September 1, 2016, the Commission shall prepare and deliver a report to the governor and legislature to recommend statutory changes to improve systems of student assessment and public school accountability.

In preparing this report, the Commission must consider the recommendations of the Texas High Performance Schools Consortium established under TEC, 7.0561, including recommendations related to innovative, next-generation learning standards and assessment and accountability systems.

Commission Expiration

The Commission is abolished January 1, 2017.

[1] Texas Education Code, Chapter 39, Subchapter N, Texas Commission on Next Generation Assessments and Accountability January 13, 2016

Texas Education Code for Mission and Goals of Public Education, Assessment (including purpose), and Accountability

Texas Education Code, §4.001, Public Education Mission and Objectives:

(a) The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

(b) The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Texas Education Code, §4.002, Public Education Academic Goals:

To serve as a foundation for a well-balanced and appropriate education:

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

Texas Education Code, §39.023, Adoption and Administration of Instruments (excerpts):

(a) The agency shall adopt or develop appropriate criterion-referenced assessment instruments designed to assess essential knowledge and skills in reading, writing, mathematics, social studies, and science. Except as provided by Subsection (a-2), all students, other than students assessed under Subsection (b) or (l) or exempted under Section 39.027, shall be assessed in:

(1) mathematics, annually in grades three through seven without the aid of technology and in grade eight with the aid of technology on any assessment instrument that includes algebra;

(2) reading, annually in grades three through eight;

(3) writing, including spelling and grammar, in grades four and seven;

(4) social studies, in grade eight;

(5) science, in grades five and eight; and

(6) any other subject and grade required by federal law.

(b) The agency shall develop or adopt appropriate criterion-referenced alternative assessment instruments to be administered to each student in a special education program under Subchapter A, Chapter 29, for whom an assessment instrument adopted

under Subsection (a), even with allowable accommodations, would not provide an appropriate measure of student achievement, as determined by the student's admission, review, and dismissal committee, including assessment instruments approved by the commissioner that measure growth. The assessment instruments developed or adopted under this subsection, including the assessment instruments approved by the commissioner, must, to the extent allowed under federal law, provide a district with options for the assessment of students under this subsection. The agency may not adopt a performance standard that indicates that a student's performance on the alternate assessment does not meet standards if the lowest level of the assessment accurately represents the student's developmental level as determined by the student's admission, review, and dismissal committee.

(c) The agency shall also adopt end-of-course assessment instruments for secondary-level courses in Algebra I, biology, English I, English II, and United States history. The Algebra I end-of-course assessment instrument must be administered with the aid of technology. The English I and English II end-of-course assessment instruments must each assess essential knowledge and skills in both reading and writing in the same assessment instrument and must provide a single score. A school district shall comply with State Board of Education rules regarding administration of the assessment instruments listed in this subsection. If a student is in a special education program under Subchapter A, Chapter 29, the student's admission, review, and dismissal committee shall determine whether any allowable modification is necessary in administering to the student an assessment instrument required under this subsection. The State Board of Education shall administer the assessment instruments. The State Board of Education shall adopt a schedule for the administration of end-of-course assessment instruments that complies with the requirements of Subsection (c-3).

Texas Education Code, §39.025, Secondary-Level Performance Required (excerpt):

(a) The commissioner shall adopt rules requiring a student in the foundation high school program under Section 28.025 to be administered an end-of-course assessment instrument listed in Section 39.023(c) only for a course in which the student is enrolled and for which an end-of-course assessment instrument is administered . A student is required to achieve a scale score that indicates satisfactory performance, as determined by the commissioner under Section 39.0241(a), on each end-of-course assessment instrument administered to the student. For each scale score required under this subsection that is not based on a 100-point scale scoring system, the commissioner shall provide for conversion, in accordance with commissioner rule, of the scale score to an equivalent score based on a 100-point scale scoring system. A student may not receive a high school diploma until the student has performed satisfactorily on end-of-course assessment instruments in the manner provided under this subsection. This subsection does not require a student to demonstrate readiness to enroll in an institution of higher education.

Texas Education Code for Mission and Goals of Public Education, Assessment (including purpose), and Accountability

Texas Education Code, §39.053. Performance Indicators: Achievement

(a) The commissioner shall adopt a set of indicators of the quality of learning and achievement. The commissioner biennially shall review the indicators for the consideration of appropriate revisions.

(a-1) The indicators adopted by the commissioner under Subsection (a), including the indicators identified under Subsection (c), must measure and evaluate school districts and campuses with respect to:

(1) improving student preparedness for success in:

(A) subsequent grade levels; and

(B) entering the workforce, the military, or postsecondary education;

(2) reducing, with the goal of eliminating, student academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds; and

(3) informing parents and the community regarding campus and district performance in the domains described by Subsection (c) and, for the domain described by Subsection (c)(5), in accordance with local priorities and preferences.

(c) School districts and campuses must be evaluated based on five domains of indicators of achievement adopted under this section that include:

(1) in the first domain, the results of:

(A) assessment instruments required under Sections 39.023(a), (c), and (l), including the results of assessment instruments required for graduation retaken by a student, aggregated across grade levels by subject area, including:

(i) for the performance standard determined by the commissioner under Section 39.0241(a), the percentage of students who performed satisfactorily on the assessment instruments, aggregated across grade levels by subject area; and

(ii) for the college readiness performance standard as determined under Section 39.0241, the percentage of students who performed satisfactorily on the assessment instruments, aggregated across grade levels by subject area; and

(B) assessment instruments required under Section 39.023(b), aggregated across grade levels by subject area, including the percentage of students who performed satisfactorily on the assessment instruments, as determined by the performance standard adopted by the agency, aggregated across grade levels by subject area;

(2) in the second domain:

(A) for assessment instruments under Subdivision (1)(A):

(i) for the performance standard determined by the commissioner under Section 39.0241(a), the percentage of students who met the standard for annual improvement on the assessment instruments, as determined by the commissioner by rule or by the method for measuring annual improvement under Section 39.034, aggregated across grade levels by subject area; and

(ii) for the college readiness performance standard as determined under Section 39.0241, the percentage of students who met the standard for annual improvement on the assessment instruments, as determined by the commissioner by rule or by the method for measuring annual improvement under Section 39.034, aggregated across grade levels by subject area; and

(B) for assessment instruments under Subdivision (1)(B), the percentage of students who met the standard for annual improvement on the assessment instruments, as determined by the commissioner by rule or by the method for measuring annual improvement under Section 39.034, aggregated across grade levels by subject area;

(3) in the third domain, the student academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds;

(4) in the fourth domain:

(A) for evaluating the performance of high school campuses and districts that include high school campuses:

(i) dropout rates, including dropout rates and district completion rates for grade levels 9 through 12, computed in accordance with standards and definitions adopted by the National Center for Education Statistics of the United States Department of Education;

(ii) high school graduation rates, computed in accordance with standards and definitions adopted in compliance with the No Child Left Behind Act of 2001 (20 U.S.C. Section 6301 et seq.);

(iii) the percentage of students who successfully completed the curriculum requirements for the distinguished level of achievement under the foundation high school program;

(iv) the percentage of students who successfully completed the curriculum requirements for an endorsement under Section 28.025(c-1);

(v) the percentage of students who completed a coherent sequence of career and technical courses;

(vi) the percentage of students who satisfy the Texas Success Initiative (TSI) college readiness benchmarks prescribed by the Texas Higher Education Coordinating Board under Section 51.3062(f) on an assessment instrument in reading, writing, or mathematics designated by the Texas Higher Education Coordinating Board under Section 51.3062(c);

(vii) the percentage of students who earn at least 12 hours of postsecondary credit required for the foundation high school program under Section 28.025 or to earn an endorsement under Section 28.025(c-1);

(viii) the percentage of students who have completed an advanced placement course;
(ix) the percentage of students who enlist in the armed forces of the United States; and
(x) the percentage of students who earn an industry certification;

(B) for evaluating the performance of middle and junior high school and elementary school campuses and districts that include those campuses:
(i) student attendance; and
(ii) for middle and junior high school campuses:
(a) dropout rates, computed in the manner described by Paragraph (A)(i); and
(b) the percentage of students in grades seven and eight who receive instruction in preparing for high school, college, and a career that includes information regarding the creation of a high school personal graduation plan under Section 28.02121, the distinguished level of achievement described by Section 28.025(b-15), each endorsement described by Section 28.025(c-1), college readiness standards, and potential career choices and the education needed to enter those careers; and

(C) any additional indicators of student achievement not associated with performance on standardized assessment instruments determined appropriate for consideration by the commissioner in consultation with educators, parents, business and industry representatives, and employers; and

(5) in the fifth domain, three programs or specific categories of performance related to community and student engagement locally selected and evaluated as provided by Section 39.0546.

(f) Annually, the commissioner shall define the state standard for the current school year for each achievement indicator described by Subsections (c)(1)-(4) and shall project the state standards for each indicator for the following two school years. The commissioner shall periodically raise the state standards for the college readiness achievement indicator described by Subsection (c)(1)(A)(ii) for accreditation as necessary to reach the goals of achieving, by not later than the 2019-2020 school year:

(1) student performance in this state, disaggregated by race, ethnicity, and socioeconomic status, that ranks nationally in the top 10 states in terms of college readiness; and

(2) student performance with no significant achievement gaps by race, ethnicity, and socioeconomic status.

Accountability System Goals and Guiding Principles – 2016 and Beyond

GOALS*

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 level gaps among student groups*; and,
- rewarding excellence based on other indicators in addition to state assessment results.

Texas shall also adopt a set of indicators of the quality of learning and achievement by

- improving student preparedness for success in subsequent grade levels and in entering the workforce, military, or postsecondary education;
- continue closing academic performance level gaps among student groups;
- evaluating districts and campuses based on five domains of indicators of achievement; and
- evaluating the percentage of students who meet the standard for annual improvement on assessments.

GUIDING PRINCIPLES**

Student Performance

- The system is first and foremost designed to improve student performance.
- The system focuses on preparing students for success after high school.

System Safeguards

The system uses safeguards to minimize unintended consequences.

Recognition of Diversity

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

Public Participation and Accessibility

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

Coordination

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

Statutory Compliance

The system is designed to comply with statutory requirements.

Local Responsibility

- Districts are responsible for submitting accurate data upon which ratings are based.
- The system relies on local school districts to develop and implement local accountability systems that complement the state system.

Distinction Designations

Recognized and exemplary distinction ratings are based on higher levels of student performance rather than more students performing at the satisfactory level.

* These goals are specified in Chapter 39.053(f) of the Texas Education Code.
** These guiding principles are specified in Chapter 1 of the *2015 Accountability Manual.*

Higher Education Goals—2015–2030

The Overarching Goal: 60x30[1]

By 2030, at least 60 percent of Texans ages 25–34 will have a certificate or degree.

The 60x30 goal aims to increase the percentage of 25- to 34-year-olds in Texas who hold a certificate or degree. The goal focuses on 25- to 34-year-olds as an indicator of the economic future of the state and its ability to remain globally competitive. The state's large population makes the Texas economy similar in size to that of many countries. Within this global context, the state has seen a relative decline in educational attainment among this younger population.

The 60x30 goal also uses 25- to 34-year-olds as a yardstick to answer the question: How prepared is Texas for the future? Through the focused efforts of industry, government, community organizations, K–12, and institutions of higher education, the state can respond positively to this question and achieve this goal.

Second Goal: Completion

By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas.

The state will need to continue the degree production increases of recent years to reach this goal, with large increases required among targeted groups. Growth in certificates and degrees among two- and four-year colleges is critical for reaching the 60 percent in the 60x30 goal and educating a skilled workforce.

Third Goal: Marketable Skills

By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.

This goal emphasizes the value of higher education in the workforce. Students need to be aware of the marketable skills embedded in their academic programs, and institutions must make certain that students graduate with marketable skills. This goal charges two- and four-year public institutions in Texas with documenting, updating, and communicating the skills students acquire in their programs.

Fourth Goal: Student Debt

By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

This goal aims to help students who graduate with debt complete their programs with manageable debt. This goal challenges stakeholders to balance the levels of student loan debt with a graduate's earning potential the first year after college.

The intent of this goal is to hold student loan debt in Texas to 60 percent of first-year wages after college – 60 percent being the current level of loan debt for students who graduate with debt.

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[1]Texas Higher Education Coordinating Board. (2015) The Texas Higher Education Strategic Plan 2015–2020. Retrieved from http://www.thecb.state.tx.us/reports/PDF/6862.PDF?CFID=36468749&CFTOKEN=27263881

Texas Commission on Next Generation Assessments and Accountability
Commission Operating Procedures

Below are the Texas Commission on Next Generation Assessments and Accountability Operating Rules.

I. PREAMBLE

A. Purpose

The Texas Commission on Next Generation Assessments and Accountability (the Commission) adopts and implements the Commission Operating Policies and Procedures to develop and make recommendations that address:

1. The purpose of a state accountability system and the role of student assessment in that system;
2. Opportunities to assess students that:
    a. Provide actionable information for a parent or person standing in parental relation to a student, an educator, and the public;
    b. Support learning activities;
    c. Recognize application of skills and knowledge;
    d. Measure student educational growth toward mastery; and
    e. Value critical thinking.
3. Alignment of state performance standards with college and career readiness requirements in collaboration with the Texas Workforce Commission and Texas Higher Education Coordinating Board;
4. Policy changes necessary to enable a student to progress through subject matter and grade levels on demonstration of mastery; and
5. Policy changes necessary to establish a student assessment and public school accountability system that meets state goals, is community based, promotes parent and community involvement, and reflects the unique needs of each community.

B. Goal

Not later than September 1, 2016, the Commission shall prepare and deliver a report to the governor and legislature that recommends statutory changes to improve systems of student assessment and public school accountability.

In preparing this report, the Commission shall consider the recommendations of the Texas High Performance Schools Consortium established under TEC, 7.0561, including recommendations related to innovative, next-generation learning standards and assessment and accountability systems.

C. Scope

These Operating Policies and Procedures apply only to activities conducted by the Commission.

D. Responsibility for Implementation

The Commission and its officers are responsible for ensuring the implementation and adherence to the Commission Operating Policies and Procedures.

E. Nondiscrimination Policy

The Commission shall comply fully with the nondiscrimination provisions of state and federal law, rules, and regulations.

II. THE COMMISSION

A. Powers and Duties

1. Authority. The powers and duties of the Commission are set out in subchapter N, chapter 39 of the Texas Education Code.

2. Purpose. The primary purpose of the Commission, as set out in section 39.502 of the Education Code, is to develop and make recommendations for new systems of student assessment and accountability.

B. Commission Composition

The number of members and composition of the Commission is specified in TEC, subchapter N, chapter 39, of the Texas Education Code.

C. Terms

1. The Commission members shall hold office until the expiration of the Commission.

2. In the event of a vacancy during a term of a member, the office of appointment shall appoint a replacement who meets the qualifications of the vacated office to fill the unexpired portion of the term.

III. OFFICERS OF THE COMMISSION

A. Appointment and Service of Commission Members

The Chairperson of the Commission shall appoint one of its members to serve as Vice Chairperson. In the event of absence or disability of the Chairperson, the Vice-Chairperson shall serve as presiding officer of the Commission and carry out all duties of the Chairperson during that absence or disability. In case of vacancy of the office of Chairperson, the Vice-Chairperson shall serve as presiding officer of the Commission and carry out all duties of the Chairperson until the position is filled.

B. Commission Member Compensation

A Commission member receives no compensation for service on the Commission. A Commission member is entitled to reimbursement for expenses incurred in performing Commission member duties, as provided by subchapter N, chapter 39 of the Education Code and other applicable law.

C. Commission Member Conduct

Commission members shall adhere to the standards of conduct and conflict of interest provisions set out in section 572.051 of the Texas Government Code and other applicable law.

IV. MEETINGS OF THE COMMISSION

A. Meetings of the Commission

1. Meetings. The commission shall hold meetings at the discretion of the chair.

2. Notice. The Chairperson shall designate a location for each Commission meeting. Notice of the meetings, including the location, shall be posted pursuant to the requirements of the Texas Open Meetings Act. All meetings shall be open to the public.

3. Agendas. The Chairperson shall determine the agenda for a Commission meeting. At least one Commission meeting must provide opportunity for public comment as indicated by that meeting's agenda. Any member of the Commission may request that an item be placed on the agenda. Final approval of the agenda lies with the Commission Chairperson.

4. Quorum/Action. At each meeting, the Chairperson shall certify a quorum is present in order to conduct official business of the Commission.

5. Rules Governing Commission Action. The Commission Operating Policies and Procedures shall govern the action of the Commission. In the event that the policies and procedures do not specify how an action shall be conducted, the Commission may refer to the Robert's Rules of Order Newly Revised Edition.

6. Recording of Meetings. All or any part of the public meeting may be recorded by any person in attendance by means of tape recorder, video camera, or any other means of sonic or visual reproduction unless determined by the Chairperson to be disruptive of the meeting. The Chairperson shall determine the location of any such equipment and the manner in which the recordings are conducted.

7. Webcast. Meetings of the full Commission may be webcast, whenever feasible, for people interested in watching meetings from a computer or other device. Should technical difficulties prevent webcasting, the Commission meeting will continue regardless.

8. Public Comment

    a. Policy

        (1) At least one regularly scheduled meeting of the Commission must provide opportunity for public comment as indicated by that meeting's agenda.

(2) The presiding officer of the Commission shall take appropriate action to avoid unduly repetitive comment and to assure that different members of the public with differing points of view have reasonable access to the Commission. The presiding officer shall strive to ensure that representatives from both sides of an issue are able to address the Commission.

b. Procedure for Public Comment

(1) The Commission shall allocate at least sixty (60) minutes as part of at least one meeting of the Commission for public comment.

(2) The chairperson of the Commission may limit the time allotted to each speaker. Comment invited by Commission members shall not be counted against the speaker's time.

(3) The presiding officer shall announce in open session which registered speakers, if any, shall not be heard and the basis for this determination.

(4) The Commission shall provide appropriate physical arrangements for taking comment.

c. Registering to Provide Public Comment

(1) Pre-registration. Speakers may register during regular business hours until two business days preceding the meeting where the Commission will consider oral public comment as indicated by the meeting's agenda. The speaker is required to use the registration form adopted by the Commission, which is available on the TEA's Commission website and attached to Commission the operating rules.

i. The speaker must provide his or her name, organizational affiliation, if any, and indicate which agenda item or topic shall be addressed. A separate form shall be submitted for each agenda item or topic on which the speaker shall testify. Additionally, the registrant shall disclose his or her viewpoint on the item or topic, as well as whether he or she, and the organization represented, if any, is a lobbyist registered with the Texas Ethics Commission. The date and time the registration was received shall be noted.

ii. If all information required by this operating procedure is not provided on the form, the presiding officer may disallow the comment.

iii. A person may register only one person, either himself or herself, or another person. Organizations are encouraged to register only one person per item. Registrants are encouraged to bring twenty (20) written copies of comments.

iv. A registrant offering written materials in lieu of oral comments shall provide the materials to staff for distribution. Written

comments shall not exceed three pages of double-spaced text and shall be attached to a completed registration form. Written comments may be submitted in person at the meeting or by mail, fax, or electronic mail, as specified on the registration form. Written materials offered in lieu of oral comments should be submitted two business days before the meeting to ensure that members have had an opportunity to consider them, but must be submitted no later than 30 minutes prior to the meeting. Commission minutes shall reflect the name of the registrant, affiliation if any, and the item or topic addressed. Copies of the written comment shall be provided to all Commission members but shall not be attached to the Commission minutes.

(2) Late registration at the Commission meeting. Late registration for providing oral or written comments will be accepted up to 30 minutes prior to the beginning of the Commission meeting.

V. Submission of Written Testimony

A member of the public may also submit written testimony at any time. A person submitting written testimony is required to use the registration form adopted by the Commission, which is available on the TEA's Commission website. Written testimony must be germane to the Commission's purpose, shall not exceed three pages of double-spaced text, and must include a completed registration form. Written testimony may be submitted by fax or electronic mail, as specified on the registration form.

A. The person submitting written testimony must provide on the registration form his or her name, organizational affiliation, if any, and indicate which agenda item or topic shall be addressed. A separate form shall be submitted for each agenda item or topic on which the person shall provide written testimony. Additionally, the registrant shall disclose his or her viewpoint on the item or topic, as well as whether he or she, and the organization represented, if any, is a lobbyist registered with the Texas Ethics Commission.

B. If all information required by this operating procedure is not provided on the form, the written testimony will be disallowed. Anonymous or non-germane written testimony will not be accepted.

C. Copies of the written testimony, including the registrant's name and organizational affiliation, shall be posted to the Commission website for Commission review at any time.

VI. MISCELLANEOUS

A. The Commission shall expire January 1, 2017.

B. Commission meetings shall be recorded in accordance with the Open Meetings Act. The recorded meetings will be available for public review as authorized by the Open Meetings Act.

All records of the Commission shall be stored according to the records retention schedules as set forth by the State Library and Archives Commission.

VII. POLICIES AND PROCEDURES: GUIDELINES

A. Effective Date of Policies and Procedures. These policies and procedures and any amendments to them shall become effective only upon approval of the Commission.

B. Amendments to Policies and Procedures. Any of these policies and procedures may be altered, amended, or repealed, and new policies and procedures may be adopted by an affirmative vote of a majority of the Commission.

C. These Commission Operating Policies and Procedures create no substantive or procedural rights. They are guidelines for the Commission's internal governance only.

Texas Commission on Next Generation Assessments and Accountability
Registration Form for Public Comment

Name

Address

City

State

Zip Code

Email

Phone

Affiliation

- ◯ I wish to speak as a private individual
- ◯ I wish to speak on behalf of an affiliation

Name of Affiliation

Are you a registered lobbyist?

- ◯ Yes
- ◯ No

If you, are you providing testimony as a private individual or as a lobbyist on behalf of a client?

- ◯ Individual
- ◯ For a Client

Name of client

Agenda item or topic to be addressed

Your position:

- ◯ For
- ◯ Against
- ◯ Comment On

By typing or signing my name below, I certify this information is correct.

Date

You may email the completed form to cngaa@tea.texas.gov or fax it to 512-463-9302

The Commission on Next Generation Assessments and Accountability
Decision Framework

	Assessment	Accountability
Purpose of Assessment and Accountability	What is the purpose(s) of an assessment system?	What is the purpose(s) of an academic accountability system?
Role of Assessment and Academic Accountability	How does assessment fulfill its purpose(s)? What should be the role(s) of assessment? • state accountability • Provide actionable information for a parent or person standing in parental relation to a student, an educator, and the public • Support learning activities • Recognize application of skills and knowledge • Measure student educational growth toward mastery • Value critical thinking	How does state accountability fulfill its purpose(s)? What is the role of an academic accountability system? • Provide information to improve the quality of teaching and learning • Inform the public of the status of a campus, district, or public school system • Ensure equity within the public school system • Ensure that participants in the system carry out their responsibilities
Consideration if Current Systems Meet All or Part of the Purpose and Roles of Assessment and Accountability	Does the current assessment system address its intended purpose and fulfill the stated role(s)? If not, why? Identify the gaps.	Does current state accountability meet the stated purpose(s) and fulfill the stated role(s)? If not, why? Identify the gaps.
Current Statutory Requirements	What are the current requirements for assessment? • State and federal requirements • Fully aligned assessments with the TEKS curriculum standards • Alignment of performance standards to career and college readiness	What are the current requirements for accountability? • State and federal requirements • Indicators of career and college readiness • Comparable measures across campus and districts • Comparable measures across time • Triggers for sanctions and interventions
Future Design Considerations	What are future design considerations for assessment? • Criterion-referenced assessments versus norm-referenced assessments • Diagnostic versus summative assessments • Method of assessment (CAT, portfolio, other platform or method) • Sampling versus testing all students	What are future design considerations for accountability? • Indicators of career and college readiness • Comparable measures across campus and districts • Comparable measures across time • Rank order

	Assessment	Accountability
	• When students should be assessed (on demand, multiple times a year, annually) • How to measure a student's growth and critical thinking • Test length • Reporting of assessment results • Costs	• Triggers for sanctions and interventions • Costs
State Goals and Community Based	What is community-based assessment? How can assessment promote parent and community involvement, and reflect the needs of a community while meeting state goals? • Ability to analyze comparable measures across districts, campuses, and time • Indicators of career and college readiness	What is community-based accountability? How can accountability promote parent and community involvement, and reflect the needs of a community while meeting state goals? • Triggers for sanctions and interventions
High Performance School Consortium Findings and Recommendations	Consideration of HPSC recommendations or policies related to an HPSC finding as it relates to assessment?	Consideration of HPSC recommendations or policies related to an HPSC finding as it relates to accountability?
Texas Education Code Revisions	Will changes to Texas Education Code better address the identified role of state assessment? • Grades assessed • Subjects assessed • Test design/item types • Measurement of current performance • Measurement of college readiness • Measurement of growth • Reporting	Will changes to Texas Education Code authorizing the 2018 accountability system better address the identified purpose(s)? • Framework • Indicators and indicator weights • Distinctions • Alternative education procedures • Evaluation of current performance and student growth • Evaluation of college readiness • Evaluation of closing the achievement gaps • Reporting
A-F		How should the A-F accountability grading requirements be applied in 2018 and beyond?
Other Recommended Policy Changes	What other policy changes outside of TEC revisions are needed to establish an assessment and accountability system that fulfills its purpose and meets its goals? Are there policies being implemented in other states that Texas should consider?	

State Assessments: Past, Present, and Future

COMMISSION ON NEXT GENERATION ASSESSMENTS & ACCOUNTABILITY

Gloria Zyskowski, Director, Student Assessment Division

January 20, 2016

Brief History of Assessment

TABS to STAAR

1980 to Present

1980-2011

State Required Assessment	Years	Grades and Subjects	Intent	High Stakes
Texas Assessment of Basic Skills (TABS)	1980-1985	February administrations for grades 3, 5, 9 in mathematics, reading, and writing	Assess basic competencies	No
Texas Educational Assessment of Minimum Skills (TEAMS)	1986-1989	February administrations for grades 1, 3, 5, 7, 9. October and May for grades 11/12 in mathematics, reading, and writing	Assess minimum skills. Implement high stakes at high school level.	Yes. Students required to pass grade 11 test to receive a high school diploma

State Required Assessment	Years	Grades and Subjects	Intent	High Stakes
Texas Assessment of Academic Skills (TAAS)	1990-1993	Fall administrations for 3, 5, 7, 9, 11	Shifted focus from minimum skills to academic skills that must assess problem-solving skills and complex thinking	Graduation exit-level requirement
TAAS	1994-2002	Spring administrations for 3-8 and 10 reading and mathematics; 4, 8, and 10 writing; 8 science and social studies.	More grades assessed. Grade 10 TAAS became the exit-level assessment	Graduation exit-level requirement

State Required Assessment	Years	Grades and Subjects	Intent	High Stakes
End of Course	1994-2002 and 1998-2002	Algebra I and biology (1994) English II and U.S. History (1998)	Administered to students at the end of a course	No. However, the EOC assessments could be used in place of the TAAS exit-level tests for graduation purposes
Texas Assessment of Knowledge and Skills (TAKS)	2003-2011	Spring administrations. 3-8 reading and mathematics; 4 and 7 writing; 5 and 8 science; and 8 social studies. Exit-level (grade 11) ELA, mathematics, science, and social studies.	Required to be more comprehensive than previous tests and had to measure more of the state curriculum, the Texas Essential Knowledge and Skills (TEKS)	Grade promotion requirements for reading and mathematics in grades 3, 5, and 8 (later amended to be 5 and 8 only). Graduation exit-level requirement

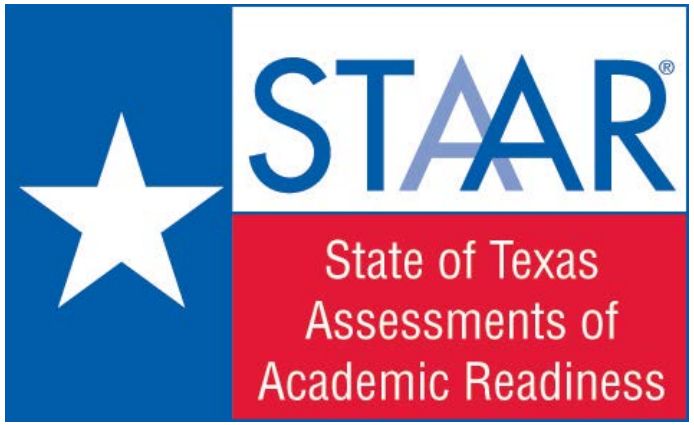
Developments Leading to the State of Texas Assessments of Academic Readiness (STAAR)

Actions, Orders, and Legislation 2004-2009

2004	2005	2007	2009
In response to the Governor's 2004 Algebra Incentive Program, the Algebra I EOC assessment was revised and was administered on a voluntary basis to students who completed Algebra I coursework.	Executive Order RP53 called for increased college readiness programs in Texas schools and authorized the development of a series of EOC assessments in subjects assessed by 11th grade TAKS.	Senate Bill (SB) 1031 replaced 11th grade TAKS with the EOC assessments. These assessments had to be administered beginning in 2011-2012.	House Bill (HB) 3 required that the mathematics and reading assessments in grades 3–8 be linked from grade to grade to the college readiness performance standards for the Algebra II and English III assessments.

The STAAR Program

The required vertical linking in grades 3-8 along with replacing exit-level TAKS with twelve subject-area EOC assessments required the design of a new series of assessments to ultimately indicate college-readiness.



The STAAR Program (continued)

Years	Grades 3-8	EOCs	High Stakes
2012 to 2013	3-8 reading and mathematics; 4 and 7 writing; 5 and 8 science; and 8 social studies	Algebra I, Algebra II, Geometry; Biology, Chemistry, Physics; English I , English II, English III (separate reading and writing); U.S. History, World Geography, World History	Grade promotion tied to grades 5 and 8 reading and mathematics Required to take each EOC and meet a cumulative score requirement to graduate

Legislative Changes to the STAAR Program

Between 2013 and 2015, the STAAR EOC program was amended by the Texas Legislature in the following ways:

- Most EOC assessments were repealed, leaving five EOCs: Algebra I, biology, English I, English II, and U.S. History
- The reading and writing assessments for English I and English II were combined into one test for each subject
- Students are now required to only pass each EOC for a course in which the student is enrolled in order to graduate
- Until September 1, 2017, a student who takes all of that student's required EOCs and fails up to two of them can graduate by means of an individual graduation committee

Legislative Changes to the STAAR Program (continued)

The Algebra II and English III EOCs became district-optional assessments beginning in 2016. These assessments cannot be used for purposes of accountability, graduation, or teacher evaluations.

Current State and Federal Assessment Requirements

Texas Education Code
State Assessment Requirements

The Texas assessment program must comply with the following state statutes:

- TEC, §39.023(a): The assessments must be criterion-referenced and measure student learning of the TEKS curriculum standards

Texas Education Code (continued)
Required Assessments, Grades 3-8 and EOC

TEC, §39.023(a) requires the following grades 3-8 assessments:

- Reading and mathematics in grades 3-8
- Writing in grades 4 and 7
- Science in grades 5 and 8
- Social studies in grades 8
- Any other federally required assessment

TEC, §39.025(a) requires for graduation that each student take and pass an EOC for a course in which the student is enrolled and that has an EOC.

Texas Education Code (continued)
TEC, §39.023(a-12) and (a-13) as added by House Bill 743

As added by the 84th Texas Legislature, TEC, §39.023(a-12) and (a-13) require the following for the grades 3-8 assessments:

- For grades 3-5 assessments, 85 percent of students must be able to complete the assessment instrument within 120 minutes
- For grades 6-8 assessments, 85 percent of students must be able to complete the assessment instrument within 180 minutes
- Assessments must be completed in a single day

Texas Education Code (continued)
TEC, §39.023(a-11) as added by House Bill 743

HB 743 also requires the TEA to independently verify the validity and reliability of the STAAR grades 3-8 assessments before the spring 2016 administration. The Student Assessment Division has contracted with the Human Resources Research Organization (HumRRO) for the independent evaluation of the STAAR assessments.

Federal Requirements

Federal assessment requirements must also be considered when designing an assessment and reporting program.

Federally required assessments must assess the entire curriculum in the following:

- Reading and mathematics in grades 3-8;
- Science: once in grades 3-5 and once in grades 6-8;
- For high school, one assessment each for reading, mathematics, and science.

Item Types In Use or Piloted by the Texas Assessment Program

STAAR Test Items

STAAR assessments currently use the following four item types

- Multiple Choice – Students select answers from a list of options.
- Gridded Response -- Gridded-response items require students to determine a numerical answer and then record their answer using a griddable-item response box.
- Written Compositions -- Require students to construct (i.e., write) an original response to a given prompt.
- Passage-Based Multiple-Choice and Short Answer Responses -- Passage-based items can be an individual item or a group of items associated with a common stimulus, such as a literary selection or an informational passage.

Piloted Item Types

The TEA has also conducted pilot studies of two other item types

- Online Innovative Items (2006)
- Performance Tasks (1994)

Online Innovative Items

In 2006, TEA conducted an innovative science item pilot. Innovative items contained:

- color photos
- lead animation or video
- graphics with hot spots for student to click on as a response mechanism
- student interactivity

The items were administered at the end of the online grade 8 science assessment to a sample of approximately 800 randomly selected students

Online Innovative Items (continued)
Findings

Findings from the pilot:

- Students were very engaged
- Technical issues were minimal
- Psychometric results were generally positive

Online Innovative Items (continued)
Concerns

However, there were two main concerns:

- Difficult to figure in accommodations to ensure accessibility for all students (e.g., more color –more issues for color-blind students)
- Many districts and schools in Texas still do not have the infrastructure in place to accomplish online testing for the majority of Texas students

Performance Tasks

In spring 1994, a developmental field trial of science and social studies performance tasks in grades 4 and 8 science and social studies was conducted. Almost 600 districts participated and more than 700,000 students took one or more of the performance tasks.

Performance Tasks (continued)
Grade 4 Tasks

Social Studies - Cultures of Texas

- The task required each student to do research about one element of Texas culture (e.g., music, food, customs and traditions) for a specific group in Texas. Students shared their information with one another, then each student wrote an individual reflection about how the variety of cultures in Texas make it an interesting place to live.

Science - Design a Boat

- The task was a hands-on design and engineering problem in which students designed two boats of aluminum foil and tested how much mass the boats could hold when floated in a container of water.

Performance Tasks (continued)
Grade 8 Tasks

Social Studies - Manifest Destiny

- Required each student to do research about an example of territorial expansion by the United States between 1803 and 1867. Students shared their information with one another, then each student wrote a letter to a U.S. senator in which the student expressed an opinion about a hypothetical bill that would provide for annexation of the moon to the United States. Students were asked to support their positions by using specific references to historical events or decisions identified during the research phase of the task.

Science - Catsup

- The task was a hands-on inquiry problem in which students designed their own investigation for testing three brands of catsup for characteristics like viscosity, absorption, and color, then decided which was the best overall brand to buy.

Performance Tasks (continued)
Scoring

Teachers were trained to score the tasks by means of a trainer-of-trainer system in which ESCs assumed responsibility for sending a small group of educators from their region to Austin for training and for conducting similar training in their respective regions.

Once the trained teachers completed scoring their students' responses, a 20% sample of each campus's responses was scored again by TEA for verification.

The match between the district and the verification score: 50%.

Performance Tasks (continued)

Teacher Comments

Participating educators emphasized that the performance tasks took too much time and were burdensome to score at the local level. In addition, schools and districts were responsible for purchasing the material necessary to conduct the assessments.

Performance Tasks (continued)
COE Recommendation

Implementing the performance tasks had practical difficulties – scheduling, materials acquisition, and local scoring all proved burdensome at the local level. As a result, TEA leadership recommended a shift away from performance tasks to instead focus on clarification of the curriculum and implementing appropriate staff development.

Writing Pilot Program

Beginning with the 2016-2017 school year, TEC, §39.02301 establishes a pilot program for the assessment of writing.

- Prior to the 2016-2017 school year, TEA and its testing contractor are required to conduct a study to determine an alternative method to assess writing in place of the grades 4 and 7 writing assessments and the English I and English II EOC assessments developed under §39.023(a) and (c)
- For the 2016-2017 and 2017-2018 school years, the agency must designate at least one rural, one medium-sized, and one large urban school district to participate in the writing assessment pilot program

Writing Pilot Program (continued)
Methodology

The method to assess writing must measure:

- a student's mastery of the TEKS through timed writing samples;
- improvement in writing from beginning of year to end of year;
- a student's ability to follow the writing process from rough to final draft; and
- a student's ability to produce more than one type of writing.

Writing Pilot Program (continued)
Training

Following the approval of pilot study design, TEA will provide a trainer-of-trainer system for the scoring of assessments at the local level.

Writing Pilot Program (continued)
Final Report

At the conclusion of the pilot study, a comprehensive technical report will be submitted on or before September 1, 2018.

State Accountability:

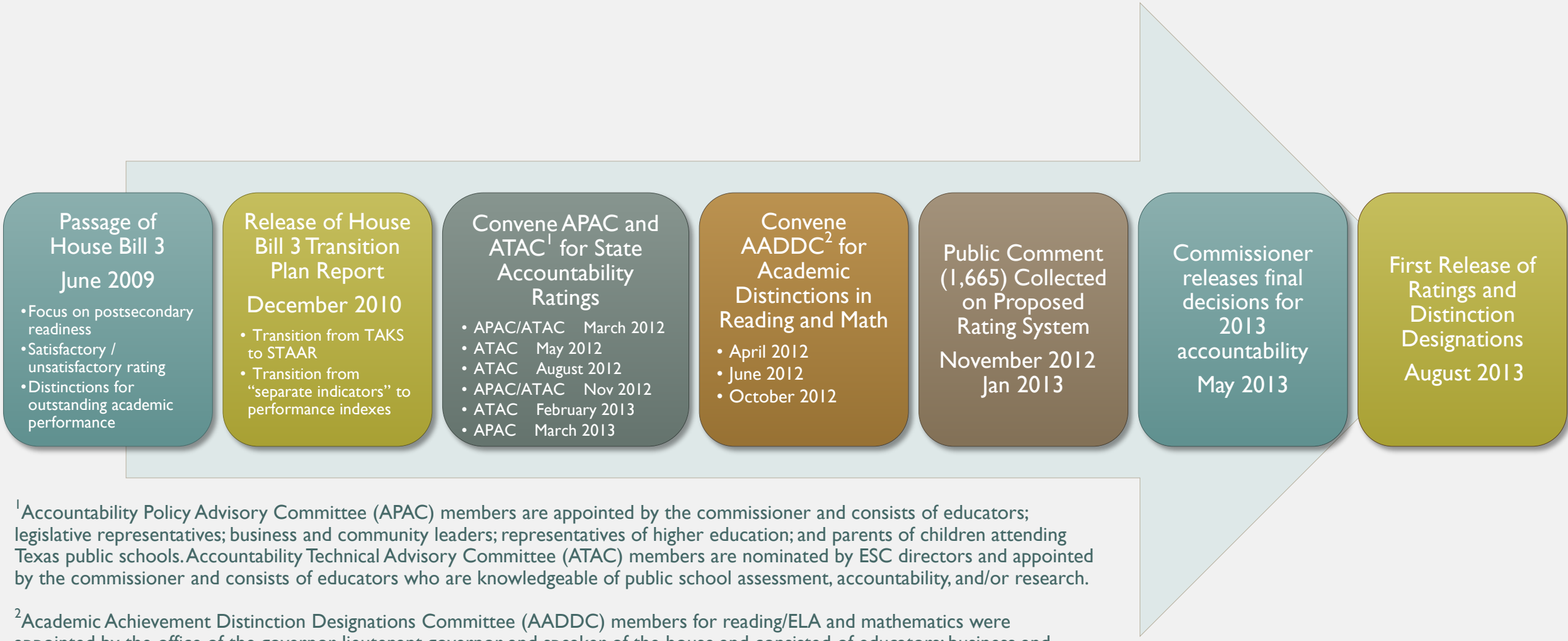
Past, Present, and Future

TEXAS COMMISSION ON NEXT GENERATION ASSESSMENTS AND ACCOUNTABILITY

Shannon Housson, Director,
Division of Performance Reporting

January 20, 2016

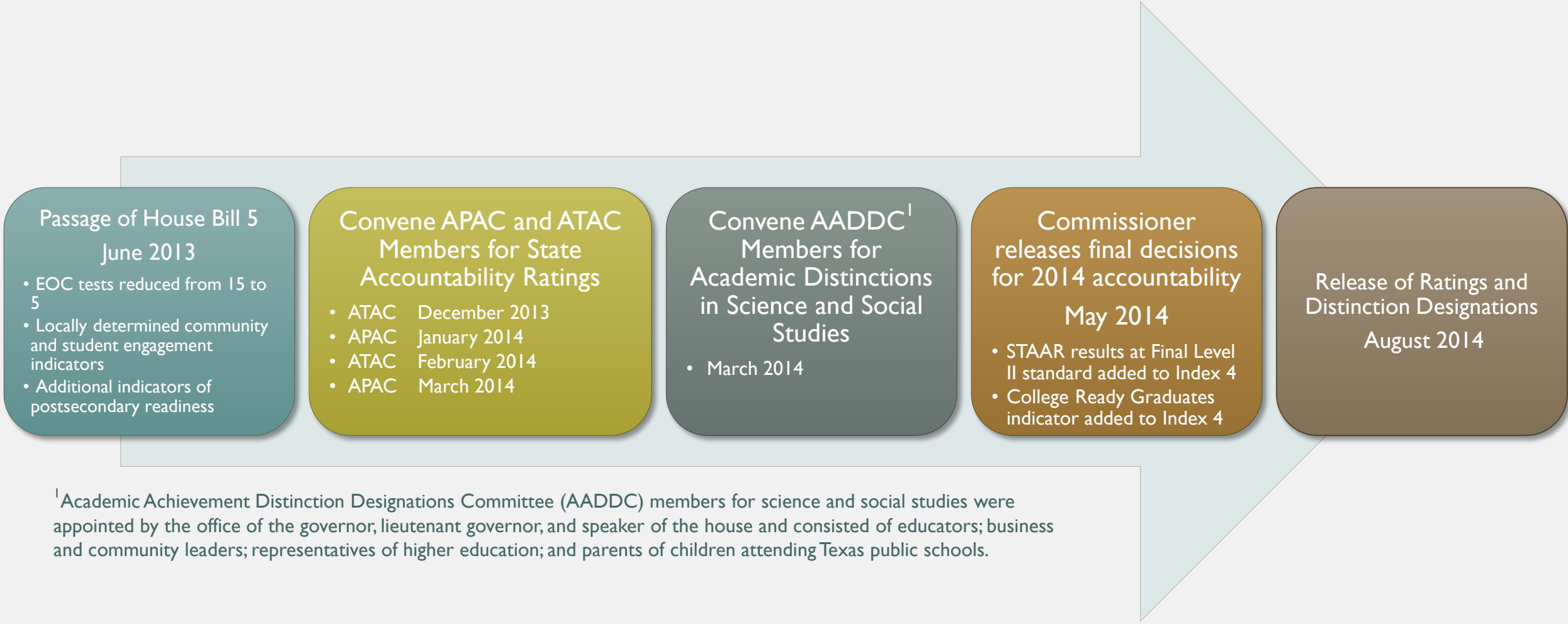
Development Timeline for 2013 State Accountability System



[1]Accountability Policy Advisory Committee (APAC) members are appointed by the commissioner and consists of educators; legislative representatives; business and community leaders; representatives of higher education; and parents of children attending Texas public schools. Accountability Technical Advisory Committee (ATAC) members are nominated by ESC directors and appointed by the commissioner and consists of educators who are knowledgeable of public school assessment, accountability, and/or research.

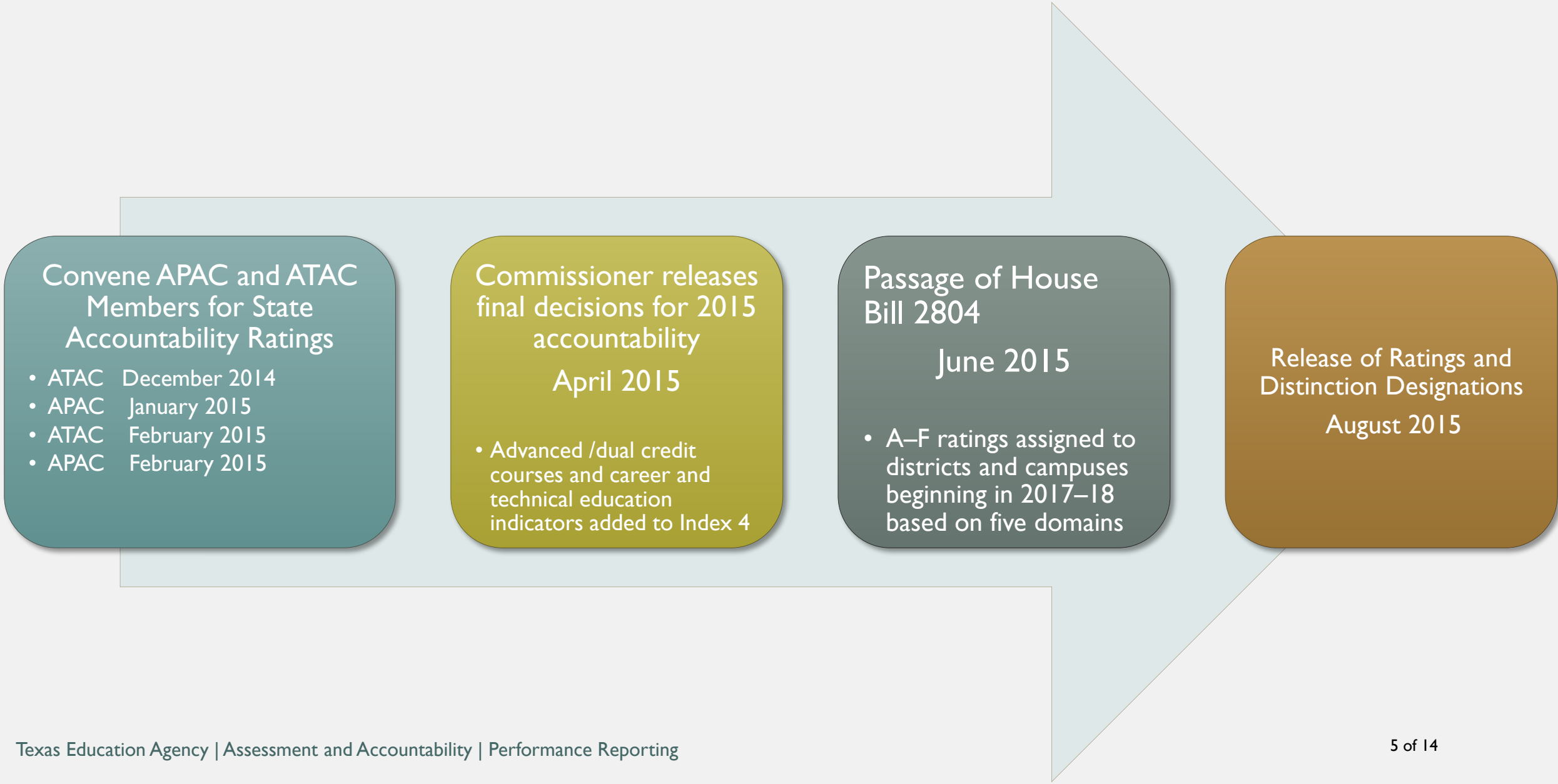
[2]Academic Achievement Distinction Designations Committee (AADDC) members for reading/ELA and mathematics were appointed by the office of the governor, lieutenant governor, and speaker of the house and consisted of educators; business and community leaders; representatives of higher education; and parents of children attending Texas public schools.

Development Timeline for 2014 State Accountability System



[1]Academic Achievement Distinction Designations Committee (AADDC) members for science and social studies were appointed by the office of the governor, lieutenant governor, and speaker of the house and consisted of educators; business and community leaders; representatives of higher education; and parents of children attending Texas public schools.

Development Timeline for 2015 State Accountability System



Development Timeline for 2016 State Accountability System

Convene APAC and ATAC Members for State Accountability Ratings

- ATAC – September 2015
- APAC – October 2015
- ATAC – December 2015
- APAC – January 2016

Commissioner releases final decisions for 2016 accountability

February 2016

Release of Ratings and Distinction Designations

August 2016

Development Timeline for HB 2804 State Accountability System

Meetings of the Texas Commission on Next Generation Assessments and Accountability

- January 20, 2016
- TBD 2016
- TBD 2016
- TBD 2016

Convene APAC and ATAC Members for A–F State Accountability Ratings

- ATAC March 2016
- APAC April 2016
- ATAC Fall 2016 and beyond
- APAC Fall 2016 and beyond

Texas Commission on Next Generation Assessments and Accountability Releases Report

September 1, 2016

Commissioner adopts the set of indicators to measure and evaluate school districts and campuses

December 1, 2016

TEA releases report showing the rating that each district and campus would have received in 2015–16 if the A–F system had been in place

January 1, 2017

2015 State Accountability System
Index Framework

January 2016

Index 1:
Student Achievement

- STAAR satisfactory standard
- EOC substitute assessments equivalency standard

Index 2:
Student Progress

- STAAR progress measure expectations
- ELL progress measure expectations

Index 3:
Closing Performance Gaps

Academic achievement of economically disadvantaged students and the two lowest-performing racial/ethnic groups from previous year

Index 4:
Postsecondary Readiness
(Four, equally weighted indicators)

- STAAR Postsecondary Readiness
- Graduation Rate
- Diploma Plans
- Postsecondary Component

Ratings

- Met Standard
- Met Alternative Standard
- Improvement Required

A target score is assigned to each index, and a district or campus must meet an index's target in order to demonstrate acceptable performance for that index.

Student Groups

- All Students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Special Education
- English Language Learners (ELL)

To earn a *Met Standard* or *Met Alternative Standard* rating in 2015, a district or campus had to meet the target on at least three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4. Districts and campuses that did not meet the target on at least these three indices were rated *Improvement Required.*

2015 State Accountability System
Index Framework

January 2016

Index 1: Student Achievement

STAAR

- Percentage of students who met the satisfactory standard aggregated across grade levels by subject area
- Percentage of students who met/exceeded ELL progress measure expectations aggregated across grade levels by subject area
- Percentage of students who met the equivalency standard on an EOC substitute assessment aggregated across grade levels by subject area

Index 2: Student Progress

STAAR

- Percentage of students who met /exceeded STAAR progress measure expectations aggregated across grade levels by subject area
- Percentage of students who met/exceeded ELL progress measure expectations aggregated across grade levels by subject area

Index 3: Closing Performance Gaps*

STAAR

- Percentage of students who met or exceeded satisfactory standard aggregated across grade levels by subject area
- Percentage of students who met advanced academic performance standard aggregated across grade levels by subject area
- Percentage of certain ELL students who met final Level II performance standard aggregated across grade levels by subject area

* Measures performance of only economically disadvantaged students and the two-lowest performing racial/ethnic groups from the previous year.

Index 4: Postsecondary Readiness

(Four, equally weighted indicators)

STAAR/EOC Substitute Assessments

- Percentage of students who met or exceeded final Level II performance standard on two or more subject area STAAR tests
- Percentage of students who met equivalency standard on EOC substitute assessments

Graduation rate

- Four-year longitudinal rate
- Five-year longitudinal rate
- Annual dropout rate if longitudinal graduation rate is unavailable

Diploma Plans

- Percentage of students who graduate under the Recommended High School Program
- Percentage of students who graduate under the Distinguished Achievement Program

Postsecondary Component

- Percentage of graduates who met college-ready graduates criteria
- Percentage of annual graduates who earned credit for two advanced or dual-credit courses
- Percentage of graduates who enrolled in a coherent sequence of two or more CTE courses as part of a four-year plan of study.

To earn a *Met Standard* or *Met Alternative Standard* rating in 2015, a district or campus had to meet the target on at least three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4. Districts and campuses that did not meet the target on at least these three indices were rated *Improvement Required.*

2016 Distinction Designations
Areas and Indicators

Campus Comparison Group

Each campus is assigned to a unique comparison group comprised of Texas schools that are most similar to it. To determine the campus comparison group, each campus is identified by school type then grouped with forty other campuses from anywhere in Texas that are most similar in grade levels served, size, the percentage of students who are economically disadvantaged, mobility rate, and the percentage of English language learners.

All distinction designations for a campus are based on performance that is in the top quartile (Q1) of its comparison group.

Campus Distinction	Indicators
Top 25 Percent: Student Progress	Awarded for outstanding student progress if a campus is ranked in the top 25 percent (Q1) of its campus comparison group for Index 2.
Top 25 Percent: Closing Performance Gaps	Awarded for outstanding performance in closing student achievement gaps if a campus is ranked in the top 25 percent (Q1) of its campus comparison group for Index 3.
Postsecondary Readiness	• Index 4—Percentage at STAAR Postsecondary Readiness Standard (All campus types) • Four-Year Longitudinal Graduation Rate • Four-Year Longitudinal RHSP/DAP Rate • College-Ready Graduates • Advanced/Dual-Credit Course Completion Rate • SAT/ACT Participation • SAT/ACT Performance • AP/IB Examination Performance: Any Subject • CTE-Coherent Sequence Graduates
Academic Achievement in English Language Arts (ELA)/Reading	• Attendance rate • Greater-Than-Expected Student Growth in ELA/Reading • Grades 3–8 Reading Performance (Level III) • Grades 4 and 7 Writing Performance (Level III) • English I Performance (Level III) • English II Performance (Level III) • AP/IB Examination Participation: ELA • AP/IB Examination Performance: ELA • SAT/ACT Participation • SAT Performance: Reading and Writing • ACT Performance: ELA • Advanced/Dual-Credit Course Completion Rate: ELA/Reading

2016 Distinction Designations
Areas and Indicators

Campus Distinction	Indicators
Academic Achievement in Mathematics	• Attendance rate • Greater-Than-Expected Student Growth in Mathematics • Grades 3–8 Mathematics Performance (Level III) • Algebra I by Grade 8 Participation • Algebra I Performance (Level III) • AP/IB Examination Participation: Mathematics • AP/IB Examination Performance: Mathematics • SAT/ACT Participation • SAT Performance: Mathematics • ACT Performance: Mathematics • Advanced/Dual-Credit Course Completion Rate: Mathematics
Academic Achievement in Science	• Attendance rate • Grades 5 and 8 Science Performance (Level III) • Biology Performance (Level III) • ACT Performance: Science • AP/IB Examination Participation: Science • AP/IB Examination Performance: Science • Advanced/Dual-Credit Course Completion Rate: Science
Academic Achievement in Social Studies	• Attendance rate • Grade 8 Social Studies Performance (Level III) • U.S. History Performance (Level III) • AP/IB Examination Participation: Social Studies • AP/IB Examination Performance: Social Studies • Advanced/Dual-Credit Course Completion Rate: Social Studies

District Distinction	Indicators
Postsecondary Readiness	Awarded for outstanding academic performance in achieving postsecondary readiness. A district must have at least 70 percent of its campus-level postsecondary-readiness indicators in the top quartile.

House Bill 2804, 84th Texas Legislature
Domains of Indicators

January 2016

Domain I: Student Achievement

- STAAR satisfactory standard
- STAAR college-readiness standard

Domain II: Student Progress

- Progress measure expectations for STAAR satisfactory standard
- Progress measure expectations for STAAR college-readiness standard

Domain III: Closing Performance Gaps

Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds

Domain IV: Postsecondary Readiness

<u>Districts and High Schools</u>
- Dropout Rate
- Graduation rate
- College and Career Readiness
- Other indicators as determined by the commissioner

<u>Middle/Junior High Schools</u>
- Student attendance
- Dropout rate
- Students receiving instruction in preparing for high school, college, and career
- Other indicators as determined by the commissioner

<u>Elementary Schools</u>
- Student attendance
- Other indicators as determined by the commissioner

Domain V: Community and Student Engagement

- Three indicators from Community and Student Engagement Ratings chosen by the district
- Three indicators from Community and Student Engagement Ratings chosen by the campus

HB 2804 does not prescribe how each of the first three domains is to be individually weighted to calculate the combined 55%.

55% of Overall Rating

35% of Overall Rating

For districts and high schools, graduation rate is10%; the remaining indicators are 25%.

10% of Overall Rating

Districts and campuses are assigned a rating of A, B, C, D, or F for each of the first four domains. Districts and campuses self-assign a rating of A, B, C, D, or F for Domain V. Each district's and campus's overall rating is based on the weighted performance across all five domains.

House Bill 2804, 84th Texas Legislature

Domains of Indicators

January 2016

Domain I: Student Achievement

STAAR

- Phase-in Level II—Percentage of students who met performance standard aggregated across grades levels by subject area
- College Readiness—Percentage of students who met college readiness performance standard aggregated across grades levels by subject area
- STAAR Alternate 2—Percentage of students who met performance standard aggregated across grades levels by subject area
- Percentage of students who met or exceeded ELL progress measure expectations (STAAR or STAAR L) - TBD
- EOC Substitute Assessment - TBD

Domain II: Student Progress

STAAR

- Phase-in Level II—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area
- College Readiness—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area
- STAAR Alternate 2—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area
- Percentage of students who met or exceeded ELL progress measure expectations (STAAR or STAAR L) - TBD

Domain III: Closing Performance Gaps

Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds

Domain IV: Postsecondary Readiness

<u>Districts and High Schools</u>

- Dropout Rate
- Graduation rate
- Percentage of students who do at least one of the following:
  - Complete requirements for FHSP distinguished level of achievement
  - Complete the requirements for an endorsement
  - Complete a coherent sequence of CTE courses
  - Satisfy the TSI benchmark
  - Earn at least 12 hours of postsecondary credit
  - Complete an AP course
  - Enlist in the armed forces
  - Earn an industry certification
- Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner

<u>Middle/Junior High Schools</u>

- Student attendance
- Dropout rate
- Percentage of 7th and 8th grade students who receive instruction in preparing for high school, college, and career
- Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner

<u>Elementary Schools</u>

- Student attendance
- Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner

Domain V: Community and Student Engagement

Three indicators from the following list, as chosen by each district and campus:

- fine arts
- wellness and physical education
- community and parental involvement, such as
  - opportunities for parents to assist students in preparing for assessments under Section 39.023;
  - tutoring programs that support students taking assessments under Section 39.023, and
  - opportunities for students to participate in community service projects
- the 21st Century Workforce Development program
- the second language acquisition program
- the digital learning environment
- dropout prevention strategies
- educational programs for gifted and talented students

HB 2804 does not prescribe how each of the first three domains is to be individually weighted to calculate the combined 55%.

55% of Overall Rating

35% of Overall Rating

For districts and high schools, graduation rate is10%; the remaining indicators are 25%.

10% of Overall Rating

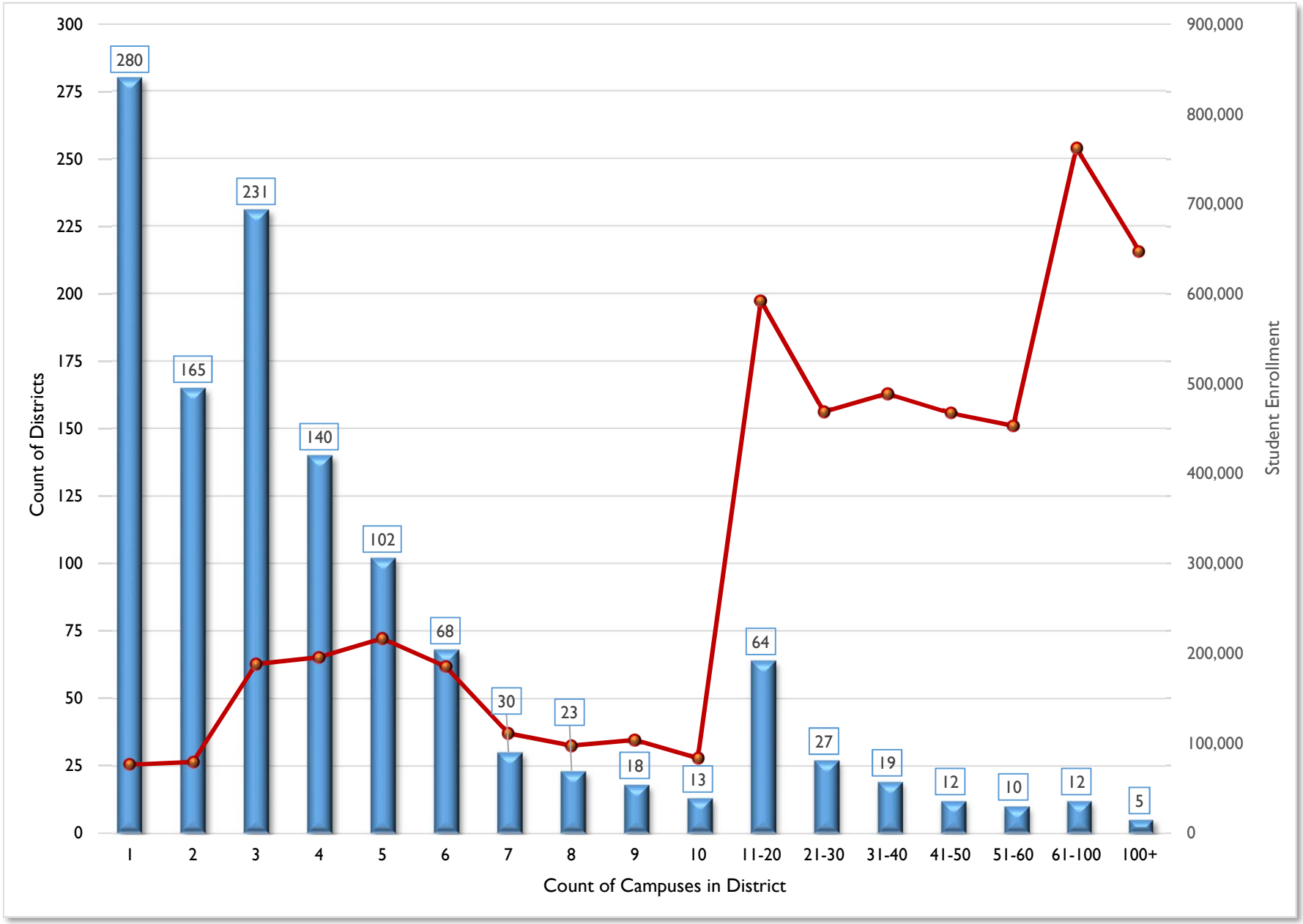
State Accountability:

Past, Present, and Future

TEXAS COMMISSION ON NEXT GENERATION ASSESSMENTS AND ACCOUNTABILITY

Supporting Materials

Frequency of District Size by Campus Count
with Enrollment Trendline

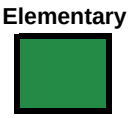


Districts with More than 50 Campuses in 2015

District Number	District Name	Count of Campuses	Student Enrollment
101912	HOUSTON ISD	282	214,462
057905	DALLAS ISD	233	160,148
220905	FORT WORTH ISD	142	85,695
227901	AUSTIN ISD	129	84,191
015915	NORTHSIDE ISD	114	102,950
015907	SAN ANTONIO ISD	99	53,701
071902	EL PASO ISD	93	60,556
101907	CYPRESS-FAIRBANKS ISD	83	112,691
220901	ARLINGTON ISD	78	63,814
101902	ALDINE ISD	76	69,553
015910	NORTH EAST ISD	75	67,757
043910	PLANO ISD	74	54,398
079907	FORT BEND ISD	73	71,681
057909	GARLAND ISD	72	57,323
061902	LEWISVILLE ISD	68	53,270
071905	YSLETA ISD	62	42,421
101917	PASADENA ISD	61	55,395
101914	KATY ISD	60	70,126
043905	FRISCO ISD	59	38,675
178904	CORPUS CHRISTI ISD	59	49,485
031901	BROWNSVILLE ISD	56	48,269
057916	RICHARDSON ISD	56	56,164
170902	CONROE ISD	56	38,496
14906	KILLEEN ISD	54	42,581
188901	AMARILLO ISD	53	33,169
246909	ROUND ROCK ISD	53	47,098
152901	LUBBOCK ISD	51	29,057

2015 Accountability System School Types

(8,646 Total Campuses)

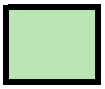


Elementary

4,654 Campuses

Middle School

1,713 Campuses



Elementary/Secondary

498 Campuses

High School

1,781 Campuses

Highest Grade Level Served →

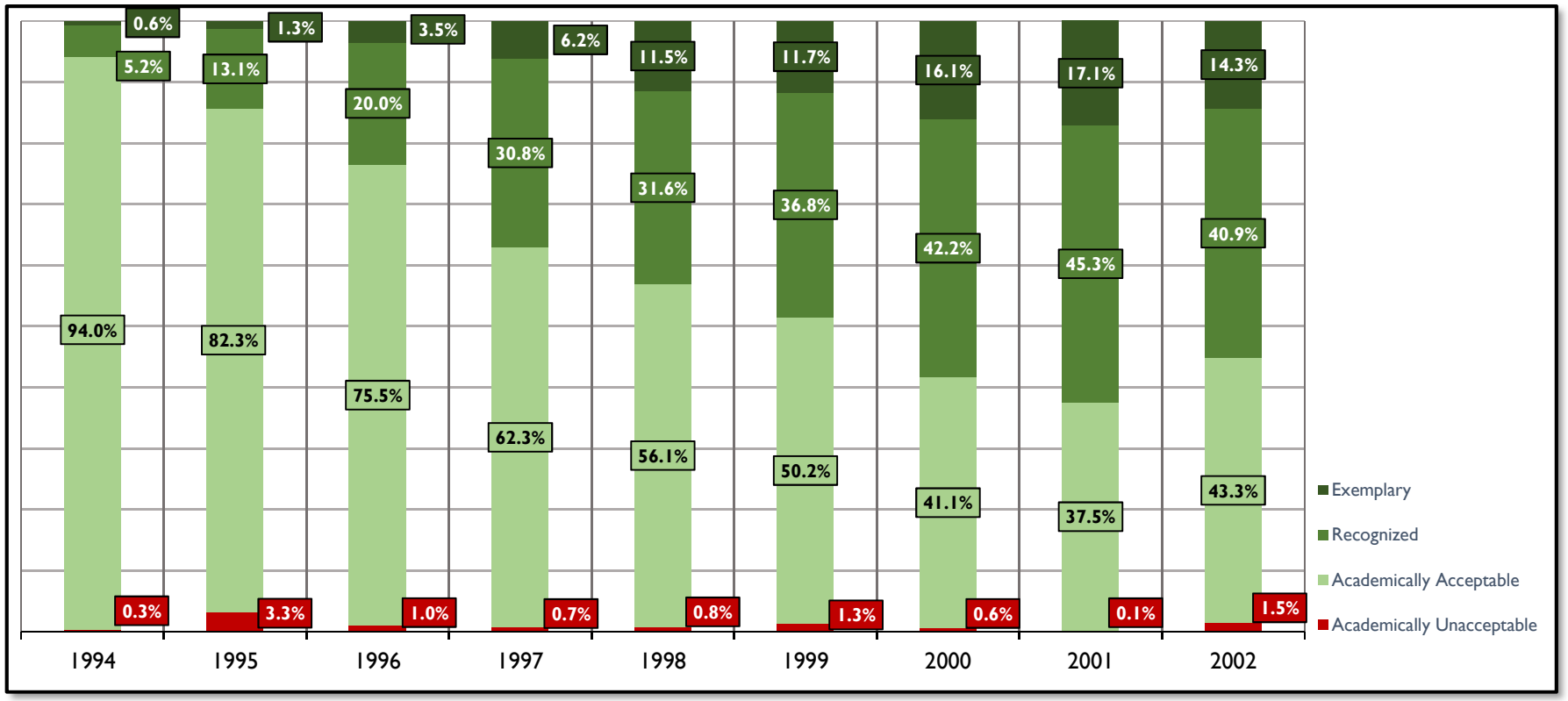
Lowest Grade Level Served ↓

	EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
EE	7	71	52	48	66	53	171	1005	123	0	8	1	1	0	35
PK		29	15	7	27	27	176	1128	187	7	68	5	2	1	135
KG			1	4	18	18	135	624	127	8	55	5	6	5	64
1				3	15	22	6	36	18	0	1	1	2	2	6
2					1	21	12	20	6	0	0	0	1	3	13
3						0	15	90	8	0	7	3	0	0	6
4							2	57	38	0	8	1	0	3	9
5								11	145	2	82	4	3	6	9
6									36	9	1097	16	7	23	140
7										5	261	19	16	25	130
8											14	15	11	16	39
9												60	33	22	1306
10													14	6	38
11														20	26
12															19

TEA Division of Performance Reporting

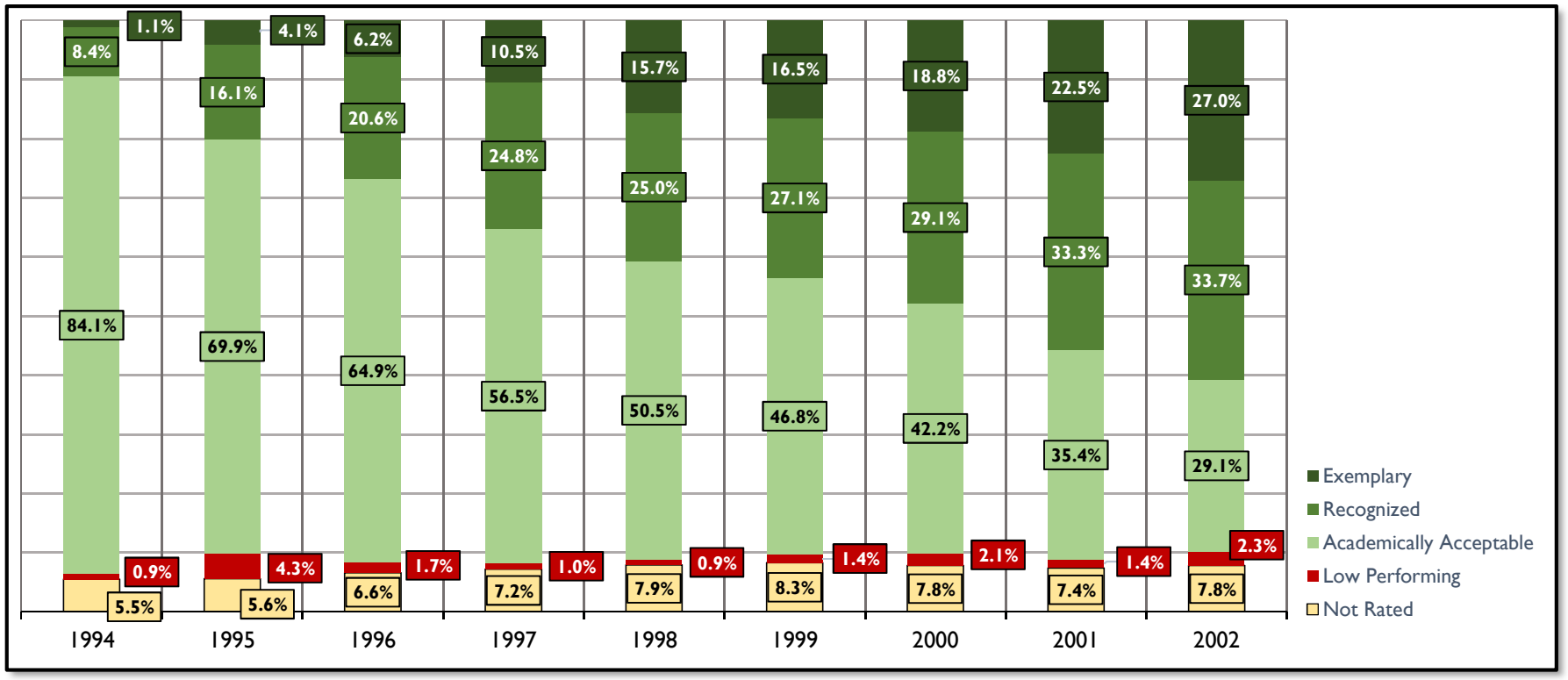
District Accountability Ratings: 1994–2002

Accountability Rating	1994		1995		1996		1997		1998		1999		2000		2001		2002	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Exemplary	6	0.6%	14	1.3%	37	3.5%	65	6.2%	120	11.5%	122	11.7%	168	16.1%	178	17.1%	149	14.3%
Recognized	54	5.2%	137	13.1%	209	20.0%	321	30.8%	329	31.6%	383	36.8%	439	42.2%	471	45.3%	425	40.9%
Academically Acceptable	983	94.0%	860	82.3%	788	75.5%	650	62.3%	585	56.1%	523	50.2%	428	41.1%	390	37.5%	450	43.3%
Academically Unacceptable	3	0.3%	34	3.3%	10	1.0%	7	0.7%	8	0.8%	14	1.3%	6	0.6%	1	0.1%	16	1.5%
Total Districts	1,046	100.0%	1,045	100.0%	1,044	100.0%	1,043	100.0%	1,042	100.0%	1,042	100.0%	1,041	100.0%	1,040	100.00%	1,040	100.0%



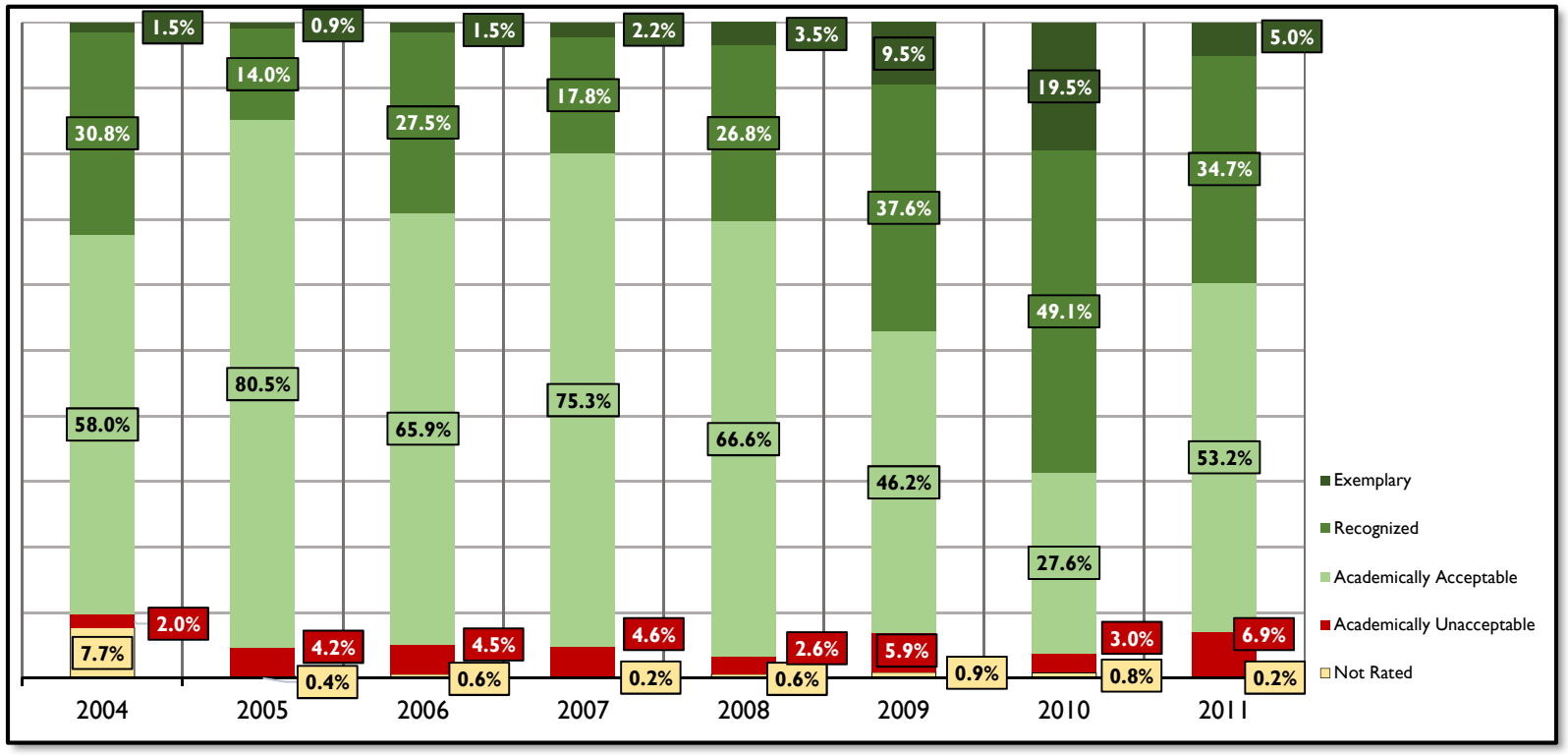
Campus Accountability Ratings: 1994–2002

Accountability Rating	1994		1995		1996		1997		1998		1999		2000		2001		2002	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Exemplary	67	1.1%	255	4.1%	394	6.2%	683	10.5%	1048	15.7%	1120	16.5%	1296	18.8%	1571	22.5%	1918	27.0%
Recognized	516	8.4%	1004	16.1%	1309	20.6%	1617	24.8%	1666	25.0%	1843	27.1%	2009	29.1%	2327	33.3%	2391	33.7%
Academically Acceptable	5176	84.1%	4347	69.9%	4127	64.9%	3679	56.5%	3365	50.5%	3,183	46.8%	2912	42.2%	2469	35.4%	2063	29.1%
Low Performing	54	0.9%	267	4.3%	108	1.7%	67	1.0%	59	0.9%	96	1.4%	146	2.1%	100	1.4%	166	2.3%
Not Rated	339	5.5%	347	5.6%	420	6.6%	467	7.2%	527	7.9%	562	8.3%	540	7.8%	514	7.4%	555	7.8%
Total Campuses	6,152	100.0%	6,220	100.0%	6,358	100.0%	6,513	100.0%	6,665	100.0%	6,804	100.0%	6,903	100.0%	6,981	100.00%	7,093	100.0%



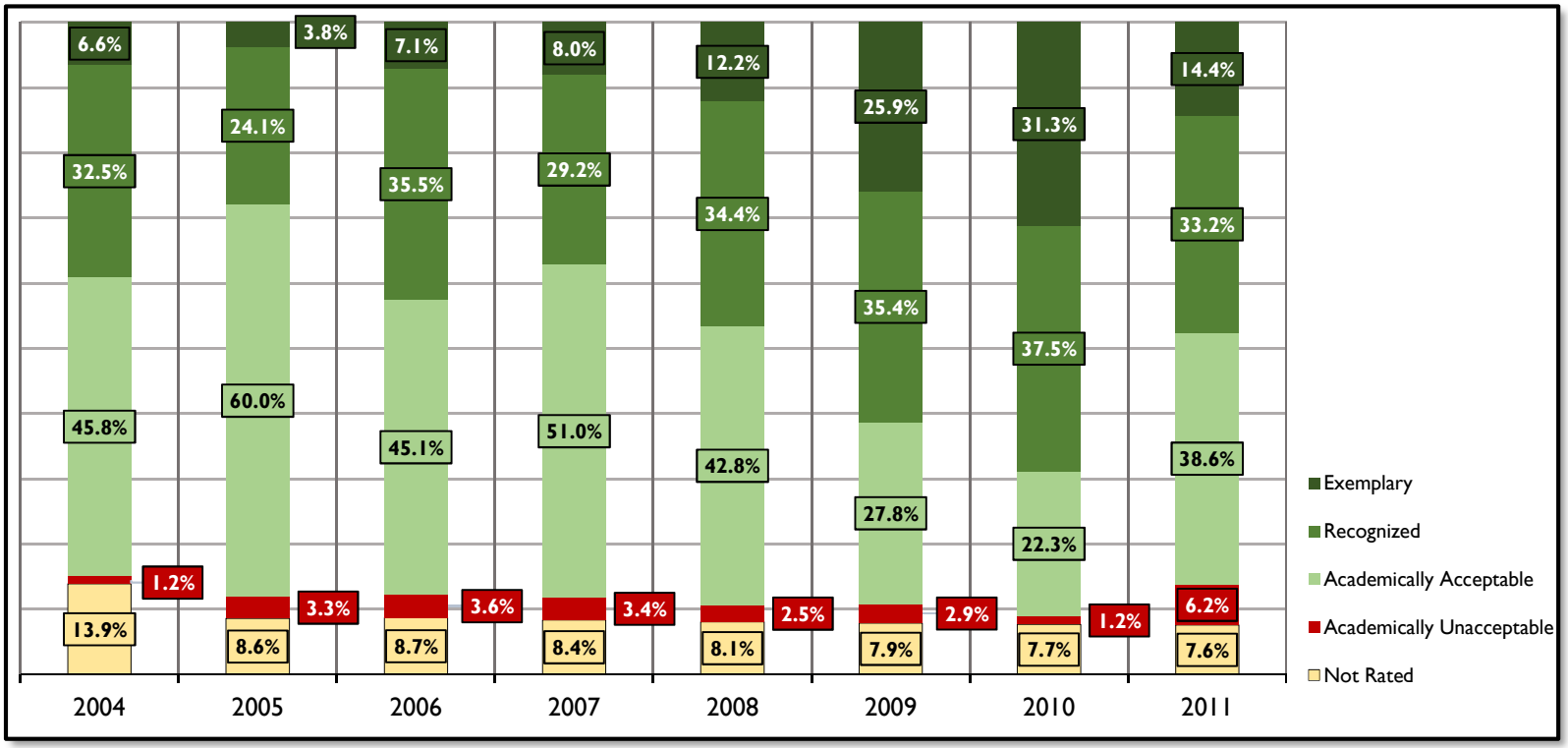
District Accountability Ratings: 2004–2011

Accountability Rating	2004		2005		2006		2007		2008		2009		2010		2011	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Exemplary	19	1.5%	11	0.9%	19	1.5%	27	2.2%	43	3.5%	117	9.5%	241	19.5%	62	5.0%
Recognized	378	30.8%	172	14.0%	337	27.5%	217	17.8%	329	26.8%	464	37.6%	607	49.1%	426	34.7%
Academically Acceptable	712	58.0%	989	80.5%	809	65.9%	920	75.3%	818	66.6%	570	46.2%	342	27.6%	653	53.2%
Academically Unacceptable	24	2.0%	52	4.2%	55	4.5%	56	4.6%	32	2.6%	73	5.9%	37	3.0%	85	6.9%
Not Rated	94	7.7%	5	0.4%	7	0.6%	2	0.2%	7	0.6%	11	0.9%	10	0.8%	2	0.2%
Total Districts	1,227	100.0%	1,229	100.0%	1,227	100.0%	1,222	100.0%	1,229	100.0%	1,235	100.0%	1,237	100.0%	1,228	100.0%



Campus Accountability Ratings: 2004–2011

Accountability Rating	2004		2005		2006		2007		2008		2009		2010		2011	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Exemplary	518	6.6%	304	3.8%	564	7.1%	643	8.0%	1000	12.2%	2158	25.9%	2637	31.3%	1232	14.4%
Recognized	2538	32.5%	1909	24.1%	2826	35.5%	2354	29.2%	2819	34.4%	2943	35.4%	3160	37.5%	2833	33.2%
Academically Acceptable	3579	45.8%	4748	60.0%	3586	45.1%	4108	51.0%	3508	42.8%	2316	27.8%	1884	22.3%	3287	38.6%
Academically Unacceptable	95	1.2%	264	3.3%	286	3.6%	276	3.4%	202	2.5%	245	2.9%	104	1.2%	530	6.2%
Not Rated	1083	13.9%	683	8.6%	694	8.7%	680	8.4%	666	8.1%	660	7.9%	650	7.7%	644	7.6%
Total Campuses	7,813	100.0%	7,908	100.0%	7,956	100.0%	8,061	100.0%	8,195	100.0%	8,322	100.0%	8,435	100.0%	8,526	100.0%



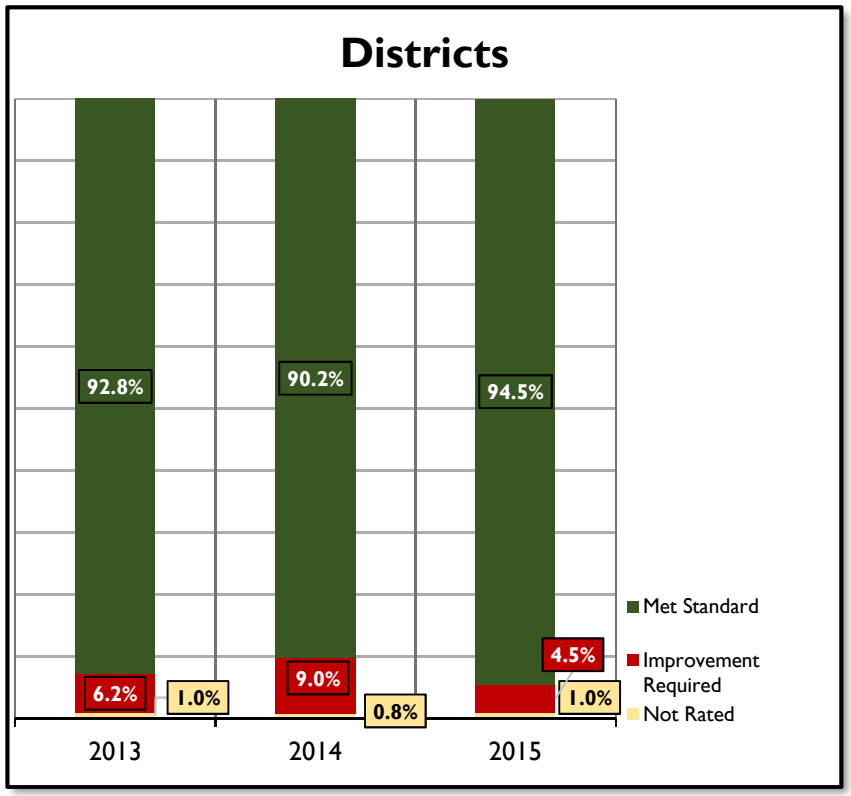
District and Campus Accountability Ratings: 2013–2015

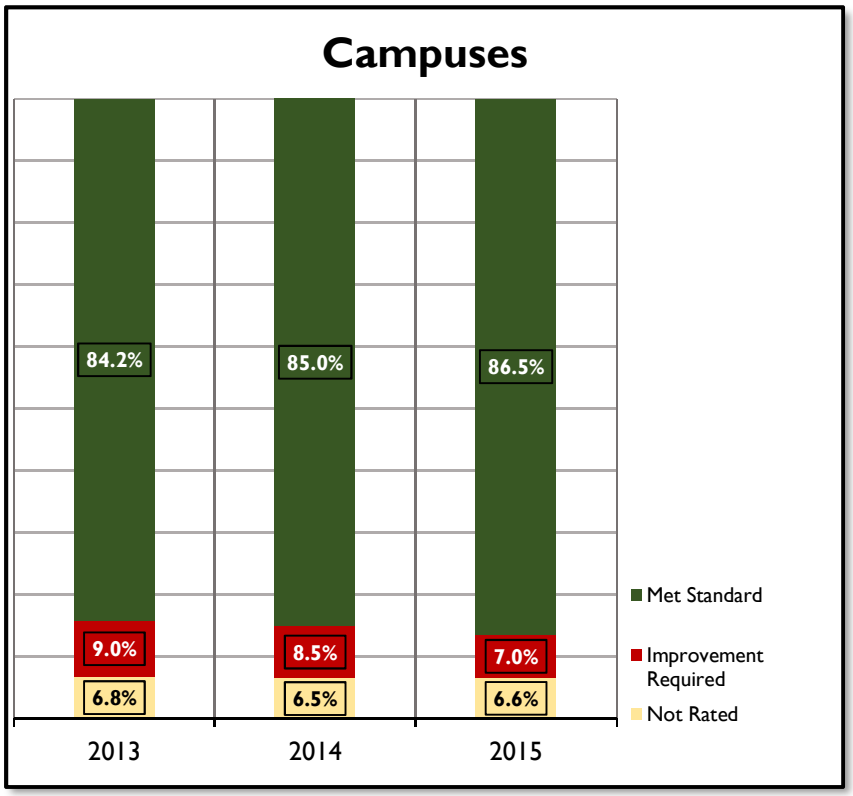
Districts

Accountability Rating	2013		2014		2015	
	Count	Percent	Count	Percent	Count	Percent
Met Standard	1140	92.8%	1107	90.2%	1152	94.5%
Improvement Required	76	6.2%	110	9.0%	55	4.5%
Not Rated	12	1.0%	10	0.8%	12	1.0%
Total Districts	1,228	100.0%	1,227	100.0%	1,219	100.0%

Campuses

Accountability Rating	2013		2014		2015	
	Count	Percent	Count	Percent	Count	Percent
Met Standard	7207	84.2%	7285	85.0%	7476	86.5%
Improvement Required	768	9.0%	733	8.5%	603	7.0%
Not Rated	580	6.8%	556	6.5%	567	6.6%
Total Campuses	8,555	100.0%	8,574	100.0%	8,646	100.0%





DESIGN PRINCIPLES OF ASSESSMENT-BASED ACCOUNTABILITY SYSTEMS (Part I and Part II)

2016 Texas Commission on Next Generation Assessments and Accountability

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Andrew Ho

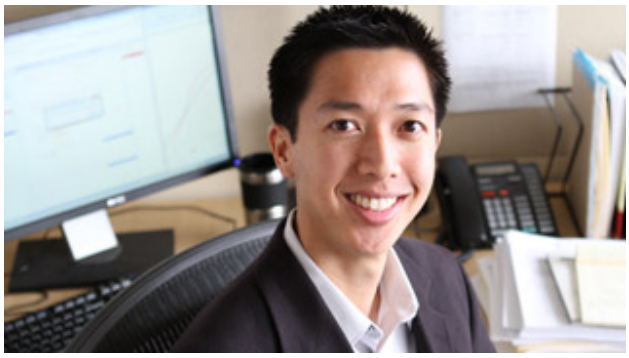
Professor of Education

Harvard Graduate School of Education

January 20, 2016

Andrew Ho

Invited Speaker to First Commission Meeting on January 20, 2016



Andrew Ho is Professor of Education at the Harvard Graduate School of Education. He is a psychometrician interested in the properties and consequences of test-based educational accountability metrics. His research has addressed measures of proficiency, growth, value added, achievement gains, achievement gap closure, college readiness, and course completion. He is a member of the National Assessment Governing Board and chair of Research Committee for the Harvard University Vice Provost for Advances in Learning.

His current projects include developing robust achievement gap measures, improving standards for college readiness, and advancing research in Massive Open Online Courses. Dr. Ho has been a postdoctoral fellow at the National Academy of Education and Spencer Foundation and a recipient of the Jason Millman Promising Measurement Scholar Award from the National Council on Measurement in Education. He received his Ph.D. in Educational Psychology and his M.S. in Statistics from Stanford University.

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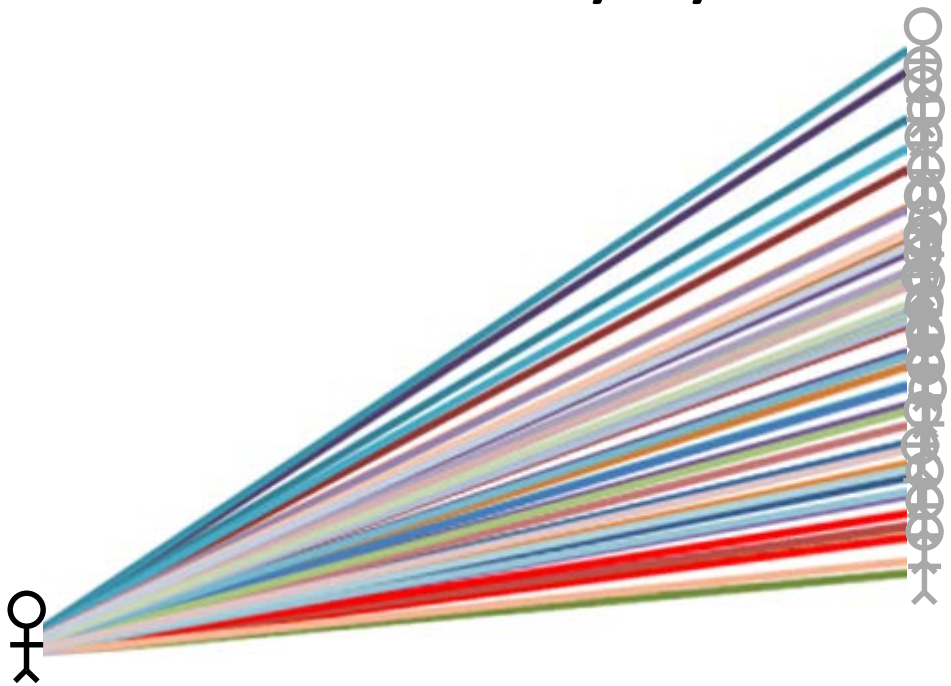
Design principles for assessment-based accountability systems



Andrew Ho, Harvard Graduate School of Education

Invited Testimony

Texas Commission on Next Generation Assessments and Accountability

Austin, Texas, January 20, 2016

10 principles for test-based accountability systems

1. Encourage inclusion.
2. Refresh assessments yearly.
3. Use multiple measures.
4. Emphasize school improvement; downplay school rankings.
5. Emphasize student growth; also emphasize student proficiency.
6. Factor score precision into high-stakes decisions.
7. Budget for responses to unintended consequences.
8. Answer the question, “So what can I do about it?”
9. Anchor scales: What does a “B” or a “50” mean?
10. Increase research capacity.

Principles 1-7 adapted from Linn (2001)

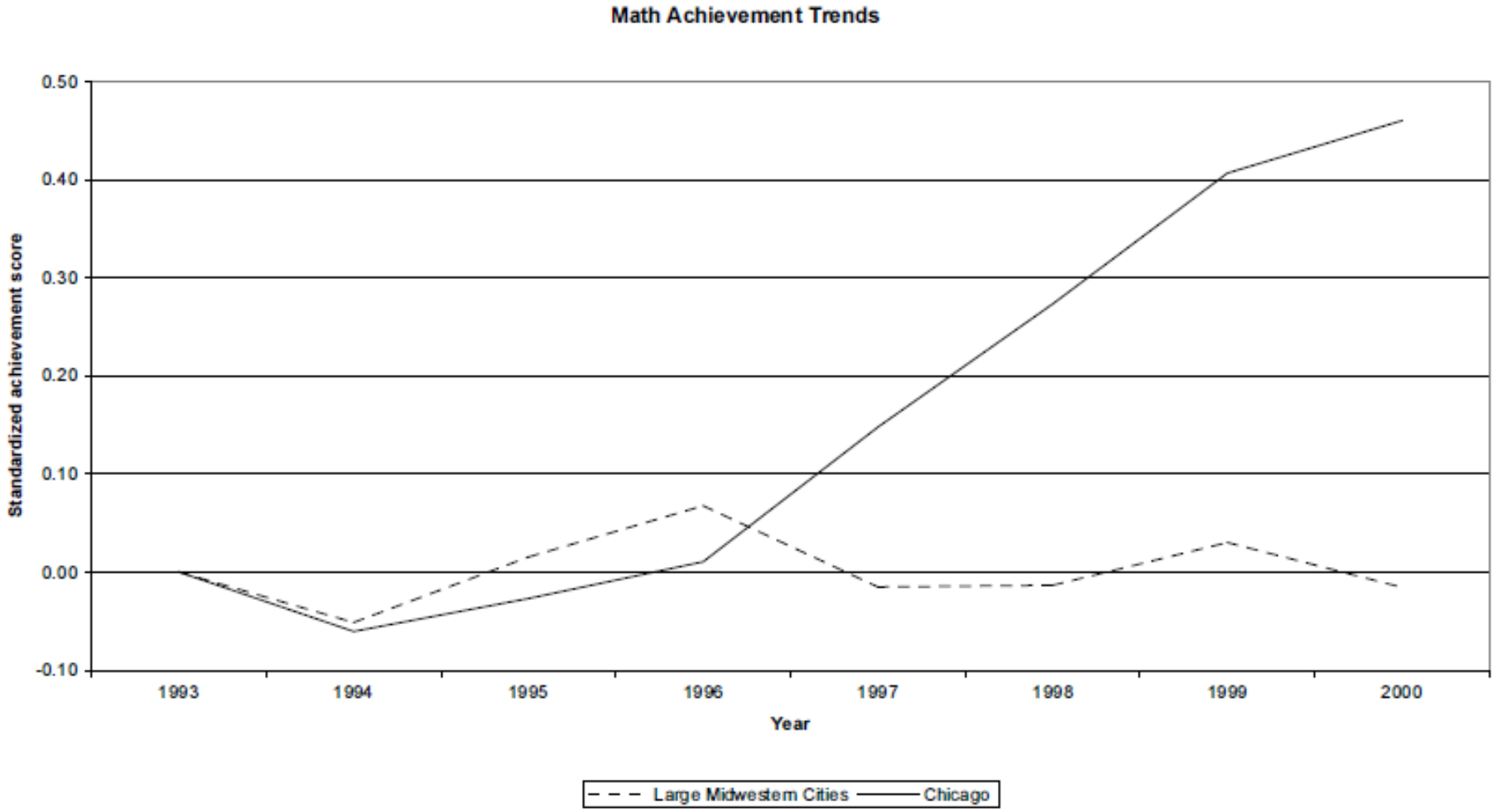
1) Encourage inclusion (Linn, 2001)

Provide safeguards against selective exclusion of students from assessments.

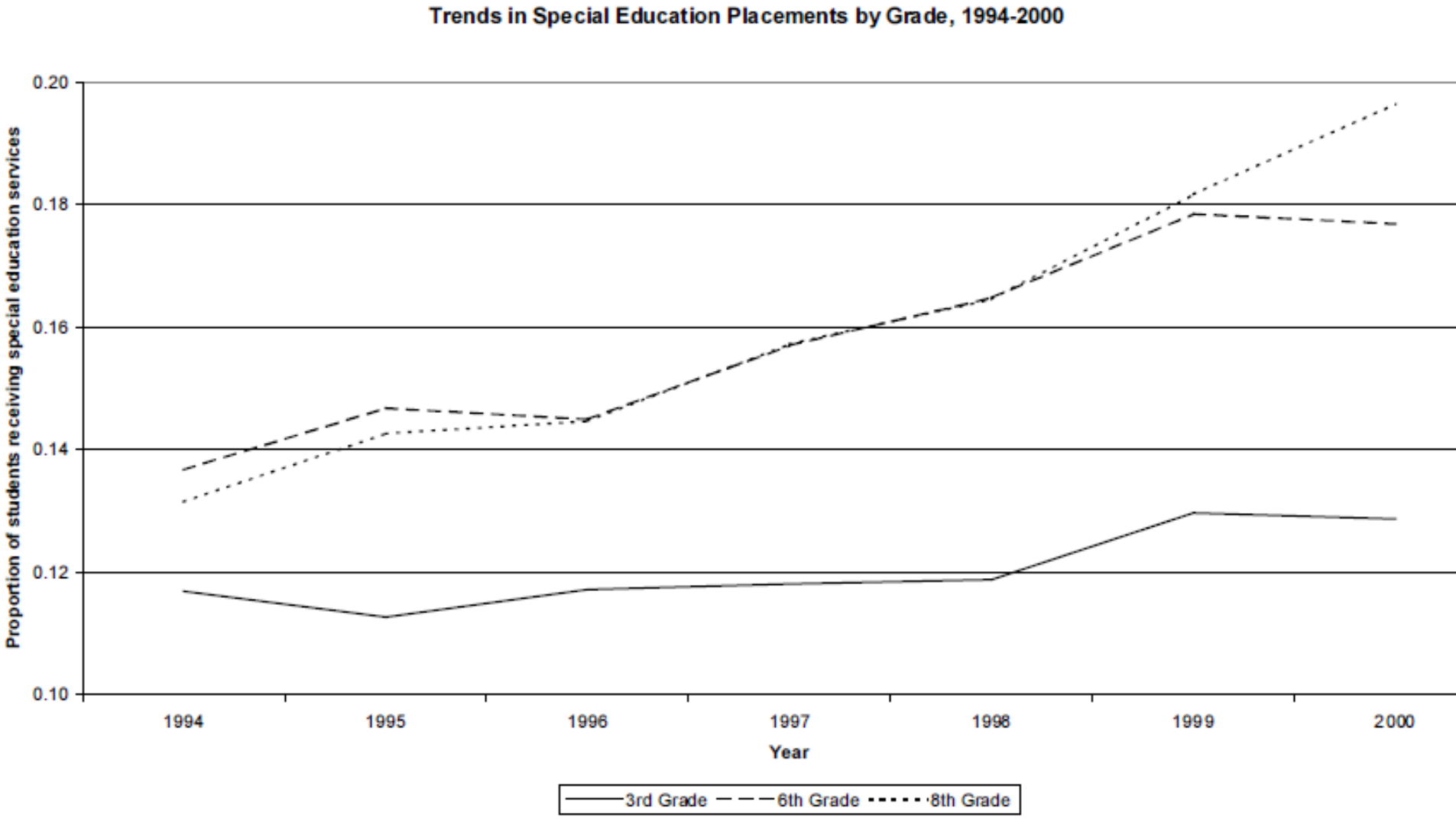
Linn (2001)

1) Encourage inclusion (Jacob, 2005)

Figure 3: Achievement Trends in Chicago versus Other Large, Urban School Districts the Midwest, 1990-2000



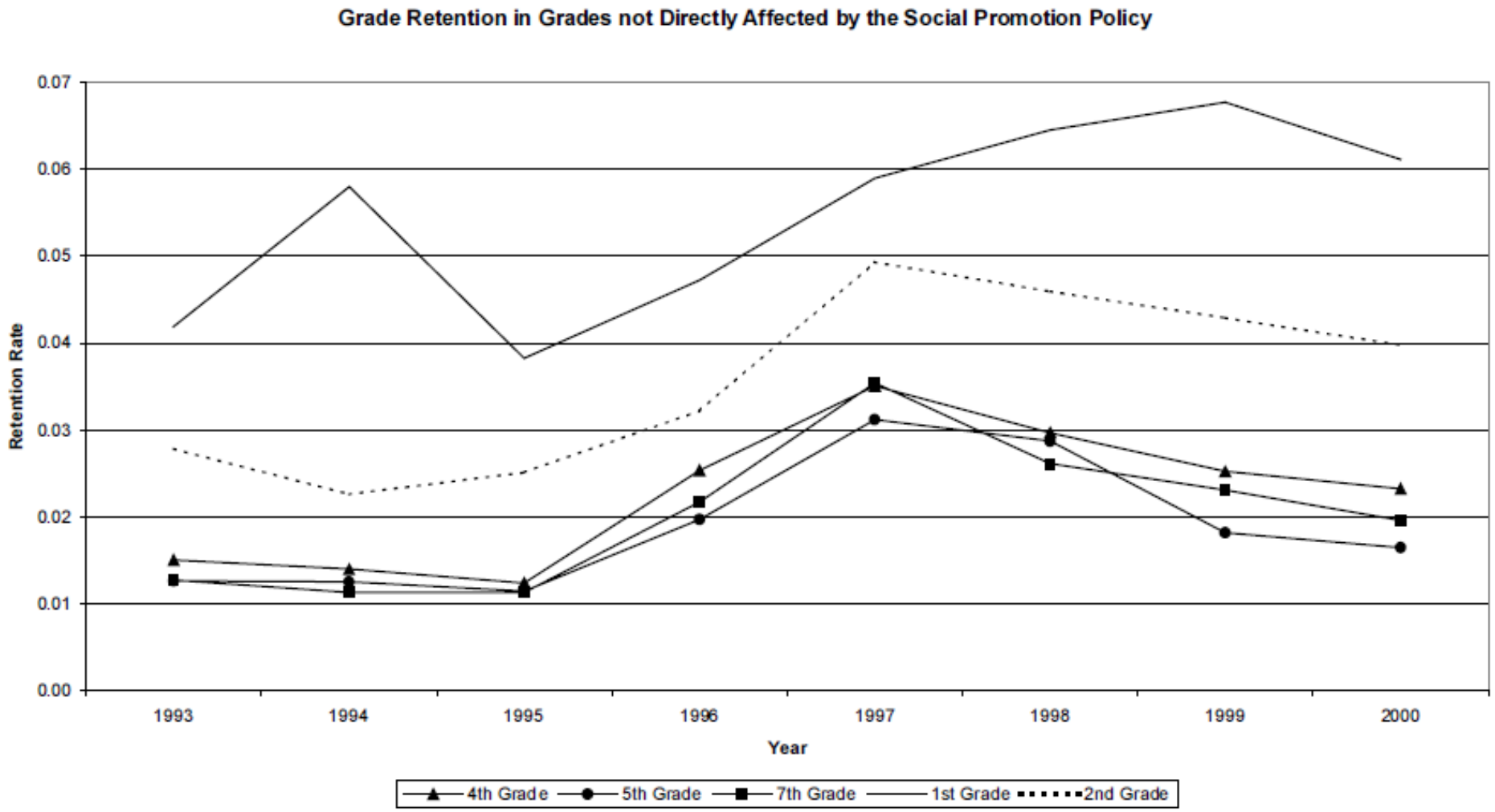
1) Encourage inclusion (Jacob, 2005)



Notes: The sample includes only first-time, non-bilingual students.

1) Encourage inclusion (Jacob, 2005)

Figure 6: Trends in Grade Retention



1) Encourage inclusion

Policy tools (each with pros and cons) include:

- Participation requirements (ESSA: 95%)
- Limiting alternative assessment participation (ESSA: 1%)
- Subgroup reporting
  - Lower minimum subgroup size (TX: 25*)
  - No super subgroups (ESSA)
- Track all participation and classification rates over time.
- Budget for unanticipated unintended responses.
- Ensure that assessment provides useful, relevant information and diagnoses achievement disparities.

2) Refresh assessment items yearly (Linn, 2001)

Make the case that high-stakes accountability requires new high-quality assessments each year that are equated to those of previous years.

Linn (2001)

2) Refresh assessment items yearly (Koretz & Barron, 1998)

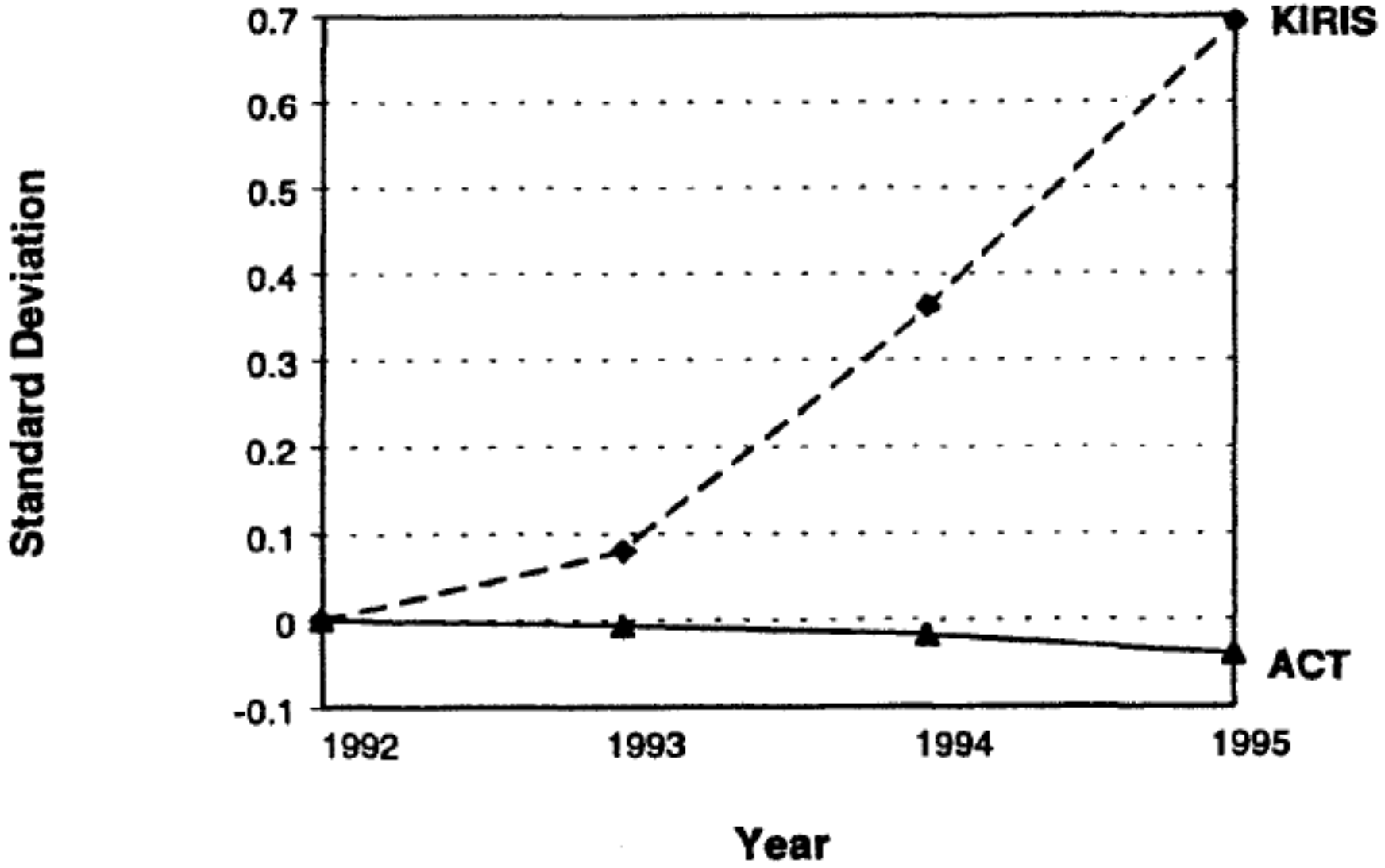


Figure 25—Standardized Changes in ACT and KIRIS Mathematics

2) Refresh assessment items yearly (Koretz & Barron, 1998)

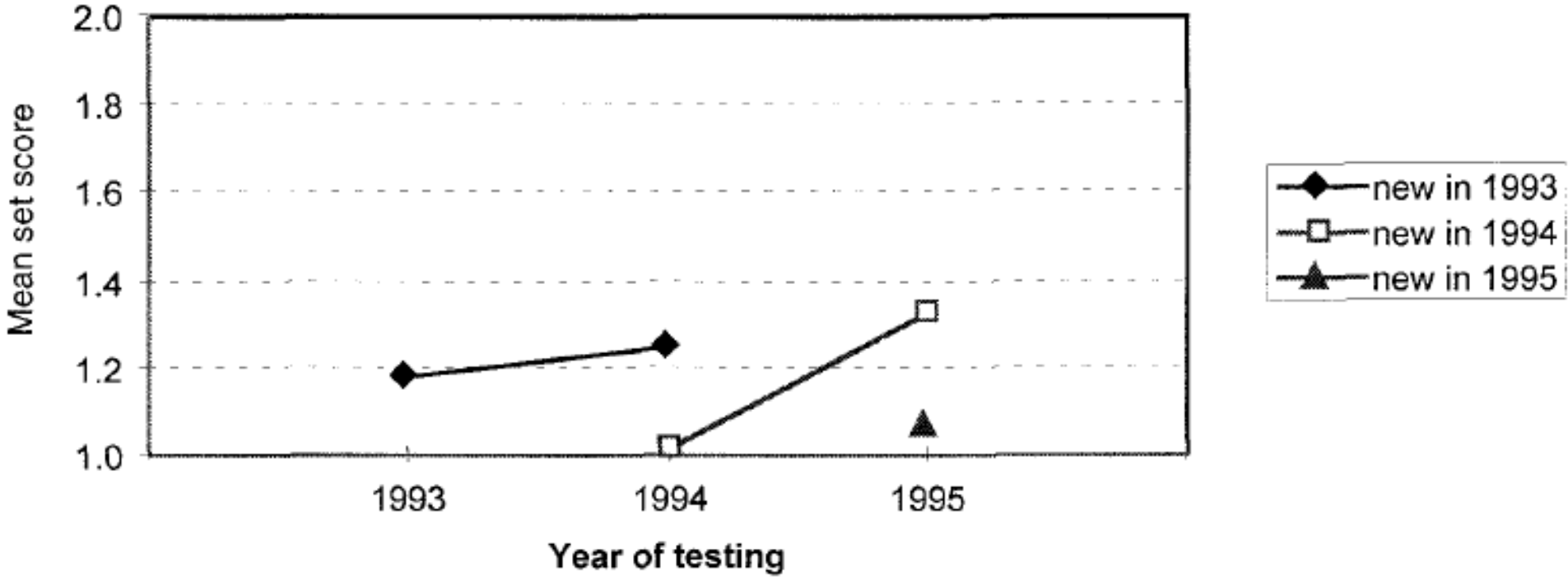


Figure 30—Sawtooth Pattern: KIRIS Grade 8 Mathematics, All Items

2) Refresh assessment items yearly

Policy tools (each with pros and cons):

- Invest significantly in assessment and item development
- Emphasize trends over time as a contribution of the system.
- Budget for the significant costs of maintaining comparable assessments over time

3) Use multiple measures (Linn, 2001)

Don’t put all of the weight on a single test. Instead, seek multiple indicators. The choice of construct matters and the use of multiple indicators increases the validity of inferences based upon observed gains in achievement.

Linn (2001)

3) Use multiple measures (Ho, 2007)

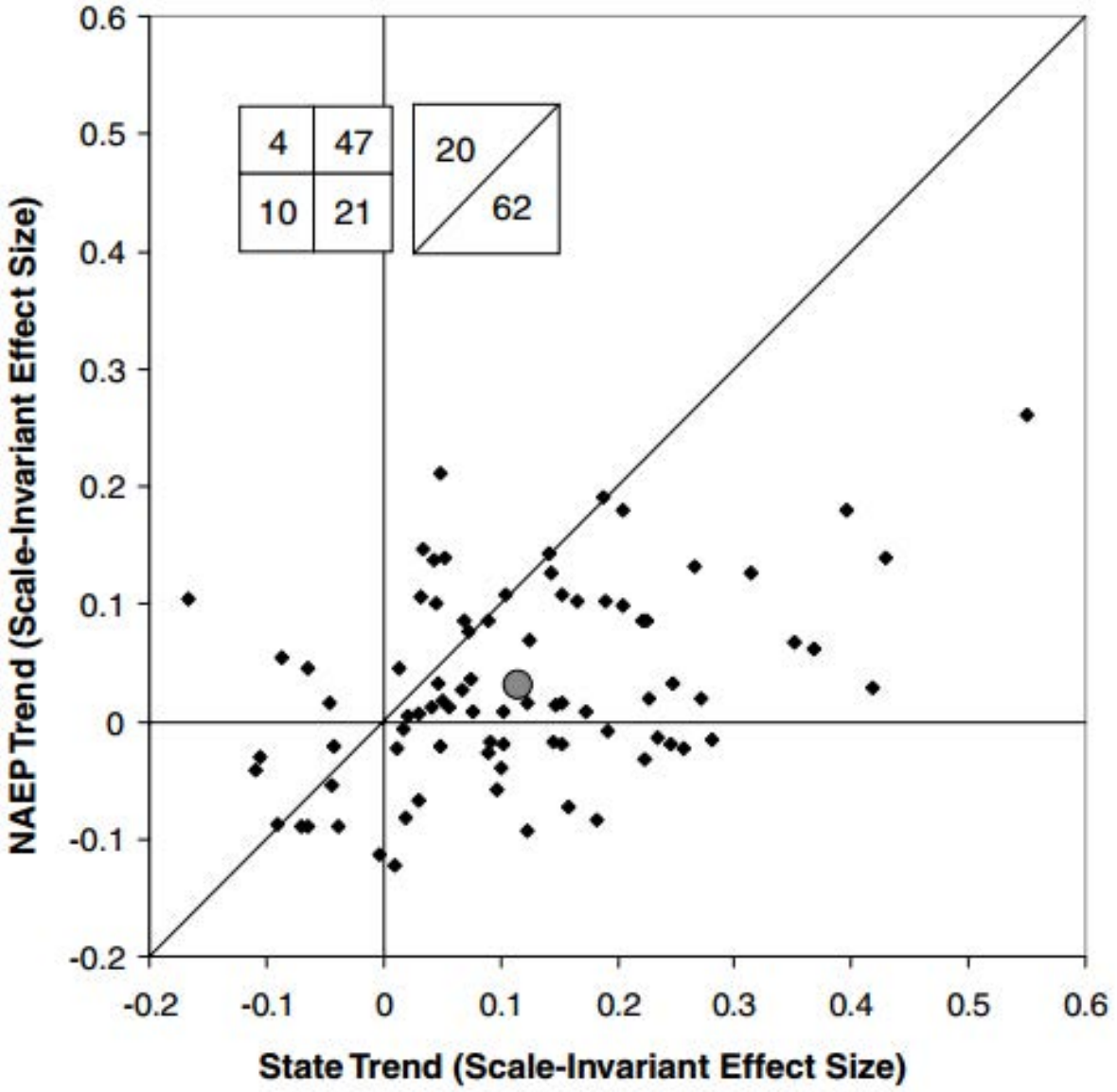
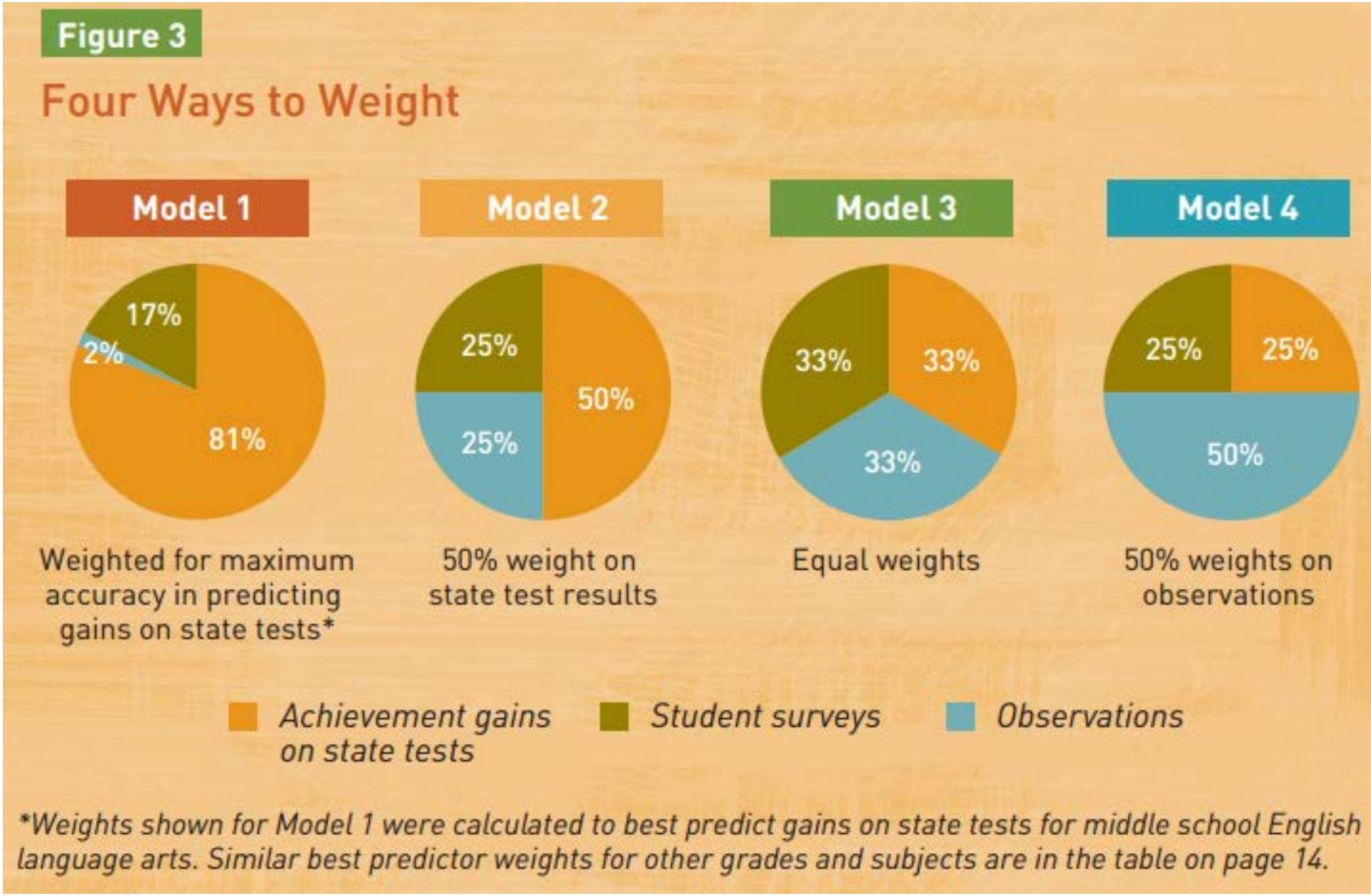


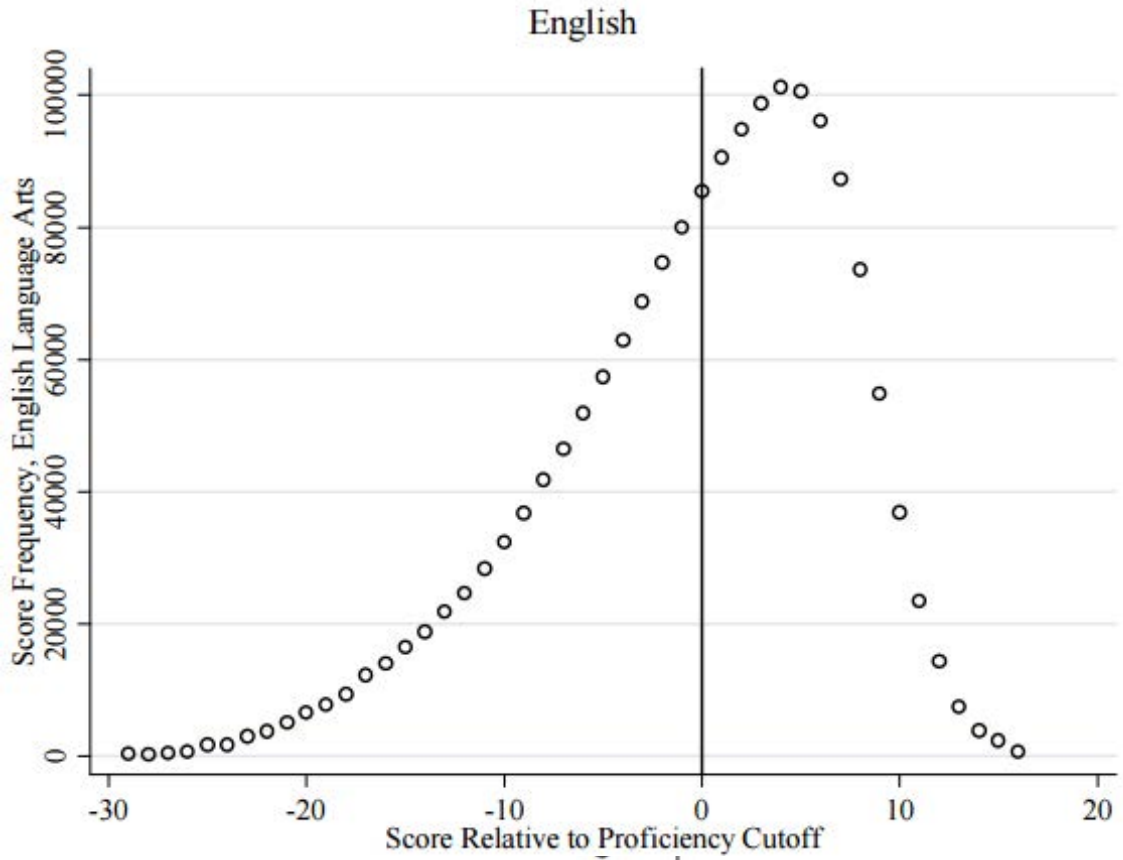
FIGURE 4. NAEP versus State Score Trend Discrepancies; All 82 State-Subject-Grade Combinations.

3) Use multiple measures (B&M Gates Found., 2013)

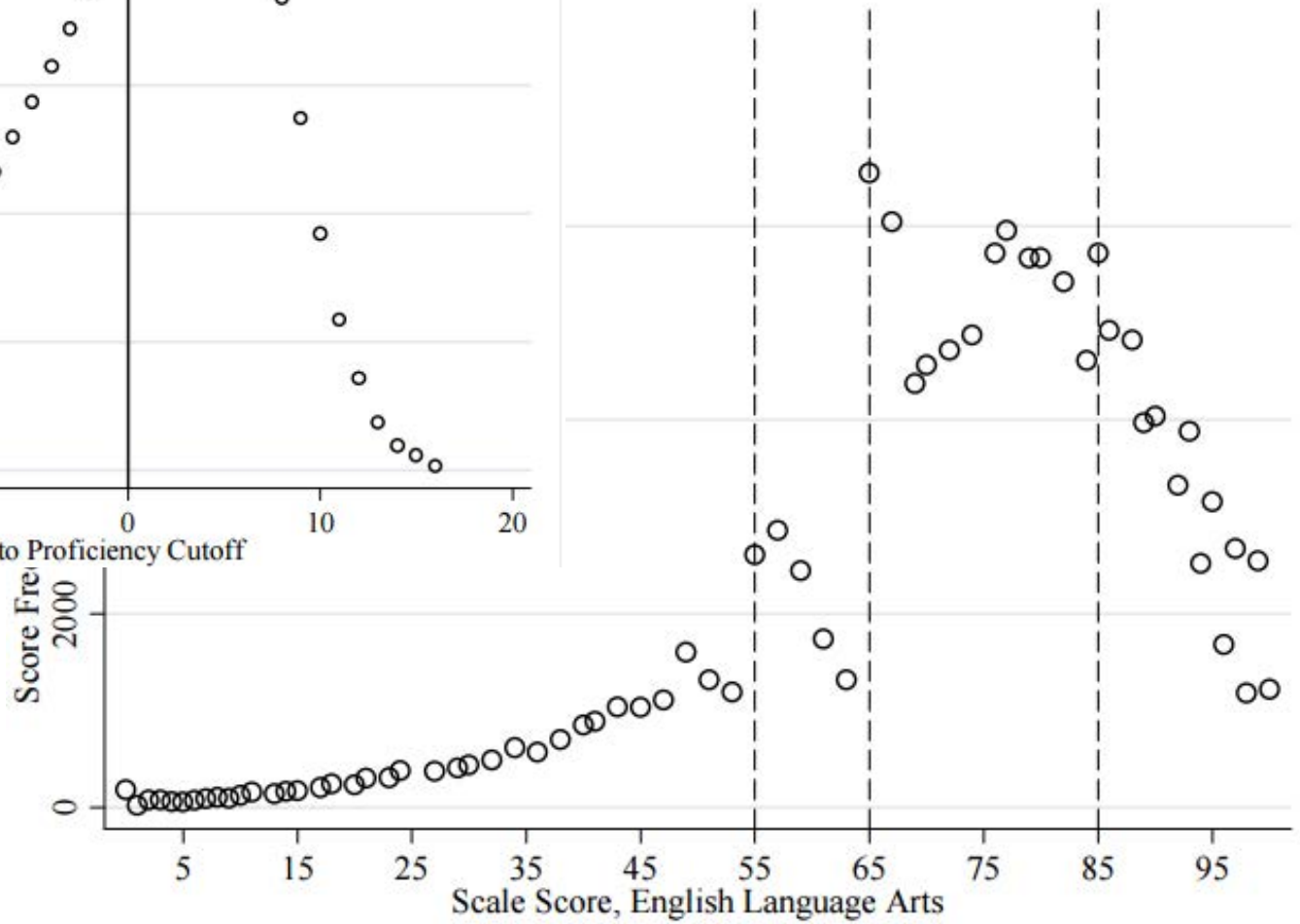


3) Use multiple measures (Dee, Jacob, McCrary, Rockoff, 2011)

Figure 3: Frequency Distributions for Centrally Graded Exams in Grades 3 to 8



Cautions against local scoring without auditing.



3) Use multiple measures

Policy tools

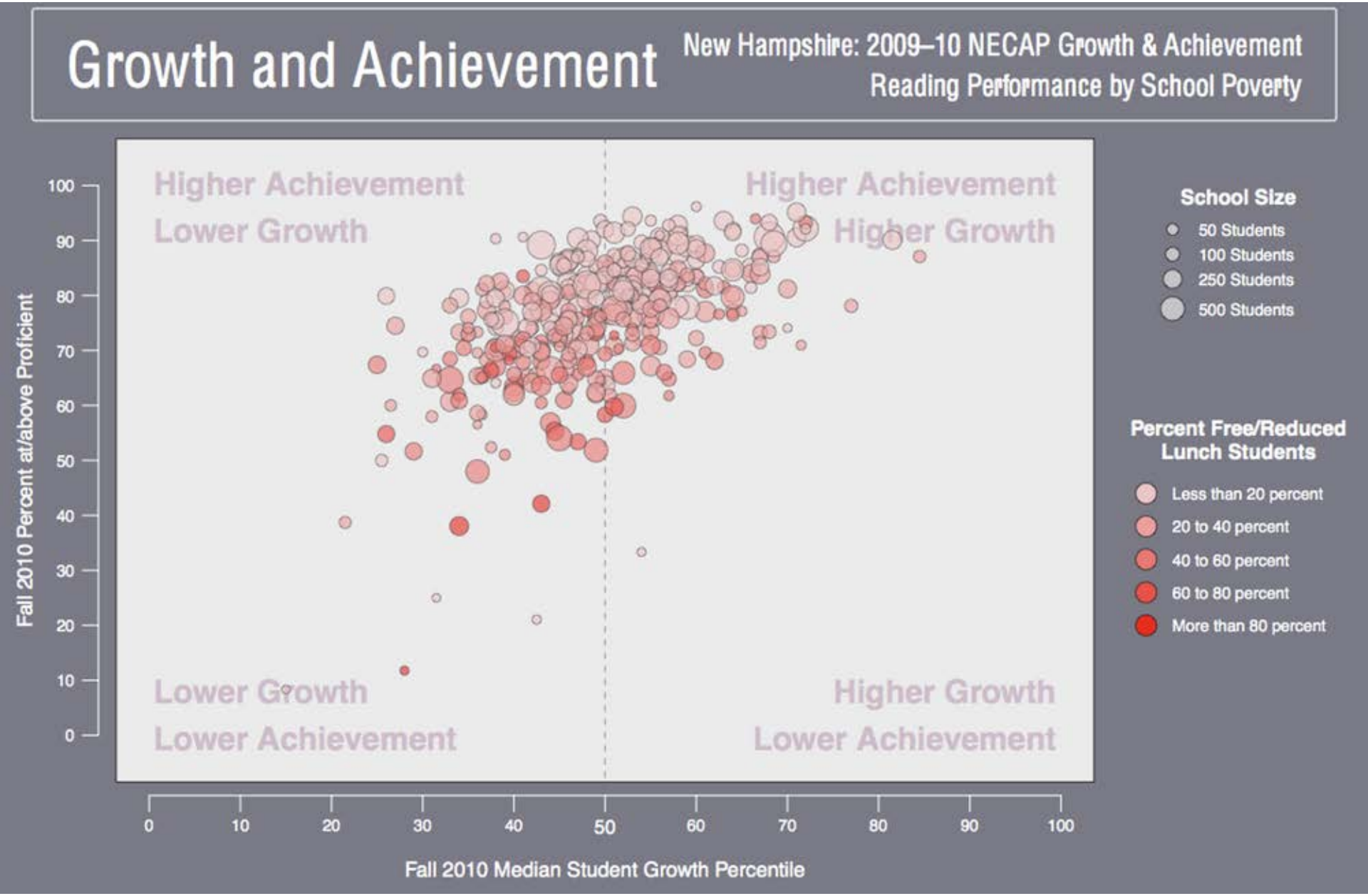
- Dashboards
- Local assessments (Student Learning Objectives)
- Index systems (e.g., TX)
- Assign higher weights to more precise measures
- Lower stakes

4) School improvement over school rankings (Linn, 2001)

Place more emphasis on comparisons of performance from year to year than from school to school. This allows for differences in starting points while maintaining an expectation of improvement for all.

Linn (2001)

4) School improvement over school rankings (NECAP, 2010)



4) School improvement over school rankings

Example (the parable of the 10-9 and 1-7 schools):

- Which school would you rather send your child to, a school that goes from a 10 to a 9, or a school that goes from a 1 to a 7? Which school would you rather laud, or sanction? [What is a 10?]

Policy tools

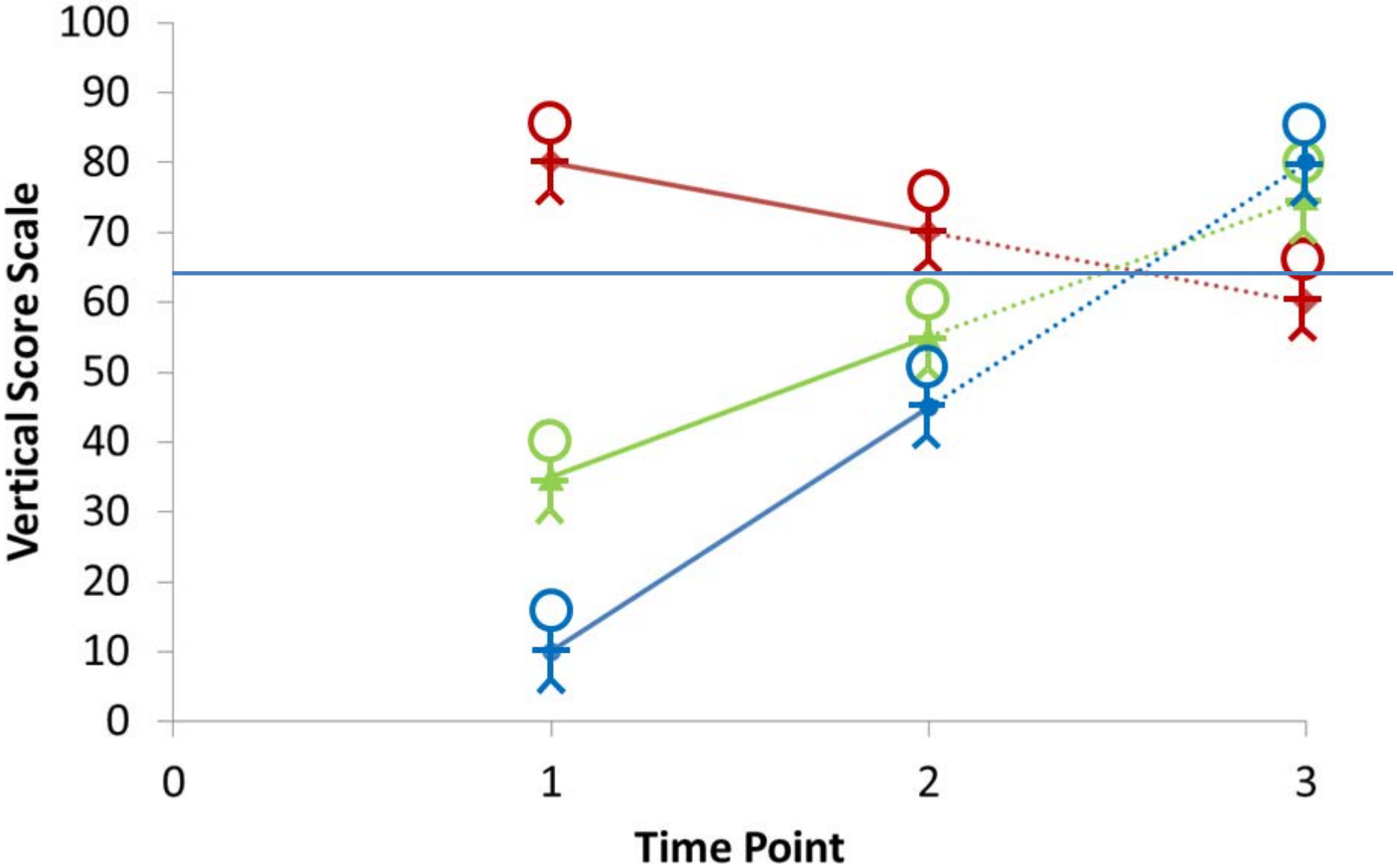
- Growth metrics (e.g., Texas)
- Score report design

5) Emphasize student growth… and proficiency (Linn, 2001)

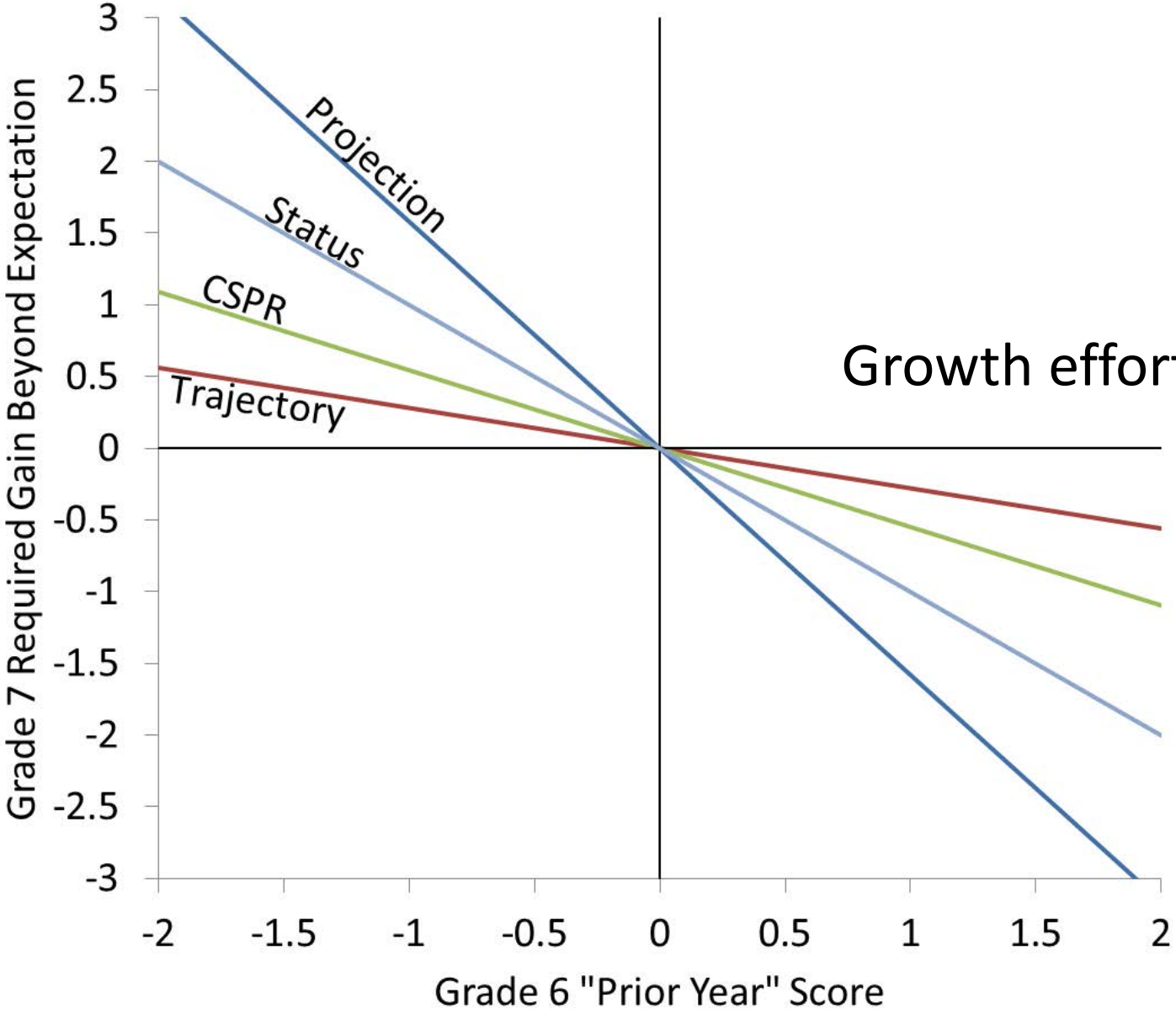
Consider both value added and status in the system. Value added provides schools that start out far from the mark a reasonable chance to show improvement while status guards against institutionalizing low expectations for those same students and schools.

Linn (2001)

5) Emphasize student growth… and proficiency (Ho, 2014)

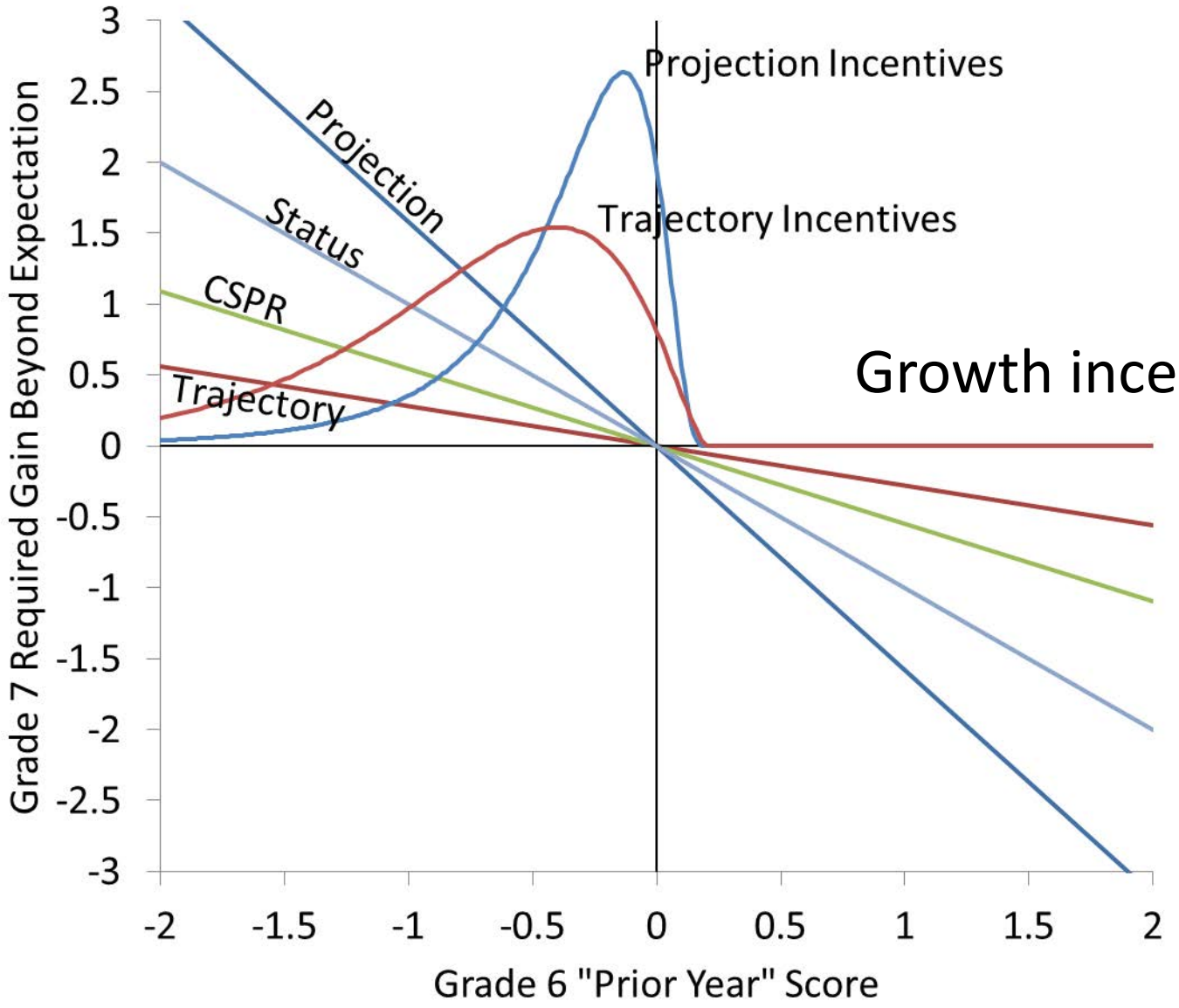


5) Emphasize student growth… and proficiency (Ho, 2014)



Growth effort map

5) Emphasize student growth… and proficiency (Ho, 2014)



Growth incentive map

5) Emphasize student growth… and proficiency

Example (revisiting the parable of the 10-9 and 1-7 schools):

- Which school would you rather send your child to, a school that takes 10s and transforms them to 9s, or a school that takes 1s and transforms them to 7s? Which school would you rather laud, or sanction?

Policy tools

- Growth metrics (e.g., Texas)
- Status metrics (college readiness benchmarks)
- Lower stakes
- Growth incentive maps

10 principles for test-based accountability systems

1. Encourage inclusion.
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7. Budget for responses to unintended consequences.
8. Answer the question, “So what can I do about it?”
9. Anchor scales: What does a “B” or a “50” mean?
10. Increase research capacity.

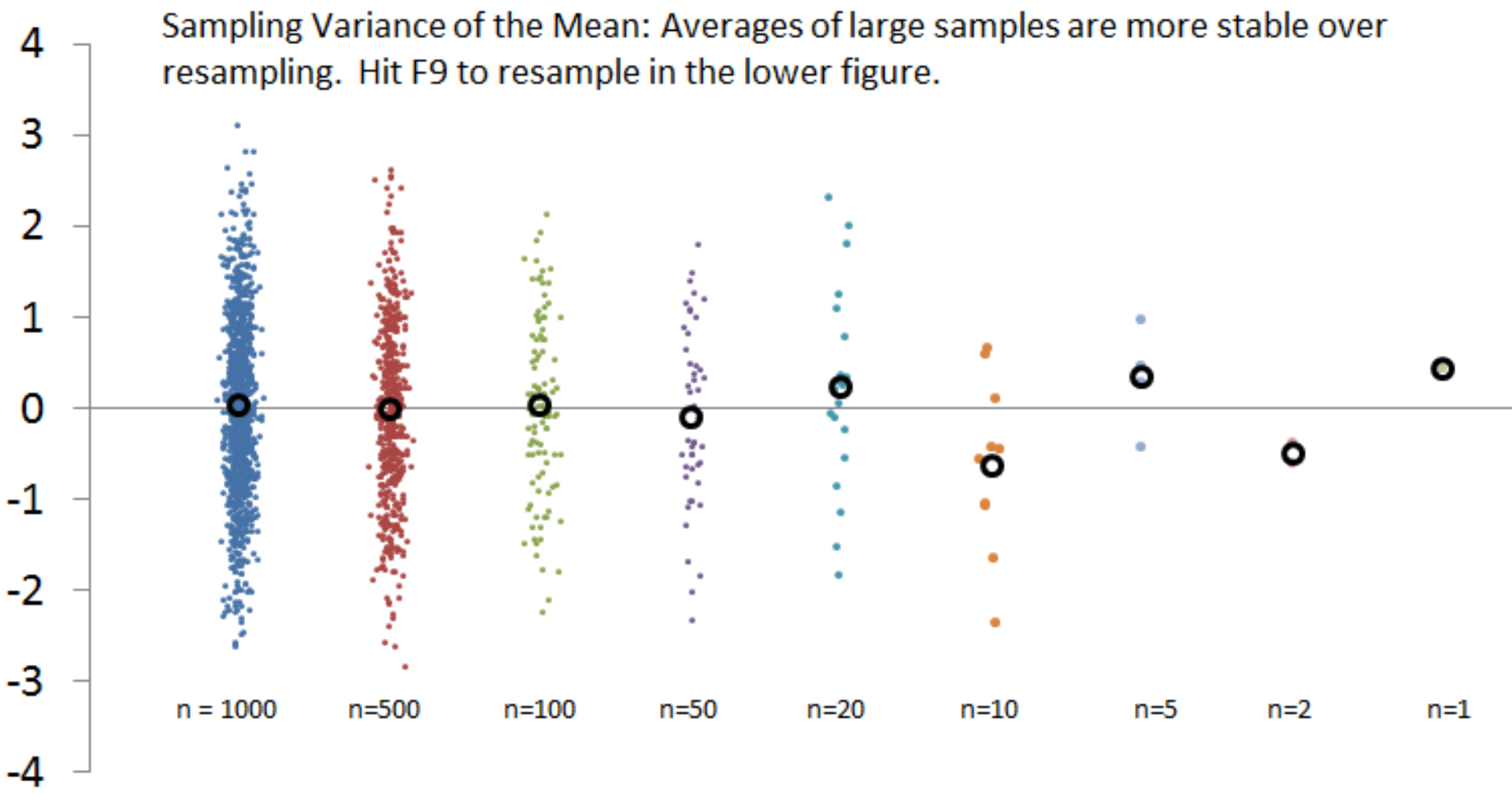
Principles 1-7 adapted from Linn (2001)

6) Factor score precision into high-stakes decisions (Linn, 2001)

Recognize, evaluate, and report the degree of uncertainty in the reported results.

Linn (2001)

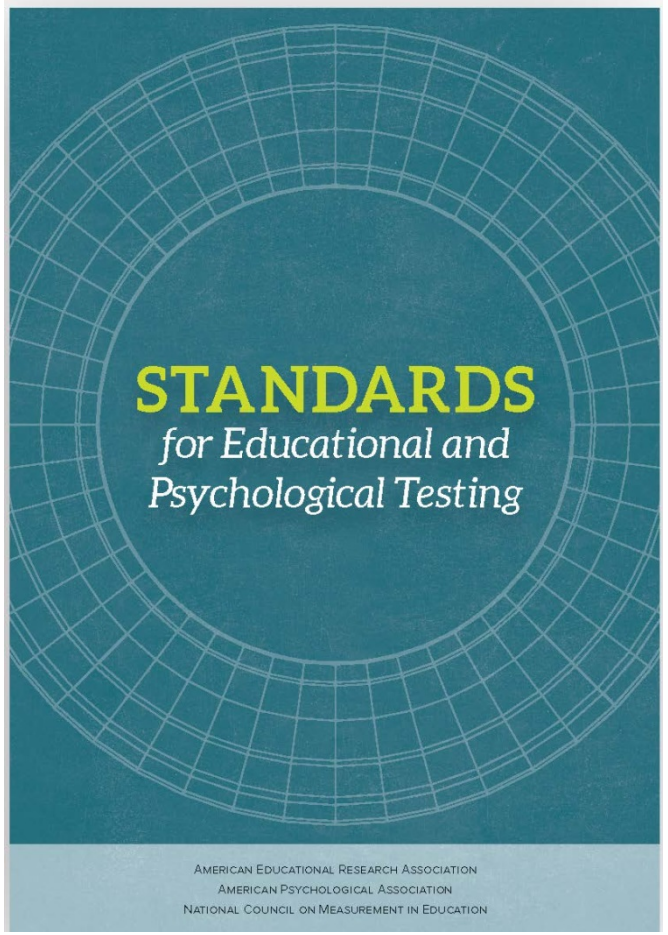
6) Factor score precision into high-stakes decisions



6) Factor score precision into high-stakes decisions

(AERA/APA/NCME Standards, 2014):

- 12.18: "score reports should be accompanied by a clear presentation of information on how to interpret the scores, including the degree of measurement error…"
- But also, 12.15: "Individuals who interpret the test results [should] be qualified to do so or be assisted by and consult with persons who are so qualified."



6) Factor score precision into high-stakes decisions

Policy tools

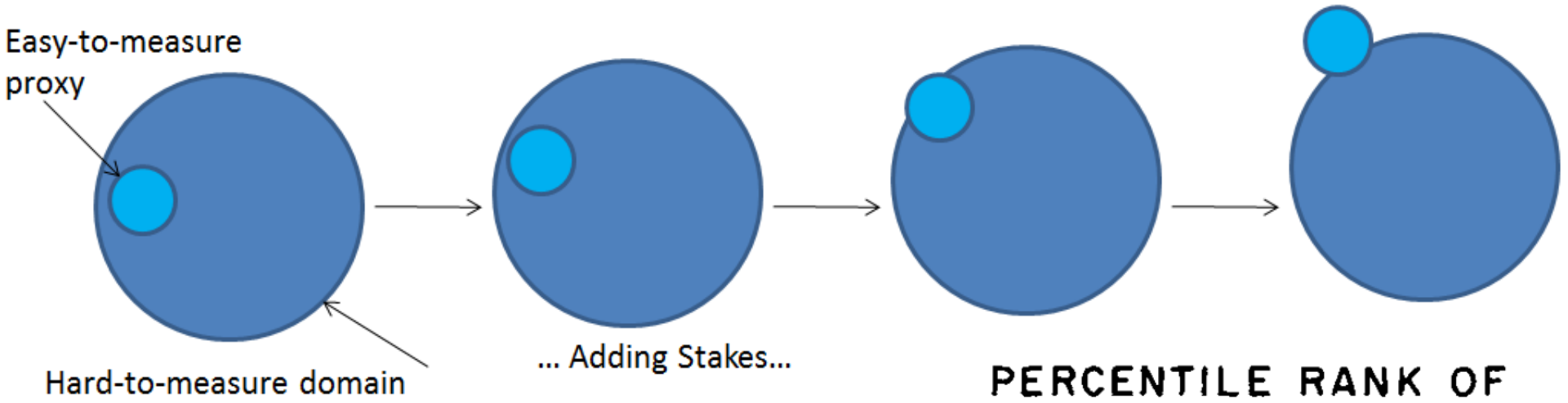
- Add standard errors and error bars to reports
- Average over measures and over time
- Adjust by confidence intervals
- Report precision-adjusted scores.

7) Budget for responses to unintended consequences (Linn, 2001)

Put in place a system for evaluating both the intended positive effects and the more likely unintended negative effects of the system.

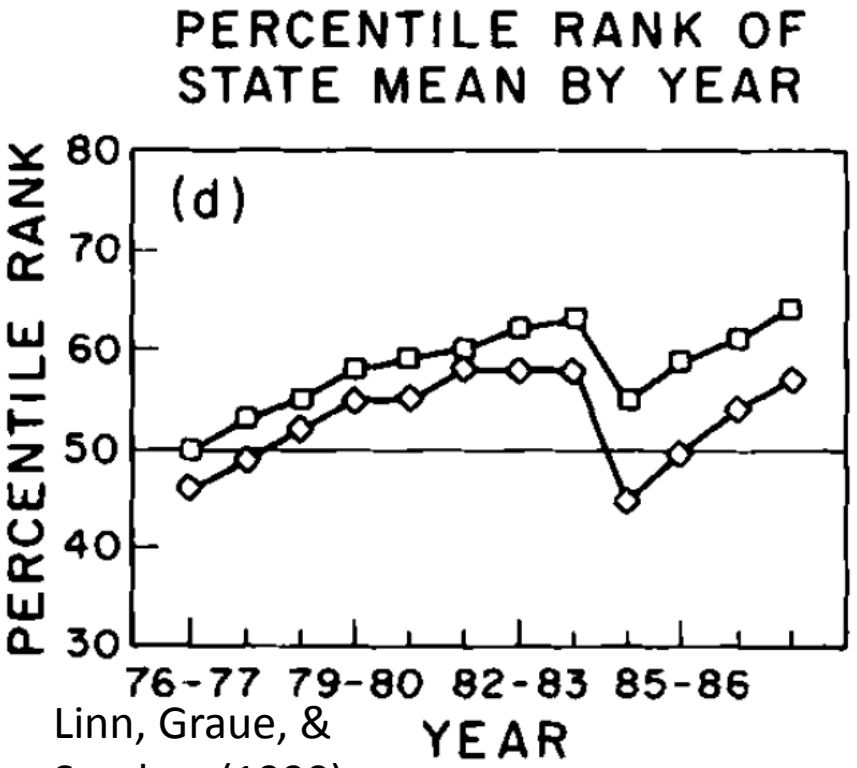
Linn (2001)

7) Budget for responses to unintended consequences



Example (AERA/APA/NCME Standards, 2014):

- 12.1: "It is also the responsibility of those who mandate the use of tests to monitor their impact and to identify and minimize potential negative consequences as feasible."



Linn, Graue, & Sanders (1990)

7) Budget for responses to unintended consequences

Policy tools

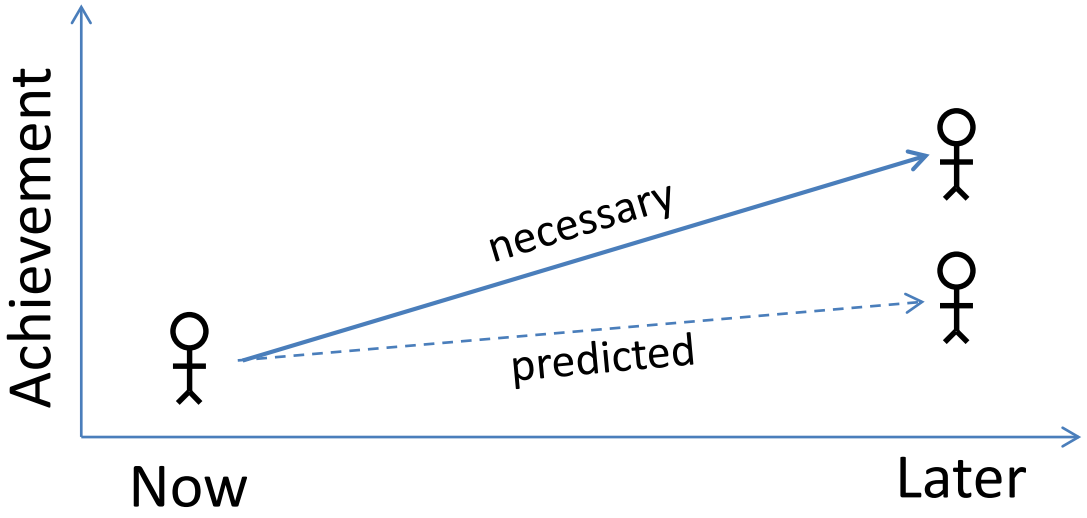
- Invest in data collection and research infrastructure.
- Research partnerships with independent evaluators.
- Encourage nimble, dynamic frameworks.
- Ongoing surveys to assess trends.
- Timed feedback loops to revisit policy features based on evidence collected by that time.

8) “So what can I do about it?” (Ho, 2014)

Accountability systems should answer two questions well:

1) Should I be worried?
2) If so, what can I do about it?

8) “So what can I do about it?” (Ho, 2014)



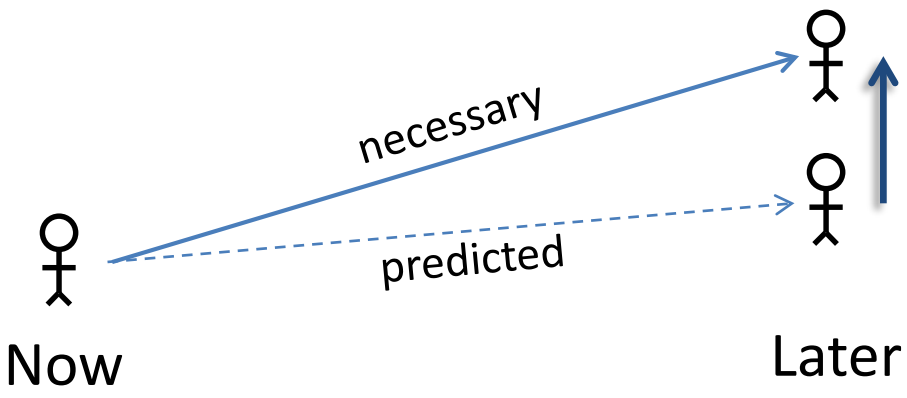
Student growth predictions should be:

a) Accurate.

b) Ultimately, incorrect.

c) Both a) and b).

8) “So what can I do about it?” (Ho, 2014)



What theories, practices, tools, policies, incentives, and interventions will lengthen ***this*** arrow?

Remember: The prediction is valid if it is ultimately wrong.

8) “So what can I do about it?”

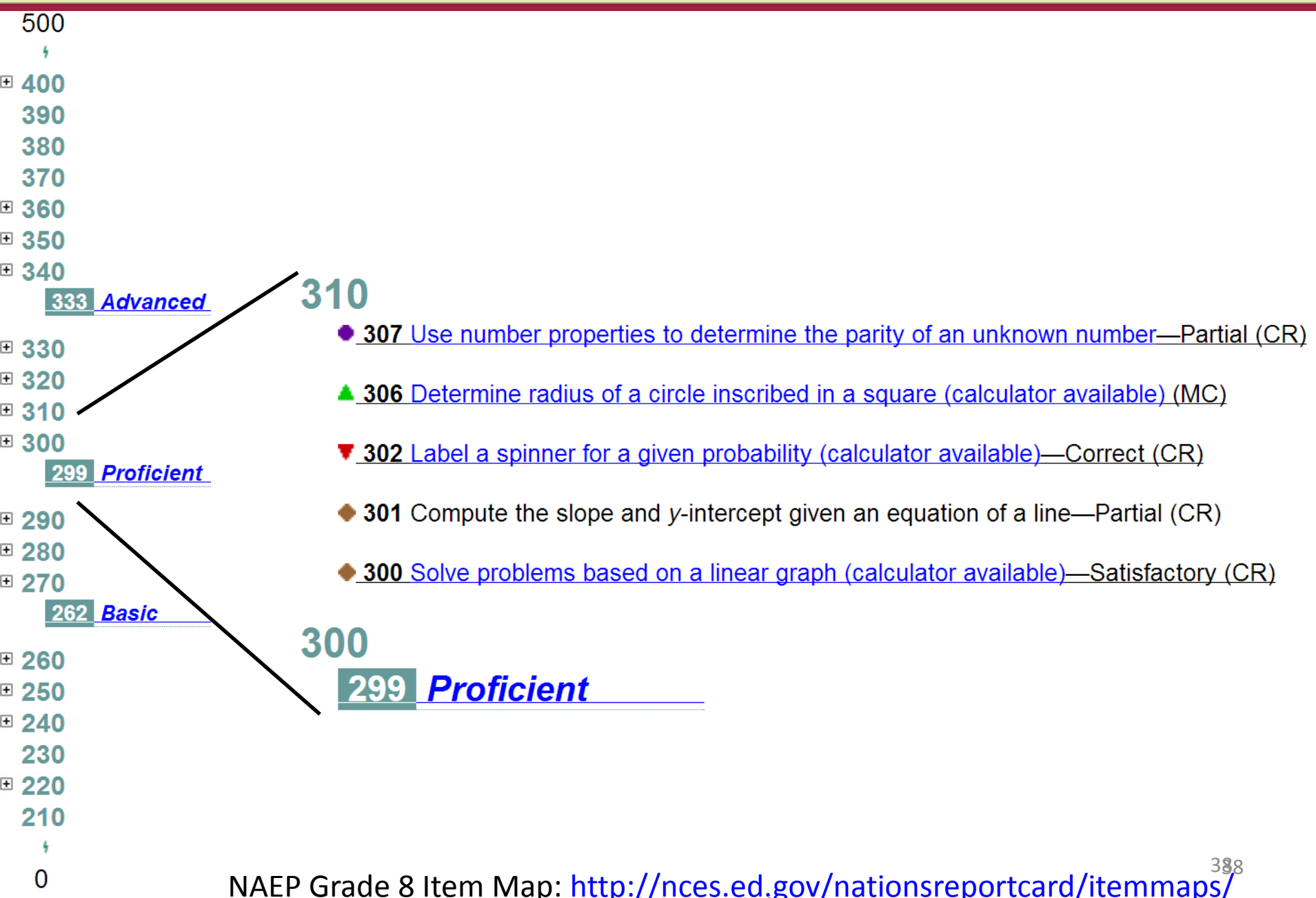
Policy tools

- Clear, timely, relevant score reporting.
- Survey stakeholders for questions they actually ask, that they would like answers to.
- Emphasize formative and diagnostic feedback
- Lower stakes

9) Anchor scales with norms and criteria (Ho)

Anchor scale points (A-F, 0-100) with explicit descriptions, including both normative (relative) and criterion (absolute) information.

9) Anchor scales with norms and criteria



NAEP Grade 8 Item Map: http://nces.ed.gov/nationsreportcard/itemmaps/

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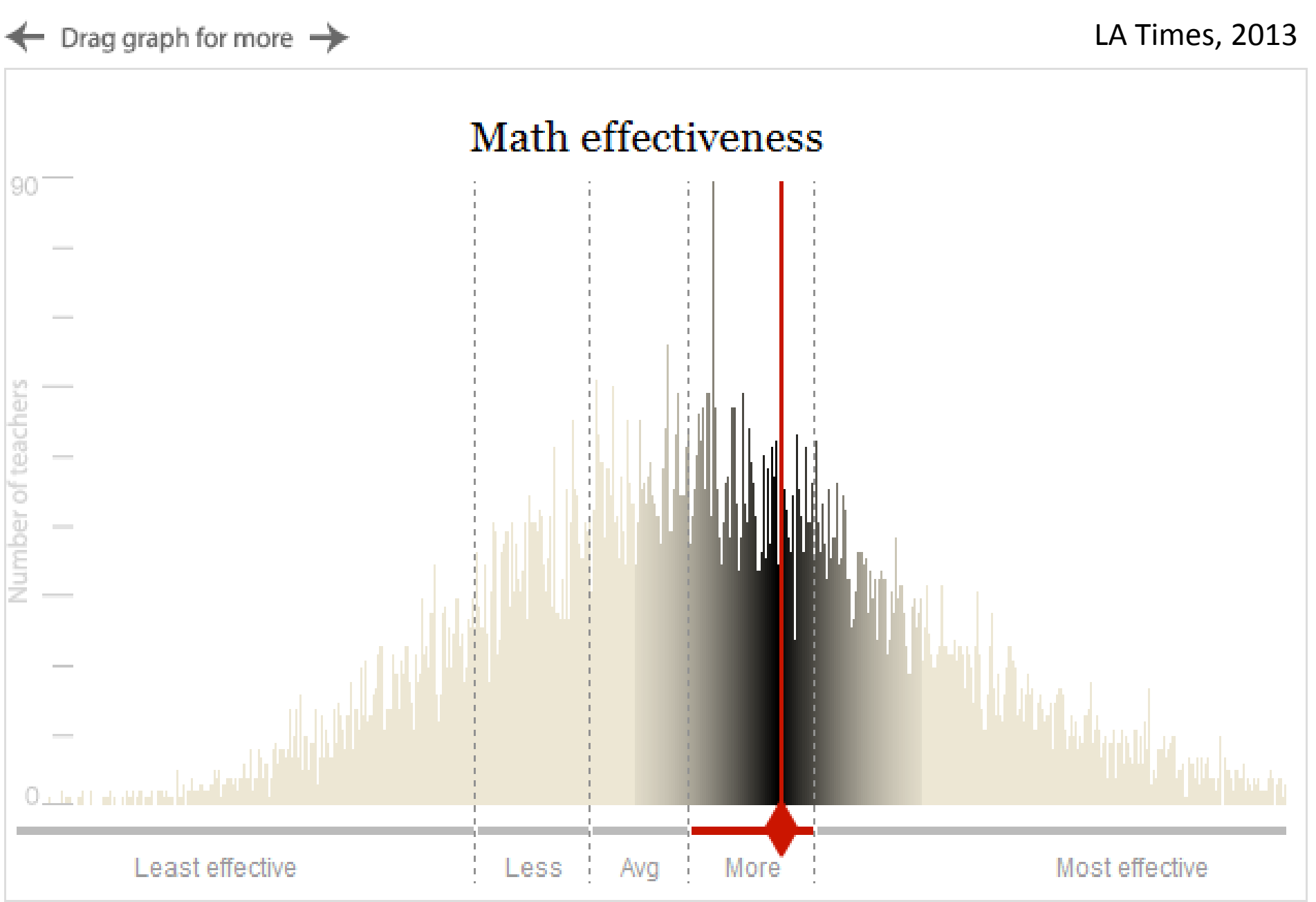
9) Anchor scales with norms and criteria



9) Anchor scales with norms and criteria

	GRADE		EARLY FOUNDATIONS	
			Family Income	Parent Education
			Percent of children in families with incomes at least 200% of poverty level	Percent of children with at least one parent with a postsecondary degree
MASSACHUSETTS	A-	92.3	70.2%	62.7%
NEW HAMPSHIRE	B+	89.1	70.1	59.3
NEW JERSEY	B+	88.1	67.3	58.0
CONNECTICUT	B+	87.4	67.6	58.8
MINNESOTA	B+	87.4	67.3	60.8
VERMONT	B+	86.8	65.1	57.3
NORTH DAKOTA	B	85.3	66.7	60.8
VIRGINIA	B	85.0	65.8	56.7
MARYLAND	B	84.7	69.0	57.2
IOWA	B	84.6	62.5	56.9
NEBRASKA	B	84.1	60.9	58.7
WISCONSIN	B	83.3	61.3	54.5
COLORADO	B	83.2	63.5	54.7
DISTRICT OF COLUMBIA	B	82.8	55.3	46.7
PENNSYLVANIA	B-	82.1	60.7	51.4
WYOMING	B-	81.8	64.7	56.5
UTAH	B-	81.6	63.5	57.3
NEW YORK	B-	80.8	57.5	53.2
KANSAS	B-	80.7	58.9	53.0
ILLINOIS	B-	80.5	59.8	51.3
MISSOURI	C+	78.7	57.6	51.0
INDIANA	C+	77.5	54.7	46.5
MONTANA	C+	77.2	54.8	47.5
ALASKA	C+	76.7	65.7	44.5
NORTH CAROLINA	C+	76.5	49.5	47.9
MICHIGAN	C	76.1	56.3	51.2
IDAHO	C	75.5	53.9	50.4
KENTUCKY	C	75.4	51.6	44.6
OREGON	C	75.2	54.8	48.3
FLORIDA	C	75.1	50.3	48.3
GEORGIA	C	74.6	50.1	45.2
CALIFORNIA	C	73.6	54.1	42.1
TENNESSEE	C	73.5	49.9	42.3
SOUTH CAROLINA	C	73.4	48.2	43.5
TEXAS	C	73.3	50.9	39.4
ARIZONA	C	72.8	49.5	43.7
OKLAHOMA	C	72.6	51.8	40.2
ARKANSAS	C-	70.8	45.6	38.5
WEST VIRGINIA	C-	70.7	51.0	40.7
ALABAMA	C-	70.4	49.2	42.0
LOUISIANA	C-	70.3	49.4	37.2
MISSISSIPPI	C-	69.8	43.8	40.8
NEW MEXICO	D+	66.9	44.5	37.6
NEVADA	D	66.5	50.0	36.3
U.S.[1]	C+	77.8	56.0%	48.1%

edweek.org

9) Anchor scales with norms and criteria (Ho)

Policy tools

- Scale anchoring and clear reporting
- Dashboards and multiple measures
- Progress and growth over status
- Lower stakes

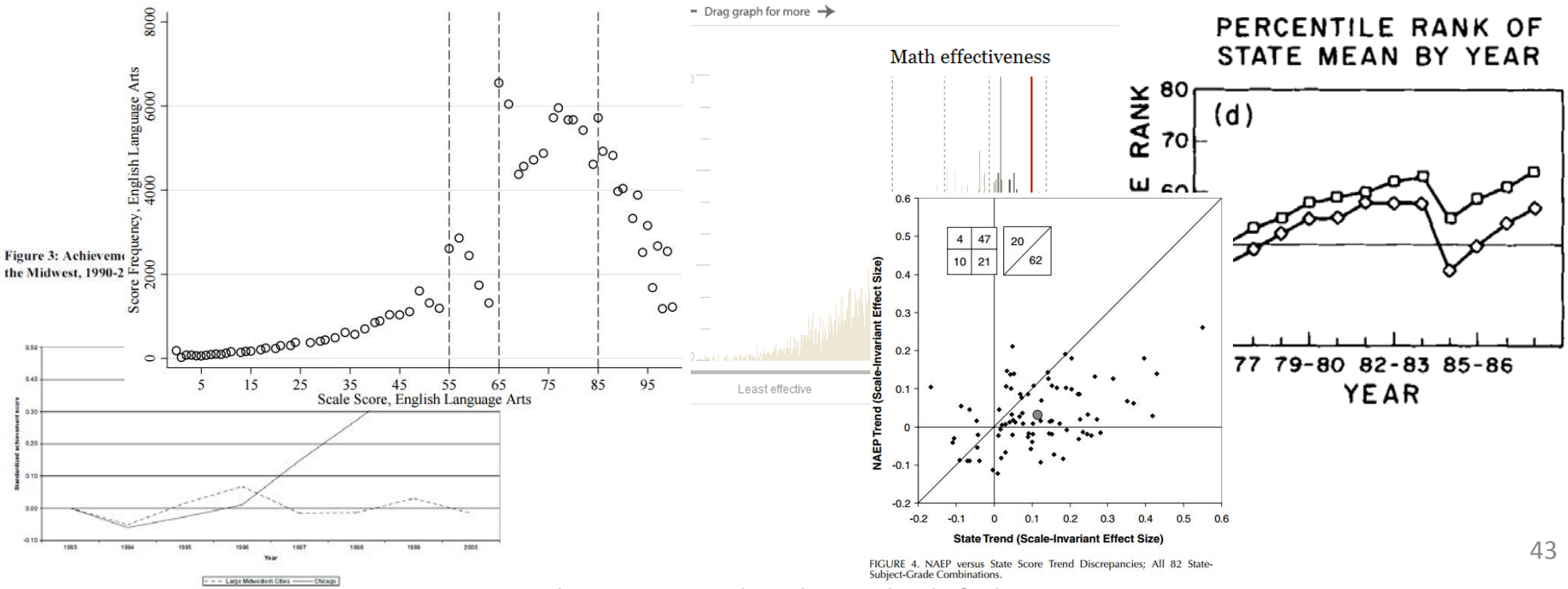
10) Increase research capacity (Ho)

Legislation of complex, poorly understood systems is best done by enabling flexibility and responsiveness to empirical findings. Invest in research.

10) Increase research capacity

Example (National Research Council, 2011):

- "The modest and variable benefits shown by test-based incentive programs to date suggest that such programs should be used with caution and that substantial further research is required to understand how they can be used successfully."



10) Increase research capacity

Policy tools

- Research "labs," internal and external
- Partnerships with independent evaluators
- Nurture research relationships with other states; learn from peers.
- Longitudinal data systems

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Practical Assessment, Research & Evaluation
A peer-reviewed electronic journal. ISSN 1531-7714

Linn, Robert L. (2001). Assessments and accountability (condensed version). *Practical Assessment, Research & Evaluation*, 7(11). Retrieved January 13, 2016 from http://PAREonline.net/getvn.asp?v=7&n=11 . This paper has been viewed 61,976 times since 1/16/2001.

Assessments and Accountability (Condensed version)

Robert L. Linn
Center for Research on Evaluation, Standards, and Student Testing

Adapted, with permission of Robert L. Linn and the American Educational Research Association, from Linn, R. L. (2000). Assessments and accountability. Educational Researcher, 29 (2), 4-16.

Assessment and accountability have played prominent roles in many of the education reform efforts during the past 50 years. In the 1950s, under the influence of James B. Conant's work on comprehensive high schools, testing was used to select students for higher education and to identify students for gifted programs. By the mid-1960s test results were used as one measure to evaluate the effectiveness of Title I and other federal programs. In the 1970s and early 1980s, the minimum competency testing movement spread rapidly; 34 states instituted some sort of testing of basic skills as a graduation requirement. Overlapping the minimum competency testing movement and continuing into the late 1980s and early 1990s was the expansion of the use of standardized test results for accountability purposes.

Assessment is appealing to policymakers for several reasons: it is relatively inexpensive compared to making program changes, it can be externally mandated, it can be implemented rapidly, and it offers visible results. This Digest discusses significant features of present-day assessment programs and offers recommendations to increase positive effects and minimize negative ones.

What Are the Characteristics of Current Reform Efforts?

Although a number of other important features might be considered in any discussion of assessment and education reform (e.g., the emphasis on performance-based approaches to assessment, the concept of tests worth teaching to, and the politically controversial and technically challenging issue of opportunity to learn), I focus on the following three:

- An emphasis on the development and use of ambitious content standards as the basis of assessment

and accountability.

- The dual emphasis on setting demanding performance standards and on the inclusion of all students.
- The attachment of high-stakes accountability mechanisms for schools, teachers, and sometimes, students.

Content standards. The federal government has encouraged states to develop content and performance standards that are demanding. Standards-based reform is also a central part of many of the state reform efforts, including ones such as Kentucky and Maryland that have been using standards-based assessments for several years and ones such as Colorado and Missouri that have more recently introduced standards-based assessment systems. A great deal has been written about the strengths and weaknesses of content standards (e.g., *Education Week,* 1997; Lerner, 1998; Olson, 1998; Raimi & Braden, 1998).

It is worth acknowledging that content standards vary a good deal in specificity and in emphasis. Content standards can, and should, if they are to be more than window dressing, influence both the choice of constructs to be measured and the ways in which they are eventually measured.

Performance standards. Performance standards are supposed to specify how good is good enough. There are at least four critical characteristics of performance standards. First, they are intended to be absolute rather than normative. Second, they are expected to be set at high, world-class levels. Third, a relatively small number of levels (e.g., advanced, proficient) are typically identified. Finally, they are expected to apply to all, or essentially all, students, rather than a selected subset such as college-bound students seeking advanced placement.

Should the intent be to aspire not just to high standards for all students, but to the same high standards for all students and on the same time schedule for all students (e.g., meet reading standards in English at the end of Grade 4)? Coffman (1993) sums up the problems of holding common high standards for all students as follows: "Holding common standards for all pupils can only encourage a narrowing of educational experiences for most pupils, doom many to failure, and limit the development of many worthy talents" (p. 8). Although this statement runs counter to the current zeitgeist and may not even be considered politically correct, it seems to me a sensible conclusion that is consistent with both evidence and common sense. Having high standards is not the same as having common standards for all, especially when they are tied to a lock step of age or grade level.

High-stakes accountability. The use of student performance on tests in accountability systems is not new. Examples of payment for results such as the flurry of performance contracting in the 1960s can be found cropping up and fading away over many decades. What is somewhat different about the current emphasis on performance-based accountability is its pervasiveness. As Elmore, Abelmann, and Fuhrman note, "What is new is an increasing emphasis on student performance as the touchstone for state governance" (1996, p. 65). Student achievement is being used not only to single out schools that require special assistance, but also to provide cash incentives for imrovements in performance. Yet several fundamental questions remain about the student assessments, the accountability model, and the validity, impact, and credibility of the system.

As noted earlier, for example, the choice of constructs matters. Content areas (and subareas within those content areas) that are assessed for a high-stakes accountability receive emphasis while those that are left out languish. Meyer (1996) has argued that "in a high-stakes accountability system, teachers and administrators are likely to exploit all avenues to improve measured performance. For example, teachers may 'teach narrowly to the test.' For tests that are relatively immune to this type of corruption, teaching to the test could induce teachers and administrators to adopt new curriculums and teaching techniques much more rapidly than they otherwise would" (p. 140).

It is unclear, however, that there is either the know-how or the will to develop assessments that are

sufficiently "immune to this type of corruption." It is expensive to introduce a new, albeit well-equated, form of a test on each new administration. And if ambitious performance-based tasks are added to the mix, still greater increases in costs will result.

A second area of concern regarding high-stakes assessments relates to what data the basic model should employ. Some possibilities include current status, comparisons of cross-sectional cohorts of students at different grades in the same year, comparisons of cross-sectional cohorts in a fixed grade from one year to the next, longitudinal comparisons of school aggregate scores without requiring matched individual data, and longitudinal comparisons based only on matched student records. Should simple change scores be used or some form of regression-based adjustment? And, if regression-based adjustments are used, what variables should be included as predictors? In particular, should measures of socioeconomic status be used in the adjustments?

Elmore, Abelmann, and Furhman (1996) present both sides of this issue, noting that on the one hand, schools can fairly be held accountable only for those factors they can control, but on the other, controlling for student background or prior achievement institutionalizes low expectations for poor, minority, low-achieving students (pp. 93-94). Kentucky's interesting approach to this dilemma has been to set a common goal for all schools by the end of 20 years, thus establishing faster biennial growth targets for initially low-scoring schools than initially high-scoring schools (Guskey, 1994).

The biggest question of all is whether the assessment-based accountability models that are now being used or being considered by states and districts have been shown to improve education. Unfortunately, it is difficult to get a clear-cut answer to this simple question. Certainly, there is evidence that performance on the measures used in accountability systems increases over time, but that can also be linked to the use of old norms, the repeated use of test forms year after year, the exclusion of students from participating in accountability testing programs, and the narrow focusing of instruction on the skills and question types used on the test (see Koretz, 1988; Linn et al., 1990; Shepard, 1990). Comparative data are needed to evaluate the apparent gains. The National Assessment of Educational Progress provides one source of such data. Comparisons of state NAEP and state assessment results sometimes suggest similar trends; for example, increases in numbers of students scoring at or above basic or proficient levels on NAEP may track with improved state test scores over time. In other cases, the trends for a state's own assessment and NAEP will suggest contradictory conclusions about the changes in student achievement. Divergence of trends does not prove that NAEP is right and the state assessment is misleading, but it does raise important questions about the generalizability of gains reported on a state's own assessment, and hence, about the validity of claims regarding student achievement.

How Can Assessments Be Used More Wisely?

Assessment systems that are useful monitors lose much of their dependability and credibility for that purpose when high stakes are attached to them. The unintended negative effects of the high-stakes accountability uses often outweigh the intended positive effects. It is worth arguing for more modest claims about uses that can validly be made of our best assessments and warning against the over-reliance on them that is so prevalent and popular. To enhance the validity, credibility, and positive impact of assessment and accountability systems while minimizing their negative effects, policymakers should:

1. Provide safeguards against selective exclusion of students from assessments.
2. Make the case that high-stakes accountability requires new high-quality assessments each year that are equated to those of previous years.
3. Don't put all of the weight on a single test. Instead, seek multiple indicators. The choice of construct matters and the use of multiple indicators increases the validity of inferences based upon observed gains in achievement.

4. Place more emphasis on comparisons of performance from year to year than from school to school. This allows for differences in starting points while maintaining an expectation of improvement for all.
5. Consider both value added and status in the system. Value added provides schools that start out far from the mark a reasonable chance to show improvement while status guards against institutionalizing low expectations for those same students and schools.
6. Recognize, evaluate, and report the degree of uncertainty in the reported results.
7. Put in place a system for evaluating both the intended positive effects and the more likely unintended negative effects of the system.

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Descriptors: Academic Achievement; Academic Standards; * Accountability; Educational Change; Educational History; Elementary Secondary Education; * Minimum Competency Testing; Standardized Tests; * Student Evaluation; Reform Efforts

2016 TEXAS COMMISSION ON NEXT GENERATION ASSESSMENTS AND ACCOUNTABILITY

COMMISSION MEETING DATES

MEETING 1	Wednesday, January 20, 2016
MEETING 2	Tuesday, February 23, 2016
MEETING 3	Wednesday, March 23, 2016
MEETING 4	Wednesday, April 20, 2016
MEETING 5	Wednesday, May 25, 2016
MEETING 6	Wednesday, July 27, 2016

APPENDIX: Meeting 1

- HB 743
- HB 1164
- HB 2804
- STAAR Data
- Evolution of Test Items
- Report: Texas High Performance Schools Consortium, December 2014

AN ACT

relating to the essential knowledge and skills of the required public school curriculum and to certain assessment instruments for public school students.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Section 39.023, Education Code, is amended by adding Subsections (a-11), (a-12), and (a-13) to read as follows:

(a-11) Before an assessment instrument adopted or developed under Subsection (a) may be administered under that subsection, the assessment instrument must, on the basis of empirical evidence, be determined to be valid and reliable by an entity that is independent of the agency and of any other entity that developed the assessment instrument.

(a-12) An assessment instrument adopted or developed under Subsection (a) must be designed so that:

(1) if administered to students in grades three through five, 85 percent of students will be able to complete the assessment instrument within 120 minutes; and

(2) if administered to students in grades six through eight, 85 percent of students will be able to complete the assessment instrument within 180 minutes.

(a-13) The amount of time allowed for administration of an assessment instrument adopted or developed under Subsection (a) may not exceed eight hours, and the administration may occur on only one

day.

SECTION 2. Subchapter B, Chapter 39, Education Code, is amended by adding Section 39.0236 to read as follows:

Sec. 39.0236. STUDY OF ESSENTIAL KNOWLEDGE AND SKILLS AND ASSESSMENT INSTRUMENTS. (a) The agency shall conduct a study regarding the essential knowledge and skills of the required curriculum identified by the State Board of Education under Section 28.002 and assessment instruments administered under Section 39.023.

(b) The study must evaluate:

(1) the number and scope of the essential knowledge and skills of each subject of the required curriculum under Section 28.002, with each essential knowledge or skill identified as a readiness or supporting standard, and whether the number or scope should be limited;

(2) the number and subjects of assessment instruments under Section 39.023 that are required to be administered to students in grades three through eight; and

(3) how assessment instruments described by Subdivision (2) assess standards essential for student success and whether the assessment instruments should also assess supporting standards, including analysis of:

(A) the portion of the essential knowledge and skills capable of being accurately assessed;

(B) the appropriate skills that can be assessed within the testing parameters under current law; and

(C) how current standards compare to those

parameters.

(c) Not later than March 1, 2016, the agency shall prepare and submit to the State Board of Education a report concerning the results of the study under Subsection (b). Not later than May 1, 2016, the State Board of Education shall review the study and shall submit to the governor and each member of the legislature the agency's report and board recommendations regarding each issue evaluated under Subsection (b).

(d) This section expires June 1, 2017.

SECTION 3. Sections 39.0261(b) and (c), Education Code, are amended to read as follows:

(b) The agency shall:

(1) select and approve vendors of the specific assessment instruments administered under this section; and

(2) provide reimbursement to a school district for [~~pay~~] all fees associated with the administration of the assessment instrument from funds appropriated for that purpose [~~allotted under the Foundation School Program, and the commissioner shall reduce the total amount of state funds allocated to each district from any source in the same manner described for a reduction in allotments under Section 42.253~~].

(c) The agency shall ensure that a school district is not reimbursed [~~vendors are not paid~~] under Subsection (b) for the administration of an assessment instrument to a student to whom the assessment instrument is not actually administered. The agency may comply with this subsection by any reasonable means, including by creating a refund system under which a school district [~~vendor~~]

returns any payment made for a student who registered for the administration of an assessment instrument but did not appear for the administration.

SECTION 4. Subchapter B, Chapter 39, Education Code, is amended by adding Section 39.0381 to read as follows:

Sec. 39.0381. AUDITING AND MONITORING PERFORMANCE UNDER CONTRACTS FOR ASSESSMENT INSTRUMENTS. (a) The agency by rule shall develop a comprehensive methodology for auditing and monitoring performance under contracts for services to develop or administer assessment instruments required by Section 39.023 to verify compliance with contractual obligations.

(b) The agency shall ensure that all new and renewed contracts described by Subsection (a) include a provision that the agency or a designee of the agency may conduct periodic contract compliance reviews, without advance notice, to monitor vendor performance.

(c) The agency shall adopt rules to administer this section.

SECTION 5. This Act applies beginning with the 2015-2016 school year.

SECTION 6. This Act takes effect immediately if it receives a vote of two-thirds of all the members elected to each house, as provided by Section 39, Article III, Texas Constitution. If this Act does not receive the vote necessary for immediate effect, this Act takes effect September 1, 2015.

President of the Senate

Speaker of the House

I certify that H.B. No. 743 was passed by the House on May 4, 2015, by the following vote: Yeas 137, Nays 2, 1 present, not voting; that the House refused to concur in Senate amendments to H.B. No. 743 on May 27, 2015, and requested the appointment of a conference committee to consider the differences between the two houses; and that the House adopted the conference committee report on H.B. No. 743 on May 31, 2015, by the following vote: Yeas 143, Nays 1, 1 present, not voting.

Chief Clerk of the House

I certify that H.B. No. 743 was passed by the Senate, with amendments, on May 25, 2015, by the following vote: Yeas 27, Nays 4; at the request of the House, the Senate appointed a conference committee to consider the differences between the two houses; and that the Senate adopted the conference committee report on H.B. No. 743 on May 30, 2015, by the following vote: Yeas 27, Nays 4.

_____

Secretary of the Senate

APPROVED: _____

Date

_____

Governor

AN ACT

relating to requiring the Texas Education Agency to conduct a study to develop a writing assessment method for public school students and establish a pilot program to administer the assessment method developed.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Subchapter B, Chapter 39, Education Code, is amended by adding Section 39.02301 to read as follows:

Sec. 39.02301. WRITING ASSESSMENT STUDY; PILOT PROGRAM. (a) During the 2015-2016 school year, the agency, in coordination with the entity that has been contracted to develop or implement assessment instruments under Section 39.023, shall conduct a study to develop a writing assessment method as an alternative to the writing assessment instruments required under Sections 39.023(a) and (c). The writing assessment method must be designed to assess:

(1) a student's mastery of the essential knowledge and skills in writing through timed writing samples;

(2) improvement of a student's writing skills from the beginning of the school year to the end of the school year;

(3) a student's ability to follow the writing process from rough draft to final product; and

(4) a student's ability to produce more than one type of writing style.

(b) During the 2016-2017 and 2017-2018 school years, the

agency shall establish a pilot program as provided by this section to implement in designated school districts the writing assessment method developed under Subsection (a).

(c) The agency shall designate school districts to participate in the pilot program as provided by this subsection. The pilot program must include at least one large urban district, one medium-sized district, and one rural district. Each district included must have a student enrollment that is representative of diverse demographics and socioeconomic backgrounds. To the extent practicable, the agency shall designate the number of districts the agency determines appropriate to achieve the cost savings described by Subsection (d).

(d) A school district designated to participate in the pilot program under this section is not required to comply with the writing assessment requirements under Sections 39.023(a) and (c) during the period the district is participating in the pilot program. The agency shall, to the greatest extent practicable, apply cost savings that result from the exemption under this subsection to offset the costs accrued under this section.

(e) The agency shall establish the process for consolidating student writing assessments under the method developed under Subsection (a) to be submitted for scoring. This process may include the submission of a student portfolio for scoring.

(f) The individuals responsible for scoring student writing assessments under the pilot program shall be coordinated jointly by:

(1) the school district in which the student is enrolled and that is participating in the pilot program;

(2) a public junior college or institution of higher education that enters into an agreement with the participating school district; and

(3) the regional education service center that serves the participating district.

(g) A random sampling of scored student writing assessments, the size of which the agency shall determine, shall be delivered to the agency.

(h) Not later than September 1, 2016, the agency shall prepare and deliver to the governor, the lieutenant governor, the speaker of the house of representatives, and the presiding officer of each legislative standing committee with primary jurisdiction over primary and secondary education a report covering the study of the development of the writing assessment method under Subsection (a). Not later than September 1 of each year in 2017 and 2018, the agency shall prepare and deliver to the governor, the lieutenant governor, the speaker of the house of representatives, and the presiding officer of each legislative standing committee with primary jurisdiction over primary and secondary education a report that:

(1) evaluates the implementation and progress of the pilot program under this section; and

(2) makes recommendations regarding the continuation or expansion of the pilot program.

(i) The agency shall adopt rules as necessary to administer

this section.

(j) This section expires September 1, 2019.

SECTION 2. This Act takes effect immediately if it receives a vote of two-thirds of all the members elected to each house, as provided by Section 39, Article III, Texas Constitution. If this Act does not receive the vote necessary for immediate effect, this Act takes effect September 1, 2015.

President of the Senate

Speaker of the House

I certify that H.B. No. 1164 was passed by the House on April 30, 2015, by the following vote: Yeas 142, Nays 0, 1 present, not voting; and that the House concurred in Senate amendments to H.B. No. 1164 on May 27, 2015, by the following vote: Yeas 92, Nays 45, 4 present, not voting.

Chief Clerk of the House

I certify that H.B. No. 1164 was passed by the Senate, with amendments, on May 25, 2015, by the following vote: Yeas 25, Nays 6.

Secretary of the Senate

APPROVED: _____

Date

_____

Governor

AN ACT

relating to evaluation of public school performance.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. The heading to Section 39.053, Education Code, is amended to read as follows:

Sec. 39.053. PERFORMANCE INDICATORS: [~~STUDENT~~] ACHIEVEMENT.

SECTION 2. Section 39.053, Education Code, is amended by amending Subsections (a), (b), (c), (f), (g), and (g-1) and adding Subsection (a-1) to read as follows:

(a) The commissioner shall adopt a set of indicators of the quality of learning and [~~student~~] achievement. The commissioner biennially shall review the indicators for the consideration of appropriate revisions.

(a-1) The indicators adopted by the commissioner under Subsection (a), including the indicators identified under Subsection (c), must measure and evaluate school districts and campuses with respect to:

(1) improving student preparedness for success in:

(A) subsequent grade levels; and

(B) entering the workforce, the military, or postsecondary education;

(2) reducing, with the goal of eliminating, student academic achievement differentials among students from different

racial and ethnic groups and socioeconomic backgrounds; and

(3) informing parents and the community regarding campus and district performance in the domains described by Subsection (c) and, for the domain described by Subsection (c)(5), in accordance with local priorities and preferences.

(b) Performance on the [~~student~~] achievement indicators adopted under Subsections (c)(1)-(4) [~~this section~~] shall be compared to state-established standards. The indicators must be based on information that is disaggregated by race, ethnicity, and socioeconomic status.

(c) School districts and campuses must be evaluated based on five domains of indicators [~~Indicators~~] of [~~student~~] achievement adopted under this section that [~~must~~] include:

(1) in the first domain, the results of:

(A) assessment instruments required under Sections 39.023(a), (c), and (l), including the results of assessment instruments required for graduation retaken by a student, aggregated across grade levels by subject area, including:

(i) [~~(A)~~] for the performance standard determined by the commissioner under Section 39.0241(a),[~~:~~

[~~(i)~~] the percentage of students who performed satisfactorily on the assessment instruments, aggregated across grade levels by subject area; and

(ii) [~~for students who did not perform satisfactorily, the percentage of students who met the standard for annual improvement, as determined by the agency under Section 39.034, on the assessment instruments, aggregated across grade~~

~~levels by subject area; and~~

[~~(B)~~] for the college readiness performance standard as determined under Section 39.0241,[~~:~~

[~~(i)~~] the percentage of students who performed satisfactorily on the assessment instruments, aggregated across grade levels by subject area; and

(B) assessment instruments required under Section 39.023(b), aggregated across grade levels by subject area, including the percentage of students who performed satisfactorily on the assessment instruments, as determined by the performance standard adopted by the agency, aggregated across grade levels by subject area;

(2) in the second domain:

(A) for assessment instruments under Subdivision (1)(A):

(i) for the performance standard determined by the commissioner under Section 39.0241(a), the percentage of students who met the standard for annual improvement on the assessment instruments, as determined by the commissioner by rule or by the method for measuring annual improvement under Section 39.034, aggregated across grade levels by subject area; and

(ii) for the college readiness performance standard as determined under Section 39.0241, the percentage of students who met the standard for annual improvement on the assessment instruments, as determined by the commissioner by rule or by the method for measuring annual improvement under Section 39.034, aggregated across grade levels by subject area; and

(B) for assessment instruments under Subdivision (1)(B), the percentage of students who met the standard for annual improvement on the assessment instruments, as determined by the commissioner by rule or by the method for measuring annual improvement under Section 39.034, aggregated across grade levels by subject area;

(3) in the third domain, the student academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds;

(4) in the fourth domain:

(A) for evaluating the performance of high school campuses and districts that include high school campuses:

(i) [~~(ii) for students who did not perform satisfactorily, the percentage of students who met the standard for annual improvement, as determined by the agency under Section 39.034, on the assessment instruments, aggregated across grade levels by subject area;~~

[~~(2)~~] dropout rates, including dropout rates and district completion rates for grade levels 9 through 12, computed in accordance with standards and definitions adopted by the National Center for Education Statistics of the United States Department of Education;

(ii) [~~(3)~~] high school graduation rates, computed in accordance with standards and definitions adopted in compliance with the No Child Left Behind Act of 2001 (20 U.S.C. Section 6301 et seq.);

(iii) [~~(4)~~] the percentage of students who

successfully completed the curriculum requirements for the distinguished level of achievement under the foundation high school program;

(iv) [~~(5)~~] the percentage of students who successfully completed the curriculum requirements for an endorsement under Section 28.025(c-1); [~~and~~]

(v) the percentage of students who completed a coherent sequence of career and technical courses;

(vi) [~~(6) at least three additional indicators of student achievement to evaluate district and campus performance, which must include either:~~

[~~(A)~~] the percentage of students who satisfy the Texas Success Initiative (TSI) college readiness benchmarks prescribed by the Texas Higher Education Coordinating Board under Section 51.3062(f) on an assessment instrument in reading, writing, or mathematics designated by the Texas Higher Education Coordinating Board under Section 51.3062(c); [~~or~~]

(vii) [~~(B)~~] the percentage [~~number~~] of students who earn[~~:~~

[~~(i)~~] at least 12 hours of postsecondary credit required for the foundation high school program under Section 28.025 or to earn an endorsement under Section 28.025(c-1);

(viii) the percentage of students who have completed an advanced placement course;

(ix) the percentage of students who enlist in the armed forces of the United States; and

(x) the percentage of students who earn

[~~(ii) at least 30 hours of postsecondary credit required for the foundation high school program under Section 28.025 or to earn an endorsement under Section 28.025(c-1);~~

[~~(iii) an associate's degree; or~~

[~~(iv)~~] an industry certification;

(B) for evaluating the performance of middle and junior high school and elementary school campuses and districts that include those campuses:

(i) student attendance; and

(ii) for middle and junior high school campuses:

(a) dropout rates, computed in the manner described by Paragraph (A)(i); and

(b) the percentage of students in grades seven and eight who receive instruction in preparing for high school, college, and a career that includes information regarding the creation of a high school personal graduation plan under Section 28.02121, the distinguished level of achievement described by Section 28.025(b-15), each endorsement described by Section 28.025(c-1), college readiness standards, and potential career choices and the education needed to enter those careers; and

(C) any additional indicators of student achievement not associated with performance on standardized assessment instruments determined appropriate for consideration by the commissioner in consultation with educators, parents, business and industry representatives, and employers; and

(5) in the fifth domain, three programs or specific

categories of performance related to community and student engagement locally selected and evaluated as provided by Section 39.0546.

(f) Annually, the commissioner shall define the state standard for the current school year for each [~~student~~] achievement indicator described by Subsections (c)(1)-(4) [~~Subsection (c)~~] and shall project the state standards for each indicator for the following two school years. The commissioner shall periodically raise the state standards for the college readiness [~~student~~] achievement indicator described by Subsection (c)(1)(A)(ii) [~~(c)(1)(B)(i)~~] for accreditation as necessary to reach the goals of achieving, by not later than the 2019-2020 school year:

(1) student performance in this state, disaggregated by race, ethnicity, and socioeconomic status, that ranks nationally in the top 10 states in terms of college readiness; and

(2) student performance[~~,~~] with no significant achievement gaps by race, ethnicity, and socioeconomic status.

(g) In defining the required state standard for the dropout rate indicator described by Subsections (c)(4)(A)(i) and (B)(ii)(a) [~~Subsection (c)(2)~~], the commissioner may not consider as a dropout a student whose failure to attend school results from:

(1) the student's expulsion under Section 37.007; and

(2) as applicable:

(A) adjudication as having engaged in delinquent conduct or conduct indicating a need for supervision, as defined by Section 51.03, Family Code; or

(B) conviction of and sentencing for an offense

under the Penal Code.

(g-1) In computing dropout and completion rates under Subsections (c)(4)(A)(i) and (B)(ii)(a) [~~Subsection (c)(2)~~], the commissioner shall exclude:

(1) students who are ordered by a court to attend a high school equivalency certificate program but who have not yet earned a high school equivalency certificate;

(2) students who were previously reported to the state as dropouts, including a student who is reported as a dropout, reenrolls, and drops out again, regardless of the number of times of reenrollment and dropping out;

(3) students in attendance who are not in membership for purposes of average daily attendance;

(4) students whose initial enrollment in a school in the United States in grades 7 through 12 was as unschooled refugees or asylees as defined by Section 39.027(a-1);

(5) students who are in the district exclusively as a function of having been detained at a county detention facility but are otherwise not students of the district in which the facility is located; and

(6) students who are incarcerated in state jails and federal penitentiaries as adults and as persons certified to stand trial as adults.

SECTION 3. Effective September 1, 2015, Subchapter C, Chapter 39, Education Code, is amended by adding Section 39.0535 to read as follows:

Sec. 39.0535. TEMPORARY PROVISION: ASSIGNMENT OF

PERFORMANCE RATINGS. (a) Notwithstanding any other law, the commissioner shall assign each district and campus a performance rating not later than August 15 of each year.

(b) This section expires September 1, 2016.

SECTION 4. Effective September 1, 2016, Section 39.054(a), Education Code, is amended to read as follows:

(a) The commissioner shall adopt rules to evaluate school district and campus performance and assign each district and campus a performance rating [~~of A, B, C, D, or F~~]. In adopting rules under this subsection, the commissioner shall determine the criteria for each [~~designated letter~~] performance rating. [~~A district performance rating of A, B, or C reflects acceptable performance and a district performance rating of D or F reflects unacceptable performance. The commissioner shall also assign each campus a performance rating of exemplary, recognized, acceptable, or unacceptable. A campus performance rating of exemplary, recognized, or acceptable reflects acceptable performance, and a campus performance rating of unacceptable reflects unacceptable performance. A district may not receive a performance rating of A if the district includes any campus with a performance rating of unacceptable.~~] Not later than August 15 [~~8~~] of each year, the performance rating of each district and campus shall be made publicly available as provided by rules adopted under this subsection. If a district or campus received a performance rating that reflected unacceptable performance for the preceding school year, the commissioner shall notify the district of a subsequent such designation on or before June 15.

SECTION 5. Effective September 1, 2017, Section 39.054, Education Code, is amended by amending Subsections (a), (c), (e), and (f) and adding Subsections (a-1), (a-2), and (a-3) to read as follows:

(a) The commissioner shall adopt rules to evaluate school district and campus performance and assign each district and campus an overall [~~a~~] performance rating of A, B, C, D, or F. In addition to the overall performance rating, the commissioner shall assign each district and campus a separate domain performance rating of A, B, C, D, or F for each domain under Sections 39.053(c)(1)-(4). An overall or domain [~~In adopting rules under this subsection, the commissioner shall determine the criteria for each designated letter performance rating. A district~~] performance rating of A reflects exemplary performance. An overall or domain performance rating of B reflects recognized performance. An overall or domain performance rating of [~~, B, or~~] C reflects acceptable performance. An overall or domain [~~and a district~~] performance rating of D or F reflects unacceptable performance. [~~The commissioner shall also assign each campus a performance rating of exemplary, recognized, acceptable, or unacceptable. A campus performance rating of exemplary, recognized, or acceptable reflects acceptable performance, and a campus performance rating of unacceptable reflects unacceptable performance.~~] A district may not receive an overall or domain [~~a~~] performance rating of A if the district includes any campus with a corresponding overall or domain performance rating of D or F [~~unacceptable~~]. A reference in law to an acceptable rating or acceptable performance includes an overall

or domain performance rating of A, B, or C or exemplary, recognized, or acceptable performance.

(a-1) For purposes of assigning an overall performance rating under Subsection (a), the commissioner shall attribute:

(1) 55 percent of the performance evaluation to the achievement indicators for the first, second, and third domains under Sections 39.053(c)(1)-(3);

(2) for middle and junior high school and elementary campuses and districts that include only those campuses, 35 percent of the performance evaluation to the applicable achievement indicators for the fourth domain under Section 39.053(c)(4);

(3) for high school campuses and districts that include those campuses:

(A) 10 percent of the performance evaluation to the high school graduation rate achievement indicator described by Section 39.053(c)(4)(A)(ii); and

(B) 25 percent to the remaining applicable achievement indicators for the fourth domain under Section 39.053(c)(4); and

(4) 10 percent of the performance evaluation to the locally selected and evaluated achievement indicators provided for under the fifth domain under Section 39.053(c)(5).

(a-2) The commissioner by rule shall adopt procedures to ensure that a repeated performance rating of D or F or unacceptable in one domain, particularly performance that is not significantly improving, is reflected in the overall performance rating of a district or campus and is not compensated for by a performance

rating of A, B, or C in another domain.

(a-3) Not later than August 15 [~~8~~] of each year, the performance ratings [~~rating~~] of each district and campus shall be made publicly available as provided by rules adopted under this section [~~subsection~~]. If a district or campus received an overall or domain [~~a~~] performance rating of D or F [~~that reflected unacceptable performance~~] for the preceding school year, the commissioner shall notify the district of a subsequent such designation on or before June 15.

(c) In evaluating school district and campus performance on the [~~student~~] achievement indicators for student performance on assessment instruments [~~indicators~~] adopted under Sections 39.053(c)(1) and (2) and the dropout rate indicator adopted under Sections 39.053(c)(4)(A)(i) and (B)(ii)(a), the commissioner shall define acceptable performance as meeting the state standard determined by the commissioner under Section 39.053(f) [~~39.053(e)~~] for the current school year based on:

(1) student performance in the current school year; or

(2) student performance as averaged over the current school year and the preceding two school years.

(e) Each annual performance review under this section shall include an analysis of the [~~student~~] achievement indicators adopted under Sections 39.053(c)(1)-(4) [~~Section 39.053(c)~~] to determine school district and campus performance in relation to[~~:~~

[~~(1)~~] standards established for each indicator[~~; and~~

[~~(2) required improvement as defined under Section 39.053(c)~~].

(f) In the computation of dropout rates under Sections 39.053(c)(4)(A)(i) and (B)(ii)(a) [~~Section 39.053(c)(2)~~], a student who is released from a juvenile pre-adjudication secure detention facility or juvenile post-adjudication secure correctional facility and fails to enroll in school or a student who leaves a residential treatment center after receiving treatment for fewer than 85 days and fails to enroll in school may not be considered to have dropped out from the school district or campus serving the facility or center unless that district or campus is the one to which the student is regularly assigned. The agency may not limit an appeal relating to dropout computations under this subsection.

SECTION 6. Sections 39.0545(b), (c), and (d), Education Code, as added by Chapter 167 (S.B. 1538), Acts of the 83rd Legislature, Regular Session, 2013, are amended to read as follows:

(b) Notwithstanding Section 39.053(c)(4)(A)(i) [~~39.053(c)(2)~~], the commissioner shall use the alternative completion rate under this subsection to determine the dropout rate [~~student achievement~~] indicator under Section 39.053(c)(4)(A)(i) [~~39.053(c)(2)~~] for a dropout recovery school. The alternative completion rate shall be the ratio of the total number of students who graduate, continue attending school into the next academic year, or receive a high school equivalency certificate to the total number of students in the longitudinal cohort of students.

(c) Notwithstanding Section 39.053(c)(4)(A)(i) [~~39.053(c)(2)~~], in determining the performance rating under Section 39.054 of a dropout recovery school, the commissioner shall

include any student described by Section 39.053(g-1) who graduates or receives a high school equivalency certificate.

(d) Notwithstanding Section 39.053(c), for purposes of evaluating [~~For~~] a dropout recovery school under the accountability procedures adopted by the commissioner to determine the performance rating of the school under Section 39.054:

(1)[~~,~~] only the best result from the primary administration or [~~and~~] any retake of an assessment instrument administered to a student in the school year evaluated [~~under the accountability procedures adopted by the commissioner~~] may be considered; and

(2) only a student enrolled continuously for at least 90 days during the school year evaluated may be considered [~~in determining the performance rating of the school under Section 39.054~~].

SECTION 7. Subchapter C, Chapter 39, Education Code, is amended by adding Section 39.0546 to read as follows:

Sec. 39.0546. PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT AS COMPONENT OF OVERALL DISTRICT AND CAMPUS RATING. (a) For purposes of including the local evaluation of districts and campuses under Section 39.053(c)(5) and assigning an overall rating under Section 39.054, before the beginning of each school year:

(1) each school district shall:

(A) select and report to the agency three programs or categories under Section 39.0545(b)(1), as added by Chapter 211 (H.B. 5), Acts of the 83rd Legislature, Regular Session, 2013, under which the district will evaluate district

performance;

(B) submit to the agency the criteria the district will use to evaluate district performance and assign the district a performance rating; and

(C) make the information described by Paragraphs (A) and (B) available on the district's Internet website; and

(2) each campus shall:

(A) select and report to the agency three programs or categories under Section 39.0545(b)(1), as added by Chapter 211 (H.B. 5), Acts of the 83rd Legislature, Regular Session, 2013, under which the campus will evaluate campus performance;

(B) submit to the agency the criteria the campus will use to evaluate campus performance and assign the campus a performance rating; and

(C) make the information described by Paragraphs (A) and (B) available on the Internet website of the campus.

(b) Based on the evaluation under this section, each school district shall assign the district and each campus shall assign the campus a performance rating of A, B, C, D, or F, for both overall performance and for each program or category evaluated. An overall or a program or category performance rating of A reflects exemplary performance. An overall or a program or category performance rating of B reflects recognized performance. An overall or a program or category performance rating of C reflects acceptable performance. An overall or a program or category performance rating of D or F reflects unacceptable performance.

(c) On or before the date determined by the commissioner by rule, each school district and campus shall report each performance rating to the agency for the purpose of including the rating in evaluating school district and campus performance and assigning an overall rating under Section 39.054.

SECTION 8. Chapter 39, Education Code, is amended by adding Subchapter N to read as follows:

SUBCHAPTER N. TEXAS COMMISSION ON NEXT GENERATION ASSESSMENTS AND ACCOUNTABILITY

Sec. 39.501. DEFINITION. In this subchapter, "commission" means the Texas Commission on Next Generation Assessments and Accountability.

Sec. 39.502. TEXAS COMMISSION ON NEXT GENERATION ASSESSMENTS AND ACCOUNTABILITY. (a) The Texas Commission on Next Generation Assessments and Accountability is established to develop and make recommendations for new systems of student assessment and public school accountability.

(b) The commission is composed of 15 members, consisting of the following:

(1) four members appointed by the governor;

(2) three members appointed by the lieutenant governor;

(3) three members appointed by the speaker of the house of representatives;

(4) the chair of the senate committee on education, or a representative designated by the chair;

(5) the chair of the senate committee on higher

education, or a representative designated by the chair;

(6) the chair of the house of representatives committee on public education, or a representative designated by the chair;

(7) the chair of the house of representatives committee on higher education, or a representative designated by the chair; and

(8) a member of the State Board of Education, as designated by the chair of that board.

(c) In making appointments under Subsections (b)(1), (2), and (3), the governor, lieutenant governor, and speaker of the house of representatives shall coordinate to ensure that the commission includes at least one of each of the following representatives:

(1) a parent or person standing in parental relation to a student enrolled in the public school system;

(2) an educator in the public school system;

(3) an educator in a school district that is a participant in the Texas High Performance Schools Consortium under Section 7.0561;

(4) a member of the business community;

(5) a member of the civic community;

(6) a leader in student assessment development and use; and

(7) a leader in research concerning student assessment and education outcomes.

Sec. 39.503. PRESIDING OFFICER. The governor shall

designate the presiding officer of the commission.

Sec. 39.504. COMPENSATION AND REIMBURSEMENT. A member of the commission is not entitled to compensation for service on the commission but is entitled to reimbursement for actual and necessary expenses incurred in performing commission duties.

Sec. 39.505. ADMINISTRATIVE SUPPORT AND FUNDING. (a) Staff members of the agency shall provide administrative support for the commission.

(b) Funding for the administrative and operational expenses of the commission shall be provided by appropriation to the agency for that purpose.

Sec. 39.506. RECOMMENDATIONS. The commission shall develop recommendations under this subchapter to address:

(1) the purpose of a state accountability system and the role of student assessment in that system;

(2) opportunities to assess students that:

(A) provide actionable information for a parent or person standing in parental relation to a student, an educator, and the public;

(B) support learning activities;

(C) recognize application of skills and knowledge;

(D) measure student educational growth toward mastery; and

(E) value critical thinking;

(3) alignment of state performance standards with college and career readiness requirements in collaboration with the

Texas Workforce Commission and Texas Higher Education Coordinating Board;

(4) policy changes necessary to enable a student to progress through subject matter and grade levels on demonstration of mastery; and

(5) policy changes necessary to establish a student assessment and public school accountability system that meets state goals, is community based, promotes parent and community involvement, and reflects the unique needs of each community.

Sec. 39.507. REPORT. (a) The commission shall prepare and deliver a report to the governor and the legislature that recommends statutory changes to improve systems of student assessment and public school accountability not later than September 1, 2016.

(b) In preparing the report, the commission shall consider the recommendations of the Texas High Performance Schools Consortium established under Section 7.0561, including recommendations related to innovative, next-generation learning standards and assessment and accountability systems.

Sec. 39.508. PUBLIC MEETINGS AND PUBLIC INFORMATION. (a) The commission may hold public meetings as needed to fulfill its duties under this subchapter.

(b) The commission is subject to Chapters 551 and 552, Government Code.

Sec. 39.509. COMMISSION ABOLISHED; EXPIRATION OF SUBCHAPTER. (a) The commission is abolished January 1, 2017.

(b) This subchapter expires January 1, 2017.

SECTION 9. Section 11.252(a), Education Code, is amended to read as follows:

(a) Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee established under Section 11.251. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the [~~student~~] achievement indicators adopted under Sections 39.053(c)(1)-(4) [~~Section 39.053~~]. The district improvement plan must include provisions for:

(1) a comprehensive needs assessment addressing district student performance on the [~~student~~] achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Subchapter A, Chapter 29;

(2) measurable district performance objectives for all appropriate [~~student~~] achievement indicators for all student populations, including students in special education programs under Subchapter A, Chapter 29, and other measures of student performance that may be identified through the comprehensive needs assessment;

(3) strategies for improvement of student performance that include:

(A) instructional methods for addressing the needs of student groups not achieving their full potential;

(B) methods for addressing the needs of students for special programs, including:

(i) suicide prevention programs, in accordance with Subchapter O-1, Chapter 161, Health and Safety Code, which includes a parental or guardian notification procedure;

(ii) conflict resolution programs;

(iii) violence prevention programs; and

(iv) dyslexia treatment programs;

(C) dropout reduction;

(D) integration of technology in instructional and administrative programs;

(E) discipline management;

(F) staff development for professional staff of the district;

(G) career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities; and

(H) accelerated education;

(4) strategies for providing to middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:

(A) higher education admissions and financial aid opportunities;

(B) the TEXAS grant program and the Teach for Texas grant program established under Chapter 56;

(C) the need for students to make informed curriculum choices to be prepared for success beyond high school; and

(D) sources of information on higher education admissions and financial aid;

(5) resources needed to implement identified strategies;

(6) staff responsible for ensuring the accomplishment of each strategy;

(7) timelines for ongoing monitoring of the implementation of each improvement strategy;

(8) formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance; and

(9) the policy under Section 38.0041 addressing sexual abuse and other maltreatment of children.

SECTION 10. Sections 11.253(c) and (d), Education Code, are amended to read as follows:

(c) Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the [~~student~~] achievement indicators adopted under Sections 39.053(c)(1)-(4) [~~Section 39.053~~] and any other appropriate performance measures for special needs populations.

(d) Each campus improvement plan must:

(1) assess the academic achievement for each student in the school using the [~~student~~] achievement indicator system as described by Section 39.053;

(2) set the campus performance objectives based on the [~~student~~] achievement indicator system, including objectives for special needs populations, including students in special education programs under Subchapter A, Chapter 29;

(3) identify how the campus goals will be met for each student;

(4) determine the resources needed to implement the plan;

(5) identify staff needed to implement the plan;

(6) set timelines for reaching the goals;

(7) measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement;

(8) include goals and methods for violence prevention and intervention on campus;

(9) provide for a program to encourage parental involvement at the campus; and

(10) if the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:

(A) student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers

for Disease Control and Prevention;

(B) student academic performance data;

(C) student attendance rates;

(D) the percentage of students who are educationally disadvantaged;

(E) the use and success of any method to ensure that students participate in moderate to vigorous physical activity as required by Section 28.002(l); and

(F) any other indicator recommended by the local school health advisory council.

SECTION 11. Section 12.1013(c), Education Code, is amended to read as follows:

(c) The report must include the performance of each public school in each class described by Subsection (b) as measured by the [~~student~~] achievement indicators adopted under Sections 39.053(c)(1)-(4) [~~Section 39.053~~] and student attrition rates.

SECTION 12. Section 29.062(a), Education Code, is amended to read as follows:

(a) The legislature recognizes that compliance with this subchapter is an imperative public necessity. Therefore, in accordance with the policy of the state, the agency shall evaluate the effectiveness of programs under this subchapter based on the [~~student~~] achievement indicators adopted under Sections 39.053(c)(1)-(4) [~~Section 39.053~~], including the results of assessment instruments. The agency may combine evaluations under this section with federal accountability measures concerning students of limited English proficiency.

SECTION 13. Section 39.023(a-8), Education Code, as effective on or before September 1, 2015, is amended to read as follows:

(a-8) A school district or open-enrollment charter school may, for its own use in determining whether students are performing at a satisfactory level, administer to a student at the appropriate grade level, other than a student required to be assessed, an assessment instrument developed for purposes of Subsection (a-4), (a-5), or (a-6). At the request of a district or open-enrollment charter school, the agency shall provide, allow for the administration of, and score each assessment instrument administered under this subsection in the same manner and at the same cost as for assessment instruments required to be administered under the applicable subsection. The results of an assessment instrument administered under this subsection may not be included as an indicator of [~~student~~] achievement under Section 39.053 or any other provision.

SECTION 14. Section 39.052(b), Education Code, is amended to read as follows:

(b) In determining the accreditation status of a school district, the commissioner:

(1) shall evaluate and consider:

(A) performance on [~~student~~] achievement indicators described by Section 39.053(c); and

(B) performance under the financial accountability rating system developed under Subchapter D; and

(2) may evaluate and consider:

(A) the district's compliance with statutory requirements and requirements imposed by rule of the commissioner or State Board of Education under specific statutory authority that relate to:

(i) reporting data through the Public Education Information Management System (PEIMS) or other reports required by state or federal law or court order;

(ii) the high school graduation requirements under Section 28.025; or

(iii) an item listed under Sections 7.056(e)(3)(C)-(I) that applies to the district;

(B) the effectiveness of the district's programs for special populations; and

(C) the effectiveness of the district's career and technology program.

SECTION 15. Section 39.055, Education Code, is amended to read as follows:

Sec. 39.055. STUDENT ORDERED BY A JUVENILE COURT OR STUDENT IN RESIDENTIAL FACILITY NOT CONSIDERED FOR ACCOUNTABILITY PURPOSES. Notwithstanding any other provision of this code except to the extent otherwise provided under Section 39.054(f), for purposes of determining the performance of a school district, campus, or open-enrollment charter school under this chapter, a student ordered by a juvenile court into a residential program or facility operated by or under contract with the Texas Juvenile Justice Department, a juvenile board, or any other governmental entity or any student who is receiving treatment in a residential

facility is not considered to be a student of the school district in which the program or facility is physically located or of an open-enrollment charter school, as applicable. The performance of such a student on an assessment instrument or other [~~student~~] achievement indicator adopted under Section 39.053 or reporting indicator adopted under Section 39.301 shall be determined, reported, and considered separately from the performance of students attending a school of the district in which the program or facility is physically located or an open-enrollment charter school, as applicable.

SECTION 16. Section 39.056(b), Education Code, is amended to read as follows:

(b) The commissioner shall determine the frequency of on-site investigations by the agency according to annual comprehensive analyses of student performance and equity in relation to the [~~student~~] achievement indicators adopted under Section 39.053.

SECTION 17. Section 39.102(a), Education Code, is amended to read as follows:

(a) If a school district does not satisfy the accreditation criteria under Section 39.052, the academic performance standards under Section 39.053 or 39.054, or any financial accountability standard as determined by commissioner rule, the commissioner shall take any of the following actions to the extent the commissioner determines necessary:

(1) issue public notice of the deficiency to the board of trustees;

(2) order a hearing conducted by the board of trustees of the district for the purpose of notifying the public of the insufficient performance, the improvements in performance expected by the agency, and the interventions and sanctions that may be imposed under this section if the performance does not improve;

(3) order the preparation of a student achievement improvement plan that addresses each academic [~~student~~] achievement indicator under Section 39.053(c) for which the district's performance is insufficient, the submission of the plan to the commissioner for approval, and implementation of the plan;

(4) order a hearing to be held before the commissioner or the commissioner's designee at which the president of the board of trustees of the district and the superintendent shall appear and explain the district's low performance, lack of improvement, and plans for improvement;

(5) arrange an on-site investigation of the district;

(6) appoint an agency monitor to participate in and report to the agency on the activities of the board of trustees or the superintendent;

(7) appoint a conservator to oversee the operations of the district;

(8) appoint a management team to direct the operations of the district in areas of insufficient performance or require the district to obtain certain services under a contract with another person;

(9) if a district has a current accreditation status of accredited-warned or accredited-probation, fails to satisfy any

standard under Section 39.054(e), or fails to satisfy financial accountability standards as determined by commissioner rule, appoint a board of managers to exercise the powers and duties of the board of trustees;

(10) if for two consecutive school years, including the current school year, a district has received an accreditation status of accredited-warned or accredited-probation, has failed to satisfy any standard under Section 39.054(e), or has failed to satisfy financial accountability standards as determined by commissioner rule, revoke the district's accreditation and:

(A) order closure of the district and annex the district to one or more adjoining districts under Section 13.054; or

(B) in the case of a home-rule school district or open-enrollment charter school, order closure of all programs operated under the district's or school's charter; or

(11) if a district has failed to satisfy any standard under Section 39.054(e) due to the district's dropout rates, impose sanctions designed to improve high school completion rates, including:

(A) ordering the development of a dropout prevention plan for approval by the commissioner;

(B) restructuring the district or appropriate school campuses to improve identification of and service to students who are at risk of dropping out of school, as defined by Section 29.081;

(C) ordering lower student-to-counselor ratios

on school campuses with high dropout rates; and

(D) ordering the use of any other intervention strategy effective in reducing dropout rates, including mentor programs and flexible class scheduling.

SECTION 18. Section 39.263(a), Education Code, is amended to read as follows:

(a) The criteria that the commissioner shall use to select successful schools and districts must be related to the goals in Section 4.002 and must include consideration of performance on the [~~student~~] achievement indicators adopted under Section 39.053(c) and consideration of the distinction designation criteria prescribed by or developed under Subchapter G.

SECTION 19. Section 39.301(b), Education Code, is amended to read as follows:

(b) Performance on the indicators adopted under this section shall be evaluated in the same manner provided for evaluation of the [~~student~~] achievement indicators under Sections 39.053(c)(1)-(4) [~~Section 39.053(c)~~].

SECTION 20. Section 39.305(b), Education Code, is amended to read as follows:

(b) The report card shall include the following information:

(1) where applicable, the [~~student~~] achievement indicators described by Section 39.053(c) and the reporting indicators described by Sections 39.301(c)(1) through (5);

(2) average class size by grade level and subject;

(3) the administrative and instructional costs per

student, computed in a manner consistent with Section 44.0071; and

(4) the district's instructional expenditures ratio and instructional employees ratio computed under Section 44.0071, and the statewide average of those ratios, as determined by the commissioner.

SECTION 21. Sections 39.332(b)(2) and (20), Education Code, are amended to read as follows:

(2) The report must contain an evaluation of the status of education in the state as reflected by:

(A) the [~~student~~] achievement indicators described by Section 39.053; and

(B) the reporting indicators described by Section 39.301.

(20) The report must contain a comparison of the performance of open-enrollment charter schools and school districts on the [~~student~~] achievement indicators described by Section 39.053(c), the reporting indicators described by Section 39.301(c), and the accountability measures adopted under Section 39.053(i), with a separately aggregated comparison of the performance of open-enrollment charter schools predominantly serving students at risk of dropping out of school, as described by Section 29.081(d), with the performance of school districts.

SECTION 22. Sections 39.053(e) and 39.054(b), (d), and (d-1), Education Code, are repealed.

SECTION 23. Not later than December 1, 2016, the commissioner of education shall adopt the set of indicators to measure and evaluate school districts and campuses as required by

Section 39.053, Education Code, as amended by this Act.

SECTION 24. Not later than January 1, 2017, the commissioner of education shall submit a report to the standing committees of the legislature having primary jurisdiction over primary and secondary education that provides for a preliminary evaluation of school districts and campuses under Section 39.054, Education Code. The report must include:

(1) the rating each school district and campus would have received for the first through fourth domains of indicators as provided by Sections 39.053(c)(1)-(4), Education Code, as amended by this Act, for the 2015-2016 school year if the indicators adopted by the commissioner of education under Section 39.053, Education Code, as amended by this Act, existed during the 2015-2016 school year; and

(2) the correlation between each designated letter performance rating the school district or campus would have received and the percentage of students at each district and campus:

(A) qualifying for the free or reduced-price breakfast under the national school breakfast programs provided for by the Child Nutrition Act of 1966 (42 U.S.C. Section 1773);

(B) that are students of limited English proficiency as defined by Section 29.052, Education Code; and

(C) disaggregated by race, ethnicity, and socioeconomic status used to assign ratings in the system.

SECTION 25. (a) Except as provided by Subsections (b), (c), and (d) of this section, this Act applies beginning with the

2017-2018 school year.

(b) Section 39.0535, Education Code, as added by this Act, applies beginning with the 2015-2016 school year.

(c) Section 39.054(a), Education Code, as amended by this Act effective September 1, 2016, applies beginning with the 2016-2017 school year.

(d) Subchapter N, Chapter 39, Education Code, as added by this Act, applies beginning with the effective date of this Act.

SECTION 26. Except as otherwise provided by this Act, this Act takes effect immediately if it receives a vote of two-thirds of all the members elected to each house, as provided by Section 39, Article III, Texas Constitution. If this Act does not receive the vote necessary for immediate effect, this Act takes effect September 1, 2015.

President of the Senate

Speaker of the House

I certify that H.B. No. 2804 was passed by the House on May 15, 2015, by the following vote: Yeas 102, Nays 26, 3 present, not voting; that the House refused to concur in Senate amendments to H.B. No. 2804 on May 28, 2015, and requested the appointment of a conference committee to consider the differences between the two houses; and that the House adopted the conference committee report on H.B. No. 2804 on May 31, 2015, by the following vote: Yeas 119, Nays 17, 2 present, not voting.

Chief Clerk of the House

I certify that H.B. No. 2804 was passed by the Senate, with amendments, on May 25, 2015, by the following vote: Yeas 31, Nays 0; at the request of the House, the Senate appointed a conference committee to consider the differences between the two houses; and that the Senate adopted the conference committee report on H.B. No. 2804 on May 30, 2015, by the following vote: Yeas 30, Nays 0.

_____

Secretary of the Senate

APPROVED: _____

Date

_____

Governor

State of Texas Assessments of Academic Readiness (STAAR®)

2012 to 2015: Comparison of Average Scale Scores and Pass Rates at Phase-In 1, Final Recommended and Advanced Levels

		STAAR® General, 2011-2012					STAAR® General, 2014 2015					Differences			
				Pass Rates					Pass Rates				Pass Rates		
		Student Count	Average Scale Scores	Level II: Phase-In 1	Level II: Final Recommended	Level III: Advanced	Student Count	Average Scale Scores	Level II: Phase-In 1	Level II: Final Recommended	Level III: Advanced	Average Scale Scores	Level II: Phase-In 1	Level II: Final Recommended	Level III: Advanced
Mathematics	Grade 3	337,305	1,457	68%	30%	15%	355,283	1,449	77%	41%	16%	-8	9%	11%	1%
	Grade 4	346,249	1,533	68%	32%	13%	356,198	1,535	73%	34%	17%	2	5%	2%	4%
	Grade 5	353,030	1,585	77%	36%	19%	356,758	1,599	79%	42%	18%	14	2%	6%	-1%
	Grade 6	344,977	1,621	77%	37%	19%	348,792	1,621	75%	38%	14%	0	-2%	1%	-5%
	Grade 7	323,015	1,629	71%	33%	11%	322,612	1,642	72%	34%	12%	13	1%	1%	1%
	Grade 8	312,342	1,664	76%	36%	7%	301,796	1,658	75%	36%	6%	-6	-1%	0%	-1%
	Algebra I	333,589	3,903	83%	39%	17%	392,922	3,942	81%	43%	21%	39	-2%	4%	4%
Mathematics (Spanish)	Grade 3	19,859	1,411	56%	18%	7%	17,732	1,396	65%	26%	6%	-15	9%	8%	-1%
	Grade 4	10,824	1,485	53%	19%	6%	9,831	1,469	55%	17%	6%	-16	2%	-2%	0%
	Grade 5	3,631	1,487	49%	13%	5%	4,652	1,491	47%	13%	3%	4	-2%	0%	-2%
Reading	Grade 3	327,936	1,427	76%	39%	21%	340,365	1,433	77%	40%	22%	6	1%	1%	1%
	Grade 4	334,484	1,516	77%	42%	19%	341,764	1,513	74%	43%	21%	-3	-3%	1%	2%
	Grade 5	348,806	1,545	77%	40%	17%	351,339	1,558	78%	42%	24%	13	1%	2%	7%
	Grade 6	354,387	1,590	75%	38%	17%	358,211	1,590	76%	40%	19%	0	1%	2%	2%
	Grade 7	347,911	1,639	76%	39%	18%	357,496	1,640	75%	38%	19%	1	-1%	-1%	1%
	Grade 8	340,860	1,672	80%	43%	19%	360,581	1,675	78%	43%	23%	3	-2%	0%	4%
	English I	334,828	1,972	68%	46%	8%									
	English II*	27,513	1,937	61%	45%	9%									
Reading (Spanish)	Grade 3	36,318	1,360	65%	28%	12%	36,721	1,366	65%	30%	15%	6	0%	2%	3%
	Grade 4	23,249	1,442	60%	27%	11%	25,325	1,441	60%	26%	10%	-1	0%	-1%	-1%
	Grade 5	9,986	1,512	69%	31%	10%	12,518	1,518	69%	34%	11%	6	0%	3%	1%
Writing	Grade 4	332,417	3,773	71%	33%	7%	342,649	3,725	70%	29%	7%	-	-1%	-4%	0%
	Grade 7	347,294	3,792	71%	32%	7%	359,190	3,809	72%	35%	10%	17	1%	3%	3%
	English I	334,944	1,911	55%	34%	3%									
	English II*	27,898	1,839	46%	27%	2%									
Writing (Spanish)	Grade 4	24,453	3,656	64%	26%	4%	26,322	3,644	64%	30%	6%	-12	0%	4%	2%
English Language Arts	English I						418,457	3,941	63%	45%	8%				
	English II						380,091	3,952	66%	45%	5%				
Science	Grade 5	354,628	3,779	73%	34%	12%	353,746	3,772	72%	34%	11%	-7	-1%	0%	-1%
	Grade 8	336,661	3,783	70%	34%	12%	357,527	3,840	70%	38%	17%	57	0%	4%	5%
	Biology	319,072	3,927	87%	41%	9%	352,313	4,102	92%	57%	18%	175	5%	16%	9%
Science (Spanish)	Grade 5	4,064	3,393	41%	9%	2%	7,446	3,401	40%	9%	2%	8	-1%	0%	0%
Social Studies	Grade 8	336,762	3,658	59%	24%	12%	357,069	3,681	64%	26%	11%	23	5%	2%	1%
	World Geography	320,971	3,894	81%	40%	13%									
	U.S. History						325,253	4,130	91%	62%	28%				

* English II reading and writing assessments were first administered in the spring of 2013

Texas Assessment Program

Overview of Assessment Results at Final Program Standards, 1989–2015

		TEAMS		TAAS			TAAS (After Senate Bill 7)									TAKS										STAAR			
		1988-1989	1989-1990	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2011-2012	2012-2013	2013-2014	2014-2015
Mathematics	Grade 3	93	92	82	85	84	63	73	77	82	81	83	81	83	87	74	83	82	82	82	83	84	86	87		30	32	33	41
	Grade 4						59	71	79	83	86	88	87	91	94	70	78	81	83	86	84	86	88	88		32	33	37	34
	Grade 5	90	91	56	56		63	73	79	86	90	90	92	95	96	65	73	79	81	85	83	84	86	86		36	39	43	42
	Grade 6						61	65	78	82	86	87	89	91	94	60	67	72	79	79	80	80	82	83		37	36	39	38
	Grade 7	92	92	50	51	52	60	62	72	80	84	85	88	90	92	51	60	64	70	76	76	79	81	81		33	31	31	34
	Grade 8						59	57	69	76	84	86	90	92	93	51	57	61	67	71	75	79	80	80		36	35	38	36
	Grade 9	85	87	44	44											44	50	56	56	60	60	67	70	70					
	Grade 10						58	60	66	73	78	82	87	89	92	48	52	58	60	63	63	65	74	74	74				
	Grade 11	78	81	60	57	61										44	67	72	77	80	79	81	89	90	91	39	38	44	43
	Algebra I																										43		
	Geometry																												
Mathematics (Spanish)	Grade 3, Spanish			65	72	72				54	66	75	75	84	87	57	68	67	69	73	77	77	73	77		18	20	23	26
	Grade 4, Spanish									48	60	73	77	89	92	48	62	64	69	72	74	78	72	74		19	18	21	17
	Grade 5, Spanish										58	65	77	87	91	37	44	44	47	50	48	45	44	49		13	14	15	13
	Grade 6, Spanish										38	51	53	70	73														
Reading	Grade 3	86	86	80	81	80	78	80	81	82	86	88	88	87	88	81	88	89	89	89	88	89	92	89		39	40	42	40
	Grade 4						76	80	78	83	90	89	90	91	93	76	81	79	82	84	83	84	86	85		42	38	36	43
	Grade 5	86	88	63	63		78	79	83	85	88	86	88	90	93	67	73	75	80	82	83	83	85	87		40	39	43	42
	Grade 6						74	79	78	85	86	85	86	86	88	71	79	85	91	92	91	91	86	84		38	40	40	40
	Grade 7	87	90	44	50	53	76	79	83	84	85	84	84	89	91	72	75	81	79	85	84	84	86	86		39	38	39	38
	Grade 8						77	76	78	84	85	88	90	92	94	77	83	83	83	89	92	93	91	89		43	47	47	43
	Grade 9	84	84	63	60											66	76	82	87	86	84	87	92	89					
	Grade 10						77	76	82	86	88	89	90	90	95														
	Grade 11			74	72	76																				46	49		
	English I																										63		
	English II																												
Reading (Spanish)	Grade 3, Spanish			61	56	54				47	66	74	76	77	77	67	78	74	76	81	82	83	85	86		28	31	31	30
	Grade 4, Spanish									37	40	46	58	66	73	59	66	69	76	77	76	80	83	83		27	26	28	26
	Grade 5, Spanish										50	34	53	72	80	51	60	60	65	78	72	68	73	76		31	30	32	34
	Grade 6, Spanish										28	30	28	50	65														
Writing	Grade 3	80	79	67	63	68																							
	Grade 4						86	85	86	87	89	88	90	89	90	78	88	90	92	91	91	91	92	90		33	35	36	29
	Grade 5	85	84	75	77																								
	Grade 7	81	87	62	60	69										76	89	88	90	93	90	93	95	94		32	29	30	35
	Grade 8						70	61	65	81	84	86	84	86	85														
	Grade 9	70	72	58	62																								
	Grade 10						83	86	86	89	90	91	91	89	91														
	Grade 11			75	78	83																				34	35		
	English I																										30		
	English II																												
Writing (Spanish)	Grade 3, Spanish			39	42	54																							
	Grade 4, Spanish										64	68	74	76	85	82	88	87	90	89	90	91	94	93		26	22	31	30
English Language Arts (Reading and Writing Combined)	Grade 10															66	72	67	85	84	86	88	90	91	91				
	Grade 11	91	91													61	83	87	88	90	90	92	93	95	93				
	English I																											50	45
	English II																											51	45
Science	Grade 5															39	55	64	75	77	81	84	88	87		34	34	35	34
	Grade 8							77	78	85	84	87	88	92	93				52	60	68	72	78	79		34	37	40	38
	Grade 10															42	51	54	60	58	64	66	74	76	75				
	Grade 11															47	63	71	75	77	80	85	91	91	94				
	Biology																									41	48	54	57
	Chemistry																										45		
Science (Spanish)	Grade 5, Spanish															6	20	23	31	35	37	43	51	57		9	10	12	9
Social Studies	Grade 8							66	70	67	70	70	72	77	84	77	81	85	83	87	90	92	95	95		24	26	27	26
	Grade 10															71	80	84	83	86	88	90	93	93	94				
	Grade 11															78	91	91	94	94	95	97	98	99	98	40	42		
	World Geography																										35		
	World History																											51	62
	U.S. History																												

State of Texas

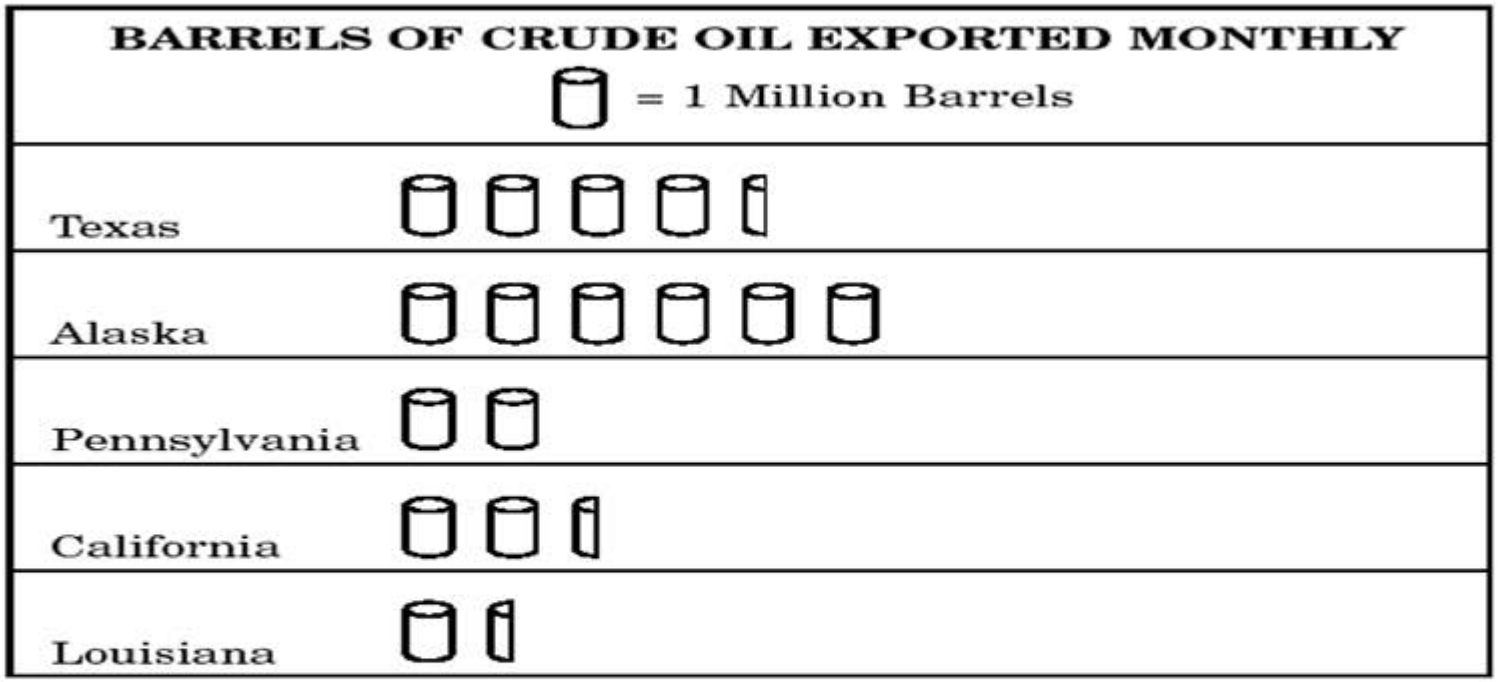
Overview of High School Graduation Rates and Drop-Out Rates

		TEAMS				TAAS												TAKS											
		Final Standard				60%	Equivalent to 70% of the items correct on the October 1990 test											2SEM	1SEM	Panel Recommended									
		Class of 1988	Class of 1989	Class of 1990	Class of 1991	Class of 1992	Class of 1993	Class of 1994	Class of 1995	Class of 1996	Class of 1997	Class of 1998	Class of 1999	Class of 2000	Class of 2001	Class of 2002	Class of 2003	Class of 2004	Class of 2005	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013
Graduation Rate: 4-Years	All Students			96	92						76	79	80	81	81	83	84	85	84	80	78	79	81	84	86	88	88
	African American			93	89						71	74	75	77	78	80	81	83	82	75	71	72	74	79	81	84	84
	Hispanic			93	88						66	70	71	73	74	76	77	78	77	72	69	71	74	79	82	84	85
	White			97	95						83	85	86	87	87	88	90	89	90	89	88	89	90	92	92	93	93
	Econ Disadvan										65	71	71	73	73	76	78	79	77	72	69	70	78	82	84	85	85
Drop-Out Rate	All Students										9	9	7	6		5	5	4	4	9	11	11	9	7	7	6	7
	African American										12	12	10	8		7	6	5	6	13	17	16	15	12	11	10	10
	Hispanic										13	13	11	10		8	7	6	7	13	16	14	12	10	9	8	8
	White										6	5	4	4		3	2	2	2	4	5	5	5	4	3	3	4
	Econ Disadvan										14	13	12	10		8	7	6	7	14	17	16	11	8	8	8	9

EVOLUTION OF STATE ASSESSMENT ITEMS

TABS, TEAMS, TAAS, TAKS, AND STAAR

Exit Level TABS Item (1982)



Which state exports the least amount of barrels of crude oil monthly?

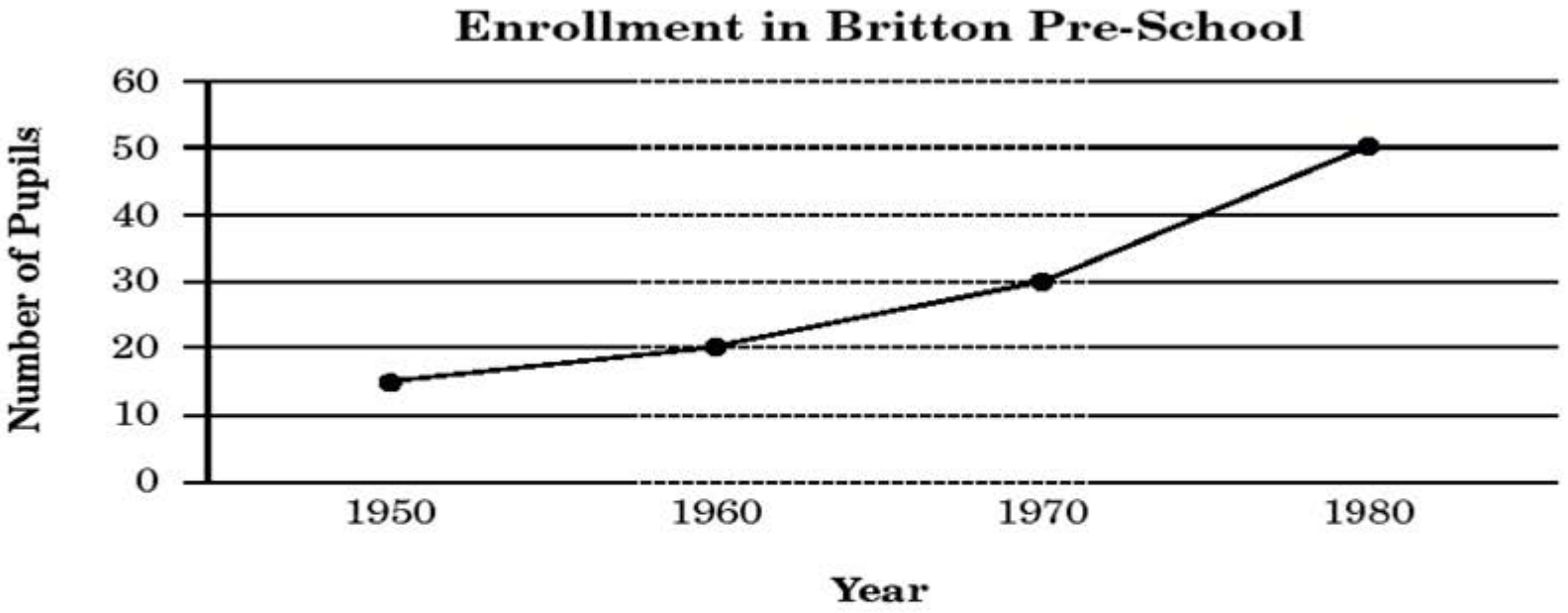
A Louisiana

B Texas

C Alaska

D Pennsylvania

Exit Level TEAMS Item (1986)



In 1970, tuition at Britton Pre-School was $300 per pupil. According to this graph, how much money was collected in 1970?

A $9000

B $900

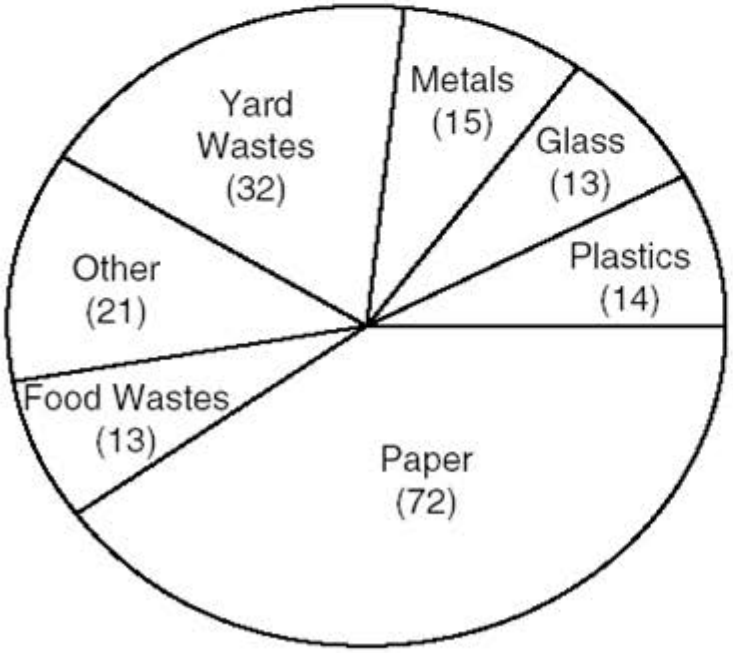
C $600

D $6000

Exit Level TAAS Item (1999)

The graph shows the types and amounts of solid waste produced in the United States in 1988.

Municipal Solid Waste — 1988
(millions of tons)



Total Weight = 180 million tons

What percent of the total solid waste was paper?

A 25%

B $33\frac{1}{3}\%$

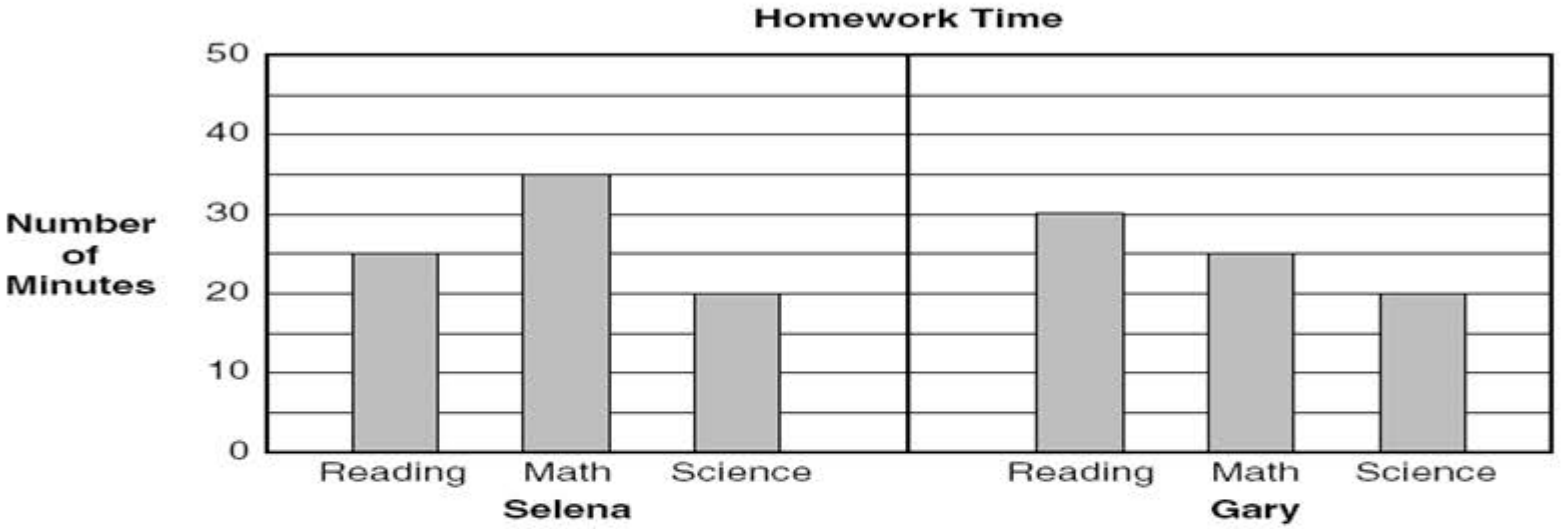
C 40%

D $66\frac{2}{3}\%$

E 72%

Grade 3 TAKS Item (2002)

The bar graph shows the time Selena and Gary spent on their homework last week.



How many more minutes did Selena spend on math homework than Gary spent?

Record your answer in the boxes below. Then fill in the bubbles. Be sure to use the correct place value.

⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Exit Level TAKS Item (2002)

The student council sponsor is planning to make a circle graph showing the number of votes for each of the candidates for student council president. The table below indicates the name and the vote count for each candidate.

Number of Votes per Candidate

Bridget	240
Hakeem	420
Maria	180
Viera	300
Tony	60

What central angle should the sponsor use for the section representing the votes for the student who finished in third place?

A 54°

B 72°

C 90°

D 126°

Grade 3 STAAR Item (2011)

2 Mr. Hubert kept a record of the number of cookies he sold at his store during four weeks. The table below shows the number of cookies he sold each week.

Cookies Sold

Week	Number of Cookies Sold
1	25
2	40
3	35
4	30

The pictograph below represents the data from the table.

Cookies Sold

Week 1	
Week 2	
Week 3	
Week 4	

Which key correctly completes the graph?

A Each  means 5 cookies sold.

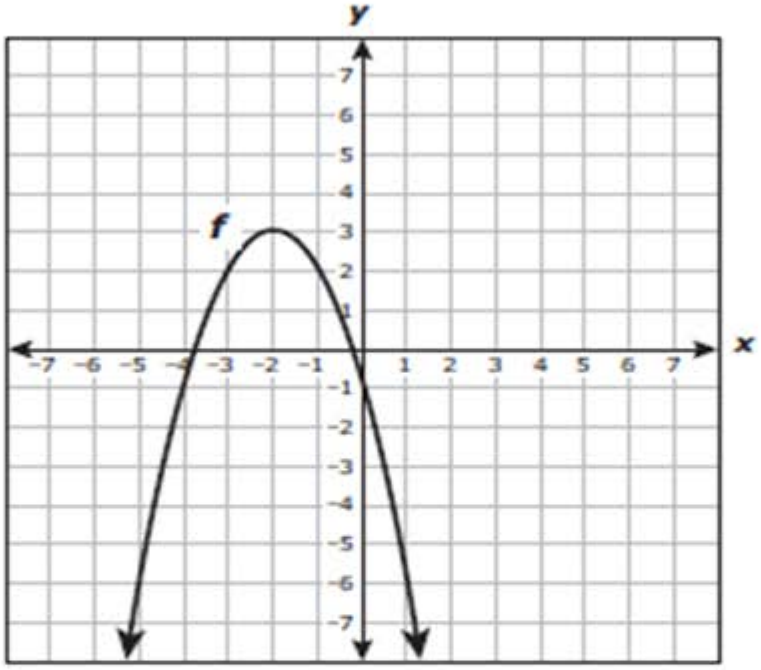
B Each  means 10 cookies sold.

C Each  means 25 cookies sold.

D Each  means 20 cookies sold.

Algebra II STAAR Item (2011)

The graph of the quadratic function f is shown on the grid below.



If the graph of f is translated 5 units to the right and 4 units down to create a new graph, which function best represents this new graph?

A $g(x) = -(x + 3)^2 - 1$

B $g(x) = -(x - 3)^2 - 1$

C $g(x) = (3 - x)^2 + 1$

D $g(x) = (3 - x)^2 - 1$

Update on the Progress of the Texas High Performance Schools Consortium

A report from the
Texas High Performance Schools Consortium
submitted to
Michael L. Williams
Commissioner of Education
Texas Education Agency

December 2014

In accordance with SB 1557, the commissioner, with assistance of the school districts participating in the Consortium, shall submit reports to the governor and the legislature concerning the performance and progress of the consortium.

Acknowledgements

This report is submitted by the co-chairs of the Texas High Performance Schools Consortium, Dawson Orr, Superintendent, Highland Park ISD, and Greg Smith, Superintendent, Clear Creek ISD, on behalf of the Consortium members.

Members of the Texas High Performance Schools Consortium:

Superintendent	District
Sara N. Goolsby	Anderson-Shiro CISD
Greg Smith**	Clear Creek ISD
Clark C. Ealy*	College Station ISD
Mike Waldrip*	Coppell ISD
Alfred L. Ray	Duncanville ISD
Tom Leonard	Eanes ISD
G. Wayne Rotan	Glen Rose ISD
Nelson Coulter	Guthrie CSD
Arturo Cavazos	Harlingen CISD
Dawson R. Orr**	Highland Park ISD (ESC 10)
Jose L. Parra	Irving ISD
James W. Cain	Klein ISD
Brad Lancaster	Lake Travis ISD
Michael D. McFarland*	Lancaster ISD
Stephen F. Waddell*	Lewisville ISD
James J. Ponce*	McAllen ISD
J.D. Kennedy*	McKinney ISD
Karen G. Rue*	Northwest ISD
Drew Watkins	Prosper ISD
Kay E. Waggoner	Richardson ISD
Kim Alexander*	Roscoe Collegiate ISD
Steve Flores*	Round Rock ISD
Michael E. Gilbert	White Oak ISD

* Steering Committee member
** Steering Committee co-chairs

Texas Education Agency

At the request of the Texas Education Agency, the work of the Texas High Performance Schools Consortium is being facilitated by the Texas Association of School Administrators (TASA), 406 East 11th Street, Austin, TX 78701-2617, 512-477-6361, *www.tasanet.org*

Contents

Background

Establishment of the Texas High Performance Schools Consortium

The Texas High Performance Schools Consortium was established in 2011 when the 82nd Texas Legislature enacted Senate Bill 1557, adding §7.0561 to the Texas Education Code. After an extensive application process, Commissioner of Education Michael Williams selected 23 Texas school districts in September 2012 to comprise the Consortium.

According to SB 1557, the Consortium is charged with informing the governor, legislature, and commissioner of education on methods for transforming Texas public schools by improving student learning through the integration of digital tools and resources into student learning, the implementation of high-priority learning standards, the use of multiple assessments to determine student progress, and accountability systems that rely upon community and parental involvement based on the following principles:

- **Digital Learning:** Engagement of students in digital learning on a regular basis, including, but not limited to, the use of electronic textbooks and instructional materials, and courses offered through the Texas Virtual School Network;
- **High-Priority Learning Standards:** Using curriculum standards derived from high-priority learning standards as opposed to curriculum that is a "mile wide and an inch deep;"
- **Multiple Assessments:** Authentic assessment of students using various methods of determining student progress that is capable of informing students, parents, educators, and schools concerning the extent to which learning is occurring, rather than overreliance on high-stakes testing, and
- **Local Responsibility:** Accountability systems that rely on local responsibility, enabling communities and parents to be involved in the important decisions regarding the education of their children and allowing them to determine the success of their schools.

The commissioner was statutorily required to select a variety of districts to represent the diversity of Texas public schools in terms of district type, size, and student demographics. Additionally, the statute limited the number of students who may participate in the Consortium to no more than five percent of the total Texas public school population, or approximately 250,000 students.

The diversity of districts, campuses, and students participating in the Consortium increases the likelihood that proposals and recommendations developed by the Consortium will address the varied circumstances, diversity, and issues facing all Texas schools, and consequently will result in solutions that are relevant and transferable among the many different districts across the state.

Consortium Progress

SB 1557 required the submission of two reports detailing the progress and performance of the Consortium to the governor and legislature, with the first report due in December 2012 and another report in December 2014.

In the Consortium's December 2012 report, the Consortium noted the need for providing meaningful flexibility in graduation plans by establishing multiple pathways to allow for specializations in areas such as CTE, Humanities, Business and Industry, and STEM, as well as optional courses (as defined by the local school board) in visual and performing arts, languages other than English, and technology applications. (December 2012, Appendix B, waiver request # 5).

We are pleased to acknowledge and affirm the flexibility provided by House Bill 5 (HB 5), passed by the Texas Legislature in 2013. HB 5 made substantial changes to the state's curriculum and graduation requirements, assessments, and accountability system.

This notable legislation reduced the number of end-of-course exams required for graduation from 15 to 5, created more flexible graduation plans for students, and placed a new focus on community, workforce, and higher education demands through meaningful course offerings. This, coupled with endorsement pathways for students and a specific emphasis on community engagement, provides for a more balanced and meaningful student educational experience. While HB 5 certainly provides a step in the right direction for Texas public schools, there is still much to be done in the areas of authentic, meaningful learning experiences for students, the development of high-priority learning standards, assessments and accountability to yield a student-centered system.

The goal of the Consortium is to transform education so that all Texas students are future ready. Students should be given the power to create and innovate, and teachers should be given the opportunity to use feedback and assessments to design learning that is both relevant and rigorous. Parents, members of the local business community, and individuals from higher education agree that they are looking for students who are critical thinkers, innovators, problem solvers, collaborators, and good communicators.

Consortium Members

Anderson-Shiro CISD
Clear Creek ISD
College Station ISD
Coppell ISD
Duncanville ISD
Eanes ISD
Glen Rose ISD
Guthrie CSD
Harlingen CISD
Highland Park ISD (ESC 10)
Irving ISD
Klein ISD
Lake Travis ISD
Lancaster ISD
Lewisville ISD
McAllen ISD
McKinney ISD
Northwest ISD
Prosper ISD
Richardson ISD
Roscoe Collegiate ISD
Round Rock ISD
White Oak ISD

See Appendix B for detailed information on the commissioner's rule and selection process and Appendix C for characteristics of the Consortium districts.

Legislative Recommendations to the 83rd Legislature

As the Consortium began its work in October 2012, it became clear that their efforts were constrained by trying to operate under the state's current assessment and accountability systems, while at the same time trying to develop new ones. In accordance with the authority granted to the Consortium in SB 1557, the Consortium submitted a number of recommended actions to the Commissioner of Education and the Legislature prior to the convening of the 83rd Legislature. These recommendations were included in House Bill 2824, filed by Rep. Bennett Ratliff, providing the necessary space and flexibility for the 23 school districts in the Consortium to continue their work as a research and development arm for the state.

The passage of HB 2824 would have provided flexibility so that the Consortium could serve as a research and development arm for public education that would benefit all schools in the state with the goal of creating a broad-based accountability system that relies on a variety of measures; that focuses on high-priority learning standards; that enables teachers to customize learning; and that empowers local communities to determine the success of their schools. The bill, in its final form, included the following provisions:

- **R&D Innovation:** A research study would be conducted by a third party evaluator on the effectiveness of teaching high-priority standards in depth and the effectiveness of closing achievement gaps on readiness standards. In addition, the study would evaluate the impact of digital learning, the use of multiple assessments, and the reliance on local control.

- **In-depth teaching:** Participant campuses would be evaluated on "readiness standards" (the TEKS which are considered essential for success) to allow for in-depth teaching. (Currently, students are assessed on both "readiness standards" and "supporting standards.")

- **Targeted assessments:** In grades 3-8, STAAR assessments would be administered in math, reading and science. At the secondary level, EOCs would be administered at the 10th grade in English, math and science, or nationally norm-referenced college preparatory assessments would be administered.

The sheer number of standards in place today (Texas Essential Knowledge and Skills) creates a significant impediment to profound learning. Profound learning occurs when students have multiple opportunities to engage in meaningful experiences integrating critical competencies, content knowledge, and skills essential for student success. HB 2824 provided the necessary space for the Consortium districts to focus on in-depth teaching and high priority, or "readiness," standards.

Under this bill, the Consortium would have partnered with the Texas Education Agency, the Texas Higher Education Coordinating Board, the College Board, and ACT to increase college and career readiness with in-depth teaching to high-priority learning standards and the development of assessments that focus on skills and competencies needed for post-secondary success. Also, through its work, the Consortium would assist the state in promoting, developing and implementing the effective use of technology in the digital learning environment so that our students are well prepared for the ever-changing workforce needs of Texas.

The Consortium was not seeking financial support from the state or the Texas Education Agency for these initiatives, acknowledging that SB 1557 allowed the acceptance of gifts, grants, or donations from private sources to support the initiative. The Consortium has funded its own work, with each district committing time and resources in response to the requirements of SB 1557. Furthermore, since its inception, the Consortium's work has been facilitated by the Texas Association of School Administrators at the request of the Commissioner.

Although more than $40 billion is spent annually from local and state funds, there is no systematic, thoughtful research and development effort to create the next generation PK-12 public education system for Texas public schools. This provided a compelling purpose for the Consortium. To keep Texas at the forefront, there needs to be space for experimentation and piloting for the future, and the Consortium fills that role.

Actions of the 83rd Legislature

Despite unanimous approval in both the Texas House and Senate, Governor Rick Perry vetoed HB 2824. Governor Perry's veto message stated the following:

"Education is changing, and Texas must remain at the forefront of innovation as the digital age evolves. That is why I signed legislation during the 82nd regular session to create the Texas High Performance Schools Consortium." Governor Perry also stated that "House Bill 2824 would exempt consortium districts, which have shown a range of performance levels on the most recent STAAR assessments, from the Texas accountability system and many of the assessments required of other public schools throughout the state. Flexibility and innovation are important, but we will not compromise academic rigor or student outcomes."

While making the task of carrying out the charge established in SB 1557 much more difficult, the veto did not forestall the work of the Consortium.

The consortium's mission to improve student learning with a focus on digital learning environments, to teach students to truly understand and apply meaningful content, rather than memorize information to pass a test, and to assess students in more authentic ways will continue to be at the heart of a new system that is necessary to prepare our students for success in this ever-changing world.

Though hindered by a lack of freedom from the current state system, the Consortium has continued to research, explore, and develop an assessment and accountability framework that is not over-reliant on high-stakes testing and is malleable enough to meet the needs of urban, suburban, and rural communities. Consortium districts have collaborated to design a next-generation accountability system that is well balanced and instructionally sensitive, with a defensible state testing program that emphasizes high-priority learning standards and supports improved instruction and a process for local input.

The preferred future for Texas schools includes an educational system that is built around:

- Dynamic, rigorous curriculum standards in each content area;
- A variety of assessment alternatives that are not limited to paper and pencil tests;
- The use of technology that is integrated into the learning for students;
- Learning that is relevant and responsive to student interests;
- Involvement of local communities in determining the accountability features that are important to that community; and
- A variety of pathways to graduation.

Having such a system will prepare students for post-secondary education, the workforce and productive citizenship.

Ongoing Work

With the veto of HB 2824, the Consortium was forced to revisit its plan for carrying out the research and data collection necessary to inform stakeholders. Due to the limitations imposed, the Consortium established a process to invite other school districts across the state that are engaged in school transformation initiatives to participate in the research efforts and help the Consortium move this important work forward. On November 18, 2013, the Consortium extended an invitation to other Texas school districts to join in the transformation work as Consortium Associates and partner with the Consortium members in its statewide efforts.

Districts that joined as Consortium Associates were expected to share a commitment to the principles and premises outlined in *Creating a New Vision for Public Education in Texas* (Texas Association of School Administrators, 2008) and engage as a contributing partner with Consortium members and other districts in the ongoing transformation work. The application to become one of the Consortium Associates sought the district's agreement with and commitment to the transformation goals and outcomes, evidenced by:

- Securing Board of Trustees support for participation, confirmed by a resolution or board meeting minutes;
- Engaging meaningfully as a contributing and learning member of the group, sharing the work taking place in their district;
- Participating in one or more Consortium working groups (learning standards, multiple assessments, digital integration, community-based accountability);
- Joining the School Transformation Network and participating in a regional consortium;
- Committing staff time and resources to support the district's participation in the work; and
- Commitment to creating a community-based accountability system in accord with the vision principles.

To date, 78 districts from 18 Texas Education Service Center regions have joined the work of the Texas High Performance Schools Consortium as Consortium Associates. Consortium Associates include the following districts:

Alamo Heights ISD
Alvin ISD
Amarillo ISD
Bastrop ISD
Beeville ISD
Big Sandy ISD
Bloomington ISD
Blue Ridge ISD
Bryan ISD
Bullard ISD
Callisburg ISD
Channing ISD
Chapel Hill ISD (ESC 07)
Chapel Hill ISD (ESC 08)
Commerce ISD
Corsicana ISD
Denton ISD
Devine ISD
Diboll ISD
Dripping Springs ISD
El Paso ISD
Falls City ISD
Fort Elliott CISD
Friendswood ISD
Frisco ISD
Godley ISD
Goodrich ISD
Graford ISD
Graham ISD
Grand Prairie ISD
Granger ISD
Greenville ISD
Groesbeck ISD
Harleton ISD
Harmony ISD
Hays CISD
Hereford ISD
Hillsboro ISD
Hudson ISD
Huffman ISD
Humble ISD
Hutto ISD
Jayton-Girard ISD
Karnes City ISD
La Villa ISD
Latexo ISD
Leander ISD
Little Elm ISD
Livingston ISD
London ISD
Lufkin ISD
Lytle ISD
Mesquite ISD
Miami ISD
Midway ISD
Millsap ISD
Mission CISD
Montgomery ISD
Nacogdoches ISD
Navasota ISD
New Braunfels ISD
New Caney ISD
O'Donnell ISD
Pine Tree ISD
Royse City ISD
San Angelo ISD
San Marcos CISD
Santa Fe ISD
Splendora ISD
Stephenville ISD
Sunnyvale ISD
Trinity ISD
Vidor ISD
Waxahachie ISD
West ISD
Willis ISD
Wilson ISD
Woodville ISD

Highlights of Consortium Activities to Date

The process and guidelines for applying for membership in the Texas High Performance Schools Consortium (THPSC) were developed and published in April 2012. Commissioner Rule implementing SB 1557 followed in May, and the districts selected to participate in the Consortium were announced in September 2012. Consortium work began in October 2012 with superintendents and district teams working through the fall semester to determine strategy for conducting the work of the Consortium as specified in SB 1557 and to develop the first report required by the legislation. The Consortium Report was delivered in December 2012.

The THPSC submitted a number of recommended actions to the Commissioner of Education and the Legislature prior to the convening of the 83rd Legislature. These recommendations were included in House Bill 2824, filed by Rep. Bennett Ratliff, providing the necessary space and flexibility for the 23 school districts in the Consortium to continue their work as a pilot program for the state. Despite unanimous approval in both the Texas House and Senate, Governor Perry vetoed HB 2824.

The Consortium has continued to research, explore, and design in the areas framed in SB 1557; digital integration in the learning environment, high-priority learning standards, multiple assessments of student learning, and community-based accountability. In November 2013 the Consortium extended an invitation to other districts in Texas to join in the Consortium work as Associates. The first meeting and work session of the Consortium/Consortium Associates was held in March 2014. Their most recent meeting was held in September 2014. Much of the focus during the fall of 2014 has been on collaboration with the State Board of Education and TEA staff on development of a process for the English Language Arts and Reading TEKS revision based on the identification of high-priority learning standards and inclusion of curriculum experts from the field on the TEKS review panels.

From Vision to Action:
Student-Centered Schools, Future-Ready Students

According to SB 1557, the Consortium is charged with improving student learning in the state of Texas by developing innovative high-priority learning standards and assessment and accountability systems. The major work of the Consortium revolves around four core principles that include the integration of digital tools and resources into student learning, the development of high-priority learning standards, the use of multiple assessments to determine student progress, and an accountability system that relies upon community and parental involvement regarding the education of their children.

Digital Integration

Schools must embrace and seize technology's potential to capture the hearts and minds of students so that their learning experiences are more engaging and respect their talents. Instruction must be designed through a variety of digital pathways that can be accessed anytime, anywhere and at any pace, seamlessly integrating digital devices, global connections, and flexible student-centered learning environments. Digital integration includes access to the right device for learning, the use of digital portfolios, as well as the integration of virtual learning models (such as flipped classrooms, blended learning, online courses) and digital resources (like electronic textbooks, iTunesU and online collaborative tools).

Research has consistently shown that one of the most important factors contributing to a student's success is the quality of teaching he or she receives. Fully leveraging the opportunities of digital learning and technology in the classroom will require a shift in the role and skills of teachers. Among other roles, teachers will need to:

- **Facilitate Learning:** The teacher's role shifts from instructional "owner"—the lecturer who owns the content—to instructional "designer"—the designer/leader who creates and guides learning experiences.
- **Provide Technical Expertise:** Teachers will need to be comfortable with navigating technology and digital resources to support the learning of students.
- **Leverage Technology to Personalize Learning:** The facilitation of learning includes the use of technology to guide students and customize activities to meet individual student needs.
- **Use Technology to Transform Assessment and Foster Data-driven Instruction:** Technology and digital learning offer teachers the ability to collect and interpret various points of student assessment data. Teachers will need to be trained in how to use these data effectively to inform instruction and increase student learning.

Advancing Professional Development and Teacher Training

With the expansion of digital learning and technology in the classroom, the training and professional development of teachers must transition to fully realize the potential of these resources to foster student learning. This encompasses the use of technology to guide instruction and the use of technology to measure, evaluate and understand student learning through data-driven instructional methods. To make the transition from the traditional role of disseminating content knowledge to that of instructional design in guiding students' discovery and application of information, teachers require a significant investment in time and learning. Teachers have cited professional development as an important component of preparing them to use technology effectively in instruction. Preparing teachers to take full advantage of technology for learning will require new professional learning content centered on several key ideas and skills, including:

- Designing relevant, rigorous learning tasks that leverage the power of technologies and the Internet;
- Developing facilitation and collaboration strategies;
- Creating classroom systems and routines that support collaborative and independent learning;

- Establishing guidelines for ethical and appropriate use of digital media and content;
- Using various technologies and the Internet in instructional planning and decision-making; and
- Using digital technologies in evaluation of learning (assessment, data-driven decision making, portfolios, etc.).

To support the development of these skills and build teachers' comfort with technology will require a strong commitment to professional development. But the reality of creating and implementing professional development to move toward the goal of all students becoming technologically literate and all teachers leveraging the power of technology in their classrooms will require an approach that goes beyond policy requirements and the establishment of standards. Effectively scaling up professional development for teachers on the use of technology to guide instruction will require broad access, ongoing support and accountability.

TASA on iTunes U®

In an effort to further enhance the digital integration facet of the Consortium's work, the Texas Association of School Administrators engaged a number of Consortium districts, among others, beginning in fall 2012 to curate a collection of digital resources to aid districts in their local digital transformation efforts. *TASA on iTunes U* was launched in Spring 2013 following an extensive process of engaging 58 teachers and content specialists from 14 Texas districts over several months in a project to transform the teaching and learning process by developing interactive, online content for high-priority, essential learning standards. The original offering provided course resource collections—fully aligned to the Texas Essential Knowledge and Skills (TEKS)—for 18 high school courses in English Language Arts, Math, Science, and Social Studies. The content—created by teachers for teachers—aims to foster creativity, collaboration, and critical thinking skills in an engaging, digitally rich learning environment.

During Spring 2014, in response to the College Preparatory Course requirement in House Bill 5, TASA launched its first expansion of the *TASA on iTunes U* project. This effort engaged teachers and content specialists, along with higher education faculty representatives, to develop a collection of digital content resources that Texas districts can use in responding to this requirement. The framework of the courses is based on the Texas College and Career Readiness Standards (CCRS) and aligned to the Texas Essential Knowledge and Skills (TEKS).

In Summer 2014, TASA engaged an additional 60 Texas educators to curate additional digital resources in *TASA on iTunes U,* including the introduction of middle school core subjects and additional high school subject areas, as well as various career and technical education (CTE) and advanced academic areas. Following a nearly three month design process, these curated resource collections were made available free of charge to Texas districts through *TASA on iTunes U* in September 2014 and include such CTE offerings as Anatomy & Physiology, Principles of Health Science, Professional Communications, and Principles of Arts, Audio/Video Technology, and Communications. Additionally in Summer 2014, TASA—in partnership with the Southern Regional Education Board (SREB)—worked with Texas educators to align two SREB-developed college- and career-readiness courses with the Texas Essential Knowledge and Skills (TEKS) and Texas College and Career Readiness Standards (CCRS). SREB developed two readiness courses, one in mathematics and one in disciplinary literacy, Math Ready and Literacy Ready, to help underprepared students reach college- and career-readiness benchmarks before high school graduation. The courses—aligned to Texas standards and free of charge—are now available within *TASA on iTunes U*.

Today, 42 courses exist within *TASA on iTunes U,* including digital resource collections to support House Bill 5 College Preparatory Courses, Texas-edition SREB Readiness Courses, resources to support Career and Technical Education (CTE) courses at the high school level, and other TEKS-aligned secondary core academic courses. Fall 2014 expansion efforts have been underway since October 2014, engaging 133 educators from Texas districts, and include the introduction of additional high school CTE, elementary core-content, additional middle school and high school courses, and a content refresh of the original high school courses from the project. The high school CTE project will focus on the endorsement areas—Arts and Humanities; Business and

Industry; Public Services; and Science, Technology, Engineering, and Mathematics (STEM)—to further assist districts with their House Bill 5 implementation efforts. Elementary core-content offerings will be organized into *Early* (Grades K-2) and *Intermediate* (Grades 3-5) collections in the areas of Literacy, Mathematics, Science, and Social Studies. These courses, scheduled to be released in late January 2015, will bring the total number of course resource collections within *TASA on iTunes U* to 58 courses.

The TASA on iTunes U course resource collections can be accessed by searching for *Texas Association of School Administrators* in the iTunes U catalog or by visiting *www.itunes.com/tasa*.

Implications for Policymakers

State-level policy plays an integral role in establishing expectations and standards for schools and teachers. Policymakers can provide both direction and support for increasing teacher effectiveness in the digital environment, including:

- Support professional development programs that recognize and leverage the power and impact of technology and the digital environment on teaching and learning. The teacher's most important role is to be a designer of academically rigorous and engaging experiences for students. Policymakers need to ensure teachers have access to high-quality professional development opportunities that help utilize technology for instruction and student learning.

- Find ways to fund and support equitable access to state-of-the art technology for all public school teachers and children to meet the demands of the digital economy. Research clearly shows that effective teaching is the most important school-related factor in student achievement, yet access to effective teaching remains widely uneven and inequitably distributed. Technology has the potential to improve the effectiveness of teachers in every classroom, but only if there is access to this technology. Policymakers should prioritize investments in classroom technology and teacher training, particularly in high-need schools and districts.

Included below are exemplar artifacts for Digital Integration. A more comprehensive list of exemplars can be found in the Appendix section of this report.

- **Alamo Heights ISD** *Spotlight on Engagement: Technology Integration*
- **Clear Creek ISD** *Transforming Education with "Latitude 2 Learn"*
- **Coppell ISD** *Global Collaboration in Science*
- **McAllen ISD** *TLC³: Transforming Learning in the Classroom, Campus, and Community*
- **Willis ISD** *Digital Transformation*

High-Priority Learning Standards

The Consortium has designed a process for determining high-priority learning standards that emphasizes depth over breadth where the local community is accountable for empowering students to learn, live, and earn in a global and digital environment.

Profound learning occurs when students have multiple opportunities to engage in meaningful experiences, integrating critical competencies and content knowledge for college and career readiness. The sheer number of standards in the Texas Essential Knowledge and Skills (TEKS) creates a significant impediment to profound learning. Therefore, the development of high-priority learning standards is essential. These standards should be:

- Reflective of current research around college and career readiness (ACT, SAT, AP, IB, etc.)
- Reflective of national and international standards
- Inclusive of the essential core knowledge and processes of each discipline
- Clear and rigorous
- Manageable in number
- Related within and across grade levels

The TEKS review process comes at a critical period in public education in Texas. In today's world of global competition for college acceptance and entry-level jobs in their chosen careers, our students require in-depth knowledge and skills to be fully prepared to compete and succeed. National and international student achievement comparisons (TIMSS, PISA, NAEP, SAT, ACT, etc.) tell us that our students—while showing progress in some areas—are not at the level of achievement that ensures they are fully prepared to succeed in the world they will encounter. To succeed, our students must have a solid foundation in core academic subject mastery, but this alone is insufficient. Students must also develop the cognitive and social skills that enable them to deal with the complex problems of a rapidly changing world.

High-priority learning standards provide a clear and coherent description of the content, depth of knowledge, and skills students are expected to master to be prepared for success in college and careers. Critical questions in the development or refinement of college/career-ready learning standards at any policy level—national, state, local—include:

- What specific knowledge should students know as a result of mastering the learning standards? ***(Content)***
- What level of cognitive demand, or academic rigor, is appropriate to the content and grade level of the learner? ***(Thinking)***
- With what transferable skills will students leave high school upon graduation, and at each grade level leading up to graduation? ***(Skills)***

In other words…content, thinking, and skills go "hand in hand" and work together in concert as key components of a rigorous K-12 educational program for Texas students.

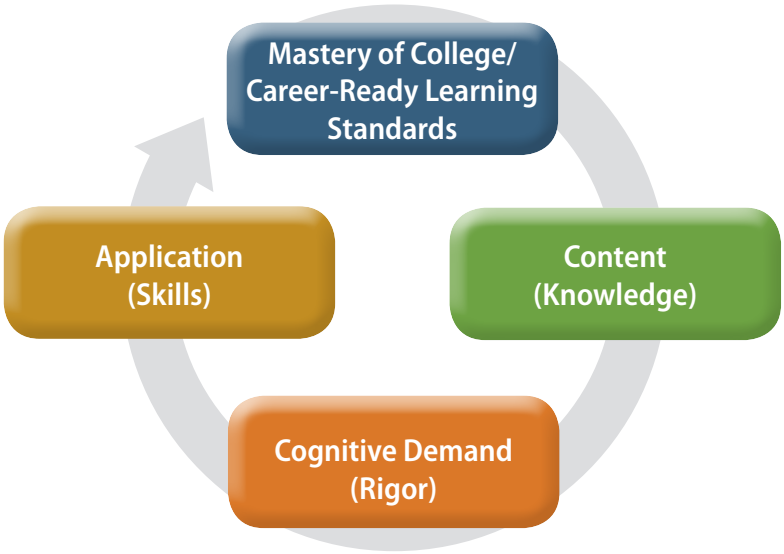


Figure 1.
HIGH-PRIORITY LEARNING STANDARDS COMPONENTS

High-priority learning standards provide a strong foundation for students to apply and master the skills they need, and as they apply their skills, students have more opportunities to build deep understanding of the content of the learning standards.

So, learning standards matter. As the State Board of Education directs, and the TEA engages in, the process of review and revision of the state curriculum standards, this core concept—the interrelationship of content, thinking, and skills—is fundamental to the stated goal of ensuring that "the standards are appropriate in scope and rigor, streamlined, clear, relevant, assessable where appropriate, and aligned across subjects and grade levels." (TEA, RFQ #701-14-025, 2014)

To prepare students for college, the workforce, and success in life, high-priority learning standards should be specified at the "profound" level in recognition that content, thinking, and skills go together "hand in hand" so that students are able to apply their learning to new situations, to synthesize, solve problems, and create knowledge. The Texas High Performance Schools Consortium proposes the following theory of action as a strategy for reviewing and revising the Texas Essential Knowledge and Skills.

If the TEKS revision process results in the development of high-priority learning standards, then revised state curriculum standards will be fewer in number and more rigorous in content—connecting the core concepts of the discipline with the skills and habits of thinking necessary to apply learning—and focus teaching and learning on deep mastery of important concepts at each grade level.

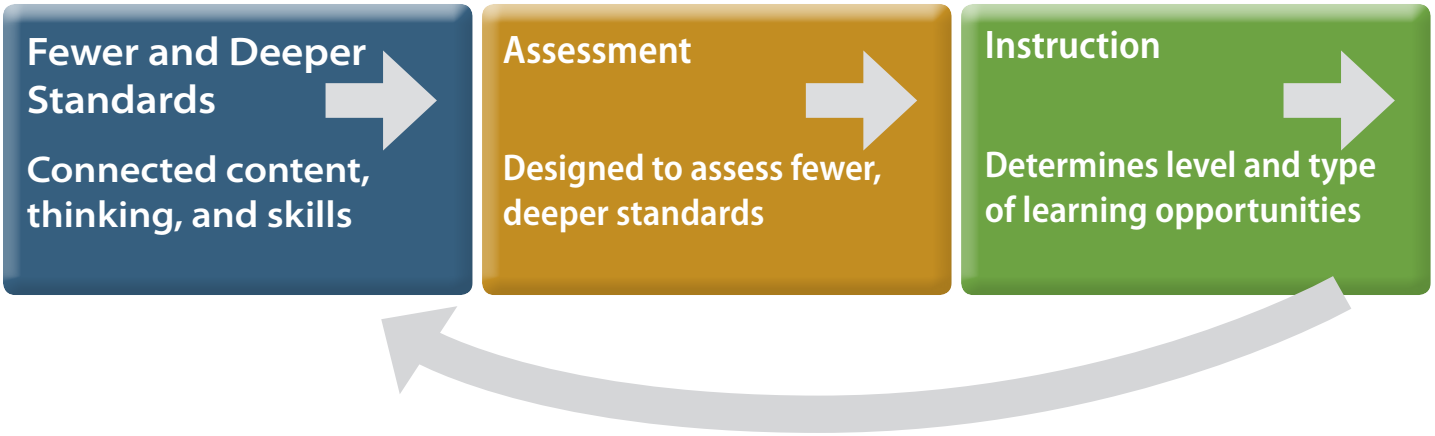


Figure 2.
HIGH-PRIORITY LEARNING STANDARDS TEACHING AND LEARNING CYCLE

Proposed Design Principles for High-Priority Learning Standards

- **Prioritize and focus on what matters most.**
  Students learn more when we teach what is most important and we teach it well. High-priority learning standards are *fewer and deeper* as opposed to *a mile wide and an inch deep*. Typical state standards attempt to cover a content area so comprehensively, the essential concepts that produce deep mastery can become lost. The chief problem is that there is simply too much to teach—arguably two to three times too much—and too many options for what can be taught. Rather than presenting a long list of facts, standards should communicate the essential understandings and habits of practice within each subject area.

- **Content, thinking, and skills all matter when it comes to standards design.**
  To succeed in today's workplace, young people need more than basic reading and math skills. They need deep knowledge of content and ease with information technology, honed problem-solving skills and the ability to adapt and change. They need the personal skills to work in a very diverse and multicultural environment and the ability to collaborate.

- **Align standards with best evidence on college and career readiness.**
  U.S. executives say they need a workforce equipped with skills beyond the traditional "three Rs" of reading, writing, and arithmetic if they are to grow their businesses in the 21st century. According to the American Management Association, today's employees need to think critically, solve problems, innovate, collaborate, and communicate more effectively.

- **Recognize that standards design influences assessment design, assessment design influences instruction, and instructional decisions determine the level and type of learning opportunities provided to students.**
  Standards-based assessments influence both what teachers teach and how they teach it. Educators must be deliberate about the number of standards they assess. Too many assessed standards forces teachers to push through the curriculum, covering standards rapidly and superficially. Standards-based assessments should help teachers make good decisions about their instruction and promote the design of learning opportunities that drive students to deeper learning and mastery.

Proposed Strategy

As a strategy for moving forward with the development of high-priority learning standards, the consortium districts recommend consideration of short- and long-term strategies.

Short-term solutions:

- Test readiness standards only*
- Include more test items per standard

Long-term solutions:

- Develop/prioritize/coalesce high-quality, fewer, deeper learning standards**
- Establish assessment expectations that rely less on multiple-choice items and more on rigorous, performance tasks
- Reduce the number of tested grade levels and/or standards
- Allow for stratified random sampling of students to accommodate the complexity and cost of administering and scoring performance tasks

Implications for the future of accountability:

- High-priority learning standards and new assessment designs could build the foundation for a new vision of accountability in Texas that aligns with the research on future-ready learning in today's context and reflects a more balanced local and state partnership.***

* Cannot be applied as a long-term strategy due to the progressive, interconnected nature of learning standards from PK-12.
** Learning standards designed in accord with future-ready learning, college/career readiness, and expectations of the global workplace.
*** As described in the TASA vision document, *Creating a New Vision for Public Education in Texas*.

The Consortium has been invited by the State Board of Education to assist the Board and the Texas Education Agency staff as they begin the process of revising the English Language Arts and Reading Standards in 2015. In preparation for this collaboration, SBOE members, staff, and Consortium members met in July 2014 to discuss a coordinated effort for future TEKS revisions. A standards advisor, hired by TEA, trained the State Board of Education in July and trained TEA staff in October.

Specifically, the Consortium will meet with TEA staff and Consortium educators to discuss the process for developing high-priority learning standards. The Consortium will recruit qualified educators, particularly those trained in curriculum or standards writing, to serve on future TEKS review panels. TEA staff will update the training of TEKS panel members in future revisions.

Benefits

To succeed in today's workplace, young people need more than basic reading and math skills. Students need advanced content knowledge, technology skills, thinking skills, and the ability to apply their knowledge and skills to solve problems. High-priority learning standards provide a clear and coherent description of the content, depth of knowledge, and skills students are expected to master to be prepared for success in college and careers.

Designing, implementing and supporting high-priority learning standards as the next step in our state's leadership for standards-based instruction would:

- Further the state's goals for college & career readiness
- Provide a forum for student, parent, & community input in CCR (college & career readiness)
- Bring needed focus to instruction & assessment
- Promote in-depth teaching for the deeper learning needed for success
- Design next steps in instruction
  - Give detailed, descriptive feedback to students
  - Have students self-assess or set goals likely to help them learn more

Students learn most effectively when they are provided with complex, authentic opportunities to explain, interpret, apply, shift perspective, empathize, and self-assess. The development of high-priority learning standards as described herein would provide the clarity and direction that teachers, principals, and district leaders need to provide this type of instruction for the students in Texas public schools.

Included below are exemplar artifacts for High-Priority Learning Standards. A more comprehensive list of exemplars can be found in the Appendix section of this report.

- **Coppell ISD** *Learning Design: Inquiry*
- **McKinney ISD** *Meaningful and Dynamic Curriculum Strategies with Project Based Learning*
- **Roscoe Collegiate ISD** *The Atmosphere: Creativity, Engagement, Collaboration, Inspiration*

Multiple Assessments

The best way to determine what students have learned is to examine the body of work they create. The digital environment supports the collection and maintenance of robust evidence that documents students' academic performance. Writing samples, project-based learning demonstrations, teacher-developed tests, lab journals, science projects, essays, reading response logs, research papers, rubric assessments, and other student work products provide better evidence on a wider range of student knowledge, skills, and progress than do standardized tests. These types of assessments will be necessary to adequately gauge student mastery of high-priority learning standards, as described in the standards section of this report, that will require students to apply their learning to new situations, to synthesize, solve problems, and create knowledge.

Standardized tests should be used primarily to identify hard-to-learn/difficult-to-teach concepts to differentiate learning experiences and focus attention on the more systemic curricular issues involving student performance. Unfortunately, due to the design of our accountability system and the state's over-reliance on a single-test as the sole measure of learning, the current assessment structure lends itself to teaching to high-stakes standardized tests resulting in a narrowing of the curriculum to tested standards and subject areas and instruction that is co-opted by test preparation. This does not foster-the kinds of thinking habits and skills needed for our students to be future ready. Therefore, it is critical that we change the way we use standardized tests. The Consortium advocates for a system that incorporates multiple assessments *for learning* and *of learning,* that incorporates existing valid and reliable measures, and develops new measures and collections of evidence of student learning, including digital portfolios. These assessments must be capable of informing students, parents, teachers and school districts, on an ongoing basis, concerning the extent to which learning is occurring.

Proposed Strategy

As a strategy for moving forward with the use of multiple assessments to gauge profound learning, the consortium districts recommend consideration of short- and long-term strategies.

Short-term solutions:

- Test readiness standards only*
- Include more test items per standard

Long-term solutions:

- Develop/prioritize/coalesce high-quality, fewer, deeper learning standards**
- Establish assessment expectations that rely less on multiple-choice items and more on rigorous, performance tasks
- Reduce the number of tested grade levels and/or standards
- Allow for stratified random sampling of students to accommodate the complexity and cost of administering and scoring performance tasks
- Strengthen training for teachers and staff in best practices associated with building collections of evidence of student learning. This includes, but is not limited to, the use of rubrics, progress portfolios, display portfolios, journals, observation records, and other such methods of learning.
- Work with the Texas Education Agency to establish definitions and standards for collections of evidence of student learning.
- Establish how student work, local assessments, and diagnostic tests are used to identify students in need of additional support.
- Work with the Texas Education Agency and the State Board of Education to develop high-priority learning standards and determine (by grade, subject) which collections of evidence of learning are to be maintained.

Implications for the future of accountability:

- High-priority learning standards and new assessment designs could build the foundation for a new vision of accountability in Texas that aligns with the research on future-ready learning in today's context and reflects a more balanced local and state partnership.***
- High-quality formative assessments are necessary at the classroom and campus level and are our missing component for a balanced assessment system. Policy-makers should ensure resources are available and should provide support for high-quality training in formative assessment.

* Cannot be applied as a long-term strategy due to the progressive, interconnected nature of learning standards from PK-12.
** Learning standards designed in accord with future-ready learning, college/career readiness, and expectations of the global workplace.
*** As described in the TASA vision document, *Creating a New Vision for Public Education in Texas*.

Examples of Consortium Efforts Related to the Use of Multiple Assessments

Multiple measures of accountability beyond the current state required standardized testing program include the following initiatives:

- Early College implementation with all students completing the Associate Degree prior to graduation from high school—true college readiness.
- Students completing an industry recognized certification in one of the broad STEM fields prior to graduation from high school—true workforce readiness.
- Students conducting student-led collaborative research presentations to be incorporated into evidence-based electronic portfolios.
- Students in grades 3–12 conducting 4-H based research projects, culminating with a yearlong, relevant career path, capstone research project in grade 12, leading to additional scholarship opportunities for students.
- Examining grading practices, designing learning that intrigues and engages students, and observing students who had freedom to learn Texas Essential Knowledge and Skills (TEKS) in a way that is personally meaningful to the student.
- Revising grading practices and procedures to create assessments with appropriate grading that informs students, parents, and teachers about the student's learning.

Included below are exemplar artifacts for Multiple Assessments. A more comprehensive list of exemplars can be found in the Appendix section of this report.

- **Coppell ISD** *Assessment for Learning*
- **Highland Park ISD** *Senior Internship Program*
- **Lewisville ISD** *Standards Based Report Card*
- **Northwest ISD** *Standards Based Bulletin Board*

Community-Based Accountability System

A community-based accountability system (CBAS) is an essential component of the transformed PK-12 educational system needed for Texas children and families. Such a system restores balance to the local community schools and the state educational partnership by empowering students, parents, and educators to build a learning community that honors and supports the work of students, teachers, and parents.

Such a system recognizes the state's responsibility and role in promoting an educated citizenry capable of self-governance and economic sufficiency as expressed through the state's goal of college and career readiness. It recognizes the need for local communities, through their locally governed school districts, to have meaningful discretion in how those goals are achieved. The CBAS empowers local school districts to design their own internal systems of assessment and accountability that, while meeting general state standards, allow districts to innovate and customize curriculum and instruction to meet the unique needs and interest of their communities.

Proposed System of Accountability

The foundation of CBAS is a four-part system consisting of:

- student and classroom-centered evidence of learning,
- strategic use of standardized testing,
- performance reviews and validation of learning by highly trained visiting teams, and
- rigorous descriptive reporting to parents and communities.

It requires a transformation of the state's highly prescriptive and restrictive approach to curricular standards, multiple-choice testing, and ranking. It requires state policy makers to establish meaningful goals related to post-secondary educational attainment and workforce preparation. This framework builds on an earlier model (Coalition for Authentic Reform in Education, 2007) that proposed a comprehensive decentralized alternative to a bureaucratically structured state and federal standardized assessment and accountability system. This framework also directly incorporates the recommendations for assessment and accountability from the Public Education Visioning Institute that are found in *Creating a New Vision for Public Education in Texas* (2008).

1. Student and classroom-centered evidence of learning

Supporting premises:

Assessments used by teachers are the most critical for improving instruction and student learning, and to be effective must reflect certain characteristics, be interpreted properly in context, and reported clearly. Conducting good assessments is a part of the art and science of teaching that results from teacher experiences and formal professional development opportunities.

Assessments should be used primarily for obtaining student feedback and informing the student and teacher about the level of student conceptual understanding or skill development so that the teacher has accurate information to consider for designing additional or different learning experiences.

Assessments should be continuous and comprehensive, using multiple tools, rubrics, and processes, and should incorporate teacher judgments about student work and performance, as well as the judgment of others, when needed.

The best way to determine what students have learned is to examine the body of work they create. Digital instructional management systems and portfolios support the collection and maintenance of robust evidence that documents students' performance on the high-priority learning standards established by the state. Writing samples, project-based learning demonstrations, teacher-developed tests, lab journals, science projects, essays, reading response logs, research papers, rubric assessments, and other student work products provide better evidence on a wider range of student knowledge, skills, and progress than do standardized tests.

The state's current writing assessments examine students' first-draft samples in an artificial, formulaic context graded by a contracted, minimally trained, hourly worker. Deeper and more meaningful measures of a child's writing skills are reflected by a portfolio that includes varied examples of writing, progressions from drafts to final products, responses to feedback from teachers and peers, and other measures of authentic learning. By going beyond the first draft, teachers can thoroughly measure a student's mastery of meaningful learning standards.

Congruently, a project-based learning portfolio allows each student to demonstrate his or her own incorporation of critical thinking, effective presentation skills, and deep content knowledge on a topic of consequence.

2. Strategic use of standardized testing

Supporting premises:

Assessments should not be limited to, nor even rely substantially on standardized tests that are primarily multiple-choice, paper/pencil or similar online instruments that can be machine-scored.

Sampling techniques (the full range of examinations, evaluation of student work products, and performances, as well as teacher tests and standardized tests) should be used in lieu of testing every child every year.

Standardized tests to which high stakes are attached can become substitutes for the learning standards themselves and result in "teaching to the test," rather than teaching for attainment of the standard.

A standardized test administered once a year with results received at or near the end of a school year offers limited feedback for instruction. By design, it does not track student progress throughout the weeks and months of a school year. That is the job of the classroom teacher, who is responsible for developing the formative assessments that guide and measure learning progress and the summative assessments that reflect mastery of high-priority learning standards.

By allowing local districts to collect and maintain student portfolios and use locally developed assessments, the state can more effectively and economically use standardized testing for its intended purpose: to provide a snapshot based on a single test. Correctly used, that standardized testing snapshot provides a broad measure of how a student population is progressing as a whole, rather than assuming to accurately measure the progress of each individual student. The state should pursue changes in federal policy that would allow it to use stratified random sampling in grades prior to high school, limit the scope of standardized testing in those grades to high-priority learning standards in reading, math, and science, and limit testing of grade-level populations to gateway transition years. For example, the state could choose to coincide with the U.S. Department of Education, which tests grades 4 and 8 using the National Assessment of Educational Progress (NAEP).

The state has taken important steps to restoring balance to high school end-of-course standardized testing. Further improvement will be realized by accelerating options for substitution of ACT, SAT, and Advanced Placement assessments for state tests, and by redesigning state tests to focus on high-priority learning standards.

The need for the state to limit its testing to high-priority learning standards is important because the present design of state standardized STAAR tests does not provide meaningful or timely feedback for instruction. The state curriculum is categorized into learning standards that are either "readiness" or "supporting." The state testing blueprints call for 60% to 70% of items to address the readiness standards, which are considered the grade-level curricular standards of greatest importance. That leaves 30% to 40% of state tests to address supporting standards, being those standards that contribute to understanding, but may have been emphasized in the previous year's instruction or may become a readiness standard in a future year.

The efficacy of the tests is sabotaged by the desire to test too many standards. For example, the reading portion of the state's English I end-of-course exam tests 31 standards with 38 multiple-choice items and two short-answer written responses. Thus, some supporting standards are tested by one multiple-choice item. Teachers are appropriately reluctant to draw any conclusions about a student's learning from one question.

Let's use the example of the following supporting standard for English I: "Explain the role of irony, sarcasm, and paradox in literary works." In the English I end-of-course exam, this standard may receive zero, one or two questions designed to measure students' abilities to explain the author's use of one or more of the rhetorical devices. Without being able to see the test, it is impossible for an English teacher to surmise which of the three rhetorical devices the student understands. And since, according to the state's blueprint, zero to three questions are included, it is possible that standard isn't covered at all. Under the best of circumstances, the teacher would not know if the standard was even tested until after the school year was over.

In order to be of instructional use to a student or teacher, test results must be known in a timely manner. This allows teachers to adjust instruction to ensure that the student masters the material. For example, if a test reveals that a student is struggling with a certain algebraic concept, the sooner that deficiency is known and corrected, the better. State standardized test results received after a student has completed a course do not provide individualized, diagnostic feedback to teachers or students.

Given the inherent limitations of state standardized tests, the state's legitimate interest in assuring college and career readiness is better met by using existing, validated measures of college readiness. Such measures also satisfy the need to monitor the academic progress of all students, including those who are economically and educationally disadvantaged. One example, among several, of such college readiness is the ACT Aspire and ACT sequence, which guides progression towards college readiness from elementary grades to exit level. Exams such as these draw on national surveys of high schools and universities to identify the learning standards that are crucial to college success.

In addition, College Board Advanced Placement courses and corresponding exams offer students the opportunity to demonstrate college level competencies and receive college credit. Demonstrated competency should be valued over readiness. With fewer days of standardized testing, schools would have greater flexibility to use customized assessments. In those cases when standardized testing makes sense, the state could cut the lag time in order to provide valuable feedback to teachers and students. One approach could include, if resources are available to all, computer adaptive testing. Its very design presents students with items of different levels of difficulty, adapting in real time to student responses. Adaptive testing provides an individualized assessment that more accurately measures student academic readiness, performance, and progress over time.

3. Performance reviews and validation of learning by highly trained visiting teams

Supporting premise:

A multi-year cycle for periodic district and campus performance reviews should be established, using highly trained visiting teams to analyze a predetermined set of student performance information.

A third foundation of school-based assessment and accountability is the use of external review and validation of student learning. A state-centric approach would study and adapt successful practices such as the model of highly trained professional visiting teams or the use of external scoring validation used by the International Baccalaureate Programme.

In addition, the state could draw on its own extensive experience with performance-based monitoring. Such teams would examine the evidence maintained by schools that demonstrate academic performance and progress, and examine important components of school operations not addressed in the current accountability system. External review teams would examine the quality of services provided to diverse student

populations served within the schools. The state would use its extensive annual collection of data that informs the current monitoring system to provide its visiting review teams insight into areas where close examination is needed.

A community-centric approach would allow local districts and campuses to establish, within a state defined framework, a system of inter-district peer visitation and review on a multi-year cycle. Developed in collaboration with the P-16 Council already supported by the Texas Higher Education Coordinating Board, peer review would include K-12 educators, higher education professors, parents, and community stakeholders.

In addition to the formative and summative programmatic feedback derived from either or both types of external review teams, the state, as previously described, could administer standardized tests through stratified random sampling for the purpose of verifying academic performance on both the high-priority readiness standards and the supporting standards, with the caveat that the tests have been redesigned to be instructionally sensitive; that is, they include enough items to adequately inform if a standard has been met.

A third level of quality assurance would model the highly successful introduction by the state of the reading Student Success Initiative. Prior to the introduction of the state requirement that all third-graders pass a state reading test for promotion to the fourth grade, the state provided high quality training for all primary teachers responsible for reading. A similar approach would be for the state to assure through both pre-service and in-service training that all teachers have access to evidence-based practices in both formative and summative assessments.

4. Comprehensive, descriptive reporting to parents and communities

Supporting premises:

Accountability systems should be carefully designed on a theoretical base that honors what teachers and students actually do, that empowers and builds integrity, trust, and commitment to the values that define the school.

As single measures, standardized norm-referenced tests, criterion-referenced state tests, aptitude tests, end-of-course tests, other oral and written examinations, student performances/projects/portfolios, regular teacher assessments, and grades each give a piece of the picture; and used in combination, can provide a more holistic view. However, if a high-stakes standardized test is given a preponderance of weight, it will become the assessment that really counts, others notwithstanding.

Accountability systems are guided by the fact that to attach any matter highly valued by students, teachers, school leaders, or schools/districts to any single measure such as a standardized test, corrupts the test and the integrity of what it measures, as well as the accountability it was intended to provide.

The fourth pillar of a community-based accountability system envisions a revitalized and transformed system of learning in which school accountability is communicated to students, parents, and community.

To the extent that the state articulates clearer goals for future levels of desired educational attainment and workforce development, districts would have a clearer context for establishing community-based goals. The present state accountability system of reporting drives districts to respond to comparative indices devoid of context or meaning. Districts would articulate the broad inspirational goals held for students, whether traditionally stated or expressed as learner/graduate profiles, the results and outcomes held for students that flow from their goals, and establish performance indicators to help determine progress towards and attainment of desired results.

CBAS reporting would draw from the collections of classroom evidence, strategic and customized testing, and the results of external reviews and validation of student learning. Districts would show evidence of community involvement and engagement in the setting of goals, results, and performance indicators.

These indicators could include general measures of academic performance, academic progress on high-priority learning standards, progress toward post-secondary readiness, participation in advanced curriculum,

graduation rates, enrollment and retention in post-secondary education, and measures that describe unique community goals, such as workforce preparations, creativity and innovation, citizenship preparation, student and parent engagement, climate measures, parent satisfaction, and service learning. While the emphasis of CBAS is on descriptive reporting of progress toward community-established milestones, the reporting would include comparisons to statewide averages and to comparable communities.

In conclusion, the purpose of establishing a community-based accountability system would be to engage the community in the education of its youth by establishing rigorous standards that meet the unique needs of that community. This locally designed accountability system would be more rigorous than the standards currently determined by the state and would eliminate an overreliance on standardized testing. Within a state-designed framework of accreditation, including accountability reporting standards and key common performance indicators, local districts would be accountable to their communities for student learning. In the end, this would result in better public schools, reinvigorate the voices of local communities in the education of their youth, and promote an ethos of customization for students that will better prepare them for responsible citizenship.

Included below are exemplar artifacts highlighted for the area of Community-Based Accountability Systems. A more comprehensive list of exemplars can be found in the Appendix section of this report.

- **Clear Creek ISD** *2013-2014 Community-Based Accountability Report*
- **College Station ISD** *CSISD's Community-Based Accountability*
- **Northwest ISD** *Community Dashboard: Community-Based Accountability Measures of Success*

State Board of Education's Long-Range Plan for Education

The State Board of Education has statutory responsibility to develop and update a long-range plan for public education. Specifically, Section 7.102(c)(1), Texas Education Code, provides that "The board shall develop and update a long-range plan for public education." Additionally, the SBOE has been given the responsibility to develop a Long-Range Plan for Technology. Section 32.001, Texas Education Code, provides that

"The State Board of Education shall develop a long-range plan for:

1. acquiring and using technology in the public school system;
2. fostering professional development related to the use of technology for educators and others associated with child development;
3. fostering computer literacy among public school students so that by the year 2000 each high school graduate in this state has computer-related skills that meet standards adopted by the board; and
4. identifying and, through regional education service centers, distributing information on emerging technology for use in the public schools."

The Texas High Performance Schools Consortium recognizes that its statutory authority creates a unique opportunity for collaboration with the State Board of Education in developing a common vision for public education that supports the interests and expectations of the state so that all Texas students are future-ready. The statute directs the Consortium to focus attention on "methods for transforming public schools in this state by improving student learning through the development of innovative, next-generation learning standards and assessment and accountability systems," (Section 7.0561(b), Texas Education Code).

These efforts are further supported by the requirement that the "State Board of Education and the Texas Higher Education Coordinating Board, in conjunction with other appropriate agencies, shall ensure that long-range plans and educational programs established by each board provide a comprehensive education for the students of this state under the jurisdiction of that board, extending from early childhood education through postgraduate study," through the P-16 Council.

In September 2014, the State Board of Education approved the appointment of an Ad Hoc Committee to review and determine the viability and utility of developing a long-range plan for public education.

Nine Board members were appointed to the committee, chaired by SBOE member Marty Rowley. The committee expects to submit its recommendations to the Board in April 2014, with the expectation that the Board's work on the Long-Range Plan will begin this summer.

In its initial meetings, the committee has outlined a process that will focus on three purposes:

- Internally (create and define the SBOE's vision regarding its role in fulfilling the stated mission)
- Externally (bring together stakeholders in order to identify the core values that will guide Texas public education into the future)
- Globally (identify the strengths, weaknesses, opportunities, and challenges going forward)

Legislative Recommendations

Since its inception, the Texas High Performance Schools Consortium has focused on identifying methods to transform learning opportunities for all students in response to its statutory responsibility, as stated in Senate Bill 1557 (82nd Legislature), to "inform the governor, legislature, and commissioner concerning methods for transforming public schools in the state by improving student learning through the development of innovative, next-generation learning standards and assessment and accountability systems," (Section 7.0561(b), Education Code).

These efforts, as detailed in this report, complement the ongoing legislative initiatives related to the state assessment and accountability system that began with House Bill 5, as well as the State Board of Education's current focus on updating the long-range plan for public education and streamlining the Texas Essential Knowledge and Skills.

The Consortium recommends consideration of legislation consistent with the principles stated in Senate Bill 1557 (82nd Texas Legislature):

(1) Engagement of students in digital learning, including engagement through the use of electronic textbooks and instructional materials and courses offered through the state virtual school network,
(2) Emphasis on learning standards that focus on high-priority standards,
(3) Use of multiple assessments of learning capable of being used to inform students, parents, districts, and charter schools on an ongoing basis concerning the extent to which learning is occurring, and
(4) Reliance on local control that enables communities and parents to be involved in the important decisions regarding the education of their children.

These legislative recommendations include the following:

Digital Integration

Support and encourage professional development programs that recognize and leverage the power and impact of technology and the digital environment on teaching and learning.

Support equitable access to state of the art technology for all public school teachers and children to meet the demands of the digital economy.

High-Priority Learning Standards

Support the State Board of Education in its ongoing revision of the Texas Essential Knowledge and Skills (TEKS) based on the identification of high-priority learning standards and engaging curriculum experts from the field, beginning with the 2015 revision of the English Language Arts and Reading TEKS.

Multiple Assessments

Continue to move away from the over-reliance on high-stakes standardized tests, incorporating multiple assessments for learning and of learning and provide for the development and implementation of new measures and collections of evidence of student learning, including digital portfolios.

Limit the grades 3–8 student assessment program to include only those assessments necessary to meet NCLB requirements.

Community-based Accountability

Develop an assessment and accountability framework that is not over-reliant on high-stakes testing, that is well balanced and instructionally sensitive, with a defensible state testing program that emphasizes high-priority learning standards, has value for students, parents, and teachers, measures what each community holds important in promoting college and career readiness, and supports improved instruction and a process for local input.

Appendix A: Senate Bill 1557

AN ACT relating to the Texas High Performance Schools Consortium.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Subchapter C, Chapter 7, Education Code, is amended by adding Section 7.0561 to read as follows:

Sec. 7.0561. TEXAS HIGH PERFORMANCE SCHOOLS CONSORTIUM. (a) In this section, "consortium" means the Texas High Performance Schools Consortium established under this section.

(b) The Texas High Performance Schools Consortium is established to inform the governor, legislature, and commissioner concerning methods for transforming public schools in this state by improving student learning through the development of innovative, next-generation learning standards and assessment and accountability systems.

(c) From among school districts and eligible open-enrollment charter schools that apply using the form and in the time and manner established by commissioner rule, the commissioner may select not more than 20 participants for the consortium. The districts selected by the commissioner must represent a range of district types, sizes, and diverse student populations, as determined by the commissioner in accordance with commissioner rule. To be eligible to participate in the consortium, an open-enrollment charter school must have been awarded an exemplary distinction designation under Subchapter G, Chapter 39, during the preceding school year.

(d) The number of students enrolled in consortium participants may not be greater than a number equal to five percent of the total number of students enrolled in public schools in this state according to the most recent agency data.

(e) The application process under Subsection (c) must require school districts and open-enrollment charter schools applying to participate in the consortium to submit a detailed plan designed to both support improved instruction of and learning by students and provide evidence of the accurate assessment of the quality of learning on campuses. The plan submitted by a school district may designate the entire district or one or more district campuses as proposed consortium participants. The plan submitted by a district or open-enrollment charter school must include:

(1) a clear description of each assessed curricular goal included in the learning standards adopted in accordance with Subsection (f)(2);

(2) a plan for acquiring resources to support teachers in improving student learning;

(3) a description of any waiver of an applicable prohibition, requirement, or restriction the district or charter school would want to apply for; and

(4) any other provisions required by the commissioner.

(f) In consultation with interested school districts, open-enrollment charter schools, and other appropriate interested persons, the commissioner shall adopt rules applicable to the consortium, according to the following principles for a next generation of higher performing public schools:

(1) engagement of students in digital learning, including engagement through the use of electronic textbooks and instructional materials adopted under Subchapters B and B-1, Chapter 31, and courses offered through the state virtual school network under Subchapter 30A;

(2) emphasis on learning standards that focus on high-priority standards identified in coordination with districts and charter schools participating in the consortium;

(3) use of multiple assessments of learning capable of being used to inform students, parents, districts, and charter schools on an ongoing basis concerning the extent to which learning is occurring and the actions consortium participants are taking to improve learning; and

(4) reliance on local control that enables communities and parents to be involved in the important decisions regarding the education of their children.

(g) The commissioner shall convene consortium leaders periodically to discuss methods to transform learning opportunities for all students, build cross-district and cross-school support systems and training, and share best practices tools and processes.

(h) The commissioner or a school district or open-enrollment charter school participating in the consortium may, for purposes of this section, accept gifts, grants, or donations from any source, including a private entity or governmental entity.

(i) To cover the costs of administering the consortium, the commissioner may charge a fee to a school district or open-enrollment charter school participating in the consortium.

(j) With the assistance of the school districts and open-enrollment charter schools participating in the consortium, the commissioner shall submit reports concerning the performance and progress of the consortium to the governor and the legislature not later than December 1, 2012, and not later than December 1, 2014. The report submitted not later than December 1, 2012, must include any recommendation by the commissioner concerning legislative authorization for the commissioner to waive a prohibition, requirement, or restriction that applies to a consortium participant. That report must also include a plan for an effective and efficient accountability system for consortium participants that balances academic excellence and local values to inspire learning and, at the state level, contingent on any necessary waiver of federal law, may incorporate use of a stratified random sampling of students or other objective methodology to hold consortium participants accountable while attempting to reduce the number of state assessment instruments that are required to be administered to students. The commissioner shall seek a federal waiver, to any extent necessary, to prepare for implementation of the plan if enacted by the legislature. This subsection expires January 1, 2018.

SECTION 2. (a) Not later than January 1, 2012, the commissioner of education shall adopt rules as required under Section 7.0561, Education Code, as added by this Act.

(b) Not later than March 1, 2012, the commissioner of education shall make available to school districts and open-enrollment charter schools the application forms required under Section 7.0561, Education Code, as added by this Act. The commissioner of education shall require school districts and open-enrollment charter schools that intend to apply to participate in the Texas High Performance Schools Consortium to submit applications not later than June 1, 2012.

(c) Not later than July 1, 2012, the commissioner of education shall formally select participants for the Texas High Performance Schools Consortium established under Section 7.0561, Education Code, as added by this Act. The consortium must begin operating not later than the beginning of the 2012-2013 school year.

SECTION 3. This Act takes effect immediately if it receives a vote of two-thirds of all the members elected to each house, as provided by Section 39, Article III, Texas Constitution. If this Act does not receive the vote necessary for immediate effect, this Act takes effect September 1, 2011.

[S.B. No. 1557 passed the Senate on May 3, 2011, by the following vote: Yeas 29, Nays 2]

[S.B. No. 1557 passed the House on May 23, 2011, by the following vote: Yeas 142, Nays 0, one present not voting]

Appendix B: Commissioner's Rule and Selection Process

Commissioner's Rule

The Commissioner's rule that identified the process, eligibility, criteria and methodology for selecting Consortium participants became effective May 6, 2012. Texas Administrative Code (TAC) Chapter 102, Subchapter II §102.1201 set forth the procedures for eligible school districts and charter schools to apply for and participate in the Consortium in compliance with TEC §7.0561.

Eligibility

In order to be eligible to apply for participation in the Consortium, the Commissioner's rule required that school districts and open-enrollment charter schools meet the following criteria:

1. A school district or its participating campus(es) must have received either national, statewide, or regional public acknowledgement, from an organization relying on expertise in the field of education, for district-wide or campus-wide excellence in academic performance or innovative practices in one of the areas described by the Consortium principles;

2. A school district and open-enrollment charter school must be in compliance with the TEA audit requirements determined under §109.41. A school district and its participating campus(es) must not have been awarded the lowest performance rating as its most recent state academic accountability rating (i.e. it must have been rated either *Academically Acceptable*, *Recognized*, or *Exemplary* in the 2011-2012 state accountability system); and

3. An open-enrollment charter school must have been awarded an exemplary rating as its most rec*ent* state academic accountability rating as required by statute.

Application Review Criteria

The Texas Education Agency used the following criteria to evaluate and rate districts applying to be a part of the Consortium:

- Strength of applicant's experience
- Quality of the proposed plan
- Quality of project management
- Adequacy of resources committed to the project

In addition to the quality of the application, TEA, used the most recent PEIMS enrollment data, considered the extent to which the applicant's participation would contribute to the Consortium's ability to be representative of the following categories:

- **District Type:** the Consortium should include at least one of each of the following types of districts: Urban, Suburban, Non-metropolitan, and Rural.
- **District Size:** the Consortium should include at least one of each of the following sizes of districts: Large district (≥ 10,000 student population); Mid-size district (1,000 to 9,999 student population); and Small district (≤ 999 student population).
- **Student Demographics:** the Consortium should include an aggregate student population that mirrors the state student population in terms of:
  - Ethnicity and race;
  - Economically disadvantaged;
  - English language learners;
  - Students receiving special education services; and,
  - Gifted and talented students

Selection Process

On April 27, 2012, the commissioner made available the Request for Proposal, including application guidelines and forms, to all school districts and eligible open-enrollment charter schools. By the date the applications were due, June 29, 2012, TEA had received 33 applications from school districts located across eight regions. Upon receipt of the applications, TEA commenced the Consortium application review process using a rubric developed to determine eligibility by measuring the merits of each proposal broken down into specific criteria. Each of the rubric criteria were weighted based on priorities stipulated within the application guidelines. A minimum of three agency staff with expertise in digital learning, learning standards, assessments, and curriculum reviewed each application.

Final scores were averaged and applications placed in rank order. An analysis of the ranking revealed that, for applications ranked 19th through 23rd, the separation in numerical scores was less than one point between each application and the next-ranked application. After reviewing the ranked applications to determine whether the top-scoring districts represented the diversity of the state's public schools given the pool of applicants, the decision was made to select the top 23 applicants for admission into the Consortium. On September 19, 2012, the Commissioner of Education invited these 23 applicant districts to join the Consortium.

Appendix C: Summary of Characteristics of Consortium Districts

The 23 districts selected to participate in the Consortium make up a diverse group of districts ranging from one district that serves 105 students to one serving 51,920 students. The Consortium includes three small districts ranging from 105 to 725 students, seven mid-size districts ranging from 1,449 to 7,803 students, and 13 large districts ranging from 10,676 to 51,920 students. No large urban districts or open-enrollment charter schools applied for admittance to the Consortium.

Consortium Member	County/Region	Total District Enrollment	District Size	District Type
Anderson-Shiro CISD	Grimes (093)/06	725	Small	Non-metropolitan
Clear Creek ISD	Galveston (084)/04	39,209	Large	Suburban
College Station ISD	Brazos (021)/06	10,805	Large	Suburban
Coppell ISD	Dallas (057)/10	10,676	Large	Suburban
Duncanville ISD	Dallas (057)/10	13,079	Large	Suburban
Eanes ISD	Travis (227)/13	7,803	Mid-size	Suburban
Glen Rose ISD	Somerville (213)/11	1,627	Mid-size	Non-metropolitan
Guthrie CSD	King (135)/17	105	Small	Rural
Harlingen CISD	Cameron (031)/01	18,605	Large	Suburban
Highland Park ISD	Dallas (057)/10	6,804	Mid-size	Suburban
Irving ISD	Dallas (057)/10	34,770	Large	Suburban
Klein ISD	Harris (101)/04	46,002	Large	Suburban
Lake Travis ISD	Travis (227)/13	7,412	Mid-size	Suburban
Lancaster ISD	Dallas (057)/10	6,164	Mid-size	Suburban
Lewisville ISD	Denton (061)/11	51,920	Large	Suburban
McAllen ISD	Hidalgo (108)/01	25,252	Large	Non-metropolitan
McKinney ISD	Collin (043)/10	24,773	Large	Non-metropolitan
Northwest ISD	Denton (061)/11	16,626	Large	Suburban
Prosper ISD	Collin (043)/10	4,847	Mid-size	Suburban
Richardson ISD	Dallas (057)/10	37,044	Large	Suburban
Roscoe Collegiate ISD	Nolan (177)/14	367	Small	Rural
Round Rock ISD	Williamson (246)/13	45,034	Large	Suburban
White Oak ISD	Gregg (092)/07	1,449	Mid-size	Suburban

With respect to most demographic features, the Consortium is fairly well aligned with the overall composition of the state's public schools. While there is a smaller percentage of students in the Consortium that are economically disadvantaged, at-risk, and Latino than the statewide student population, the Consortium is generally reflective of the larger statewide student population, particularly given the pool of districts that applied.

Population	Consortium Student Demographic Breakdown	Statewide Student Demographic Breakdown
Economically Disadvantaged	35.9%	60.3%
Limited English Proficient	11.6%	16.8%
At Risk	32.7%	45.4%
Gifted	10.2%	7.6%
Special Education	8.4%	8.8%
American Indian/Alaska Native	0.5%	0.4%
African American	12.4%	12.8%
Latino	33.8%	50.8%
White	45.0%	30.6%
Two or more races	2.2%	1.7%
Native Hawaiian/Pacific Islander	0.1%	0.1%
Asian	7.4%	3.5%

Districts were given the option to include all or some of their campuses in their Consortium application. Seven districts are participating with their full complement of campuses, while 16 districts are participating with various feeder pattern configurations. Feeder patterns represented in the Consortium range from two to 51 campuses. The types of campuses participating include 157 elementary schools, 11 intermediate schools, 50 middle schools, 34 high schools, and five combination campuses.

District	Number of Campuses	Student Populations
Anderson-Shiro CISD	2	725
Clear Creek ISD	7	39,209
College Station ISD	12	10,805
Coppell ISD	14	10,676
Duncanville ISD	17	13,079
Eanes ISD	9	7,803
Glen Rose ISD	4	1,627
Guthrie CSD	1	105
Harlingen CISD	2	18,605
Highland Park ISD	7	6,804
Irving ISD	3	34,770
Klein ISD	3	46,002
Lake Travis ISD	2	7,412
Lancaster ISD	10	6,164
Lewisville ISD	51	51,920
McAllen ISD	31	25,252
McKinney ISD	28	24,773
Northwest ISD	23	16,626
Prosper ISD	6	4,847
Richardson ISD	12	37,044
Roscoe Collegiate ISD	2	367
Round Rock ISD	7	45,034
White Oak ISD	4	1,449
Consortium Totals	**257**	**202,612**

The diversity of districts, campuses, and students participating in the Consortium increases the likelihood that proposals and recommendations developed by the Consortium will address the varied circumstances and issues facing all Texas schools, and consequently will result in solutions that are relevant and transferable among the many different districts across the state.

Note: The summary of characteristics of consortium districts (Appendix C) includes data compiled at the time these districts were selected to participate in the Consortium.

Appendix D: Exemplars Around Major Areas of Work

Provided are various artifacts, consisting primarily of videos, submitted by Consortium and Consortium Associate districts as exemplars of the work within their districts related to school transformation. Selected exemplars (*) are listed in conjunction with each major area of work in the report and are also listed here. These exemplars include, but are not limited to, the areas of:

Digital Integration—Integration of digital tools and resources for student learning

High-Priority Learning Standards—Implementation of dynamic, rigorous curriculum derived from high-priority learning standards

Multiple Assessments—Use of multiple assessments to determine student progress

Community-Based Accountability—Involvement of local communities and parents in developing a community-based accountability system

Alamo Heights ISD

An Engaged Education
Spotlight on Engagement: Launching Learning
Spotlight on Engagement: Making Connections
*Spotlight on Engagement: Technology Integration**

Anderson-Shiro CISD

Digital Tools and Project Based Learning

Chapel Hill ISD

School Enrichment Model

Clear Creek ISD

*2013-2014 Community-Based Accountability Report**
Latitude 2 Learn: Personalized Learning in CCISD
Leading Edge
Long-Range Technology Plan 2013-2016
*Transforming Education with "Latitude 2 Learn"**

College Station ISD

*CSISD's Community-Based Accountability**
Success 24/7: Integration of Digital Tools and Resources into Student Learning

Coppell ISD

*Assessment for Learning**
*Global Collaboration in Science**
*Learning Design: Inquiry**

Highland Park ISD

Classroom Innovation Spotlight: Faux Flipped Classroom
Classroom Innovation Spotlight: Living Wax Museum
Classroom Innovation Spotlight: Model UN Project
Classroom Innovation Spotlight: Relating Math to the Real World
Learner for the Future—Educator for the Future

*Senior Internship Program**
Students Blast into Future with Rocket Project
Students Sharpen Skills at SMU Innovation Gymnasium

Huffman ISD

Transformed Learning

Katy ISD

Digital Tools in Science
Effective Math Instruction with TI Nspire
Project Based Learning
TI Nspire Navigator System: Teacher and Student Reflections
Xtreme Collaboration in Spanish

Lewisville ISD

1:X in Action: Middle School ELA
1:X Science: 3D Gamelab
Elementary Artifacts
Elementary ePortfolio
Middle School Artifacts
Mission, Vision, and Philosophy: Teachers Guiding Student Creation of ePortfolios
*Standards Based Report Card**
Standards Based Report Card: Meaningful, Varied Assessments
Standards Based Report Card: Future Ready Skills

Lytle ISD

Empower Today, Inspire Tomorrow

McAllen ISD

*TLC3: Transforming Learning in the Classroom, Campus, and Community**

McKinney ISD

*Meaningful and Dynamic Curriculum Strategies with Project Based Learning**
Robotics at Mckinney High

Northwest ISD

*Community Dashboard: Community-Based Accountability Measures of Success**
ePortfolios
*Standards Based Bulletin Board**

Roscoe Collegiate ISD

*The Atmosphere: Creativity, Engagement, Collaboration, Inspiration**

Willis ISD

*Digital Transformation**