

TITLE III QUESTIONS

1. How would you design a state accountability system that includes the following required performance indicators?
 - Academic proficiency as measured through state academic assessments
 - Graduation rate for high schools or one or more academic indicators applicable to elementary and middle schools
 - ELLs' progress in attaining proficiency in English
 - At least one school quality or student success indicator
2. How would you determine ELLs' progress in attaining English proficiency with annual TELPAS and STAAR assessments?
3. How would you determine a reasonable weight for the ELL indicator in the accountability system?
4. How do you avoid situations of potential double counting of the same student in more than one subgroup?
5. What suggestions do you have for designing the new accountability system that contributes to or helps drive improved ELL academic performance?
6. What suggestions do you have for the state process of establishing "ambitious long-term goals" and "interim progress" measures, including which stakeholders should be involved?
7. How do you envision ELLs' progress in and achievement of English proficiency factoring into the accountability system?
8. What suggestions do you have for ensuring the collection and reporting of ELL data for the subgroup reporting (for example, ELLs with disabilities)?
9. What long-term goals and measurements of interim progress for ELLs toward attaining English language proficiency, as measured by the English language proficiency assessment, should be included in the State Plan?
10. With regard to accountability, how should recently arrived ELLs be addressed?