

School Progress Domain Subcommittee

Concerns

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

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Recommendations

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