Commission Member Proposed Recommendations, Rationales, and Timelines For Next Generation Assessments and Accountability

Proposed Recommendation	Rationale	Short-term 1-2 yrs	Long-term 3+ yrs
Assessment Recommendations			
1. Limit state testing to the **readiness standards.**	The children and teachers of Texas can't continue to try to learn and be tested on a numbing number of discrete learning standards. Removing the Supporting Standards from the tests will eliminate the past inequities of "such as" statements. The children and teachers of Texas cannot continue to try to learn and be tested on a numbing number of discrete learning standards. The readiness standards are defined as having the following characteristics: essential for success in the current grade or course, important for the preparedness for the next grade or course, support college and career readiness, necessitate in-depth instruction, and address broad and deep ideas. The readiness standards are more closely aligned to the knowledge and skills statement of the TEKS. In most cases, the supporting standards are simply the building blocks to help students reach an understanding of the bigger idea of each knowledge and skill statement. By testing the readiness standards, the students must have mastered the supporting. The fact that there are already many standards that are considered Readiness, means that each exam assigns one question per standard. For example, in US History Until 1865, there are a total of 36 readiness standards and 56 supporting standards. When one analyzes the STAAR Grade 8 Social Studies Blueprint, the history category is comprised of 20 questions. When the readiness standards are all tested once, that makes 15 out of the 20 questions. When all readiness standards are tested in this category, the standards can only be tested once on any test, which then means that students have only one opportunity to demonstrate mastery of the readiness standards of that category. If the supporting standards were to not be included, there would be multiple questions that could focus on more broad and deep ideas.	†	†
2. Establish **true learning standards-based** state assessments.	The testing design of present state tests does not allocate a sufficient number of test items to a given standard nor does it support meaningful comparison over time on a given learning standard.		

Proposed Recommendation	Rationale	Short-term 1-2 yrs	Long-term 3+ yrs
3. Use an **individualized, integrated assessment system** that is tied to the readiness standards and provides near real-time feedback to teachers and parents in a way that informs instruction and drives learning, while measuring individual student growth.	None given		
4. Establish true **learning-based assessments** and require that each instrument used for accountability meet specific criteria.	A coherent growth-oriented accountability system would require that each metric or indicator be sufficiently transparent that the causes leading to the result are known. Only then can the metric drive improvement. Such a system would also ensure that any indicator or metric used for accountability purposes provide evidence that success against it guarantees a meaningful educational benefit has occurred. All students must be able to succeed against the metric and have the results still be valid. Success for all must not present itself as theoretical possibility, but one that is possible the moment the metric is introduced.	†	

Commission Member Proposed Recommendations, Rationales, and Timelines
For Next Generation Assessments and Accountability

Proposed Recommendation	**Rationale**	**Short-term 1-2 yrs**	**Long-term 3+ yrs**
5. Limit state testing and its inclusion in the accountability system to the **requirements of federal law.**	Over the last 20 years the state has expanded the subjects tested and incorporated much of that testing into a high-stakes accountability system, adding to the climate and culture of teaching the test. Federal requirements already demand that each child be tested every year in grades 3-8 in reading and math, and twice in science. Texas spends additional public tax dollars on 2 additional writing tests and 1 additional social studies test. In high school, students must be tested once in three subjects: reading, math, and science. Texas exceeds that with an additional history and english test, and two incorporated writing tests. Texas should eliminate 5 tests and the writing portions of the EOCs in order to come into line with federal requirements as well as become better stewards of taxpayer dollars.		
6. Expand the opportunities for innovation into **alternative, district-based assessment and accountability subsystems.**	The state has articulated a commitment to assessment and accountability that is community-based, promotes parent and community involvement and reflects the unique needs of each community. The seedbed most fertile for that work, where such a model is to be developed, must be in the communities and school districts that serve the children in those communities.	†	
7. Eliminate the **state writing assessment** and require districts to formally assess writing through a locally-adopted process once in elementary, middle school and high school.	Writing is an important skill that is best assessed through a local process.	†	†

Commission Member Proposed Recommendations, Rationales, and Timelines
For Next Generation Assessments and Accountability

Proposed Recommendation	**Rationale**	**Short-term 1-2 yrs**	**Long-term 3+ yrs**
8. Replace **writing tests** with portfolio or an assessment developed by Local Education Agencies that follows the iterative process of writing. For assessment purposes, districts must report writing results to TEA and publish them for their communities.	Texas does not need a standardized test for writing; writing is best assessed through classroom projects that are evaluated by teachers. If Texas continues to require state-designed standardized tests, any assessment should allow for a portfolio approach.	†	†
9. Keep **writing assessment** and assess expository writing at state level. Transition to an authentic writing assessment but more frequent basis.	Writing is a critical element to critical thinking and we should keep writing as an assessment in our state.	†	†
10. Eliminate 4th grade **writing assessment**. Continue 7th grade writing assessment.	Writing is a critical element to critical thinking and we should keep writing as an assessment in our state.	†	†
11. Provide districts **state-funded technology-based** formative assessments that districts may use to monitor student learning locally.	Districts need support in accessing technology-based classroom assessment.	†	†

Commission Member Proposed Recommendations, Rationales, and Timelines For Next Generation Assessments and Accountability

Proposed Recommendation	Rationale	Short-term 1-2 yrs	Long-term 3+ yrs
12. **Remove all high stakes** on students from the tests.	Requiring a certain level of performance for grade promotion or high school graduation leads to gaming the system, teaching to the test, and relegates our evaluation of a year of student learning to one 4-hour period on one day. Both Dr. Ho and Dr. Pelligrini stated that high stakes produce a slippery slope where curriculum becomes narrow, with no depth. If we truly want our children to be prepared for opportunities beyond high school, we must shift our resources back to actual learning. Currently, only 14 out of our 50 states apply high-stakes to their state assessments.	†	†
13. In grades **3-8, use diagnostic assessments** that give timely and useful feedback to gauge how children are learning.	Norm Reference Tests (NRT), such at Stanford, ITBS or ACT Aspire are cost-effective and proven assessments that are age-appropriate and meet the federal requirements. Another option is using adaptive tests, such as MAPS, which give immediate diagnostic results that aid instruction. Texas must begin to use diagnostic tests to provide teachers and parents actionable information about student learning. Also, this recommendation requires that TEA comply with all HB 743 requirements.	†	†
14. In **high schools, administer the PSAT/ACT equivalent in 9th or 10th grade or ACT/SAT/TSI , in lieu of EOC's,** in 11th grade to demonstrate how children are performing to satisfy ESSA.	These proven tests satisfy ESSA guidelines, and may serve to test college readiness. Allow the Local Education Agencies to choose to administer a test (from this list) to gauge college-readiness.	†	†
15. All tests must be **age-appropriate.**	4-hours tests are not appropriate for 3rd graders; 5-hour high-school English tests are too long. State assessments should be designed to be age appropriate in length, and should include accommodations for students who need them.	†	†

Commission Member Proposed Recommendations, Rationales, and Timelines
For Next Generation Assessments and Accountability

Proposed Recommendation	Rationale	Short-term 1-2 yrs	Long-term 3+ yrs
16. **Retain the Graduation Committee option** allowed under Senate Bill 149.	If Texas continues to require high-stakes standardized tests, it is imperative to offer an option for students to have an alternative path to graduation that is available to them currently under SB 149	†	†
17. Consolidate High School state assessment of 5 EOC to **4 Exit Level assessments in ELA, Math, Science and Social Studies** and make available the standards in each subject area tested to teachers.	Reduction of assessment while assessing the four core areas.	†	
18. Align **college readiness standards** to state assessment in reading and math.	The current state assessment fully is not aligned to college readiness standards in reading and math.	†	
19. Contingent upon adequate and consistent network capability across the state, **consider the use of computerized adaptive testing, or tailored testing**, for statewide assessments. In conjunction, consider multiple, "low touch" assessments throughout the school year to measure student growth.	Computerized assessments could provide teachers with real-time feedback with which to shape a more effective learning environment. Multiple assessments could also facilitate students moving on to new material once they have mastered content.	†	†

Commission Member Proposed Recommendations, Rationales, and Timelines
For Next Generation Assessments and Accountability

Proposed Recommendation	Rationale	Short-term 1-2 yrs	Long-term 3+ yrs
20. In lieu of a U.S. History End-of-Course exam, districts shall administer **the civics portion of the United States naturalization test** to all 11th grade students.	The US civics test covers our country's government, citizens' rights and responsibilities, history, and geography. A basic knowledge of these aspects of our country is important for individual success.	†	†
21. In lieu of a STAAR exam, districts shall administer in eighth grade a v**alid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument.**	Preliminary college preparation assessments instruments offer students a detailed report and action plan on how to improve. The PSAT, as an example, provides students free access to Khan Academy videos which can supplement course work. A higher score on a college entrance exam is a tool students can use for postsecondary success.	†	†
22. In lieu of required Writing, Reading, and Math End-of-Course exams, districts shall administer the **Texas Success Initiative (TSI) Test** to all 10th grade students.	The state could still measure for college readiness and hold districts accountable with the TSI while also providing students time for intervention and to develop readiness before graduation.	†	†

Commission Member Proposed Recommendations, Rationales, and Timelines
For Next Generation Assessments and Accountability

Proposed Recommendation	Rationale	Short-term 1-2 yrs	Long-term 3+ yrs
23. In lieu of STAAR exams administered in grades three through seven, districts shall choose from a **state-approved list of vendors to administer locally developed assessments.** The vendors would share data with both the district and with the state.	Many districts already use systems to monitor student growth. As long as the locally developed assessments measure knowledge deemed necessary by the state, the districts may enjoy flexibility and these assessments may provide teachers with data to shape their teaching plans for individual students.	†	
24. **Seek relief from the mandatory whole population testing** requirements for grades 3-8, and 10.	ESSA requires that all grades 3-8 students be assessed in reading and mathematics; and science in elementary and middle school. At the high school level, ESSA requires all students to be assessed in reading/ELA, mathematics, and science		
Accountability Recommendations			
25. Expand the opportunities for innovation into **alternative, district-based assessment and accountability subsystems.**	The state has articulated a commitment to assessment and accountability that is community-based, promotes parent and community involvement and reflects the unique needs of each community. The seedbed most fertile for that work, where such a model is to be developed, must be in the communities and school districts that serve the children in those communities.	†	

Proposed Recommendation	Rationale	Short-term 1-2 yrs	Long-term 3+ yrs
26. The 85th Legislature conduct a **thorough review** of both the positive and negative impacts of implementing a full scale **A–F accountability system** for the 2017-18 school year.	Ongoing questions still exist related to the 2015–2016 STAAR administrations that have negatively affected thousands of students and raised questions of test security. Implementing a new accountability system will require careful consideration of all aspects of an A-F system, including the mock A-F report to be presented by TEA prior to the legislative session based on the 2015-2016 test results to determine whether or not the system provides a meaningful and accurate assessment of student, campus and district performance. In addition, further analysis is necessary in order to learn lessons from other states that have implemented A-F systems to determine whether the state's system adequately addresses the nature of school improvement and can adequately detect differences between schools and districts. This recommendation is justified in view of the limited time available to the Commission to study these issues.	†	
27. Provide **A-F rating for each of the Domains** in the accountability system rather than one letter grade. Provide a multiple grading system as a profile.	In order for transparency and communication to parents, multiple grades should be provided rather than one letter grade.	†	
28. Continue to **assess all students annually to comply with federal law but randomly sample student results** for inclusion in the state accountability system for campuses and districts.	This would be a first step to random samples for assessment and accountability purposes until federal requirements change.	†	

Commission Member Proposed Recommendations, Rationales, and Timelines
For Next Generation Assessments and Accountability

Proposed Recommendation	Rationale	Short-term 1-2 yrs	Long-term 3+ yrs
29. Use **stratified random sampling** for accountability tests, and thereby "seek relief from the mandatory whole population testing requirements for grades 3-10" and derail our test-obsessed culture.	The state is the proper authority to determine if stratified random sampling should be supplemented by whole grade testing at key gateway transition points.		
30. Do not use the state standardized test (**STAAR**) for the 2015-16 year for accountability.	With the amount and variety of issues during testing this year including missing scores and test security, Texas needs suspend the use of all state standardized testing in the best interest of the citizens of Texas including its use in the A-F system.	†	†
31. Remove Middle School and Elementary School accountability requirement from **Domain 4**.	College and Career Readiness are appropriately measured at high school and is the responsibility of high school to develop. Currently, elementary school only measurement in Domain 4 is attendance.	†	
32. Reduce **Domain 5** percentage to 5% of the overall calculation.	Currently, Domain 5 is 10% of the overall calculation. Will want to increase the student growth measure in Domain 2 to be the larger calculation.	†	
33. Provide a **Campus and School District Profile Report Card with multiple measures** reported rather than one measure for any one campus or school district.	In order for transparency and communication to parents, multiple grades should be provided rather than one letter grade.	†	

Commission Member Proposed Recommendations, Rationales, and Timelines For Next Generation Assessments and Accountability

Proposed Recommendation	Rationale	Short-term 1-2 yrs	Long-term 3+ yrs
34. Retain **Distinction Award process** and recognition beyond 2018 as part of the state's accountability system.	Distinction Awards currently exists and is to be phased out in the future. Schools need consistent measurement system and recognition system.	†	
35. As part of the state's accountability system, give a **higher weight** to the performance on state standardized tests of the students who have been continuously enrolled in a school or district for a longer period of time.	To get a clearer picture of the job a given school or district is doing, they should be held more accountable for the students they have been educating the longest. A school or district should not be unduly penalized for less effective methods at another LEA. Conversely, they should not benefit from another LEA's more effective methods.	†	
36. Align **state accountability system with federal ESSA requirements.**	Over the last 20 years, the state has expanded the subjects tested and has incorporated much of the testing into a high-stakes accountability system, reinforcing a climate and culture of teaching to the test. When testing is high-stakes, teachers and students will want specific direct instruction and/or "test preparation." Both are problematic.		†
Research/Other			
37. Begin **modeling stratified random sampling** from past tests and future tests.	No state has more data to mine than Texas. It is time to start building the case for the use of stratified random sampling and the redirection of testing dollars to educational research for instructional strategies to meet the needs of the increasingly diverse student population of Texas.	†	
38. Explore the use of **stratified random sampling** whenever data are required to satisfy broad policy goals.	The use of a sampling system could draw random samples at the appropriate level using the state longitudinal database. This would reduce the need to redo sampling frames and weights each time a sample was needed, reducing cost, reducing instructional time spent on testing, as well as providing improved data quality given that in a sampling environment a broader range of data can be collected.		†

Proposed Recommendations Addendum

Proposed Recommendation	Rationale	Long/short term
39. Adopt **computer adaptive testing models** (whether current STAAR protocol or national tools such as MAP: NWEA) that allow for more flexibility in testing protocol and shorter return time for assessment data thus making it more usable at the classroom, school and district level. Administer these test multiple times during the year (baseline and EOY if not mid-year as well.	By better leveraging available technology we work towards making assessments more practical as a integrated component of the instructional component. Addition By offering multiple assessment opportunities the weight of a single assessment is minimized and we can shift emphasis from a single measure to each student's individual growth for the year.	Long-term
40. Ensure that testing protocols end in a **terminal assessment that has a significant correlation to college and career** readiness. This could mean utilizing existing national exams as the terminal assessment for high school (SAT and/or ACT) or reinstating EOCs that have been statistically proven to have a high level of correlation.	The purpose of education is to ensure that our young people have the academic skills to go out into the competitive world and have the tools to succeed. If we have not clear way of measuring how we are doing in preparing them for those challenges, the value proposition of public education in unclear.	Short-term
41. **Eliminate statewide writing assessments** and create a framework that requires districts to build **authentic writing assessments** and report that data locally.	There does not seem to be clear and efficient way to assess student writing progress on a statewide level. The state should issue a framework with the curricular standards that mandates schools and district to design tools for assessing student writing.	Short-term

Proposed Recommendation	Rationale	Long/short term
42. Work in partnership with local school districts to **develop state-wide standardized Diagnostic Assessment, Interim Assessment, Summative Assessment.** Limit district and state-level standardized test to these three assessments (limit district's ability to administer additional benchmark exams throughout the academic school year).	This will provide a sequenced assessment approach that allows the state to both measure student growth and collective summative student academic performance data. Rationale as stated by Dr. Ho "Consider both value add and status in the system. Value added provides schools that start out far from the mar a reasonable chance to show improvement while status guards against institutionalizing low expectations for those same students and schools." Not allowing additional benchmark exams at the district level will reduce the number of days spent testing and will align benchmarks statewide.	Short term and Long term
43. **Restructure, but keep writing** tests.	Students must master writing in order to be successful, however, the current assessment appears to be too rigid and does not allow for a true assessment of student's skills.	Short term and Long term
44. Require that the SBOE **limit and narrow the adoption of TEKS** to only those most essential.	Allows for assessments to be more focused and not have to address standards that have been referred to as "mile-wide and inch-deep." Allows for educators to design instruction.	Short term and Long term
45. Integrate **technology in assessments systems** that allow for real-time feedback and monitoring of student learning.	Ability to see student data quickly allows for better alignment between instruction and assessment.	Short term and Long term

Proposed Recommendation	Rationale	Long/short term
46. **Add Geometry EOC** at High School. Add **Chemistry EOC** but only for reporting only. Make **US History** report only. Change statute on EOC to ELA w/writing, Alg. I, Geometry, ELA II. US History, Biology, and Chemistry will be for reporting only.	Currently, Texas is out of compliance with ESSA with a lack of math at high school for students who have taken Algebra I EOC at 8th grade. Moreover, in order to know the performance of high school in math and for growth measure, we need another EOC in math. Geometry is the next level that can be assessed. Plus, the responsibility of the state producing assessment will save cost from districts to produce their own developed assessment.	

Accountability		
Proposed Recommendation	Rationale	Long/short term
47. Increase the **weight of Domains 1-3** to 80% and **eliminate Domain IV for ES**. Place the highest emphasis on student growth while crediting schools for maintaining student performance above established performance threshold correlated to college and career readiness metric (prerequisite is that assessment protocol is aligned to C+C as well.	All students can learn and make meaningful growth regardless of SES, home language, or any other rational we might assign to why they have not met proficiency. Emphasizing growth as the critical metric for evaluation allows for teachers, schools and districts to succeed with all students as long as growth is meaningful (at some point obviously students have to exceed the proficiency bar as well)	Short-term
48. **Prescribe 50% of score on Domain 1-3 to growth.**	See above.	Short-term
49. Include college enrollment, discipline trends as options to report in **Domain 5.**	Schools should get credit for high-levels of college enrollment. Schools should be rewarded for low-levels of implementing harsh discipline for students, thus ensuring all kids have access to learning.	Short term and Long term

Accountability		
Proposed Recommendation	Rationale	Long/short term
50. Require **schools/districts to report number and percentage of certified teachers** who are teaching in their field, the number and percentage of teachers who are fully certified, the number of teachers with more than three years of experience, and teacher retention rates. Use data to require schools/districts to ensure an equitable distribution of teachers.	Research shows that teacher effectiveness the most important factor impacting student outcomes. Address inequitable access to teachers. Allows state/districts to identify teacher shortages.	Short term and Long term
51. Research and test the use of **stratified random sampling** for school and district accountability.	None given	
52. Continue to **invest significantly in assessment** and item development to ensure we are testing critical skills.	None given.	
53. Provide a statewide report of school districts that have high academic achievement at a low cost and **document best practices** to disseminate across the state.	None given.	

Commission Member Proposed Recommendations

For Next Generation Assessments and Accountability

Considerations of Law

	Assessment	Considerations of Law	
#	Recommendation	Federal	State
1	Limit state testing to the readiness standards	Every Student Succeeds Act (ESSA) requires the assessment of the state's entire curriculum	Amend TEC, 39.023 to indicate only certain standards are assessed
2	Establish true learning standards-based state assessments		
3	Use an individualized, integrated assessment system that is tied to the readiness standards and provides near real-time feedback to teachers and parents in a way that informs instruction and drives learning, while measuring individual student growth	USDE guidance states that to gain ESSA peer review approval, assessments are required to assess the state's entire curriculum	Amend TEC, 39.023 to indicate only certain standards are assessed
4	Establish true learning based assessments and require that each instrument used for accountability meet specific criteria		
5	Limit state testing and its inclusion in the accountability system to the requirements of federal law		Amend TEC, 39.023 and 39.025
6	Expand the opportunities for innovation into alternative, district-based assessment and accountability subsystems	ESSA includes a provision for an SEA to apply to the Innovative Assessment System Pilot Program. Up to seven SEAs (any consortia not to exceed four SEAs) may apply to develop and implement an innovative statewide assessment	Amend TEC – possibly, Chapter 12A, Districts of Innovation, and Chapters 28 and 39, to allow some number of districts to develop district-based standards, assessment, and accountability
7	Eliminate the state writing assessment and require districts to formally assess writing through a locally-adopted process once in elementary, middle school and high school		Amend TEC, 39.023(a) and (c) to eliminate current writing assessments and replace them with locally-adopted processes

	Assessment	Considerations of Law	
#	Recommendation	Federal	State
8	Replace writing tests with portfolio or an assessment developed by Local Education Agencies that follows the iterative process of writing. For assessment purposes, districts must report writing results to TEA and publish them for their communities		Amend TEC, 39.023(a) and (c), and 39.0231 to specify district reporting requirements of results to TEA
9	Keep writing assessment and assess expository writing at state level. Transition to an authentic writing assessment but more frequent basis		Amend TEC, 39.023(a) and (c)
10	Eliminate 4th grade writing assessment. Continue 7th grade writing assessment		Amend TEC, 39.023(a) to repeal grade 4 writing
11	Provide districts state-funded technology-based formative assessments that districts may use to monitor student learning locally		Inclusion in the General Appropriations Act for the 2018-2019 biennium
12	Remove all high stakes on students from the tests		Amend TEC, 28.0211 and 39.025
13	In grades 3-8, use diagnostic assessments that give timely and useful feedback to gauge how children are learning		
14	In high schools, administer the PSAT/ACT equivalent in 9th or 10th grade or ACT/SAT/TSI , in lieu of EOC's, in 11th grade to demonstrate how children are performing to satisfy ESSA	ESSA considerations: 1. Recommended assessments aren't aligned with the TEKS and so may not be approved by Federal peer review 2. Could be ESSA-related accessibility considerations for populations currently being assessed with STAAR A (accommodated version of STAAR) and STAAR Alternate 2. Could be ESSA-related English language learner accessibility issues for those ELL students currently taking STAAR L (linguistically accommodated version of STAAR Algebra I and biology at the high school level	Amend TEC, 39.023(b), (b-1), (c), (c-3), and 39.025 TEC, 39.023(b) and (b-1) has specific requirements surrounding accommodations and test design for students receiving special education services
15	All tests must be age-appropriate		

	Assessment	Considerations of Law	
#	Recommendation	Federal	State
16	Retain the Graduation Committee option allowed under Senate Bill 149		Amend TEC, 28.0258
17	Consolidate High School state assessment of 5 EOC to 4 Exit Level assessments in ELA, Math, Science and Social Studies and make available the standards in each subject area tested to teachers		Amend 39.023(c) and 39.025
18	Align college readiness standards to state assessment in reading and math		
19	Contingent upon adequate and consistent network capability across the state, consider the use of computerized adaptive testing, or tailored testing, for statewide assessments. In conjunction, consider multiple, "low touch" assessments throughout the school year to measure student growth		Inclusion in the General Appropriations Act for the 2018-2019 biennium
20	In lieu of a U.S. History End-of-Course exam, districts shall administer the civics portion of the United States naturalization test to all 11th grade students		Amend TEC, 39.023(c) and 39.025
21	In lieu of a STAAR exam, districts shall administer in eighth grade a valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument	For grade 8 reading and mathematics, ESSA requires the assessment of student learning of the state's entire curriculum standards ESSA also requires at least one science assessment aligned to state content standards in grades 6-8. Texas currently assesses grade 8 students in science	Amend TEC, 28.0211, 39.023(a), and 39.023(b) and (b-1)
22	In lieu of required Writing, Reading, and Math End-of-Course exams, districts shall administer the Texas Success Initiative (TSI) Test to all 10th grade students	ESSA requires the assessment of the state's entire content standards. Depending on the degree of alignment between TSI and the TEKS curriculum standards, TSI may not meet federal peer review requirements	Amend TEC, 39.023(c) and 39.025

	Assessment	Considerations of Law	
#	Recommendation	Federal	State
23	In lieu of STAAR exams administered in grades three through seven, districts shall choose from a state-approved list of vendors to administer locally developed assessments. The vendors would share data with both the district and with the state	ESSA requires any assessment used to meet federal accountability requirements to be approved by the federal peer review process. Requirements include assessments match the curriculum they are assessing, validity and reliability, and accessibility	Amend TEC, 28.0211 and 39.023
24	Seek relief from the mandatory whole population testing requirements for grades 3-8, and 10	ESSA requires that all grades 3-8 students be assessed in reading and mathematics; and science in elementary and middle school. At the high school level, ESSA requires all students to be assessed in reading/ELA, mathematics, and science	Amend TEC, 28.0211, 39.023, 39.025

	Accountability	Considerations of Law	
#	Recommendation	Federal	State
25	Expand the opportunities for innovation into alternative, district-based assessment and accountability subsystems	ESSA includes a provision for an SEA to apply to the Innovative Assessment System Pilot Program. Up to seven SEAs (any consortia not to exceed four SEAs) may apply to develop and implement an innovative statewide assessment	Amend TEC – possibly, Chapter 12A, Districts of Innovation, and Chapters 28 and 39, to allow some number of districts to develop district-based standards, assessment, and accountability
26	The 85th Legislature conduct a thorough review of both the positive and negative impacts of implementing a full scale A–F accountability system for the 2017-18 school year		

	Accountability	Considerations of Law	
#	Recommendation	Federal	State
27	Provide A-F rating for each of the Domains in the accountability system rather than one letter grade. Provide a multiple grading system as a profile		Amend TEC, 39.054
28	Continue to assess all students annually to comply with federal law but randomly sample student results for inclusion in the state accountability system for campuses and districts		
29	Use stratified random sampling for accountability tests, and thereby "seek relief from the mandatory whole population testing requirements for grades 3-10" and derail our test-obsessed culture	ESSA requires that all grades 3-8 students be assessed in reading and mathematics; and science in elementary and middle school. At the high school level, ESSA requires all students to be assessed in reading/ELA, mathematics, and science.	TEC, 28.0211, 39.023, 39.025
30	Do not use the state standardized test (STAAR) for the 2015-16 year for accountability		TEC, 39.053 and 39.054 requires the annual release of ratings
31	Remove Middle School and Elementary School accountability requirement from Domain 4		Amend TEC, 39.054
32	Reduce Domain 5 percentage to 5% of the overall calculation		Amend TEC, 39.054
33	Provide a Campus and School District Profile Report Card with multiple measures reported rather than one measure for any one campus or school district		
34	Retain Distinction Award process and recognition beyond 2018 as part of the state's accountability system		TEC still requires distinction designations to be assigned along with A-F ratings.
35	As part of the state's accountability system, give a higher weight to the performance on state standardized tests of the students who have been continuously enrolled in a school or district for a longer period of time		
36	Align state accountability system with federal ESSA requirements		

	Research/Other	Considerations of Law	
#	Recommendation	Federal	State
37	Begin modeling stratified random sampling from past tests and future tests		
38	Explore the use of stratified random sampling whenever data are required to satisfy broad policy goals	ESSA requires that all grades 3-8 students be assessed in reading and mathematics; and science in elementary and middle school. At the high school level, ESSA requires all students to be assessed in reading/ELA, mathematics, and science	

May 25, 2016 Working Session Notes

Texas Commission on Next Generation Assessments and Accountability

Created by Juli Fellows, Ph.D.

Contents

Process Summary

Eleven members of the Texas Commission on Next Generation Assessments and Accountability participated in a five-and-a-half hour facilitated work session on May 25, 2016. Members participating included Chair Andrew Kim, Theresa Trevino, Kim Alexander, Paul Castro, Pauline Dow, Catherine Susser, Senator Larry Taylor, Senator Kel Seliger, Representative Jimmie Don Aycock, Stacy Hock, and Quinton Vance. After opening statements, which included what each member wanted to accomplish at this meeting, the group decided to do all its work in the full group rather than breaking into small workgroups. They began by testing for the level of agreement with the common themes listed in the March 23, 2016, document. They explored the phrase "holding adults more accountable than children," as its meaning wasn't clear or agreed upon by everyone. They agreed that student success is a partnership between students, teachers, parents, and the community. Some felt that while there are many important partners, the school is still expected to add value, to grow the students, and schools need to accept responsibility for that.

The group identified 27 options for recommendations concerning what should be measured in student assessment. Because they realized that this was inextricably tied to accountability, they further identified 22 options for recommendations concerning accountability, nine of which they wanted to further develop and discuss.

The group agreed in principle on a recommendation that for grades 3–8, districts should use multiple assessments geared towards measuring growth and providing feedback soon enough to be useful for instruction. Adaptive assessments would be encouraged. What was not clear was how and by whom this would be funded. It was also noted that if a student passed a pre-test, he or she should move on to the next challenge (e.g., personalized, competency-based promotion). One example of this recommendation is found in those states that use MAP three times a year. The data are returned within 72 hours, and the test is adaptive. It doesn't require that testing all be done at the same time.

They also agreed in principle on a recommendation to anchor next generation assessments to the Texas Success Initiative Assessment (TSIA) and nationally-recognized assessments, such as the SAT and ACT. Assessments anchored to measures that are not used in higher education, such as the Armed Services Vocational Aptitude Battery (ASVAB) would be available. The commission did not reach consensus on how or whether to use these assessments to determine graduation eligibility. Some framed this as "how to lower the stakes." Many felt that graduation eligibility should be based on multiple measures, not solely tests (e.g., projects, attendance, coursework, certifications, and degrees). These multiple measures should be things that indicate a door opening for students. This would not be graduation by committee.

Unanswered questions include the following:

What should the high school graduation eligibility criteria be?
Who pays for test development, especially district-level development?
How to avoid unintended consequences?

The group lost quorum at 3:30 p.m., and the meeting was adjourned. A June 13th meeting is being considered to continue work on recommendations.

Introductory Remarks

AK – Assessment and accountability don't solve all ills; they should be purposeful, thoughtful.

KA – I'm seeing a lot of alignment with the years of work put in by the Consortium. [Supporting their work] could give the legislature the ammunition it needs to act on those recommendations.

PC – I'm encouraged at the consensus, especially on the assessment side around growth and achievement. We saw a need, and I appreciate the push to something actionable, useful to teachers in a timely manner. This team is looking at the parent's perspective as well; using the results not just in a punitive way but to help align resources.

PD – I echo my colleagues. We have a ways to go to produce something that has a long shelf-life. The growth theme is resonating. We need to be clear about the purpose first then decide on tools. Accountability and assessment are different. Teachers are especially interested in formative assessment and measures that aren't paper and pencil. I'm still looking for good examples of what it means to be well-educated.

SH – I agree with these [previous] comments. I look forward to getting more granular. Our role is to give feedback on the A–F ranking system and what accountability and assessment look like when they are effective and productive. Accountability and assessment have different goals.

TT – I propose we work as a whole group today. Parents want to see change. There's a disconnect coming out of high school to college. 60% are ready— we need to shoot for that to improve.

QV – I agree with the March principles, especially using growth as a metric. Real time data matters and technology can accelerate that.

CS – Our education system is currently a de-motivator. College and career readiness is important but don't leave behind students. It all starts at K–3. We aren't paying enough attention to preK–grade 2, helping them be successful in those years. There's lots of down time in the current system (days of learning are lost.) We need to pay more attention to those who don't have means; that group is getting larger.

KS – It's important work because accountability is important to prepare them for what they want to do next. Technology allows us not to shut down schools for a test. The public needs to buy into this.

JA – The work of the High Performance Schools Consortium is probably as close to being on target as anything I've seen: use of technology and strategies that are focused, actionable, and useful to teachers in a timely way. The present system is so heavy on accountability. More focus on assessment that has an instructive value.

LT – More student-centered learning is important long term. Testing at a developmentally appropriate time rather than by a student's chronological age.

What We Want to Accomplish Today

- Get a sense of common ground: what assessment and accountability should mean. Make recommendations that are meaningful and make sense for teachers, students, parents, and communities. Be both strategic and tactical in our thinking.
- Hope the consortium recommendations emerge from our commission.
- Not only short-term strategies but an emphasis on longer term, to allow for creation of true next generation, especially beyond the margins.
- Let's be specific, actionable.
- We have a level of boldness regarding the use of technology and getting real time feedback.
- We make recommendations that people can see they do what they are intended to do.
- Real time feedback, useful for instruction.
- That we reach consensus on our goal for education, what we want our kids to learn.

Continued Discussion on the Purposes of Student Assessment

- We could recommend changes in the statute.
- Assessment should measure a student's growth and/or assess a child's proficiency or competency in a subject area.
- There's a problem that in 3rd grade: you can't measure growth.
- Who determines what growth is?
- Is college and career readiness the end goal? For colleges the ACT and SAT, though not perfect, is still the main test used. There are also other tests such as the TSIA and the ASVAB that are comprehensive.
- To use tests to enhance collaboration you need technology.
- Get past our current reality and push the state to catch up to the need.
- Use multiple, smaller assessments.
- There are places that have integrated assessment systems built into the daily classroom work and you can measure growth using them.
- Use assessments that have a light touch.
- Can you have high standards without high stakes?
- NAEP is currently using a randomized sampling process now.

Other Remarks

- The accountability system drives adult behaviors.
- We need to draw a bright line between accountability and assessment.

Federal Requirements

Subject	Pre-K– Grade 2	Grades 3–5	Grades 6–8	High School
Math		Every grade	Every grade	Once
Reading		Every grade	Every grade	Once

Writing Social Studies Science	Once	Once	Once

Options for What We Might Recommend about What is Tested/Measured for Student Assessment

A. Look at existing college/career tests and prepare students for those. Don't focus solely on preparation for these tests but align with them. Doing this would enable us to take resources currently focused on creating our own tests and put them on the teaching side.
B. Align state accountability measures with ESSA. Focus on reading and math, remove state writing and social studies tests. We could do proof of concept that doesn't rank order students (i.e., all could master.)
C. Recommendation #3 from the consortium document.
D. Do more project-based assessment. Don't back off on writing assessment at grade 4. The question is how to standardize this.
E. Measure more critical thinking and writing skills (especially revising and editing.)
F. How do we measure critical thinking? Writing is one way to measure.
G. Emphasize the diagnostic role of what is measured.
H. Do away with social promotion, and have every child be able to read and do math.
I. The tests don't exist in a vacuum.
J. Don't test everyone for the same thing.
K. Imbed writing into the entire curriculum rather than have it be a grand process that complicates it.
L. Have multiple assessments.
M. Assess writing and social studies through portfolio projects. Create a bright line so that these subjects don't die because there's no statewide assessment. Question is— how to standardize this?
N. Have competency-based promotion and use assessment to determine "can you do this?"
O. Make sure the skills you are tested on transfer to the real world.
P. Limit state assessment to basic skills of reading and math and leave the rest to the schools.
Q. Focus the state assessment on the basics (reading and math) at the lower levels, especially to measure growth. Then at middle school use project-based assessment to assess writing and social studies. At the high school level use the ACT, SAT, or other common tests.
R. Recommendations #4 and #5 from the consortium speak to layered assessments.
S. How would we report the information from project-based assessments? We have to let the public know we're doing writing.
T. For the entire system, use a random sample with a writing assessment (e.g., portfolio-based.) The question then remains how do we get it to matter to all students?
U. We can use other campus or district measures to flag or trigger a response (e.g., graduation rates or college persistence).
V. Create a system that doesn't dis-incentivize students and emphasizes real, meaningful work. Our writing assessment is such a scripted system. Make it looser; start it earlier and have it not be a cookie-cutter approach.
W. Use an end-of-year project versus an end-of-year test for writing and social studies.
X. Provide guidance that ensures that writing isn't forgotten. The principal is ultimately responsible that the curriculum is taught, including writing. What's the unit of measure for this principal responsibility? How can we hold him or her responsible?

Y. Have a local system for assessment, and use the state system purely for accountability.
Z. If we recommend innovations, make it low stakes. Don't use measures of innovative techniques for state accountability.
AA. State mandated, locally developed diagnostic assessment tools. (Then would districts go back to over-testing with grades attached [e.g., have "mini high-stakes assessments"?])

Options for What We Might Recommend about Accountability

(Those in bold represent ideas the group would like to discuss and develop further.)

A. Use stratified random sampling for accountability tests. Depend on an individualized assessment system. (TASA work)
B. Don't test for accountability at every grade. Limit the student grade levels tested.
C. Include student academic growth measure(s).
D. Have a matrix of growth and achievement, as discussed on March 23, 2016.
E. Separate accountability and sanctions. Use multiple accountability measures, not just one set of tests or metrics.
F. When measuring student performance, weigh it based on the time the student has been on the campus or with the district. (So you don't penalize the district for students who just entered the district.)
G. For the upper grades, use non-test outcome measures.
H. Use NAEP for state accountability measures along with outcome measures such as SAT, ACT, TSIA, certifications, degrees.
I. At the district level measure student growth in elementary and middle school. Use end-of-course exams at high school. Did the district achieve the state goals for growth and EOCs?
J. Remove high stakes from students. Don't rely on just one test (e.g., SAT or ACT). Take such tests multiple times, and use them to beef up areas of need. Have more focus on the journey.
K. Use meaningful growth as the primary metric for accountability and have a more meaningful assessment system. Have high school accountability pegged to a real-world target. For example, have a goal of an increased percentage in Domains I through III, with growth the main target. Domain IV is college and career readiness. Is attendance the meaningful target for elementary?
L. Focus accountability measures at elementary and middle school levels at those subjects that are covered in depth, not those that are touched on more lightly.
M. Make elementary and middle school tests shorter.
N. Have growth be almost the exclusive measure for elementary through grades 7 or 8. Use outcomes to measure upper grades.
O. Make system changes at scheduled intervals, 5–7 years, for example, so there's more consistency year to year.
P. Determine who is being held accountable and make sure the data is very clear to the public. Call things what they are (e.g., not "Domain II"), and state clearly what they mean.
Q. When possible, look to see All the ways we must report to our constituencies, including "left over" requirements from previous legislation. Clean up these requirements so there is one clear way to communicate to the public.
R. Bundle and package the accountability information so it makes sense andisn't contradictory. Not necessarily a dashboard, but something that is internally consistent and is clear.
S. Consider expanding Domains I through III to be 80% of accountability rating for elementary, with 10% for attendance and 10% for community engagement.

T. For Domains I through III, drop the lowest-scored domain, and use the average of the other two for accountability rankings.

U. Use state accountability to find best practices and give recognition for these.

V. Examine the role of end-of-course exams in accountability and graduation requirements. Lighten the EOC requirements at 9th grade. Have as a graduation requirement that one must pass 3 or 4 of these or get a certain score on the ACT orSAT.

W. HB 5 has multiple ways of accrediting schools. Are they specific enough to create school accountability?

Provide guidance that elementary levels should use progress measures then have one measure at grade 8 that is project based. Perhaps use stratified samples for those project-based measures.

Final Report Format

1) Executive Summary
   a) Highlights of the charge
   b) Broad themes, guiding principles, priorities
   c) Process
2) Purposes and Roles of Assessment and Accountability (from March 25 agreements)
3) List of all recommendations with indications/symbols for those that require statutory change and those that could be implemented short-term versus long-term. (If desired, a symbol for relative cost of implementation could be added.)
4) Assessment-related Recommendations
   a) Content (What should be tested/measured?)
   b) Delivery, Scheduling (How and when should content be tested/measured?)
   c) Reporting (What is reported and how is it reported?)
5) Accountability-related Recommendations
   a) Content (What is evaluated?)
   b) Standards (What standards or comparisons are used?)
   c) Reporting (How is accountability reported?)
   d) Impact (What happens as result of accountability reporting? How is it used?)
6) Considerations for further study that were beyond the scope of the Commission charges
7) Appendices
   a) Members
   b) Charge
   c) Process summary
   d) Important information shared with the Commission

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.

The Commission on Next Generation Assessments and Accountability
Decision Framework

	Assessment	Accountability	Reference Materials
Purpose of Assessment and Accountability	What is the purpose(s) of an assessment system?	What is the purpose(s) of an academic accountability system?	1. 10 Principles of Test-Based Accountability by Dr. Ho 2. CAP and CCSSO. Next-Generation Accountability Systems: An Overview of Current State Policies and Practices
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	1. 10 Principles of Test-Based Accountability by Dr. Ho 2. A History of Texas Assessment by Dr. Zyskowksi 3. A History of Texas Accountability by Shannon Housson 4. Commissioner Morath on Texas Career and College Readiness
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.	1. 10 Principles of Test-Based Accountability by Dr. Ho 2. STAAR Test Design and Standards 3. A History of Texas Assessment by Dr. Zyskowksi 4. A History of Texas Accountability by Shannon Housson 5. Commissioner Morath on Texas Career and College Readiness 6. Overview of Assessment Graduation Requirements by Test Program 7. Difference Between Percent Correct and Rigor
Current Statutory Requirements	What are the current requirements for assessment? • State and federal requirements	What are the current requirements for accountability? • State and federal requirements	**Assessment** 1. Texas Education Code (TEC), Chapter 39, Assessment 2. TEC for Student Advancement

	Assessment	Accountability	Reference Materials
	• Fully aligned assessments with the TEKS curriculum standards • Alignment of performance standards to career and college readiness	• Indicators of career and college readiness • Comparable measures across campus and districts • Comparable measures across time • Triggers for sanctions and interventions	3. TEC for the Student Success Initiative 4. TEC for Assessment Graduation Requirements 5. TEC for Individual Graduation Committees 6. State and Federally Required Assessments **Accountability** 7. TEC for Accountability **Related Presentations** 8. Commissioner Morath on Texas Career and College Readiness 9. A History of Texas Assessment by Dr. Zyskowksi 10. A History of Texas Accountability by Shannon Housson
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 • 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	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 • Triggers for sanctions and interventions • Costs	1. 10 Principles of Test-Based Accountability **Assessment** 2. Sampling and the STAAR program 3. STAAR progress measure Q and A 4. A parent's guide to the STAAR progress measure 5. A parent's guide to the ELL STAAR progress measure 6. Understanding the grades 3-8 confidential student report **Accountability** 7. HB 2804 Summary 8. HB 2804 Domains of Indicators 9. Text of HB 2804 10. 2015 Accountability Manual **HPSC Recommendations**

	Assessment	Accountability	Reference Materials
			11. Presentation on Texas High Performance School Consortia Recommendations 12. 2014 HPSC report to the commissioner **Research** 13. CCSSO. Evolving Coherent Systems of Accountability for Next-Generation Learning: A Decision Framework 14. CCSSO. 2015 Survey of State Test Directors: Standards, Assessment, and Accountability 15. Bourque. Reflections on Norm-Referenced vs. Criterion-Referenced Testing in an NCLB Environment 16. Next-Generation Accountability Systems: An Overview of Current State Policies and Practices by CAP and CCSSO.
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	1. 10 Principles of Test-Based Accountability by Dr. Ho 2. Commissioner Morath on Texas Career and College Readiness **Assessment** 3. STAAR progress measure Q and A 4. A parent's guide to the STAAR progress measure 5. A parent's guide to the ELL STAAR progress measure 6. Understanding the grades 3-8 confidential student report **Accountability** 7. HB 2804 Summary 8. HB 2804 Domains of Indicators 9. HB 2804 Bill Text

	Assessment	Accountability	Reference Materials
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?	1. 2012 HPSC report to the commissioner 2. 2014 HPSC report to the commissioner 3. Presentation on Texas High Performance School Consortia Recommendations
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	1. Texas Education Code for Assessment 2. Texas Education Code for Accountability
A-F		How should the A-F accountability grading requirements be applied in 2018 and beyond?	1. 10 Principles of Test-Based Accountability by Dr. Ho 2. Next-Generation School Accountability – A Report Commissioned by the Oklahoma State Department of Education 3. The Evidence on the "Florida Formula" for Education Reform – Policy brief by the Albert Shanker Institute
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 meet its goals? Are there policies being implemented in other states that Texas should consider?		1. 10 Principles of Test-Based Accountability by Dr. Ho 2. Next-Generation School Accountability – A Report Commissioned by the Oklahoma State Department of Education

	Assessment	Accountability	Reference Materials
			3. The Evidence on the "Florida Formula" for Education Reform – Policy brief by the Albert Shanker Institute 4. Criteria for High-Quality Assessment – Stanford Center for Opportunity Policy in Education 5. Next-Generation Accountability Systems: An Overview of Current State Policies and Practices by CAP and CCSSO. 6. State Legislation: Assessment by Education Commission of the States. 7. State Legislation: Accountability by Education Commission of the States.

Recommendations to the Texas Commission on Next-Generation Assessments and Accountability

On Behalf of the Texas High Performance Schools Consortium

Presented By:

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The Texas High Performance Schools Consortium

Purpose

To inform the governor, legislature, and commissioner of education on “methods for transforming Texas public schools in the state by improving student learning through the development of innovative, next-generation learning standards and assessment and accountability systems.” (SB1557, 82nd Legislature)

The Texas High Performance Schools Consortium

- Overlap between the Consortium and the Commission in several key areas:
  - Defining state accountability
  - The role of student assessment
  - Creating a system that meets state goals and is community-based
  - Promotes parent and community involvement and reflects unique community needs

Consortium Focus: Digital Integration

Providing students the opportunity to work within learning environments that reflect the needs of future-ready students

Exemplars:

- Alamo Heights ISD Spotlight on Engagement: Technology Integration
- Clear Creek ISD Latitude 2 Learn: Personalized Learning in CCISD
- Willis ISD Digital Transformation

Consortium Focus: High-Priority Learning Standards

Determining high-priority learning standards that emphasize depth over breadth and align with a new vision of accountability

Exemplars:

- 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

Consortium Focus: Multiple Assessments

Writing samples, project-based demonstrations, journals, science projects, reading response logs, and digital portfolios offer evidence of a wider range of student knowledge, skills, and progress than standardized tests.

Exemplars:

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

Consortium Focus: Community-Based Accountability

Engaging the community in the education of its youth by establishing rigorous standards that meet the unique needs of that community, building upon the community-focused component of House Bill 5

Exemplars:

- Clear Creek ISD
  2014-15 Community Based Accountability Report
- College Station ISD
  CSISD's Community-Based Accountability
- Northwest ISD
  Community Dashboard: Community-Based Accountability Measures of Success

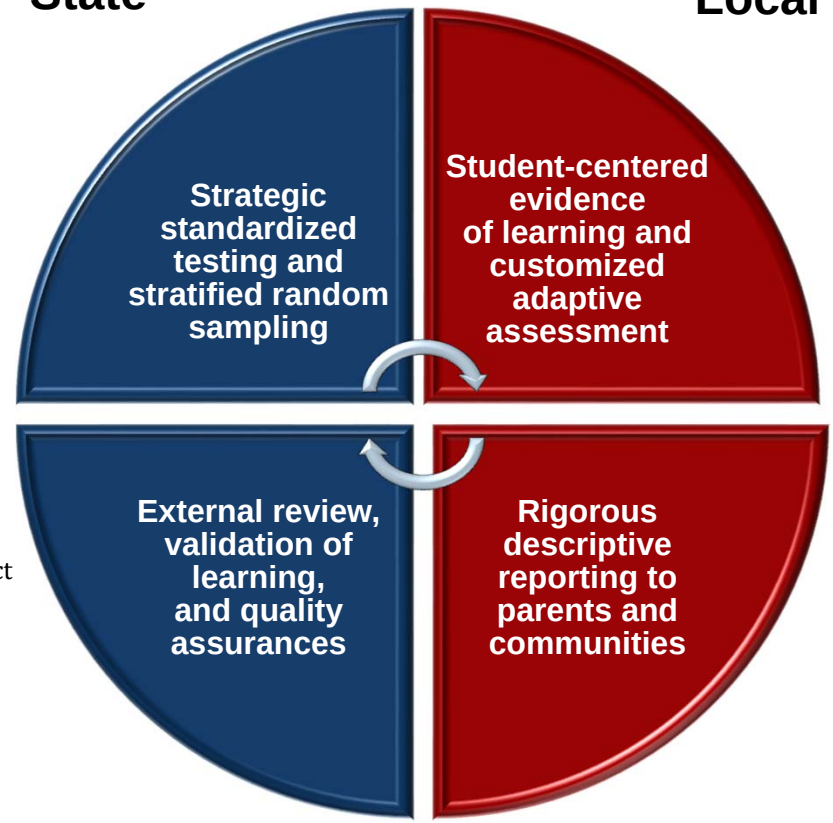
A New Vision for Public School Accountability in Texas: *A More Balanced State and Local Partnership*

State

- Provides a broad snapshot measure of statewide learning
- Based on high-priority learning standards
- Incorporates stratified random sampling techniques
- Uses existing validated measures of college readiness

Local

- Provides a rich, deep picture of student learning over time
- Continuous and comprehensive
- Based on multiple tools, processes, performances
- Cumulative body of student learning evidence



- Multi-year cycle of district and campus review
- Examine the quality of services provided to diverse student populations
- Review academic performance and school operations

- Articulate goals for students based on future education and workforce readiness
- Establish desired results and performance indicators
- Reports based on classroom evidence, local testing, and comparisons to statewide averages and comparable communities

An Opportunity for Meaningful Change

The recent passage of the Every Student Succeeds Act (ESSA), coupled with the establishment of this Commission and the state's focus on next-generation assessment and accountability, creates a unique opportunity for transforming Texas public schools

- New state discretion in assessment and accountability through ESSA
- The Consortium (THPSC)provides a resource for research and development

Short- and Long-Term Recommendations from the Consortium

Assessment and Accountability: A Subsystem

Assessment and accountability is a **subsystem** of a much larger and complex system of learning and teaching.

As such, a subsystem should be congruent with the other key components or subsystems that make up the larger system and not distort the work of the overall educational system.

Assessment and Accountablity Subsystem impacts the Instructional Improvement Subsystem

Recommendation 1

Limit state testing to the readiness standards.

The children and teachers of Texas can’t continue to try to learn and be tested on a numbing number of discrete learning standards.

Recommendation 2

Establish true learning standards-based state assessments.

The testing design of present state tests does not allocate a sufficient number of test items to a given standard nor does it support meaningful comparison over time on a given learning standard.

Recommendation 3

Limit state testing and its inclusion in the accountability system to the requirements of federal law.

Over the last 20 years the state has expanded the subjects tested and incorporated much of that testing into a high-stakes accountability system, adding to the climate and culture of teaching the test.

Recommendation 4

Begin modeling stratified random sampling from past tests and future tests.

No state has more data to mine than Texas. It is time to start building the case for the use of stratified random sampling and the redirection of testing dollars to educational research for instructional strategies to meet the needs of the increasingly diverse student population of Texas.

Recommendation 5

Expand the opportunities for innovation into alternative, district-based assessment and accountability subsystems.

The state has articulated a commitment to assessment and accountability that is community-based, promotes parent and community involvement, and reflects the unique needs of each community.

The seedbed most fertile for that work, where such a model is to be developed, must be in the communities and school districts that serve the children in those communities.

Creating a New Reality Through New, Balanced Partnerships

The Commission should urge the state to seek relief from the mandatory whole population testing requirements for grades 3-8 and 10.

The state is the proper authority to determine if stratified random sampling should be supplemented by selected whole grade testing at key gateway transition points.

The District's Role in a Next-Generation System

- Districts are accountable for learning at the student, classroom, school, and district level
- Districts are accountable to the communities they serve
- Districts have the lead responsibility for certain core accountability functions related to measures and assessments of student learning

The State's Role in a Next-Generation System

- The state is accountable for the establishment of a rigorous accreditation process to ensure educational quality
- The state is accountable to taxpayers and citizens
- The state has the lead responsibility for certain core functions:
  - Establish expectations
  - Determine high-priority learning standards
  - Assess student learning as a function of quality audits
  - Determine educational quality based on multiple measures and dimensions

A New Vision for Public School Accountability in Texas: *A More Balanced State and Local Partnership*

State Accountability

Accreditation of

- Educational quality (state, regional, and district level)

Accountable to

- Taxpayers and citizens

Core Accountability Functions:

- Establish educational quality expectations
- Determine high-priority student learning standards
- Audit districts for educational quality (attainment of standards)
- Assess student learning as a function of quality audits (e.g., random, seldom, gateway)
- Communicate/report educational quality determination
- Educational quality determination of state, regional, district level (based on multiple dimensions)
- Determine statewide policy/guidance/budget implications of educational quality determination

Local Accountability

Accountable for

- Student learning (district, school, classroom, and student level)

Accountable to

- Parents and community

Core Accountability Functions:

- Determine measures/assessments of student learning (standards aligned)
- Collect evidence documenting learning (using standards-aligned measures and methods)
- Communicate/report student learning
- Determination of student learning at the district, school, and classroom level (based on multiple measures/methods)
- Determine local policy/instruction/resource implications based on student learning data