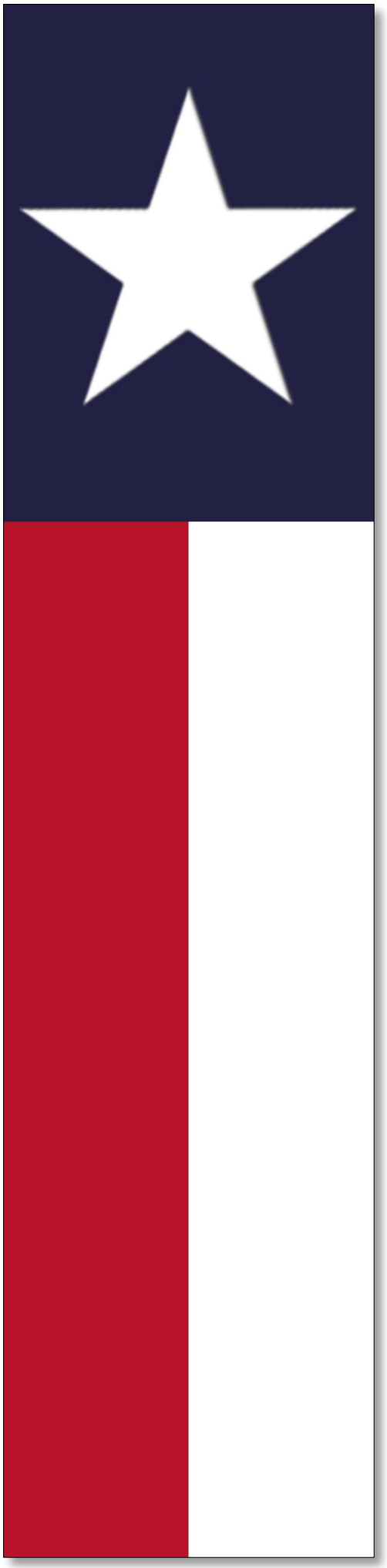

Texas Commission on Next Generation Assessments and Accountability

Report to the Governor of Texas and Texas Legislature

August 31, 2016

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Executive Summary

House Bill 2804—passed by 84th Texas Legislature and signed by Governor Greg Abbott on June 19, 2015—established the Texas Commission on Next Generation Assessments and Accountability. The purpose of the commission is to develop and make recommendations for new systems of student assessment and public school accountability.

The commission is comprised of 15 members:

- Four members appointed by the governor
- Three appointed by the lieutenant governor
- Three appointed by the speaker of the house of representatives
- The chair of the senate committee on education
- The chair of the senate committee on higher education
- The chair of the house committee on public education
- The chair of the house committee on higher education
- A member of the State Board of Education (SBOE) designated by its chair

The ten appointed members include a parent, an educator in the public school system, an educator in a school district that is part of the Texas High Performance Schools Consortium, a member of the business community, a member of the civic community, a leader in student assessment development and use, and a leader in research concerning student assessment and education outcomes. Nine of these members were appointed in November 2015. The tenth was appointed in January 2016.

The commission members are as follows:

- **Chair:** Andrew Kim, Superintendent, Comal ISD (appointed by Governor Abbott)
- **Vice-Chair:** Stacy Hock, Co-owner, Hock, LLC (appointed by Governor Abbott)
- Kim Alexander, Superintendent, Roscoe Collegiate ISD (appointed by Lieutenant Governor Patrick)
- Jimmie Don Aycock, Chair, House Committee on Public Education, Texas House of Representatives
- Erika Beltran, Member, State Board of Education, District 13 (appointed by SBOE Chair Bahorich)
- Paul Castro, Superintendent, A+Unlimited Potential Charter School District (appointed by Lieutenant Governor Patrick)
- Pauline Dow, Chief Instructional Officer, North East ISD (appointed by House Speaker Straus)
- Maria Hernandez Ferrier, President Emeritus, Texas A&M University San Antonio (appointed by House Speaker Straus)
- Michael McLendon, Dean, School of Education, Baylor University (appointed by Lieutenant Governor Patrick)
- Kel Seliger, Chair, Committee on Higher Education, Texas State Senate
- Catherine Susser, Member, Board of Trustees, Corpus Christi ISD (appointed by House Speaker Straus)
- Larry Taylor, Chair, Committee on Education, Texas State Senate

- Theresa Treviño, Board Member, TAMSA, President, Texans Advocating for Meaningful Student Assessment (appointed by Governor Abbott)
- Quinton Vance, Executive Director, KIPP: Dallas-Fort Worth College Preparatory Charter Schools (appointed by Governor Abbott)
- John Zerwas, Chair, Committee on Higher Education, Texas House of Representatives

The legislation charged the commission to develop and make recommendations that address five specific areas:

- The purpose of state accountability and the role of student assessment in accountability
- Assessment opportunities that
  - provide actionable information,
  - support learning activities,
  - recognize application of skills and knowledge,
  - measure growth toward mastery, and
  - value critical thinking
- The alignment of performance standards with college and career readiness requirements
- Policy changes to enable a student to progress through subjects and grades based on content mastery
- Policy changes to establish an assessment and accountability system that meets state goals, is community based, promotes parent and community involvement, and reflects the unique needs of each community

To develop its recommendations, the commission met seven times, during which it heard expert and public testimony and participated in facilitated work sessions. The commission held its inaugural meeting on January 20, 2016. Subsequent meetings occurred on February 23, March 23, April 20, May 25, June 13, and July 27, 2016.

As required by statute, and to conclude its work, the Texas Commission on Next Generation Assessments and Accountability presents this report to the governor of Texas and Texas Legislature. The report contains nine recommendations, five considerations for further study, and a long-term vision statement for public education in Texas.

The vision statement, recommendations, and considerations for further study all support a Texas designed assessment and accountability program. Since Texas law prohibits public schools and districts from using Common Core in any classroom instruction, regardless of the delivery method, Common Core is not in any way recommended in this report.

Per state statute, the commission will be abolished on January 1, 2017.

Purposes and Roles of Student Assessment and the State Accountability System

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Purposes and Roles of Student Assessment

To provide a context for future meetings, the March 23, 2016, commission meeting was devoted to discussing the purposes and roles of student assessment and state accountability. After review of existing statutory references and other documents related to the mission, goals, and purposes of public education and assessment and accountability (see Appendix A), commission members reached agreement on the following:

Purposes of Student Assessment

- To inform instruction by providing timely feedback to educators
- To inform parents and students with data on individual student outcomes
- To measure student growth
- To provide a tool for district and school administrators and the community to allocate school funding as effectively as possible
- To determine whether students will be college- and/or career-ready upon graduation

Roles of Student Assessment

- To inform and drive instruction through the use of formative assessments, which will allow for more timely student-level instructional interventions
- To provide comparisons to help identify student performance gaps and student populations with instructional needs in order to more effectively target the allocation of educational resources
- To provide necessary data in order to determine whether desired educational outcomes are being achieved
- To allow for student-, school-, district-, and state-level comparisons of educational outcomes
- To allow for collaboration among educators so that they can share best practices
- To assist universities and colleges of education better prepare teachers to succeed

Purposes and Roles of the State Accountability System

Purposes of the State Accountability System

- To hold adults more responsible than children for the delivery of a quality public education for all students
- To hold educators, schools, and districts accountable for achieving educational standards
- To allow comparisons so that best educational practices can be identified and replicated for educators
- To enable collaboration between educators

Roles of the State Accountability System

- To set the standards and hold schools and districts accountable for achieving those standards
- To increase student outcomes and opportunities
- To identify best practices
- To identify schools and districts that are or are not achieving state educational targets to better inform resource allocation in order to keep schools on target or improve those schools that aren't reaching those targets
- To clearly identify how the state, schools, and students are performing

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Commission Long-Term Vision Statement

Summary of Recommendations

Summary of Considerations for Further Study

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Long-Term Vision Statement and Summary of Commission Recommendations and Considerations for Further Study

To develop its recommendations, the commission met seven times, during which it heard expert and public testimony and participated in facilitated work sessions. The commission held its inaugural meeting on January 20, 2016. Subsequent meetings occurred on February 23, March 23, April 20, May 25, June 13, and July 27, 2016.

On June 13, 2016, 10 members of the commission participated in a six-hour facilitated work session. The group reviewed 53 proposed recommendations submitted by individual commission members (Please see Appendix A.). Beginning with the recommendations that the chair determined to have the strongest support in the group, the commission developed a long-term vision statement, nine recommendations, and four considerations for further study. The commission identified one consideration for further study at its May 25 meeting.

At the final commission meeting on July 27, 2016, Chairman Kim requested a vote from the members present to accept the draft recommendations, considerations for study, and the commission's long term vision statements with changes. Nine members (Dr. Alexander, Representative Aycock, Ms. Beltran, Mr. Castro, Dr. Dow, Dr. Ferrier, Ms. Hock, Mr. Kim, and Ms. Susser) voted in favor. One member (Dr. Treviño) voted against accepting the draft recommendations. Senator Seliger was absent for the vote.

Dr. McLendon, Senator Taylor, Mr. Vance, and Representative Zerwas were not in attendance at the July meeting.

The vision statement, recommendations and considerations for further study all support a Texas designed assessment and accountability program. Since Texas law prohibits public schools and districts from using Common Core in any classroom instruction, regardless of the delivery method, Common Core is not in any way recommended in this report.

Commission's Long-Term Vision Statement

The commission envisions a mastery- or competency-based learning and assessment system that is self-paced rather than the current system that places students in a particular grade based on their ages. Instruction for each student would be individualized and students would be assessed as they reach certain instructional milestones. The current Texas assessment and accountability system should not be an obstacle to reaching this objective. Based on this vision and the guiding principles of the purpose of assessment and accountability, the commission makes the following recommendations.

Summary of Commission Recommendations

1. Implement an individualized, integrated system of Texas designed state assessments using computerized-adaptive testing and instruction aligned with the state's curriculum framework.

   To provide useful, real-time feedback to educators, parents, and students, the commission recommends implementing a computer-adaptive assessment system of multiple integrated assessments that are administered throughout the school year to inform individual student learning and growth.

2. Allow the commissioner of education to approve locally developed writing assessments.

   To assess English language and writing proficiency, the commission recommends that the commissioner of education be allowed to develop a writing assessment framework and approve locally developed writing assessments to substitute for the STAAR writing assessments in grades 4 and 7 and English I and English II end-of-course (EOC). The locally developed writing assessments would need to be fully aligned with the commissioner's writing assessment framework and assess the same objectives as the STAAR exam.

3. Support the continued streamlining of the Texas Essential Knowledge and Skills (TEKS).

   To improve the instructional, assessment, and accountability processes, the commission recommends that the state legislature support the Texas State Board of Education's (SBOE) efforts to streamline the Texas Essential Knowledge and Skills (TEKS) curriculum standards to ensure all state-mandated content standards for a particular grade level can be reasonably expected to be taught in a single school year.

4. Limit state testing to the readiness standards.

   To provide a more clearly articulated K–12 education program in Texas that focuses on deeper student outcomes and content mastery, the commission recommends that standardized test question items focus on only those TEKS that are most critical to student success.

5. Add college-readiness assessments to the indicators of the state's accountability system in Domain IV (Postsecondary Readiness) indicators and recommend appropriate available funding for a broader administration of college-readiness tests.

   To provide the option of using nationally recognized measures of college and career readiness, the commission recommends adding assessments such as SAT, ACT, AP, IB, Aspire, etc., as options to Domain IV at the high school level. Using state funds to broaden the administration of national tests will remove a barrier to participation for students with economic challenges.

6. Align the state accountability system with ESSA requirements.

   Align the state and federal accountability systems to eliminate confusion and ensure transparency at the campus and district level. When the federal regulations regarding ESSA are released in fall 2016, Texas will be able to use the guidance provided by the specific federal regulations as it develops the state accountability system for the 2017–2018 school year.

7. Eliminate Domain IV from state accountability calculations for elementary schools.

   Eliminate Domain IV from state accountability calculations for elementary schools due to the lack of meaningful non-test related measures that would differentiate among elementary schools. Despite numerous discussions with and among advisory groups, the commission was unable to identify meaningful non-STAAR measures for elementary schools.

8. Place greater emphasis on student growth in Domains I–III in the state accountability system.

   To recognize the progress of students, teachers, schools, and districts, the commission recommends placing greater emphasis on Domain II (Student Progress) than on Domains I (Student Achievement) and III (Closing Performance Gaps) in the state accountability system. Emphasizing student growth recognizes the work of all students without removing the expectation that all students will eventually demonstrate proficiency.

9. Retain the individual graduation committee option for graduation as allowed under TEC, §28.0258.

   To ensure that enrolled 11th and 12th grade Texas students continue to have the opportunity to graduate by means of an individual graduation committee (IGC) in those cases where the student fails one or two STAAR EOC assessments, the commission recommends removing the IGC expiration date from statute. The commission also recommends that the commissioner of education be allowed to adopt rules for the use of the IGC process by individuals still needing to meet the assessment graduation requirements of previous state testing programs in order to receive a Texas high school diploma.

Summary of Considerations for Further Study

1. Align the next generation of Texas assessments to the Texas Success Initiative assessment (TSIA) and nationally recognized college-readiness tests and include additional assessments at the high school level aligned to measures that are not typically used in higher education, such as the Armed Services Vocational Aptitude Battery (ASVAB), assessments to measure career-readiness or military-readiness.

   To ensure postsecondary readiness in the future, the commission recommends a study on how the next generation of Texas assessments can be aligned to a wide variety of postsecondary measures that help predict future academic and occupational success. The TSIA is a computer-adaptive test designed to assist an institution of higher education in determining whether a student is ready for college-level course work in the general areas of reading, writing, and mathematics. The ASVAB is a multiple-aptitude battery that measures developed abilities to predict success in the military.

2. Conduct an independent research study to explore the implications of replacing the state-developed assessment system with nationally recognized assessments that align with the Texas Essential Knowledge and Skills (TEKS) Content Standards.

   To improve the assessment and accountability systems, the commission recommends a research study to explore the implications of replacing the current state-developed assessment system with nationally recognized assessments that align with the TEKS. The study should identify the degree to which these assessments align with the TEKS as well as the advantages and disadvantages of adopting one or more nationally recognized assessment instruments.

3. Conduct a study of alternative, district-based assessment and accountability systems.

   The commission recommends conducting a study on alternative, district-based assessment and accountability systems to encourage innovation. The study should also include an examination of schools achieving high levels of academic success with limited resources. As part of this study, the commission recommends that the commissioner of education explore whether the TEA should apply for a federal Innovative Assessment and Accountability Demonstration Authority grant under ESSA.

4. Conduct a study, using existing data, to test the relationship between the results of stratified, random sampling and whole-population testing.

   To determine whether stratified, random sampling will meet federal and state assessment requirements, the commission recommends using existing data to study the relationship between stratified, random sampling results and results from testing the whole student population. Based on the results of the study, a determination can be made as to whether stratified, random sampling results may be used in place of whole-population testing, thereby reducing the cost of assessments and the amount of instructional time spent on testing.

5. Conduct a study of the effect of weighting Domain I (Student Achievement) by the length of time a student has been enrolled in a Texas public school district.

   The commission recommends a study to explore the implications of weighting performance on standardized tests based on the length of time a student has been continuously enrolled in a district, with greater weight given for longer enrollment. The study should evaluate whether student outcomes differ based on how long a student has been enrolled at a specific district and, if so, whether the difference is significant enough to consider adding the weighted performance to Domain I of the state accountability system in the future.

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Commission Recommendations

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Recommendation 1

Implement an Individualized, Integrated System of Multiple Assessments Using Computerized-Adaptive Testing and Instruction

Through public testimony and research, the commission determined that consistent feedback—to parents, students, and teachers—can improve student achievement and assist students in ongoing content mastery. To provide useful, real-time feedback to educators, parents, and students, the commission recommends implementation of a computer-adaptive assessment system. The system will consist of multiple integrated assessments administered throughout the school year and should include computerized-adaptive instruction. This recommendation is contingent on adequate and consistent network capability throughout the state.

To ensure the individualized Texas specific computer-adaptive assessment system provides useful, real-time feedback to educators, parents, and students, multiple, shorter assessments—as opposed to lengthy one-time assessments—could be used to inform individual student learning and growth throughout the school year. Multiple assessments will also allow students to progress instructionally as soon as Texas standards are mastered.

Statutory Changes

- Inclusion in the General Appropriations Act for the 2018–2019 Biennium
- TEC, §§39.023, 39.024, 39.0241, and 39.025

Other Considerations

Local

- Adequate and consistent network capability will be required.
- The sequence for how courses are taught is not mandated by the legislature, but Texas standards are consistent. Districts and campuses currently determine the order of instruction for a particular grade or subject.

State

Resources will be required to implement a system of Texas-developed computer-adaptive formative assessments, as well as computerized adaptive instruction.

Since Texas law, TEC, §28.002 (b-1) – (b-4) and §39.023 (a-3) prohibits public schools and districts from using Common Core in any classroom curriculum regardless of the assessment delivery method, Common Core is not in any way associated with this recommendation.

Federal

The Every Student Succeeds Act (ESSA) allows a state to adopt computer-adaptive tests and formative assessments. As required by ESSA, the scores on a formative assessment (i.e., an evaluation of individual learning designed to identify specific learning needs) must lead to a single, summative score at the end of a school year for each tested student.

Recommendation 2

Allow the Commissioner of Education to Approve Locally Developed Writing Assessments

Writing is a critical next generation skill; therefore, the commission recommends that the commissioner of education be allowed to develop a writing assessment framework in order to give school districts the option of using the state-developed STAAR writing assessments or to develop their own local writing assessments. The commissioner of education could approve the locally developed writing assessments for use by districts. If approved, the locally developed writing assessments could substitute for the STAAR writing assessments in grades 4 and 7 and English I and English II end-of-course (EOC). Writing could be meaningfully assessed through local processes that are aligned with state academic standards such as development of classroom-based projects that are evaluated by teachers.

In order to use a locally developed writing assessment, a local education agency (LEA) would need to meet specific responsibilities:

- Submit locally developed writing assessments to the commissioner of education for approval to use in place of state-developed writing assessments. The locally developed writing assessments would need to be fully aligned with the commissioner's writing assessment framework
- Ensure participation of all eligible students
- Report district-level results for all students to the Texas Education Agency (TEA) using a stratified, random sampling as the basis for reporting

Just like the current STAAR writing assessments, results on any locally developed writing assessment would not be required by the state for use in determining grade promotion or graduation but would be evaluated in the state accountability system.

The commissioner of education would monitor and intervene to improve assessment administration and reporting if reporting and monitoring of results are unsatisfactory.

Statutory Changes

- Amend TEC, §39.023(a) to allow districts to use locally developed and commissioner-approved writing assessments for use in state accountability in place of the STAAR grades 4 and 7 writing assessments. The locally developed writing assessments, as approved by the commissioner of education, may substitute for the state-developed writing assessments.
- Amend TEC, §39.023(c) to allow the substitution of the writing portion of STAAR English I and English II EOCs with approved locally developed writing assessments.
- Amend TEC, §39.0231 for the reporting of the writing assessment results. Give the commissioner of education the authority to audit district-level reporting. TEC, §39.0231 may also need to be amended to specify that the commissioner of education will develop a sampling methodology that districts will use when reporting results to the agency.

Other Considerations

Local

- The cost for districts to locally develop writing assessments and an aligned reporting system would need to account for staff time, resources, and technology needs. The pilot study will determine the costs of using locally developed writing assessments statewide.
- LEAs will need training and technical assistance to develop quality writing assessments aligned with state standards.

State

- TEA will need to develop assessment guidelines, approval processes, and reporting mechanisms for locally developed assessments.
- TEA and education service centers (ESCs) will require additional resources to accommodate monitoring and training requirements.
- TEA will need to develop monitoring and intervention strategies.

Federal

There is no federal impact.

Related Information

During the 2016–2017 and 2017–2018 school years, TEA and its testing contractor will conduct a writing pilot program to determine whether and how Texas students' writing skills can be assessed using a locally supervised approach that yields reliable and valid scores to meet state-required assessment and accountability provisions. The pilot study will include the collection and scoring of a range of student writing samples throughout the school year. Students will compose each of the following three writing samples:

- An initial, timed writing sample based on a specific writing prompt chosen by the student from a selection of writing prompts generated through a collaborative design process, inclusive of teachers, ESCs, and institutes of higher education. This initial sample will be collected at the beginning of the school year
- A portfolio of three compositions to demonstrate each student's skill in writing to three genres (e.g., personal narrative, persuasive, and expository)
- A final, timed writing product, written near the end of the school year, designed to measure growth in writing

Not later than September 1 of each year in 2017 and 2018, TEA will 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 serves two purposes:

- Evaluates the implementation and progress of the pilot program under this section
- Makes recommendations regarding the continuation or expansion of the pilot program

Recommendation 3

Support the Continued Streamlining of the Texas Essential Knowledge and Skills (TEKS)

To improve the instructional, assessment, and accountability processes, the commission recommends that the state legislature support the Texas State Board of Education's (SBOE) efforts to streamline the Texas Essential Knowledge and Skills. Streamlining the TEKS would have the following benefits:

- Create a manageable number of TEKS that can be reasonably expected to be taught in a single school year; this would also limit the eligible content for testing
- Allow multiple items to be used to assess each of the TEKS, allowing students increased opportunity to demonstrate mastery

Statutory Changes

None. The SBOE is responsible for developing the TEKS (TEC, §28.001). The board is currently in the process of reviewing and revising the English and Spanish language arts and reading TEKS. At the September 2015 SBOE meeting, the SBOE requested that TEA staff update the TEKS and the instructional materials working document to add streamlining of the science and social studies TEKS to the cycle for the review and revision of the TEKS. A discussion item on the process for streamlining the TEKS was presented to the SBOE Committee on Instruction at the November 2015 SBOE meeting. At the January 2016 meeting, the SBOE approved the process for streamlining the science and social studies TEKS. The SBOE is scheduled to begin the streamlining of the science TEKS in summer 2016 and streamlining of the social studies TEKS in spring 2017.

At the July 20, 2016, SBOE meeting, the SBOE Committee of the Full Board discussed a report titled *Study of the Essential Knowledge and Skills and Assessment Instruments,* submitted by TEA. In particular, the report addresses the following:

- Number and scope of the essential knowledge and skills of each subject of the required curriculum under TEC, §28.002, with each essential knowledge or skill identified as a readiness or supporting standard, and whether the number or scope should be limited
- Number and subjects of assessment instruments under TEC §39.023 that are required to be administered to students in grades 3 through 8
- How state assessment instruments assess standards essential for student success and whether the assessment instruments should also assess supporting standards, including an analysis of the portion of the essential knowledge and skills capable of being accurately assessed, the appropriate skills that can be assessed within the testing parameters under current law, and how current standards compare to those parameters

This report is intended to inform the SBOE so that they may provide recommendations to the legislature regarding the required curriculum and assessment instruments. The report can be found at the following link: http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=51539607830&libID=51539607830.

Other Considerations

Local

- LEAs will need training and technical assistance to align curriculum and instruction with the streamlined TEKS.
- New instructional materials may be necessary.

State

- State-developed assessments would be revised to measure student learning of the streamlined state curriculum.
- Depending on the scope of revisions to the curriculum, new instructional materials may be needed prior to formal implementation of a new or revised curriculum.
- TEA and ESCs will need to provide information and training on the streamlined TEKS.
- Approval of new instructional materials may be necessary.
- Since Texas law, TEC, §28.002 (b-1)–(b-4) and §39.023 (a-3) prohibits public schools and districts from using Common Core in any classroom curriculum regardless of the assessment delivery method, Common Core is not in any way associated with this recommendation.

Federal

The Every Student Succeeds Act (ESSA) requires a state to adopt challenging academic standards that align to college and career readiness.

Recommendation 4

Limit State Testing to the Readiness Standards

To provide a more clearly articulated K–12 education program in Texas that focuses on deeper student outcomes and content mastery, the commission recommends that standardized test questions focus on only the readiness standards, which are those Texas Essential Knowledge and Skills (TEKS) that are most critical to student success.

Currently, TEA and its assessment educator committees make the distinction between "readiness" and "supporting" standards from the TEKS content standards eligible for assessment. Based on feedback from Texas educators (from both K–12 and higher education), a set of readiness standards was identified for each subject and grade or course drawn from the TEKS content standards eligible for assessment. The content standards that were deemed to be supporting are still an important part of instruction and are eligible for assessment. However, each supporting standard may not be tested annually. Information concerning the readiness and supporting standards can be located on the TEA website at the following link: http://tea.texas.gov/student.assessment/staar/.

The percentage of each standard in the TEKS and on the assessments are as follows:

TEKS Content Standards	Eligible Content Standards from the TEKS	STAAR Assessment Blueprint TEKS Standards Assessed
Readiness Standards	30%	65%
Supporting Standards	70%	35%

Current readiness standards are defined as follows:

- Being essential for success in the current grade or course
- Being important for preparedness for the next grade or course
- Supporting college and career readiness
- Necessitating in-depth instruction
- Addressing significant content and concepts

Whereas supporting standards are defined as follows:

- Are introduced in the current grade or course but may be emphasized in a subsequent year
- Are reinforced in the current grade or course but may be emphasized in a previous year
- Play a role in preparing students for the next grade or course but not a central role
- Address more narrowly defined content and concepts

This recommendation accomplishes the following:

- Items measuring supporting standards will be replaced by readiness standards in state tests
- State tests will include only readiness standards that are defined by the following characteristics: essential for success in the current grade or course, important indicators of preparedness for the next grade or course, support college and career readiness
- Though readiness standards will be the only tested standards for accountability, the supporting standards must be taught as building blocks to ensure mastery of the readiness standards
- Using only readiness standards in state accountability may also reduce total testing time

The commission recommends limiting state testing to the readiness standards for three reasons:

- Assessing the entirety of the current TEKS standards in many content areas on one assessment within a school year is unrealistic
- Testing only the readiness standards will allow for state tests to include multiple questions on each standard and questions that will address deeper learning
- Including only readiness standards on state exams will allow students to respond to multiple test items to further demonstrate mastery of a standard

Statutory Changes

TEC, §39.021, and §39.023 (a) and (c) will need to be amended to indicate only certain standards are assessed.

Other Considerations

Local

Undetermined

State

Requires significant revision of current state assessments.

Federal

The Every Student Succeeds Act (ESSA) requires assessment of the state's entire adopted curriculum; therefore the curriculum standards adopted by the SBOE must be assessed by the state's assessments for reading and English language arts, mathematics, and science.

The report to the SBOE, *Study of the Essential Knowledge and Skills and Assessment Instruments,* which explains how readiness and supporting standards are derived, can be found at http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=51539607830&libID=51539607830.

Recommendation 5

Add College-Readiness Assessments to the Domain IV (Postsecondary Readiness) Indicators and Fund, with State Resources, a Broader Administration of College-Readiness Assessments

The commission recommends adding state-aligned college-readiness assessments to Domain IV statutory requirements and funding a broader administration of college-readiness tests.

Assessments such as SAT, ACT, AP, IB, Aspire, etc. would be added to the statewide accountability system as options at the high school level to help reliably measure how Texas schools are preparing students for college and career. Such exams have a significant correlation to college and career readiness and can ensure that students have the academic skills needed for postsecondary success. Currently the state accountability system does not directly give credit for performance on these assessments.

Statutory Changes

TEC, §39.053 will need to be amended.

Other Considerations

Local

LEAs will need to ensure that all students are aware of and have access to available funding for these additional college-readiness tests.

State

- Local or state resources will be required to fund a broader administration of college-readiness tests
- TEA will monitor the use of funds to ensure LEAs are directing students to the testing opportunity

Federal

- Recommended assessments may not be considered sufficiently aligned with the TEKS and therefore may not be approved by federal peer review if the assessments serve as a substitute for federally required and approved state assessments
- ESSA-related accessibility requirements may not be available on the nationally recognized assessments for populations currently being assessed with STAAR A, an accommodated version of STAAR assessments for students with disabilities or other educational needs
- ESSA-related English language learner accessibility requirements may not be available on the nationally recognized assessments for English language learners (ELLs) currently being assessed with STAAR L, a linguistically accommodated version of STAAR assessments in mathematics, science, and social studies for use by English language learners

Related Information

- In the class of 2014, 200,943 Texas public high school graduates (66.3% of all graduates) took the SAT, ACT, or both examinations.
- In the class of 2014, 50,346 graduates who took the SAT, ACT, or both examinations (25.1% of examinees) scored at or above criterion on the SAT (a combined score of 1110 on the critical reading and mathematics sections of the examination) or the ACT (a composite score of 24).
- For the class of 2014, the average score for the SAT critical reading, writing, and mathematics sections combined was 1417 out of a possible 2400.
- For the class of 2014, the average ACT composite score was 20.6 out of a possible 36.

Recommendation 6

Align the State Accountability System with ESSA Requirements

Align the state and federal accountability systems to ensure that the results are consistent and share common goals.

Under NCLB, the state and federal systems differed in the way that low-performing schools were identified. ESSA provides greater flexibility to states to develop high-quality accountability systems. When the federal regulations regarding ESSA are released in fall 2016, Texas will be able to use the guidance provided by the specific federal regulations as it develops the state accountability system for the 2017–2018 school year.

Statutory Changes

Changes to TEC, §§39.053 and §39.054 may be necessary depending on the final federal regulations that will be released in fall 2016.

Other Considerations

Local

Better alignment of local resources to address both state and federal accountability.

State

Better alignment of state resources to address both state and federal accountability.

Federal

There is no federal impact.

Related Information

The proposed ESSA regulations released by the U.S. Department of Education (USDE) on May 31, 2016, are available at the following link: http://www2.ed.gov/policy/elsec/leg/essa/index.html.

Recommendation 7

Eliminate Domain IV (Postsecondary Readiness) from State Accountability Calculations for Elementary Schools

Eliminate Domain IV from state accountability calculations for elementary schools due to the lack of meaningful measures that would differentiate among elementary schools.

Currently, TEC, §39.053 prescribes only one indicator for Domain IV for elementary schools: student attendance. The statute allows the commissioner to use any other indicators of student achievement that are appropriate, as long as they are not associated with performance on standardized assessments. Despite numerous discussions with and among advisory groups, the commission was unable to identify meaningful measures that are appropriate for elementary school-level accountability. Furthermore, using student attendance as the sole indicator for Domain IV is problematic because attendance rates among campuses and districts are too similar to effectively differentiate school performance.

Statutory Changes

TEC, §39.053 and §39.054 will need to be amended.

Other Considerations

Local

There is no local impact.

State

The weighting of Domains I, II, III, and V would need to be adjusted.

Federal

ESSA requires states to identify nonacademic indicators of school quality or student success.

Related Information

- For the 2015–2016 school year, 4,654 of the 8,646 campuses in Texas (53.8%) were classified as elementary schools
- The following indicators were considered for use in Domain IV for elementary schools. However, concerns have been raised concerning the ability to fairly compare performance across school districts on these measures:
  - Student engagement survey
  - Participation in clubs
  - Participation in UIL
  - Participation in Fine Arts
  - Fitnessgram®
  - Teacher turnover rate
  - Accelerated instruction rate
  - Participation in science fair
  - Disciplinary data
  - Participation in GT programs
  - School climate survey
  - AB Honor Roll rates
  - Retention rates (student)
  - Student Success Initiative (SSI) data
  - Professional development opportunities
  - STAAR participation rates

Recommendation 8

Place Greater Emphasis on Growth in Domains I–III in the State Accountability System

To recognize progress that students, teachers, schools, and districts make notwithstanding level of proficiency, the commission recommends placing greater emphasis on Domain II (Student Progress) than on Domain I (Student Achievement), and Domain III (Closing Performance Gaps).

Emphasizing student growth recognizes the work of all students regardless of their background without removing the expectation that all students will eventually demonstrate proficiency.

Statute requires that the overall weight of the first three domains equal 55%. Statute does not prescribe how each of these domains is to be individually weighted to calculate the combined 55%. The commissioner of education has the authority to determine the specific weights of Domains I, II, and III.

Statutory Changes

No statutory changes are required.

Other Considerations

Local

LEAs will have an additional incentive to ensure all students demonstrate academic progress.

State

TEA and education service centers (ESCs) will need to provide training and technical assistance on how the increased measure of growth will affect accountability systems.

Federal

There is no federal impact.

Recommendation 9

Retain the Individual Graduation Committee (IGC) Option for Graduation as Allowed by TEC, §28.0258

To ensure that enrolled 11th and 12th grade Texas students continue to have the opportunity to graduate by means of an individual graduation committee (IGC) in those cases where the student fails one or two STAAR EOC assessments, the commission recommends removing the IGC expiration date from statute. The commission also recommends that the commissioner of education be allowed to adopt rules for the use of the IGC process by individuals still needing to meet the assessment graduation requirements of previous state testing programs in order to receive a Texas high school diploma.

Statutory Changes

TEC, §28.0258 would be amended to allow the commissioner of education to adopt rules as necessary for the expansion of the IGC process to those individuals still needing to meet the assessment graduation requirements of previous state testing programs, and to strike the September 1, 2017, expiration date.

Other Considerations

Local

Schools and districts would need to continue to maintain local and state IGC policies.

State

The state would maintain current IGC procedures.

Federal

There is no federal impact.

Related Information

In 2014–2015, 6,279 (2.0%) of all Texas public school graduates graduated by an individual graduation committee determination.

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Considerations for Further Study

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Study 1

Align the Next Generation of Texas Assessments to the Texas Success Initiative Assessment (TSIA) and Nationally Recognized College-Readiness Tests and Include Assessments Aligned to Measures That Are Not Typically Used in Higher Education, such as the Armed Services Vocational Aptitude Battery (ASVAB)

The commission recommends a study on how the next generation of Texas assessments can be aligned to a wide variety of postsecondary measures to predict future academic and occupational success.

The TSIA is a computer-adaptive test designed to assist an institution of higher education in determining whether a student is ready for college-level course work in the general areas of reading, writing, and mathematics.

The TSIA in mathematics is a multiple-choice assessment that covers the four content areas in the table below.

Table: TSIA Mathematics

Content Area	Description
Elementary Algebra and Functions	Measures knowledge of linear equations, inequalities and systems; algebraic expressions and equations; and word problems and applications
Intermediate Algebra and Functions	Measures knowledge of quadratic and other polynomial expressions, equations and functions; expressions, equations and functions involving powers, roots and radicals; and rational and exponential expressions, equations and functions
Geometry and Measurement	Measures knowledge of plane geometry; transformations and symmetry; and linear, area and three-dimensional measurements
Data Analysis, Statistics, and Probability	Measures knowledge of interpreting categorical and quantitative data, statistical measures, and probabilistic reasoning

The TSIA in reading is a multiple-choice assessment that covers the content areas in the table below.

Table: TSIA Reading

Content Area	Description
Literary Analysis	Measures skill in identifying and analyzing ideas in and elements of literary texts
Main Idea and Supporting Details	Measures skill in identifying the main idea of a passage and in comprehending explicit textual information in a passage
Inferences in a Text or Texts	Measures skill in synthesizing ideas by making a connection or comparison between two passages and in making an appropriate inference about single passages
Author's Use of Language	Measures skill in identifying an author's purpose, tone, organization, or rhetorical strategies and use of evidence and in determining the meaning of words in context

The TSIA in writing is an assessment that contains a multiple-choice section and an essay section. For the essay section, a test taker may be asked to write a five-paragraph persuasive essay (approximately 300–600 words) on a controversial issue or one of current interest. The essay is expected to clearly state a main idea and provide specific examples and details to support the main idea, as well as follow conventions of standard English. Dictionaries or other outside resources are not allowed.

The multiple-choice section of the TSIA in writing measures skills in the content areas listed in the following table.

Table: TSIA Writing, Multiple Choice

Content Area	Description
Essay Revision	Measures the ability to provide coherence, organization and good word choice and the ability to achieve rhetorical effectiveness and use evidence
Agreement	Measures the ability to perform subject-verb agreement and pronoun agreement as well as the ability to determine verb tenses
Sentence Structure	Measures the knowledge of topics like comma splices and run-on sentences; improper punctuation; fragments and parallelism; and subordination and coordination
Sentence Logic	Measures the ability to correctly place modifying phrases and clauses and the ability to use logical transitions.

The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict success in the military. The ASVAB tests are designed to measure aptitudes in four domains: Verbal, Mathematics, Science and Technical, and Spatial. The table below describes the content of the ASVAB tests.

Test	Description	Domain
General Science	Knowledge of physical and biological sciences	Science/Technical
Arithmetic Reasoning	Ability to solve arithmetic word problems	Mathematics
World Knowledge	Ability to select the correct meaning of a word presented in context and to identify best synonym for a given word	Verbal
Paragraph Comprehension	Ability to obtain information from written passages	Verbal
Mathematics Knowledge	Knowledge of high school mathematics principles	Mathematics
Electronics Information	Knowledge of electricity and electronics	Science/Technical

Test	Description	Domain
Auto Information	Knowledge of automobile technology	Science/Technical
Shop Information	Knowledge of tools and shop terminology and practices	Science/Technical
Mechanical Comprehension	Knowledge of mechanical and physical principles	Science/Technical
Assembling Objects	Ability to determine how an object will look when its parts are put together	Spatial

Statutory Changes

Amend TEC, Chapter 39, Subchapter B, to require research studies to determine performance links between state assessments and the following:

- TSIA and other national college-readiness tests for comparable assessment instruments and to ensure the rigor of the state's assessment instruments
- Assessments used by organizations to determine career and occupational readiness to ensure that career readiness is reflected in the state's assessment instruments

Study 2

Conduct a Study to Explore the Implications of Replacing the State-Developed Assessment System with Nationally Recognized Assessments that Align with the Texas Essential Knowledge and Skills (TEKS) Curriculum Standards

The commission recommends an independent research study to explore the implications of replacing the state-created assessment system with a nationally developed assessment that aligns with the TEKS.

To identify any implications of adopting a nationally recognized assessment in lieu of the state-developed assessment system, the study will identify the degree to which nationally recognized assessments align with the TEKS as well as the advantages and disadvantages of adopting such assessments.

Statutory Changes

Amend TEC, Chapter 39, Subchapter B, to require research studies to determine the feasibility of replacing current state-developed assessments with national assessments that are sufficiently aligned to the TEKS curriculum standards.

Other Considerations

Local

There is no local impact.

State

- Funds and resources for the study will need to be identified
- Statute will need to authorize the study

Federal

- Existing nationally recognized assessments may not be sufficiently aligned with the TEKS and may not be approved by federal peer review
- ESSA-related accessibility requirements may not be available in the nationally recognized assessments for populations currently being assessed with STAAR A, an accommodated version of STAAR for students with disabilities and other educational needs
- ESSA-related English language learner (ELL) accessibility considerations may not be available in the identified assessments for ELL populations currently being assessed with STAAR L, a linguistically accommodated version of STAAR in mathematics, science, and social studies for ELLs

Study 3

Conduct a Study of Alternative, District-Based Assessment and Accountability Systems

The commission recommends conducting a study on alternative, district-based assessment and accountability systems to expand opportunities for innovation. The study should also include an examination of schools achieving high levels of academic success with limited resources.

The study should identify school districts, including members of the Texas High Performance Schools Consortium and Texas charters, who have adopted community-based assessment and accountability systems that promote family and community engagement and reflect their communities.

As a part of this study, the commission recommends that the commissioner of education explore whether the TEA should apply for a federal Innovative Assessment and Accountability Demonstration Authority grant under ESSA (or assessment pilot program). The assessment pilot program under ESSA would allow a state to pilot innovative state assessment and accountability models to measure progress toward valued student outcomes.

Under the Innovative Assessment and Accountability Demonstration Authority, a state may establish operate, and evaluate an innovative assessment system in a subset of schools or districts, and use that system in place of current statewide assessments for purposes of accountability. The goal of the assessment pilot program is to provide a state education agency with the time to implement, improve, and evaluate the technical quality of its assessment pilot program to determine whether it can be used statewide to meet federal assessment and accountability requirements.

Statutory Changes

TEC Chapters 12A, 28, and 29 may need to be amended.

Other Considerations

Local

There is no local impact.

State

- Funds and resources for the study will need to be identified.
- Statute will need to authorize the study.

Federal

There is no federal impact.

Related Information

- Texas High Performance School Consortium (HPSC): http://www.tasanet.org/Page/544
- HPSC community-based accountability system (CBAS): http://www.tasanet.org/domain/205
- 2014 High Performance Schools Consortium Report to the Commissioner
- Sample CBAS systems: http://www.tasanet.org//site/Default.aspx?PageID=840
- Statewide Summary of 2015 Community and Student Engagement (CaSE) Ratings—Statewide summary of 2015 CaSE ratings for districts and campuses
- The ESSA Innovative Pilot Program can be found on pages 84 to 92 of the law at https://www.gpo.gov/fdsys/pkg/BILLS-114s1177enr/pdf/BILLS-114s1177enr.pdf
- Proposed regulations for the ESSA Innovative Pilot Program are now open to public comment. The public comment period ends September 9, 2016. The proposed regulations can be found at https://www.federalregister.gov/articles/2016/07/11/2016-16125/elementary-and-secondary-education-act-of-1965-as-amended-by-the-every-student-succeeds?utm_content=header&utm_medium=slideshow&utm_source=homepage

Study 4

Conduct a Study, Using Existing Data, to Test the Relationship Between the Results of Stratified, Random Sampling and Whole-Population Testing

To determine whether stratified, random sampling will meet federal and state assessment requirements, the commission recommends using existing data to study the relationship between stratified, random sampling results and results from testing the whole student population.

To test the relationship, a study will use a random sample of existing data from the state longitudinal database and compare it to results from whole-population testing. Based on the results of the study, a determination can be made as to whether stratified, random sampling results may be used in place of whole-population testing, thereby reducing the cost of assessments and the amount of instructional time spent on testing. The study will also determine whether stratified, random sampling should be supplemented with whole-grade testing at key gateway transition points.

Statutory Changes

Statute will need to authorize the study.

Other Considerations

Local

There is no local impact.

State

- Funds and resources for the study will be need to be identified.
- Some schools and districts may be too small to sample and may require whole-population testing.

Federal

For grades 3–8, federal law requires all students to be assessed annually in reading and mathematics and once in elementary and middle school for science. For high school, students must be assessed in English language arts or reading, mathematics, and science at least once.

Study 5

Conduct a Study of the Effect of Weighting Domain I (Student Achievement) by the Length of Time a Student Has Been Enrolled in a Texas Public School District

The commission recommends a study to explore the implications of weighting performance on standardized tests based on the length of time a student has been continuously enrolled in a district, with greater weight given for longer enrollment. Disaggregated data should examine the following circumstances: 1) new to a Texas district from another state; 2) new to a Texas district from a Texas private school; 3) new to a Texas district from another country; and 4) new to a Texas district from another Texas district.

The study will evaluate whether student outcomes differ based on how long a student has been enrolled at a specific district, and if so, whether the difference is significant enough to consider adding the weighted performance to Domain I (Student Achievement) of the state accountability system in the future.

Statutory Changes

Statute will need to authorize the study.

Other Considerations

Local

There is no local impact.

State

Funds and resources for the study will need to be identified.

Federal

There is no federal impact.

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Appendices

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Appendix A: Texas Education Code References and Other Documents Related to the Mission, Goals, and Purposes of Public Education and Assessment 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, §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.

*These goals are specified in Chapter 39.053(f) of the Texas Education Code.

**These guiding principles are specified in Chapter 1 of the accountability manual.

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.

Higher Education Goals: 2015–2030

The Overarching Goal: 60x30*

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.

*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

Appendix B: Recommendations Submitted by Individual Commission Members

1. Limit state testing to the readiness standards.
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.
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.
6. Expand the opportunities for innovation into alternative, district-based assessment and accountability subsystems.
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.
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.
9. Keep writing assessment and assess expository writing at state level; transition to an authentic writing assessment but more frequent basis.
10. Eliminate 4th grade writing assessment; continue 7th grade writing assessment.
11. Provide districts state-funded technology-based formative assessments that districts may use to monitor student learning locally.
12. Remove all high stakes on students from the tests.
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 EOCs, in 11th grade to demonstrate how children are performing to satisfy ESSA.
15. All tests must be age appropriate.
16. Retain the graduation committee option allowed under Senate Bill 149 (84th Texas Legislature).
17. Consolidate high school state assessment of five EOCs to four exit-level assessments in ELA, math, science, and social studies, and make available the standards in each subject area tested to teachers.

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.
20. In lieu of a U.S. History end-of-course exam, administer the civics portion of the United States naturalization test to all 11th grade students.
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.
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.
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.
24. Seek relief from the mandatory whole-population testing requirements for grades 8 and 10.
25. Expand the opportunities for innovation into alternative, district-based assessment and accountability subsystems.
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 2017–2018 school year.
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.
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.
30. Do not use the state standardized test (STAAR) for the 2015–2016 year for accountability.
31. Remove middle school and elementary school accountability requirement from Domain IV.
32. Reduce Domain V percentage to 5% of the overall calculation.
33. Provide a campus and district profile report card with multiple measures reported rather than one measure for any one campus or school district.
34. Retain distinction designations beyond 2018 as part of the state's accountability 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.
36. Align state accountability system with federal ESSA requirements.
37. Begin modeling stratified, random sampling from past tests and future tests.
38. Explore using stratified, random sampling whenever data are required to satisfy broad policy goals.
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 tests multiple times during the year (baseline and EOY if not mid-year as well).
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.
41. Eliminate statewide writing assessments and create a framework that requires districts to build authentic writing assessments and report that data locally.
42. Work in partnership with local school districts to develop state-wide standardized diagnostic assessments, interim assessments, and summative assessments. 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).
43. Restructure, but keep writing tests.
44. Require that the SBOE limit and narrow the adoption of TEKS to only those most essential.
45. Integrate technology in assessments systems that allow for real-time feedback and monitoring of student learning.
46. Add geometry EOC at high school; add chemistry EOC but for reporting only; make U.S. history report only; change statute on EOC to ELA w/writing, Alg. I, Geometry, ELA II. U.S. History, Biology, and Chemistry will be for reporting only.
47. Increase the weight of Domains I–III 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).
48. Prescribe 50% of score on Domain I–III to growth.
49. Include college enrollment and discipline trends as options to report in Domain V.

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.
51. Research and test the use of stratified, random sampling for school and district accountability.
52. Continue to invest significantly in assessment and item development to ensure we are testing critical skills.
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.

Appendix C: Membership

Members are listed in alphabetical order by last name.

Kim Alexander *(Appointed by Lieutenant Governor Dan Patrick on November 10, 2015)*
Dr. 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 who 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.

Dr. Alexander's statement of philosophy for student assessment and accountability:

A next-generation system of accountability must include the following components:

- Student and classroom centered evidence of learning, including digital portfolios
- Strategic use of standardized testing, utilizing random sampling in lieu of testing every child every year
- A multi-year cycle for periodic district and campus performance reviews, which include a process for random selection of student work samples for validation by external parties
- Descriptive reporting to parents and communities that inform with clarity and meet their needs
- Within a state designed framework of accreditation, including accountability reporting standards and key performance indicators, local districts would be accountable to their communities and to the state. The state focus should be on ensuring that the state standards for the local accountability components are in place and functioning effectively. Provisions for enforcement should be included

In addition, a next-generation system of accountability must be one in which those for whom it is intended can understand and support its basic design because it is relevant to them, comprehensive, and fair in the way it is used. A system that meets this basic standard of fairness and that incorporates these components would be more useful for teaching and learning and satisfy both local and state requirements. Such a system would save hundreds of millions of dollars and return more time for students to engage in tasks that result in their learning to the profound level what is expected.

Jimmie Don Aycock *(Chairman, House Committee on Public Education)*
Representative Aycock was 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.

Erika Beltran *(Designated by State Board of Education Chair Donna Bahorich on November 10, 2015)*
Ms. 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 an 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 master of public affairs degree 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.

Paul Castro *(Appointed by Lieutenant Governor Dan Patrick on November 10, 2015)*
Mr. Castro, of Houston, is superintendent of A+Unlimited Potential 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 the University of Houston.

Pauline Dow *(Appointed by Speaker of the House Joe Straus on November 10, 2015)*
Dr. 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.

Dr. Dow's statement of philosophy for student assessment and accountability:

Metrics are necessary for the public and policy makers to understand and support education. At present, high-stakes tests dominate educational accountability. Going forward, I propose the following regarding the metrics to be used for the purpose of accountability:

- Make metrics sufficiently transparent so that the results accurately demonstrate the level of success and pinpoint the areas for improvement.
- Assure that all measures demonstrate external validity. (A high mark should indicate a meaningful benefit to the student and not be limited to the mark).
- Develop metrics for all students and schools for which success is possible, while assuring that results still be valid. (Success for all must not present itself as a theoretical possibility, but one that is possible the moment the metric is introduced.)
- Recognize that accountability paths forward should differ according to the needs of the school and student population.

The State should invest in research and development of next generation assessments that includes student and classroom evidence along with strategic use of assessments to accurately and authentically measure learning.

Maria Hernandez Ferrier *(Appointed by Speaker of the House Joe Straus on November 10, 2015)*
Dr. Maria Hernandez Ferrier is the founding and President Emerita of Texas A&M University-San Antonio (TAMU-SA). On Friday, February 12, 2010, The Texas A&M System Board of Regents named Dr. Maria Hernandez Ferrier the inaugural president of Texas A&M University-San Antonio. Her history with the university began in April 2008 with her appointment as executive director when the institution was operating as a system center. The next year Ferrier was named interim president, and was the force behind the university's unprecedented growth, its strategic plan and development to successfully become designated as a stand-alone institution of higher learning by both the state of Texas and SACSCOC, the national higher education accrediting body. She served as CEO of TAMU-SA from 2008–2015 and as the Director General of the A&M University System's Relationship with Mexico. Prior to her career with the A&M University System, Ferrier had over twenty years' experience in San Antonio public schools as a speech therapist, counselor and administrator. She also held a number of national education appointments, such as the director of Bilingual Education & Minority Language Affairs. In 2002, President George W. Bush appointed Ferrier Assistant Deputy Secretary in the Department of Education, where she served as the principal advisor to the Secretary of Education on all matters pertaining to limited-English proficient students, and Hispanics in general. Ferrier also advised businesses and organizations with an interest in building or expanding education partnerships as a liaison between chambers of commerce across the nation and the Department of Education. In 1992, President George H. Bush appointed her to the Commission for National and Community Service, where she served under both Presidents Bush and Clinton. Ferrier's accomplishments include taking Texas A&M University-San Antonio through a very successful accreditation process and the development of a master plan including the mission architecture that now distinguishes the University. Other accomplishments include the creation, development and/or implementation of many highly successful programs. Ferrier has been the recipient of numerous awards, including: the Golden Deeds Award from the Administrative Leadership Institute; San Antonio Hispanic Chamber's Lifetime Achievement Award; the San Antonio Silver Stars' "Women of Inspiration" Award; San Antonio College Outstanding Former Student; San Antonio University Roundtable's "Best and Brightest" Award; the Life of Idealism Award from City Year-San Antonio; the Hispanic Heritage Award from the Department of Labor; the "Point of Light" designation from the White House; the Minority Leadership Award from the National Community Education Association; and the Imagineer Award from the Mind Science Foundation. Currently she is a Commissioner on the State's Commission on Assessments and Accountability for Texas public schools. She also serves on the Boards of KIPP Academy, the Center for Latino-Jewish Relations, the San Antonio Women's Hall of Fame, the Plaza Club and the San Antonio River Foundation. Ferrier earned a Bachelor of Arts in Speech and a Master of Education in Guidance and Counseling from Our Lady of the Lake University, and a Doctorate in Educational Administration from Texas A&M University-College Station.

Dr. Ferrier's statement of philosophy for student assessment and accountability:

No Child Left Behind was created because only 14% of 4th grade Hispanic and African American students were reading at grade level or meeting math standards. In Texas our goal is to ensure mastery of the standards for every student. Great teachers are the best hope for the academic success of students

and the best way to ensure that teachers are accountable and that student, individually and collectively, are learning. This is evidenced by the number of classrooms and schools in low income school districts where students are mastering the state assessment. Ongoing formative testing is the best tool for diagnostics and continuing improvement in teaching and learning. Criterion referenced standardized testing is one of the fairest tools that can be used to provide evidence of at least a minimum level of mastery of the standards. A school accountability system helps prevent children from falling behind and is essential in determining how schools, with the same demographics, are performing compared to each other. It can also provide best practice examples for all schools.

Stacy Hock *(Appointed by Governor Greg Abbott on January 13, 2016)*
Ms. 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 Therapeutics, 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.

Andrew Kim *(Appointed by Governor Greg Abbott on November 10, 2015; appointed as presiding officer by Governor Greg Abbott on January 13, 2016)*
Mr. 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 the University of Texas.

Mr. Kim's statement of philosophy for student assessment and accountability:

I believe that the concepts of assessment and accountability go hand in hand, yet are distinct in their ultimate goals. Assessment is the process by which we continually measure how our students are progressing year after year. The progress made in student growth informs us as to what teaching strategies are working, as well as where we need to make adjustments so we can improve. Achieving significant progress each year is the most important goal we have for our students.

Accountability, on the other hand, is the responsibility of the adults involved in educating our children. It is the process by which we measure how well we taught our students. We must never shy away from measuring the productivity of our system to ensure that our students are receiving the

quality education each one of them deserves. As we do this, however, we should always work to ensure that we are not putting the responsibility and burden of accountability on them.

Michael K. McLendon *(Appointed by Lieutenant Governor Dan Patrick on November 10, 2015)*
Dr. 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, his master's degree in higher education from Florida State University, and his doctorate degree in higher education policy from the University of Michigan.

Kel Seliger *(Chairman, Senate Committee on Higher Education)*
Senator 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, and 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.

Catherine Susser *(Appointed by Speaker of the House Joe Straus on November 10, 2015)*
Ms. 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.

Larry Taylor *(Chairman, Senate Committee on Education)*
Senator 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. Senator Taylor serves as the Chairman of the Senate 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, Senator Taylor 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 was recognized as Galveston Daily News's "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 non-political 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.

Senator Taylor's statement of philosophy for student assessment and accountability:

I wish that we did not have to have statewide accountability and assessments, but unfortunately it has proven to be necessary. While most of our districts across the state have always done a good job of educating their students, we have had some glaring examples in the past, prior to our accountability system, as well as examples in recent years, where that has not been the case. In these schools, many students have been moved through the system, have not received a quality education, and have been denied the same opportunities to succeed that all Texans should have. Our challenge is to reform our system so that all students benefit from whatever assessments we require, that we don't limit their education to teaching to the tests, and that the overall data can be used to highlight our high performing districts and campuses and best practices can be developed that all can use. Texas has been a leader in education and we must be willing to take the steps necessary to reform our system and make sure that Texas continues to lead into the future. Our students deserve it and our future depends upon it.

Theresa Treviño *(Appointed by Governor Greg Abbott on November 10, 2015)*
Dr. Treviño, 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. Treviño 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. Treviño graduated with a bachelor's degree from St. Mary's University and earned her doctor of medicine degree from Baylor College of Medicine.

Dr. Treviño's statement of philosophy for student assessment and accountability:

Texas needs meaningful assessments to provide timely and relevant information to educators, parents, and students. The current "one size fits all" model of assessment—which is focused on accountability only—shames those who fail instead of identifying their needs and providing them with effective support.

Texas needs a new generation of assessments:

- Remove high stakes: tying high stakes to tests corrupts the results, leads to teaching to the test, and narrows the curriculum
- Include instructional sensitivity measures: current assessments have no instructional sensitivity measure. Students should be tested on what they learn in the classroom, not what they bring to the classroom
- Better assessments, not trickier: assessments can be challenging without being unintelligible to those taking the tests; they must be age-appropriate, using appropriate Lexile measures
- Transparency of information: student performance on assessments must inform educators, students, or parents to allow effective support
- Choice of measures: a suite of assessments (e.g. portfolios and adaptive NRTs) will provide a clearer, more holistic view of student accomplishment. Allow districts to choose appropriate measures without high stakes.: this provides local control and engages the community

Applying these principles, accountability will follow. Leaders partner with their communities to support student learning. Teachers refocus on classroom instruction. Students receive clear information on their progress towards their post-secondary goals.

Quinton Vance *(Appointed by Governor Greg Abbott on November 10, 2015)*
Mr. 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.

John Zerwas *(Chairman, House Committee on Higher Education)*

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 that 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. Representative Zerwas 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.

Appendix D: Commission Purpose, Charge, and Report

The purpose, charge, and report are taken directly from the language of House Bill 2804.

Commission Purpose

TEC, §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.

Commission Charge

TEC, §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.

Commission Report

TEC, §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.

Appendix E: Additional Information

This appendix contains links to meeting minutes, agenda, presentations, and other materials related to the work of the Texas Commission on Next Generation Assessments and Accountability.

Commission Web Page

- Commission Page
- Commission Support Page

First Meeting—January 20, 2016

- Agenda
- Minutes
- Andrew Ho presentation
- Gloria Zyskowski presentation
- Shannon Housson presentation
- Archive Webcast

Second Meeting—February 23, 2016

- Detailed Agenda
- Minutes
- Mike Morath presentation
- College Board presentation
- ACT presentation
- Texas High Performance Schools Consortium presentation
- Archive Webcast

Third Meeting—March 23, 2016

- Agenda
- Minutes
- Work session notes
- ESSA presentation
- Archive Webcast

Fourth Meeting—April 20, 2016

- Detailed Agenda
- Minutes
- James Pellegrino presentation
- Mariann Lemke presentation
- Christy Hovanetz A-F presentation
- Lori Taylor FAST presentation
- Paul Haeberlen presentation
- Archive Webcast

Fifth Meeting—May 25, 2016

- Agenda
- Minutes
- Plan for Developing Recommendations and Final Report
- Work session notes
- Archive Webcast

Sixth Meeting—June 13, 2016

- Agenda
- Minutes
- Work Session Notes
- Archive Webcast

Seventh Meeting—July 27, 2016

- Agenda
- Minutes
- Archive Webcast