Regional Information and Feedback Sessions

FEEDBACK AND INFORMATION ON: ACCOUNTABILITY, SPECIAL POPULATIONS, READING CAMPAIGN AND COLLEGE/CAREER READINESS INITIATIVES

SPRING, 2017

TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.

Strategic priorities:
- Recruit, support, and retain teachers and principals
- Build a foundation of reading and math
- Connect high school to career and college
- Improve low-performing schools

Enablers:
- Increase transparency, fairness and rigor in district and campus academic and financial performance
- Ensure compliance, effectively implement legislation and inform policymakers
- Strengthen organizational foundations (resource Efficiency, culture, capabilities, partnerships)
SPECIAL POPULATIONS

Objectives

• Provide an overview of agency changes, additional supports, and potential projects

• Form an awareness of significantly increased scope of requirements and intensified consequences for districts under the final USDE regulations compared to current PBMAS.

Identified Areas for Improvement

(1) Amount of availability for supports/expertise for districts

(2) Families believe that there is not clarity in the process and have asked for user-friendly’ processes

(3) Professional development for educators is limited, and can be expensive

(4) Structural data elements are challenging

ACTION: Please move into small groups and discuss additional areas where improvement would be most helpful.
New Organization Structure and Supports

Additional Supports and Early Ideas

- Design Thinking (and work group)
- Additional coordination and supports between TEA and ESCs
- Online resources for families
- Opportunities for statewide professional development (with stipends) and micro-credentials for special education teachers (and potentially administrators), specifically on identification, recommended strategies, disproportionality, etc.
- Opportunity for resources such as SPEDEX
- Working with TCASE to form a Special Education Cabinet
## Significant Disproportionality Changes

<table>
<thead>
<tr>
<th>PBMAS Before Final Regulations</th>
<th>USDE Final Regulations</th>
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<tbody>
<tr>
<td>10 Indicators evaluating Placement, Discipline, and Representation</td>
<td>98 indicators evaluating Placement, Discipline, and Representation</td>
</tr>
<tr>
<td>Range of Performance Levels</td>
<td>Pass/Fail Thresholds</td>
</tr>
<tr>
<td>If PL3, then Continuous Improvement Planning</td>
<td>Financial penalty if any one of the 98 indicators' threshold missed</td>
</tr>
<tr>
<td></td>
<td>• must review and if appropriate, revise policies, procedures and practice</td>
</tr>
<tr>
<td></td>
<td>• must publicly report on the revision of policies, procedures, and practices</td>
</tr>
<tr>
<td>All Students Comparison</td>
<td>Other Students Comparison</td>
</tr>
<tr>
<td>Required Improvement if Improvement from Prior Year to Current Year Sufficient in Relation to a Subsequent Year</td>
<td>Reasonable Progress Only if Improvement in EACH of Two Consecutive Prior Years in Relation to Current Year</td>
</tr>
</tbody>
</table>

## Significant Disproportionality: Continued

ACTION WILL OCCUR, PER THE FEDERAL REGULATIONS EITHER WHEN:

- a district that has SD for any of the 98 indicators in 2018 is subject to federal sanctions OR
- a district that has SD for the same indicator in both 2017 and 2018 and does not meet Reasonable Progress is subject to federal sanctions
Feedback and Needs Assessment

**ACTION:** Please move into small groups and discuss the needs and some ideas of how the state could be helpful.

<table>
<thead>
<tr>
<th>IDENTIFIED AREA OF NEED</th>
<th>PROPOSED IDEAS OR SOLUTION</th>
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<tbody>
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Special Populations Questions??
ACCOUNTABILITY and ASSESSMENT

ASSESSMENT UPDATE

Major shifts have been made to assessment for this year and hopefully you are seeing some productive changes in the STAAR. We are also working on some projects based on your feedback.

- Teacher Institute
- Annual Release
- Interim and Formatives
- CSR Design and Website
- STAAR Guides
A-F Accountability: Legislative Context

House Bill 2084 – 84th Texas Legislature

"The commissioner shall adopt rules to evaluate school district and campus performance and assign each district and campus an overall performance rating of A, B, C, D, or F. In addition to the overall performance rating, the commissioner shall assign each district and campus a separate domain performance rating of A, B, C, D, or F for each domain under Sections 39.053(c)(1)-(4)."

Assessment: Performance Level Definitions Proposal

<table>
<thead>
<tr>
<th>Current PLD</th>
<th>Current Public Label</th>
<th>New PLD/Public Label</th>
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<tbody>
<tr>
<td>Level 1</td>
<td>Unsatisfactory</td>
<td>Does Not Meet</td>
</tr>
<tr>
<td>Phase-In Level 2</td>
<td>Satisfactory</td>
<td>Approaching</td>
</tr>
<tr>
<td>Final Level 2</td>
<td>Postsecondary Ready*</td>
<td>Meets</td>
</tr>
<tr>
<td>Level 3</td>
<td>Advanced</td>
<td>Masters</td>
</tr>
</tbody>
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* This label has not been featured on Confidential Student Reports for parents, but is highlighted on various reports, including TAPR.
**Current Model (pending legislation): Overall Grade Calculation**

- **Domain I**: 55% of Overall Rating
- **Domain II**: 35% of Overall Grade

**Best of Domain I or Domain II**
- Grade Point Average (GPA)

- **Domain III**: 35% of Overall Grade
- **Domain IV**: 20% of Overall Grade
- **Domain V**: 10% of Overall Grade

**Overall Grade**

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**Proposed Legislation**

- **ACHIEVEMENT**
- **GROWTH OR PROGRESS**
- **CULTURE AND CLIMATE**
Opportunities and Ideas

- TASK FORCE PARTICIPATION
- EXPANDED DISTINCTIONS
- VISUAL REPORTS
- TOOLS

Opportunities and Ideas – Visual Reports
Distinctions

Rewards and Recognition

Discover Open Badges

Brainstorm!

ACTION: Please move into mixed groups and discuss potential distinctions that you would like to see on the new accountability system and/or design elements.
READING CAMPAIGN

- Reading Academies
- Reading Excellence Teams
- Micro-credentials
- Texting Campaign
- Marketing Campaign

COLLEGE AND CAREER READINESS
**High School Programs**

- Launch the Industry Cluster Innovation and P-Tech Academies that feature strong industry-K-12 partnerships and opportunities for work-based learning opportunities for enrolled students. Create an accreditation process for academies that can be expanded to all Early College High Schools (ECHS).

- Develop an accreditation process for ECHSs that includes an outcomes-based blueprint and certification of rigor for dual-credit coursework.

- Fund teacher externship opportunities through business and industry partners.
Pathways Initiative

EXPANDED ACCESS TO PROGRAMS

- Launch a program to micro-credential and fund the work of college and career counselors (as opposed to traditional guidance counselors).
- Expand access of Advanced Placement and International Baccalaureate courses to rural and under-served districts and schools.

GUIDANCE & RESOURCES

- Develop graduation templates (spanning grades 9 – 14) for “certified” pathways that lead to in-demand college and career opportunities.
- Develop a technical application for parents, students, and counselors to help them identify and select certified pathways.

Career & Technical Education

- Conduct a statewide evaluation of Career and Technical Education (CTE) programs to evaluate gaps in alignment between program offerings and industry needs.
- Develop a work-based learning framework for Texas that provides guidance, resources, and recommendations for K-12 and industry partnerships.
- Update and add to existing CTE resources so that program administrators, counselors, and teachers have access to high-quality resources aligned to in-demand, industry-valued CTE areas.
3) What information on visual reports or tools would be the most helpful for you in your role?

(2) Do you have ideas for distinctions that you would like to provide for consideration? Please list them below. You may also send ideas to Penny.Schwing@tea.texas.gov.

You can reach me at the following email address (only if you want to be contacted):

(1) Please check any/all that follow:

FEEDBACK AND IDEAS - SPECIAL POPULATIONS

#2
(3) What information on visual reports or tools would be the most helpful for you in your role?

(2) Do you have ideas for distinctions that you would like to provide for consideration? Please list them below. You may also send ideas to Penny.Schwein@tea.texas.gov

You can reach me at the following email address (only if you want to be contacted):

I would be interested in providing written feedback and/or completing a survey about potential options I would be interested in participating in in-person meetings to discuss potential culture/climate metrics

(1) Please check any/all that follow:

FEEDBACK AND IDEAS - ACCOUNTABILITY
Do you have ideas for distinctions that you would like to provide for consideration? Please list them below.
3) What information on visual reports or tools would be the most helpful for you in your role?

(2) Do you have ideas for distinctions that you would like to provide for consideration? Please list them below. You may also send ideas to Penny.Schwinn@tea.texas.gov.

You can reach me at the following email address (only if you want to be contacted):

I would be interested in providing ideas or needs

I would be interested in my region building a center for the reading campaign and/or a pilot site

(1) Please check any/all that follow:

FEEDBACK AND IDEAS - READING CAMPAIGN

TEA Texas Education Agency