2018 Accountability   Policy Advisory Committee
Summary of M eeting on December 4, 2017

- ƒ The state of Texas should negotiate from a position of strength to acquire Texas student SAT/ACT results at minimal cost.
- ƒ The decision to exclude AP foreign languages from CCMR calculations should be based on supporting research.
- ƒ Level of student interest is important and should play some role in selecting industry certifications.
- ƒ While not every CTE sequence leads to a certification, we should give CCMR credit for CTE coherent sequence.
- ƒ Graduation is an important goal of education and therefore graduation rates should take a prominent place in the accountability system

- x TEA presented the 2018 accountability Student Achievement domain modeling data.
    - Š Questions
        - ƒ What is the rationale for awarding half credit for CTE? Many of the cur-1(o)3(s)6(<1n0W(2-22.48 -1.1fo)2(r633.1(s)]TJ*e)-1( )]TJ -32.68)1(t)4(h0 Tc

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- ƒ Perhaps local accountability system could award badges.
- ƒ Badges could be awarded for limiting class sizes, highly experienced teachers, funding levels, etc.

- x TEA opened a discussion about calculating overall ratings.
  - Š Questions
    - ƒ Has there been discussion about grades with pluses or minuses? [The current plan is to only provide domain and letter grades of A, B, C, D, or F with no differentiation such as an A+ or B. Keep in mind that all grades will have a numeric equivalent.]
  - Š Concerns
    - ƒ With the 70/30 breakdown between the best of Student Achievement or School Progress plus Closing the Gaps, the relative performance regression chart could become a target of tampering by manipulating economically disadvantaged numbers. We should keep this in mind.