

2020 Accountability Policy Advisory Committee
Summary of Meeting on January 21, 2020

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The committee discussed a Spanish to English proxy for students transitioning from the Spanish STAAR to the English STAAR.

Questions

Since this is a significant change, could it be implemented with the accountability reset? **We can explore this suggestion.**

Could the agency limit the proxy to grades 6–8 when students are not offered any assessments in Spanish? **We can explore this suggestion.**

Could TEA report this data to stakeholders on the Texas Academic Performance Reports (TAPR) but not include it in accountability? **We can explore this suggestion.**

Could TEA include this in the Results Driven Accountability (RDA) system? **We can explore this suggestion.**

Comments

If used, the Spanish to English transition proxy implementation should align with the accountability system reset.

The committee discussed establishing unique long-term four and six-year graduation rate targets using baseline data for the accountability reset.

Questions

Would this change include all student groups? **No. We would explore**

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Instead of this change, could TEA add extra and co-curricular components to district rating methodology? **We can explore this suggestion.**

Could we post two ratings for parents to see, one with CCMR and one without? **We can explore this suggestion.**

Concerns

This shift could cause confusion.

