



The Texas A-F Accountability System

Fix it, Forget it, Postpone it?

Curtis Culwell and Dee Carney
Moak, Casey and Associates
Region 11 ESC – February 2017

Learning Intentions



To increase understanding of the Texas A-F Accountability System (HB 2804) scheduled to go into effect in Spring 2018.

Agenda – 9:00 – 12:00



- Overview
- How did we get here?
- What do we know now?
- What are the complexities and realities?
- What are the options?

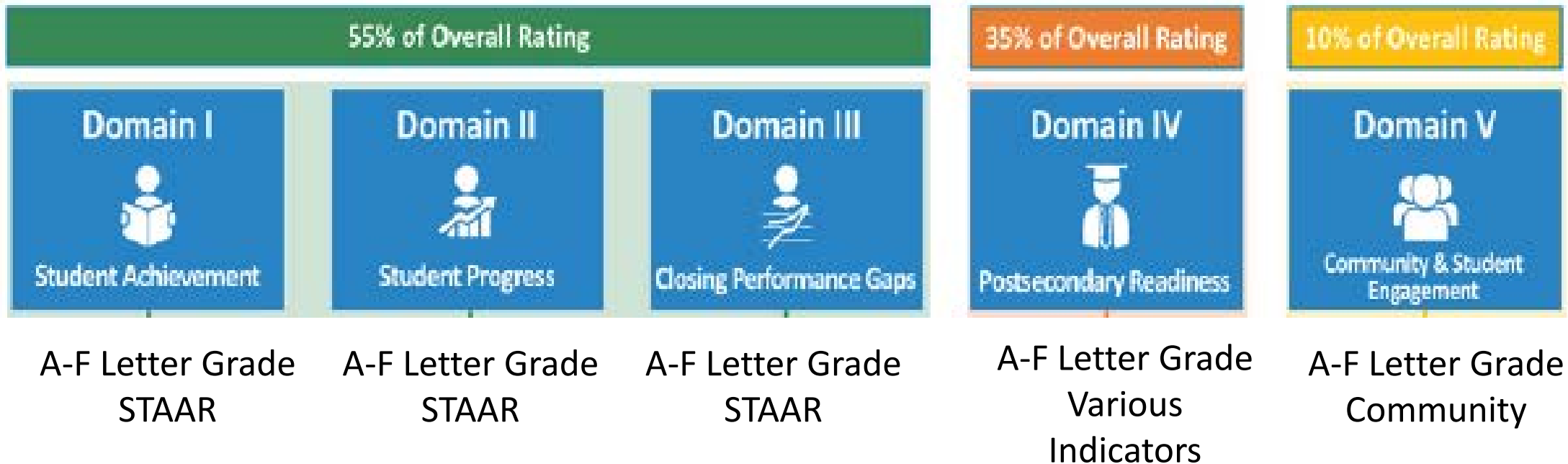


HB 2804 History

Holistic rating structure

Weights to reduce over reliance on STAAR

Why were A-F letter grades amended into the bill?



**Schools should be graded
just like students**

<http://www.dallasnews.com/opinion/commentary/2016/09/13/texas-schools-graded-just-like-students>

**It's our responsibility at the state level to protect our
children, and any system that masks the effectiveness
or ineffectiveness of a school is a dereliction of duty.**

<https://www.texasaspire.org/media/blog/time-correct-record-texas-f-system/>

**Transparent and easily
understood by parents**

<https://communityimpact.com/houston/pearland-friendswood/education/2017/02/03/state-sen-larry-taylor-qa/>

WHO WANTS TO KEEP A-F LETTER GRADES and WHY?

**An A-F rating does not reduce students
to a grade or label – it illuminates the
quality of the school they attend and
encourages improvement**

<http://www.truthona-f.com/a-f-works.html>

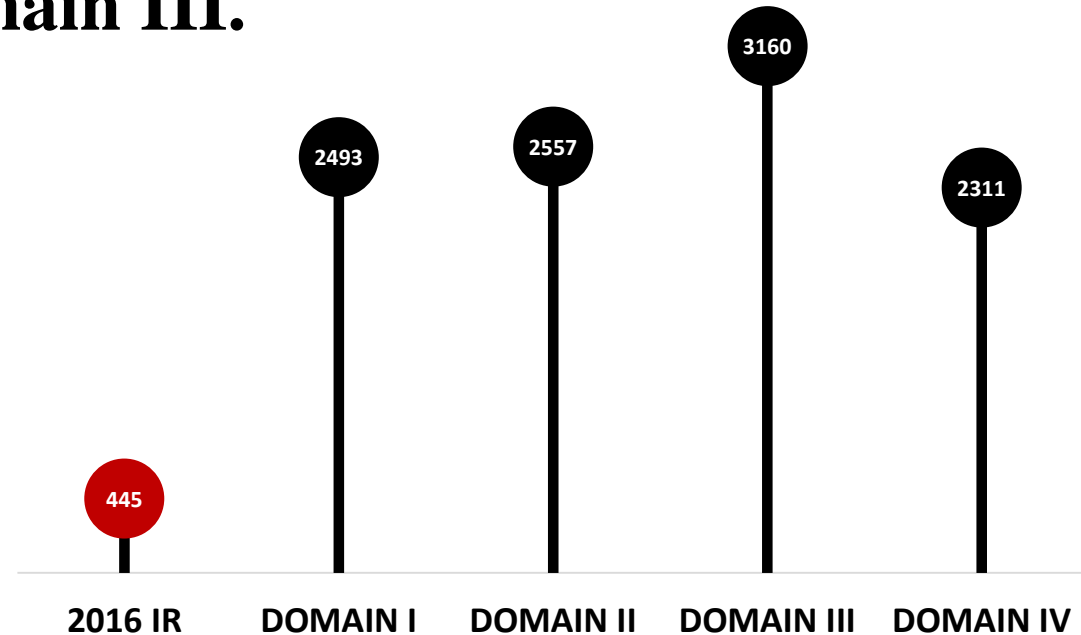
**Number of low school grades is
argument for school choice, Dan
Patrick tells TPPF forum.**

From: Twitter, @ChuckLindell, 11:17 AM - 11 Jan 2017 from Austin,
TX; <https://twitter.com/chucklindell/status/819262076866662400>

**As of today...
531 Districts
Have Passed
Resolutions
Opposing A-F
Ratings**

**There are currently 445 campuses rated
Improvement Required.**

**When Ds and Fs are combined, the
number of unacceptable campuses range
from 2,311 in Domain IV to 3,160 in
Domain III.**



Source: TEA 2015-16 A-F Ratings: A Report to the 85th Texas Legislature, Appendix E-7

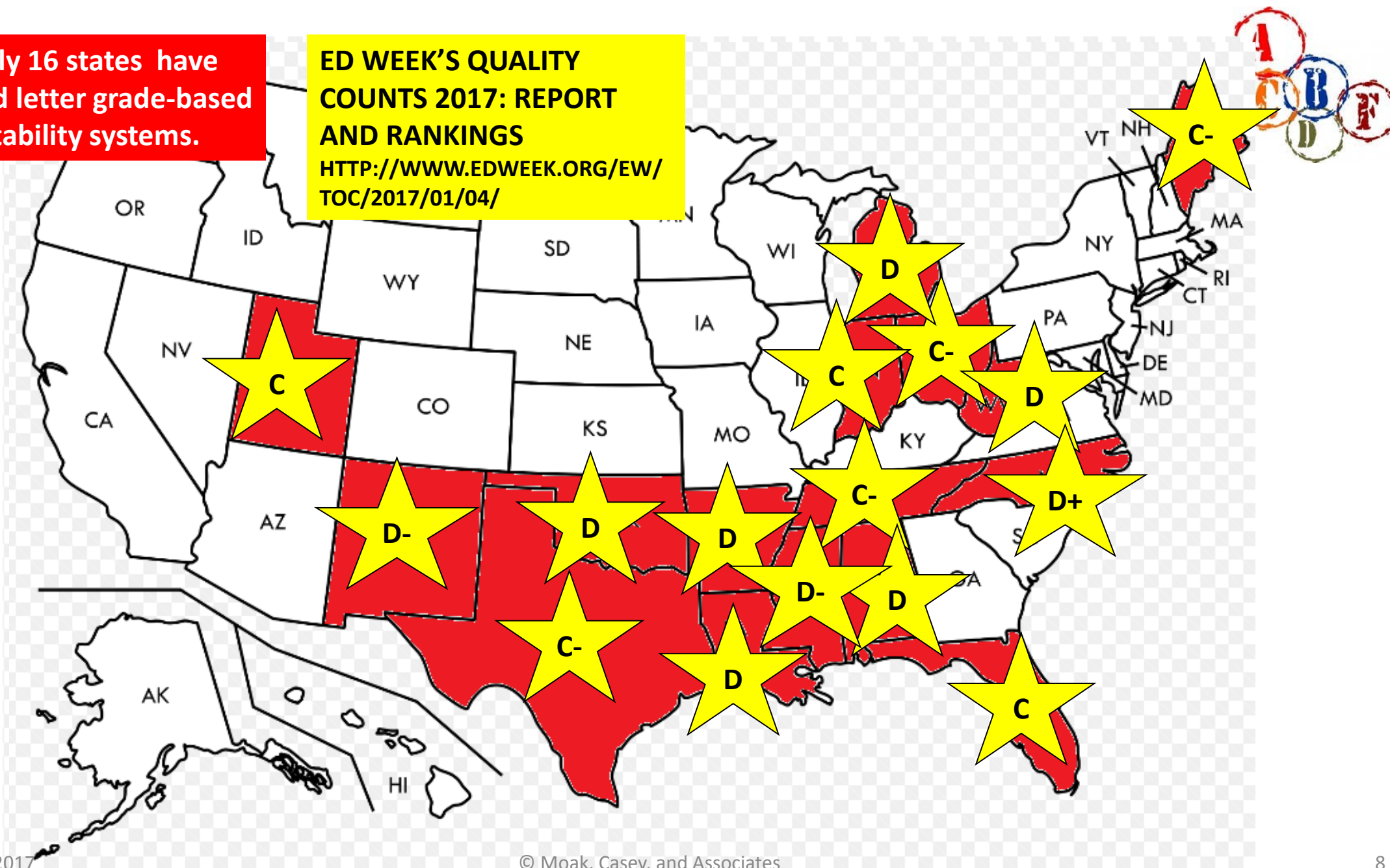
How did we get here?



Currently 16 states have adopted letter grade-based accountability systems.

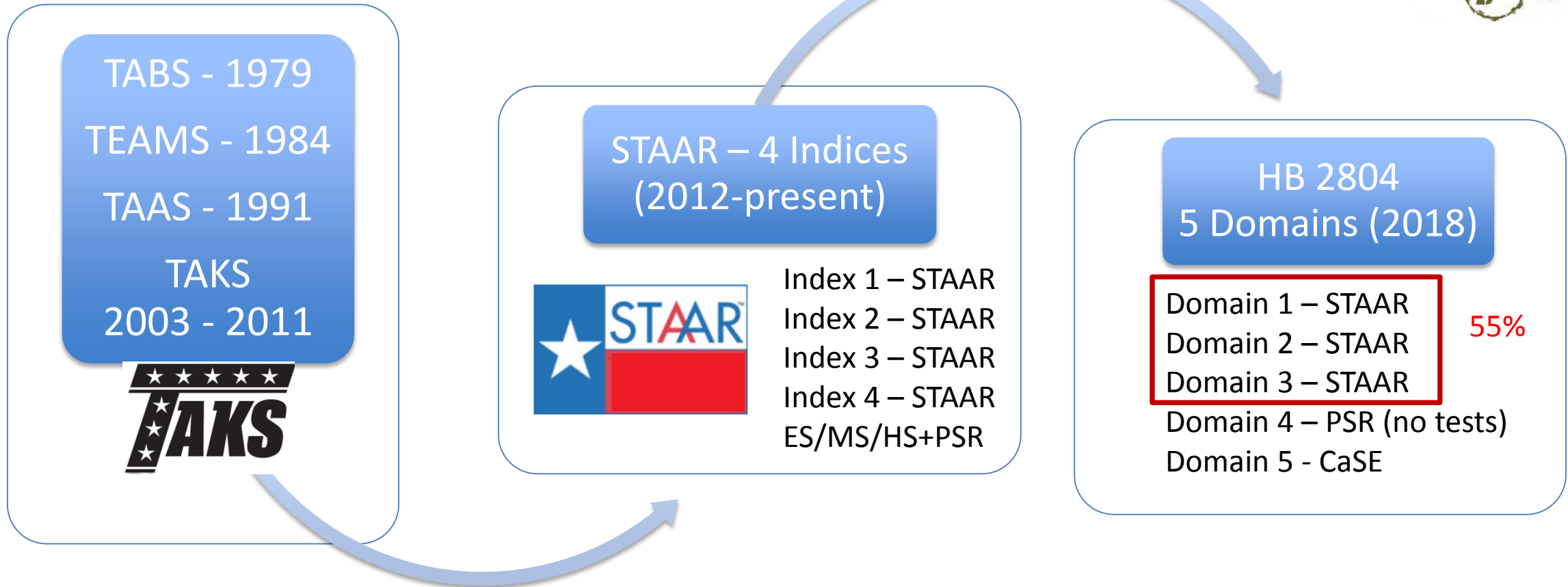
ED WEEK'S QUALITY COUNTS 2017: REPORT AND RANKINGS

[HTTP://WWW.EDWEEK.ORG/EW/TOC/2017/01/04/](http://www.edweek.org/ew/TOC/2017/01/04/)



On the Maturation of Accountability...

The Transition from Cells to Indices to Domains

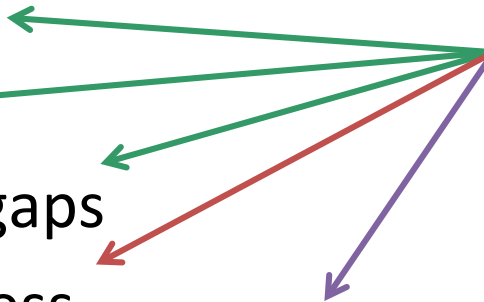


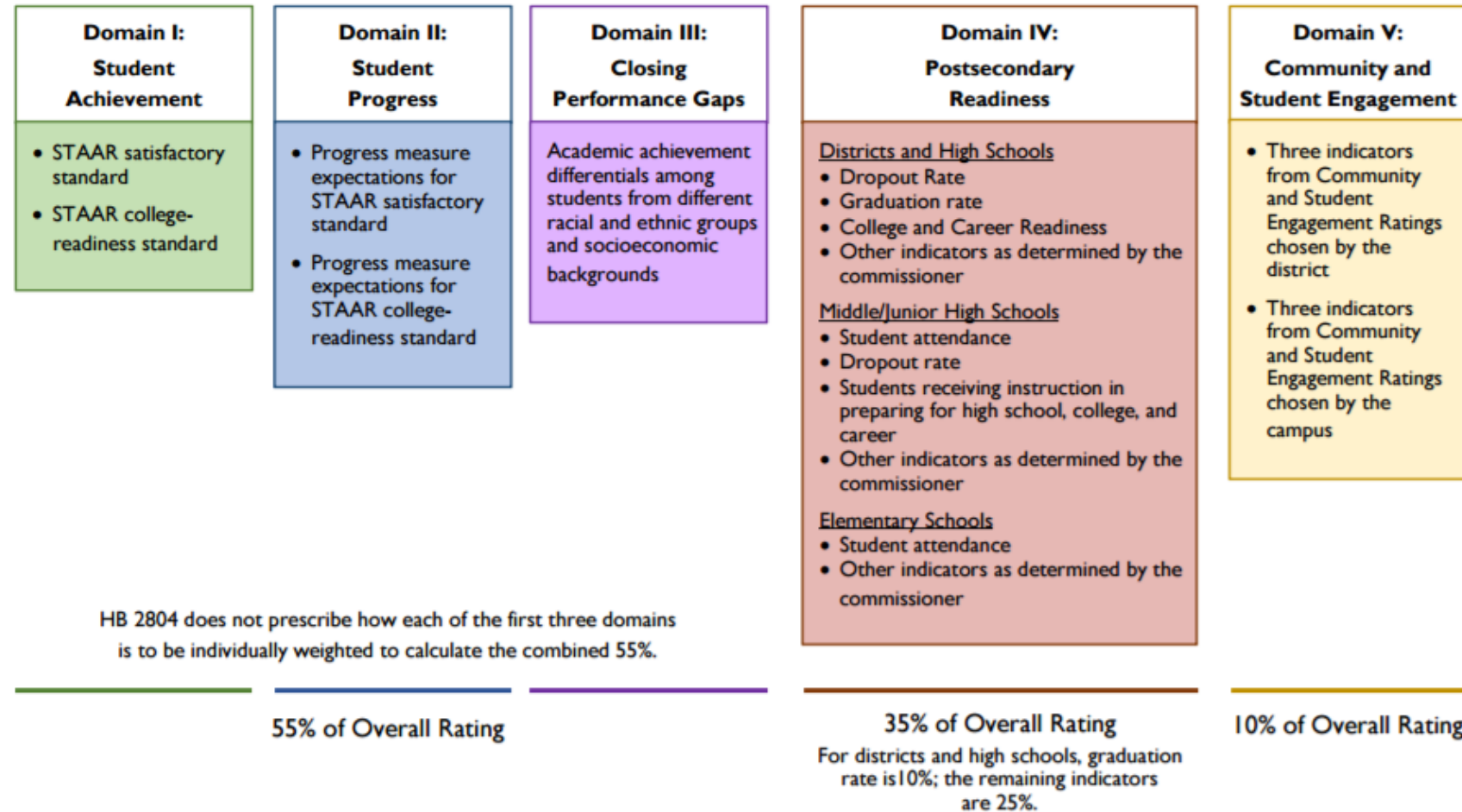
2018 Accountability System Requirements



- Current law requires TEA to assign letter grades as ratings in 2018
- Five domains:
 - Student achievement
 - Student progress
 - Closing performance gaps
 - Postsecondary readiness
 - Locally evaluated community and student engagement
- Law requires Ds and Fs to reflect “unacceptable performance”
- Law also required TEA to generate “mock” ratings by January 2017

The state must assign letter grades to each of the first four domains and include locally generated letter grades in the determination of an overall letter grade rating.





Districts and campuses are assigned a rating of A, B, C, D, or F for each of the first four domains. Districts and campuses self-assign a rating of A, B, C, D, or F for Domain V. Each district's and campus's overall rating is based on the weighted performance across all five domains.

House Bill 2804, 84th Texas Legislature

Domains of Indicators

DRAFT_October 2015



Domain I: Student Achievement	Domain II: Student Progress	Domain III: Closing Performance Gaps	Domain IV: Postsecondary Readiness	Domain V: Community and Student Engagement
<p>STAAR</p> <ul style="list-style-type: none"> Phase-in Level II—Percentage of students who met performance standard aggregated across grades levels by subject area College Readiness—Percentage of students who met college readiness performance standard aggregated across grades levels by subject area STAAR Alternate 2—Percentage of students who met performance standard aggregated across grades levels by subject area Percentage of students who met or exceeded ELL progress measure expectations (STAAR or STAAR L) - TBD EOC Substitute Assessment - TBD 	<p>STAAR</p> <ul style="list-style-type: none"> Phase-in Level II—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area College Readiness—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area STAAR Alternate 2—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area Percentage of students who met or exceeded ELL progress measure expectations (STAAR or STAAR L) - TBD 	<p>Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds</p>	<p><u>Districts and High Schools</u></p> <ul style="list-style-type: none"> Dropout Rate Graduation rate Percentage of students who do at least one of the following: <ul style="list-style-type: none"> Complete requirements for FHSP distinguished level of achievement Complete the requirements for an endorsement Complete a coherent sequence of CTE courses Satisfy the TSI benchmark Earn at least 12 hours of postsecondary credit Complete an AP course Enlist in the armed forces Earn an industry certification Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner <p><u>Middle/Junior High Schools</u></p> <ul style="list-style-type: none"> Student attendance Dropout rate Percentage of 7th and 8th grade students who receive instruction in preparing for high school, college, and career Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner <p><u>Elementary Schools</u></p> <ul style="list-style-type: none"> Student attendance Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner 	<p>Three indicators from the following list, as chosen by each district and campus:</p> <ul style="list-style-type: none"> fine arts wellness and physical education community and parental involvement, such as <ul style="list-style-type: none"> opportunities for parents to assist students in preparing for assessments under Section 39.023; tutoring programs that support students taking assessments under Section 39.023, and opportunities for students to participate in community service projects the 21st Century Workforce Development program the second language acquisition program the digital learning environment dropout prevention strategies educational programs for gifted and talented students
<p>HB 2804 does not prescribe how each of the first three domains is to be individually weighted to calculate the combined 55%.</p>			<p>35% of Overall Rating</p> <p>For districts and high schools, graduation rate is 10%; the remaining indicators are 25%.</p>	<p>10% of Overall Rating</p>

HB 2804 Accountability Model: 3- 2- 1



Complete this exercise in the next 3 minutes:

- List 2 components that you believe are good for school districts and schools
- List 1 concern

Discuss your list with one person. Switch.

What do we know now?



What We Know Now: A-F Ratings



2015–16 A–F Ratings

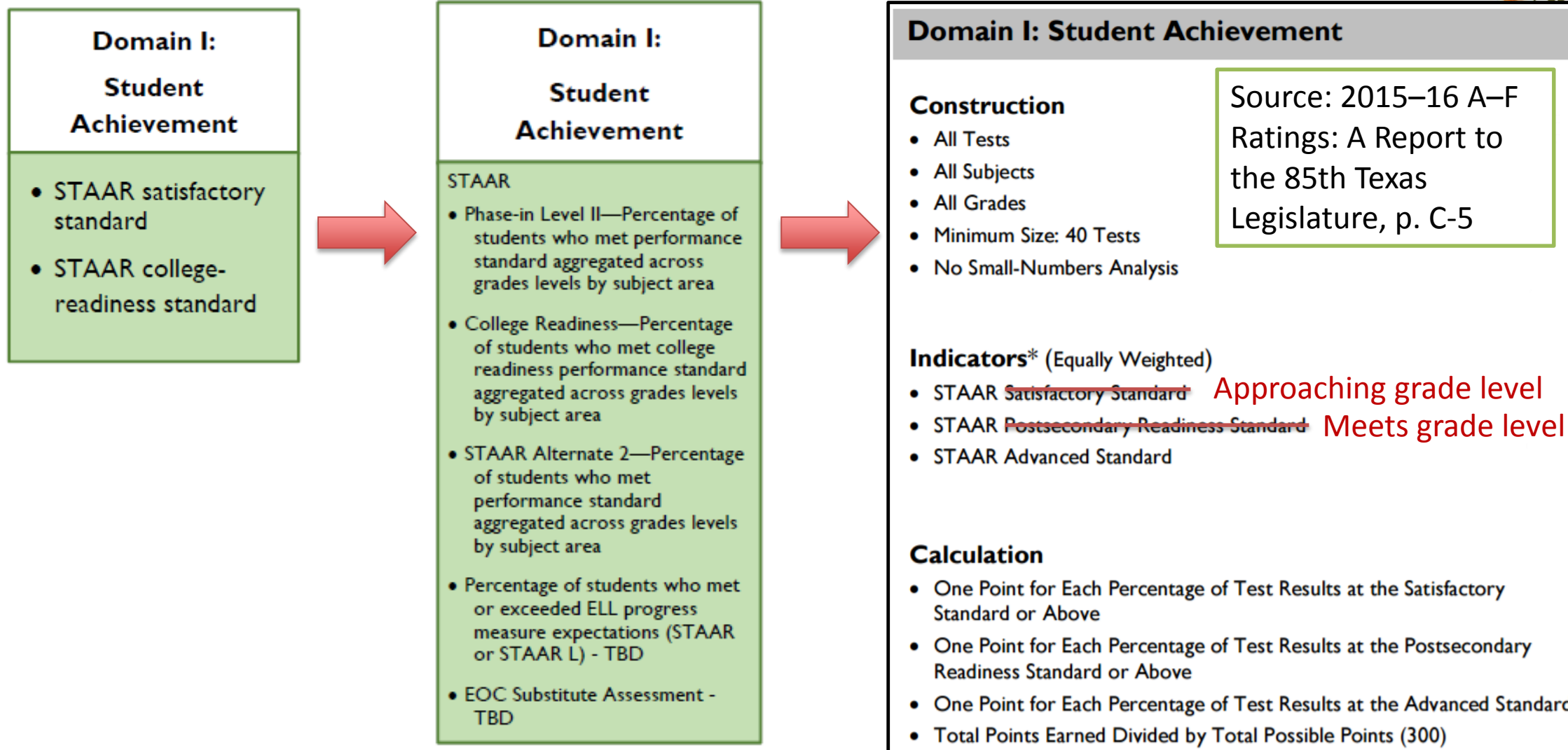
A report to the 85th Texas Legislature from
the Texas Education Agency

December 30, 2016

Submitted to
the Senate Committee on Education,
the Senate Committee on Higher Education,
the House Committee on Public Education,
and the House Committee on Higher Education

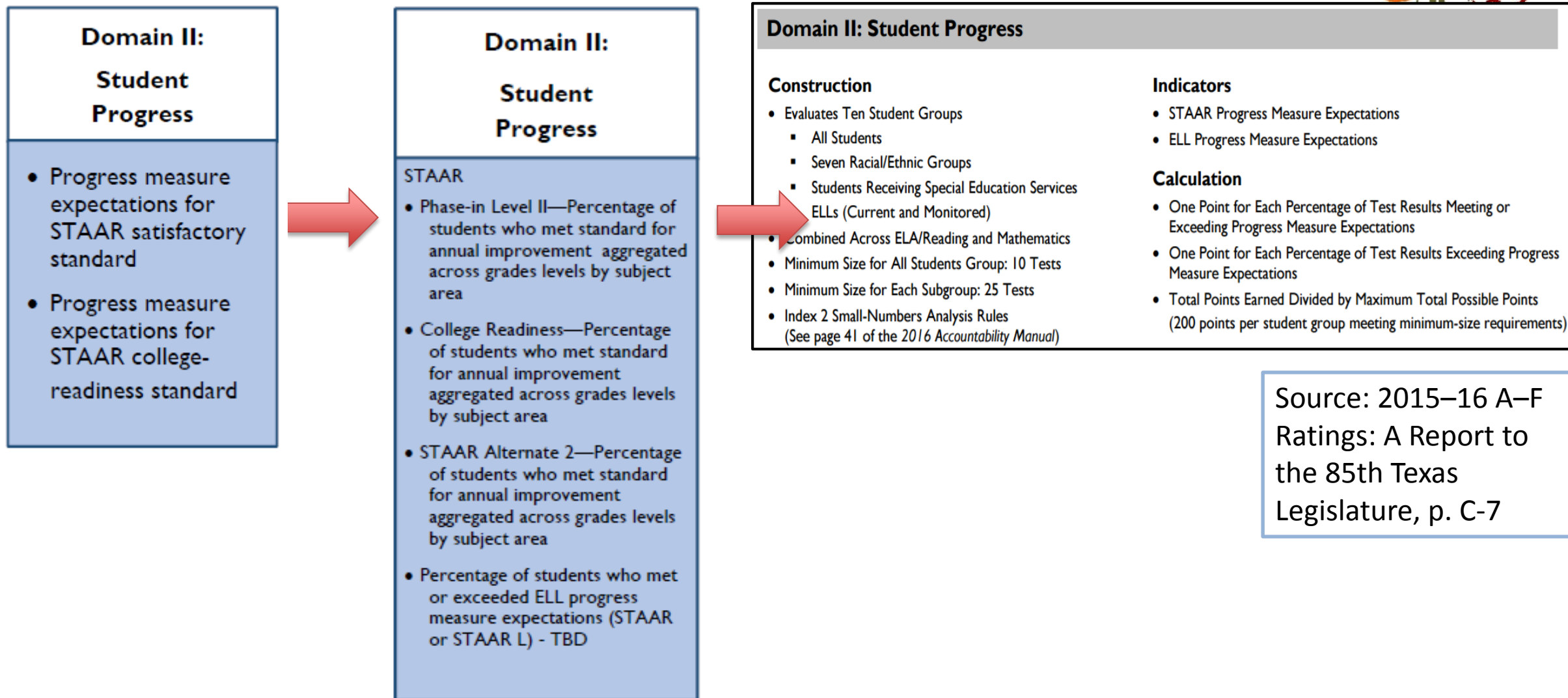
What We Know Now: A-F Ratings

LEGISLATION → IMPLEMENTATION



What We Know Now: A-F Ratings

LEGISLATION → IMPLEMENTATION



Source: 2015–16 A–F Ratings: A Report to the 85th Texas Legislature, p. C-7

What We Know Now: A-F Ratings

LEGISLATION → IMPLEMENTATION



Domain III:

Closing Performance Gaps

Academic achievement
differentials among
students from different
racial and ethnic groups
and socioeconomic
backgrounds



Domain III: Closing Performance Gaps

Construction

- All Tests
- All Subjects
- All Grades
- Economically Disadvantaged Students Only
- Minimum Size: 40 Tests
- No Small-Numbers Analysis

Indicators*

- STAAR Satisfactory Standard
- STAAR Postsecondary Readiness Standard
- STAAR Advanced Standard

Calculation

- Calculate the Domain I score using assessment results from only the economically disadvantaged student group.
 - One Point for Each Percentage of Test Results at the Satisfactory Standard or Above
 - One Point for Each Percentage of Test Results at the Postsecondary Readiness Standard or Above
 - One Point for Each Percentage of Test Results at the Advanced Standard
 - Total Points Earned Divided by Total Possible Points (300)
- Calculate the predicted Domain I score (based on district or campus type and the percentage of economically disadvantaged) using the provided formulas for the appropriate district or campus type.
- The difference between the actual Domain I score and the predicted Domain I score is the Domain III score.

*Please see page C-6 for additional information on inclusion of assessment results

2015–16 A–F Ratings: A Report to the 85th Texas Legislature

Formulas

- Based on slope-intercept form: $y = mx + b$
- Set using statewide data from the 2015–16 school year
- Targets for 2017–18 will be held constant based on the formulas derived from the 2016–17 assessment data
- Two Variables
 - y is the predicted Domain I score.
 - x is the percentage of students who are economically disadvantaged.
- Formulas by District and Campus Type

Elementary Campus	$y = -.10992x + 47.31887$
Middle School Campus	$y = -.18288x + 47.49244$
High School/K–12 Campus	$y = -.1281x + 46.78849$
AEA Campus	$y = -.09541x + 29.52348$
Non-AEA District	$y = -.15666x + 45.89303$
AEA District	$y = -.14709x + 34.41915$

Grade

- Calculating the Domain III score requires two data points:
 - The percentage of students who are economically disadvantaged in a campus or district
 - The specific type of campus or district
- Calculate the predicted Domain I score using percentage of economically disadvantaged and the appropriate formula.
- Calculate the actual Domain I score based on the results of students in the economically disadvantaged subgroup.
- Subtract the predicted Domain I score from the actual Domain I score to get the Domain III score.

Source: 2015–16 A–F
Ratings: A Report to
the 85th Texas
Legislature, p. C-9



What We Know Now: A-F Ratings

LEGISLATION → IMPLEMENTATION



**Domain IV:
Postsecondary
Readiness**

Districts and High Schools

- Dropout Rate
- Graduation rate
- College and Career Readiness
- Other indicators as determined by the commissioner

Middle/Junior High Schools

- Student attendance
- Dropout rate
- Students receiving instruction in preparing for high school, college, and career
- Other indicators as determined by the commissioner

Elementary Schools

- Student attendance
- Other indicators as determined by the commissioner



**Domain IV:
Postsecondary
Readiness**

Districts and High Schools

- Dropout Rate
- Graduation rate
- Percentage of students who do at least one of the following:
 - Complete requirements for FHSP distinguished level of achievement
 - Complete the requirements for an endorsement
 - Complete a coherent sequence of CTE courses
 - Satisfy the TSI benchmark
 - Earn at least 12 hours of postsecondary credit
 - Complete an AP course
 - Enlist in the armed forces
 - Earn an industry certification
- Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner

Middle/Junior High Schools

- Student attendance
- Dropout rate
- Percentage of 7th and 8th grade students who receive instruction in preparing for high school, college, and career
- Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner

Elementary Schools

- Student attendance
- Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner



Source: 2015–16 A–F
Ratings: A Report to
the 85th Texas
Legislature, p. C-11

What We Know Now: A-F Ratings

LEGISLATION → IMPLEMENTATION



Domain IV: Postsecondary Readiness

Construction

- Ten Student Groups*
 - All Students
 - Seven Racial/Ethnic Groups
 - Students Receiving Special Education Services
 - ELLs (Current and Monitored)

Indicators

Elementary Schools

- Chronic Absenteeism Rate**

Middle Schools

- Chronic Absenteeism Rate**
- Annual 7–8 Dropout Rate

High Schools (similar to that used for the current Index 4)

- Class of 2015 4-year Longitudinal Graduation Rate***
- Class of 2014 5-year Longitudinal Graduation Rate***
- Class of 2013 6-year Longitudinal Graduation Rate (for AEAs)***
- Annual 9–12 Dropout Rate (if longitudinal graduation rate is not available)
- Graduates Who Completed a Coherent Sequence of CTE Courses
- Graduates Who Completed 12 or More Hours of Postsecondary Credit
- Graduates Who Completed One or More AP/IB Courses
- Graduates Who Met the TSI Benchmark on TSIA, SAT, or ACT
- Graduates Who Graduated Under RHSP, DAP, FHSP-E, or FHSP-DLA Graduation Plans (AEA uses All Students group only.)

* Minimum size is 10 for All Students group, 25 for each subgroup.

Methodology

Chronic Absenteeism

- Using days in membership divided by days taught, determine which students are at or above 83% (non-mobile).
- Of those non-mobile students, determine the percentage who were absent at least 10% of the days they were eligible to attend.
- Subtract this percentage from 100 to determine the score for this indicator.
- Though it's called *chronic absenteeism*, the score is the percentage of students who are not chronically absent.

Calculation

Elementary Schools

Chronic Absenteeism Rate

Middle Schools

- Chronic Absenteeism Rate
- Annual 7–8 Dropout Rate

High Schools/Districts (similar to calculation of current Index 4)

- Graduation Rate
- 2014–15 Annual Graduates Who Accomplished at Least One of the Following
 - Completed a CTE-Coherent Sequence of Courses
 - Completed 12 or More Hours of Postsecondary Credit
 - Completed One or More AP/IB Courses
 - Met the TSI Benchmark on TSIA, SAT, or ACT
- Graduation Plan Rate

** Absenteeism is based on final attendance in PEIMS for the 2015–16 school year.

*** Only the graduation rate that delivers the most points to the Domain IV score is used in the calculation.

Source: 2015–16 A–F Ratings: A Report to the 85th Texas Legislature, p. C-11

What We Know Now: A-F Ratings

LEG IMPLEMENTATION



**Domain V:
Community and
Student Engagement**

- Three indicators from Community and Student Engagement Ratings chosen by the district
- Three indicators from Community and Student Engagement Ratings chosen by the campus



**Domain V:
Community and
Student Engagement**

Three indicators from the following list, as chosen by each district and campus:

- fine arts
- wellness and physical education
- community and parental involvement, such as
 - opportunities for parents to assist students in preparing for assessments under Section 39.023;
 - tutoring programs that support students taking assessments under Section 39.023, and
 - opportunities for students to participate in community service projects
- the 21st Century Workforce Development program
- the second language acquisition program
- the digital learning environment
- dropout prevention strategies
- educational programs for gifted and talented students



SUMMER 2017

**Districts and campuses
report to TEA three
CaSE Indicators for
Domain V**



ACCOUNTABILITY TECHNICAL ADVISORY COMMITTEE (ATAC)

A-F UPDATE January 2017, ESC Region XI Members

Sara Arispe, Fort Worth ISD, Executive Director, Accountability & Data Quality

Kevin Barlow, Arlington ISD, Executive Director, Research and Accountability

What are the complexities and realities?



Principles for Development of 2018 System

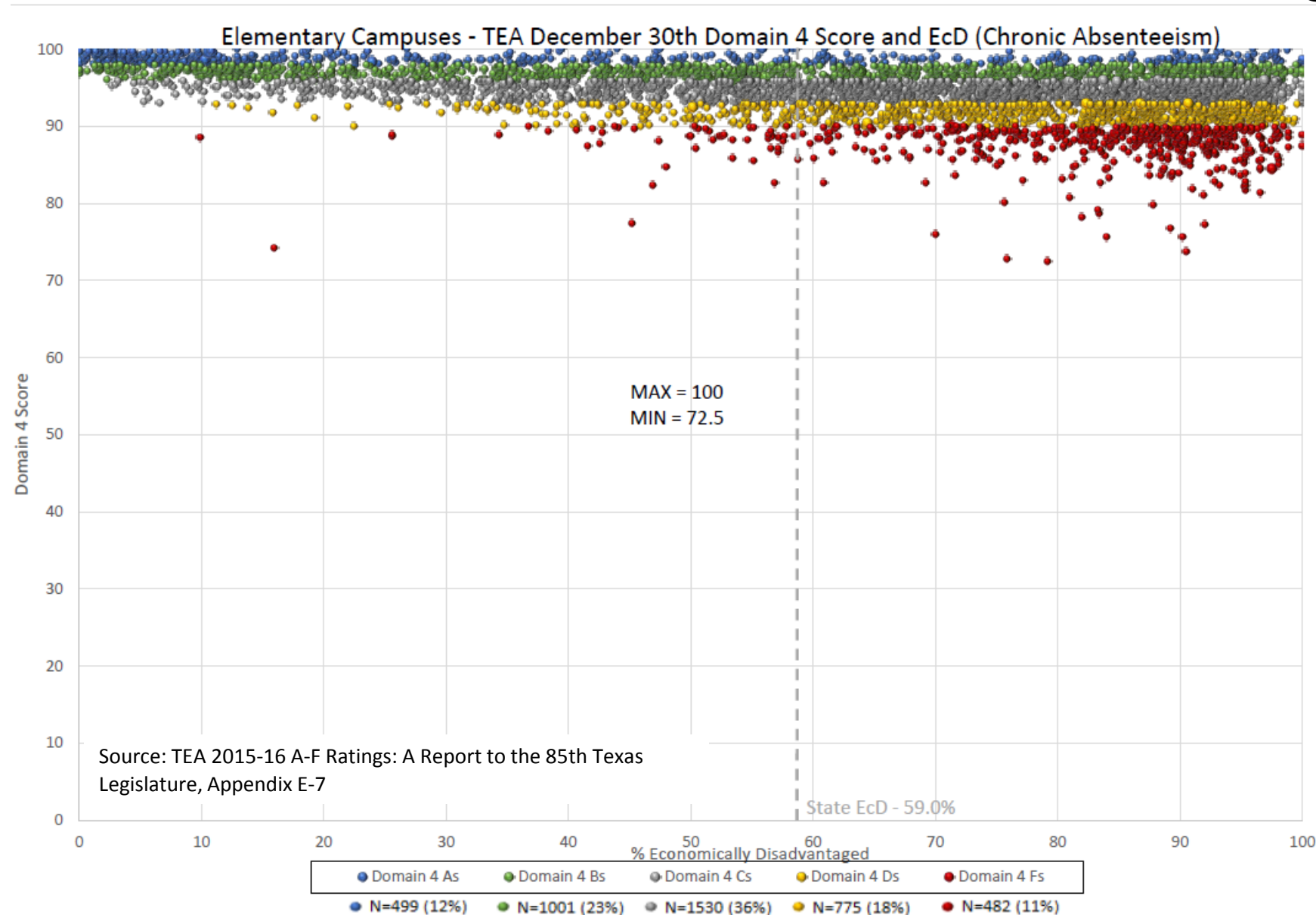


“The system should not be built on a forced distribution so that some set of percentages of campuses must get an A or an F. [...] it should be mathematically possible that all campuses achieve an A rating.”

*“... the ratings should be based on **stable criteria**, so you can make apples-to-apples performance comparisons from year to year.”*

Source: TEA 2015-16 A-F Ratings: A Report to the 85th Texas Legislature, A-F Overview, page 3.

What We Know Now: A-F Ratings

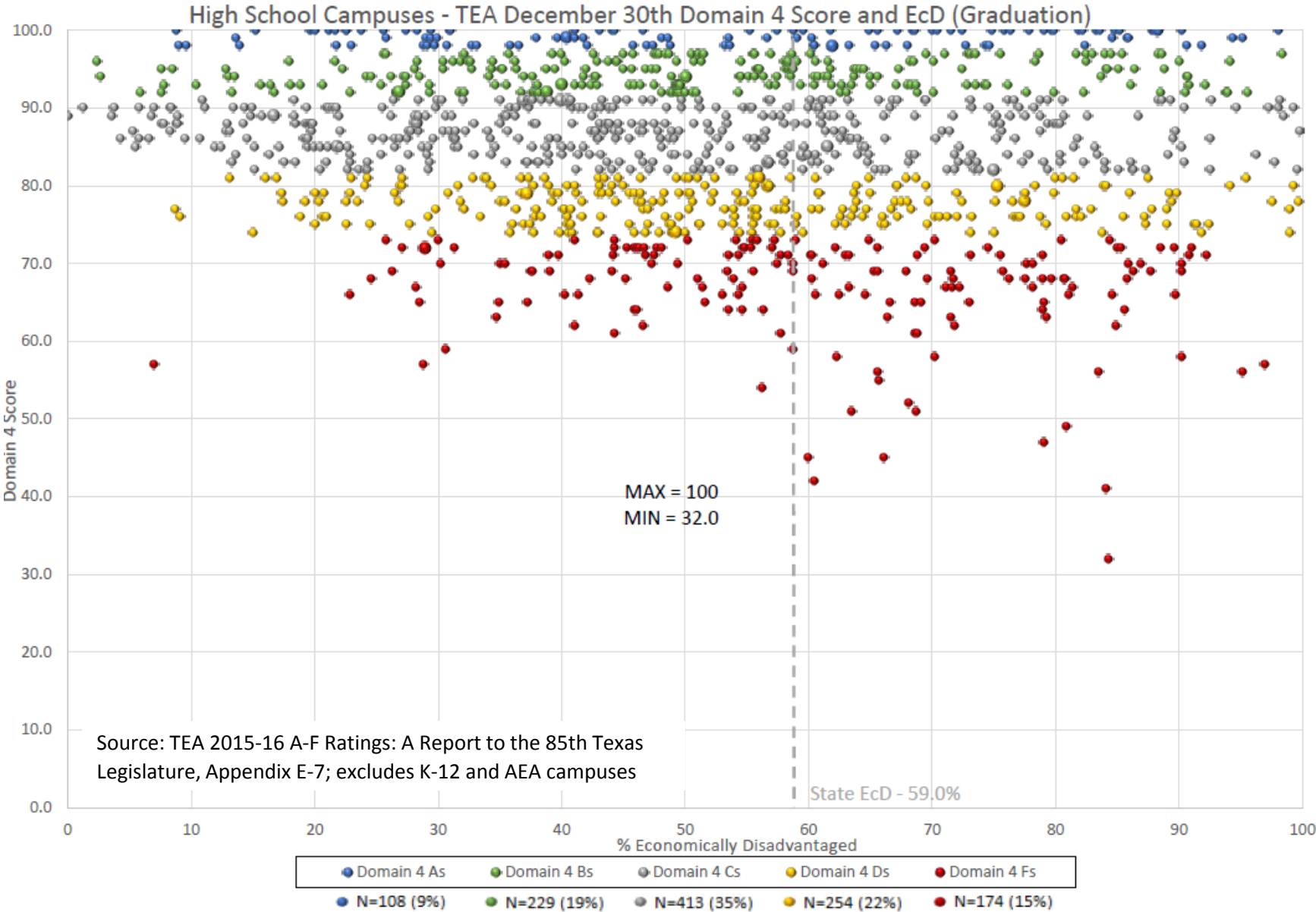


Details Matter...

ELE. DOMAIN IV	
Letter Grade	Target / Cut Score
A	98.0
B	96.0
C	93.0
D	90.0
F	< 90.0

Source: TEA 2015-16 A-F Ratings: A Report to the 85th Texas Legislature, Appendix B-3

What We Know Now: A-F Ratings

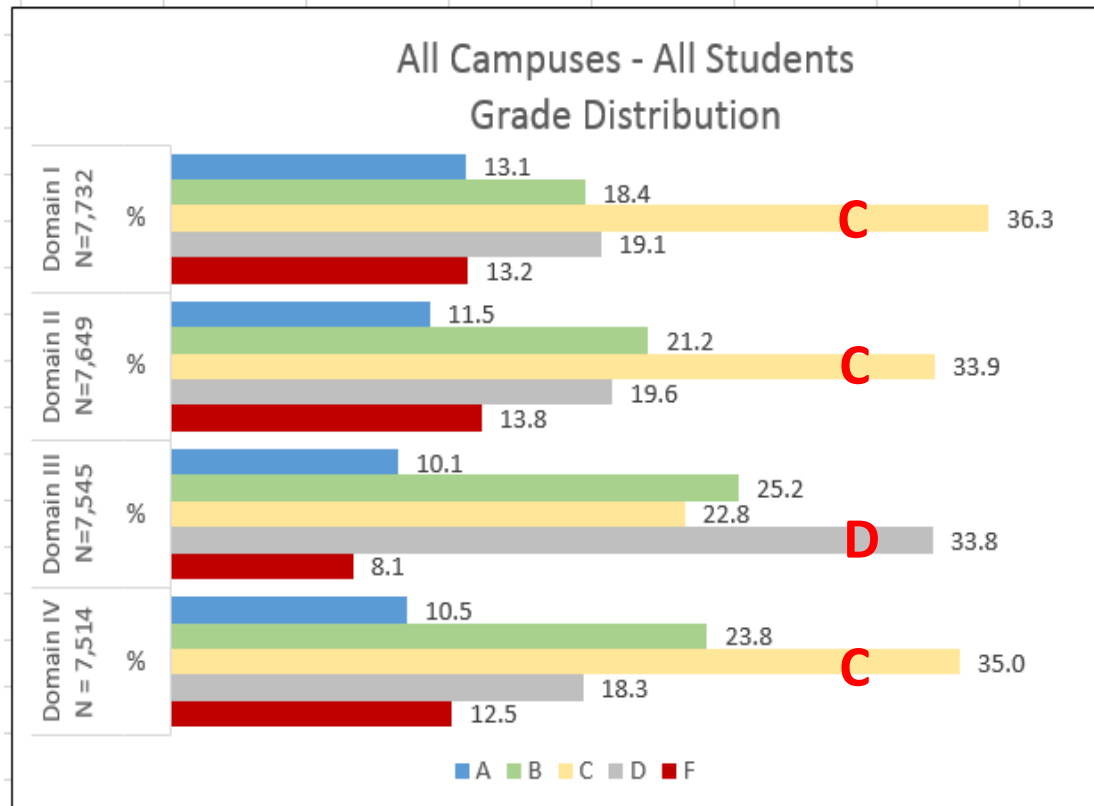


Accuracy Questioned

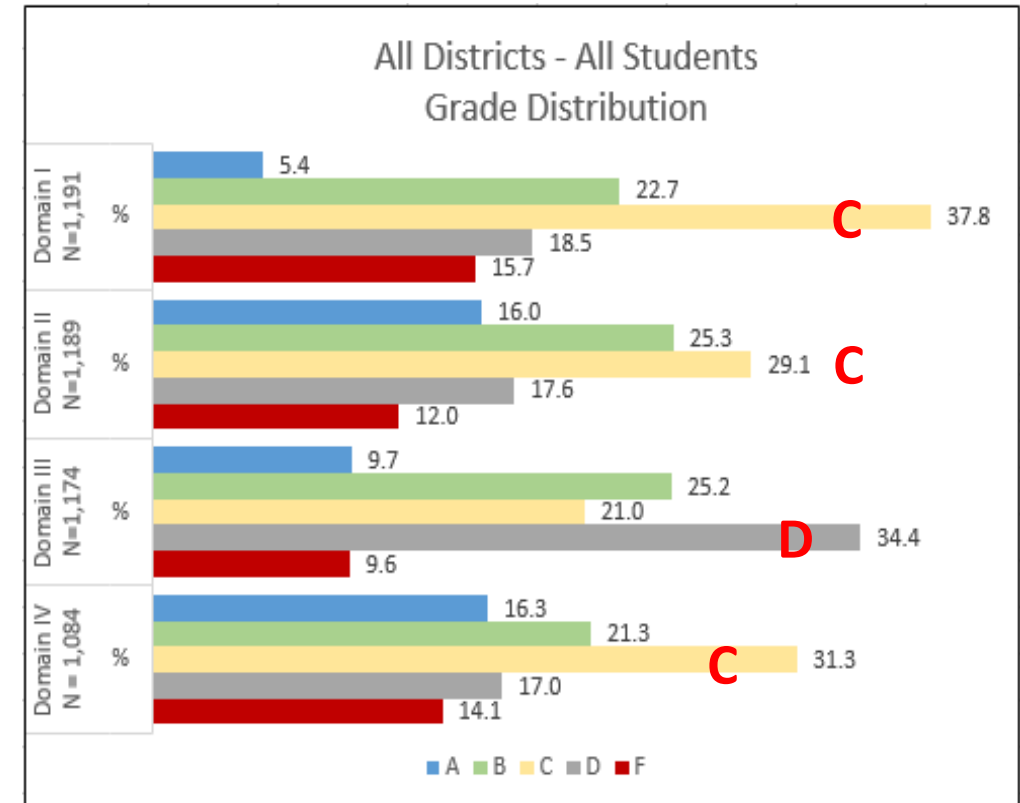
HS DOMAIN IV	
Letter Grade	Target / Cut Score
A	98.0
B	92.0
C	82.0
D	74.0
F	< 74.0

Source: TEA 2015-16 A-F Ratings: A Report to the 85th Texas Legislature, Appendix B-3

Campuses and Districts received “Cs” most often in Domains I, II and IV; “Ds” and “Bs” on Domain III



Source: TEA 2015-16 A-F Ratings: A Report to the 85th Texas Legislature, Appendix E-7

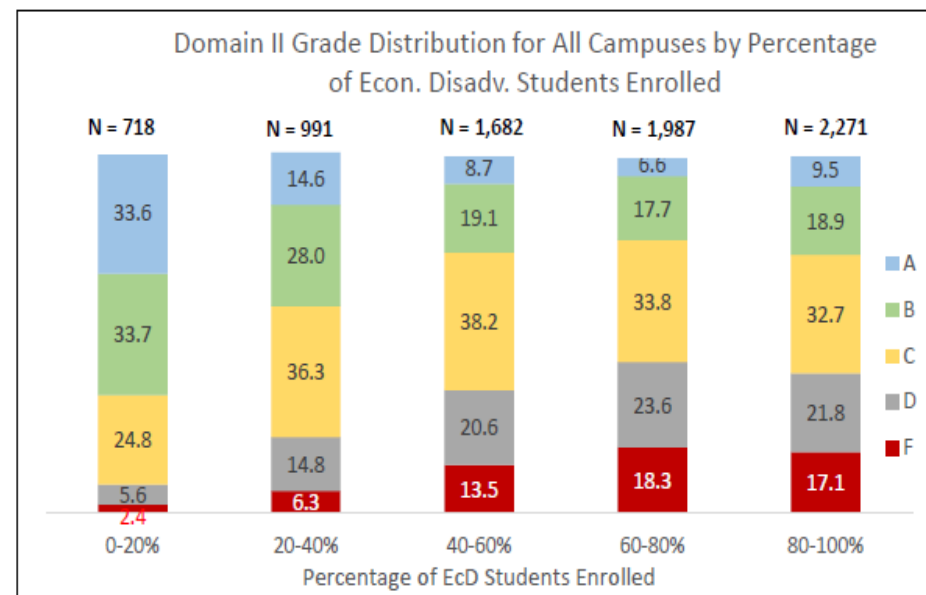
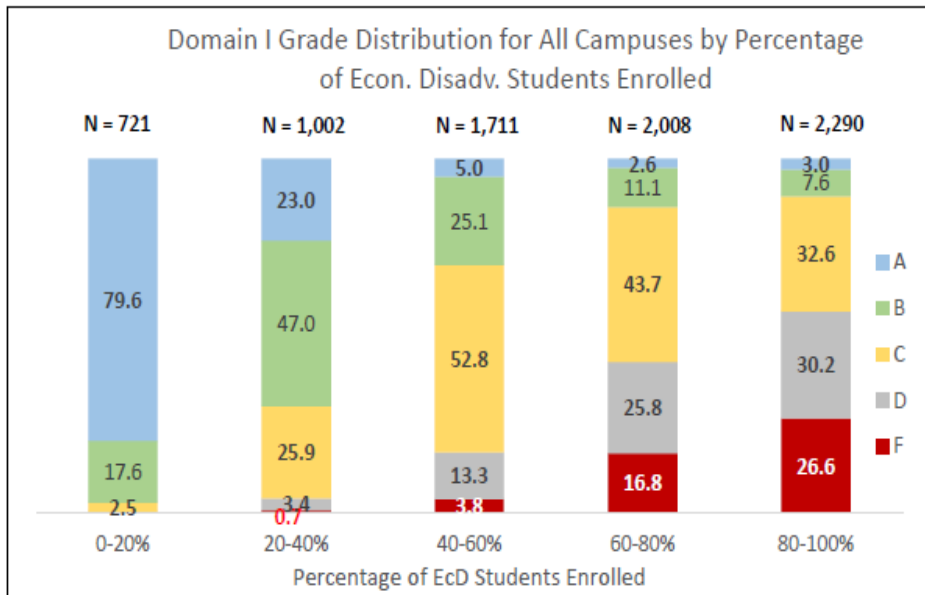


Source: TEA 2015-16 A-F Ratings: A Report to the 85th Texas Legislature, Appendix E-8

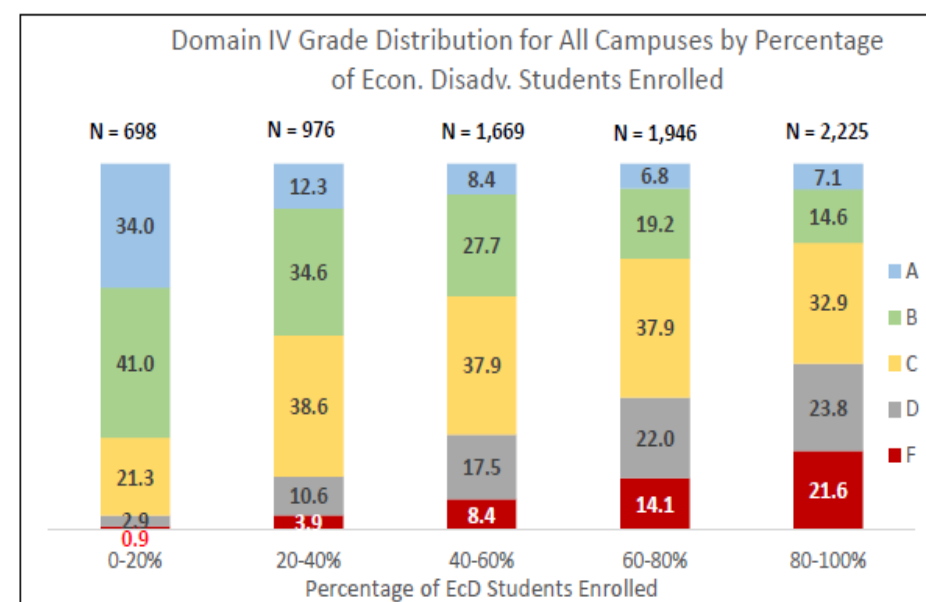
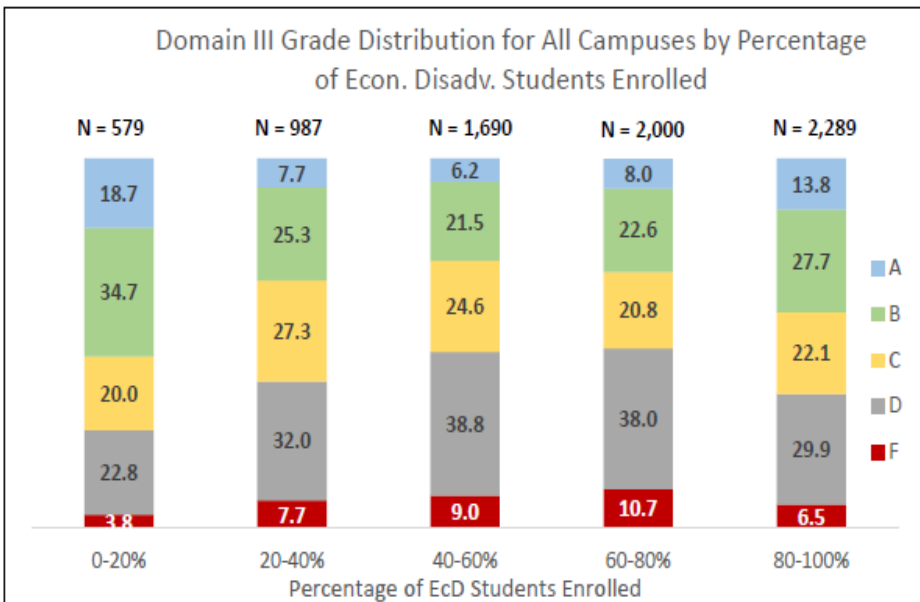
Most campuses rated as Met Standard received letter grades of “A”, “B”, and “C”

Campuses by Rating	Letter Grade	Domain I		Domain II		Domain III		Domain IV	
		Nbr	Pct	Nbr	Pct	Nbr	Pct	Nbr	Pct
Campuses Earning a 2016 Met Standard (M) Rating	A	981	14%	856	12%	740	11%	758	11%
	B	1383	19%	1562	22%	1853	27%	1722	25%
	C	2720	38%	2468	35%	1685	24%	2482	36%
	D	1403	20%	1376	19%	2342	34%	1248	18%
	F	612	9%	817	12%	324	5%	723	10%
	Total	7099	-	7079	-	6944	-	6933	-
Campuses Earning a 2016 Improvement Required (IR) Rating	A	-	0%	4	1%	-	0%	11	3%
	B	-	0%	26	6%	-	0%	28	7%
	C	3	1%	67	17%	3	1%	79	20%
	D	24	6%	84	21%	132	33%	89	23%
	F	381	93%	223	55%	271	67%	185	47%
	Total	408	-	404	-	406	-	392	-
Total Campuses Excluding AEA and Paired Campuses	A	981	13%	860	11%	740	10%	769	10%
	B	1383	18%	1588	21%	1853	25%	1750	24%
	C	2723	36%	2535	34%	1688	23%	2561	35%
	D	1427	19%	1460	20%	2474	34%	1337	18%
	F	993	13%	1040	14%	595	8%	908	12%
	Total	7507	-	7483	-	7350	-	7325	-

Source: TEA 2015-16 A-F Ratings: A Report to the 85th Legislature and 2016 State Accountability Ratings



Campuses
w Low EcD
enrollment
= most A's

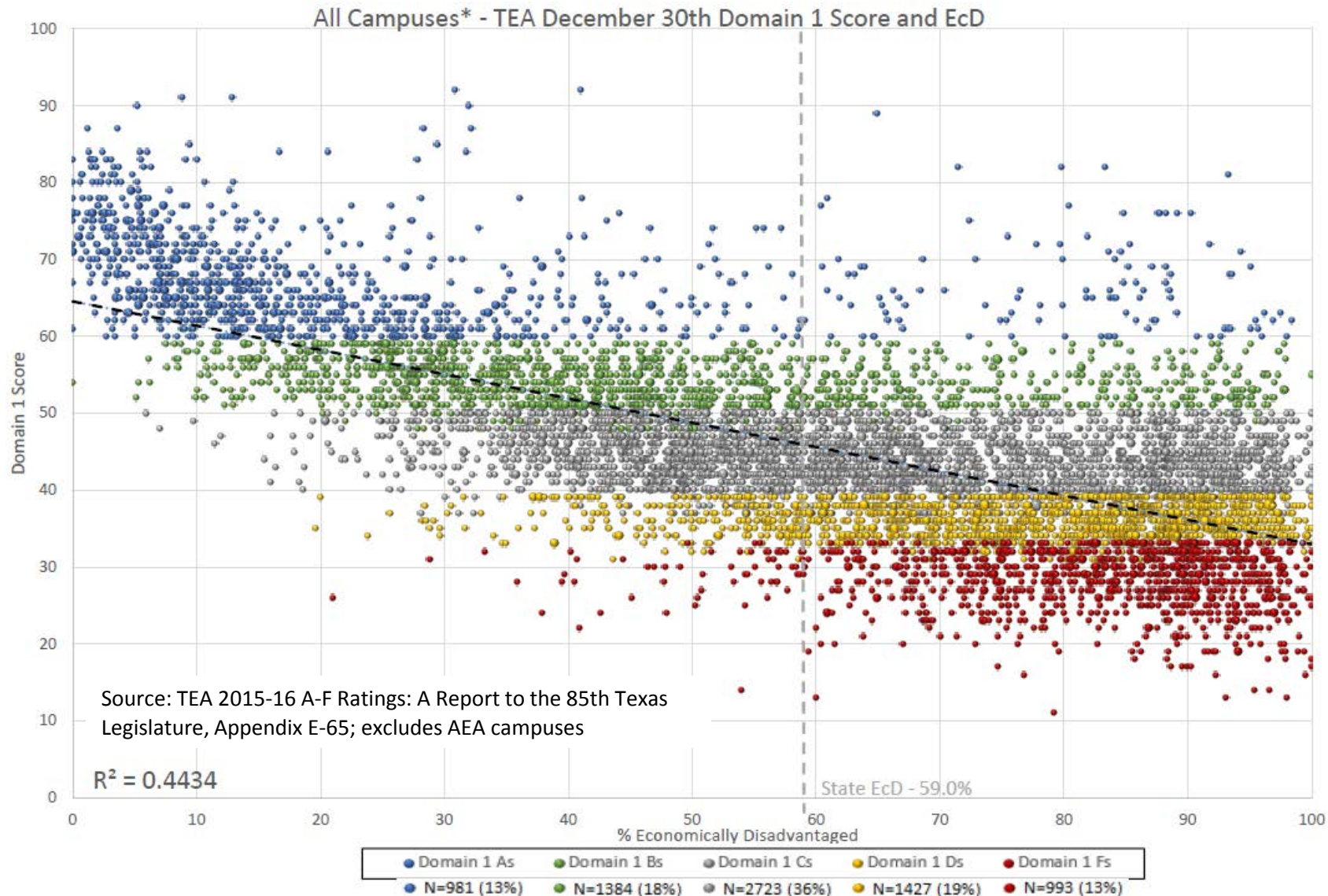


w High EcD
enrollment
= most D's
and F's

What If... Domain 1 (STAAR) is used to identify the lowest 5% of schools and NOT the overall letter grade rating?

Credibility
Questioned

Letter grades
correlate with
school poverty



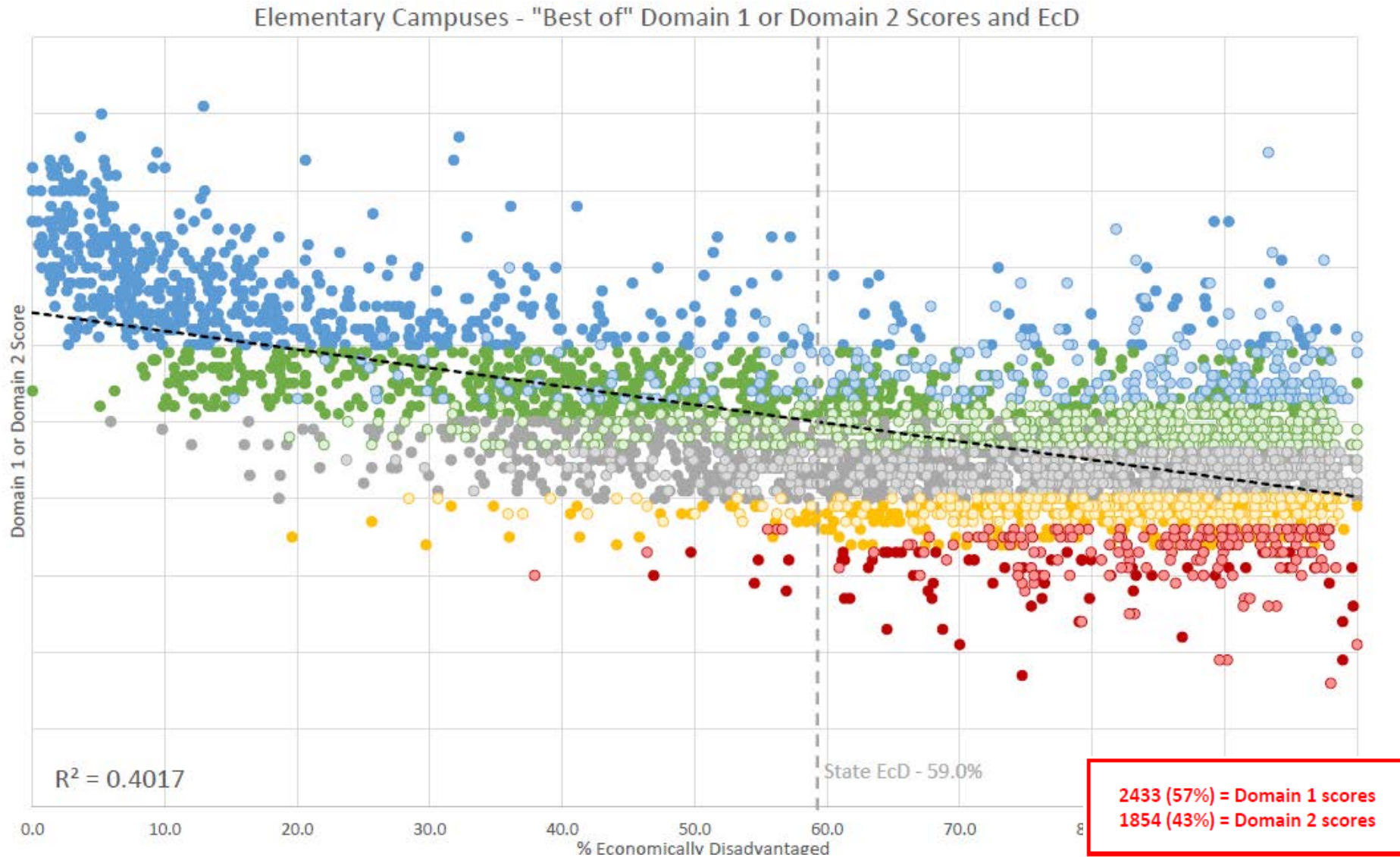
DOMAIN I		
Letter Grade	# >= 60% EcD	% >= 60% EcD
A	110	11%
B	372	27%
C	1,573	58%
D	1,174	82%
F	930	94%

Source: TEA 2015-16 A-F Ratings: A Report to the 85th Texas Legislature, Appendix E-65; excludes AEA campuses

What If... Domain 1 OR Domain 2 (STAAR) is used to identify the lowest 5% of schools and NOT the overall letter grade rating?

Credibility Questioned

Letter grades
correlate with
school poverty



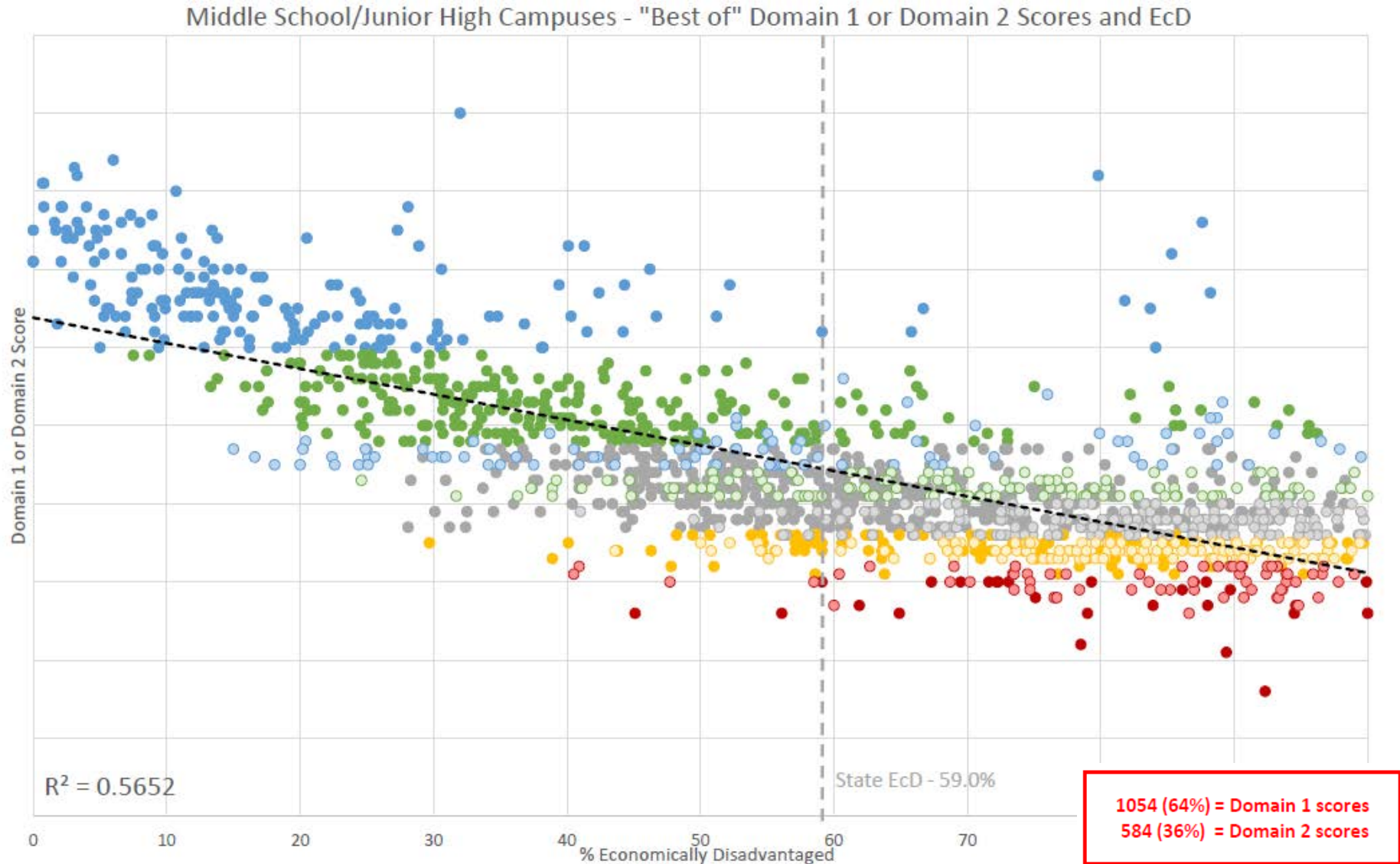
ES DOMAIN 1 or 2		
Letter Grade	# >= 60% EcD	% >= 60% EcD
A	260	30%
B	623	54%
C	1060	71%
D	489	91%
F	228	95%

Source: TEA 2015-16 A-F Ratings: A Report to the 85th Texas Legislature, Appendix E-65; excludes AEA campuses

What If... Domain 1 OR Domain 2 (STAAR) is used to identify the lowest 5% of schools and NOT the overall letter grade rating?

Credibility Questioned

Letter grades correlate with school poverty



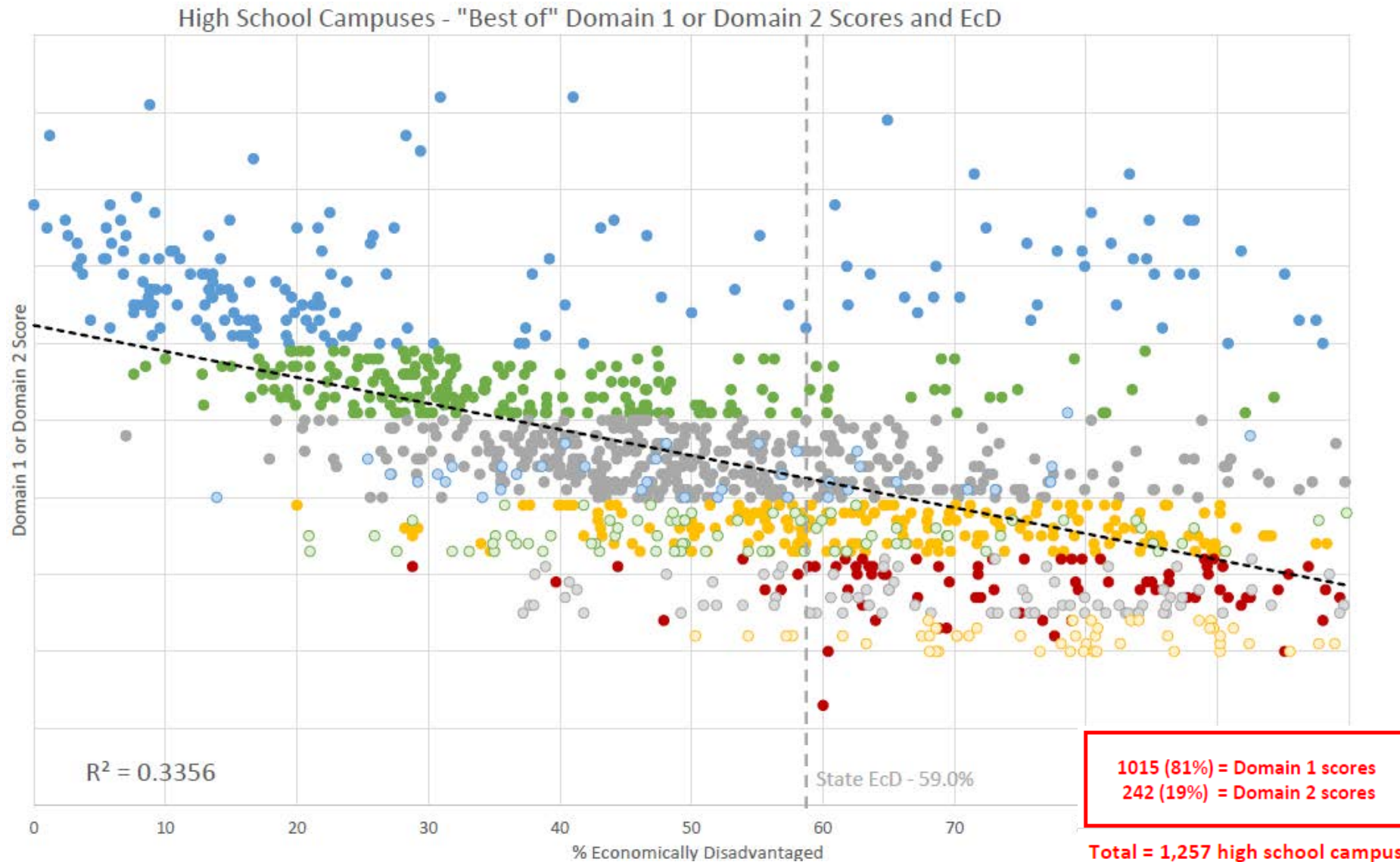
MS DOMAIN 1 or 2		
Letter Grade	# >= 60% EcD	% >= 60% EcD
A	40	15%
B	121	30%
C	411	65%
D	203	84%
F	82	92%

Source: TEA 2015-16 A-F Ratings: A Report to the 85th Texas Legislature, Appendix E-65; excludes AEA campuses

What If... Domain 1 OR Domain 2 (STAAR) is used to identify the lowest 5% of schools and NOT the overall letter grade rating?

Credibility Questioned

Letter grades
correlate with
school poverty



HS DOMAIN I or 2		
Letter Grade	# >= 60% EcD	% >= 60% EcD
A	49	24%
B	46	16%
C	167	36%
D	154	67%
F	65	87%

Source: TEA 2015-16 A-F Ratings: A Report to the 85th Texas Legislature, Appendix E-65; excludes AEA campuses

Total = 1,257 high school campuses;
excludes AEA campuses



“School grading is not clear, simple or transparent... it creates confusion among educators, and fails to offer the public useful or accurate information about their schools. Educators can’t explain why a school earned a C or D without referring to a 60-page technical manual.”



John Tanner, The Pitfalls of School Grading,
2016 TASA/TASB presentation

Caveats on “What If” Ratings Abound

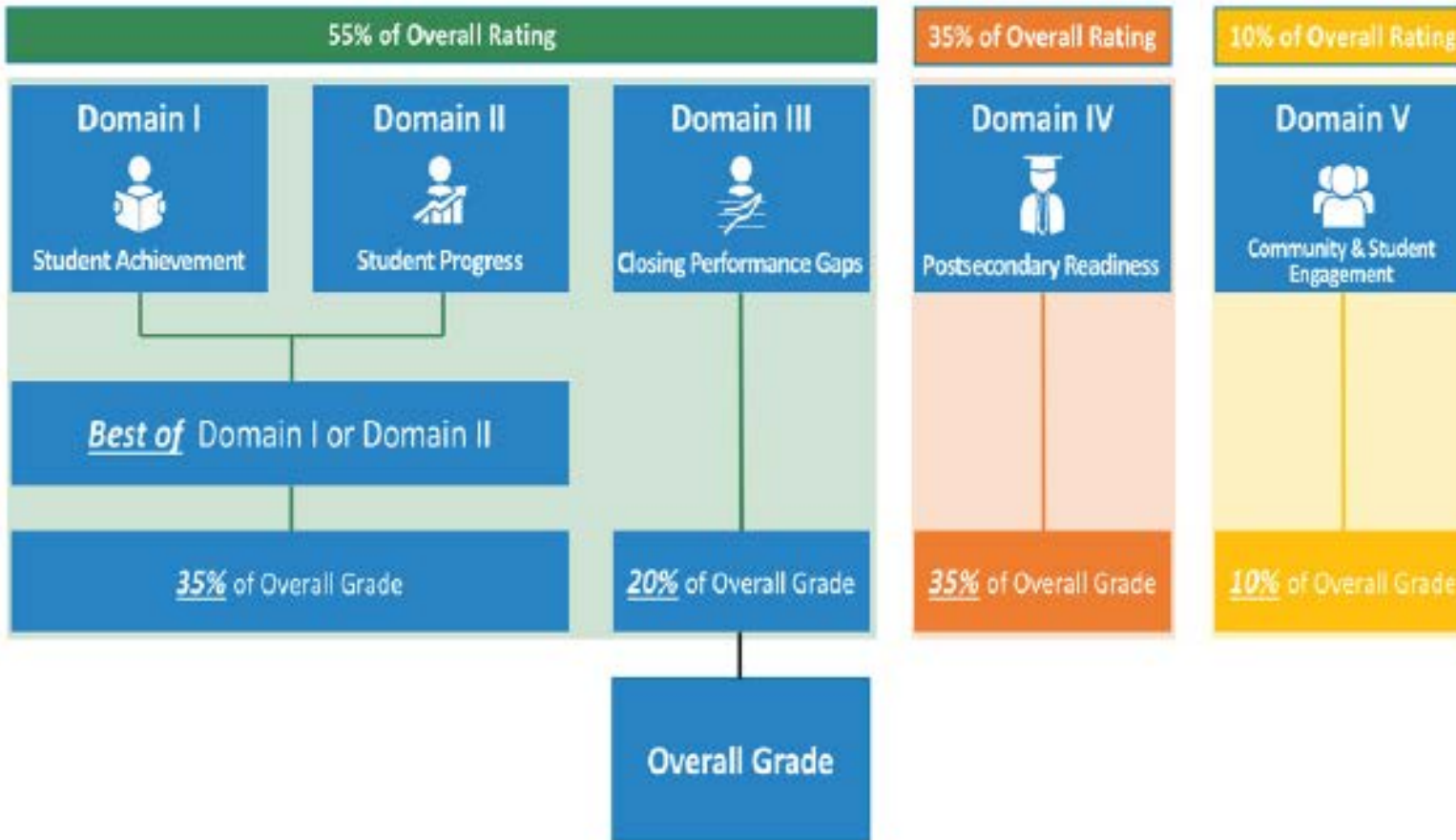


- *“**No inferences about district or campus performance** in the 2015-16 school year **should be drawn from these ratings**, and these ratings should not be considered predictors of future district or campus performance ratings.”*
- *“The Domain I–IV targets used to determine the A–F ratings in this report are based on rating cutpoints determined by the commissioner for the **purpose of demonstrating one possible, but not necessarily the final, approach**.”*
- *“The **final methodology to determine the overall rating label**, including the process to convert the domain outcomes to a scale that can be weighted across the five domains, **will be developed with further stakeholder input** and is expected to be adopted in the Texas Administrative Code in **spring 2018**.”*

Source: TEA 2015-16 A-F Ratings: A Report to the 85th Texas Legislature, pages 12-14

A-F Letter Grades: More Questions than Answers

Current Work-In-Progress Model: Overall Grade Calculation



- Legislative changes to number of tests?
- Legislative changes to domains and/or calculations of HB 2804?
- ESSA changes?
- Data availability?
- Final methodology to assign letter grades?
- Key technical details (groups, scores, evaluation criteria)?



WHAT IF...Domain V is included and overall ratings are calculated?

MCA'S JANUARY "BEST OF" MODEL OF OVERALL A-F RATINGS

“WHAT IF...?” Overall A-F Campus Ratings



- **Disclaimer:** The modeling of “A-F” letter grades as accountability ratings was prepared by Moak, Casey and Associates only as an **example** of how the policy could be implemented by the Texas Education Agency. The results are not intended to predict or replace any such ratings prepared by the Texas Education Agency, given the significant assumptions and limitations to the methodology used in the modeling.

Purposes:

- Inform the policy debate around A-F school grading practices.
- Offer comments to TEA and legislators

“WHAT IF...?” Overall A-F Campus Ratings

DETAILS MATTER!



**TEA
Calculates
Domain
Scores**

**TEA
Applies
Domain
Letter**

MCA
includes
C&SE
Rating

Assign
Point
Values to
Domains

A = 100
B = 89
C = 79
D = 69
F = 59

Apply TEA
Method:
“Best of D1
or D2” +
D3+D4+D5

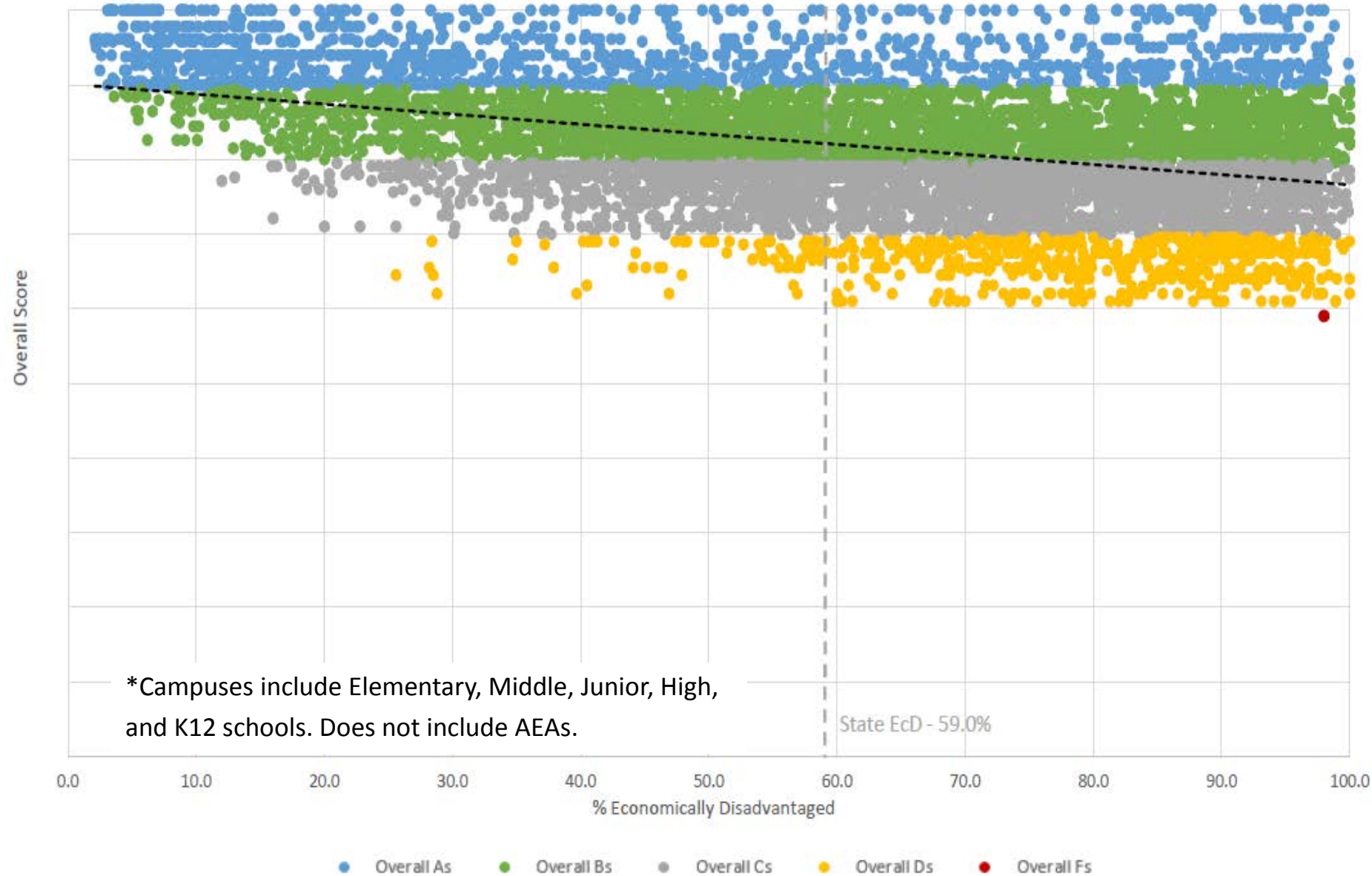
Apply
Domain
Weights

Composite
Score

Convert
Composite
Score to
Overall
Rating

“Report Card”
90-100 = A
80-89 = B
70-79 = C
60-69 = D
< 60 = F

Campuses* - Overall MCA January "Best of D1 or D2" Model Score and EcD



What were the MCA January Model Statewide Results?

7,000+ campuses received an A-F rating. Only 1 weighted composite score was less than 60 (F).

Legislative Outlook

What are the options?





A-F OPTIONS? Fix it, Forget it, Postpone it, **Tweak it**

Newest Key Legislation

- HB 2132 by King, Ken (R)
 - First major bill to revise domains, from 5 down to 3
 - Applies to SY 2017-18
 - No overall rating; A-F assigned to each Domain
 - PEG eligibility based on D/F ratings in any of prior 3 years
 - Domain 1: Student achievement
 - Domain 2: School performance
 - Domain 3: School climate
 - Sanctions driven by Domain 2 results

17 Additional Bills Filed to Date

As of 2/10/17

TWEAKS / CHANGES to HB 2804		
HOUSE BILLS		
HB 145	Dutton (D)	In districts with at least 1,000 African-American males enrolled, accountability evaluations of Domains I, II and IV are limited to the performance of African American males.
HB 515	Van Deaver (R)	Limits state assessments to what is minimally required by federal law, makes EOC tests general (“reading, mathematics and science”), eliminates distinction designation for social studies performance, and repeals writing assessment pilot study.
HB 546	Deshotel (D)	Restricts the Agency's development of state assessments in grades 3-8 to those which are required by federal law. Limits writing assessment pilot study to English I and II.
HB 615	Leach (R)	Removes prohibition on promoting 5th and 8th grade students who have failed STAAR in reading or mathematics. Accelerated instruction is prescribed by GPC only after a second failed attempt. GPCs determine promotion after third attempt. Repeals provisions that allow students enrolled in more advanced courses to not take the 5 th /8 th grade reading or mathematics tests.
HB 843	Gonzalez (D)	Replaces A-F academic accountability ratings with labels of Exemplary, Recognized, Acceptable or Needs Improvement. In financial accountability, language references “less than satisfactory” performance rather than a specific label.

Three “A”s Text Protocol (Modified from School Reform Initiatives (SRI) Four “A”s Text Protocol

- The group reads the text silently, highlighting it and writing notes in the margin or on sticky notes in answer to the following 3 questions (you can also add your own “A”s).
- What do you **Agree** with in the proposed legislation?
- What do you want to **Argue** with in the proposed legislation?
- What other **Action(s)** should be proposed?

A-F Letter Grades: More Questions than Answers

- *'Stratification'* across 5 labels necessitates (or demands) equal treatment in the A-F accountability system calculations; but schools are not funded equally or staffed equally, and student and family circumstances within their communities are not equal either.

A-F Letter Grades: More Questions than Answers

- Perhaps local communities should decide how to hold their schools accountable for all students achieving at high academic standards? Because what's right for one district may not work correctly (or may even be wrong) for another district.



Lynn M. Moak

Daniel T. Casey

Partners

Curtis Culwell, Ed. D.

Dee Carney

Terry Fauchaux

Chris Grammer

Bob Popinski

Maria Whitsett, Ph. D.

Joe Wisnoski

Associates

Susan Moak

Kari Ruehman

Administrative Staff

Thomas V. Alvis, Ph. D.

Larry Groppel, Ed. D.

Kathy Mathias

Alicia Thomas, Ph. D.

Mary McKeown-Moak, Ph. D.

Consultants

400 West 15th Street, Suite 1410, Austin, Texas 78701-1648

Ph. (512) 485-7878 Fax (512) 485-7888

www.moakcasey.com