

Data and Policies

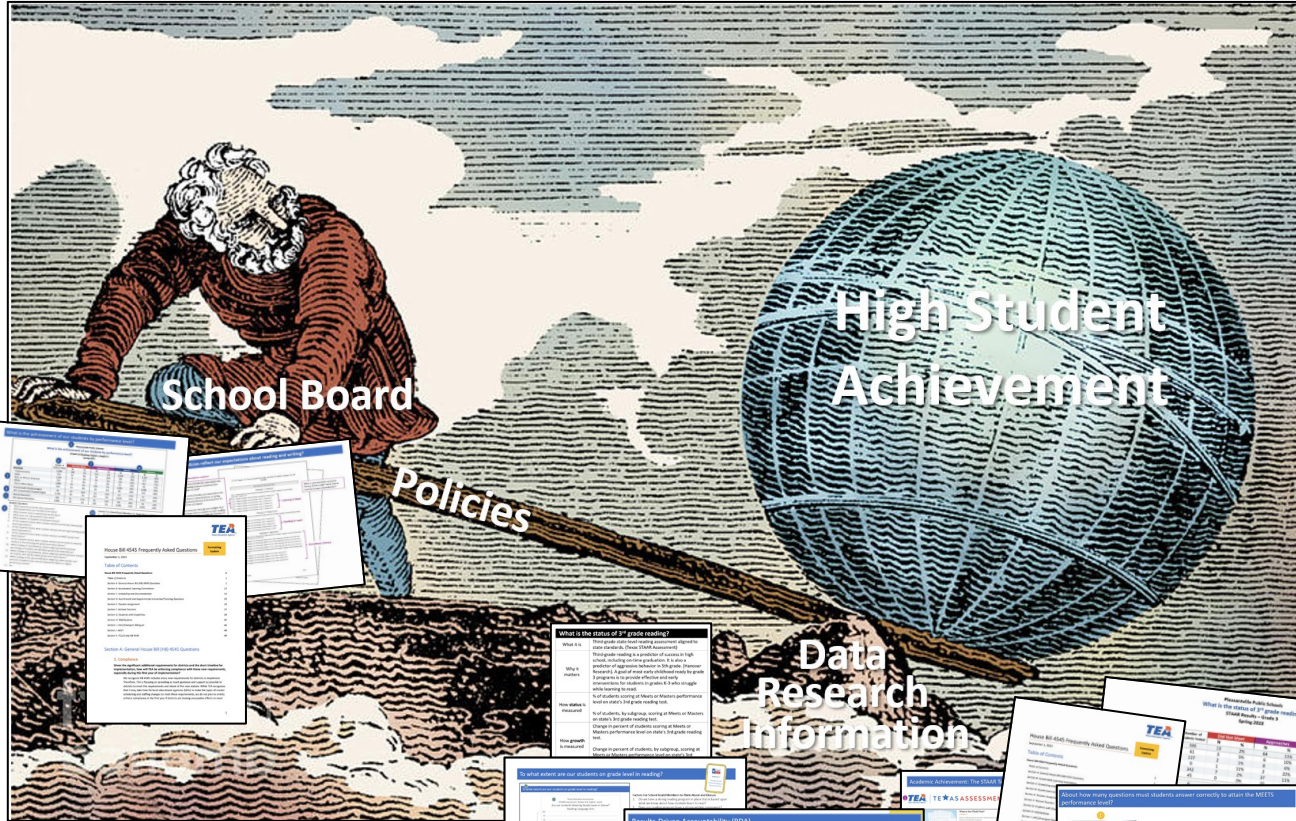
School Boards Provide the Lever

September 29, 2023



“Give me a lever long enough and a fulcrum on which to place it, and I shall move the world.”

— Archimedes



School Board

High Student Achievement

Policies

Data Research Information

TEA

House Bill 4142 - Frequently Asked Questions

What is the purpose of the legislation?

What are the key provisions?

When does it take effect?

How can I get more information?

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When does it take effect?

How can I get more information?

Results Driven Accountability (RDA)

Results Driven Accountability (RDA) Overview

What is the purpose of the legislation?

What are the key provisions?

17 Indicators

Achievement Data

What is the purpose of the legislation?

What are the key provisions?

TEA

House Bill 4142 - Frequently Asked Questions

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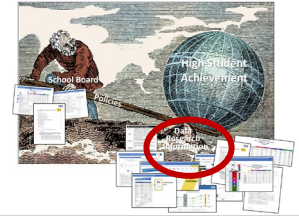
TEA

House Bill 4142 - Frequently Asked Questions

What is the purpose of the legislation?

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Results-Driven Accountability (RDA)



Results Driven Accountability (RDA) Overview


Formerly Performance-Based Monitoring Analysis System (PBMAS)


The Results Driven Accountability (RDA) is an automated data system that reports annually on the performance of local education agencies (LEAs) in selected program areas (bilingual education/English as a second language, career and technical education, certain federal Title programs, and special education). Unless otherwise noted, the term LEA includes open-enrollment charter schools.


The data contained in the 2019 RDA also includes certain State Performance Plan (SPP) federally required LEA determination elements. Technical resources for understanding the 2019 RDA/formerly PBMAS reports are corresponding to the 2019 RDA Manual/previous PBMAS Manuals as well as the State Performance Plan.


Since 2004 PBMAS reports have been produced with specific district-level data for each performance indicator and since 2016 the reports also included four SPP federally required elements. State-level PBMAS reports were first produced in 2006 and regional reports in 2007.


The Division of Review and Support monitors and supports intervention activities within this data-driven and performance-based system using a continuous improvement model. Activities targeted to improve student performance, or program effectiveness concerns are identified. LEAs are required to participate in these activities and may also be subject to additional interventions, including on-site reviews.


- 


Indicator 1
Graduation Rate
- 


Indicator 2
Dropout Rate
- 


Indicator 3
Participation and Performance Rates on State Assessments
- 


Indicator 4
Suspension and Expulsion Rates
- 


Indicator 5
Education Environments (School Age)
- 


Indicator 6
Preschool Environments
- 


Indicator 7
Preschool Outcomes
- 


Indicator 8
Parent Involvement
- 


Indicator 9
Disproportionate Representation Special Education
- 


Indicator 10
Disproportionate Representation Disability Category
- 


Indicator 11
Timely Initial Evaluation Child Find
- 

Indicator 12
Early Childhood Transition
- 

Indicator 13
Secondary Transition
- 

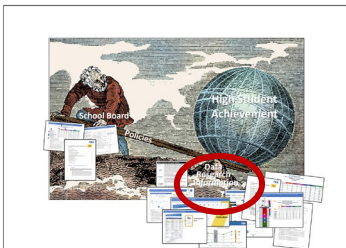
Indicator 14
Post-School Outcomes
- 

Indicator 15
Resolution Sessions
- 

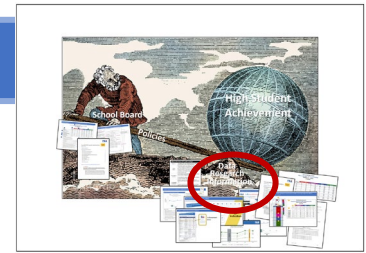
Indicator 16
Mediation
- 

Indicator 17
State Systemic Improvement Plan

17 Indicators



Is there a need to focus on all the indicators?



Results Driven Accountability (RDA)

2022-2023 State Performance Plan Indicators Data Collection Source and Schedule
Reporting Year FFY 2022 for School Year 2022-2023



SPP Indicator	Data Source	Data Collection Timeline	Data Collection Period
SPPI 1 ¹ Graduation Rate	PEIMS Fall Submission Leaver Data	Last Friday in October 2022	School Year 2021-2022 (lag data)
SPPI 2 ¹ Dropout Rate	PEIMS Fall Submission Leaver Data	Last Friday in October 2022	School Year 2021-2022 (lag data)
SPPI 3 Participation & Proficiency Rates on Statewide Assessments	Statewide Assessment Program Reading & Math, Grades 3-8 & EOC Test Results	Spring 2023	School Year 2022-2023
SPPI 4 ¹ Suspension and Expulsion Rates	PEIMS Summer Submission Discipline Data	June 2023	School Year 2021-2022 (lag data)
SPPI 5 Education Environments Age 5 (Kindergarten) – 21	PEIMS Fall Submission Educational Placement Data	Last Friday in October 2022	School Year 2022-2023
SPPI 6 Preschool Environments	PEIMS Fall Submission Educational Placement Data	Last Friday in October 2022	School Year 2022-2023
SPPI 7 Preschool Outcomes	SPP 7 TEAL Application Early Childhood Outcome Data ²	Application Window April 3, 2023 – August 11, 2023	July 1, 2022- June 30, 2023
SPPI 8 Parent Involvement	Parent Survey ³	Spring 2023	School Year 2022-2023
SPPI 9 Disproportionate Representation	PEIMS Fall Submission Student Demographic Data	Last Friday in October 2022	School Year 2022-2023
SPPI 10 Disproportionate Representation in Specific Disability Categories	PEIMS Fall Submission Student Demographic Data	Last Friday in October 2022	School Year 2022-2023
SPPI 11 Timely Initial Evaluation (Child Find)	TSDS Child Find Collection ²	Ready to: Promote - Sept. 12, 2022 Complete - May 15, 2023 Submission Due July 27, 2023	July 1, 2022- June 30, 2023
SPPI 12 Early Childhood Transition	TSDS Child Find Collection ²	Ready to: Promote - Sept. 12, 2022 Complete - May 15, 202 Submission Due July 27, 2023	July 1, 2022- June 30, 2023
SPPI 13 Secondary Transition	SPP 13 TEAL Application Secondary Transition IEP Compliance Data ¹	Application Window April 3, 2023 – August 11, 2023	July 1, 2022- June 30, 2023
SPPI 14 Post-School Outcomes	PEIMS / TSDS SPPI 14 Collection based on Exit Data ²	Ready to: Promote - Sept. 12, 2022 Complete - October 31, 2022 Submission Due Feb. 16, 2023	School Year 2021-2022 reported in fall PEIMS 2022
	Post-Secondary Outcomes Survey ⁴	Spring/Summer 2023	Sampled from PEIMS / TSDS SPPI 14 Collection based on Exit Data ²
SPPI 15 Resolution Sessions	CDRMS Collection ⁵	November 2022	July 1, 2022- June 30, 2023
SPPI 16 Mediation	CDRMS Collection ⁵	November 2022	July 1, 2022- June 30, 2023

CDRMS – Correspondence and Dispute Resolution Management System
PEIMS - Public Education Information Management System
SPP1 - State Performance Plan Indicator
TEAL - Texas Education Agency Login
TSDS - Texas Student Data System

Targets for SPP Indicators can be found on the [State Performance Plan and Annual Performance Report](#) website.

¹ Lag data – for some indicators, OSEP has determined States report data from the year before reporting year.

² Reported additionally for Special Education Students

³ Administered by School, Family, and Community Engagement Initiative

⁴ Administered by Student-Centered Transitions Network

⁵ Collected from Complaints and Dispute Resolution with processes tracked internal at TEA through CDRMS

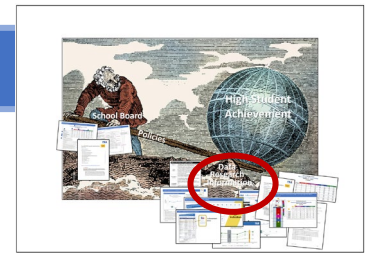


Indicator 3

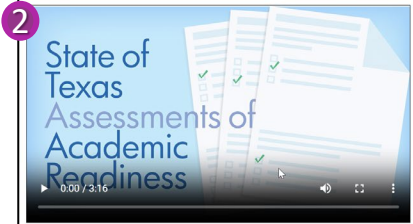
Participation and
Performance Rates on
State Assessments

Achievement Data

Academic Achievement: The STAAR Test



1 TEA | TEXAS ASSESSMENT 3



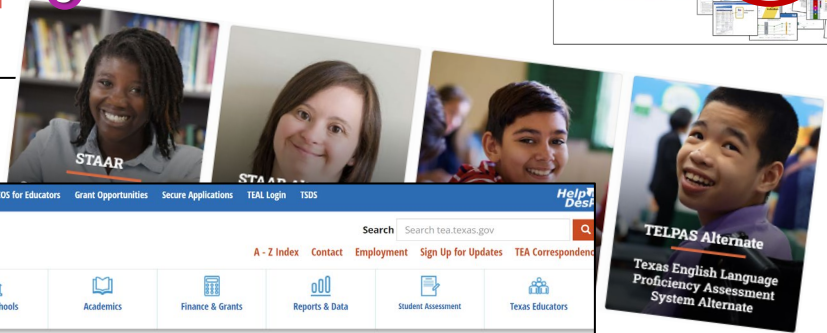
What is the STAAR Test?

What is STAAR and why do we have it? Watch this short video for an overview of STAAR and its purpose.



How the STAAR is Built

There is an art to developing the behind-the-scenes look at how the questions are designed.



4

Assessment Results

Testing

- STAAR Report Card
- Student Assessment Overview
- Accommodation Resources
- Assessments for Emergent Bilingual Students
- Assessments for Students with Disabilities
- STAAR Spanish Resources
- STAAR Alternate 2
- STAAR Interim Assessments
- State of Texas Assessments of Academic Readiness (STAAR)

6 Information for Parents About the STAAR

Who?	All public school students in Texas, grades 3–12, take STAAR tests.
What?	STAAR is the state's testing program and is based on state curriculum standards for reading, science, and social studies.
When?	Grades 3–8 STAAR tests are given in the spring. End-of-course assessments for each grade he or she is in. Most students take each year will depend on what grade he or she is in.
Where?	STAAR tests are given to students at their own school, in regular classroom settings. Students with certain special needs and require special accommodations.
Why?	STAAR tests are designed to measure what students are learning in each subject area. The goal is to ensure that all students receive what they need to be academically successful. Meeting this goal requires the cooperation of schools, parents, and community members working together.
How?	STAAR tests for grades 3–8 and EOC assessments are offered in both online and paper formats.

5 HOW TO UNDERSTAND PERFORMANCE

Your child's scores include performance scores for each subject area. Here are the performance levels and what they mean:

Masters Grade Level

Shows mastery of the course content – student is on track for college and career readiness.

Meets Grade Level

Shows strong knowledge of course content – student is prepared to progress to the next grade.

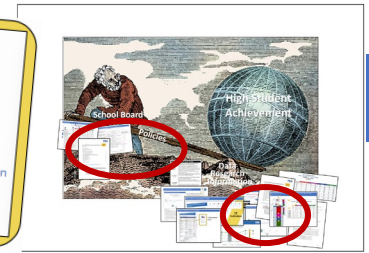
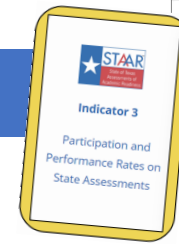
Approaches Grade Level

Shows some knowledge of course content but may be missing critical elements – student may need additional support in the coming year.

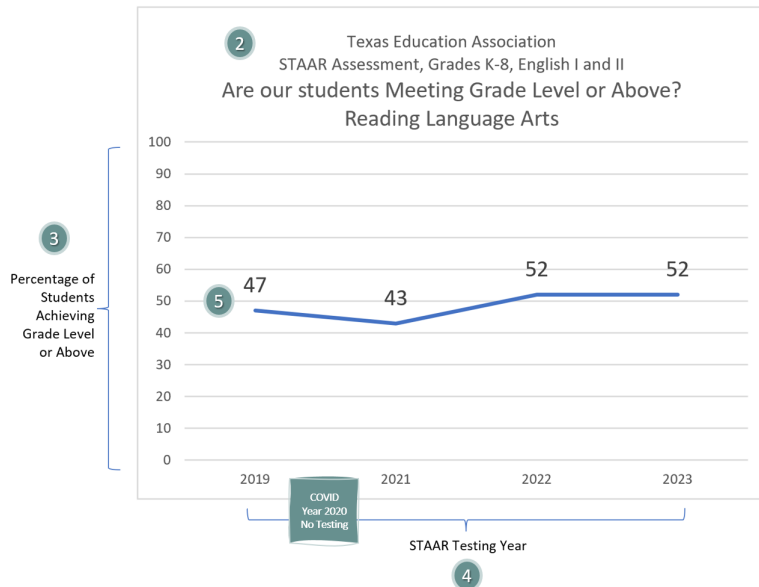
Did Not Meet Grade Level

Shows a lack of basic understanding of course content – student needs significant support in the coming year.

To what extent are our students on grade level in reading?



1 To what extent are our students on grade level in reading?



Analysis Questions

1. What is the purpose of this assessment?
2. What assessment is this?
3. What grade levels are included in this data?
4. What content area is represented by the data?
5. What years are represented in this graph?
6. In which year did the division score the highest? The lowest?
7. Why is data for the 2020 school year missing?
8. Has the school division achieved its pre-covid performance? Is it doing worse than pre-covid? Better?
9. What is the target school divisions should be aiming for?
10. Did our school meet that target?
11. What is the overall trend for this graph? Are we going up? Down? About the same?

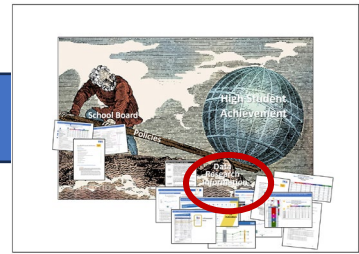
Factors For School Board Members to Think About and Discuss

1. Do we have a strong reading program in place that is based upon what we know about how students learn to read?
2. Does our reading program have a strong writing component?
3. Are our teachers trained to teach reading well?
4. Do we have interventions ready to go from the first day of school?
5. Do we have literacy coaches who can help build the capacity of our teachers to teach reading?
6. Do all of our teachers know exactly what is expected of them in teaching students to read?
7. Do we have a structured support system for teachers when they need additional support?
8. Does our reading program build content?
9. Do we allocate enough time for each instructional day for reading?
10. Are our classes at a size where teachers can realistically work with all of his or her students – and especially those who are most struggling?
11. Do we ensure that science and social studies topics are used as part of the reading program to help ensure we are building content knowledge for students?
12. Do we teach students to mastery?
13. Do we have a plan in place for those students who are not yet at grade level?
14. Do we have adequate professional development for principals and teachers about how students learn to read?
15. Do we include instructional assistants in our training?
16. Do we have a literacy policy that provides our expectations for reading?
17. Do we have a structured method we use to monitor reading in our schools?
18. Are teachers supported in teaching students to learn how to read well?
19. Are principals supported in leading the improvement of reading in their schools?

Some of these will lead to policies.

How are our subgroups performing?

1



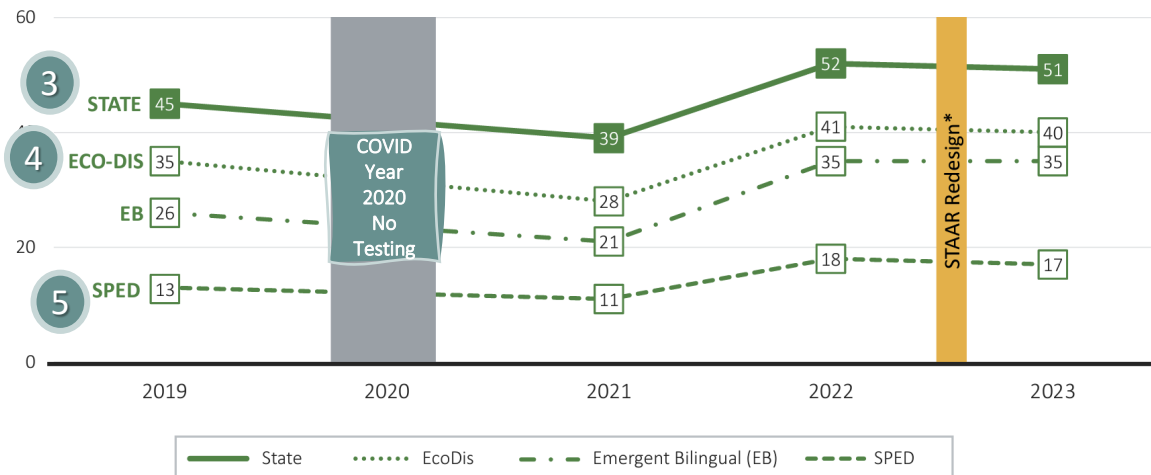
RLA – Grades 3-8

Grades 3-8



2

Grades 3-8 RLA: by Population – Percentage of Students Who Met Grade Level

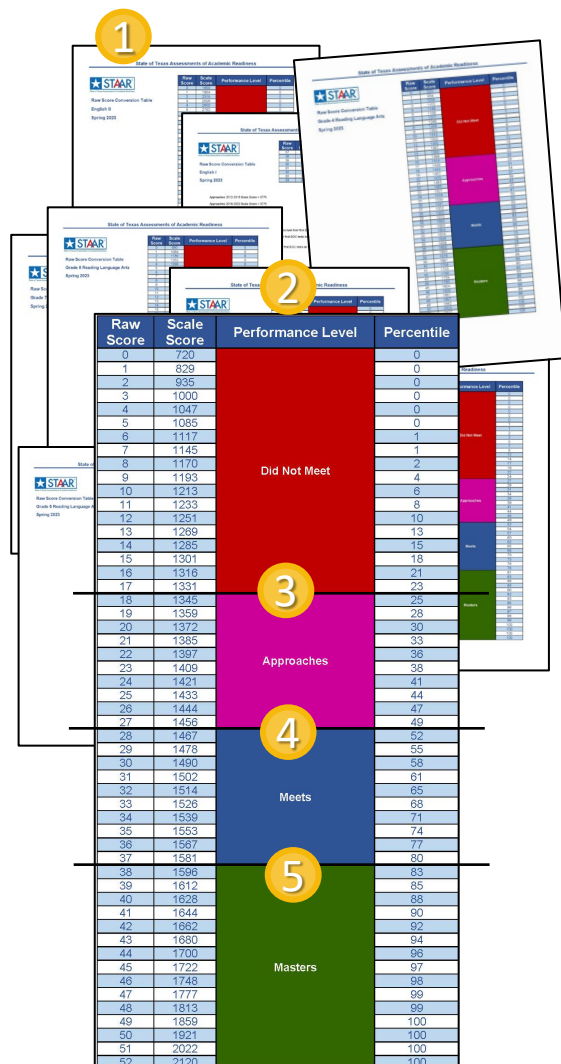
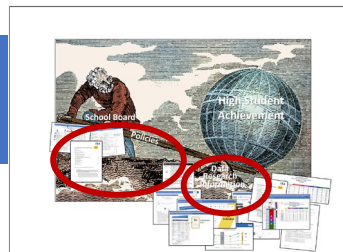


*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.

32

Source of data visual: Texas Education Agency

About how many questions must students answer correctly to Attain the MEETS performance level?

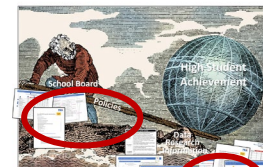


6 STAAR Reading Assessments Raw Score Conversions to Meet Performance Levels Grades 3-8, English I, English II Spring 2023

	8 # of Test Questions	9 APPROACHES		MEETS		MASTERS	
		# of Questions to Earn	% of Questions to Earn	# of Questions to Earn	% of Questions to Earn	# of Questions to Earn	% of Questions to Earn
	7	APPROACHES	APPROACHES	MEETS	MEETS	MASTERS	MASTERS
Grade 3	52	18	35%	28	54%	38	73%
Grade 4	52	16	31%	27	52%	37	71%
Grade 5	52	21	40%	31	60%	39	75%
Grade 6	56	20	36%	30	54%	41	73%
Grade 7	56	23	41%	33	59%	42	75%
Grade 8	56	19	34%	30	54%	40	71%
English I	64	27	42%	36	56%	54	84%
English II	68	27	42%	36	56%	56	88%

Source: Texas Education Agency, State of Texas Assessments of Academic Readiness (STAAR)

What is the achievement of our students by performance level?



1

Pleasantville Public Schools

What is the achievement of our students by performance level?

STAAR 3-8 Reading, English I, English II

Spring 2023

2

6

7

8

	Number of Students Tested	Did Not Meet		Approaches		Meets		Masters	
		N	%	N	%	N	%	N	%
DIVISION	5,208	106	2%	321	6%	1,644	32%	3,137	60%
Hispanic/Latino	551	22	4%	54	10%	198	36%	277	50%
Asian	1,223	9	1%	34	3%	239	20%	941	77%
Black or African American	105	8	8%	8	8%	35	33%	54	51%
White	2,986	53	2%	204	7%	1,081	36%	1,648	55%
Two or More Races	330	14	4%	20	6%	86	26%	210	64%
Economically Disadvantaged	63	10	16%	13	21%	23	37%	17	27%
Not Economically Disadvantaged	5,138	96	2%	307	6%	1,618	31%	3,117	61%
Special Education	366	61	17%	81	22%	145	40%	79	22%
Not Special Education	4,836	45	1%	240	5%	1,496	31%	3,055	63%

3

4

5

Analysis Questions

9

1. What assessment do the data represent?
2. What grade levels are included in this data?
3. What content area is represented by the data?
4. What years are represented in this chart?
5. What number of students overall were tested?
6. Of the students tested, what number and percent Did Not Meet grade level expectations?
7. Of the students tested, what number and percent are Approaching grade level expectations?
8. Of the students tested, what number and percent MEET grade level expectations?
9. Of the students tested, what number and percent of students attained mastery in the achieving the grade level expectations?
10. When looking at race/ethnicity, which subgroup had the greatest percentage of students Did Not Meet grade level expectations?
11. When looking at race/ethnicity, which subgroup had the greatest number of students who Did Not Meet grade level expectations?
12. When looking at the special education subgroup, what number and percent of students have not yet attained the Meets or higher performance levels?
13. Etc.

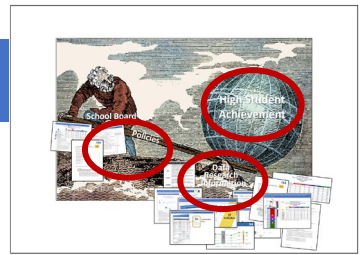
10

Factors For School Board Members to Think About and Discuss

1. Do we have a strong reading program in place that is based upon what we know about how students learn to read?
2. Does our reading program have a strong writing component?
3. Are our teachers trained to teach reading well?
4. Do we have interventions ready to go from the first day of school?
5. Do we have literacy coaches who can help build the capacity of our teachers to teach reading?
6. Do all our teachers know exactly what is expected of them in teaching students to read?
7. Do we have a structured support system for teachers when they need additional support?
8. Does our reading program build content?
9. Do we allocate enough time for each instructional day for reading?
10. Are our classes at a size where teachers can realistically work with all students – and especially those who are most struggling?
11. Do we ensure that science and social studies topics are used as part of the reading program to help ensure we are building content their schools?

Some of these will lead to policies.

What is the achievement of our students at the end of 3rd grade?



1

What is the status of 3rd grade reading?

What it is	Third-grade state-level reading assessment aligned to state standards. (Texas STAAR Assessment)
Why it matters	Third-grade reading is a predictor of success in high school, including on-time graduation. It is also a predictor of aggressive behavior in 5th grade. (Hanover Research). A goal of most early childhood ready by grade 3 programs is to provide effective and early interventions for students in grades K-3 who struggle while learning to read.
How status is measured	% of students scoring at Meets or Masters performance level on state's 3rd grade reading test. % of students, by subgroup, scoring at Meets or Masters on state's 3rd grade reading test.
How growth is measured	Change in percent of students scoring at Meets or Masters performance level on state's 3rd grade reading test. Change in percent of students, by subgroup, scoring at Meets or Masters performance level on state's 3rd grade reading test.

2

Pleasantville Public Schools
What is the status of 3rd grade reading?
STAAR Results – Grade 3
Spring 2023

GRADE 3	Number of Students Tested	Did Not Meet		Approaches		Meets		Masters	
		N	%	N	%	N	%	N	%
Hispanic/Latino	595	13	2%	64	11%	176	30%	342	57%
Asian	61	3	5%	6	10%	20	33%	32	52%
Black or African American	137	2	1%	8	6%	34	25%	93	68%
White	9	1	11%	2	22%	2	22%	4	44%
Two or More Races	342	7	2%	37	11%	111	32%	187	55%
Economically Disadvantaged	45	0	0%	10	22%	9	20%	26	58%
Not Economically Disadvantaged	6	1	17%	5	83%	0	0%	0	0%
Special Education	587	12	2%	58	10%	175	30%	342	58%
Not Special Education	58	3	5%	12	21%	21	36%	22	38%
	536	10	2%	52	10%	154	29%	320	60%

3

Policy Lever – Grade 3 Reading

Reading:

The Pleasantville Public School Board recognizes the critical importance of literacy for all students. In order to accurately monitor student achievement in reading, the School Board is committed to utilizing data from various assessments, including but not limited to, the State of Texas Assessments of Academic Readiness (STAAR) Results for Grade 3. This comprehensive approach will provide a multi-faceted view of students' reading abilities and progress, allowing for more targeted and effective interventions and support.

Following are the core data markers to be used by the school board on at least a yearly basis:

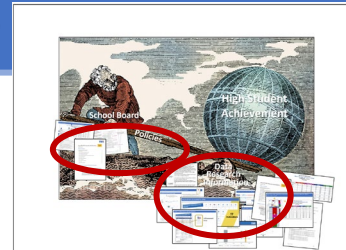
1. STAAR Reading Results, Grade 3, by All Students and Subgroups. The key measurement will be the number and percent of students who MASTER the STAAR assessment. Subgroups will include the following: economically disadvantaged students, students from major racial and ethnic groups, students served through our special education program, and English learners.

This directs the superintendent to produce the report you want.

Pleasantville Public Schools
What is the status of 3rd grade reading?
STAAR Results – Grade 3
Spring 2023

GRADE 3	Number of Students Tested	Did Not Meet		Approaches		Meets		Masters	
		N	%	N	%	N	%	N	%
Hispanic/Latino	595	13	2%	64	11%	176	30%	342	57%
Asian	61	3	5%	6	10%	20	33%	32	52%
Black or African American	137	2	1%	8	6%	34	25%	93	68%
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Two or More Races	342	7	2%	37	11%	111	32%	187	55%
Economically Disadvantaged	45	0	0%	10	22%	9	20%	26	58%
Not Economically Disadvantaged	6	1	17%	5	83%	0	0%	0	0%
Special Education	587	12	2%	58	10%	175	30%	342	58%
Not Special Education	58	3	5%	12	21%	21	36%	22	38%
	536	10	2%	52	10%	154	29%	320	60%

Do our policies reflect our expectations about reading and writing?



1

Do our policies reflect our expectations about reading and writing?

A strong foundation matters!

1. Does your policy include the expectations for choosing reading programs based on how students learn to read?
2. Does your policy include your expectations for ensuring there is comprehensive, on-going, and embedded professional development for teachers? For principals?
3. Have you ensured, through your budget, that teachers have what is needed to teach reading well? Does your policy provide the impetus for doing so?
4. Have you communicated the expectation to monitor the implementation of the reading program?
5. Does your policy provide direction for ensuring that students who did not SCORE WELL on the STAAR receives 30 additional hours of tutoring?
6. Have you communicated the board's philosophy of learning to read and write?
7. What is the board's philosophy for teaching students to read and write during the summer months?
8. What is the board's philosophy for working with parents as their children learn to read?
9. Does your policy include your expectations for assessment during the year to monitor student learning in reading and writing?

19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading

State Board of Education Rules

Subchapter A. Elementary

- §110.1. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Elementary, Adopted 2017.
- §110.2. English Language Arts and Reading, Kindergarten, Adopted 2017.
- §110.3. English Language Arts and Reading, Grade 1, Adopted 2017.
- §110.4. English Language Arts and Reading, Grade 2, Adopted 2017.
- §110.5. English Language Arts and Reading, Grade 3, Adopted 2017.
- §110.6. English Language Arts and Reading, Grade 4, Adopted 2017.
- §110.7. English Language Arts and Reading, Grade 5, Adopted 2017.

Learning to Read

Subchapter B. Middle School

- §110.21. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Middle School, Adopted 2017.
- §110.22. English Language Arts and Reading, Grade 6, Adopted 2017.
- §110.23. English Language Arts and Reading, Grade 7, Adopted 2017.
- §110.24. English Language Arts and Reading, Grade 8, Adopted 2017.
- §110.25. English Language Arts and Reading, Reading (Elective Credit).
- §110.26. English Language Arts and Reading, Speech (Elective Credit).

Reading to Learn

Subchapter C. High School

- §110.30. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, High School, Beginning with School Year 2009-2010.
- §110.31. English Language Arts and Reading, English I (One Credit), Beginning with School Year 2009-2010.
- §110.32. English Language Arts and Reading, English II (One Credit), Beginning with School Year 2009-2010.
- §110.33. English Language Arts and Reading, English III (One Credit), Beginning with School Year 2009-2010.
- §110.34. English Language Arts and Reading, English IV (One Credit), Beginning with School Year 2009-2010.
- §110.35. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, High School, Adopted 2017.
- §110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.
- §110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.
- §110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.
- §110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

What is your literacy dist look like in

Disciplinary

August 2019 Update

Page 1

August 2019 Update

2

Policy Lever – Reading, Grades 3-8

Reading:

This policy is established to articulate the expectations of the Pleasantville Public Schools in relation to the Texas Essential Knowledge and Skills for English Language Arts and Reading. The policy underscores the commitment to ensuring all students develop the vital literacy skills needed for academic achievement and life-long learning based on the science of reading research.

Following are the core data markers to be used by the school board on at least a yearly basis:

1. **Science-based Reading Programs:** The school division will prioritize the purchase of reading programs that are grounded in the science of reading research, ensuring the alignment with how students effectively learn to read.
2. **Comprehensive and Ongoing Professional Development:** The school division is committed to providing comprehensive, ongoing, and embedded professional development for teachers and principals to ensure the effective implementation of the reading programs.
3. **Priority Budgeting:** The school division's budget will place a high priority on the allocation of resources necessary for optimal reading instruction and learning.
4. **Regular Monitoring:** The implementation of the reading program will be monitored consistently throughout the school year and reviewed annually to ensure effectiveness and alignment with students' reading development needs.
5. **Support for Low-Scoring Students:** Students who score at "Does Not Meet" on any STAAR assessment will receive 30 additional hours of tutoring in groups of no more than three students to ensure focused and personalized support.
6. **Collaboration with Parents/Caregivers:** The school board will actively communicate its philosophy and strategies to parents and caregivers, ensuring collaborative efforts in supporting students as they learn to read. The division will provide resources and support to empower parents and caregivers in aiding their children's reading development.

The expectations outlined in this policy will be effectively and collaboratively implemented by the school administrators, teachers, and staff under the supervision and support of the school board.

This policy will be reviewed annually, and adjustments will be made based on the feedback from stakeholders and the analysis of students' reading achievement data to ensure continuous enhancement of students' reading development.

The superintendent will ensure this policy is clearly communicated to all stakeholders, including parents and caregivers, to ensure a cohesive and coordinated effort in enhancing the reading skills of all students in the Pleasantville Public Schools

By adopting this policy, Pleasantville Public Schools affirms its unwavering commitment to ensuring all students have the robust support, resources, and opportunities needed to develop essential reading skills for academic success and lifelong learning.

Did you know?

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There is a relationship between the actions of school boards and student achievement.

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Thank you for the honor of working with you today.

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I hope you'll call or email if you have any questions about today's material.

Go direct some action!!!!