

Parents On Education

2016 Testimonies

Before the Texas Senate Committee on Education
With Observations and Recommendations
Includes Texas Senate Committee on Education
November 2016 Interim Report



Report to the 85th Legislature
January 2017

January 20, 2017

The Honorable Dan Patrick
Lieutenant Governor
Members of the Texas Senate

The Honorable Joe Straus
Speaker of the House
Members of the Texas House of Representatives

Dear Lieutenant Governor Patrick and Members of the Texas Senate:
Speaker Straus and Members of the Texas House of Representatives:

Please review – Recommendations for Legislation and What Parents Said

As parents who have actively participated in testifying before the Senate Committee on Education during its hearings on the 2016 Senate Interim Charges we are pleased to submit our report for consideration by the 85th Legislature.

The format of the report is based upon the Senate Committee on Education's report to the 85th Legislature November 2016.

Our report provides testimonies, legislation recommendations and what parents said that were not included, even though we testified, in the Senate Committee on Education's report to the 85th Legislature.

We appreciate your consideration of our time and commitment to serve the students of Texas and your use of this report in the 85th Legislature.

Respectfully submitted,



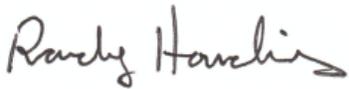
Meg Bakich
Dallas, Texas



Kim Belcher
Katy, Texas



Lynn Davenport
Dallas, Texas



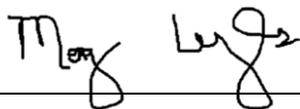
Randy Houchins
Austin, Texas



Patrick Huff Ph. D.
Tomball, Texas



Alice Linahan
Argyle, Texas



Morgan-Lyies
Dallas, Texas



Steve Swanson
Austin, Texas

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Summary What Parents Said About Interim Charges

Interim Charge 1 – School Choice

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- Give Me a Choice Rooted in Academics.
- DO NOT WANT CHOICE – NO PROTECTION
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- Money in Digital Learning – Profit – But No Evidence of Benefit
- Screen Addiction.
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Interim Charge 7 – School Board Governance

- Texas Can Become THE LEADER in Governing Education
- Texas’ Governance of Education Performance Rating? – F (-)
- TASA and TASB – Are They Helping Governance to Serve Students?
- State Board & Commissioner of Education, School Boards, Superintendents Accountability?
- Comments in The Senate Committee on Education Report to the 85th Legislature – FAILS to address existing governance responsibilities

Summary What Parents Said About Education Standards

- Opportunity for Significant Improvement **The standards for learning, teaching, instructing, assessing, measuring and accounting for academic achievement in Texas are flawed.**
- Imperative to understand if the standards are not corrected, nothing else that the legislature does will result in improved “student outcomes.”

Parents on Education Testimonies and Observations

Interim Charge 1 – School Choice

Interim Charge 3 – Efficiency – Performance-Based Funding

Interim Charge 4 – Digital Learning

Interim Charge 7 – School Board Governance

Attachment Swanson – Interim Charge 7 School Board Governance

Summary Opportunities and Research for Texas Governance of Education

Attachment Huff – Interim Charge 3 – Score Cards

Attachment Houchins Interim – Charge 7 – Governance and Education Standards

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Parents on Education Testimonies and Observations

Summary

See
Parent's Initials
Testimony for
IC #

What Parents Said – Personal Stories

- **Mothers discover Texas computer teaching programs are a problem, not a tool. Texas uses third party computer developers' software that humanizes computer machines, influences the beliefs of children and collects psychological private data on students without parent approval.**

See AL
IC 3

- **Mother Alice Linahan** shares her story. Her daughter texts her screen shots on her daughter's digital devise of a quiz her daughter's AP/Dual Credit English 3 teacher asked the class to take. They were working on group presentations **on philosophy (in an English Class)** and these quizzes were a part of the research each group was to do. Some of the questions asked:

- There exists an all-powerful, loving and good God. Agree or Disagree
- To allow an innocent child to suffer needlessly when one could easily prevent it is morally reprehensible. Agree or Disagree

Computer analyzes the answers. Here is what her daughter's report concluded and old her daughter.

You agreed that there exists an all-powerful, loving and good God And also that: To allow an innocent child to suffer needlessly when one could easily prevent it is morally reprehensible

These two beliefs together generate what is known as 'The Problem of Evil'. The problem is simple: if God is all-powerful, loving and good, that means he can do what he wants and will do what is morally right. But surely this means that he would not allow an innocent child to suffer needlessly, as he could easily prevent it. Yet he does. Much infant suffering is the result of human action, but much is also due to natural causes, such as disease, flood or famine. **In both cases, God could stop it, yet he does not.**

Alice noted that after taking this quiz, Clinical Mental Health Counselor Joan Landes stated....

*"It's a classic psychological deconstruction technique to put a person in a double bind and collapse his cognitive framework. Then the "leader" picks up the pieces and reassembles them to order. **This is an inappropriate use of psychological force on impressionable minds and unformed identities.**"-*

FaceBook

Alice put her testimony publicly on FaceBook (FB) along with a clip explaining it is not necessarily, the teacher who should be held accountable, but that ultimately the superintendent and locally elected school board should be held accountable.

Alice had over 48.5K views and it has been shared 1,409 times. She shares responses from Moms, Dads, Grandparents and Teachers sharing this information with their friends and neighbors, who are the legislators CONSTITUENTS both Republican and Democrat.

Messages she received on FB included.

- ❖ I'm a former teacher and instructional specialist. Upon retirement in 2005 I worked for one of the largest publishers. I learned that it is all about money, such as

competition to win the publishing contract that so much lobbying, including financial, were occurring. It was ridiculous because the parents and taxpayers have no idea that it is about who on their lobbying with legislators. Not what is right for our students.”

- ❖ “I am not able to travel to Austin but I agree totally with Alice Linahan! Please know she stands up physically for thousands of us!!”

Yet there is serious concern as well with what is coming in to replace the STAAR. The Next Generation of Assessment and Accountability.

- **Mother Lynn Davenport** shares her story from being involved in her children’s learning experience about discovering **the lucrative world of EdTech, children are viewed as human capital** and companies who benefit financially from our tax dollars.

See LD
IC 3

She asked the Texas legislature to please consider the enormous responsibility the technology brings

She shares about Moscow based Reasoning Mind, a math program that uses Russian learning theories. It measures behavior and affect (confusion, delight, concentration and frustration) and notes that **students are quite attached to the interactive learning agent “Genie”, who regularly receives (and answers) email on topics beyond the scope of the learning software, including jokes, requests for friendship, and confessions about students’ home life.**

She shared a report from in a study done with a grant from the Bill & Melinda Gates Foundation that concluded: **the effect of “Genie” deserves more careful consideration** and that this program is being experimented on more than 100,000 children in districts all over the state, such as Dallas ISD and Fort Worth ISD.

She also notes that Reasoning Mind has a \$4M contract with the TEA and is funded largely by Texas philanthropists who made money in oil and energy. It is also backed by Moscow oil money.

- **Mother discovers charter school discriminating against and bullying her son after he received 504 Accommodations**

See ML
IC 1

Mother A. Morgan-Lyles shares her story about her son that has ADD/HD and attended Harmony School of Nature in Dallas. He was given 504 Accommodations in 2012 due to his disability. **After receiving the 504 Plan he was discriminated against, this discrimination continued for approximately three years.** Not only was he discriminated against, but **he was harassed and bullied by Harmony’s teachers.**

- **Father discovers, after significant research efforts, students will be two years behind because of flawed math instruction.**

See RH
IC 7

Father Randy Houchins tells his story as a parent of a 7th and 8th grader. He has spent a great deal of time reviewing the past three years of Math STAAR Assessments.

He took all assessments for grades 3-8 and Algebra I for 2014, 2015 and 2016 and has written reports. He presented his findings to the State Board of Education for the 2015 STAAR (the first year the new TEKS for K-12 were tested) as well as a comparison of the 2014 and 2015 assessments. He

completed a report for the 2016 assessments which he presented to the State Board of Education at the November 2016 meeting.

He has discovered that the 2015 and 2016 assessments are loaded with reform math where more of an emphasis is placed on the process of solving the problem and not in calculation or getting a correct answer.

He has proved in his report that the wording in the TEKS is what created the need for these types of questions and asks – **Are we going to rate students and schools based on flawed assessments?**

He points out **there is no research that this reform mathematics pedagogy works**; at least not to teach mathematics.

He states – Just because the rest of the country is doing it is not a good enough reason for Texas to follow.

He asks – Why is the State of Texas aligning our standards and assessments with the ESSA? The short answer—Money from the Fed. And, with all of the proposed Real Time, Any Time, Computer Adaptive Assessment from the Commission on Next Generation Assessment & Accountability, **companies can use our kids as human capital**

He states **he has learned students will be two years behind because of this flawed math instruction.**

- **Father discovers Texas misses its governance leadership opportunity within Texas' own Education Code and performs assessment research revealing Texas' governance of education performance rating = F (-)**

See SS
IC 7

Research confirms students and schools are not the problem and Texas' governance of education is, starting at the top.

Steve Swanson, a father of two sons, shares his story about volunteering serving the first school closed, renamed and reconstituted by Texas' accountability system.

He states it helped him see that the **students and school were not the problem**. He experienced a **significant disconnect between the superintendent and school board and the reality of the lives and gifts of the students, parents and teachers in the school.**

This led him to perform assessment research revealing that the commissioner, school board and superintendent had failed to fulfill their responsibilities under Texas' own statutes and the school district's own policies to serve and save, not harm, all students.

The students and school were not the failure; those in power at the state and district level were. His subsequent state-wide research revealed this school district was not alone. Unfulfilled responsibilities in governing education is systemic in Texas. His report on this research has previously been shared with the Senate and House.

Texas Governance of Education Performance Rating = F(-)

Recommendations for Legislation

Interim Charge 1 – School Choice

1. RECOMMEND CHOICE for the Responsible Governance of Education and a Level Justice Playing Field for Student and Parents Rights.

- a. Governor and legislature make the choice for the responsible governance of education starting at the top. The top includes all state level people and organizations in government and those receiving financial support from the state involved in Texas' education system including but not limited to Governor, Legislature, State Board of Education, Commissioner of Education, Texas Education Agency and, to continue receiving funding from state, the Texas Association of School Boards, Texas Association of School Administrators and other statewide organizations receiving financial support from the state of Texas.
- b. **RECOMMEND LEGISLATION** for:
 - i. Requiring training and certification for all state-level people and organizations, noted in 1.a. above, in the governance of education principles and the provisions for responsibilities in the US and Texas Constitutions, US and Texas Pledges and existing Texas Education and Open Government Codes, many existing for decades, including responsibilities for local school boards and superintendents.
 - ii. Requiring the Commissioner of Education to have five years of experience in the implementation of what is taught in the training provided in 1.b. i. above.
 - iii. Requiring creation and use of a system and processes for assessing, rating and improving the performance, based upon the principles and provisions for governance in 1.b.i. above, of those people and organizations in 1.a. above.
 - iv. Requiring before any school receives a rating or any student is harmed by the accountability and rating system, all those in 1.a. above and the school district's school board and superintendent are assessed and all receive a rating of A or B.

Principles and provisions for governance responsibilities existing for decades in the Constitutions, Pledges and Texas' Education Code include to form a more perfect union, being One and indivisible and those offered as legislation in 2015 that had already existed for years in Texas' Education Code including suicide prevention, community schools, districts of innovation, parent involvement and school counselors performing counseling.

- 2. DO NOT RECOMMEND School Choice, Education Savings Account and Tax Credit Scholarship Programs** in Senate Interim Charge 1. Reasons include School Choice being no choice if public, private and home school are All aligned with CC standards and ALL school options require bad standards, bad assessments, bad accountability and state or federal mandates.

Interim Charge 3 – Efficiency – Performance-Based Funding

Texans already pay for and the Texas Education Code governance provisions already require and provide the processes and procedures for effective, productive and efficient use of resources including peoples' time, talent and money/taxes in serving the needs of students.

1. **DO NOT RECOMMEND Performance-Based Funding Mechanisms** that allocate dollars based upon achievement versus attendance because:
 - a. No matter how you tweak the system or names they are given, performance based accountability programs discriminate and favor the privileged over the underprivileged. Pay for Performance programs are not any different.
 - b. The accountability system, where schools are judged according to how they performed on the test and other related factors, and are taken to failure because of conditions the school has no control over, should be placed in a state of moratorium.
2. **RECOMMEND LEGISLATION** for:
 - a. No more labels or shutdowns; no more teachers laid off due to failing status of the school, until an independent agency, one not beholdng to lobbyists or corporate interests that base their profits on the backs of students in "failing schools" can be assembled to create a new system.
 - b. Creation and use of a system and processes for assessing, rating and improving the performance, based upon the principles and provisions for governance in Interim Charge 1 – Choice 1.b.i. above, of those people and organizations in Interim Charge 1 – Choice 1.a. above. The existing governance provisions in the Constitution and TEC already require and provide processes for the effective, productive and efficient use of resources in serving the needs of students including cost-based approach that is necessary in an improved school finance structure. But, they have been and are being ignored.

Interim Charge 4 – Digital Learning

1. **DO NOT RECOMMEND use of digital learning** that has not been researched and proven beneficial for students and evaluated and accepted by teacher and parent planning committees. We have to remember we are talking about little children who don't belong in front of screens.
2. **RECOMMEND LEGISLATION** requiring that the purchase of all technology for digital learning is done in accordance with the existing governance provisions in the Texas Education Code. Provisions that require before a new strategy, including use of digital technology is purchased and implemented, the superintendent shall work with parents and teachers performing the following:
 - a. Assessing specific student need that the strategy – digital technology – is to serve,
 - b. Use a strategy that has proven research and results,
 - c. Identify resources to implement the strategy including people's time, skills and money-taxes,
 - d. A plan of activities for implementation of the strategy is created,
 - e. Implementation of the plan is monitored and evaluated for effectiveness and results, both in student achievement and effective and efficient use of resources.
 - f. Improvement plans are created and implemented to make necessary improvements based upon the evaluation.

Interim Charge 7 – School Board Governance

1. RECOMMEND LEGISLATION

- a. **State Level Governance**– For state level people and organizations – See Interim Charge 1 – RECOMMEND CHOICE for the Responsible Governance of Education and a Level Justice Playing Field for Student and Parents Rights.
- b. **School District Level Governance**
 - i. Requiring training and certification for school board members and superintendents in the governance of education principles and the provisions for responsibilities in the US and Texas Constitutions, US and Texas Pledges and existing Texas Education and Open Government Codes, many existing for decades.
 - ii. Requiring superintendents to have five years of experience in the implementation of what is taught in the training provided in 1.b. i. above.
 - iii. Requiring creation and use of a system and processes for assessing, rating and improving the performance, based upon the principles and provisions for governance 1.b.i. above, of school boards and superintendents.
 - iv. Requiring **Leveling the Justice Playing Field for Students’ and Parents’ Rights in Education**. Includes, without an increase in funding from state or taxes, school boards budgeting and funding, from existing funds and budgets for central administration indirect expenses, the provision of all legal services for their complaints grounded on district policy and state law.

2. **DO NOT RECOMMEND** considering the Senate’s Committee on Education references to HB (1842) and IR – Improvement Required Campuses.

HB (1842) would not exist if the commissioners of education had fulfilled their responsibilities for governance in the TEC to serve, not blame or dictate to, school boards. It is unjust to focus on IR campuses when the governance performance rating of the Texas Commissioners of Education/TEA is F (-). *(See attached Summary of Research in Interim Charge 7.)*

Parents on Education Testimonies and Observations Summary

What Parents Said – About Senate Interim Charges

Interim Charge 1 – School Choice

CHOICE is NO CHOICE

- ❖ If charters and innovation schools are tied to the flawed TEKS...and are not allowed to use traditional teaching standards, then **THERE IS NO SCHOOL CHOICE TO BE HAD.**
- ❖ **Currently, school choice is NO choice for parents across Texas.** All education choices are controlled by federal mandates of the Workforce Innovation and Opportunity Act (WIOA) passed in July 2014 and the Every Student Succeeds Act (ESSA) passed in Dec. 2015.
- ❖ ALL schools, PUBLIC, PRIVATE and CHARTER through YOUR PUBLIC/PRIVATE PARTNERSHIPS do not reflect authentic “choice.” LET ME ASSURE YOU~ SCHOOL CHOICE is NO CHOICE because all national assessments the SAT, ACT and AP have been dumbed down AND aligned to shift away from academics to attitudes, values, beliefs and behaviors.

Give Me a Choice Rooted in Academics.

- ❖ Give me a Choice of time-tested, proven curriculum in the public schools to have the best education rooted in academics
- ❖ I want a choice in the type of classroom my child is being taught in. I want a CHOICE to opt my child out of technology in the classroom. I want a classroom where my children will learn to write not type in the classroom.

DO NOT WANT CHOICE – NO PROTECTION

- ❖ I do not want school choice simply because there is “NO Protection” for children who have special needs or disabilities
- ❖ **With the “School Choice” program children with disabilities will have absolutely no protection**
- ❖ **If my son had been attending a school that was in the “School Choice” program, which government entity would have investigated the discrimination that was transpiring at Harmony School of Nature?**
- ❖ Children with disabilities and special needs are protected under the Americans with Disability Act (ADA) and the Rehabilitation Act of 1973, but only in public schools.
- ❖ CONCERNS ABOUT ESA’S – How do you make up the difference in tuition if you are a family in poverty?
- ❖ Charters discriminate and do not take every child. They get their PEIMS headcount for funding, then they send out their difficult children with learning and behavior problems
- ❖ What happens when everyone bails on the public schools, who is left behind?

Responsible Governance Of Education – CHOICE OPPORTUNITY

- ❖ Texas should become the most **COMPETITIVE STATE** in the nation in education. If it obeys its own laws for governing education and pledge to be One and indivisible
- ❖ **Texas should STOP ASKING OTHER STATES OR RELYING UPON THE FEDERAL GOVERNMENT** to come or send money to Texas to fix Texas’ own education problems.
- ❖ **The Texas story in education will pivot around Texas’ choice for or against responsible governance. UNITED WE STAND DIVIDED WE FALL**

- ❖ **I do not want “school choice”, because I believe it will destroy our traditional public schools, with locally elected school boards.**
- ❖ What we as Texans need to do is focus on making our public schools great once again! **School Choice is simply not the answer!**

Interim Charge 3 – Efficiency – Performance-Based Funding

- ❖ It does not matter how you tweak the system or name you call it; performance based accountability programs discriminate and favor the privileged over the underprivileged.
- ❖ Pay for Performance programs are not any different.
- ❖ There is no way you can positively say that a school is failing – not when the forces of low socio-economic conditions, large percentages of English Language Learners and a large mobility factor of students coming and going during the year, affect the schools and produce such dramatic outcomes.
- ❖ *There is a fundamental “SHIFT” – These are the same types of battles that were fought in the late 60’s and early 70’s and again in the late 80’s and early 90’s. It is what was coined back then- Outcome Based/School to Work education.
 - What pushed it out in the past? PARENTS and TEACHERS!
 - **Why? PARENTS AND TEACHERS understood just how harmful this is to their children.**
- ❖ I did not have my three children to be guinea pigs for the state, much less, “Human-Capital” for the state or federal government.
- ❖ Texas taxpayers already pay for performance. Performance by our commissioner and school districts to fulfill their statutory governance responsibilities to serve the needs of students, not harm them, and effectively use money, not waste tax dollars.
- ❖ Taxpayers have the duty to ask and see, how are we doing governing education? Also, the public must actively help serve students’ needs.

Interim Charge 4 – Digital Learning

No Privacy

- ❖ As a Mom, what I am most concerned about is the privacy of my children, it is not about social media, or bullying, it is about the fact that **our children are be tracked, and that their private data is now legally collected because of the change in the FERPA regulation.**

Computer Potential Tool – But Harms Students

- ❖ **There are over 200 peer reviewed studies showing that using digital learning in the classroom does not improve student academic outcomes and in fact, does harm to students.**
- ❖ I think it’s important to recognize these are children. These are human beings.
- ❖ I’m in a very advanced school that is up to speed. We’ve got every gadget, every computer application you can think of. I made the choice, as **I saw a shift away from academics**, to pull my youngest child out of public school.
- ❖ Who wants to walk by a class of kindergartners with headphones on staring at screens?
- ❖ Technology has its place, but it is a TOOL for a teacher if they want to use it. It’s not the means to educate children.
- ❖ So when you bring in companies like Reasoning Mind or Istation into schools to teach math or reading, that’s a problem.

- ❖ We have to remember we are talking about little children who don't belong in front of screens. Period. ---- **END OF STORY.**
- ❖ **In the lucrative world of EdTech, children are viewed as human capital.** The same companies who appealed to the FCC to expedite the Education Superhighway E-Rate program are the ones who benefit financially from our tax dollars.
- ❖ **Reasoning Mind – Math Program not good for students**
One company in particular is the Moscow based Reasoning Mind, a math program that uses Russian learning theories.
 - It measures behavior and affect (confusion, delight, concentration and frustration).
 - Students are quite attached to the interactive learning agent “Genie”, who regularly receives (and answers) email on topics beyond the scope of the learning software, including jokes, requests for friendship, and confessions about students’ home life.
 - That was reported in a study done with a grant from the Bill & Melinda Gates Foundation.
 - With Reasoning Mind, It concluded: **THE EFFECT OF “GENIE” DESERVES MORE CAREFUL CONSIDERATION.**
 - This program is being experimented on more than 100,000 children in districts all over the state, such as Dallas ISD and Fort Worth ISD.
 - Reasoning Mind has a \$4M contract with the TEA
 - Is funded largely by Texas philanthropists who made money in oil and energy.
 - It is also backed by Moscow oil money.
- ❖ **Istation, a reading response to intervention program.**
 - The TEA paid Istation \$17M.
 - Coincidentally, they share the same building as Reasoning Mind and is also being used by Dallas ISD.
- ❖ As a parent I want a choice if my child will be learning math from a Reasoning Mind digital genie versus a real teacher using a pen, paper and textbooks, a teacher who knows how to teach reading, writing, math and history.
- ❖ **PLEASE CONSIDER THE ENORMOUS RESPONSIBILITY THE TECHNOLOGY BRINGS.**
- ❖ Let me give you a reality check, **Steve Jobs was a NO TECH dad. Steve Jobs understood the danger of technology in the classroom for his own children.**
- ❖ Digital learning is a necessary amenity in 21st century learning. It should be considered a resource, not an end to a problem. Dr. Yong Zhao of the University of Oregon reminds us that education is the growth of a human being, while digital initiatives are training or instruction which is different than education.

Money in Digital Learning – Profit – But No Evidence of Benefit

- ❖ We know where the funding has come from, we know that in 2000 TASA was given a grant from the Bill and Melinda Gates Foundation for 6.3 million dollars.
- ❖ TASA and the Texas Association of School Boards (TASB) are trade organizations who've been tied to the vendors/lobbyists for many years; and, of course, they pay for their agenda by using local taxpayers' dollars which cover TASA/TASB dues, conventions, etc.

Screen Addiction.

- ❖ As an engineer and business executive I have written and used computer software. I have experienced screen addiction. Imagine what students today are experiencing.
- ❖ As a guest lecturer for college engineering and business students; I would ask their professors if they were **being taught how to solve problems without a computer.** The responses then were “yes.” **TODAY?**

- ❖ **Computer addiction is dangerous. It can stifle common sense and the use of our hearts in living together as human beings, not machines.**

Practical Experience in Problem Solving

Not Computer Dependency

- ❖ Experience as an engineer and business executive taught me the **importance of having practical experience in solving a problem without a computer. Computers are a tool for problem solving and not THE problem solver.**

My question for you and the Commissioner of Education today is,
Have you seen and understood a computer report on
Your school districts' and the state's use of and benefit from money in education?

Interim Charge 7 – School Board Governance

Texas Can Become THE LEADER in Governing Education

- ❖ **Texas is the place and Texans are the people that can and should be the leader in governing education and become the most competitive state in the nation in education.**
- ❖ **Governance Performance Outcomes Are Crucial to Students & Taxes**
 1. To provide the necessary conditions for all students learning and improving
 2. Stopping the cycle of lawsuits over funding education while not knowing costs
- ❖ **Texas Government Must Be Assessed to Improve & Become a Leader**

What Is Texas' Governance of Education Performance Rating?

- ❖ **F (-)** – On August 3, 2016 the committee received a summary of research on Texas' governance of education, including a performance rating. (See attachment.) **From the Attached Research F (-) and IR Rating for Texas Governance of Education**
- ❖ Volunteering in the first school closed, renamed and reconstituted by Texas's accountability system, I experienced firsthand the negative impact on students and the waste of tax dollars and my time because of unfulfilled responsibilities of the Commissioner and others. Texas' governance of education is personal.
- ❖ I have also experienced the distractions to governing to serve student needs caused by the renaming of schools, facility master planning, hiring outsiders to do a school district's work and more all while little focus is placed on the needs of students.

TASA and TASB – Are They Helping Governance to Serve Students?

- ❖ In short, I am here today asking you to investigate TASA and TASB and their influence on our local schools which is `undermining our ability to have local control and to defund this lobbying group of our tax dollars.
- ❖ **DEFUND TASA/TASB AND RETURN THE POWER BACK TO THE PEOPLE.** It is my observation that our locally elected school boards are being influenced by taxpayer-funded lobbying groups like TASA/TASB. This undermines our ability to have local control.
- ❖ We hold elections and use our tax dollars to send our school board trustees to be trained on how NOT to listen to our voices. They attend "Team of 8" training sessions to learn how to handle "Mavericks, Mutineers and Malcontents" like myself.
- ❖ They use the Delphi Technique to engage the community with preordained outcomes established well before the meeting began.
- ❖ Our district has been on the decline ever since we aligned with the TASA Vision and the Texas High Performance Consortium.

- ❖ Instead of listening to the taxpayers and those they were elected to represent, they attend TASA and TASB conferences sponsored by companies who profit off our children and our tax dollars: Pearson, Google, ETS, Houghton Mifflin, College Board and Naviance, to name a few.
- ❖ Raise Your Hand Texas, Educate Texas, Communities Foundation of Texas, TFA, AFT, AIR, Commit!, KIPP, TASA, TASB. Get all these hands out of the pot. They do nothing but muddy the water.

Accountability

- ❖ Defined by Merriam-Webster as an obligation or willingness to accept responsibility or to account for one's actions.
- ❖ As a taxpayer in Texas I would like this Committee to know **I am not happy with what I see happening in education in Texas, current laws and those being discussed.**
- ❖ **I do not think the State is acting in the best interest of students and children.**
- ❖ **Taxpayers are aware of the games that are being played with these public-private ventures in reform education.**
- ❖ **Who is accountable to make sure all of this money being spent on this education reform to College and Career Ready/ 21st Century Learning/ Common Core is not being wasted? Remember, it is not your money; it is the taxpayer's money.**
- ❖ As your constituents, we are also holding you accountable for allowing through a coordinated effort of the passage of legislation, alignment to the UNCONSTITUTIONAL Federal mandates of the Workforce Innovation and Opportunity Act (WIOA) and the Every Student Success Act (ESSA) and alignment with the College and Career Readiness /Common Core NATIONAL Standards to drive what is being taught or NOT taught to our children in schools across Texas.

Comments on The Senate Committee on Education Report to the 85th Legislature

Testimony by new and unexperienced commissioner and deputy commissioner of education mentioned in Senate Committee on Education's report

- ❖ **FAILS to address:**
 1. **Existing, some for decades, governance provisions** in the Texas Education Code and school district policies.
 2. **Commissioner's** governance responsibilities
 3. **School boards' governance responsibilities**
 4. **Superintendent's governance responsibilities**
 5. **TRAINING**
- ❖ **ONLY** addresses **REACTIVE INTERVENTION** for IR schools. They **DO NOT** address **proactive PREVENTION** to serve the needs of students necessary for learning and **academic achievement** as provided for the TEC and school district policies to prevent the need for intervention. **Repeatedly mentions student outcomes with no mention of the essential conditions for student leaning through high performance governance outcomes** to:

Parents on Education Testimonies and Observations Summary

What Parents Said – About Education Standards

Opportunity for Significant Improvement

- ❖ **The standards for learning, teaching, instructing, assessing, measuring and accounting for academic achievement in Texas today are corrupt. The Texas TEKS are flawed.**
- ❖ Senator proceeded to pass the buck for the corrupt standards to the Texas State Board of Education (SBOE.)
- ❖ SBOE's failure to adequately address those problems and how such failure was preventing initiatives, like technology, from being useful, efficient or even relevant.
- ❖ The legislature continues to make laws and push initiatives that are disruptive to education while these standards are left unaddressed.

Imperative That This Body Understand if The Standards Are Not Corrected, Nothing else that the legislature does will result in what they continue to refer to as improved "student outcomes."

- ❖ True student "outcomes" are not evident in A-F ratings, in the STAAR test results or in any other "accountability" measure being used today.
- ❖ Some administrators throughout the State estimate that Texas students are 18 to 24 months behind in their learning, due to the corrupt Texas TEKS, particularly in math.
- ❖ Bad standards result in bad assessments and bad accountability findings. The assessment/accountability indicators only measure whether the students have successfully mastered the content driven by the bad standards.
- ❖ Advocating for school choice is a noble cause. **The present options that are being touted as choice actually counter the existing choice that is currently available to Texas residents.**
- ❖ Today, parents *can choose* to homeschool or enter their children into private school, with the freedom of not being tied to the bad standards that have been forced on publicly funded programs through state and federal mandates. Everyone should be proponents of that type of choice.
- ❖ Tying students, schools or education programs to those bad standards through state or federal strings will destroy the choice available to those children.
- ❖ Charters are required by state law to meet the same bad standards, bad assessment and bad accountability measures that other publicly funded programs require and therefore offer no real choice.
- ❖ Schools and student performance indicators are in no way relevant to whether students can actually read, write and perform arithmetic.
- ❖ The TEA is hiding behind AG opinion (JC0478) to say that test and assessment are interchangeable as it relates to Chapter 39 and Chapter 26. They say parents do not have the right to protect their children and opt them out of harmful assessments. This is wrong.
- ❖ Will the TEA be held accountable for noncompliance with state law, HB 743?
- ❖ Parents have filed suit against the Mike Morath and the TEA saying they have acted outside of their statutory authority in administering the 2015-2016 STAAR assessments. Mike Morath and AG Paxton say they removed all embedded field-test questions, but the number of questions on the math assessments for grades 3-8 did not change from 2015 or 2014.
- ❖ Attorney General Ken Paxton, against parents, ran to protect the TEA saying parents do not have a right to challenge the TEA in court.

- ❖ Let's talk about the Math STAAR Assessments.
 - I have spent a great deal of time reviewing the past three years of Math STAAR Assessments. I have taken all assessments for grades 3-8 and Algebra I for 2014, 2015 and 2016. I have written reports and presented my findings to the State Board of Education for the 2015 STAAR (the first year the new TEKS for K-12 were tested) as well as a comparison of the 2014 and 2015 assessments. I completed a report for the 2016 assessments which he presented to the State Board of Education at the November 2016 meeting. The 2015 and 2016 assessments are loaded with reform math where more of an emphasis is placed on the process of solving the problem and not in calculation or getting a correct answer. I have proved in the report I gave you today that the wording in the TEKS is what created the need for these types of questions. **Are we going to rate students and schools based on flawed assessments?**
 - There is no research that this reform mathematics pedagogy works; at least not to teach mathematics.
 - Just because the rest of the country is doing it is not a good enough reason for Texas to follow. Students will be two years behind because of this flawed math instruction.

Parents on Education Testimonies and Observations

INTERIM CHARGE 1 – School Choice

Study school choice programs enacted in states across the nation, examining education savings account and tax credit scholarship programs in particular. Examine the implementation process used in other states and what impact these programs have had on student academics and state and local district budgets. Make recommendations on which choice plan could best serve Texas students.

Testimony by Meg Bakich

Dallas, Texas (Self) September 14, 2016 – meg@bakich.com

Texas Senate Committee on Education *School Choice*

If charters and innovation schools are tied to the flawed TEKS which was mentioned yesterday and are not allowed to use traditional teaching standards, then **THERE IS NO SCHOOL CHOICE TO BE HAD.**

*John Vallance, a Cambridge scholar and headmaster of Australia's top K-through-12 school, Sydney Grammer, has said: "I think when people come to write the history of this period in education...**this investment in classroom technology is going to be seen as a huge fraud.**"*

The key being ***independent research...***

It is frustrating to watch a parade of profiteers in and out of your chambers; they are allowed to command the floor presenting research they have developed. There is no empirical evidence of what is being sold to you, while the credible outside research is being ignored completely. While we the people are allowed two minute snapshots to provide counter information.

Research, such as a Brookings report showed under-performance in Arizona's charter schools. An In the Public Interest group found that an analyst for the District of Columbia "could not provide a single instance in which its strategy of transferring a low-performing school to a charter management organization had resulted in academic gains for the students." The Minnesota Star Tribune reported that "Students in most Minnesota charter schools are failing to hit learning targets and are not achieving adequate academic growth."

Senator Taylor, you said yesterday that we must hurry and get the digital initiatives in place. What is the hurry? Why is it more important to mask the problem than to fix the root of it? School choice only stands to compound this chaos, by moving our tax dollars to entities with appointed, rather than elected boards. You have already shut the taxpayers out of the choice process in what is being taught and by allowing appointed boards, you will be stifling their ability to impact what isn't working.

I have asked you before and will ask you again... the evidence shows that this is going to harm our kids. It will fail them academically. When that happens, what remedy is there to make our children whole?

Testimony by Lynn Davenport

Dallas, Texas (Self) September 14, 2016 – ldaven@me.com

Texas Senate Committee on Education *School Choice*

My name is Lynn Davenport and I live in Dallas. I have three kids in Richardson ISD. I appreciate you saving the best for last, and I'm not talking about us. I've heard more wisdom from the trustee from Victoria ISD and the last gentleman, Charles Luke, with the child with Spina Bifida than I have all day. I do wish that we had a panel of parents. We get two minutes. There's just not enough representation.

CONCERNS ABOUT DISTRICT OF INNOVATION:

- I'm afraid DOI is a mirage of local control. Senator Rodriguez asked "Where's the innovation?" I'm afraid they will cram more kids in classrooms if they are exempt from having to apply for a waiver. Will they add more kids because they can?
- I'm concerned that they will hire teachers without certification because we're desperate. The STAAR has pushed out good teachers who won't put up with the oppressive environment. Our junior high has hired people over the phone. The teachers won't put up with the accountability system so they get out.
- We have no idea what our district wants to do with start dates would they start earlier or later?? I don't know if I want that kind of local control.

CONCERNS ABOUT ESA'S:

- When I pulled my youngest out of public school for two years I would have loved to have taken my \$7500 but I can afford to make up the difference. How do you make up the difference in tuition if you are a family in poverty.
- What does the poor parent do if the tuition is \$10-15,000? Also, a \$750 transportation allowance won't help.
- Pay the teachers so we can attract the BEST. I want to fix this.
- Give me a CHOICE of time-tested, proven curriculum in the public schools to have the best education rooted in academics. All these experimental pedagogies are happening in public schools, private schools and charter schools because the SAT has aligned to the Common Core.
- I don't believe in competition through charters and vouchers. Charters discriminate and do not take every child. They get their PEIMS headcount for funding, then they send out their difficult children with learning and behavior problems
- We are getting 100 refugees in my public school next week. We have to educate every child. What happens when everyone bails on the public schools, who is left behind?
- There's no such thing as failing schools. The failing label is based on the invalid STAAR assessment. They become drill and kill campuses. The teachers work just as hard.

Testimony by Alice Linahan

Argyle, Texas (Self) September 14, 2016 – alinahan@verizon.net

Texas Senate Committee on Education *School Choice*

Thank you for this opportunity. My name is Alice Linahan and I am a traditional public school mom in Argyle ISD. I am also a homeschool mom for our youngest child.

Currently, school choice is NO choice for parents across Texas. All education choices are controlled by the federal mandates of the Workforce Innovation and Opportunity Act (WIOA) passed in July 2014 and the Every Student Succeeds Act (ESSA) passed in Dec. 2015.

I do not want “school choice”, because I believe it will destroy our traditional public schools, with locally elected school boards.

What I want is a choice for my children to opt out, if needed, when **NOT** being taught to read, write, do math, and learn history from a veteran teacher, who knows how to teach those core subject without the use of a computer, which has actually been proven successful in teaching academics.

As my friend Michael Bohr correctly states...*“Parents, who are the first and forever educators of their children, are the only people who hold the right to determine the best interests of their child.*

Everyone one else has an agenda that puts their best interests over those of the child and they have done so by taking control of our government.

Their hope is that we continue to fight the false battles they lay down before us and forget that we, the parents, are the sole authority in determining the education and upbringing of our children.”

I have heard all day today that our public schools are failing, to justify the options given within “School Choice”.

My question to you is, are those assessments that are determining the A-F accountability ratings of our schools even valid? I would say they are not.

Nakonia Haynes, who was on the committee for grades 3-5, that helped to write the Texas Math Standards in 2012 told me personally, she was furious when she saw the questions that had been designed for the fifth grade. She stated...*“as long as we have such terrible creations of assessments that are not meant to measure academic intelligence in a discipline, especially in mathematics, but to measure “nuance” and “critical analysis” of the meaning of a question, how dare we use those tests to measure the academic education of our children or their schools?”*

I have a reality check for you, I believe this system you have been implementing is actually destroying our community schools. Our kids will no longer be that kid from Argyle, Texas who was in the band, on the field, a kid that was from a community that comes together for all of those kids. You are destroying our great private schools who have that same kind of community. We know that when the money follow the child, so does the accountability and that is coming from the federal level. As parents we must protect ALL of our children.

Again briefly, because of the passage of the Every Student Succeed Act (ESSA) replacing the Not Child Left Behind (NCLB), and was a re-authorization of the 1965 Elementary and Secondary Education Act (ESEA) it mandates that no matter what standards each state chooses to keep or switch to, they must align to the Workforce education as laid out in the Workforce Innovation and Opportunity Act (WIOA), which is why the Texas Legislature passed HB 2804 setting up the Next Generation of Assessments and Accountability Commission to develop and make recommendations for new systems of assessment and public school accountability.

I just want you to know as a Mom, who has children in the public school, but has pulled my youngest

child out to homeschool, there is NO CHOICE for me because if they are in public school or private school in our local community, they are all forced to use online digital learning. The #1 recommendation of the The Next Generation of Assessments and Accountability commission is online digital adaptive assessments and instruction. My question is, are those assessments actually valid? Or, are they assessing the non-cognitive, psychological behaviors of students and shorting them for the workforce.

In conclusion, I want to recommend a new documentary, based out of Texas, 'Killing Ed'. This documentary exposes what happened right here in East Austin with accountability by the state and the charter school movement. This documentary also looked in depth at the 51 Gulen associated Harmony Math and Science Centers throughout Texas. You had a parent earlier today testify about the harm done to her son by a Harmony Charter school.

There are 51 of these schools in Texas and it is a National Security Issue.

Thank you again for the opportunity. Alice Linahan Argyle ISD and Homeschool

Testimony by Morgan-Lyles

Dallas, Texas (Self) September 14, 2016 – amlyles7@gmail.com

Texas Senate Committee on Education *Choice School Choice*

My son has ADD/HD and attended Harmony School of Nature in Dallas. He was given 504 Accommodations in 2012 due to his disability. After receiving the 504 Plan he was discriminated against, this discrimination continued for approximately three years. Not only was he discriminated against, but he was harassed and bullied by Harmony's teachers. Even after getting the Department of Education (OCR) involved by filing a complaint against the school, Harmony continued to discriminate against my son by not accommodating him according to his 504 Plan.

If my son had been attending a school that was in the "School Choice" program, which government entity would have investigated the discrimination that was transpiring at Harmony School of Nature? Children with disabilities and special needs are protected under the Americans with Disability Act (ADA) and the Rehabilitation Act of 1973, but only in public schools. With the "School Choice" program children with disabilities will have absolutely no protection. Private schools will not have to allow children with disabilities to have 504 Accommodations or IEP's. These services will be obsolete. Texas Education Agency (TEA) and the Department of Education (OCR) will have no jurisdiction to investigate any type of discrimination against disabled and/or special needs children. You tell me, how is the Choice Program beneficial to children with disabilities or special needs? Who will protect them? What about their rights to a Free and Appropriate Public Education?

I do not want school choice simply because there is "**NO Protection**" for children who have disabilities or special needs What we as Texans need to do is focus on making our public schools great once again! School Choice is simply not the answer!

Testimony by Steve Swanson

Austin, Texas (Self) September 14, 2016 – swanson@austin.rr.com

Texas Senate Committee on Education *School Choice*

Parent, engineer, retired business executive and 20-year volunteer in Texas education, including serving the first school closed, renamed and reconstituted in Texas by the Texas accountability system and statewide research assessment of Texas' performance of education

I can see Texas Senators, including Chairs Taylor and Lucio, being asked by Nevada, Arkansas, Arizona, and other states to visit with their legislatures to share the Texas Story titled "**Texas Made the Choice for Responsible Governance of Education**". Texas is no longer asking other states or relying upon the Federal Government to come or send money to Texas to fix Texas' own education problems. **Texas is becoming the most competitive state in the nation in education.**

My experience serving the first school closed, renamed and reconstituted by Texas' accountability system helped me see the need and give me hope for this Texas story. The students and school were not the problem. I experienced a significant disconnect between the superintendent and school board and the reality of the lives and gifts of the students, parents and teachers in the school. This led to research revealing that the commissioner, school board and superintendent had failed to fulfill their responsibilities under Texas' own statutes and the school district's own policies to serve and save, not harm, all students. The students and school were not the failure; those in power at the state and district level were.

Subsequent state-wide research revealed this school district was not alone. Unfulfilled responsibilities in governing education is systemic in Texas. The report on this research has previously been shared with the Senate and House.

Hope for Texas making the choice to create its governance responsibility story in education is based upon knowing the diversity, character and can do spirit of Texans as well as Texas' own statutes and school district policies for governing education, which have existed for decades.

Texas statutes require the commissioner's oversight and service to local districts in support of the local school district responsibilities in governing education. These responsibilities are for leadership and management to serve and save all students, not harm them, and to make effective use of resources, not waste lives and money.

If these existing statutes and associated district policies had been fulfilled, the bills last session for suicide prevention, community schools, innovation zones, parent empowerment and others, as well as the school finance lawsuit, would not have existed.

The Texas story in education will pivot around Texas' choice for or against responsible governance. What choice and story do we want Texans and the nation to hear?

INTERIM CHARGE 3 – Efficiency – Performance-Based Funding

Conduct a comprehensive performance review of all public schools in Texas, examining ways to improve efficiency, productivity, and student academic outcomes. Study performance-based funding mechanisms that allocate dollars based upon achievement versus attendance. Identify any state mandates which hinder student performance, district and campus innovation, and efficiency and productivity overall.

Testimony by Patrick Huff PH. D.

Tomball, Texas (Self) August 3, 2016 – aphuff51@gmail.com

Texas Senate Committee on Education Efficiency – Performance-Based Funding

Adjunct Professor, University of St. Thomas, Houston, Texas – Retired Middle School and High School Principal

Ladies and gentlemen of the Education Committee, my time is short so I will get right to the point. I will highlight today the disparity in the accountability system and demonstrate how the system is highly discriminatory toward our Title One schools. It does not matter how you tweak the system or name you call it; performance based accountability programs discriminate and favor the privileged over the underprivileged. Pay for Performance programs are not any different.

I have given you a handout that has copies of four elementary school report cards, along with my written statement. Note that the names have been redacted along with the school district. They don't deserve to be made examples of in this deliberation. Note also, that I have highlighted toward the bottom of each report, three demographic categories. These are the three categories that have the most impact on how the school is going to perform with the accountability report. The three categories are, **Economically Disadvantaged, English Language Learners, and Mobility Rate**. My research and experience tell me that a 20% or higher rate in these categories creates huge challenges for the school. Let's go to the report cards.

In the first report card is a school that did very well. They no doubt have excellent teachers and good leadership. They also have low numbers in the three important categories. The challenges the school faces have been minimized due to the low numbers in the three categories. (Note especially the extremely low Eco. Disadvantaged category of 2.7% and the Mobility Rate of 4.6%.)

In the second report card we have a school that also met standards, but did not do as well as the first school. They had, however, no less dedicated or hard working teachers. They just had a more difficult challenge with high numbers in Eco. Disadvantaged and ELL's. The lower mobility rate of 16% kept them in the game.

In the third school example we see a school that "needs improvement". This school worked extremely hard to get over their challenges, but as you can see they barely missed meeting standards. Look closely at the three categories. Are we to assume their teachers did not do a very good job? Did they have less than desirable leadership? I have visited this school on more than one occasion. They have a dedicated faculty and excellent leadership.

In the last school report card we have a school that is in a very difficult situation. Their numbers in the indices are very low and no doubt they are on TEA's watch list. Look, however, at the challenge they have with Eco. Disadvantaged and their Mobility Rate. Almost 30% of their students are coming

and going at different times in the year. This is a nightmare for teachers. An alarming 83% of their students are Eco. Disadvantaged. What they have to deal with at home and in the community, from a poverty standpoint, we in this room cannot even begin to understand. Do they have poor teachers and poor leadership? Do they need to be sanctioned, ridiculed and labeled as a failure?

Ladies and Gentlemen, my time is up. The only way to solve this problem is to do away with the accountability system and stop any new accountability system you are planning to install. The public is demanding a return to local control. Getting rid of all performance based accountability systems is the only way to accomplish getting back to local control. The amount of money you save by not having expensive staff development to retrain teachers plus all the people involved with monitoring “needs improvement” schools, can be placed into the communities and schools to help with their challenges related to poverty.

Thank you. **See attached for handouts**

RECOMMENDATIONS

Recommendations for how to resolve issues with traditionally low performing schools:

Key Concept: The same percentages required for passing accountability standards at a school of very low eco-disadvantaged students is the same as those percentages applied to the students at a school that has very high percentages of eco-disadvantaged students. They take the same test and when the group scores come back from each school the school that has very low eco-disadvantaged percentages has scores that are far better than those from the school with very high percentages of eco-disadvantaged students. Those who make judgments about the difference in the scores jump to the conclusion that the low scoring school has poor leadership and teachers that are sub-par in their ability to teach the students. This false assumption is at the heart of the new A-F school labeling system due to roll out in the 2017-2018 school year. This thinking is faulty and will do nothing to improve the scores at the schools that are in areas of poverty. The state legislature and the state education agency assume this new method of shaming schools, teachers, and students will help pave the way for the public learning which are the bad schools and which are the good ones. Nothing will change with this new method of labeling schools. It will not produce better scores.

The key issue, what many like to call “low performing” schools, are the socio-economic challenges in the community where the school is located. These challenges, which center around poverty issues in the home, are carried into the school. There is a saying that our new commissioner likes to use; “we cannot give-in to the soft bigotry of lowered expectations”. The insinuation is that if we lower expectations for students based on the premise that this group of students cannot perform as well as other students, than that is a form of bigotry. The problem is we are trying to fit every student in the state of Texas, except a small percentage of special education students, in the same category of student performance. It is termed “equity in outcomes.” Everyone needs to perform to a set standard in order to receive what is best termed as a decent education. That would be fine, if the student was left to his or her own self and his or her efforts were judged individually. The grades earned from the teacher would stand by themselves as an indication of the work performed and at what level of success. Combine that with a PSAT score, a future SAT score, a GPA and a class rank and a picture emerges as to how well the student is prepared for what may lie ahead.

During the No Child Left Behind (NCLB) era students were placed into subgroups where the individual gets lost in the group. Subgroup percentages were used to determine the success or failure of the school. The problem with evaluating the success of a school through its subgroups is that the high percentages of students affected by the low socio-economic conditions of the neighborhoods and the families end up working against the Title I schools. The percentages of eco-disadvantaged

students worked against the school's ability to keep up with the required percentages in each subgroup. Add to this the other two key demographic factors working against the Title I schools, large numbers of English Language Learners and a high Mobility Rate (students coming in and leaving during the year), and you have a recipe for failure. This is the inequity of the way the system is structured and why it discriminates against the Title I schools.

The following was a by-product of what occurred during the No Child Left Behind era and is still occurring today. As the stakes became higher each year, due to rising percentages required in the subgroups, the teacher's lessons became more and more scripted to what the students would see on the test. Occurring also at this time, the computer or school issued tablet, became more prominent. Now the curriculum is taught through the device. The teacher helps to facilitate the lesson found in the tablet. Those that control what is in the device control the information and knowledge allowed to be taught. Add to this commercial products that advertise improved scores if the product is purchased and followed, and the recipe is complete for a completely controlled curriculum where the device is the teacher and the teacher is but a facilitator.

Under STAAR we went to a different type of accountability system that measured the students through four different groups: (1) Outcomes on the test, (2) student progress from one year to the next, (3) closing performance gaps, and (4) postsecondary readiness. The students are still in groups and the percentages required for passing determine the school rating. Again, it is the Title I schools being hit the hardest. If they are labeled "Needs Improvement" they get put on a treadmill of high stakes accountability that eventually could see teachers and principals lose their jobs and the school being repurposed or restructured.

The truth is, it is next to impossible to really know what our students are learning. Since everything has been reduced to the test, all we can judge is how well the student is doing on the benchmark tests and the real state test. Going back to the statement about soft bigotry mentioned earlier, this statement should be turned around and worded differently. The soft bigotry toward Title I schools is demonstrated through the hidden discrimination against schools located in areas of high eco-disadvantaged neighborhoods. The discrimination is hidden because the three key demographic areas previously mentioned are beyond the schools ability to control. All the schools can do is do their best with the students coming from these very difficult neighborhoods in pockets of extreme poverty. The teachers are working miracles each day. It's just that the percentages end up working against them. If you were to take the faculty and staff of The Woodlands High School, as an example, and place them over at North Forest High School in HISD, the result would not be any improvement. In fact, it would be worse because the faculty at The Woodlands High School would not understand the culture of the students at North Forest.

We have very low expectations for the STAAR test. Case in point, Algebra I. This past school year, 2015-16, students had to make a 41 to pass. This next year it will go up, but the passing score is only 44. That appears to me placing pretty low expectations on the students by the Texas Education Agency. So how do we really know how well a student can use Algebra I skills when the passing percentage is so low? Could it be that the test is the problem? Or, perhaps it's the whole accountability system.

There are so many deficiencies in the accountability system; the system was built on faulty reasoning in regards to Adequate Yearly Progress (AYP) when the rising percentages in the subgroups sent thousands of schools into a failure status, when in reality, they were not failing schools. They were only failing according to the system set up by the very same entities that set the parameters of what constituted failure. There is no way you can positively say that a school is failing --not when the

forces of low socio-economic conditions, large percentages of English Language Learners and a large mobility factor of students coming and going during the year, affect the schools and produce such dramatic outcomes.

The accountability system, where schools are judged according to how they do on the test and other related factors and are taken to failure because of conditions the school has no control over, should be placed in a state of moratorium. There should be no more labels or shutdowns; no more teachers laid off due to failing status of the school, until an independent agency, one not behold to lobbyist or corporate interest that base their profits on the backs of students in “failing schools” can be assembled to create a new system. The Next Generation Assessment and Accountability should be halted in its tracks. The Texas House and Senate both need to come out against this program. It will drastically change the way students are educated in Texas.

Two trends are being pushed for the near future.

- **Next Generation Assessment and Accountability:** This will replace the STAAR test. It will usher in the dictates of the ESSA and teach the students through Competency Based Education methods. It will solidify the computer as the teacher, with the yearly test being replaced with periodic tests that test what the student just got through studying through their electronic device.

District of Innovation: This is the new carrot that is being dangled in front of school districts that will provide them options with state mandates and parts of the Texas Education Code. It is my opinion that this will act like the Waiver did with relieving schools of NCLB mandates. The issue that needs to be carefully looked at with school districts is what does the district have to give up in order to receive the flexibility with the state codes? It is stated clearly that it will create a district that operates much like a charter school. That could have serious implications for parents and teachers.

Testimony by Alice Linahan

Argyle, Texas (Self) August 3, 2016 – alinahan@verizon.net

Texas Senate Committee on Education *Efficiency – Performance-Based Funding*

Hello and thank you for the opportunity to speak with you today.

My name is Alice Linahan. I am a Mom in Argyle ISD, a 4A Lone Star Cup winning, State Champion athletic winning, outstanding STAAR passing school district.

On paper we look amazing! I am sure we (Argyle ISD) will work diligently to receive that A rating based on the NEW A-F State accountability system.

But let me give you a little reality check.

The Next Generation of Assessments conceptual frameworks coming into our schools, which were piloted and funded in Texas through SB 1557, which put in place the High Performance Consortium can be described as “transdisciplinary” in their purpose.

Transdisciplinary is the function of the subject matter, concept themes in the syllabus, and course frameworks used to guide how a student views the world. The technical term most commonly used is lenses. Effectively these lenses become the values, attitudes, and beliefs the students are to be

taking away from the curriculum.

Let me give you a personal story from Argyle ISD. This is what “21st Century Learning” also known as getting students “College and Career Ready” looks like in the classroom.

For a little background, my daughter is the only student in her class whose parents have refused to allow her to use a district issued Chromebook or Google student account.

One day she texted me screen shots of a quiz her AP/Dual Credit English 3 teacher asked the class to take. Because my daughter did not have a Chromebook, her teacher told her to take the quiz on her cell phone. The lesson plan for the class shows that they were working on group presentations **on philosophy (in an English Class)** and these quizzes were a part of the research each group was to do. Each group was assigned a philosophy and after their research, each group gave a presentation to the class.

Let me ask you, would you want your child or grandchild taking a quiz called ‘Philosophy Experiments,’ in high school, much less on their district issued Chromebook, that sends students to a third party website that grades their answers compatibility, and then gives the student a “tension score” on a bar graph? Whenever two answers contradict, the website analyzes and then creates a tension score and puts out a report on your child.

Here are just some of the questions asked:

- * There are no objective moral standards; moral judgements are merely an expression of the values of particular cultures. Agree or Disagree
- * So long as they do not harm others, individuals should be free to pursue their own ends. Agree or Disagree
- * It is always wrong to take another person’s life. Agree or Disagree
- * The right to life is so fundamental that financial considerations are irrelevant in any effort to save lives. Agree or Disagree
- * Homosexuality is wrong because it is unnatural. Agree or Disagree
- * It is quite reasonable to believe in the existence of a thing without even the possibility of evidence for its existence. Agree or Disagree
- * There exists an all-powerful, loving and good God. Agree or Disagree
- * There are no objective truths about matters of fact; “truth” is always relative to particular cultures and individuals. Agree or Disagree
- * Atheism is a faith just like any other, because it is not possible to prove the non-existence of God. Agree or Disagree
- * To allow an innocent child to suffer needlessly when one could easily prevent it is morally reprehensible. Agree or Disagree
- * The holocaust is an historical reality, taking place more or less as the history books report. Agree or Disagree

As I said, where there is a conflict with two answers, it analyzes the two and scores the student. Here is what my daughter’s report concluded.

You agreed that:

There exists an all-powerful, loving and good God

And also that: To allow an innocent child to suffer needlessly when one could easily prevent it is morally reprehensible

These two beliefs together generate what is known as 'The Problem of Evil'. The problem is simple: if God is all-powerful, loving and good, that means he can do what he wants and will do what is morally right. But, surely this means that he would not allow an innocent child to suffer needlessly, as he could easily prevent it. Yet he does. **Much infant suffering is the result of human action, but much is also due to natural causes, such as disease, flood or famine. In both cases, God could stop it, yet he does not.**

Here is a link you can take the quiz yourself.

<http://www.philosophyexperiments.com/health/Default.aspx>

After taking this quiz, Clinical Mental Health Counselor Joan Landes stated....

"It's a classic psychological deconstruction technique to put a person in a double bind and collapse his cognitive framework. Then the "leader" picks up the pieces and reassembles them to order. This is an inappropriate use of psychological force on impressionable minds and unformed identities."

When I questioned my daughter's Advanced Placement (AP) English teacher on why she had the students take the online test mentioned above she stated it was because her job was to teach these kids to critically think for their jobs in the workforce and she had no problem with the online quiz.

She did not say her job was to teach them English.

I hope you will take the time to ask me, now that I am out of time, what I think about this teacher who gave my daughter this quiz. I have written about it in this book, 'Your Child's #1 Threat, 21st Century Learning and the Common Core.' Which includes stories from moms and dads across Texas, whose children, like mine are being harmed daily in the classroom by the Next Generation of Assessments and Accountability. We are the parents of the kids in the districts whose STAAR scores are great. Just imagine what is happening to the kids in the districts being harmed the most by this invalid and dangerous FEDERAL Every Student Succeeds Act (ESSA) Accountability system YOU are aligning Texas to.

*There is a fundamental "SHIFT" occurring in education today. Some will say it is 21st Century Learning. The truth is, there is nothing 21st Century about it. These are the same types of battles that were fought in the late 60's and early 70's and again in the late 80's and early 90's. It is what was coined back then- Outcome Based/School to Work education. What pushed it out in the past? PARENTS and TEACHERS! **Why? PARENTS AND TEACHERS understood just how harmful this is to their children.**

* Purposes Behind 21st Century Learning/College and ESSA

- Shifts Education Philosophy- Moving education from an education of Opportunity (Equal Opportunity) based on academics; reading, writing, math and history to an education of equity (Equal Outcomes) based on attitudes, values, beliefs and behaviors.
- Broadened Impact - The College and Career Ready National Standards expand the target from PreK-12 to a P-20W (Pre-school through College, Trade or Graduate School) system.
- Competency Based Outcomes- The Next Generation of Assessments and Accountability shifts education from the "Mental" (Academics and Knowledge Based Assessments) to "Behaviors" (Performance Standards and Competency for the workforce).
- Adjustments to Ideology- These change the American's worldview from nationalism into globalism and allows for a government controlled economy known as "Dirigisme" or the more common use—a "dirigiste" economy. It means essentially a state-directed economy.

I did not have my three children to be guinea pigs for the state, much less, “Human-Capital” for the state or federal government.

Thank you very much for your time.

Testimony by Steve Swanson

Austin, Texas (Self) August 3, 2016 – swanson@austin.rr.com

Texas Senate Committee on Education *Efficiency – Performance-Based Funding*

Parent, engineer, retired business executive and 20-year volunteer in Texas education including serving the first school closed, renamed and reconstituted in Texas by the Texas accountability system and statewide research assessment of Texas’ performance of education

Texas, a contributor to our nation’s education system, has the capability and responsibility to become our nation’s leader in governing education.

Texas taxpayers already pay for performance. Performance by our commissioner and school districts to fulfill their statutory governance responsibilities to serve the needs of students, not harm them, and effectively use money, not waste tax dollars. Taxpayers have the duty to ask and see, how are we doing governing education? Also, they must actively help serve students’ needs.

Working with students, parents and educators, I experience the importance of listening to and respecting them. Hearing their stories, not test scores, is the best way to assess education. Working with them in the first school closed and reconstituted by the accountability system I gained first-hand knowledge of the unfulfilled statutory responsibilities of the commissioner, school board and superintendent. This led to state-wide research and its revelations about Texas government.

Texas assesses students. To lead, Texas must demonstrate leadership by assessing its own governance. Current data for performance of our executive and legislative branches includes:

- Judges saying:
 - *“Our Byzantine school funding ‘system’ is undeniably imperfect, with immense room for improvement...”*— Texas Supreme Court Justice Don Willett, in the court's school finance opinion May 13, 2016
 - *“No one knows how much the required education really costs.”* – Former State District Judge John Dietz May 14, 2015 at UT Austin
- The Vice-Chair of the Commission on Next Generation Assessments saying *“Nothing”* when asked what is being done for special needs students – UT/TASA conf.
- And State-Wide Research for Texas’ Governance of Education receives an Unacceptable or F (-) Summary attached in Testimony for Interim Charge 7 Governance

We can and must seize our opportunity to save lives and money by becoming a true leader in governing education. We must STOP spending time and money on student-focused assessment and accountability systems, including the work of the Next Generation Assessment and Accountability Commission. I welcome your questions about my experience and the governance ratings from our research.

INTERIM CHARGE 4 – Digital Learning

Evaluate digital learning opportunities in classrooms and examine existing barriers to schools' ability to provide a digital learning environment. In particular, study the availability of affordable broadband access to school districts across Texas. Examine different options for improving access to broadband service in all areas of the state, for districts and student homes. Make recommendations on a statewide plan for building the necessary infrastructure to provide a competitive, free-market environment in broadband service.

Testimony by Meg Bakich

Dallas, Texas (Self) September 13, 2016 – meg@bakich.com

Texas Senate Committee on Education *Digital Learning*

My name is Meg Bakich. I'm from Highland Park ISD and I have five children. This is my third time sitting here listening to how do we solve and fix failing schools. I was here yesterday and it was all about "...let's bring in computers and let's innovate..." and now I'm listening to you talk about competition and how do we change things.

I think it's important to recognize these are children. These are human beings. They haven't changed since the beginning of time. How we learn hasn't changed. I'm in a very advanced school that is up to speed. We've got every gadget, every computer application you can think of. I made the choice, as I saw a shift away from academics, to pull my youngest child out of public school.

Who wants to walk by a class of kindergartners with headphones on staring at screens? That's not what we want. Senator Taylor, you asked me yesterday, "Are you against all technology?" Technology has its place, but it is a TOOL for a teacher if they want to use it. It's not the means to educate children. So when you bring in companies like Reasoning Mind or I-station into schools to teach math or reading, that's a problem. We have to remember we are talking about little children who don't belong in front of screens. Period. End of story. Who wants their 9 or 10 year old on a computer? As a parent, when I send my child to school, I send them there to learn to read, to do math, to know history and I expect there to be a teacher as it has been since the beginning.

I put my youngest in a classical school where they literally use pens, paper, books and they have great teachers and it's a lot cheaper to educate in that manner. So when I hear we have failing schools so let's throw more money at them, Senator Campbell said, and we're seeing no results. If we took all those millions of dollars and held the teaching profession up and gave great teachers a salary they deserved, our children, the next generation of Americans, that's how you fix failing schools.

So, I'm hearing all of these different remedies and I think what bothers me the most is all of the panels are salesmen of some sort. They are vendors. They are coming to sell their wares. Everyone says that sounds so great to have this computer program or this new technology. I'm with this group. I'm with that group. I'm just a mom. I'm a taxpayer and I think that every child deserves to have the education my youngest is receiving, which is just a classical, traditional education. It infuriates me when I look around at low-income areas and those children are not receiving an education of opportunity. It is shackling the most disadvantaged in this country and it's keeping them down. When you say innovation, human beings haven't innovated. We still learn the same way. So when you think about it, I can't pass a test from the early 1900's. I graduated from the University of Notre Dame. I'm no dummy and I got a good education, but what I'm saying is that today the average high schooler who graduates reading at a 7th grade level. I'm in a great school district. I love my school. I've had two

children graduate from it, I will have two more graduate from it and they're doing great but what I'm saying to you is it is not rocket science. Home school children do better than most public school children. You know why it is? It's a mom or dad that cares and it's a piece of paper and it's a pencil and it's a book. We need great teachers. That does not cost a lot.

All the money we are spending on technology.....In 2018 education is a \$600 billion business. We've got philanthropists throwing millions at it. Why? Because they are making money off our kids. Texas has the opportunity to be different than every other state. To set our own standards and to go back to what we know works.

We don't need all of that. We just need a great strong curriculum rooted in academics and great teachers and if we put our money there, we'll find great success.

Testimony by Kim Belcher/Gutierrez

Katy, Texas (Self) September 13, 2016 – kbelcher713@aol.com

Texas Senate Committee on Education
Digital Learning

Parent, Taxpayer, Education Choice Advocate
Report Written on December 29, 2016

In my 2016 testimony to the Senate Education Committee, I questioned Senator Larry Taylor about his statement that the Legislature needed to "hurry up and get this done." The Senator was referring to his desire to expediently implement technological infrastructure and applications in Texas classrooms.

The motive behind the questioning is simple. As was explained to Senator Taylor that day, the standards for learning, teaching, instructing, assessing, measuring and accounting for academic achievement in Texas today are corrupt. The Texas TEKS are flawed.

Senator Taylor proceeded to pass the buck for the corrupt standards to the Texas State Board of Education (SBOE.) While it is the appropriate place to expect accountability, the testimony was also intended to express the SBOE's failure to adequately address those problems and how such failure was preventing initiatives, like technology, from being useful, efficient or even relevant. The legislature continues to make laws and push initiatives that are disruptive to education while these standards are left unaddressed.

While so much talking, pondering and brainstorming takes place about the new ideas, the most important factor is being over looked. What is being taught to Texas students is creating gaps in their academic skillsets, throughout the State. The flawed standards are harming students and leaving them deficient in reading comprehension, fundamentals of mathematics and writing literacy.

As the 85th Texas Legislature takes up Interim Charges on Education, including school choice, charters, digital learning, school/student performance and other secondary issues to the actual academics, it is imperative that this body understand that if the standards are not corrected, nothing else that the legislature does will result in what they continue to refer to as improved "student outcomes."

True student “outcomes” are not evident in A-F ratings, in the STAAR test results or in any other “accountability” measure being used today. The only possible way to understand what the schools are producing today as a result of these corrupt standards is to see and touch the work the students are submitting. The majority of our average, mainstream kids are closing the achievement gap in the wrong direction. Some administrators throughout the State estimate that Texas students are 18 to 24 months behind in their learning, due to the corrupt Texas TEKS, particularly in math. Bad standards result in bad assessments and bad accountability findings. The assessment/accountability indicators only measure whether the students have successfully mastered the content driven by the bad standards.

Advocating for school choice is a noble cause. The present options that are being touted as choice actually counter the existing choice that is currently available to Texas residents. Today, parents ***can choose*** to homeschool or enter their children into private school, with the freedom of not being tied to the bad standards that have been forced on publicly funded programs through state and federal mandates. Everyone should be proponents of that type of choice.

Tying students, schools or education programs to those bad standards through state or federal strings will destroy the choice available to those children. Charters are required by state law to meet the same bad standards, bad assessment and bad accountability measures that other publicly funded programs require and therefore offer no real choice.

Digital learning is a necessary amenity in 21st century learning. It should be considered a resource, not an end to a problem. Dr. Yong Zhao of the University of Oregon reminds us that education is the growth of a human being, while digital initiatives are training or instruction which is different than education. Instruction is the transmission of knowledge or development of skills. Knowledge vs skills. The current Texas standards are destroying the knowledge base of our students. Any layers of training or skills that are added to a flawed knowledge base simply move the student further away from a sound academic foundation.

The Next Generation Assessment and Accountability system is set to amplify those concerns, as students will be measured “real time, any time” on those flawed standards and their emotional responses to stimuli in the classroom, according to Texas Education Commissioner Mike Morath. The state is set to build portfolios on whether students are learning flawed material and assess how they feel about it!

Schools and student performance indicators are in no way relevant to whether students can actually read, write and perform arithmetic. Dr. Patrick Huff states it the best:

“The accountability system, where schools are judged according to how they do on the test and other related factors, and are taken to failure because of conditions the school has no control over, should be placed in a state of moratorium. There should be no more labels or shutdowns; no more teachers laid off due to failing status of the school, until an independent agency, one not behold to lobbyist or corporate interest that base their profits on the backs of students in “failing schools” can be assembled to create a new system. The Next Generation Assessment and Accountability should be halted in its tracks.”

Performance accountability only assesses whether students have achieved the mastery of flawed standards which are damaging their academic skillsets. It is impossible through the present or proposed accountability system to measure whether a student is academically achieving at age appropriate levels.

Texas is full of well intentioned people who are pursuing efforts that will have unintended, negative consequences for the future of this generation. Senator Taylor and his colleagues would benefit their constituents and the future of our state and nation the most by expending efforts to pursue Texas' freedom from the NCLB, Race to the Top and ESSA mandates that have undermined the most basic premise of our children's education. Focusing on re-enforcing the knowledge base before adding layers of nice to haves would go much further in securing what comes next for these kids.

**Bad Standards
Bad Assessments
Bad Accountability
State and/or Federal Mandates
No Choice in *that* School Choice**

True competition can only be achieved when private entities use private capital to create options in education that are not tied to State or Federal mandates. To remove the ability to not be tied to government run schools violates every premise of life, liberty and the pursuit of happiness. ~mykidzliberty

Testimony by Lynn Davenport

Dallas, Texas (Self) September 13, 2016 - ldaven@me.com

Texas Senate Committee on Education *Digital Learning*

Parent from Dallas. I have three children in Richardson ISD schools. I'm one of the few parents in my district who attends school board meetings. I also attended the community meeting held by Chairperson Donna Bahorich regarding the Next Generation Accountability and Assessments.

I was here in August to talk about the taxpayer-funded lobbying groups, TASA and TASB, and how they influence our administrators and school boards. Their influence and the TASA Vision led to the decline of our district and the shift away from academics.

In the lucrative world of EdTech, children are viewed as human capital. The same companies who appealed to the FCC to expedite the Education Superhighway E-Rate program are the ones who benefit financially from our tax dollars. One company in particular is the Moscow based Reasoning Mind, a math program that uses Russian learning theories. It measures behavior and affect (confusion, delight, concentration and frustration). Reasoning Mind has a \$4M contract with the TEA and is funded largely by Texas philanthropists who made money in oil and energy. It is also backed by Moscow oil money.

When you discuss the proposed E-Rate program, which will unlock the power of technology, please consider the enormous responsibility the technology brings.

With Reasoning Mind, students are quite attached to the interactive learning agent "Genie", who regularly receives (and answers) email on topics beyond the scope of the learning software, including jokes, requests for friendship, and confessions about students' home life. That was reported in a study done with a grant from the Bill & Melinda Gates Foundation. It concluded: the effect of "Genie" deserves more careful consideration. This program is being experimented on more than 100,000 children in districts all over the state, such as Dallas ISD and Fort Worth ISD.

Other children are using Istation, a reading response to intervention program. The TEA paid Istation \$17M. Coincidentally, they share the same building as Reasoning Mind and is also being used by Dallas ISD.

Testimony by Alice Linahan

Argyle, Texas (Self) September 13, 2016 – alinahan@verizon.net

Texas Senate Committee on Education *Digital Learning*

As a Texas Mom, I don't want School Choice! I want a choice in the type of classroom my child is being taught in. I want a CHOICE to opt my child out of technology in the classroom. I want a classroom where my children will learn to write not type in the classroom. Because, I am fighting for the 22nd century. I am fighting for my children's future.

Let me give you a reality check, Steve Jobs was a NO TECH dad. Steve Jobs understood the danger of technology in the classroom for his own children.

As a parent I want a choice if my child will be learning math from a Reasoning Mind digital genie versus a real teacher using a pen, paper and textbooks, a teacher who knows how to teach reading, writing, math and history.

WHY? Because that has been piloted and proven to give kids an academic education of opportunity. It actually put a man on the moon.

There are over 200 peer reviewed studies showing that using digital learning in the classroom does not improve student academic outcomes and in fact, does harm to students.

I've spent the last three years traveling across the state speaking to moms and dads, since the Texas Association of School Administrators (TASA)'s New Vision for public education has been implemented, as the pilot for the Next Generation of Assessments and Accountability. I spoke in East Austin to a group of parents whom I was blessed to meet. I spoke with a Mom who like me, worked hard to get Democrats elected, I on the other hand was a Mom who worked hard to get Republicans elected. Yet, when we were both telling our stories about the harm this New Vision for Public education was doing to our children, I told her when I went to Republicans to talk about this issue, I was shut out. She said, that was exactly what happen to her when she went to Democrats to talk about this issue, she was shut out as well. Like me, she told a story about her daughter who had been harmed by this shift away from academics to attitudes, values, beliefs and behaviors. I hope you will take the time to ask me about that.

Over the last three years I have worked with Moms and Dads from across this state, who have charted this transformation in education. We know where the funding has come from, we know that in 2000 TASA was given a grant from the Bill and Melinda Gates Foundation for 6.3 million dollars.

TASA and the Texas Association of School Boards (TASB) are trade organizations who've been tied to the vendors/lobbyists for many years; and, of course, they pay for their agenda by using local taxpayers' dollars which cover TASA/TASB dues, conventions, etc.

Texas Leadership Center Date: June 2000 The purpose of the grant to TASA: to provide superintendents and principals from public and private schools access to quality leadership development focused on technology integration and whole systems change.

- In 2002 the federal government began the Statewide Longitudinal Data System grant program to offer grants to states that agreed to build their student data systems according to federal dictates (20 U.S.C. § 9501 et seq).

- In 2006 TASA’s New Mission to transform Public Education begins. ^[L]_{SEP} According to TASA’s timeline in 2006 public school superintendents from across the state were inspired to come together to create a new vision for public education in Texas. Meeting as the Public Education Visioning Institute for two years, they shared ideas on how to transform Texas public education to meet the needs of 21st century students.
- In 2007 the Texas Education Agency (TEA) was given a \$7 million dollar grant by the Gates foundation. With the stated purpose: to provide funding towards a longitudinal evaluation of the Texas High School Project now known as “Educate Texas” funded by “Communities Foundation of Texas”, as a way to understand the effectiveness of individual projects and programs, as well as overall effectiveness.

All of this was to shift how our children are taught, away from that teacher in the classroom, who knows how to teach reading, writing, math and history, to online digital competency outcome based personalize learning.

I will close with this. This is not a new story that hasn’t been fought against before now. We are wearing green today in honor of those who have fought this battle before us. Charlotte Iserbyt gave a great testimony back in 2000, she was wearing green. Interestingly, in her testimony, she laid out exactly where we were heading. Ms. Iserbyt was right on target in her prediction of where we are at now in 2016, and the danger of taking us from an academic education of opportunity, to an education system based on the workforce development soviet model, where our children will be tracked from cradle to grave.

As a Mom, what I am most concerned about is the privacy of my children, it is not about social media, or bullying, it is about the fact that our children are be tracked, and that their private data is now legally collected because of the change in the FERPA regulation. Which has allowed third party technology companies access, to take my children’s private data (their intellectual property) and create software programs, and with the Next Generation of Assessments and Accountability that state can require online competency based digital adaptive learning mandated by the federal government through the passage of the Workforce Innovation and Opportunity Act (WOIA) and the Every Student Succeed Act (ESSA).

That is where we are at; there have been men and women who have fought against this before. We have their research and it is all documented in these [charts](#). I would love to come and meet with you one on one to share my concerns as a mother.

Thank you Alice Linahan

Testimony by Steve Swanson

Austin, Texas (Self) September 13, 2016 – swanson@austin.rr.com

Texas Senate Committee on Education *Digital Learning*

Parent, engineer, retired business executive and 20-year volunteer in Texas education including serving the first school closed, renamed and reconstituted in Texas by the Texas accountability system and statewide research assessment of Texas’ performance of education

Hope you have had a chance to review the report shared with you in August.

Today I want to share my experience with computers and ask you a question.

Years ago I stood in front of a drafting table that had a piece of paper, parallel bar and two motors, one holding a pencil and both controlled by a computer, and saw, maybe for the first time, a computer draw a contour map. The start of computer-aided design - CAD.

That same year, while writing and testing software sitting at one of three keyboards and CRT screens on the entire campus, I got hungry, it was 4:00 a.m. in the morning and I had no clue what time it was. I experienced what is now called screen addiction.

As an engineer and business executive I have written and used computer software.

Later in my career; as a guest lecturer on conflict prevention for college engineering and business students; I would ask their professors if they were being taught how to solve problems without a computer. The responses then were "yes."

My experience as an engineer and business executive taught me the importance of having practical experience in solving a problem without a computer. Computers are a tool for problem solving and not THE problem solver.

Computer addiction is dangerous. It can stifle common sense and the use of our hearts in living together as human beings, not machines.

I strongly recommend we pause the focus on computers in the classroom and start focusing on governing education. Governing to serve and save children and students, not harm them and using computers to perform cost reports and analysis, not funding reports, for our Texas education system. Let's prevent the next school finance lawsuit.

My question for you and the Commissioner of Education today is, have you seen and understood a computer report on your school districts' and the state's use of and benefit from money in education?

INTERIM CHARGE 7 – School Board Governance

Examine current school board governance policies and practices and make recommendations that could improve the focus, attitudes, and outcomes of Texas school boards, districts, and students. Study existing board training requirements for public schools and make suggestions to educate school board trustees of policies that could achieve better student outcomes, particularly within the framework set for low performing schools in House Bill 1842 (HB1842)(84R).

Testimony by Meg Bakich

Dallas, Texas (Self) August 16, 2016 – meg@bakich.com

Texas Senate Committee on Education *School Board Governance*

My name is Meg Bakich. I live in Highland Park ISD in Dallas and have 5 children, 2 who have graduated from Highland Park High School and two who are currently attending there. Our youngest we removed from the public school system due to the shift in curriculum away from academics.

In 2008, TASA released its document, "Creating a New Vision for Public Education in Texas". A key item in the 2008 TASA vision reads:

"Attention of leaders is focused on the dominant social systems that govern behavior, beginning with those that clarify beliefs and direction.....",

It is clear in the document academics are to be pushed aside in favor of certain "social systems" reflecting TASA's vision.

HPISD's former superintendent, Dr. Orr served as a member of the Visioning Institute at TASA. He also played a leadership role in the creation of the High Performance School Consortium serving as co-chair. Highland Park ISD adopted the TASA Vision in January 2010 and rewrote the profiles of our students and teachers and changed them to LEARNER FOR THE FUTURE and EDUCATOR OF THE FUTURE. These profiles align with UNESCO and the promotion of global citizenship in a global economy rather than American citizenship in a global economy.

School Boards are the highest number of elected officials in the country. They have their own policies and regulations and fulfill an important role in their communities. TASA and TASB are taxpayer-funded lobbying groups that often oppose the policies of Texas' designated education oversight organizations: the Texas Education Agency (TEA) and State Board of Education (SBOE), as well as oppose and even ignore laws passed by the Texas legislature. However, when school boards get their direction from policies created by these lobbying groups, TASA and TASB, who then is representing "We The People?" In short, I am here today asking you to investigate TASA and TASB and their influence on our local schools which is `undermining our ability to have local control and to defund this lobbying group of our tax dollars.

Testimony by Lynn Davenport

Dallas, Texas (Self) August 16, 2016 - ldaven@me.com

Texas Senate Committee on Education *School Board Governance*

Parent from Dallas. I have three children in Richardson ISD schools. I'm one of the few parents in my district who attends school board meetings. I also attended the community meeting held by Chairperson Donna Bahorich regarding the Next Generation Accountability and Assessments.

DEFUND TASA/TASB AND RETURN THE POWER BACK TO THE PEOPLE

It is my observation that our locally elected school boards are being influenced by taxpayer-funded lobbying groups like TASA/TASB. This undermines our ability to have local control.

We hold elections and use our tax dollars to send our school board trustees to be trained on how NOT to listen to our voices. They attend "Team of 8" training sessions to learn how to handle "Mavericks, Mutineers and Malcontents" like myself. They use the Delphi Technique to engage the community with preordained outcomes established well before the meeting began.

Our district has been on the decline ever since we aligned with the TASA Vision and the Texas High Performance Consortium. Instead of listening to the taxpayers and those they were elected to represent, they attend TASA and TASB conferences sponsored by companies who profit off our children and our tax dollars: Pearson, Google, ETS, Houghton Mifflin, College Board and Naviance, to name a few.

When administrators return from these conferences and other professional development sessions, they use terms that do not resonate with their communities and the people they represent.

Examples of TASA lingo:

Global Citizens
TASA Vision
Future-Ready
Global Economy
21st Century Learner
Human Capital
Global Future
Social-Emotional Learning
Rubrics
Global Workforce
Outcomes
Data-driven
College & Career Ready
Rigor
Blended Learning

In my house we use words like:

Reading
Writing pencil paper
Spelling
Textbooks
Math facts
History
Homework
Solving for the correct answer
Grammar
Good grades
Spelling
Progress Reports
Report Cards
Science
Academics

I realize you are tasked with the impossible, but you already have the answers in the school board policies and in the law. They are there to protect and serve the kids. Because they are NOT doing that, we look to lobbyists, consultants, profiteers and public-private partnerships to save us.

Raise Your Hand Texas, Educate Texas, Communities Foundation of Texas, TFA, AFT, AIR, Commit!, KIPP, TASA, TASB. Get all these hands out of the pot. They do nothing but muddy the water.

Testimony by Randy Houchins

Austin, Texas (Self) August 16, 2016 – Randy.Houchins@nov.com

**Texas Senate Committee on Education
*School Board Governance***

Good afternoon. My name is Randy Houchins, a parent of a 7th and 8th grader in the Leander Independent School District. I am mechanical engineer who has been designing oil and gas drilling machinery and closed loop control systems for that machinery for the last 23 years. I am here today to discuss Education concerns I see in Texas.

Accountability is defined by Merriam-Webster as an obligation or willingness to accept responsibility or to account for one's actions. As a taxpayer in Texas I would like this Committee to know I am not happy with what I see happening in education in Texas, current laws and those being discussed. I do not think the State is acting in the best interest of students and children.

Let's start with the TEA...

The TEA is hiding behind AG opinion (JC0478) to say that test and assessment are interchangeable as it relates to Chapter 39 and Chapter 26. They say parents do not have the right to protect their children and opt them out of harmful assessments. This is wrong.

Will the TEA be held accountable for noncompliance with state law, HB 743?

Parents have filed suit against the Mike Morath and the TEA saying they have acted outside of their statutory authority in administering the 2015-2016 STAAR assessments. Mike Morath and AG Paxton say they removed all embedded field-test questions, but the number of questions on the math assessments for grades 3-8 did not change from 2015 or 2014.

Attorney General Ken Paxton, against parents, ran to protect the TEA saying parents do not have a right to challenge the TEA in court.

Another thing AG Paxton said in defense of the TEA was that STAAR scores result in no harm to students. When the TEA scores an assessment that was not taken as a zero is he saying that really has no impact on the student or the school's accountability rating? My daughter was forced to take "working lunches" and was not allowed to participate in recess because she "failed" the STAAR and required "Accelerated Instruction." You have no idea how being made to sit along the fence at recess and watch other kids play until a teacher could take her up to the classroom for accelerated instruction hurt her. The AI (as well as the laps she had to run between the working lunch and continued AI) is mandated by the state; I do not blame the teacher.

Let's talk about the Math STAAR Assessments.

I have spent a great deal of time reviewing the past three years of Math STAAR Assessments. I have taken all assessments for grades 3-8 and Algebra I for 2014, 2015 and 2016. I have written reports and presented my findings to the State Board of Education for the 2015 STAAR (the first year the new TEKS for K-12 were tested) as well as a comparison of the 2014 and 2015 assessments. I completed a report for the 2016 assessments which he presented to the State Board of Education at the November 2016 meeting. The 2015 and 2016 assessments are loaded with reform math where more of an emphasis is placed on the process of solving the problem and not in calculation or getting a correct answer. I have proved in the report I gave you today that the wording in the TEKS is what created the need for these types of questions. Are we going to rate students and schools based on flawed assessments?

There is no research that this reform mathematics pedagogy works; at least not to teach mathematics. This reform education pedagogy is an ideology with its roots in social justice and equal outcomes whether those that are implementing it in the classroom understand that or not. Just because the rest of the country is doing it is not a good enough reason for Texas to follow. Students will be two years behind because of this flawed math instruction.

Why is the State of Texas aligning our standards and assessments with the ESSA? The short answer— Money from the Fed. And, with all of the proposed Real Time, Any Time, Computer Adaptive Assessment from the Commission on Next Generation Assessment & Accountability, companies can use our kids as human capital.

Taxpayers are aware of the games that are being played with these public-private ventures in reform education. Who is accountable to make sure all of this money being spent on this education reform to College and Career Ready/ 21st Century Learning/ Common Core is not being wasted? Remember, it is not your money; it is the taxpayer's money.

I thank you for your time and attention. I would love to go over some examples from my report. Any questions?

Testimony by Alice Linahan

Argyle, Texas (Self) August 16, 2016 – alinahan@verizon.net

Texas Senate Committee on Education *School Board Governance*

Hello, my name is Alice Linahan and I am a Mom in Argyle ISD.

On August 3rd I testified in front of this committee and told the story of what the reality on the ground looks like in our local school district, which is a 4A Lone Star Cup winning, UIL Champion, STAAR passing school district.

During my testimony, I encouraged you to ask me what I thought of the teacher who gave my daughter a philosophy quiz in her Advanced Placement (Dual Credit) English class that Clinical Mental Health Counselor Joan Landes stated....

“was an inappropriate use of psychological force on impressionable minds and unformed identities.”

Not one of you asked what I thought of this teacher’s actions. Because of that, I put my testimony out publicly on FaceBook (FB) along with a clip explaining it is not necessarily, the teacher who should be held accountable, but that ultimately the superintendent and locally elected school board should be held accountable. I hope today you will ask me more about that.

As of this morning that FB video has had over 41.6K views and has been shared 1,409 times without one drop of media coverage. That is purely from Moms, Dads, Grandparents and Teachers sharing this information with their friends and neighbors, who are YOUR CONSTITUENTS both Republican and Democrat.

As your constituents, we are also holding you accountable for allowing through a coordinated effort of the passage of legislation, alignment to the UNCONSTITUTIONAL Federal mandates of the Workforce Innovation and Opportunity Act (WIOA) and the Every Student Success Act (ESSA) and alignment with the College and Career Readiness /Common Core NATIONAL Standards to drive what is being taught or NOT taught to our children in schools across Texas.

ALL schools, PUBLIC, PRIVATE and CHARTER through YOUR PUBLIC/PRIVATE PARTNERSHIPS do not reflect authentic “choice.” LET ME ASSURE YOU~ SCHOOL CHOICE is NO CHOICE because all national assessments the SAT, ACT and AP have been dumbed down AND aligned to the shift away from academics to attitudes, values, beliefs and behaviors.

After notifying parents across Texas. now we were coming back today and wanting to bring their messages, here are just some of their comments.

- I’m a former teacher and instructional specialist. Upon retirement in 2005 I worked for one of the largest publishers . I learned that it is all about money, such as competition to win the publishing contract that so much lobbying , including financial , were occurring. It was ridiculous because the parents and taxpayers have no idea that it is about who on their lobbying with legislators. Not what is right for our students.”

- “I am not able to travel to Austin but I agree totally with Alice Linahan! Please know she stands up physically for thousands of us!!”
- “As a parent and mental health professional I am seeing far too many children who are suffering from anxiety attacks due to STAAR assessments. No child should have anxiety about learning. They should have fun learning and teachers should enjoy teaching our kids. People who are heading our education department should have a background in education, meaning they have actually worked as a teacher.”
- “My husband and I are both public school teachers. I quit teaching 3 years ago to homeschool our three children. Over the last ten years of my teaching career, I witnessed more and more data collecting by my district. Whether it was through online programs like Study Island or the numerous intrusive questions on a child’s enrollment form. This year our district has implemented one on one. Each child has a "Notebook". Now, each child’s movements can be tracked, online interests and online time can be monitored by the school but who else? With all of students’ information now electronic (including discipline and SPED), who will be allowed to see this information, even after the student has graduated and it is no longer needed? Our schools are forcing parents to enlarge our children’s cyber foot print, or face repercussions.”
- “Our children are not a commodity! Education was not designed to mold and shape our children socially and emotionally into something that the State and Corporations can control. We must stop this shift in education!”
- “Legislators should focus on academic excellence and literacy. The shift to outcome based education is a dumbing down of our public education system. Anyone who supports that supports illiteracy. It’s time to be honest. How will our legislators lead on this important issue?”
- “I would like to know if they as parents themselves know and are ok with their children’s information being shared and that the department of education overstepped their rights to allow it without parents knowing and without congressional approval. I also would like to know who parents and students hold accountable if their personally identifiable information is breached.”
- “Underperforming children with learning disabilities effect that data generally making them targets which effects how they are treated in schools with the quest to be top performing. STOP HURTING OUR CHILDREN BASED STRICTLY ON DATA.”
- “Local control. Parental rights.” Beat that drum. Thank-you!
- “Let the teachers teach with joy, not under stress!! OUR CHILDREN ARE STRESSED OUT, and it comes from all the STATE MANDATES!!! GOVERNOR ABOTT PLEASE LISTEN!!! And to those of you who are state representatives REMEMBER THIS DAY WHEN ELECTIONS COME! LISTEN TO THE PEOPLE OF THIS GREAT STATE! TEACH THE BASICS!!”
- “All of you know that what is going on in schools is WRONG. Please do the right thing!!”
- “It is the job of public schools to educate our children, not to undermine the values and beliefs of parents.”

- “No more STARR! It broke my heart to see my daughter in tears when I told her that she didn't pass the reading test. Keep in mind that she is a A B honor roll . I had to explain to her that this test does not define who she is a student. My daughter has anxiety issues and taking tests makes it worse. Testing is not for everybody! I know it wasn't for me. Why can't my daughter enjoy her schools like I did!? Why can't teachers teach like they used to?! Not only is this hard on children but it's also hard on teachers! I hope some good changes happen soon.”

Testimony by Steve Swanson

Austin, Texas (Self) August 16, 2016 – swanson@austin.rr.com

Texas Senate Committee on Education *School Board Governance*

Parent, engineer, retired business executive and 20-year volunteer in Texas education including serving the first school closed, renamed and reconstituted in Texas by the Texas accountability system and statewide research assessment of Texas' performance of education.

Recommendations

Based upon testimony and report by the Senate Committee on Education

Regarding the interim charge on governance to the Senate Committee on Education the following recommendations are provided for new legislation:

1. Start assessment, evaluation and training for improvement of the governance performance of Texas':
 - a. Commissioner of Education
 - b. Agency staff
 - c. School Boards
 - d. Superintendents

Assessment and training to be based upon the responsibilities in the existing governance provisions of the TEC and other indicators developed by the legislature.

2. Start rating the governance performance of the commissioner, agency, school boards and superintendents **A-F** and require that they all receive an A or B rating before any school is rated **A-F**.
3. Start a cost-based system, overseen by those responsible for Texas' governance of education already required in the governance provisions of the TEC, to provide the foundation for a new school funding system. Waste of money, time and talent through irresponsible governance of education harms students, their families and the taxpayer.

Testimony Not Mentioned in Senate Committee on Education Report

Written and verbal testimony (follows) and research (attached) by Steve Swanson

Texas is the place and Texans are the people

That can and should become the leader in governing education

Why?

- Texans are diverse
- Texas has the resources
- Texas has existing statutes to govern education:
 - To serve, not harm students, and to effectively use money, not waste tax dollar

Texas Governance of Education is Personal

Volunteering in the first school closed, renamed and reconstituted by Texas's accountability system, I experienced firsthand the negative impact on students and the waste of tax dollars and

my time because of unfulfilled responsibilities of the Commissioner and others. Texas' governance of education is personal. I have also experienced the distractions to governing to serve student needs caused by the renaming of schools, facility master planning, hiring outsiders to do a school district's work and more all while little focus is placed on the needs of students.

Governance Performance Outcomes Are Crucial to Students & Taxes

1. To provide the necessary conditions for all students learning and improving
2. Stopping the cycle of lawsuits over funding education while not knowing costs

Texas Government Must Be Assessed to Improve & Become a Leader

What is Texas' governance of education performance rating?

On August 3, 2016 the committee received a summary of research on Texas' governance of education, including a performance rating. (See attachment.)

From the Attached Research

F (-) and IR Rating for Texas Governance of Education

State-wide research based upon existing governance provisions in Texas' own Education Code and school district's own policies reveal the State of Texas performance rating in the governance of education is IR, improvement required, and F (-). The (-) is because to get an F you must show up and try. The research and experience reveals efforts are not made by the commissioner of education, school boards and superintendents to even try to fulfill their statutory governance responsibilities.

I Look Forward to Meeting with Each of You (Senate Committee on Education).

To share with you the opportunities you have to help the commissioner and your school districts to make improvements in their responsibilities to govern education for improving student achievement and the effective use of taxes.

What do you (Senate Committee on Education) think of the research shared with you during the last hearing?

Comments on Senate Committee on Education Report

Testimony by new and unexperienced commissioner and deputy commissioner of education mentioned in Senate Committee on Education's report

FAILS to address:

6. **Existing, some for decades, governance provisions** in the Texas Education Code and school district policies.
7. **Commissioner's** governance responsibilities to serve school districts and failure to fulfill those responsibilities including:
 - a. Oversight of training and technical support for planning and site-based decision-making (SBDM) TEC Sec. 11.254
 - b. Annual survey of planning and decision-making TEC Sec. 11.254
 - c. Research for governance of education
 - d. Commissioner's oversight of school boards
8. **School boards' governance responsibilities**
9. **Superintendent's governance responsibilities**
10. **TRAINING**
 - a. **Commissioner of Education and staff** in governance responsibilities to oversee and serve school boards as provided in the TEC. **Research and current testimony by the commissioner and staff reveals the clear and urgent need for this training.**
 - b. **School boards** in governance responsibilities to oversee and ensure they and the **superintendent** fulfill their statutory and policy responsibilities to manage the

processes and procedures for planning, implementation, monitoring, evaluation and improvement in public-based action:

- i serving the needs of students OTHER THAN and not just state achievement indicators to provide the right conditions for student learning and academic achievement and
 - ii effectively and efficiently using resources (people's time, talent and money/taxes and community's facilities.)
- c. **Superintendents** in fulfilling their governance responsibilities is and urgent and clear need that **Texas high-education institutions** must take responsibility for and start providing.

ONLY addresses **REACTIVE INTERVENTION** for IR schools. They **DO NOT address proactive PREVENTION to serve the needs of students necessary for learning and academic achievement** as provided for in the existing governance provisions in the TEC and school district policies to prevent the need for intervention.

Repeatedly mentions student outcomes with no mention of the essential conditions for student leaning through high performance governance outcomes to:

1. Serve the needs of students OTHER THAN and not just state achievement indicators to provide the right conditions for student learning and academic achievement and
2. effectively and efficiently using resources (people's time, talent and money/taxes and community's facilities.) so that resources are available to serve needs of students and not wasted.

**Steve Swanson
Handout
Senate Committee on Education
August 16, 2016
Interim Charge 7
Governance**

**Summary
Opportunities and Research
For Texas Governance of Education**

Summary

Opportunities and Research

For Texas' Governance of Education

Introduction

The purpose of this research for Texas' governance of education is to assess how Texas' Commissioner of Education, School Boards and Superintendents are doing, with their communities, improving serving the array of student needs and effectively using community resources. The Governance Indicators used for this research are based upon the governance provisions of the Texas Education Code and School District Policies.

Research Reveals the Importance of Informing and Assessing to Learn and Improve Texas' Governance of Education

The current (2/2015) findings are based upon responses to five Governance Indicator questions from a sample of large and small Texas school districts, currently 23 and the responses to four Governance Indicator questions from the Texas Education Agency. The findings demonstrate the opportunity and importance of informing the commissioner, school boards, superintendents and their communities about their roles and responsibilities provided in the Texas Education Code and school district policies.

Results – Unacceptable, F (-)

The results are based upon whether or not the TEA or school districts provided a response to requests for documentation based upon the Governance Indicators and if they were responsive.

Documentation provided and responsive =



Documentation not provided nor responsive =



Documentation provided but average C =



Commissioner of Education and TEA

A. Oversight of training and technical support for planning and site-based decision-making TEC Sec. 11.254

Commissioner's oversight of the provision of training and technical support to all districts and campuses in respect to planning and site-based decision-making for school board trustees, superintendents, principals, teachers, parents, and other members of school committees



B. Annual Survey of Planning and Decision-Making TEC Sec. 11.254

Results of agency's annual statewide survey of the types of district- and campus-level decision-making and planning structures that exist, the extent of involvement of various stakeholders in district- and campus-level planning and decision-making, and the perceptions of those persons of the quality and effectiveness of decisions related to their impact on student performance



C. Research for Governance

Research or any method used that evaluates the performance of Texas school boards and superintendents fulfilling their responsibilities.



D. Commissioner's Oversight of School Boards

Commissioner's oversight ensuring that the board of trustees are:

- Overseeing the management of the district; required TEC Sec. 11.031 (a.)
- Ensuring that the superintendent implements and monitors plans, procedures, programs, and systems to achieve appropriate, clearly defined, and desired results in the major areas of district operations, required TEC Sec. 11.031 (a.)
- Ensuring the superintendent is, on a day-to-day basis, ensuring the implementation of the policies created by the board required in TEC Sec. 11.11512 (a.)



School Districts

A. Student Needs, OTHER than passing tests TEC Secs. 11.252, 11.253, & 39.106

The TEC inspires and requires serving the Other Than needs of students. Student needs Other Than academic test results, Other Than student performance on the student achievement indicators and Other Than contributing education-related factors to a campus' low performance and progress. Examples of specific Other Than student needs required to be served in TEC include but are not limited to:

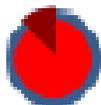
- a. Suicide prevention,
- b. Violence prevention and conflict resolution,
- c. Any indicator recommended by the local school health advisory council.



B. Evaluating and Improving Planning Process

TEC Sec. 11.252 & Policy BQ (LEGAL & LOCAL)

Successful planning, implementation, evaluation and improvement are critical to successful student learning and effective use of community resources (time, talent, tools, facilities and money including taxes).



C. Administrative Procedures and Reports on Planning Process

TEC Sec. 11.251 & Policy BQ (LEGAL & LOCAL)

Work and reports on a district's planning processes are critical to improving planning, use of community resources and student success.



D. District-Wide Community-Based Planning to Serve All Students

TEC Sec. 11.1511(b)(1) Policy BAA (LEGAL)

The board shall seek to establish working relationships with other public entities to make effective use of community resources and to serve the needs of public school students in the community.

D1 NAMES District-Wide Entities

Names of other public entities the School Board works with in serving the needs of students

D2 Working Relationships

Outcome of evaluating the School Board's working relationships with the public entities in 1 above.

D3 Community Resources

Specific types of community resources the School Board uses to evaluate the effective use of community resources while working with other public entities in serving the needs of students.

D4 Outcomes Effective Use of Community Resources

Outcome of evaluating the effective use of each type of community resource in 3 above

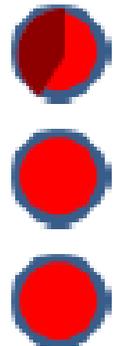


D5 Specific Student Needs

Specific needs of students being served by the School Board working with the public entities in 1 above

D6 Outcomes Serving Needs of Students

Outcomes of evaluating the effectiveness of serving the needs of students in 3 above



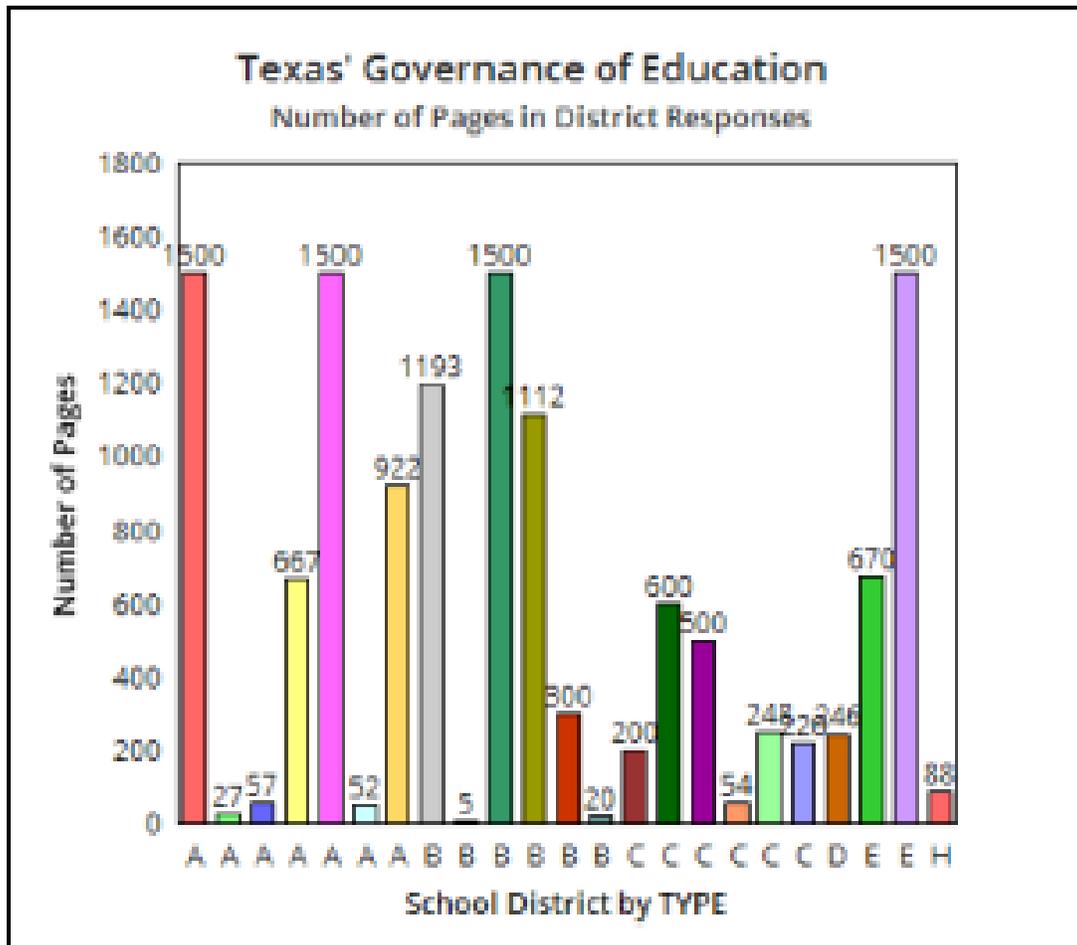
E. School Board's Role – Self Evaluation and Teamwork.

TEC Sec. 11.1512 & Policy BBD (EXHIBIT)

The success of all students depends on the preparation, evaluation, improvement and success of school boards and superintendents in taking the opportunities to fulfill their responsibilities in the Texas Education Code and district policies for governance.

Disparity in School Districts' Responses to Questions

The significant disparity in the number of pages submitted by each school district in response to the same questions itself demonstrates the lack of uniform understanding and use of the provisions in the Texas Education Code and school district policies represented by the Governance Indicators.



- A – Major Urban
- B – Major Suburban
- C – Other Central City
- D – Other Central City Suburban
- E – Independent Town
- H – Rural

Patrick Huff PH. D.
Handout
Senate Committee on Education
August 3, 2016
Interim Charge 3
Efficiency – Performance-Based Funding

School Report Cards

Accountability System Measures and Safeguard (AMO) Targets Proposed AMOs for 2013 - 2020 (Option B) Based on 2012 State Proficiency Rates at Phase in 1 Level II Standards								
	Year	All Students	African American	Hispanic	White	Econ. Disadv.	ELL	Special Educ.
Performance Rates								
Reading/ELA	2012 State Rates (Phase-in)	79%	71%	73%	88%	71%	50%	58%
	2012-2013	75%	75%	75%	75%	75%	75%	75%
	2013-2014	79%	79%	79%	79%	79%	79%	79%
	2014-2015	83%	83%	83%	83%	83%	83%	83%
	2015-2016	87%	87%	87%	87%	87%	87%	87%
	2016-2017	91%	91%	91%	91%	91%	91%	91%
	2017-2018	95%	95%	95%	95%	95%	95%	95%
	2018-2019	98%	98%	98%	98%	98%	98%	98%
	2019-2020	100%	100%	100%	100%	100%	100%	100%
Mathematics	2012 State Rates (Phase-in)	77%	65%	73%	86%	69%	58%	55%
	2012-2013	75%	75%	75%	75%	75%	75%	75%
	2013-2014	79%	79%	79%	79%	79%	79%	79%
	2014-2015	83%	83%	83%	83%	83%	83%	83%
	2015-2016	87%	87%	87%	87%	87%	87%	87%
	2016-2017	91%	91%	91%	91%	91%	91%	91%
	2017-2018	95%	95%	95%	95%	95%	95%	95%
	2018-2019	98%	98%	98%	98%	98%	98%	98%
	2019-2020	100%	100%	100%	100%	100%	100%	100%
Participation Rates								
Reading	2013 through 2020	95%	95%	95%	95%	95%	95%	95%
Mathematics	2013 through 2020	95%	95%	95%	95%	95%	95%	95%
Federal Grad. Rates								
4-year longitudinal rate	2012-2013	78.0%	78.0%	78.0%	78.0%	78.0%	78.0%	78.0%
	2013-2014	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%
	2014-2015	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%
5-year longitudinal rate	2012-2013	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%

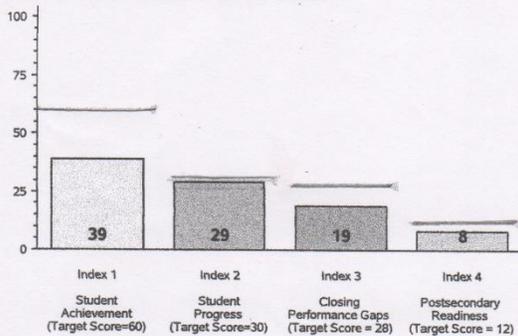
**Texas Education Agency
2014-15 School Report Card
HILIARD EL (101912473)**

District Name: **HOUSTON ISD**
Campus Type: **Elementary**

Total Students: **723**
Grade Span: **EE - 05**

2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.



2015 Accountability Rating

Improvement Required

For 2015 state accountability, campuses are rated as **Met Standard**, **Improvement Required** or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2013-14)	93.7%	95.6%	95.9%
Enrollment by Race/Ethnicity			
African American	72.1%	24.9%	12.6%
Hispanic	25.7%	62.1%	52.0%
White	0.7%	8.3%	28.9%
American Indian	1.0%	0.2%	0.4%
Asian	0.1%	3.6%	3.9%
Pacific Islander	0.1%	0.1%	0.1%
Two or More Races	0.3%	0.9%	2.0%
Enrollment by Student Group			
Economically Disadvantaged	83.1%	75.6%	58.8%
English Language Learners	13.7%	30.1%	18.2%
Special Education	7.7%	7.4%	8.5%
Mobility Rate (2013-14)	29.4%	19.6%	16.9%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	22.3	20.7	19.2
Grade 1	20.3	20.2	19.3
Grade 2	19.6	19.8	19.3
Grade 3	16.7	19.1	19.1
Grade 4	18.5	18.6	19.1
Grade 5	23.9	18.9	20.8

School Financial Information (2013-14)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Staff Percent	n/a	56.8%	64.6%
Instructional Expenditure Ratio	n/a	64.5%	63.7%
Expenditures per Student			
Total Operating Expenditures	\$6,704	\$8,620	\$8,692
Instruction	\$3,981	\$4,994	\$4,956
Instructional Leadership	\$2	\$114	\$129
School Leadership	\$408	\$590	\$503

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/index.html>.

Page
1

90 Required for 2017-18

90 required for 2016-17



2015 STAAR Raw Score Conversions
(With Alignment to Scale Score Cut Points for Standard Progression Phase-In for 2015-16)

Spring 2015 Paper Administrations (English) - Grades 3-8 and EOCs

Subject	Max. Raw Score	Level II - Satisfactory												Level III - Advanced			
		Phase 1			Phase 2			Standard Progression 2015-16						Final (Recommended)			
		Scale	Raw	%age	Scale	Raw	%age	Scale	Raw	%age	Closest Scale	Closest Raw	Closest %age	Scale	Raw	%age	
Reading	40	1331	20	50%	1372	23	58%	1345	1357	22	55%	1468	30	75%	1555	34	85%
	44	1422	23	52%	1460	26	59%	1434	1443	25	57%	1550	33	75%	1633	38	86%
	46	1458	25	54%	1495	29	63%	1470	1475	27	59%	1582	36	78%	1667	40	87%
	48	1504	26	54%	1542	30	63%	1517	1520	28	58%	1629	37	77%	1718	42	88%
	50	1556	27	54%	1591	30	60%	1567	1568	28	56%	1674	38	76%	1753	43	86%
	52	1575	28	54%	1612	32	62%	1587	1595	30	58%	1700	40	77%	1783	45	87%
	92	3750	51	55%	3825	53	58%	3775	3786	52	57%	4000	59	64%	4691	76	83%
	92	3750	52	57%	3825	55	60%	3775	3799	54	59%	4000	61	66%	4831	80	87%
Math	46	1347	22	48%	1388	26	57%	1360	1365	24	52%	1486	34	74%	1596	41	89%
	48	1453	23	48%	1494	27	56%	1467	1472	25	52%	1589	35	73%	1670	40	83%
	50	1487	23	46%	1528	27	54%	1500	1502	24	48%	1625	36	72%	1724	43	86%
	52	1523	18	35%	1562	22	42%	1536	1538	19	37%	1653	31	60%	1772	42	81%
	54	1563	20	37%	1600	24	44%	1575	1583	22	41%	1688	33	61%	1798	43	80%
	56	1583	24	43%	1618	28	50%	1595	1599	26	46%	1700	36	64%	1854	48	86%
	54	3500	20	37%	3650	24	44%	3550	3584	22	41%	4000	34	63%	4333	42	78%
	44	3500	26	59%	3650	29	66%	3550	3595	28	64%	4000	35	80%	4402	40	91%
Science	54	3500	31	57%	3650	34	63%	3550	3564	32	59%	4000	41	76%	4406	47	87%
	54	3500	19	35%	3650	23	43%	3550	3565	21	39%	4000	33	61%	4576	45	83%
	52	3500	26	50%	3650	30	58%	3550	3577	28	54%	4000	38	73%	4268	43	83%
SS	68	3500	28	41%	3650	33	49%	3550	3568	30	44%	4000	43	63%	4440	54	79%
	44	3500	23	52%	3650	26	59%	3550	3611	25	57%	4000	31	70%	4612	37	84%
Writing	72	3500	39	54%	3650	43	60%	3550	3576	41	57%	4000	50	69%	4602	60	83%

1. The raw scores and percentages reported in this table apply ONLY to the Spring 2015 Paper Administrations (English) STAAR assessments - main administration. Within each Phase, the SCALE SCORE is the defined passing standard. The RAW SCORE CUT POINTS may differ across test versions (STAAR vs. STAAR A) or across test administrations (March administration vs. May administration). The raw score cut points reported in this table are useful in serving as approximations or reasonable estimates of applicable raw cut points in future years (i.e., Spring 2016).

2. Because the Standard Progression scale score cut points for 2015-16 were not in effect in Spring 2015, in most cases there is not a direct raw score equivalent for the applicable scale score cut point. In this table, the raw score equivalent of the closest scale score cut point equal to or greater than the specified scale score cut point is reported.

3. Grade 4 and Grade 7 Writing assessments will be redesigned for Spring 2016. Final decisions relating to performance standards for those assessments in Spring 2016 are pending.

To watch a lead4ward video entitled "Making Sense of Scale Scores and Raw Scores" go to: <http://lead4ward.com/resources>

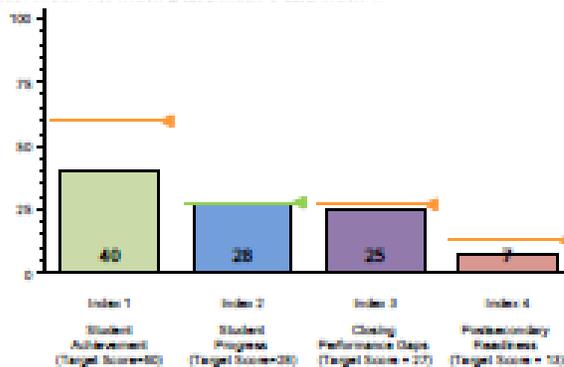
**Texas Education Agency
2014-15 School Report Card
FOREST BROOK MIDDLE (101912476)**

District Name: HOUSTON ISD
Campus Type: Middle School

Total Students: 941
Grade Span: 06 - 08

2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.



2015 Accountability Rating

Improvement Required

For 2015 state accountability, campuses are rated as **Met Standard**, **Improvement Required** or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State		Campus	District	State
Attendance Rate (2013-14)	90.7%	95.6%	95.9%	Class Size Averages by Grade or Subject			
Enrollment by Race/Ethnicity				Elementary			
African American	67.0%	24.9%	12.6%	Grade 6	19.3	21.6	20.3
Hispanic	31.2%	62.1%	52.0%	Secondary			
White	0.9%	8.3%	28.9%	English/Language Arts	27.9	21.0	17.2
American Indian	0.6%	0.2%	0.4%	Mathematics	20.4	22.7	18.1
Asian	0.1%	3.6%	3.9%	Science	20.7	23.7	19.1
Pacific Islander	0.0%	0.1%	0.1%	Social Studies	20.7	24.1	19.6
Two or More Races	0.2%	0.9%	2.0%				
Enrollment by Student Group							
Economically Disadvantaged	75.7%	75.6%	58.8%				
English Language Learners	13.3%	30.1%	18.2%				
Special Education	10.5%	7.4%	8.5%				
Mobility Rate (2013-14)	32.6%	19.6%	16.9%				

School Financial Information (2013-14)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State		Campus	District	State
Instructional Staff Percent	n/a	56.8%	64.6%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	64.5%	63.7%	Total Operating Expenditures	\$8,139	\$8,620	\$8,692
				Instruction	\$4,585	\$4,994	\$4,956
				Instructional Leadership	\$2	\$114	\$129
				School Leadership	\$759	\$590	\$503

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perreport/tapr2015/index.html>.

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		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-In Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2015	77%	68%	40%	36%	44%	56%	45%	*	-	*	38%
Reading	2015	77%	68%	40%	37%	46%	*	*	*	-	*	39%
Mathematics	2015	81%	72%	100%	100%	100%	-	-	-	-	-	100%
Writing	2015	72%	65%	38%	34%	48%	*	*	-	-	*	37%
Science	2015	78%	70%	45%	45%	42%	*	*	*	-	-	42%
Social Studies	2015	78%	69%	32%	31%	35%	*	*	*	-	-	29%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2015	41%	34%	7%	7%	8%	*	*	*	-	*	7%
Reading	2015	46%	38%	9%	9%	9%	*	*	*	-	*	8%
Mathematics	2015	48%	43%	74%	75%	71%	-	-	-	-	-	84%
Writing	2015	34%	32%	8%	8%	7%	*	*	-	-	*	8%
Science	2015	44%	38%	15%	14%	16%	*	*	*	-	-	14%
Social Studies	2015	44%	38%	4%	4%	*	*	*	*	-	-	4%
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2015	16%	14%	3%	3%	2%	*	*	*	-	*	2%
Reading	2015	17%	15%	2%	3%	*	*	*	*	-	*	2%
Mathematics	2015	20%	18%	35%	38%	*	-	-	-	-	-	*
Writing	2015	9%	9%	*	*	*	*	*	-	-	*	*
Science	2015	16%	13%	5%	6%	*	*	*	*	-	-	5%
Social Studies	2015	19%	15%	*	*	*	*	*	*	-	-	*
STAAR Percent Met or Exceeded Progress												
All Subjects	2015	57%	55%	47%	46%	46%	*	*	*	-	*	47%
Reading	2015	59%	57%	49%	48%	48%	*	*	*	-	*	48%
Mathematics	2015	47%	44%	74%	75%	*	-	-	-	-	-	*
Writing	2015	58%	52%	40%	44%	*	*	*	-	-	*	41%
STAAR Percent Exceeded Progress												
All Subjects	2015	15%	16%	13%	13%	11%	*	*	*	-	*	11%
Reading	2015	16%	17%	15%	16%	12%	*	*	*	-	*	14%
Mathematics	2015	19%	19%	30%	31%	*	-	-	-	-	-	*
Writing	2015	7%	6%	3%	4%	*	*	*	-	-	*	3%
Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)												
Reading	2015	39%	34%	19%	18%	23%	*	*	*	-	-	19%
	2014	45%	41%	25%	25%	23%	*	-	*	-	-	23%

* Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

∅ Indicates zero observations reported for this group.

** Indicates results are masked due to small numbers to protect student confidentiality.

*** Indicates data reporting is not applicable for this group.

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Students Success Initiative												
Grade 5												
STAAR Met Standard (Failed in Previous Year) Promoted to Grade 6												
Reading	2015	14%	14%	10%	11%	*	*	-	-	-	-	8%
Grade 8												
Students Meeting Phase-In 1 Level II Standard on First STAAR Administration												
Reading	2015	78%	88%	40%	41%	38%	*	*	*	-	-	41%
Students Requiring Accelerated Instruction:												
Reading	2015	24%	32%	80%	59%	64%	*	*	*	-	-	59%
STAAR Cumulative Met Standard												
Reading	2015	85%	78%	55%	52%	60%	*	*	*	-	-	55%
STAAR Failers Promoted by Grade Placement Committee												
Reading	2014	95%	99%	95%	97%	90%	*	-	-	-	-	95%
STAAR Met Standard (Failed in Previous Year) Retained in Grade 8												
Reading	2015	46%	46%	*	-	*	-	-	-	-	-	*

* Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

∪ Indicates zero observations reported for this group.

Indicates results are masked due to small numbers to protect student confidentiality.

'N/A' Indicates data reporting is not applicable for this group.

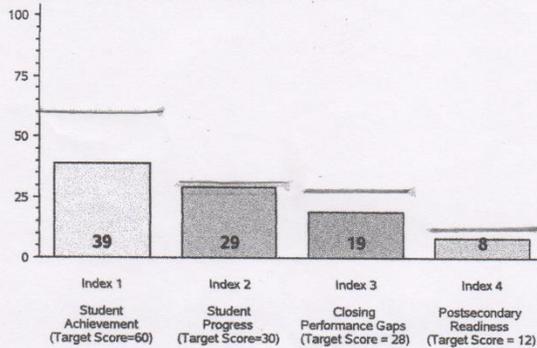
**Texas Education Agency
2014-15 School Report Card
HILIARD EL (101912473)**

District Name: **HOUSTON ISD**
Campus Type: **Elementary**

Total Students: **723**
Grade Span: **EE - 05**

2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.



2015 Accountability Rating

Improvement Required

For 2015 state accountability, campuses are rated as **Met Standard**, **Improvement Required** or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2013-14)	93.7%	95.6%	95.9%
Enrollment by Race/Ethnicity			
African American	72.1%	24.9%	12.6%
Hispanic	25.7%	62.1%	52.0%
White	0.7%	8.3%	28.9%
American Indian	1.0%	0.2%	0.4%
Asian	0.1%	3.6%	3.9%
Pacific Islander	0.1%	0.1%	0.1%
Two or More Races	0.3%	0.9%	2.0%
Enrollment by Student Group			
Economically Disadvantaged	83.1%	75.6%	58.8%
English Language Learners	13.7%	30.1%	18.2%
Special Education	7.7%	7.4%	8.5%
Mobility Rate (2013-14)	29.4%	19.6%	16.9%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	22.3	20.7	19.2
Grade 1	20.3	20.2	19.3
Grade 2	19.6	19.8	19.3
Grade 3	16.7	19.1	19.1
Grade 4	18.5	18.6	19.1
Grade 5	23.9	18.9	20.8

School Financial Information (2013-14)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State		Campus	District	State
Instructional Staff Percent	n/a	56.8%	64.6%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	64.5%	63.7%	Total Operating Expenditures	\$6,704	\$8,620	\$8,692
				Instruction	\$3,981	\$4,994	\$4,956
				Instructional Leadership	\$2	\$114	\$129
				School Leadership	\$408	\$590	\$503

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/index.html>.

% Required for 2016-17

% Required for 2017-18

2015 STAAR Raw Score Conversions
(With Alignment to Scale Score Cut Points for Standard Progression Phase-in for 2015-16)
Spring 2015 Paper Administrations (English) - Grades 3-8 and EOCs

Subject	Max. Raw Score	Level II - Satisfactory												Level III - Advanced				
		Phase 1			Phase 2			Standard Progression 2015-16						Final (Recommended)		Scale	Raw	%age
		Scale	Raw	%age	Scale	Raw	%age	Scale	Raw	%age	Closest Scale	Closest Raw	Closest %age	Scale	Raw			
Reading	Grade 3	1331	20	50%	1372	23	58%	1345	22	55%	1468	30	75%	1555	34	85%		
	Grade 4	1422	23	52%	1460	26	59%	1434	25	57%	1550	33	75%	1633	38	86%		
	Grade 5	1458	25	54%	1495	29	63%	1470	27	59%	1582	36	78%	1667	40	87%		
	Grade 6	1504	26	54%	1542	30	63%	1517	28	58%	1629	37	77%	1718	42	88%		
	Grade 7	1556	27	54%	1591	30	60%	1567	28	56%	1674	38	76%	1753	43	86%		
	Grade 8	1575	28	54%	1612	32	62%	1587	30	58%	1700	40	77%	1783	45	87%		
	English I	3750	51	55%	3825	53	58%	3775	52	57%	4000	59	64%	4691	76	83%		
	English II	3750	52	57%	3825	55	60%	3775	54	59%	4000	61	66%	4831	80	87%		
Math	Grade 3	1347	22	48%	1388	26	57%	1360	24	52%	1486	34	74%	1596	41	89%		
	Grade 4	1453	23	48%	1494	27	56%	1467	25	52%	1589	35	73%	1670	40	83%		
	Grade 5	1487	23	46%	1528	27	54%	1500	24	48%	1625	36	72%	1724	43	86%		
	Grade 6	1523	18	35%	1562	22	42%	1536	19	37%	1653	31	60%	1772	42	81%		
	Grade 7	1563	20	37%	1600	24	44%	1575	22	41%	1688	33	61%	1798	43	80%		
	Grade 8	1583	24	43%	1618	28	50%	1599	26	46%	1700	36	64%	1854	48	86%		
	Algebra I	3500	20	37%	3650	24	44%	3550	22	41%	4000	34	63%	4333	42	78%		
	Grade 5	3500	26	59%	3650	29	66%	3595	28	64%	4000	35	80%	4402	40	91%		
Science	Grade 8	3500	31	57%	3650	34	63%	3550	32	59%	4000	41	76%	4406	47	87%		
	Biology	3500	19	35%	3650	23	43%	3550	21	39%	4000	33	61%	4576	45	83%		
	Grade 8	3500	26	50%	3650	30	58%	3577	28	54%	4000	38	73%	4268	43	83%		
SS	U.S. History	3500	28	41%	3650	33	49%	3550	30	44%	4000	43	63%	4440	54	79%		
	Grade 4	3500	23	52%	3650	26	59%	3550	25	57%	4000	31	70%	4612	37	84%		
Writing	Grade 7	3500	39	54%	3650	43	60%	3576	41	57%	4000	50	69%	4602	60	83%		

Notes:

- The raw scores and percentages reported in this table apply ONLY to the Spring 2015 Paper Administration (English) STAAR assessments - main administration. Within each Phase, the SCALE SCORE is the defined passing standard. The RAW SCORE CUT POINTS may differ across test versions (STAAR vs. STAAR A) or across test administrations (March administration vs. May administration). The raw score cut points reported in this table are useful in serving as approximations or reasonable estimates of applicable raw cut points in future years (i.e., Spring 2016).
- Because the Standard Progression scale score cut points for 2015-16 were not in effect in Spring 2015, in most cases there is not a direct raw score equivalent for the applicable scale score cut point. In this table, the raw score equivalent of the closest scale score cut point equal to or greater than the specified scale score cut point is reported.
- Grade 4 and Grade 7 Writing assessments will be redesigned for Spring 2016. Final decisions relating to performance standards for those assessments in Spring 2016 are pending.

To watch a lead4ward video entitled "Making Sense of Scale Scores and Raw Scores" go to: <http://lead4ward.com/resources>

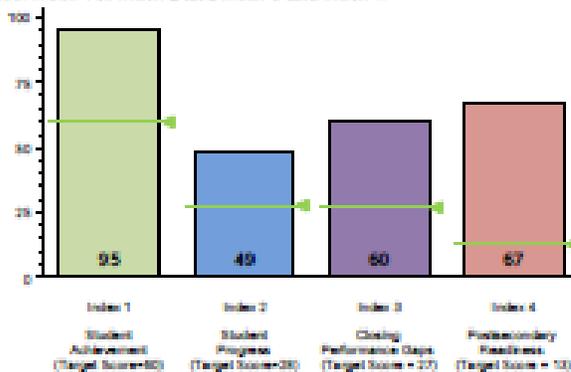
**Texas Education Agency
2014-15 School Report Card
MCCULLOUGH J H (170902053)**

District Name: **CONROE ISD**
Campus Type: **Middle School**

Total Students: **2,228**
Grade Span: **07 - 08**

2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.



2015 Accountability Rating

Met Standard

For 2015 state accountability, campuses are rated as **Met Standard**, **Improvement Required** or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

Reading/ELA

Social Studies

Campuses that receive a rating of **Met Standard** are eligible for seven distinction designations: **Academic Achievement in Reading/English Language Arts (ELA)**, **Academic Achievement in Mathematics**, **Academic Achievement in Science**, **Academic Achievement in Social Studies**, **Top 25% Student Progress**, **Top 25% Closing Performance Gaps**, and **Postsecondary Readiness**.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2013-14)	97.0%	96.3%	95.9%
Enrollment by Race/Ethnicity			
African American	2.4%	6.3%	12.6%
Hispanic	22.3%	35.0%	52.0%
White	65.3%	51.7%	28.9%
American Indian	0.2%	0.5%	0.4%
Asian	6.5%	3.6%	3.9%
Pacific Islander	0.1%	0.2%	0.1%
Two or More Races	3.3%	2.7%	2.0%
Enrollment by Student Group			
Economically Disadvantaged	4.1%	35.8%	58.8%
English Language Learners	4.2%	13.2%	18.2%
Special Education	4.7%	7.5%	8.5%
Mobility Rate (2013-14)	5.8%	12.9%	16.9%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	24.3	19.8	17.2
Foreign Languages	24.7	23.2	18.9
Mathematics	24.1	21.5	18.1
Science	25.3	22.3	19.1
Social Studies	26.2	24.0	19.6

School Financial Information (2013-14)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Staff Percent	n/a	64.0%	64.6%
Instructional Expenditure Ratio	n/a	67.2%	63.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$4,866	\$7,448	\$8,692
Instruction	\$3,711	\$4,541	\$4,956
Instructional Leadership	\$33	\$57	\$129
School Leadership	\$348	\$451	\$503

For more information about this campus, please see the Texas Academic Performance Report at <https://rptov1.tea.texas.gov/perreport/tapr2015/index.html>.

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1**

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-In Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2015	77%	87%	95%	88%	94%	95%	100%	98%	88%	98%	80%
Reading	2015	77%	87%	97%	93%	98%	97%	*	98%	*	99%	88%
Mathematics	2015	81%	89%	100%	*	100%	100%	-	100%	-	100%	100%
Writing	2015	72%	81%	94%	85%	92%	94%	-	97%	*	100%	78%
Science	2015	78%	89%	91%	74%	91%	91%	*	99%	*	94%	68%
Social Studies	2015	78%	88%	94%	95%	92%	94%	*	97%	*	97%	77%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2015	41%	58%	70%	37%	65%	71%	*	88%	*	74%	38%
Reading	2015	46%	62%	77%	58%	76%	77%	*	88%	*	71%	51%
Mathematics	2015	48%	62%	100%	*	99%	100%	-	100%	-	100%	100%
Writing	2015	34%	47%	71%	48%	66%	72%	-	88%	*	82%	33%
Science	2015	44%	63%	72%	*	68%	72%	*	91%	*	77%	37%
Social Studies	2015	44%	61%	72%	42%	71%	71%	*	92%	*	82%	53%
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2015	16%	28%	49%	21%	43%	50%	*	73%	*	55%	24%
Reading	2015	17%	28%	52%	27%	48%	54%	*	88%	*	49%	28%
Mathematics	2015	20%	34%	91%	*	91%	89%	-	98%	-	100%	*
Writing	2015	9%	14%	39%	*	21%	30%	-	53%	*	47%	*
Science	2015	16%	29%	44%	*	38%	43%	*	72%	*	51%	22%
Social Studies	2015	19%	35%	49%	*	44%	49%	*	79%	*	51%	31%
STAAR Percent Met or Exceeded Progress												
All Subjects	2015	57%	63%	74%	63%	71%	73%	*	83%	*	80%	58%
Reading	2015	59%	64%	73%	63%	71%	73%	*	82%	*	72%	64%
Mathematics	2015	47%	58%	98%	*	97%	97%	-	100%	-	100%	*
Writing	2015	56%	56%	62%	*	60%	61%	-	68%	*	*	*
STAAR Percent Exceeded Progress												
All Subjects	2015	15%	19%	39%	17%	27%	27%	*	47%	*	32%	21%
Reading	2015	16%	19%	35%	18%	26%	24%	*	35%	*	23%	24%
Mathematics	2015	19%	29%	78%	*	80%	74%	-	92%	-	89%	*
Writing	2015	7%	7%	16%	*	8%	10%	-	19%	*	*	*
Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)												
Reading	2015	39%	46%	57%	*	68%	49%	-	*	-	*	64%
	2014	45%	52%	78%	*	78%	76%	*	*	-	*	71%
Students Success Initiative												
Grade 6												
Students Meeting Phase-In 1 Level II Standard on First STAAR Administration												
Reading	2015	76%	85%	96%	100%	98%	98%	*	99%	*	97%	80%
Students Requiring Accelerated Instruction												
Reading	2015	24%	14%	4%	*	4%	4%	*	*	*	*	20%
STAAR Cumulative Met Standard												
Reading	2015	85%	92%	98%	100%	97%	98%	*	99%	*	97%	91%

* Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

- Indicates zero observations reported for this group.

* Indicates results are masked due to small numbers to protect student confidentiality.

'n/a' indicates data reporting is not applicable for this group.

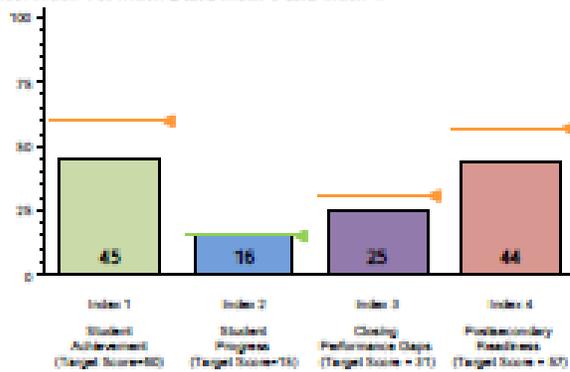
**Texas Education Agency
2014-15 School Report Card
NORTH FOREST H S (101912477)**

District Name: HOUSTON ISD
Campus Type: High School

Total Students: 1,018
Grade Span: 09 - 12

2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.



2015 Accountability Rating

Improvement Required

For 2015 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State		Campus	District	State
Attendance Rate (2013-14)	87.8%	95.6%	95.9%	Class Size Averages by Grade or Subject			
Enrollment by Race/Ethnicity				Secondary			
African American	64.0%	24.9%	12.6%	English/Language Arts	18.6	21.0	17.2
Hispanic	34.5%	62.1%	52.0%	Foreign Languages	24.4	21.1	18.9
White	0.8%	8.3%	28.9%	Mathematics	21.7	22.7	18.1
American Indian	0.6%	0.2%	0.4%	Science	23.0	23.7	19.1
Asian	0.1%	3.6%	3.9%	Social Studies	23.1	24.1	19.6
Pacific Islander	0.0%	0.1%	0.1%				
Two or More Races	0.0%	0.9%	2.0%				
Enrollment by Student Group							
Economically Disadvantaged	66.5%	75.6%	58.8%				
English Language Learners	8.5%	30.1%	18.2%				
Special Education	14.2%	7.4%	8.5%				
Mobility Rate (2013-14)	31.9%	19.6%	16.9%				

School Financial Information (2013-14)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardsreports/>.

	Campus	District	State		Campus	District	State
Instructional Staff Percent	n/a	56.8%	64.6%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	64.5%	63.7%	Total Operating Expenditures	\$10,387	\$8,620	\$8,692
				Instruction	\$5,706	\$4,994	\$4,956
				Instructional Leadership	\$3	\$114	\$129
				School Leadership	\$829	\$590	\$503

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/index.html>.

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		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-In Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2015	77%	68%	45%	43%	48%	52%	*	*	-	-	45%
Reading	2015	77%	68%	33%	33%	33%	38%	*	*	-	-	34%
Mathematics	2015	81%	72%	55%	50%	66%	*	*	-	-	-	57%
Science	2015	78%	70%	58%	60%	56%	*	-	-	-	-	59%
Social Studies	2015	78%	69%	55%	51%	64%	*	*	-	-	-	53%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2015	41%	34%	10%	7%	14%	*	*	*	-	-	9%
Reading	2015	46%	38%	9%	8%	10%	*	-	*	-	-	8%
Mathematics	2015	48%	43%	17%	11%	29%	*	-	-	-	-	18%
Science	2015	44%	36%	13%	10%	18%	*	-	-	-	-	12%
Social Studies	2015	44%	36%	12%	10%	19%	*	*	-	-	-	11%
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2015	16%	14%	1%	*	2%	*	*	*	-	-	1%
Reading	2015	17%	15%	*	*	*	*	*	*	-	-	*
Mathematics	2015	20%	18%	3%	*	6%	*	*	-	-	-	3%
Science	2015	16%	13%	*	*	*	*	-	-	-	-	*
Social Studies	2015	19%	15%	*	*	*	*	*	-	-	-	*
STAAR Percent Met or Exceeded Progress												
All Subjects	2015	57%	55%	30%	*	34%	*	*	*	-	-	32%
Reading	2015	56%	57%	*	*	*	-	*	*	-	-	*
Mathematics	2015	47%	44%	28%	*	42%	*	*	-	-	-	30%
STAAR Percent Exceeded Progress												
All Subjects	2015	15%	16%	3%	*	5%	*	*	*	-	-	3%
Reading	2015	16%	17%	*	*	*	-	*	*	-	-	*
Mathematics	2015	19%	19%	5%	*	11%	*	*	-	-	-	5%
Students Success Initiative												
Grade 8												
STAAR Met Standard (Failed in Previous Year) Promoted to Grade 9												
Reading	2015	8%	4%	*	*	*	*	-	-	-	-	*

* Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

∅ Indicates zero observations reported for this group.

Ⓜ Indicates results are masked due to small numbers to protect student confidentiality.

Ⓝ Indicates data reporting is not applicable for this group.

	State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2013-14	2.2%	3.2%	4.7%	5.2%	3.9%	0.0%	0.0%	*	-	-	4.6%
2012-13	2.2%	3.1%	-	-	-	-	-	-	-	-	-
SAT/ACT Results											
Tested											
Class of 2014	66.3%	66.9%	41.4%	36.7%	51.9%	-	*	-	-	-	42.3%
Class of 2013	63.8%	67.2%	-	-	-	-	-	-	-	-	-
At/Above Criterion											
Class of 2014	25.1%	13.8%	3.0%	5.0%	0.0%	-	-	-	-	-	3.4%
Class of 2013	25.4%	14.5%	-	-	-	-	-	-	-	-	-
Average SAT Score											
Class of 2014	1417	1247	1098	1050	1165	-	-	-	-	-	1112
Class of 2013	1422	1252	-	-	-	-	-	-	-	-	-
Average ACT Score											
Class of 2014	20.8	20.5	15.6	15.7	*	-	-	-	-	-	15.6
Class of 2013	20.8	20.5	-	-	-	-	-	-	-	-	-

* Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

** Indicates results are masked due to small numbers to protect student confidentiality.

∅ Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.

90 Required for 2017-18

90 required for 2016-17

2015 STAAR Raw Score Conversions
(With Alignment to Scale Score Cut Points for Standard Progression Phase-In for 2015-16)

Spring 2015 Paper Administrations (English) - Grades 3-8 and EOCs

Subject	Max. Raw Score	Level II - Satisfactory												Level III - Advanced					
		Phase 1			Phase 2			Standard Progression 2015-16						Final (Recommended)			Scale	Raw	%age
		Scale	Raw	%age	Scale	Raw	%age	Scale	Closest Raw	Closest Scale	Closest %age	Scale	Raw	%age	Scale	Raw			
Reading	40	1331	20	50%	1372	23	58%	1345	1357	22	55%	1468	30	75%	1555	34	85%		
	44	1422	23	52%	1460	26	59%	1434	1443	25	57%	1550	33	75%	1633	38	86%		
	46	1458	25	54%	1495	29	63%	1470	1475	27	59%	1582	36	78%	1667	40	87%		
	48	1504	26	54%	1542	30	63%	1517	1520	28	58%	1629	37	77%	1718	42	88%		
	50	1556	27	54%	1591	30	60%	1567	1568	28	56%	1674	38	76%	1753	43	86%		
	52	1575	28	54%	1612	32	62%	1587	1595	30	58%	1700	40	77%	1783	45	87%		
	92	3750	51	55%	3825	53	58%	3775	3786	52	57%	4000	59	64%	4691	76	83%		
	92	3750	52	57%	3825	55	60%	3775	3799	54	59%	4000	61	66%	4831	80	87%		
Math	46	1347	22	48%	1388	26	57%	1360	1365	24	52%	1486	34	74%	1596	41	89%		
	48	1453	23	48%	1494	27	56%	1467	1472	25	52%	1589	35	73%	1670	40	83%		
	50	1487	23	46%	1528	27	54%	1500	1502	24	48%	1625	36	72%	1724	43	86%		
	52	1523	18	35%	1562	22	42%	1536	1538	19	37%	1653	31	60%	1772	42	81%		
	54	1563	20	37%	1600	24	44%	1575	1583	22	41%	1688	33	61%	1798	43	80%		
	56	1583	24	43%	1618	28	50%	1595	1599	26	46%	1700	36	64%	1854	48	86%		
	54	3500	20	37%	3650	24	44%	3550	3584	22	41%	4000	34	63%	4333	42	78%		
	44	3500	26	59%	3650	29	66%	3550	3595	28	64%	4000	35	80%	4402	40	91%		
Science	54	3500	31	57%	3650	34	63%	3550	3564	32	59%	4000	41	76%	4406	47	87%		
	54	3500	19	35%	3650	23	43%	3550	3565	21	39%	4000	33	61%	4576	45	83%		
SS	52	3500	26	50%	3650	30	58%	3550	3577	28	54%	4000	38	73%	4268	43	83%		
	68	3500	28	41%	3650	33	49%	3550	3568	30	44%	4000	43	63%	4440	54	79%		
Writing	44	3500	23	52%	3650	26	59%	3550	3611	25	57%	4000	31	70%	4612	37	84%		
	72	3500	39	54%	3650	43	60%	3550	3576	41	57%	4000	50	69%	4602	60	83%		

Notes:

- The raw scores and percentages reported in this table apply ONLY to the Spring 2015 Paper Administration (English) STAAR assessments - main administration. Within each Phase, the SCALE SCORE is the defined passing standard. The RAW SCORE CUT POINTS may differ across test versions (STAAR vs. STAAR A) or across test administrations (March administration vs. May administration). The raw score cut points reported in this table are useful in serving as approximations or reasonable estimates of applicable raw cut points in future years (i.e., Spring 2016).
- Because the Standard Progression scale score cut points for 2015-16 were not in effect in Spring 2015, in most cases there is not a direct raw score equivalent for the applicable scale score cut point. In this table, the raw score equivalent of the closest scale score cut point equal to or greater than the specified scale score cut point is reported.
- Grade 4 and Grade 7 Writing assessments will be redesigned for Spring 2016. Final decisions relating to performance standards for those assessments in Spring 2016 are pending.

To watch a lead4ward video entitled "Making Sense of Scale Scores and Raw Scores" go to: <http://lead4ward.com/resources>

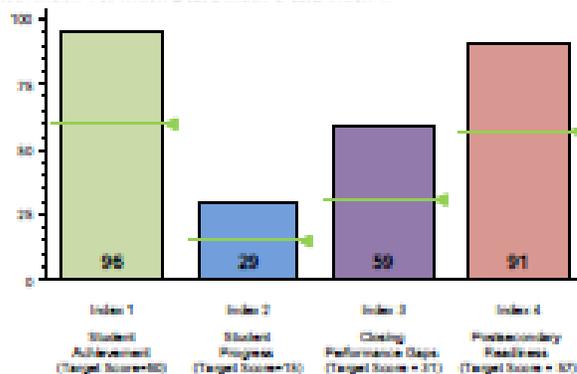
**Texas Education Agency
2014-15 School Report Card
THE WOODLANDS H S (170902003)**

District Name: **CONROE ISD**
Campus Type: **High School**

Total Students: **4,137**
Grade Span: **09 - 12**

2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.



2015 Accountability Rating

Met Standard

For 2015 state accountability, campuses are rated as **Met Standard**, **Improvement Required** or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

Reading/ELA	Science
Social Studies	Top 25% Closing Perform Gaps
Postsecondary Readiness	

Campuses that receive a rating of **Met Standard** are eligible for seven distinction designations: Academic Achievement in Reading/English Language Arts (ELA), Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25%: Student Progress, Top 25%: Closing Performance Gaps, and Postsecondary Readiness.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2013-14)	96.5%	96.3%	95.9%
Enrollment by Race/Ethnicity			
African American	2.2%	6.3%	12.6%
Hispanic	21.5%	35.0%	52.0%
White	68.0%	51.7%	28.9%
American Indian	0.3%	0.5%	0.4%
Asian	5.5%	3.6%	3.9%
Pacific Islander	0.0%	0.2%	0.1%
Two or More Races	2.4%	2.7%	2.0%
Enrollment by Student Group			
Economically Disadvantaged	3.0%	35.8%	58.8%
English Language Learners	3.3%	13.2%	18.2%
Special Education	5.0%	7.5%	8.5%
Mobility Rate (2013-14)	6.1%	12.9%	16.9%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	21.6	19.8	17.2
Foreign Languages	24.3	23.2	18.9
Mathematics	24.4	21.5	18.1
Science	24.9	22.3	19.1
Social Studies	24.9	24.0	19.6

School Financial Information (2013-14)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Staff Percent	n/a	64.0%	64.6%
Instructional Expenditure Ratio	n/a	67.2%	63.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$5,754	\$7,448	\$8,692
Instruction	\$4,019	\$4,541	\$4,956
Instructional Leadership	\$51	\$57	\$129
School Leadership	\$470	\$451	\$503

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perreport/fapr/2015/index.html>.

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		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-In Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2015	77%	87%	96%	87%	95%	97%	100%	96%	*	98%	81%
Reading	2015	77%	87%	95%	80%	92%	98%	*	95%	*	97%	76%
Mathematics	2015	81%	89%	94%	76%	92%	98%	*	98%	-	94%	73%
Science	2015	78%	89%	99%	100%	97%	99%	*	97%	-	100%	90%
Social Studies	2015	78%	88%	99%	100%	99%	99%	100%	100%	-	100%	92%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2015	41%	58%	88%	74%	85%	89%	100%	92%	*	85%	65%
Reading	2015	46%	62%	86%	69%	80%	88%	*	92%	*	84%	55%
Mathematics	2015	48%	62%	84%	41%	80%	88%	*	78%	-	58%	32%
Science	2015	44%	63%	89%	73%	88%	90%	*	92%	-	92%	48%
Social Studies	2015	44%	61%	93%	77%	93%	93%	100%	95%	-	90%	85%
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2015	16%	28%	36%	18%	32%	37%	73%	49%	*	34%	16%
Reading	2015	17%	28%	18%	*	16%	18%	*	34%	*	22%	*
Mathematics	2015	20%	34%	23%	*	21%	23%	*	42%	-	*	*
Science	2015	16%	29%	48%	*	39%	51%	*	58%	-	45%	*
Social Studies	2015	19%	36%	73%	59%	70%	74%	100%	83%	-	65%	59%
STAAR Percent Met or Exceeded Progress												
All Subjects	2015	57%	63%	55%	*	55%	58%	*	60%	*	*	*
Reading	2015	59%	64%	58%	*	*	60%	-	*	*	*	*
Mathematics	2015	47%	59%	49%	*	51%	49%	*	63%	-	*	*
STAAR Percent Exceeded Progress												
All Subjects	2015	15%	19%	5%	*	5%	5%	*	8%	*	*	*
Reading	2015	16%	19%	1%	*	*	2%	-	*	*	*	*
Mathematics	2015	19%	29%	13%	*	14%	13%	*	21%	-	*	*

* Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

∅ Indicates zero observations reported for this group.

** Indicates results are masked due to small numbers to protect student confidentiality.

"/n/a" indicates data reporting is not applicable for this group.

	State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2013-14	2.2%	0.5%	0.1%	0.9%	0.1%	0.1%	0.0%	0.0%	*	1.0%	1.0%
2012-13	2.2%	0.5%	0.3%	0.9%	0.4%	0.2%	0.0%	0.0%	*	0.0%	2.7%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2014											
Graduated	88.3%	94.7%	98.9%	98.3%	95.5%	97.4%	*	100.0%	*	87.0%	93.2%
Received GED	0.8%	1.0%	0.9%	0.0%	0.8%	1.1%	*	0.0%	*	0.0%	0.0%
Continued HS	4.3%	2.9%	1.9%	3.7%	3.4%	1.3%	*	0.0%	*	6.7%	2.3%
Dropped Out	6.6%	1.4%	0.4%	0.0%	0.6%	0.3%	*	0.0%	*	4.3%	4.5%
Graduates and GED	89.1%	95.7%	97.8%	98.3%	96.0%	98.4%	*	100.0%	*	87.0%	93.2%
Grads, GED, & Cont	93.4%	98.6%	99.8%	100.0%	99.4%	99.7%	*	100.0%	*	93.7%	95.5%
Class of 2013											
Graduated	88.0%	95.1%	97.8%	95.2%	97.3%	97.7%	*	100.0%	*	100.0%	94.3%
Received GED	0.8%	1.1%	0.5%	0.0%	0.5%	0.6%	*	0.0%	*	0.0%	0.0%
Continued HS	4.6%	2.3%	1.2%	4.8%	2.1%	1.0%	*	0.0%	*	0.0%	2.9%
Dropped Out	6.6%	1.5%	0.5%	0.0%	0.0%	0.7%	*	0.0%	*	0.0%	2.9%
Graduates and GED	88.9%	96.2%	98.3%	95.2%	97.9%	98.3%	*	100.0%	*	100.0%	94.3%
Grads, GED, & Cont	93.4%	96.5%	99.3%	100.0%	100.0%	99.3%	*	100.0%	*	100.0%	97.1%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2013											
Graduated	90.4%	96.5%	98.5%	95.2%	98.9%	98.3%	*	100.0%	*	100.0%	97.1%
Received GED	1.1%	1.4%	0.8%	0.0%	0.5%	1.0%	*	0.0%	*	0.0%	0.0%
Continued HS	1.3%	0.5%	0.3%	0.0%	0.5%	0.3%	*	0.0%	*	0.0%	0.0%
Dropped Out	7.2%	1.6%	0.4%	4.8%	0.0%	0.4%	*	0.0%	*	0.0%	2.9%
Graduates and GED	91.5%	97.9%	99.3%	95.2%	99.5%	99.3%	*	100.0%	*	100.0%	97.1%
Grads, GED, & Cont	92.8%	98.4%	99.8%	95.2%	100.0%	99.6%	*	100.0%	*	100.0%	97.1%
Class of 2012											
Graduated	90.4%	97.1%	98.7%	100.0%	98.2%	98.8%	88.9%	100.0%	*	100.0%	97.2%
Received GED	1.2%	1.1%	0.3%	0.0%	1.2%	0.1%	0.0%	0.0%	*	0.0%	2.8%
Continued HS	1.3%	0.3%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	*	0.0%	0.0%
Dropped Out	7.1%	1.5%	0.9%	0.0%	0.6%	0.9%	11.1%	0.0%	*	0.0%	0.0%
Graduates and GED	91.6%	98.2%	99.0%	100.0%	99.4%	99.0%	88.9%	100.0%	*	100.0%	100.0%
Grads, GED, & Cont	92.9%	98.5%	99.1%	100.0%	99.4%	99.1%	88.9%	100.0%	*	100.0%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2014	85.5%	92.5%	95.8%	84.0%	97.4%	94.8%	*	100.0%	*	95.0%	97.1%
Class of 2013	83.5%	89.0%	91.8%	75.0%	91.3%	91.3%	*	92.9%	*	89.3%	72.7%
SAT/ACT Results											
Tested											
Class of 2014	68.3%	68.3%	89.5%	82.1%	84.2%	90.7%	*	85.2%	*	90.5%	82.8%
Class of 2013	63.8%	69.5%	90.8%	85.0%	82.9%	92.9%	*	90.9%	*	100.0%	80.8%
At/Above Criterion											
Class of 2014	25.1%	44.9%	60.4%	43.5%	49.3%	61.9%	*	77.5%	-	73.7%	40.7%
Class of 2013	25.4%	43.6%	59.8%	35.3%	51.8%	60.9%	*	82.0%	-	46.4%	40.0%
Average SAT Score											
Class of 2014	1417	1567	1863	1518	1587	1671	*	1821	-	1758	1535
Class of 2013	1422	1583	1868	1491	1627	1669	*	1858	-	1577	1523
Average ACT Score											
Class of 2014	20.6	23.5	24.8	21.3	23.8	24.9	*	28.4	-	24.9	25.3
Class of 2013	20.6	23.3	24.8	22.2	24.2	24.9	*	27.7	-	23.5	22.4

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∇ Indicates zero observations reported for this group.

Indicates results are masked due to small numbers to protect student confidentiality.

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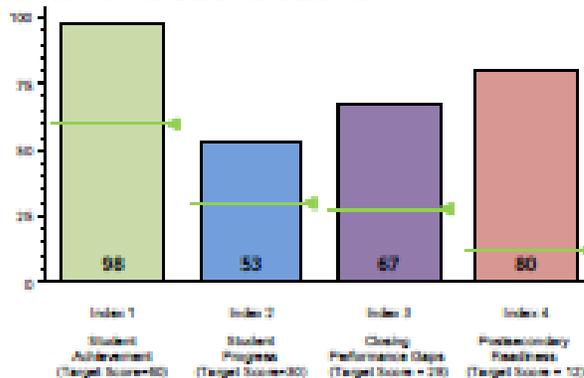
**Texas Education Agency
2014-15 School Report Card
TOUGH EL (170902071)**

District Name: **CONROE ISD**
Campus Type: **Elementary**

Total Students: **1,008**
Grade Span: **KG - 06**

2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.



2015 Accountability Rating

Met Standard

For 2015 state accountability, campuses are rated as **Met Standard**, **Improvement Required** or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

Reading/ELA	Top 25% Closing Perform Gaps
Postsecondary Readiness	

Campuses that receive a rating of **Met Standard** are eligible for seven distinction designations: **Academic Achievement in Reading/English Language Arts (ELA)**, **Academic Achievement in Mathematics**, **Academic Achievement in Science**, **Academic Achievement in Social Studies**, **Top 25% Student Progress**, **Top 25% Closing Performance Gaps**, and **Postsecondary Readiness**.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2013-14)	97.6%	96.3%	95.9%
Enrollment by Race/Ethnicity			
African American	1.4%	6.3%	12.6%
Hispanic	24.5%	35.0%	52.0%
White	63.2%	51.7%	28.9%
American Indian	0.3%	0.5%	0.4%
Asian	8.1%	3.6%	3.9%
Pacific Islander	0.0%	0.2%	0.1%
Two or More Races	2.5%	2.7%	2.0%
Enrollment by Student Group			
Economically Disadvantaged	1.9%	35.8%	58.8%
English Language Learners	9.2%	13.2%	18.2%
Special Education	4.6%	7.5%	8.5%
Mobility Rate (2013-14)	7.3%	12.9%	16.9%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	20.0	19.7	19.2
Grade 1	19.0	19.3	19.3
Grade 2	18.7	19.0	19.3
Grade 3	20.0	19.2	19.1
Grade 4	18.9	19.1	19.1
Grade 5	24.5	23.7	20.8
Grade 6	21.6	23.8	20.3

School Financial Information (2013-14)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State		Campus	District	State
Instructional Staff Percent	n/a	64.0%	64.6%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	67.2%	63.7%	Total Operating Expenditures	\$5,285	\$7,448	\$8,692
				Instruction	\$4,152	\$4,541	\$4,956
				Instructional Leadership	\$42	\$57	\$129
				School Leadership	\$364	\$451	\$503

For more information about this campus, please see the Texas Academic Performance Report at:
<https://rptsvr1.tea.texas.gov/perreport/tapr/2015/index.html>.

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		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-In Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2015	77%	87%	98%	100%	95%	98%	-	100%	-	100%	92%
Reading	2015	77%	87%	98%	100%	96%	99%	-	100%	-	100%	94%
Writing	2015	72%	81%	97%	-	94%	98%	-	100%	-	100%	*
Science	2015	78%	89%	96%	-	93%	97%	-	100%	-	*	*
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2015	41%	58%	78%	83%	73%	75%	-	96%	-	76%	69%
Reading	2015	46%	62%	85%	83%	83%	84%	-	96%	-	88%	89%
Writing	2015	34%	47%	74%	-	67%	73%	-	100%	-	83%	*
Science	2015	44%	63%	73%	-	69%	71%	-	100%	-	*	*
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2015	16%	28%	52%	*	46%	51%	-	76%	-	64%	48%
Reading	2015	17%	28%	60%	*	58%	59%	-	78%	-	65%	63%
Writing	2015	9%	14%	34%	-	22%	34%	-	60%	-	*	*
Science	2015	16%	29%	36%	-	17%	36%	-	82%	-	*	*
STAAR Percent Met or Exceeded Progress												
All Subjects	2015	57%	63%	74%	*	77%	72%	-	79%	-	63%	*
Reading	2015	59%	64%	74%	*	77%	72%	-	79%	-	63%	*
Writing	2015	58%	58%	*	-	*	*	-	-	-	-	-
STAAR Percent Exceeded Progress												
All Subjects	2015	15%	19%	29%	*	28%	27%	-	39%	-	43%	*
Reading	2015	16%	19%	28%	*	28%	27%	-	39%	-	43%	*
Writing	2015	7%	7%	*	-	*	*	-	-	-	-	-
Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)												
Reading	2015	39%	46%	*	-	*	*	-	-	-	-	-
	2014	45%	52%	*	-	*	*	-	-	-	-	-
Students Success Initiative												
Grade 5												
Students Meeting Phase-In 1 Level II Standard on First STAAR Administration												
Reading	2015	75%	86%	98%	-	98%	98%	-	100%	-	*	100%
Students Requiring Accelerated Instruction												
Reading	2015	25%	14%	*	-	*	*	-	*	-	*	*
STAAR Cumulative Met Standard												
Reading	2015	84%	91%	99%	-	98%	99%	-	100%	-	*	100%

*? Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

- Indicates zero observations reported for this group.

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates data reporting is not applicable for this group.

**Randy Houchins
Handout
Senate Committee on Education
August 16, 2016
Interim Charge 7
School Board Governance
Education Standards**

16 Aug 2016 Senate Education Committee Handout

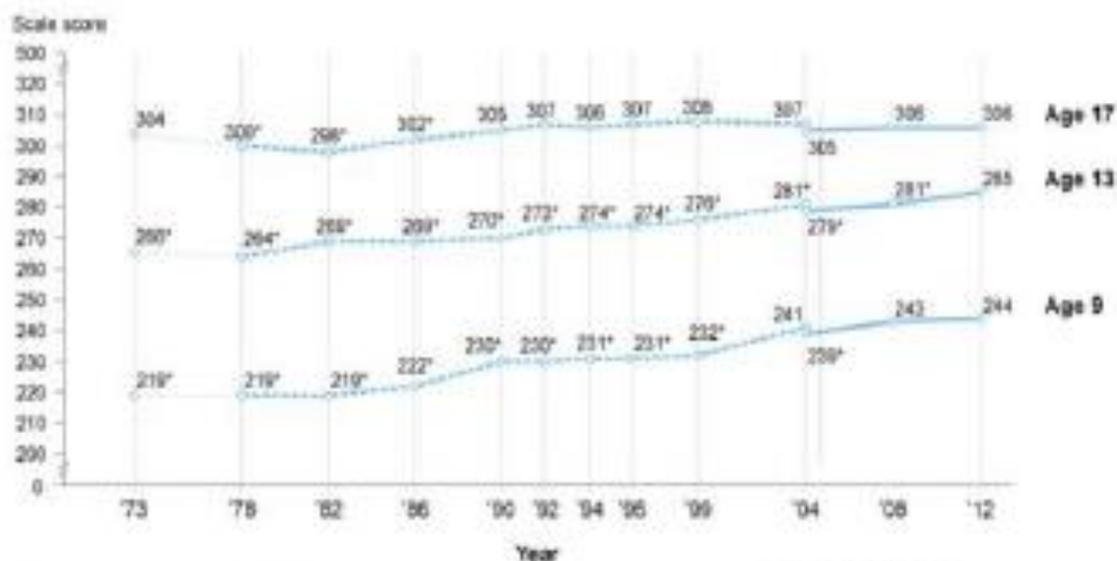
Here is a table that shows the number of questions for each year in math. Notice there was no decrease in the number of questions for this year...

Grade	# of Questions for 2014	# of Questions for 2015	# of Questions for 2016
3	46	46	46
4	48	48	48
5	50	50	50
6	52	52	52
7	54	54	54
8	56	56	56

NAEP Trends in Math Scores

Notice the downturn in test scores corresponds to the introduction of reform math (Common Core in most states and TEKS with College and Career Ready Standards in Texas).

Trend in NAEP mathematics average scores for 9-, 13-, and 17-year-old students



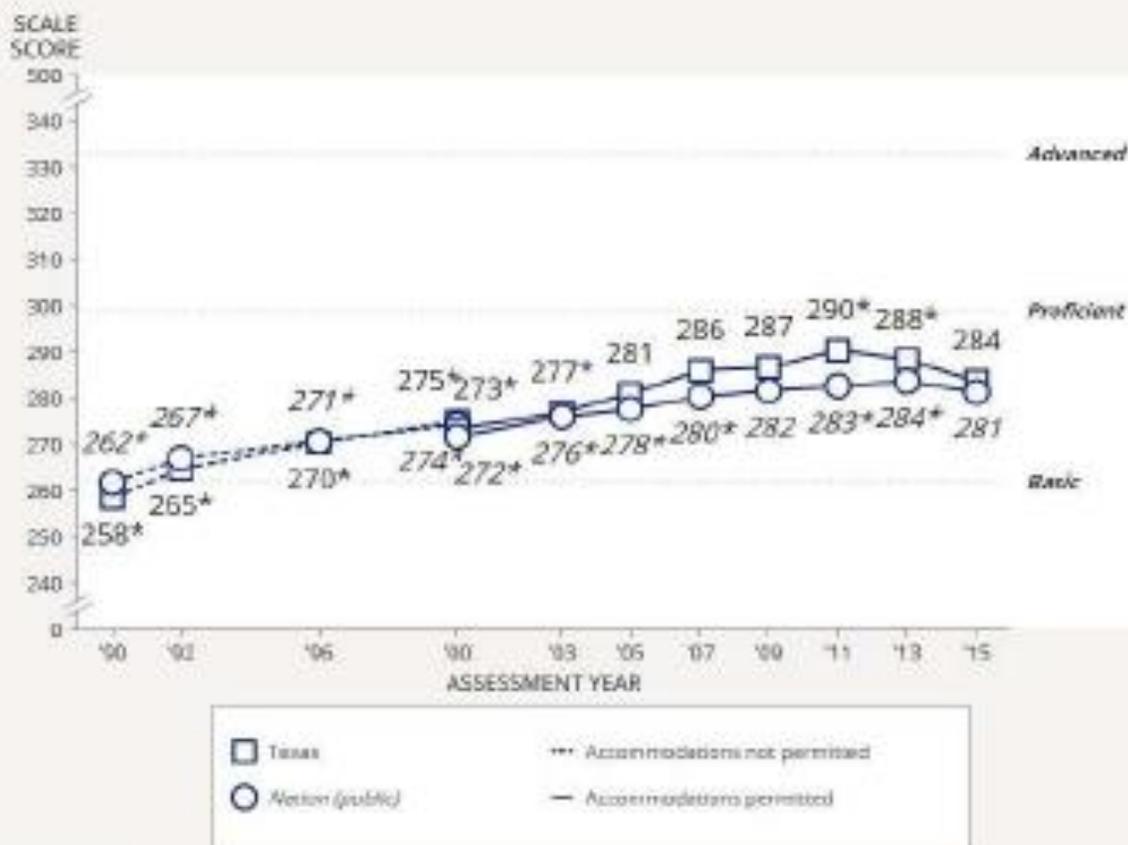
* Significantly different ($p < .05$) from 2012.

----- Extrapolated data
 - - - - - Digital assessment format
 _____ Revised assessment format

See complete data for [age 9](#), [age 13](#), and [age 17](#).

8th grade NAEP scores from 1990 to 2015 Texas versus Nation.

Trend in NAEP mathematics average scores for eighth-grade public school students in Texas and nation (public).



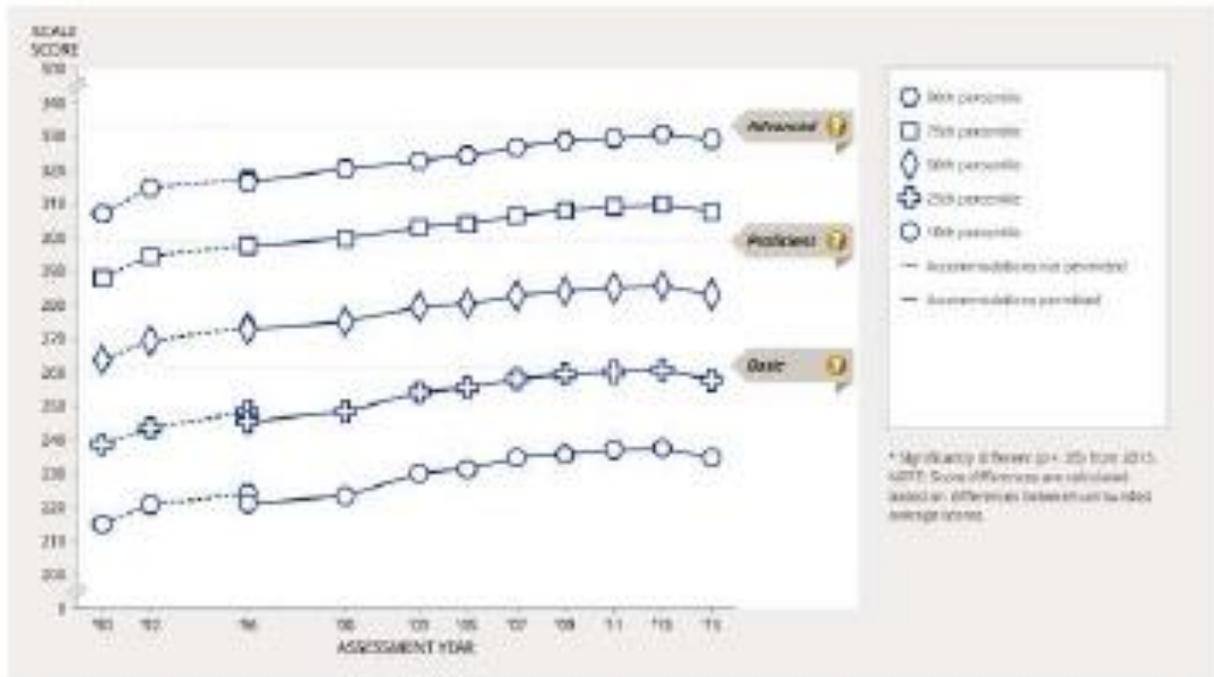
Rounds to zero.

† Not applicable. Results are not reportable for one or more student groups selected.

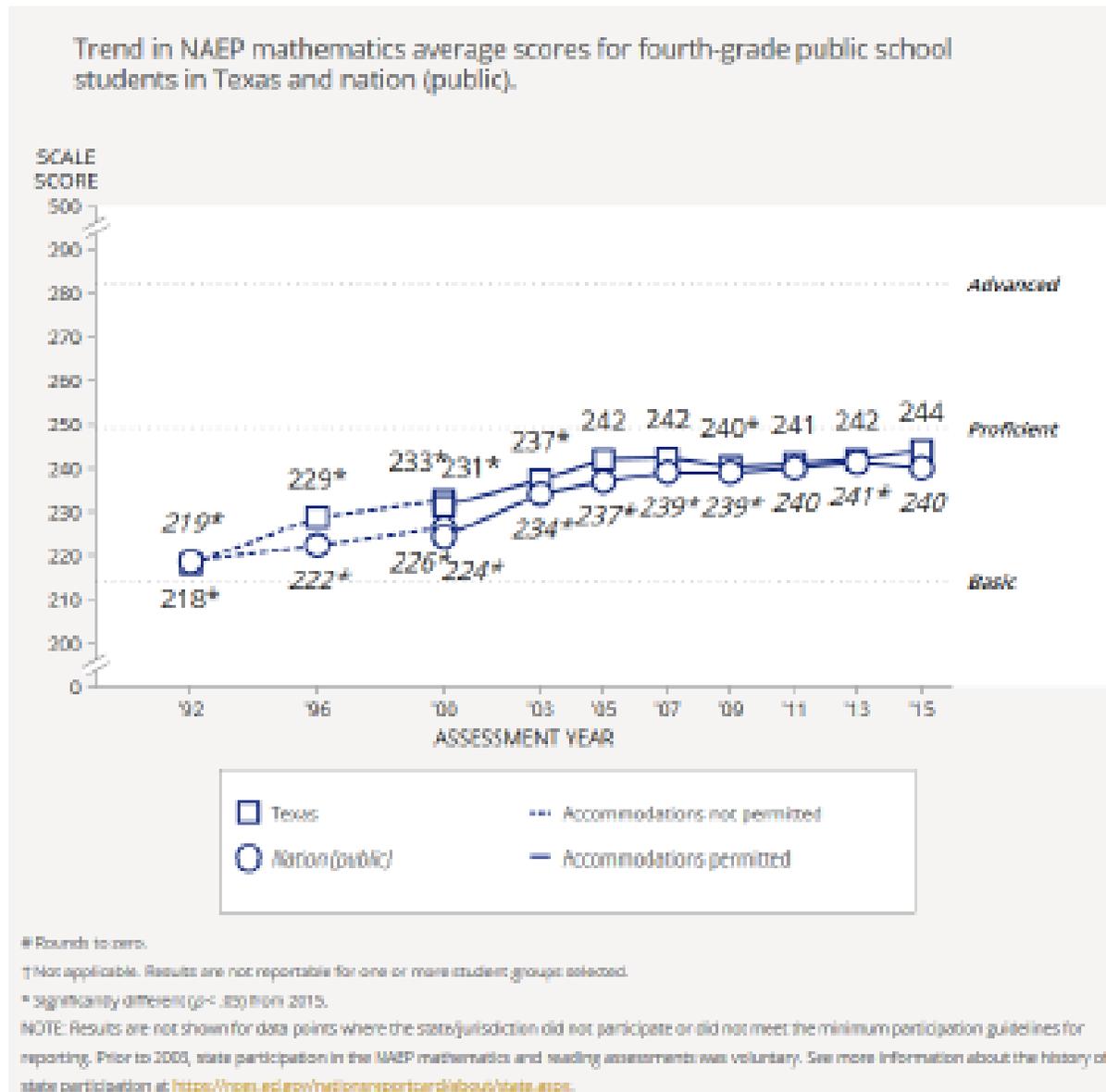
* Significantly different ($p < .05$) from 2015.

NOTE: Results are not shown for data points where the state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting. Prior to 2005, state participation in the NAEP mathematics and reading assessments was voluntary. See more information about the history of state participation at <https://nces.ed.gov/ipeds/datacenter/ipedsdatacenter/state.asp>.

8th grade NAEP scores from 1990 to 2015 by percentile.



4th grade NAEP scores from 1990 to 2015 Texas versus Nation.

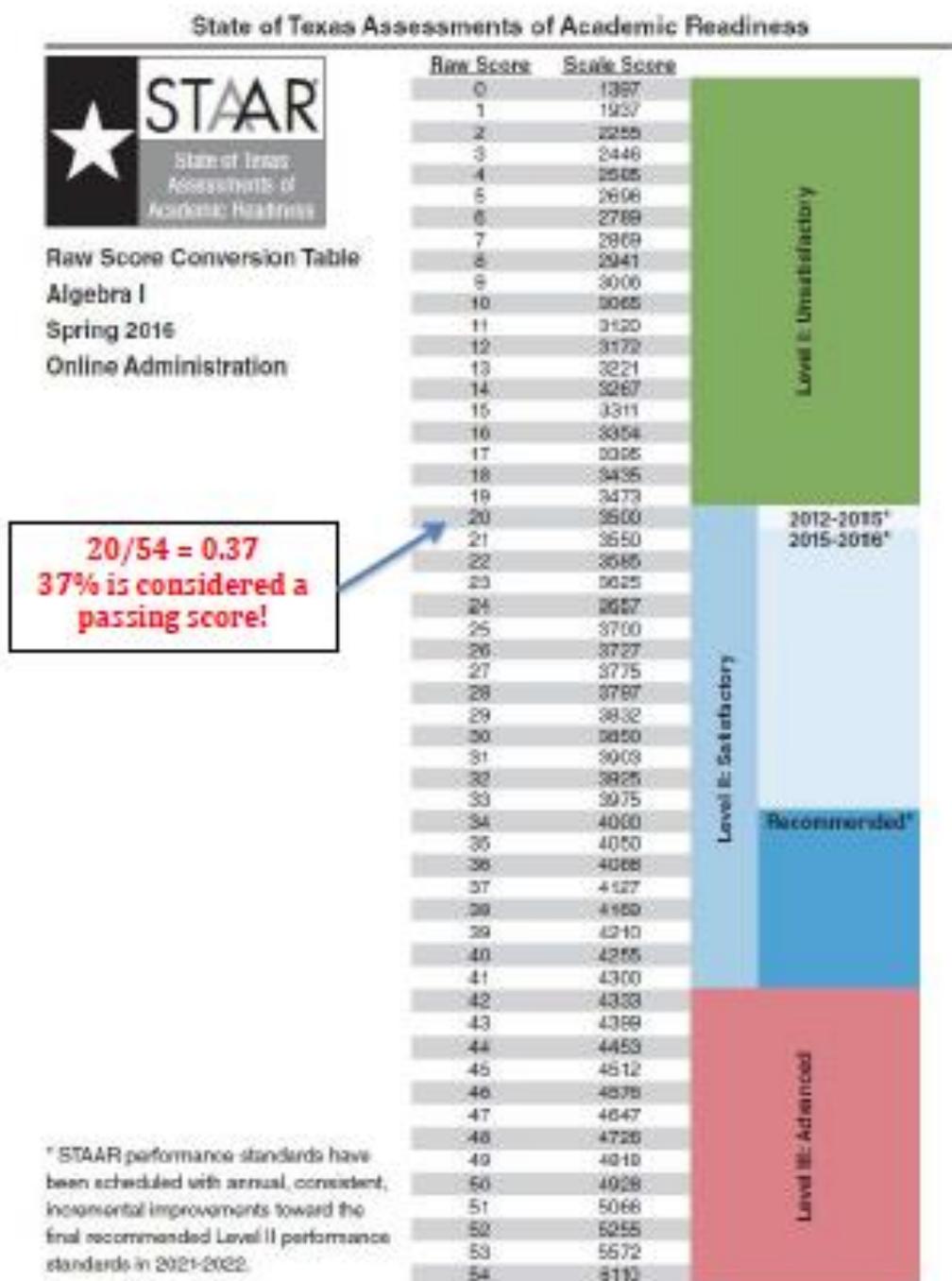


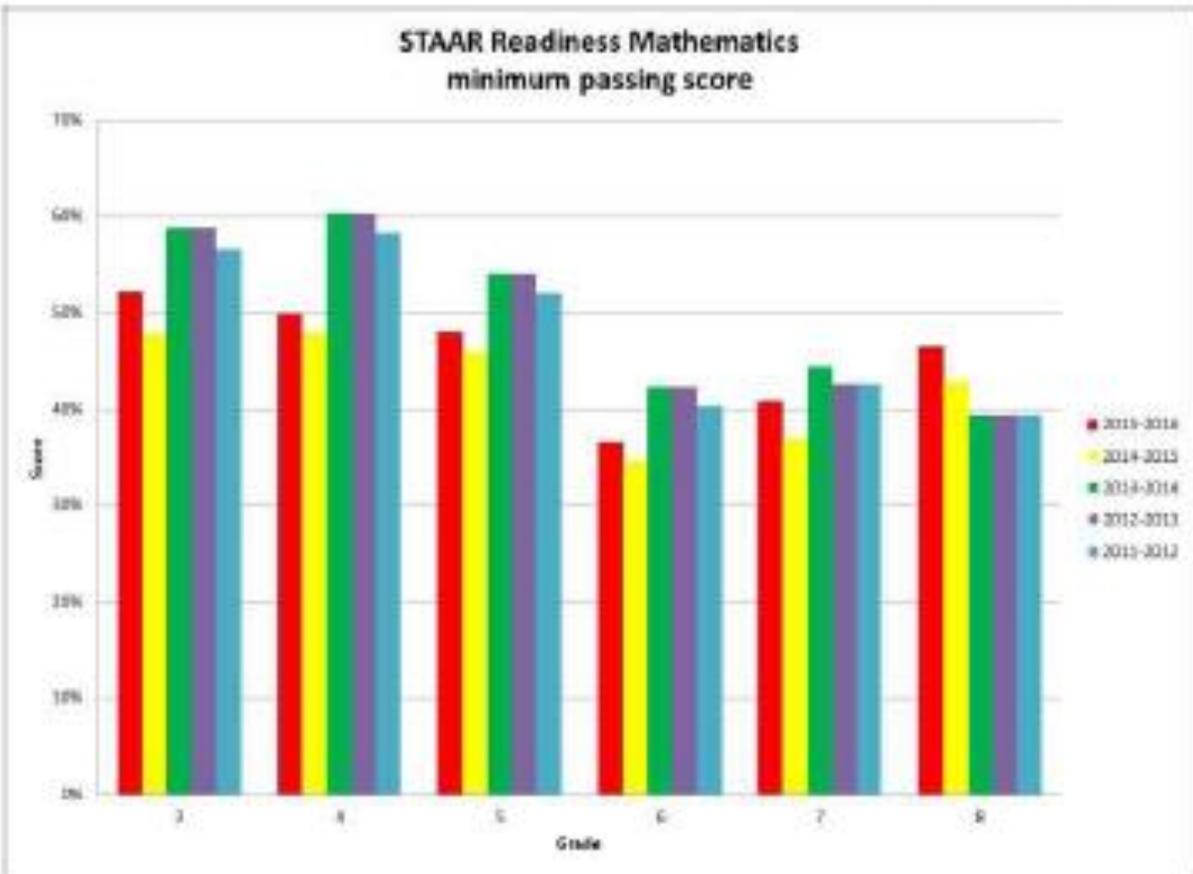
4th grade NAEP scores from 1990 to 2015 by percentile.

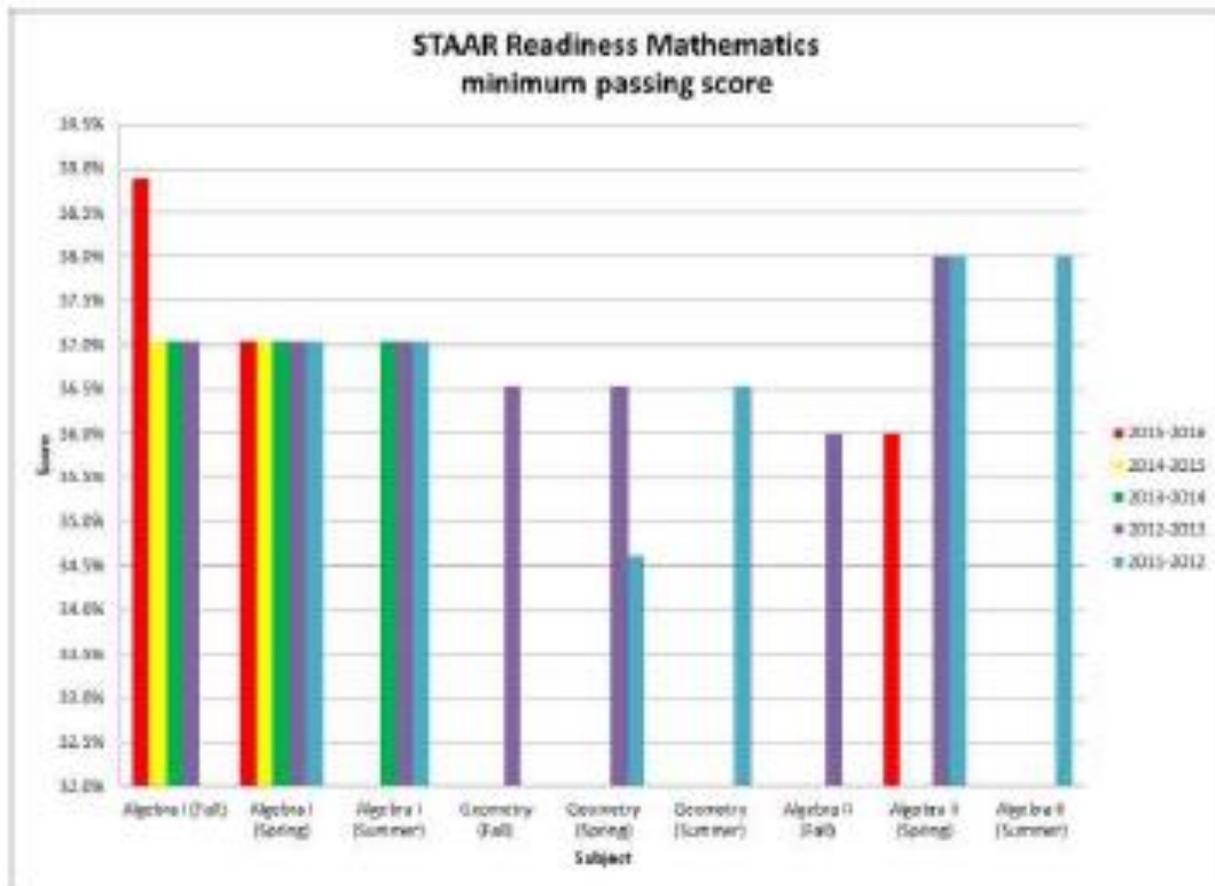


The Following Charts were created from data from the TEA Website:

<http://tea.texas.gov/student.assessment/staar/convtables/>







Here is a table that shows the percentage of questions testing a “process” and not content knowledge of the released questions in 2015.

Grade	# of Questions Released 2014	# of Questions Released 2015	# of questions Testing Process in 2015	% Testing Process in 2015
3	46	25	7	28%
4	48	23	3	13%
5	50	23	7	30%
6	52	30	7	23%
7	54	28	7	25%
8	56	27	6	22%