

The background of the slide is an aerial photograph of Austin, Texas, during the "golden hour" of late afternoon. The skyline is visible in the distance, with several prominent skyscrapers. In the foreground, there is a body of water, likely the Colorado River, with a bridge and some buildings on the left. The overall scene is bathed in warm, golden light, with long shadows and a clear sky with some light clouds.

# Distinction Designations & Badges Subcommittee Recommendations

August 11, 2022

# Today's Agenda

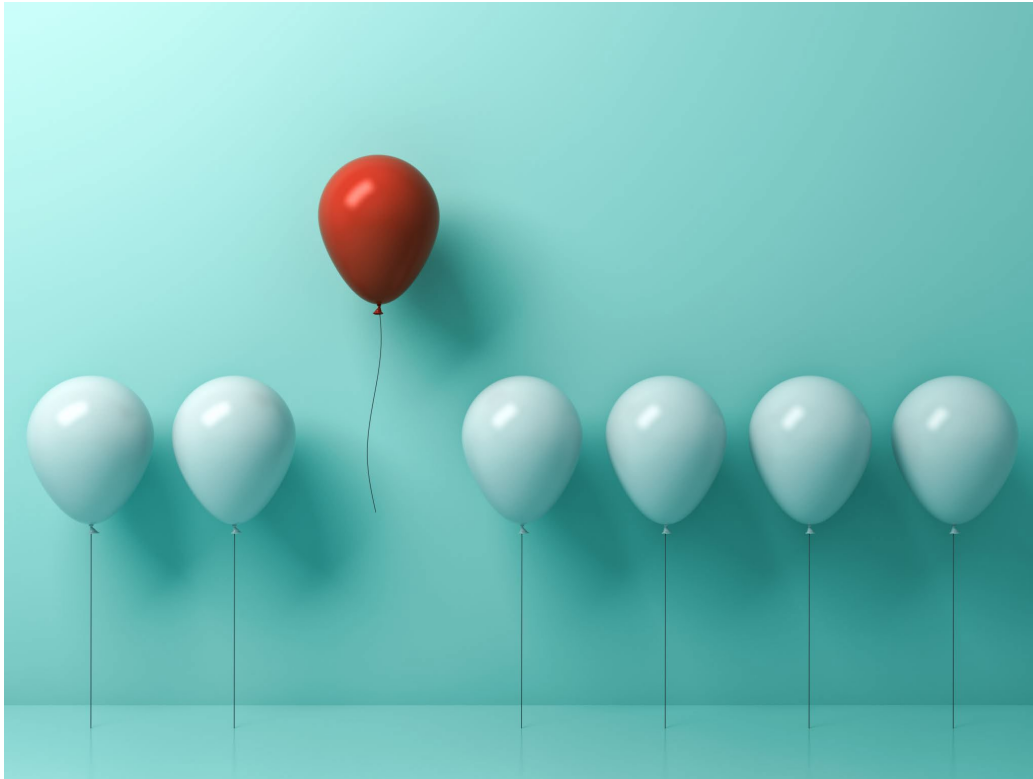




# Distinction Designation Recommendations



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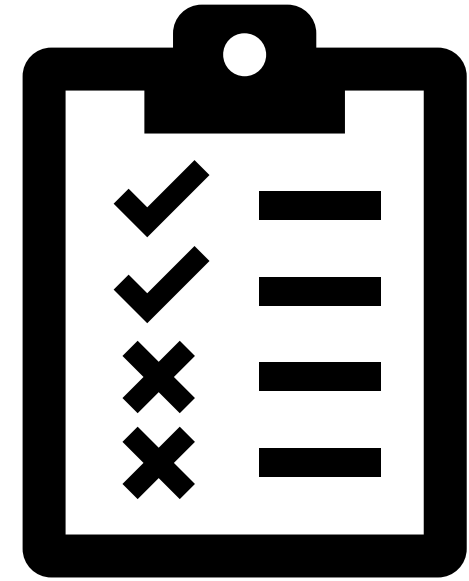


**Purpose:** *To allow administrators and the community to evaluate how their campuses are performing relative to campuses most like them and to recognize effective campuses.*

**Guiding Principle:** *Distinction designations should recognize outstanding performance.*

# Distinction Designation Recommendations

- Maintain the current criteria—33 percent of indicators in the top quartile for high schools and K-12s and 50 percent for elementary and middle schools.
  - *Rationale: The recommended changes are minor and do not warrant any adjustments to the criteria.*
- Include accelerated learning (Did Not Meet to Meets over two years) as an indicator in the distinctions.
  - *Rationale: Campuses who are effectively implementing accelerated instruction should be recognized for their efforts.*



# Distinction Designation Recommendations

- Consider implementing a Postsecondary Outcomes distinction at the district level once data is more readily available.
  - *Rationale:*
    - *Because of the significant data lag, a campus distinction is inappropriate as the current administration would not likely be responsible for the postsecondary outcomes. The same may hold true at the district level.*
    - *A CCMR OB indicator could be included within a Postsecondary Outcomes distinction.*



# Distinction Designation Recommendations

- Rather than creating a new distinction, continue to “foster excellence” by recognizing top performers in existing distinction designations.
  - *Rationale: Existing distinctions recognize Masters performance and Accelerated growth, so creating a new distinction would be redundant.*
- Rather than creating a new distinction to recognize improvement in various areas, consider recognizing increased participation and access in Badges.
  - *Rationale: Distinctions should recognize outstanding performance rather than improvement.*



# Distinction Designation Recommendations

- Revisit SAT/ACT participation indicators.
  - *Rationale:*
    - *HB 3 provided reimbursement funding for students to take these assessments, so in theory all campuses should have 100 percent participation.*
    - *Advisory committees should monitor the data and make future recommendations if increased participation makes this indicator extraneous.*





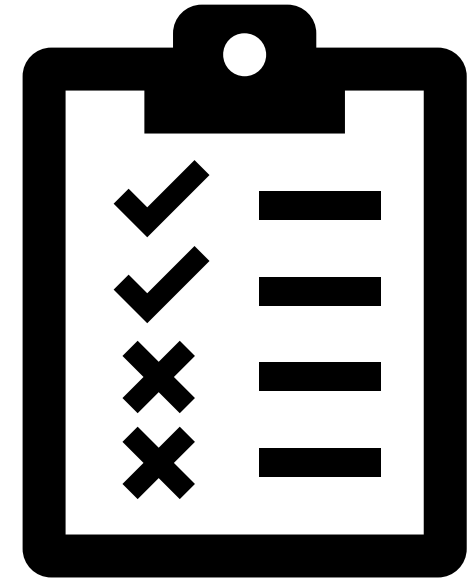


# Badges Recommendations



# Badges Recommendations

- The committee was split on recommending Badges—some opposed, and some supported with reservations.
  - *Rationale:*
    - *Supported with Reservations: Only provide Badges to recognize inputs that have proven to increase academic outcomes and could motivate districts in positive ways.*
    - *Opposed: The accountability systems (state, federal, and local) combined with distinction designations provide a comprehensive picture of schools and districts. Adding Badges could confuse, distract, and dilute the value in these other systems. They could also distract from poor performance.*



# Badges Recommendations

## *If Badges are implemented...*

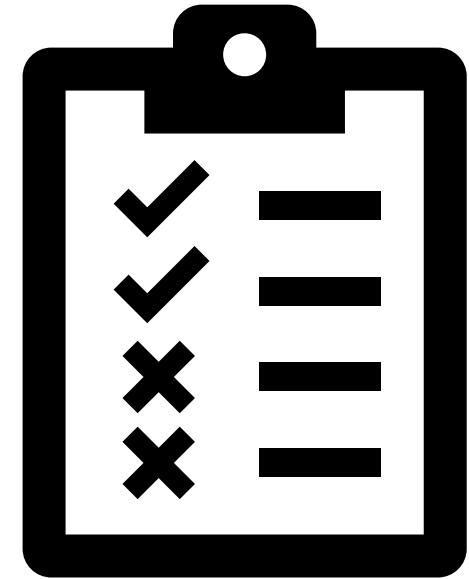


**Purpose:** *To recognize and encourage districts to create systems that provide access and opportunities for all students that drive improved outcomes.*

**Guiding Principle:** *Badges should recognize evidence-based systems and programs that lead to improved outcomes.*

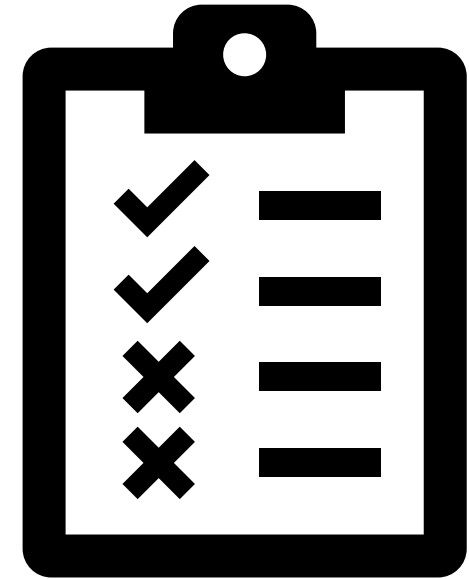
# Badges Recommendations

- If implemented, Badges should only be awarded at the district level.
  - *Rationale: Use Badges to recognize district inputs as distinction designations focus on campus outcomes.*
- If implemented, limit Badges to inputs that are evidence-based.
  - *Rationale: Badges should recognize best practices shown to improve student outcomes.*
- The committee recommended not creating too many badges.
  - *Rationale: Badges should carry weight and be meaningful. "When everything is a priority, then nothing is a priority."*



# Badges Recommendations

- The scope of Badges is important. How broad or narrow should Badge categories be?
  - *Rationale: If broader, allow for multiple options to earn credit, similar to the college, career, and military readiness component.*
- If implemented, Badges should be equitable regarding campus type, location, or size.
  - *Rationale: Different community types have different programs and offerings. Including multiple ways a district can earn credit is more equitable.*



# Badges Recommendations

- If implemented, consider only including proven strategies, such as high-quality climate surveys, reduction in chronic absenteeism, at-risk extracurricular participation (pending ECC implementation decisions), access to fine arts/foreign languages, and effective PK programs.
  - *Rationale: These indicators recognize organizational health, inputs, access, and opportunities.*
- Badges should be available to all districts, regardless of their accountability ratings.
  - *Rationale: If these are proven strategies, we want to incentivize low performing districts to implement them. We should recognize the inputs that are proven to work.*



# Badges Recommendations

- Do not include any compliance-based indicators.
  - *Rationale: Compliance should not be recognized, as it is expected.*
- Evaluate principal/teacher retention only once more information is available. Implement a more detailed principal/teacher leaver data collection.
  - *Rationale: While teacher retention is typically linked to better student outcomes, the agency needs more granular information about why teachers are leaving the district to appropriately account for reasons out of districts' control. "Retaining bad teachers is not a good thing."*



# Badges Recommendations

- If implemented, do not evaluate
  - discipline data;
  - initiatives that can be purchased or require a financial burden, such as P-TECH; or
  - areas that are already being recognized, such as Purple Star or Blue Ribbon.
  - *Rationale: Badges should be earned, not purchased. Avoid unintended consequences such as reducing the reporting of discipline.*





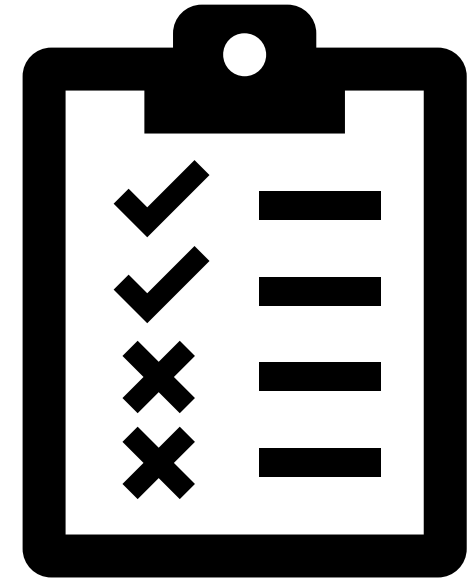
# Badges Recommendations

- Awarding Badges for participation in voluntary agency initiatives, such as TIA, Lesson Study, EDF, and LSG was a hotly contested topic.
  - *Rationales:*
    - *Districts should intrinsically want to participate in an initiative, not be lured by a Badge.*
    - *Some initiatives drive positive system changes that improve outcomes.*
    - *It may appear that the Agency is setting all the terms and controlling the “awards.”*
    - *If Texas wants all districts to participate, these initiatives should be put in statute.*
    - *Some, such as EDF, are not always voluntary.*



# Badges Recommendations

- Consider using the Effective Schools/District Framework as a model for Badges.
  - *Rationale: The framework looks at system health and uses existing data, so no extra work is needed from the schools to generate the data points.*
- Consider using the Charter Schools Performance Framework as a model for Badges.
  - *Rationale: The framework looks at system health and uses existing data, so no extra work is needed from the schools to generate the data points.*



# Final Thoughts

