



TAAG Meeting March 29, 2023

Supporting Student Success

Meeting Objectives and Agenda

Objectives

- Review March updates to the framework and resources release timeline
- Gather feedback on potential CCMR alternative and comms resources around What If ratings
- Review future topics for continuous improvement of the accountability system

Agenda

- **Welcome**
- **March Framework Updates**
- **Potential CCMR Alternative**
- **Preliminary 2023 Resources Release Schedule**
- **What If Ratings and Communications Resources**
- **Future Topics**



Welcome

Performance Reporting Team Introductions



Iris Tian – Associate Commissioner,
Assessment and Reporting



Heather Smalley – Director, Policy
and Communications



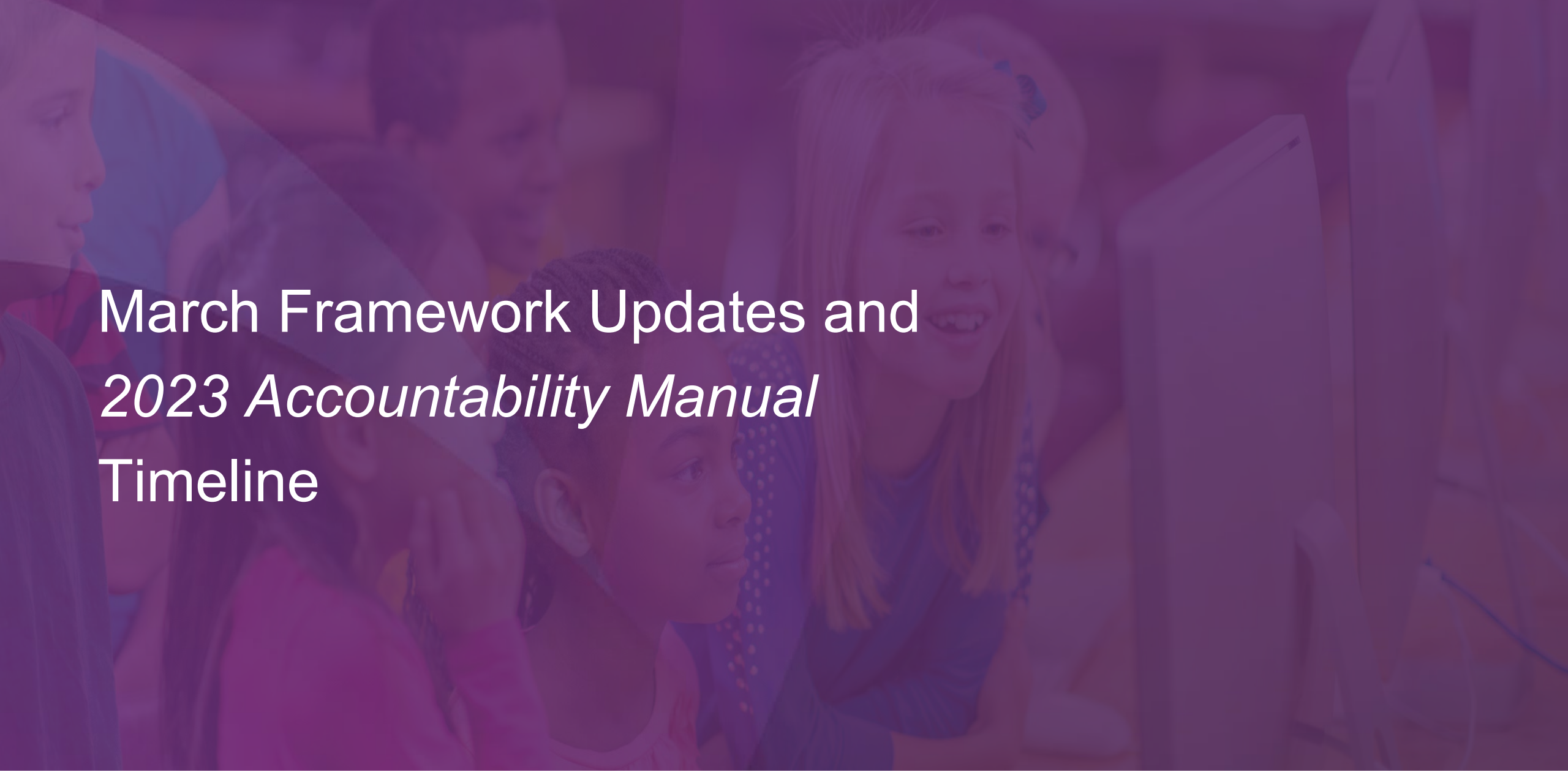
Katherine Beck – Division Director,
Performance Reporting



Melanie Robinson – Manager, Policy
and Communications



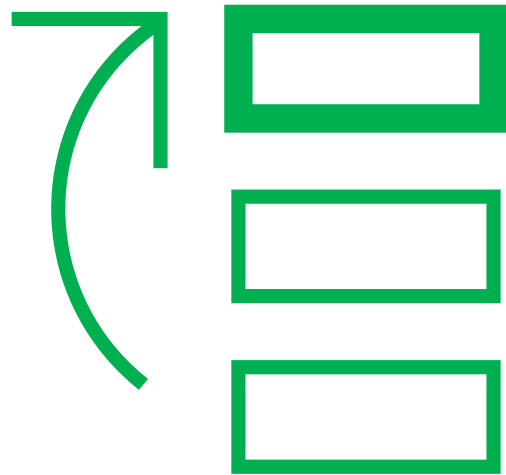
Selina Perez – Accountability
Communications Coordinator



March Framework Updates and *2023 Accountability Manual* Timeline

School Progress, Part A: Academic Growth

STAAR High/Low Cut Points



- Academic Growth provides an opportunity for campuses to receive credit for STAAR results in reading/language arts (RLA) and mathematics that show annual growth and/or demonstrate accelerated learning. For STAAR assessments, [annual growth is measured by a transition table](#).
- Individual student progress is calculated as the change between performance levels from the prior year to the current year.

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School Progress, Part A: Academic Growth

2022 Accountability Cycle

June 2021, December 2021, and Spring 2022

2022 STAAR Raw Scores and Scale Scores Associated with the Calculation of School Progress, Part A: Academic Growth within the A–F Accountability System

The STAAR high and low performance cut points, are now available on the [2023 Accountability Development webpage](#).

Grade 3 Math English and Spanish

Raw Score	Scale Score	Performance Level Indicator
1-11	1287 and below	Did Not Meet Low
12-15	1288-1359	Did Not Meet High
16-18	1360-1402	Approaches Low
19-22	1403-1485	Approaches High
23-26	1486-1595	Meets
27-32	1596 and above	Masters

Grade 4 Math English and Spanish

Raw Score	Scale Score	Performance Level Indicator
1-11	1390 and below	Did Not Meet Low
12-16	1391-1466	Did Not Meet High
17-19	1467-1513	Approaches Low
20-23	1514-1588	Approaches High
24-27	1589-1669	Meets
28-34	1670 and above	Masters

Grade 5 Math English and Spanish

Raw Score	Scale Score	Performance Level Indicator
1-12	1445 and below	Did Not Meet Low
13-16	1446-1499	Did Not Meet High
17-20	1500-1560	Approaches Low
21-24	1561-1624	Approaches High
25-29	1625-1723	Meets
30-36	1724 and above	Masters

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ESSA Amendment Submitted

- The ESSA amendment was submitted with two updates from the original proposal.
 1. Former special education and continuously enrolled groups moved to targeted (TSI) and additional targeted (ATS) determinations only.
 - Those groups will be evaluated for the first time in 2023. 2025 would be the first time a campus could be ATS/TSI for either of these groups.
 2. The denominator for two points for growth definition denominator was updated to six.
- The A–F scaling for Closing the Gaps was updated.



Closing the Gaps: Gradated Points for Growth

0–4 Points Definitions	
4	Met long-term target (2037–2038 target)
3	Met interim target (2022–2023 through 2026–2027 target)
2	Did not meet interim target but showed expected growth toward next interim target (2027–2028 through 2031–2032 target)
1	Did not meet interim target but showed minimal growth
0	Did not meet interim target and did not show minimal growth

- Expected growth to interim target (for 2 points) is defined as on-track growth to reach the next interim target. The denominator for 2023 is six years. The denominator for 2024 will be five years and so forth.
$$\text{current year rate} - \text{prior year rate} \geq \frac{\text{next interim target} - \text{prior year rate}}{6}$$
- Minimal growth is defined as at least 1.0% growth for STAAR and CCMR indicators. Minimal growth is at least 0.1% growth for graduation indicators.



Closing the Gaps: Student Groups Evaluated

While each required student group will be evaluated within Closing the Gaps under ESSA requirements, a subset of the groups will be measured for the Closing the Gaps rating while all disaggregated groups will be evaluated for targeted support and improvement (TSI) and additional targeted support (ATS) determinations.

Student Groups Evaluated in Closing the	
<ul style="list-style-type: none">Closing the Gaps RatingComprehensive Support and Improvement (CSI) Determinations	4 Super Groups
TSI & ATS Determinations	12 Disaggregated Groups
Evaluated & Reported	18 Disaggregated Groups

See next slides
for group
breakouts.

Closing the Gaps: Super Groups for Rating/CSI

1. All students
2.  Two lowest performing racial/ethnic groups from the prior year
3. 
4. High focus
 - Economically disadvantaged (Econ Dis)
 - Emergent Bilingual (EB) students/English learners (EL)
 - Current special education
 - Highly mobile (foster, homeless, migrant)

Based on guidance from the USDE, the continuously enrolled and former special education student groups are moved to TSI and ATS evaluation.

Closing the Gaps: Disaggregated Groups for TSI/ATS

1. African American
2. American Indian
3. Asian
4. Hispanic
5. Pacific Islander
6. White
7. Two or more races
8. Economically disadvantaged
9. Special education
10. EB students/ EL
11. Continuously enrolled (beginning with 2023)
12. Former special education (beginning with 2023)

Closing the Gaps: “Mega” Table for Each Group

	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Essa Disadv	ED (Cerebral & Hearing)	Special Education (Cerebral)	High Focus	Highly Mobile	Foster	Homeless	Migrant	Special Education (Former)	Continuously Enrolled
Academic Achievement (ELA)																		
2022	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
2023	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Academic Achievement (Mathematics)																		
2022	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
2023	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Growth (ELA) (EL/HS)																		
2022	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
2023	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
Growth (Mathematics) (EL/HS)																		
2022	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
2023	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
Federal Graduation Rate (HS)																		
2022	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
2023	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
SOSS: STAAR ONLY (EL/HS)																		
2022	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
2023	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
SOSS: CCHR (HS/K-12)																		
2022	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
2023	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
English Language Proficiency ¹																		
2022										50								
2023										50								

Closing the Gaps: “Mega” Table for Each Group

All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)	Special Education (Current)

Potential CCMR Alternative

Exploring a potential alternate CCMR calculation

- During the *A–F* refresh, TEA explored and received feedback from stakeholders about validity concerns with CCMR indicators, especially College Prep courses and IBCs.
- After multiple iterations and feedback cycles, the *A–F* refresh did not make any immediate changes to College Prep course requirements (with the commitment to work with THECB to improve validity requirements for College Prep in the future) and phases out sunseting IBCs over time.
- TEA has received feedback that the current CCMR cut scores may be driven up by these two indicators, which have less robust validity evidence compared to other CCMR indicators.
- Commissioner Morath has spoken with some stakeholders about exploring a potential alternative CCMR methodology:
 - The alternative CCMR calculation would completely exclude College Prep courses and sunseting IBCs. To the extent data supports it, ongoing IBCs may be differentiated so that a subset is identified as lower wage / oversupplied, and those specific IBCs may be subject to some cap per graduating class.
 - As a result, the alternative CCMR calculation would also have lower cut scores.
 - Campuses would get the “better of” the two CCMR calculations.
- **For discussion:** As we explore the statutory, data, and timing feasibility of this potential alternative CCMR methodology, what else should we be considering?

Preliminary 2023 Resources Release Schedule

Preliminary 2022–23 Release Schedule

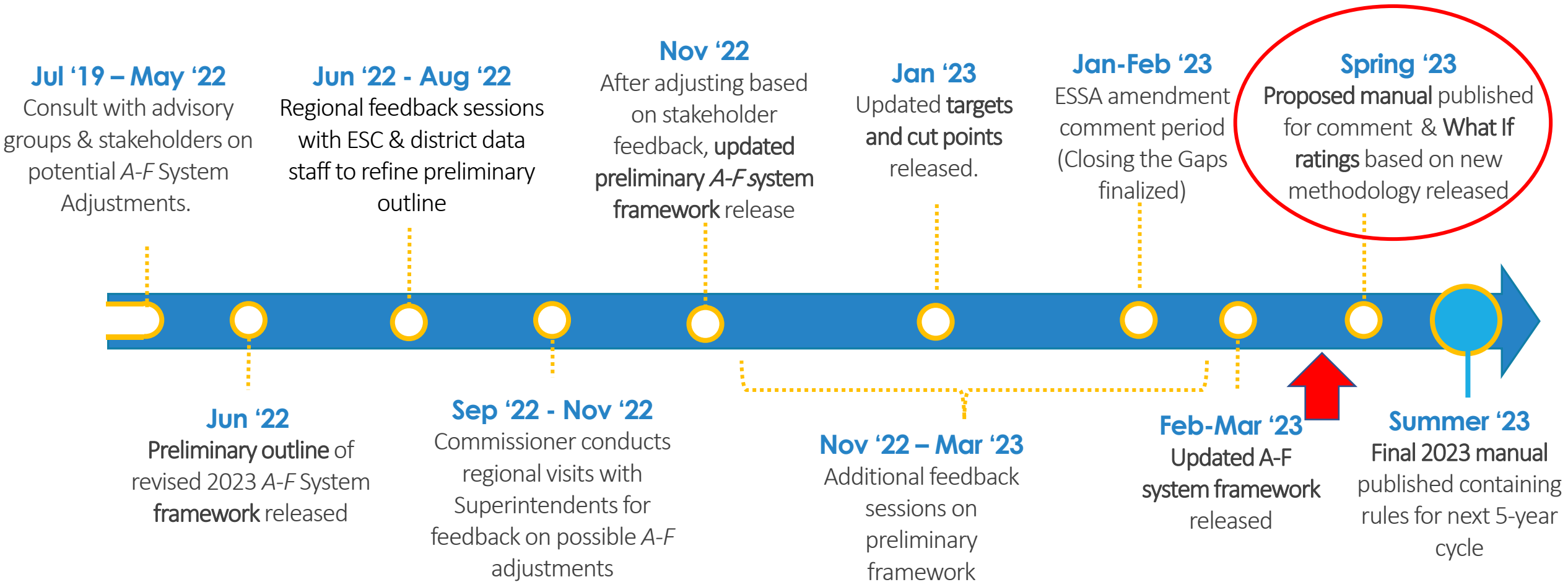
Date	Event
March 27-April 7	Alternative Education Accountability (AEA) Campus Registration Window
March 31	Final 2023 Accelerated Testers Student Listing (TEAL) Release
March 31	CCMR Tracker, Part 1 (TEAL) Release
Late April	2023 Pairing Window
April-May	Preliminary <i>2023 Accountability Manual</i> Release
April-May	Preliminary <i>2023 Accountability Manual</i> Public Comment Period Opens
Early May	What If Report (TEAL) Release
Late May	CCMR Verifier (2022 Graduates) Corrections Window Opens

Preliminary 2022–23 Release Schedule

Date	Event
Late May	2023 A–F Estimator (TEAL) Release
July 2023	CCMR Tracker, Part 2 (TEAL) Release
Summer	2023 Refresh Parent Resources, Explanatory Materials, Videos Released
August 2023	Final <i>2023 Accountability Manual</i> (All Chapters and Appendices) Released
Late September 2023	2023 Accountability Ratings Published (TEA and TXschools.gov)
Late September 2023	2023 Accountability Appeals Registration Window Opens
January 2024	Appeals Resolved, Final Ratings, and TAPR Release

What If Ratings and Communications Resources

2023 A-F Refresh: Feedback Timeline



TEA will provide What If ratings to facilitate continuous improvement efforts

- What If ratings will apply the refreshed *A–F* framework to 2022 results to facilitate comparisons between 2022 and 2023.
- TEA is limited in the amount of data and information that can be produced for What If ratings in order to focus on setting up data infrastructure for 2023 ratings.
- We would like to get feedback on communications resources around What If ratings

Recall: An overarching What If ratings file by district will be available through TEAL

The district-level file could include:

Tab 1 (Overall) Columns:

- District Name
- District Number
- Campus Name
- Campus Number
- School Type
- Campus Enrollment 3-12
- % Econ Disadv
- Overall Score
- Overall Grade
- Student Achievement Scaled Score
- Student Achievement Grade
- School Progress Scaled Score
- School Progress Grade
- Closing the Gaps Scaled Score
- Closing the Gaps Grade

Tab 2 (Student Achievement) Columns:

- District Name/Number, Campus Name/Number
- Campus Weight in District Aggregate
- Student Achievement STAAR Raw Score
- Student Achievement STAAR Scaled Score
- Student Achievement CCMR Raw Score
- Student Achievement CCMR Scaled Score
- Student Achievement Grad Rate Raw Score
- Student Achievement Grad Rate Scaled Score

Tab 3 (School Progress) Columns:

- District Name/Number, Campus Name/Number
- Academic Growth Campus Weight in District Aggregate
- Academic Growth Raw Score
- Academic Growth Scaled Score
- Academic Growth Annual Growth %
- Academic Growth Accelerated Learning %
- Relative Performance Campus Weight in District Aggregate
- Relative Performance Scaled Score

Tab 4 (Closing the Gaps) Columns:

- District Name/Number, Campus Name/Number
- Campus Weight in District Aggregate
- Number of Evaluated Race/Ethnicity Groups (0, 1, or 2)
- Evaluated Race/Ethnicity Groups
- Closing the Gaps Raw Score
- Closing the Gaps Scaled Score
- *For each indicator (Academic Achievement, Growth Status, Graduation Status, ELP Status, Student Success, School Quality Status):*
 - Total Points Possible
 - Total Points Earned
 - Weight
 - Score

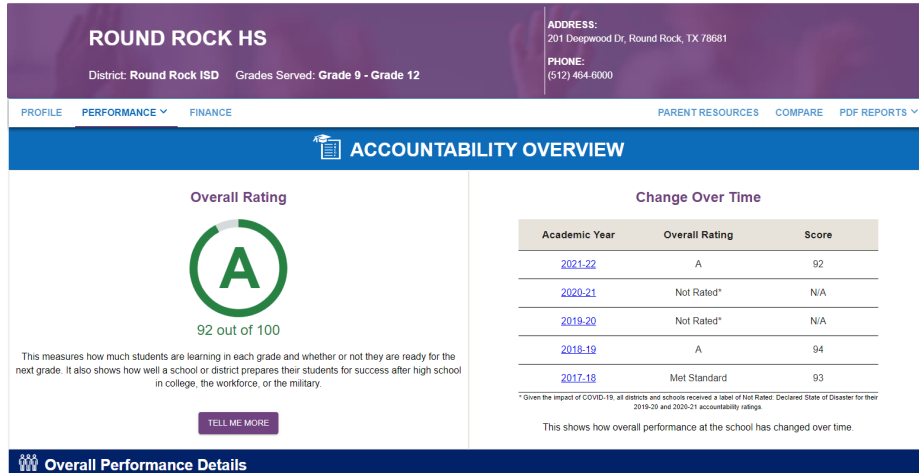
Recall: After the TEAL What If ratings file is available, TEA plans to release a public file with district and campus scores and ratings, overall and by domain

The public file could contain:

- District Name
- District Number
- Campus Name
- Campus Number
- School Type
- % Econ Disadv
- Overall Score
- Overall Grade
- Student Achievement Scaled Score
- Student Achievement Grade
- School Progress Scaled Score
- School Progress Grade
- Closing the Gaps Scaled Score
- Closing the Gaps Grade

District	Campus	Campus Number	School Type	% Econ Disadv	Overall Score	Overall Grade	Student Achievement Score	Student Achievement Grade	School Progress Score	School Progress Grade	Closing the Gaps Score	Closing the Gaps Grade
A W BROWN LEADERSHIP ACADEMY	A W BROWN - F L A EARLY CHILDHOOD	057816102	E	92.2	70	C	57	F	72	C	64	D
A W BROWN LEADERSHIP ACADEMY	AW BROWN-F L A INT CAMPUS	057816101	E	84.5	73	C	58	F	74	C	72	C
A+ ACADEMY	A+ ACADEMY EL	057829001	E	85.3	52	F	54	F	57	F	39	F
A+ ACADEMY	A+ SECONDARY SCHOOL	057829002	S	80.5	79	C	67	D	83	B	68	D
A+ UNLIMITED POTENTIAL	A+ UNLIMITED POTENTIAL	101871041	M	28.4	57	F	57	F	52	F	.	Z
A+ UNLIMITED POTENTIAL	A+UP UNIVERSITY	101871102	M	60.2	44	F	48	F	50	F	30	F
ABBOTT ISD	ABBOTT SCHOOL	109901001	B	23.9	87	B	88	B	79	C	84	B
ABERNATHY ISD	ABERNATHY DAEP	095901003	S	100.0	.	X	.	X	.	X	.	X
ABERNATHY ISD	ABERNATHY EL	095901101	E	59.8	82	B	75	C	82	B	81	B
ABERNATHY ISD	ABERNATHY H S	095901001	S	48.2	94	A	91	A	86	B	100	A
ABERNATHY ISD	ABERNATHY MIDDLE	095901041	M	49.2	60	D	73	C	63	D	30	F
ABILENE ISD	ABILENE H S	221901001	S	69.3	83	B	85	B	85	B	78	C
ABILENE ISD	ACADEMY FOR TECHNOLOGY ENGINEERING	221901010	S	51.8	96	A	94	A	92	A	100	A
ABILENE ISD	AUSTIN EL	221901102	E	49.8	83	B	82	B	83	B	84	B

What If ratings can be shown on TXschools.gov



For discussion

- Should TXschools.gov include What If ratings to help communicate that 2023 ratings are different?
- If yes, should What If ratings only be shown for High Schools/K-12s or all campus types?

Academic Year	Overall Rating	Score
2022-23	A	92
2021-22 What If Rating	A	93

2022-23 ratings are different from previous ratings years due to updated goals. 2021-22 What If Ratings apply the new goals to 2021-22 results to help compare 2021-22 to 2022-23.

2021-22	A	95
2020-21	Not Rated*	N/A
2019-20	Not Rated*	N/A
2018-19	C	77
2017-18	Met Standard	93

*Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2019-20 and 2020-21 accountability ratings.

Additional communications resources

- TEA plans to provide other communications resources, such as:
 - Commissioner-led webinar for School Board members
 - *A–F* refresh one-pager for families
 - Presentation templates for:
 - Superintendents to talk about the *A–F* refresh with their School Boards
 - Principals to talk about the *A–F* refresh with their families and communities
- **For discussion:** What other resources would be helpful?

Future Topics

Stakeholders prefer to keep system changes periodic rather than annual, but want to know changes sooner in advance

- **State law requires updates to standards to continuously improve student performance and ensure Texas is a national leader in preparing students for postsecondary success. Prior to 2017, accountability standards and cut points were raised each year. A–F enables apples-to-apples comparisons by updating standards less frequently. However, this results in larger changes when the updates occur.**
- **Stakeholders have largely expressed a preference for periodic rather than annual changes. However, we have talked with TAAG and other stakeholders about the need to finalize these changes sooner.**
- **Ideally, we would have a close-to-final framework at least a full year ahead of implementation. 2-3 years of stakeholder engagement and planning means that we start thinking about the next set of updates now!**

RDA Taskforce will convene in Fall

- In order to remain responsive to ongoing Framework updates, and to begin this work after the 2023 Manual feedback has been published, the RDA Taskforce will be brought together in the 2024 school year.
- For 2023, RDA Reporting has been made available alongside accountability reports.
 - Added links on TPRS in the TEA public website (i.e., [State](#))
 - Adding links on TEAL under Performance Reporting
- **We will be reaching out to those who have voiced their interest in participating. Thank you!**



Closing

2023 A-F Refresh: Feedback Timeline

