Texas Accountability Advisory Group Meeting

February 10, 2025

Performance Reporting Policy & Communications Team

Katherine Beck
Performance Reporting Division Director

Cindy Phelps
Accountability Research Coordinator

Daniel Brown
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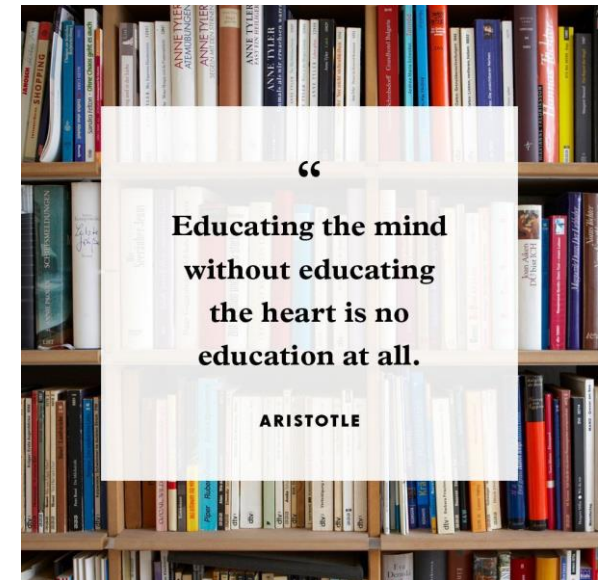
Linda Johnson
Accountability Content Coordinator

TAAG February 2025 Agenda

- Welcome & Introductions || Norms and Expectations
- Proposed Commissioner Rule
  - 2025 Manual Rulemaking: public comment review
  - IBC Tiering (clarify scope of current rulemaking)
- 2028 *A-F* Refresh
  - Theory of Action, Goals, and Timeline
  - Current list of "Considerations" and get feedback
  - Share and get feedback on **Advanced Math/Accelerated Testers** proposal
  - Share current state of **RDA integration** proposal from RDA Taskforce
  - Launch public feedback form
- Upcoming TAAG Topics
- Meeting Closure

Welcome and Introductions

- **Today's Warm-Up**
  1. Name
  2. Role/ Organization
  3. What's your favorite way to spend a weekend?

"
Educating the mind
without educating
the heart is no
education at all.

ARISTOTLE

Meeting Norms

- Participate in Discussions
- Ask Questions
- Be feedback-oriented
- Prioritize student-centered approaches
- Maintain regular communication!

TAAG Membership Expectations

- Identify broader potential improvements to the academic accountability system.

- Bring creative solutions and best practices to the group for discussions.

- Provide both synchronous and asynchronous feedback in a timely manner.

- Assess the impact of legislation and stakeholder feedback on the academic accountability system.

- **Serve as a spokesperson for Texas school districts and open-enrollment charter schools to provide recommendations to the TEA**

Proposed Commissioner Rulemaking

Commissioner of education rules are part of a larger body of state agency rules known as the Texas Administrative Code (TAC).

The Office of the Secretary of State collects and publishes these rules.

The commissioner of education may adopt new rules or amendments to or repeals of existing rules.

Public Comments (Closes today 2/10/2025)

- **§97.1001.** Accountability System Manual for 2025 Ratings
  - 8 written public comments
    - Texas Public Charter Schools Association
    - 1 District Superintendent
    - 1 ESC Consultant
    - 1 District Administrator
  - 2 public hearing comments
    - Strive Public Policy
    - 1 District Administrator

- **§97.1002.** Accountability Rating Appeals Process and Timeline
  - 0 comments
- **ESSA** 2025 Amendment
  - 0 comments

Public Comments Regarding 2025 Manual

Category	Public Comment	TAAG Update
Clarity edit	Clarification about the subset used for TELPAS	Added clarification to manual that TELPAS scores in Domain 3 also must meet the same accountability subset rules as explained in the manual.
	Request to revise TSI line in CCMR data sources table to differentiate TSIA from TSIA2.	No change to manual. Differentiation not necessary on this table as any TSIA or TSIA2 test would be allowable between the date range.
	Add link to the PEIMS accountability data source resource	Will update manual to include a link to the Academic Accountability Data Sources to the already existing link to the Accountability Data Resources page
	Revise the "Example Campus Identified for Targeted Support and Improvement" table	Will update manual to include data for 2023 and 2024 for the Special Education (Former) and Continuously Enrolled groups.
Format edit	Page numbering, formatting	Will update manual to ensure accurate page numbers and consistent formatting.
Overall manual	Appendix referred to but not available for public comment	No change to manual as appendices are not part of rule. The appendices for the 2025 accountability cycle will be posted as soon as it is feasible after adoption.

Public Comments for Future Accountability Cycles

Category	Public Comment	TAAG Update
Timeline for future manuals	Move the timeline for the release of the 2026 manual (by August of the school year in which it will be utilized)	No changes to manual. 2026 manual public comment opens in April.
	For 2028 refresh, release future changes and cut score increases one full year before full implementation	No changes to manual. 2028 timeline to be discussed with TAAG today.
Data Modeling	Run modeling using data from the Class of 2025 to review IBC/PS phase in for AEA DRS	No changes to manual. Will take under advisement for future accountability cycles.
Next A-F Refresh (2028)	Consider reporting and potentially including for 2028, 9th-grade "on track to graduation" for students who earned necessary course credits	No changes to manual. Will take under advisement for future accountability cycles.
	For 2028, reflect student mobility in outcomes, analyze mobility data and model ways to account for it within achievement and growth	No changes to manual. Will take under advisement for future accountability cycles.
	For 2028 RDA Integration, consider whether RDA data is campus or district level, and disaggregate for non-standard schools to set cut scores	No changes to manual. Will take under advisement for future accountability cycles. (RDA taskforce update to be discussed today)
	For 2028, add a Postsecondary Outcomes Distinction Designation, AEA Distinctions and Badges, and Badges for special courses and programs	No changes to manual. Will take under advisement for future accountability cycles.
	Create a new methodology to separate performance by test (STAAR vs. STAAR Alternate 2) and by SPED status	No changes to manual. Will take under advisement for future accountability cycles.

Next Steps for Manual Adoptions

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- The proposed rules adopting the manual and appeals timeline for **2025 Accountability Ratings** will be filed in March and effective in **April 2025.**

- The next public comment period will start in **April 2025** in order to adopt the manual for **2026 Accountability Ratings** prior to the start of the school year. The manual is expected to be effective in **June 2025**.

- The ESSA amendment will be filed with the US Dept of Education soon.

IBC Rulemaking: <u>CTE News Blast</u>

- **§74.1003**. 2025-2030 Industry-Based Certification List for Public School Accountability

  - **Evaluation Criteria:** Certifications must be industry-recognized, attainable by high school students, portable, and serve as a capstone or end-of-program assessment. They must meet specific standards, including being related to occupational performance, independently assessed, and recognized by relevant industry or government bodies. Certifications will be reviewed and updated every five years, starting in 2028.

  - **Tiering:** Industry-based certifications that meet all evaluation criteria are proposed to be categorized into three tiers based on labor market demand, wage earning potential, and skill levels as determined by data from the Texas Workforce Commission and the United States Department of Labor.

CLARITY:
How exactly this IBC Tiering impacts A-F is part of our upcoming TAAG conversations

2028 *A–F* Refresh
Goals & Theory of Action

A-F is a tool to help meet continuously improved goals for students

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According to state law, the purpose of *A-F* accountability is:

- **to continuously improve student performance**
- **eliminating achievement gaps** based on race, ethnicity, and socioeconomic status
- to ensure this state is a national leader in **preparing students for postsecondary success.**

| Improve Student Performance | Eliminate Achievement Gaps | Prepare Students for Postsecondary Success |

These purposes continue to drive system design in the 2028 refresh.
This means, we are not changing/adding anything that isn't aligned with these goals.

A-F has set design commitments which shape our decision-making criteria for the changes we adopt.
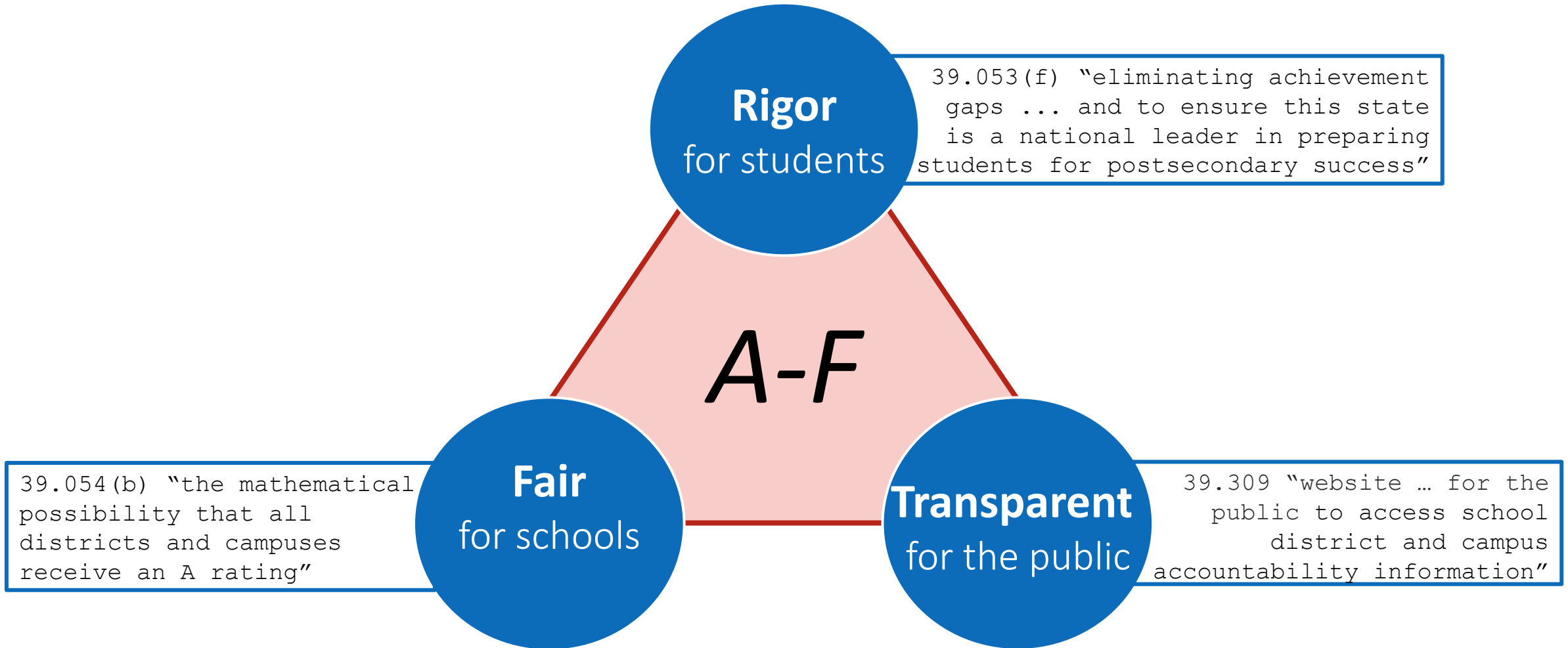
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The design helps ensure it works as an effective continuous improvement tool while accurately recognizing performance:

1. Ratings reflect better of achievement or progress

2. School performance is evaluated through multiple valid measures

3. Ratings are based on defined criteria, not a fixed distribution

   - "A" reflects performance consistent with reaching long term student goals

   - "C" reflects average performance for the baseline year

4. The system design remains static in most years

We remain committed to these tenants in the 2028 refresh.
This means, we are not fundamentally changing the basic design of the accountability system

By effectively evaluating, refining, and evolving *A-F*, the <u>rigor</u>, <u>transparency</u>, and <u>fairness</u> of the system improves over time

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Rigor
for students

39.053(f) "eliminating achievement gaps ... and to ensure this state is a national leader in preparing students for postsecondary success"

A-F

Fair
for schools

39.054(b) "the mathematical possibility that all districts and campuses receive an A rating"

Transparent
for the public

39.309 "website … for the public to access school district and campus accountability information"
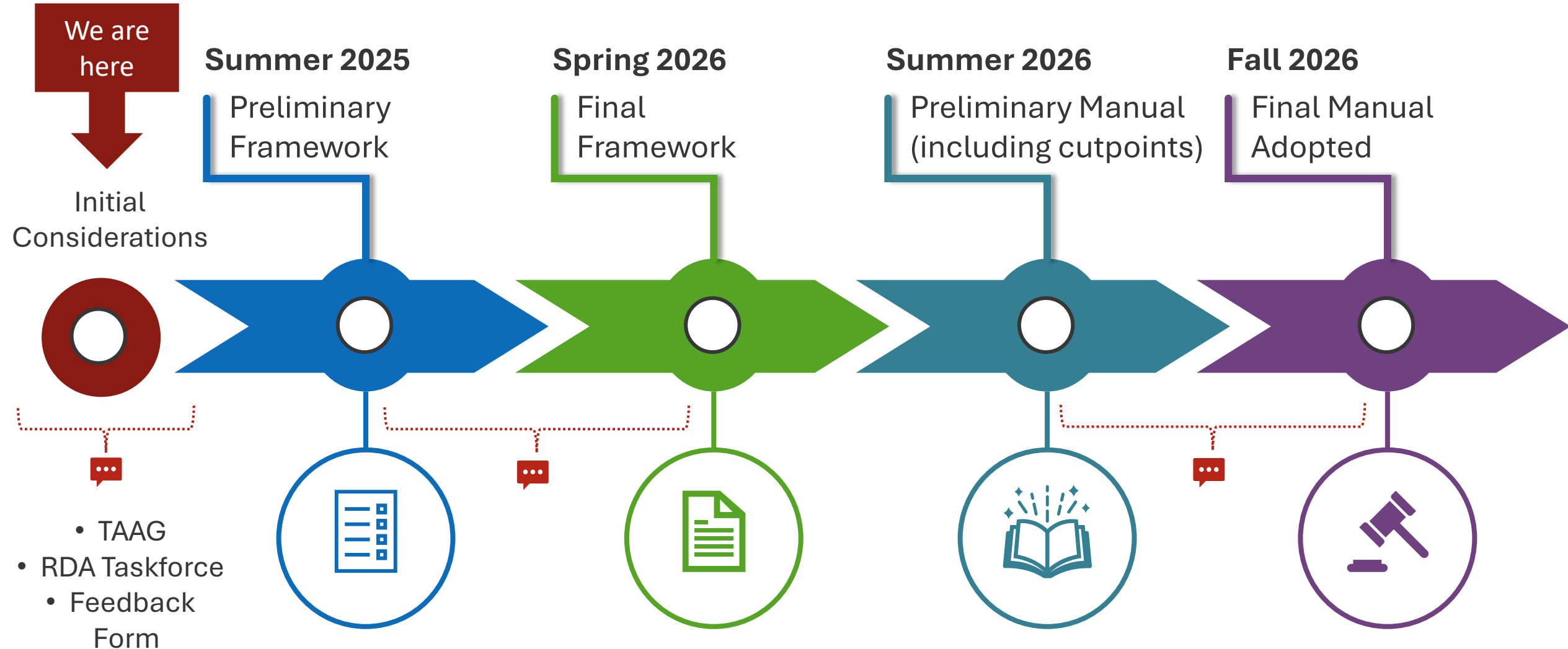
The accountability system has multiple components

- *A-F* Ratings
- Distinction Designations
- Public Reporting on TXschools.gov
  - *A-F* Ratings
  - Distinction Designations
  - Other performance information
- Other performance information on TPRS
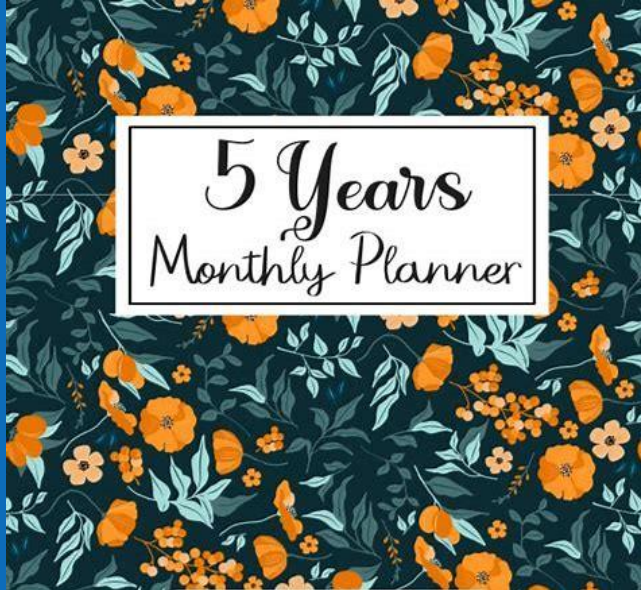
2028 *A–F* Refresh
Tentative Timeline

Tentative timeline for 2028 *A–F* Refresh

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We are here

Initial Considerations

- TAAG
- RDA Taskforce
- Feedback Form

Summer 2025
Preliminary Framework

Spring 2026
Final Framework

Summer 2026
Preliminary Manual (including cutpoints)

Fall 2026
Final Manual Adopted

All estimated dates are tentative and subject to change.

We will discuss Initial Considerations with goal of publishing in the Preliminary Framework in Summer 2025.

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Initial Considerations

Summer 2025
Preliminary 2028 *A-F* Accountability System Framework

Will be drafted based on guidance and recommendations of the Texas Accountability Advisory Group, the RDA Taskforce, and public feedback gathered via the 2028 feedback form, **this document will provide an overview of the proposed adjustments to the *A-F* Accountability System** and is intended to guide discussions and spur additional stakeholder feedback.
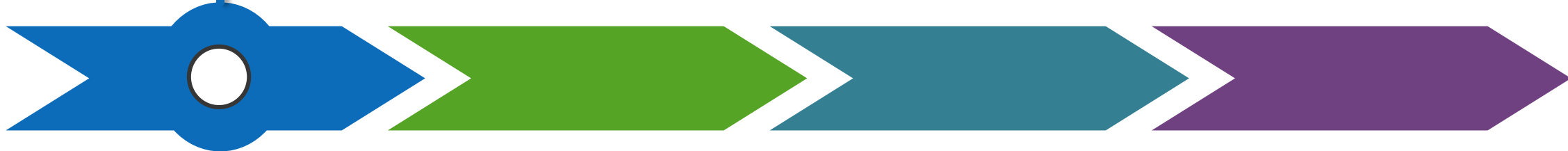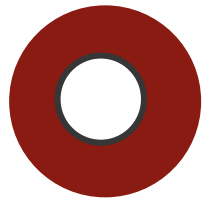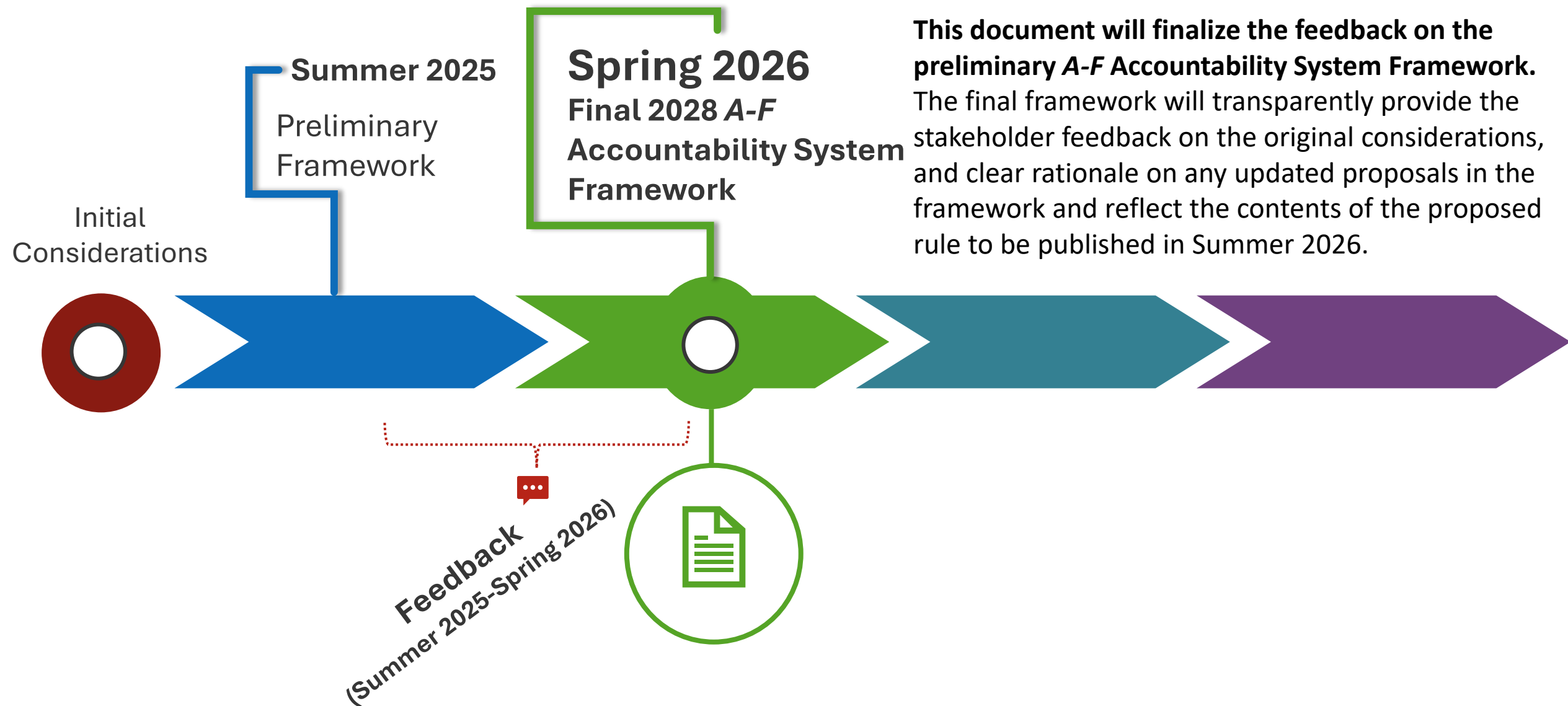
Feedback
(Fall 2024-Summer 2025)

Feedback
(Summer 2025-Spring 2026)

All estimated dates are tentative and subject to change.

We will continue to iterate with TAAG and collect public feedback on the Preliminary Framework until the final methodology in Spring 2026

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Initial Considerations

Summer 2025
Preliminary Framework

Spring 2026
Final 2028 *A-F* Accountability System Framework

This document will finalize the feedback on the preliminary *A-F* Accountability System Framework. The final framework will transparently provide the stakeholder feedback on the original considerations, and clear rationale on any updated proposals in the framework and reflect the contents of the proposed rule to be published in Summer 2026.

Feedback (Summer 2025–Spring 2026)
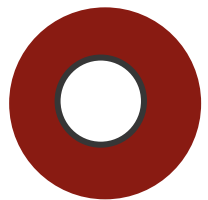
All estimated dates are tentative and subject to change.

With the addition of cut points to the framework, the preliminary manual will be published for public feedback in Summer 2026.

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The Preliminary *A-F* Accountability Rating System Manual for 2028 Ratings will be the final framework, including cutpoints, and will be released for public comment in Summer 2026.

Summer 2026
Preliminary *A-F* Accountability Manual (with cutpoints) for 2028 Ratings

Fall 2026
Final Manual Adopted

Initial Considerations

Public Comment Summer 2026

All estimated dates are tentative and subject to change.

Whole Group Discussion

- How will this timeline support districts to prepare for the 2028 *A-F* refresh?

- What are we not considering when implementing this timeline?

- What additional information can TEA Performance Reporting provide to ensure the messaging of this timeline is clear?

2028 *A–F* Refresh
Initial Considerations

Based on recommendations and feedback from the previous refresh and public comments on previous rules, the agency is focusing on seven initial considerations for the 2028 Refresh:

#	Change Under Consideration	
1	**Targets and Cut Scores Update Using New Baselines**	• *Description*: Use most recent year data as baseline to update targets and cut scores across the *A–F* system. Includes cut scores for domains. (Note: Does not include cut scores for STAAR performance levels, e.g., "Meets Grade Level") • *Purpose:* Align with statutory requirements to "modify standards to continuously improve student performance, eliminate achievement gaps, ensure Texas is a national leader in preparing students for postsecondary success"

Initial Considerations for Continuous Improvement of A–F System

Based on recommendations and feedback from the previous refresh and public comments on previous rules, the agency is focusing on seven initial considerations for the 2028 Refresh:

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2	**Integration of RDA into A–F**	• *Description:* Determine data sources and methodologies to incorporate RDA into Domain 3 of *A–F* • *Purpose:* Align federal reporting requirements, reduce duplication of data reporting, and create consistent focus across the state on special population performance improvements.

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5	**Recognition of Accelerated Testers In MS and HS**	• *Description:* Investigate and model potential ways to recognize students who take advanced courses in middle school • *Purpose:* Update MS & HS methodology to ensure *A–F* system doesn't disincentivize advanced academic pathways

Initial Considerations for Continuous Improvement of A–F System

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Initial Considerations for Continuous Improvement of A–F System

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7	**Refine Other Reporting Information**	• *Description*: Investigate and determine processes for potential updates or adding new reporting information • *Purpose:* Explore potential updates or new reporting information to add to TXschools.gov or TPRS

Initial Considerations for Continuous Improvement of A–F System

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In addition, TEA is conducting other data analyses based on previous feedback and 2023 refresh changes (e.g., impact of including Spanish to English testers) and will discuss findings with TAAG.

Small Group Discussion (2 rounds)

- We are going to open the rooms up for conversation for 2 10-minute rounds.
- Discuss initial thoughts, ideas, and what you know/want to know about the considerations.
  - Which considerations are you most excited about?
  - What considerations do you have more questions about?
  - What do you want to see from us in future TAAG meetings on the considerations.

- Is there anything missing from the list?

Gathering public feedback

- Link to public feedback form will be available on Performance Reporting website

Your Ideas Matter

BREAK

2028 *A–F* Refresh
Consideration #5: Recognition of Accelerated Testers in Middle School & High School

In response to public comment, we are revisiting the methodology for including accelerated testers in Middle School and High School accountability.

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- **Description:** Investigate and model potential ways to recognize students who take advanced courses in middle school

- **Purpose:** Update MS & HS methodology to ensure A–F system doesn't disincentivize advanced academic pathways

Previous Feedback or Public Comments	Current Investigation Proposal
Middle School — Received feedback that the *A-F* system could better recognize middle school students taking advanced math pathways (i.e., Algebra I in 8th grade), particularly with Senate Bill 2124 passing in 2023.	The agency is exploring **a bonus point methodology** for middle school students who successfully take an EOC in place of a grade-level STAAR test.
High School — Received feedback that *A-F* system should revisit the performance level standards (i.e., Meets, Masters, Approaches) for accelerated testers in high school taking ACT/SAT instead of EOCs	The agency will **review the SAT and ACT cut score ranges** used for students taking SAT and ACT in place of a STAAR EOC in high school.

For discussion today

Middle school proposal: Bonus point for students who successfully take an EOC in place of a grade-level STAAR test

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Domain 1 STAAR Methodology

$$\frac{\% \text{ Approaches Grade Level or Above} + \% \text{ Meets Grade Level or Above} + \% \text{ Masters Grade Level}}{3}$$

—OR—

$$\frac{\# \text{ Approaches Grade Level or Above} + \# \text{ Meets Grade Level or Above} + \# \text{ Masters Grade Level}}{3 * \text{Total \# of Tests}}$$

	All Students
Total Tests	**50**
% Approaches Grade Level or Above	80
% Meets Grade Level or Above	60
% Masters Grade Level	40
# Approaches Grade Level or Above	40
# Meets Grade Level or Above	30
# Masters Grade Level	20

Domain 1 Raw Score

$$\frac{80 + 60 + 40}{3} = 60$$

$$\frac{40 + 30 + 20}{3 * 50} = 60$$

Proposal for Accelerated Testers in Middle School

(Bonus Point Example: "Meets" on Algebra I EOC)

An 8th grader takes the STAAR Grade 8 Math test and earns "Masters Grade Level".
In the Domain 1 raw score calculation, they are included in the # Approaches and Above, the # Meets and Above, and # Masters.

$$\frac{40 + 30 + 20}{3 * 50}$$

Let's say this same 8th grader instead takes Algebra I and the Algebra I EOC rather than the STAAR Grade 8 Math test, and earns "Meets Grade Level" on the EOC.
In the Domain 1 raw score calculation, they'd be included in the # Approaches and Above, the # Meets and Above, but not # Masters.

$$\frac{40 + 30 + 19}{3 * 50}$$

The proposal adds a bonus point for students who earn Approaches or Above on an EOC in middle school, so the two scenarios above would result in the same raw score.

$$\frac{40 + 30 + 20}{3 * 50} = \frac{40 + 30 + 19 + 1 \text{ bonus point}}{3 * 50}$$

Middle school proposal: Bonus point applied if EOC performance is "Approaches" or higher.

Same 8th grader earns:

"Approaches Grade Level" on the EOC.

$$\frac{40 + 29 + 19 + 1 \text{ bonus point}}{3 * 50}$$

Domain 1 Raw Score = 59

An 8th grader takes the STAAR Grade 8 Math test and earns "Masters Grade Level".

$$\frac{40 + 30 + 20}{3 * 50}$$

Domain 1 Raw Score = 60

"Meets Grade Level" on the EOC.

$$\frac{40 + 30 + 19 + 1 \text{ bonus point}}{3 * 50}$$

Domain 1 Raw Score = 60

"Masters Grade Level" on the EOC.

$$\frac{40 + 30 + 20 + 1 \text{ bonus point}}{3 * 50}$$

Domain 1 Raw Score = 61

Data Modeling: Adding a bonus point would not change overall scale scores for majority of middle school campuses

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Adding Bonus Points for Students who Approach+ on the Algebra I EOC in Middle School
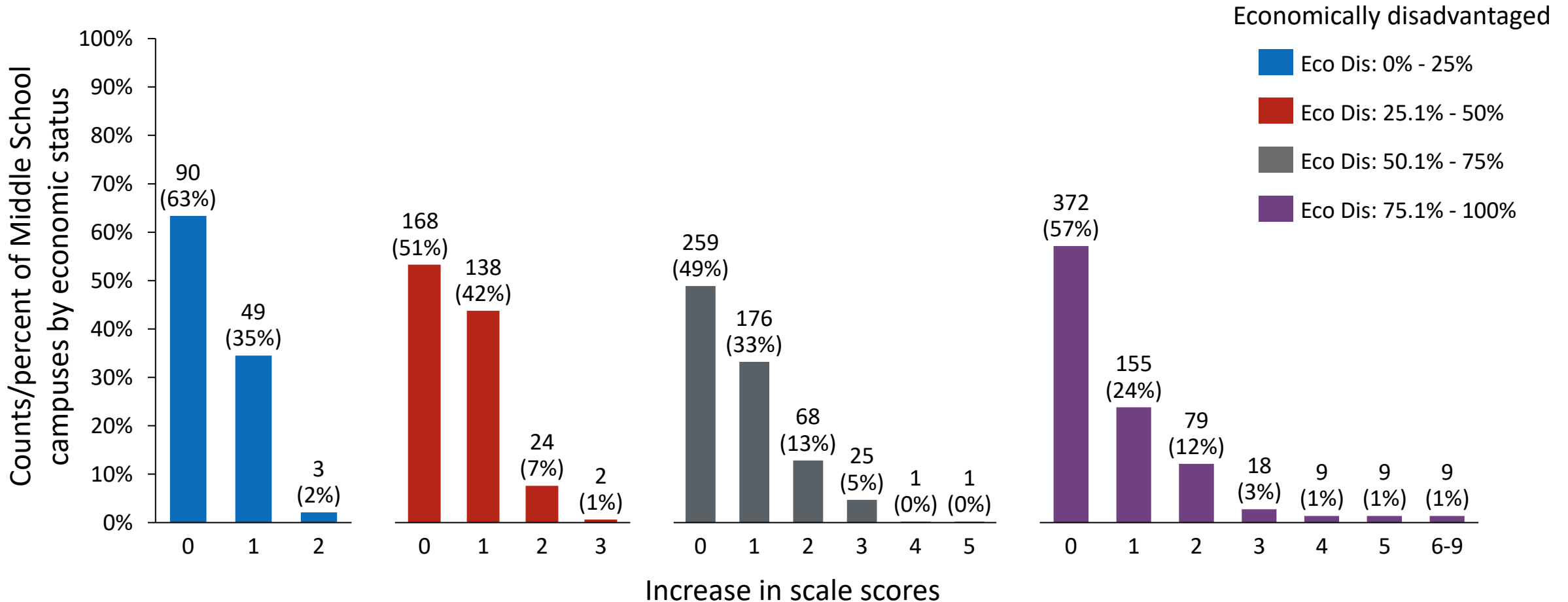### Impact to Overall 2024 A-F Scaled Scores for Middle School Campuses
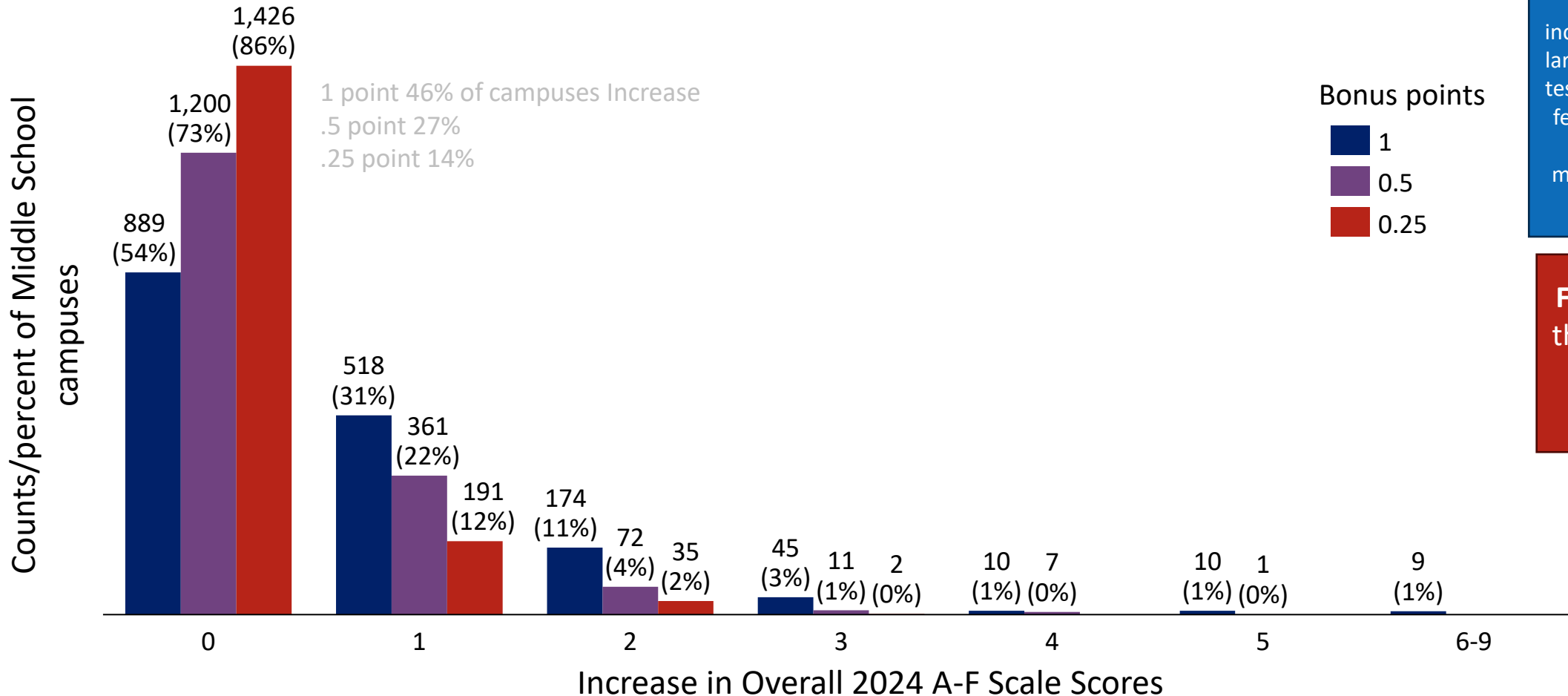
Current modeling only includes Algebra I, because a large majority of accelerated testers are in math and most feedback was around math and SB 2124. Future modeling will include other subjects.

For discussion: What thoughts do you have on 1, 0.5, or 0.25 bonus points?

1 point 46% of campuses Increase
.5 point 27%
.25 point 14%

Bonus points
- 1
- 0.5
- 0.25

y-axis: Counts/percent of Middle School campuses
x-axis: Increase in Overall 2024 A-F Scale Scores

Data labels:
- 0: 889 (54%), 1,200 (73%), 1,426 (86%)
- 1: 518 (31%), 361 (22%), 191 (12%)
- 2: 174 (11%), 72 (4%), 35 (2%)
- 3: 45 (3%), 11 (1%), 2 (0%)
- 4: 10 (1%), 7 (0%)
- 5: 10 (1%), 1 (0%)
- 6-9: 9 (1%)

Source: 2024 Accountability Data
Note: The data only includes middle school campuses (N = 1655). Added 1, 0.5, or 0.25 bonus points for each 7th or 8th grade Algebra I EOC tester approaching grade level or higher

Adding 1 Bonus Point for Students who Approach+ on the Algebra I EOC in Middle School
Impact to Overall 2024 A-F Scaled Scores for Middle School Campuses by % Eco. Dis.

Economically disadvantaged
- Eco Dis: 0% - 25%
- Eco Dis: 25.1% - 50%
- Eco Dis: 50.1% - 75%
- Eco Dis: 75.1% - 100%

Counts/percent of Middle School campuses by economic status

Increase in scale scores

Source: 2024 Accountability Data
Note: The data only includes middle school campuses (N = 1655). Added 1 bonus point for each 7th or 8th grade Algebra I EOC tester approaching grade level or higher

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TAAG Discussion and Next Steps

- What thoughts, questions, or feedback do you have on this proposed methodology for recognizing accelerated testers in middle school?

- Next steps:
  - Confirm data modeling for Middle School proposal is similar when including other subjects

- NEXT, we're going to capture your agreement with the proposal

Vote Descriptions

In response to public comment, we are revisiting the methodology for including accelerated testers in Middle School and High School accountability.

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- **Description:** Investigate and model potential ways to recognize students who take advanced courses in middle school
- **Purpose:** Update HS methodology to ensure A–F system doesn't disincentivize advanced academic pathways
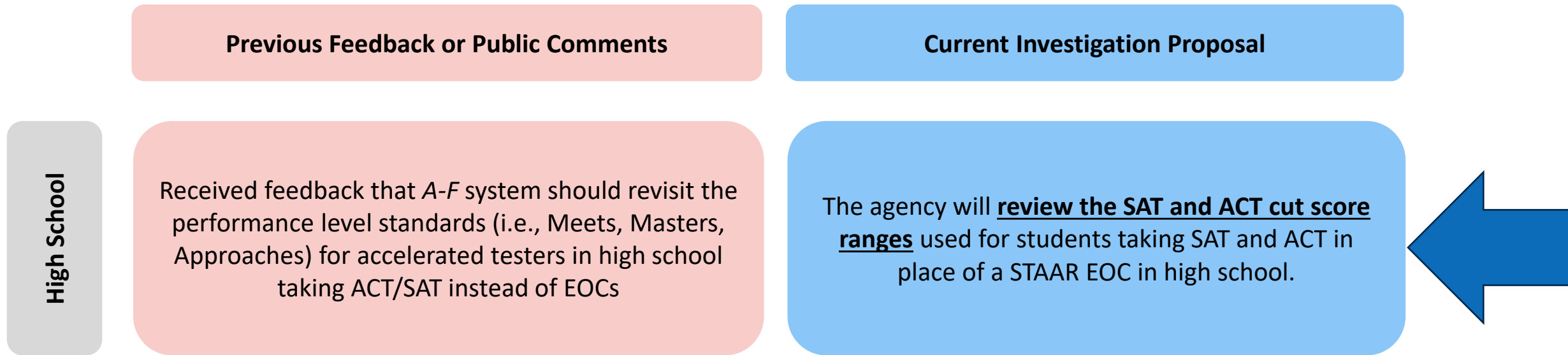
Previous Feedback or Public Comments	Current Investigation Proposal
High School — Received feedback that *A-F* system should revisit the performance level standards (i.e., Meets, Masters, Approaches) for accelerated testers in high school taking ACT/SAT instead of EOCs	The agency will **review the SAT and ACT cut score ranges** used for students taking SAT and ACT in place of a STAAR EOC in high school.

Current High School Methodology

- Accelerated testers use SAT/ACT results from grades 9-12 (best results from either SAT or ACT). Results go to the campus where reported as enrolled in Grade 12.
  - 2024 Resource: Inclusion of SAT/ACT for Accelerated Testers Methodology

- This current methodology is aligned with federal testing requirements and is required to be approved through a federal waiver request: Texas Accelerated Testers Waiver Renewal Request
  - *while in high school, students will be assessed via a state-administered EOC assessment **or a nationally recognized high school academic assessment** as defined in 34 CFR §200.3(d) that is more advanced than the assessment the state administers under section 1111(b)(2)(B)(v)(I)(bb) of ESEA*

Developing the Accelerated Testers High School Proposal

- We plan to: Review SAT and ACT cut scores for accelerated testers taking SAT and ACT in place of a STAAR EOC in high school

- **For discussion:** Should we explore any other considerations?

  - Revisiting the test: should we explore whether we can get federal approval for a different nationally recognized test (e.g., PSAT)?
  - Revisiting the time frame: should we consider requiring accelerated testers to take the test in 9th grade or 9th/10th grade?
  - Other ideas?: should we consider other ways to change the methodology? (bonus point, like MS proposal?)

SAT/ACT Inclusion—Assessment Score Range for Performance Level Standards					
Standard	SAT Evidence-Based Reading and Writing (EBRW)	SAT Math	ACT English and Reading	ACT Math	ACT Science
Approaches Grade Level or above	410 – 470	440 – 520	27 – 33	16 – 20	16 – 22
Meets Grade Level or above	480 – 660	530 – 680	34 – 59	21 – 29	23 – 27
Masters Grade Level	670 – 800	690 – 800	60 – 72	30 – 36	28 – 36

2028 *A–F* Refresh
Consideration #2: Integration of RDA into *A-F*

Purpose of the External RDA Taskforce

To… incorporate areas of RDA within the district-level *A-F* accountability framework and eliminate the separate RDA reporting system,

the taskforce will… review, discuss, and refine agency proposals or otherwise propose alternative strategies to Performance Reporting and Special Populations.

The proposals will then be recommended for consideration by the Texas Accountability Advisory Group (TAAG) for decisions regarding a district-level subdomain within Closing the Gaps in the 2028 refreshed *A-F* accountability system.

In alignment with the commitment made in the 2023 refresh, we are merging RDA into the District A-F rating system by developing a Closing the Gaps, Part B domain.

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- *Description:* Determine data sources and methodologies to incorporate RDA into Domain 3 of *A–F* for Districts

- *Purpose:* Align federal reporting requirements, reduce duplication of data reporting, and create consistent focus across the state on special population performance improvements

- These key purposes resonated with our task force:
  - **Aligned Accountability**: Integrating RDA with *A-F* ratings allows Texas to create a streamlined system, reducing redundancy and improving clarity for schools and districts.
  - **Comprehensive Performance Views**: Integrating RDA with *A-F* ratings provides a more holistic view of school performance, combining academic achievement with specialized support for special education and federally required student subgroups, enabling targeted and inclusive improvement strategies.
  - **Consistency in Policy & Stakeholder Transparency**: An integrated system fosters transparency by ensuring stakeholders understand how performance across diverse student groups impacts overall ratings, making the accountability framework more understandable and actionable for educators, families, and communities

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The Results Driven Accountability (RDA) framework includes indicators for three program areas, organized into three domains. Indicators are assigned **performance levels (PLs),** some with multiple PLs based on subjects, such as state assessments. LEA performance is measured against cut points aligned with PL standards.

RDA Indicator Groups

- **Domain I**
  - Academic Achievement
- **Domain II**
  - Post-Secondary Readiness
- **Domain III**
  - Disproportionate Analysis – SPED Only for 2025 and Beyond

Some measures districts are "held accountable" to in RDA (with cut points, PL); versus other indicators that are "report-only" and are not in accountability.

RDA Program Areas

- Bilingual Education/ English as a Second Language/ Emergent Bilingual (BE/ESL/EB)
- Other Special Populations (OSP)
  - Foster Care
  - Homeless
  - Military-Connected
- Special Education (SPED)

As communicated during the 2023 Refresh, there will be a new Domain III: Closing the Gaps, Part B

- Domain 3a
  - Measures are the current Closing the Gaps domain aligned to the ESSA plan.
  - **Student dataset is all campuses proportionally weighted for district**
- *A-F* Ratings are based on 4 Super Groups:
  - **All Students**
  - **Two lowest preforming racial/ethnic groups from prior year**
  - **High Focus**
    - An unduplicated count of economically disadvantaged, current+monitored Emergent Bilingual, current SPED, and/or Highly mobile (homeless, migrant, or in foster care)

Domain 3b (NEW)
- Pulls in those important RDA measures to the A-F rating.
- **Student dataset is all district students**

- RDA has measures for these groups:
  - EB Program Groups (EB/ESL/ALP)
  - YsAR (Monitored) EB
  - Current EB
  - OSP (as a group)
  - Current SPED
  - YAE (Former) SPED

Example using Proportional Weighting Methodology

Campus	3–12 Enrollment	Score	Weight	Points
Campus 1	334	85	13.8%	11.7
Campus 2	990	85	41.0%	34.9
Campus 3	62	77	2.6%	2.0
Campus 4	761	72	31.5%	22.7
Campus 5	270	67	11.2%	7.5
District Domain Rating				79

Identified differences
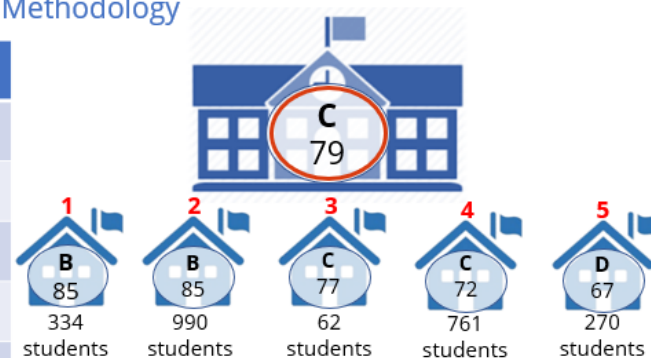
Identified differences between RDA and A-F	
Methodology of STAAR 3-8 and EOC measures	A-F and RDA have differing methods - Different STAAR "success" (% App/% Meets) - Different grade levels included in a single measure (3-8 and EOC) - Different subjects included in STAAR/EOC measures
Groups measured across the system	A-F and RDA measure different groups (accountability groups, and report-only groups) - EB program groups in RDA - EB monitored/exited group in RDA - OSP group in RDA
Inclusion of Post-Secondary indicators	A-F and RDA have different measures - CCMR in A-F - Dropout in RDA - Grad in RDA is not the same groups in A-F
Methodology of TELPAS Language Progress/Proficiency measures	A-F and RDA have differing methods

Some indicators could 'count' for accountability, and some could be 'report only'.

Current proposal is to incorporate Domain 3b: Results-Driven Accountability measures into the *A-F* System as follows

- **The RDA Taskforce has been considering:**
  - **Three measure types to include in Domain 3b:**

STAAR Measures*	TELPAS Measures	Post Secondary Measures	Excluded:
*See next slide for more on this addition from former RDA 'Academic Achievement Domain'	Addition of a former RDA 'Academic Achievement Domain' measure to A-F: Students in the US Multiple Years	Addition of a former RDA 'Postsecondary Readiness Domain' measure to A-F: Annual Dropout Rate	The former RDA 'Postsecondary Readiness Domain' Significant Disproportionality (SPED) indicators & Graduation Rate (3a only)

  - **Measure Emergent Bilingual Program Effectiveness groups, EB, SPED groups in Domain 3b:**

Include: BE/ESL/ALP/not served	Include: SPED (Current) & SPED (Former) EB (Monitored)

  - **Continued discussion regarding Foster and Homeless, and Military-Connected in Domain 3b:**

  > Exclude (as a group):
  > OSP Group (Foster, Homeless, Military-connected)

  - **The RDA Taskforce requested Domain 3a report inclusions, including data by campus**

The RDA Taskforce is still discussing how the methodology for the RDA STAAR measure will be calculated*

Decision Point 1: Combined or Separate 3-8 & EOC

Uses one measure of STAAR which combines 3-8 and EOC (A-F)

Uses two STAAR measures one for STAAR 3-8 and one for STAAR EOC (RDA)

Decision Point 2: Use Student Success or RDA Methodology

Uses the Student Success Methodology by giving 1 point for reaching each performance level and then taking the total percentage points and dividing by three (Domain 1a)

Simply uses percent approaches on STAAR
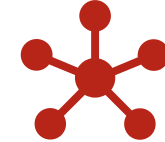
Decision Point 3: Combine all four subjects or look at subjects as individual measures

Uses all four subjects and combines them all into one measure

Uses all four subjects separately as separate measures

Whole Group Discussion and Next Steps

- What thoughts, questions, or feedback do you have on the current RDA proposal under development?

- Next Steps
  - Continue to work with RDA taskforce to develop and refine the proposal around the new Domain 3b calculation methodology and the overall Domain 3 calculation methodology
  - Run data and complete modeling based on this methodology
  - Continue to bring you updates

Upcoming TAAG Topics

Upcoming TAAG Meetings

- **March (Meeting 3/25)**
  - 2028 A-F Refresh
    - Review and get feedback on new proposals related to refresh considerations
    - Review and get feedback on any updates from previously reviewed proposals
    - Share and discuss data checks outcomes

- **April (Meeting 4/29)**
  - 2026 Manual Rulemaking: public comment review (to-date)
  - 2028 A-F Refresh
    - Review and get feedback on any updates from previously reviewed proposals
    - Share and discuss data checks outcomes

Thank you

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