



Texas Accountability Advisory Group (TAAG) June 2023

Supporting Student Success

Objective

- Gather TAAG feedback on potential changes to 2023 Accountability Manual as a result of feedback thus far

The 2023 *Preliminary Accountability Manual* public comment period closes June 20

MAY

- **May 31:** Preliminary “What If” ratings / communications resources released to districts via TEAL
- **May 31:** EOC performance levels available to districts

JUNE

- **June 9:** A–F Estimator released to districts
- **June 20:** 2023 *Preliminary Accountability Manual* public comment period closes
- **June 30:** EOC results published in Family and Analytic Portals

AUGUST

- **August 11:** STAAR 3-8 performance levels available to districts
- **August 16:** STAAR 3-8 assessment results published in Family and Analytic Portals

SEPTEMBER

- **Early September:** Final 2023 *Accountability Manual* adopted into rule and appendices released
- **Early September:** 2023 A–F district communications toolkit (resources for communicating 2023 accountability ratings)
- **September 26:** 2023 A–F ratings released to districts via TEAL
- **September 28:** 2023 A–F ratings released publicly (e.g., press release, [TXschools.gov](https://www.txschools.gov))

STAAR | A-F

Seeking TAAAG feedback on planned changes to manual based on feedback thus far

Planned changes based on public comments:

1. **AEA STAAR Methodology:** Within Domain 1, update the STAAR methodology for AEA campuses to better reflect the intention of AEA Taskforce recommendations.
2. **Minimum Indicators for Student Achievement Domain Score: STAAR Component Only:** Within Domain 3, reduce minimum number of indicators from four to three to allow campuses with only one lowest performing racial/ethnic group to be evaluated.

Planned changes based on feedback from USDE:

3. **English Language Proficiency:** Within Domain 3, allow progress in TELPAS Writing to count towards the current calculation.
4. **Identification of Schools for Improvement:** Additional Targeted Support campuses will be identified based on bottom 5% cut point instead of 0s and 1s.

These are the only currently planned changes to the 2023 Accountability Manual. However, the public comment period doesn't close until June 20.

1. AEA STAAR Methodology: Option 1

Based on public comment, we propose updating the STAAR methodology for AEA campuses within Domain 1. The AEA Taskforce recommendation (Option 1) is to double-weight Meets+ and triple-weight Masters.

Current Calculation (same as non-AEA)

$$(\% \text{ Approaches or above}) + (\% \text{ Meets or above}) + (\% \text{ Masters})$$

3

Calculation Proposed by Taskforce-Option 1

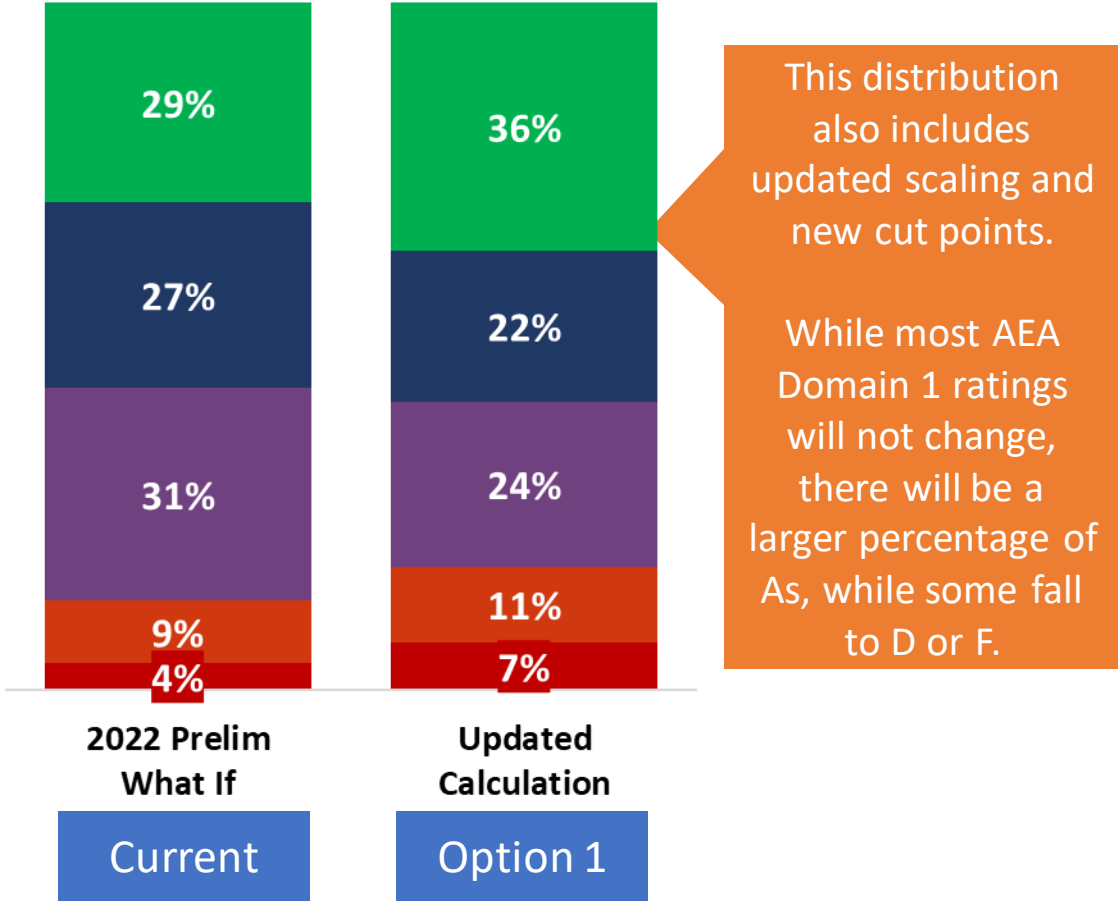
$$(\% \text{ Approaches or above}) + 2^*(\% \text{ Meets or above}) + 3^*(\% \text{ Masters})$$

3

The proposed calculation is intended to differentiate AEAs by recognizing those that successfully support students in achieving Meets or Masters grade level expectations

1. AEA STAAR Methodology: Option 1 Modeling

Modeling Impact on Domain 1 for all AEA campuses



		Option 1 D1				
		A	B	C	D	F
Prelim What If D1	A	70	0	0	0	0
	B	17	48	1	0	0
	C	0	6	59	10	0
	D	0	0	0	18	5
	F	0	0	0	0	11

Cut Points	Current	Option 1
A	40	53
B	30	48
C	20	28
D	15	21

With re-scaling, the distinction between cut points for AEAs becomes less obvious, possibly leading to confusion

1. AEA STAAR Methodology: Option 2

A second option, a modified version of the AEA Taskforce Proposal, would maintain recognizing Meets and Masters performance, while allowing us to keep scaling and cut points the same.

Current Calculation (same as non-AEA)

(% Approaches or above) + (% Meets or above) + (% Masters)

3

Modified version of Taskforce Proposal-Option 2

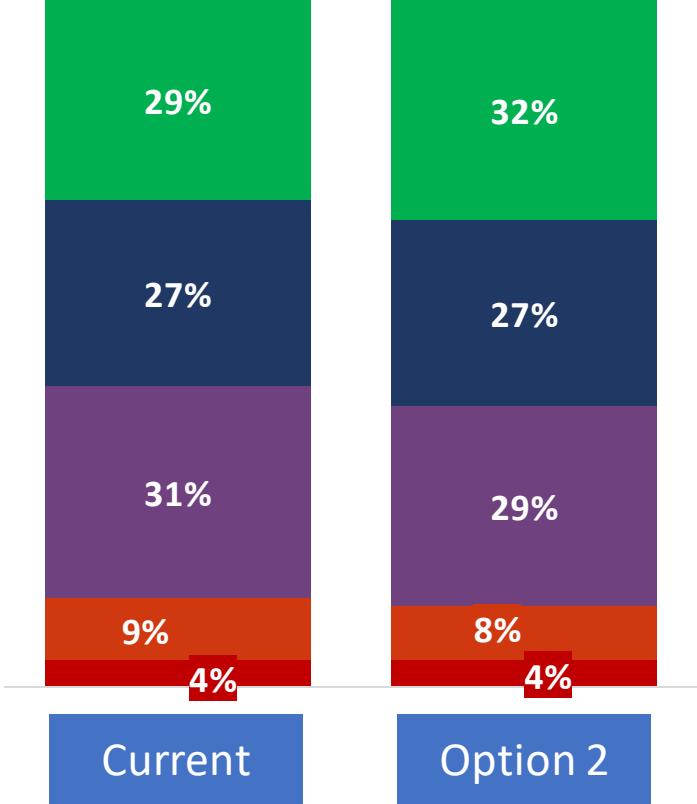
(% Approaches or above) + **1.1***(% Meets or above) + **1.2***(% Masters)

3

1. AEA STAAR Methodology: Option 2 Modeling

Modeling Impact on Domain 1 for all AEA campuses

The Option 2 calculation maintains differentiation across results while recognizing those that successfully support students in achieving Meets or Masters.



9% of AEA campuses (21) see an increase in the Domain 1 grade.

		Option 2 D1				
		A	B	C	D	F
Prelim What If D1	A	70	0	0	0	0
	B	8	58	0	0	0
	C	0	9	66	0	0
	D	0	0	4	19	0
	F	0	0	0	0	11

Cut Points	Current	Option 2
A		40
B		30
C		20
D		15

1. AEA STAAR Methodology: 3 Options Pro/Con

Option 1:
Approaches+ x1
Meets+ x2
Masters x3

3
and new scale

Pro

Uses the calculation from the AEA Taskforce exactly as it was recommended

Con

Would require re-scaling and new cut points.

Currently, the Achievement Domain raw score can be meaningfully interpreted. The current calculation is approximately the percentage of students that achieve Meets. Non-AEA campuses need about 60% students that achieve Meets to earn an A, and AEA campuses need about 40% students that achieve Meets. This change in calculation and cut score make the raw score less interpretable and meaningful.

Option 2:
Approaches+ x1
Meets+ x1.1
Masters x1.2

3
and no new scale

Pro

Meets the intention of the AEA taskforce, to recognize Meets and Masters student performance in the AEA setting.

Does not require re-scaling or new cut points. Can maintain the current raw score interpretation that a campus needs about 40% students that achieve Meets to earn an A.

Con

Does not reflect the exact AEA Taskforce calculation received in public comment.

Results of modeling show this change is potentially making it 'easier' for all AEAs to do well in this component, including relative to non-AEA campuses.

Option 3:

No change. Maintain the current calculation.

2. Planned Update for Minimum Indicators used in Closing the Gaps, Student Success: STAAR Component Only

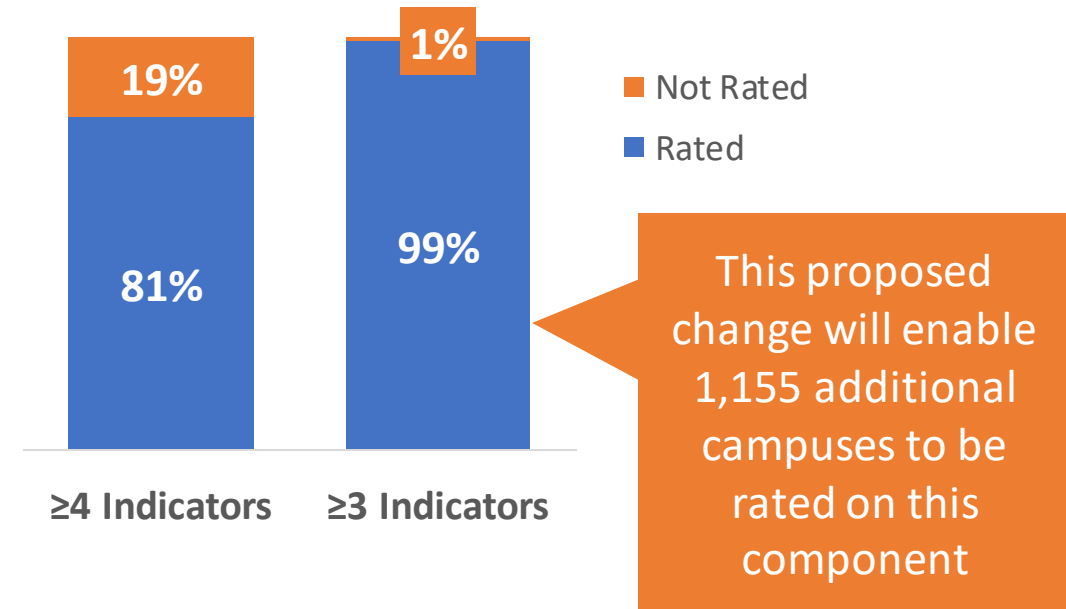
Based on public comment, we propose reducing the minimum number of indicators from 4 to 3 to allow campuses with only one lowest performing racial/ethnic group to be evaluated.

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB ¹ , SpEd, Highly Mobile)	Component Points
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races		
Academic Achievement (RLA)									
0-4	0-4		0-4		0-4		0-4	Earned + Possible (rounded to 0.1)	
Academic Achievement (Mathematics)									
0-4	0-4		0-4		0-4		0-4		
SQSS: STAAR ONLY (EL/MS)									
0-4	0-4		0-4		0-4		0-4	Earned + Possible (rounded to 0.1)	

Note: This is an issue unique to the SQSS: STAAR only Closing the Gaps component.

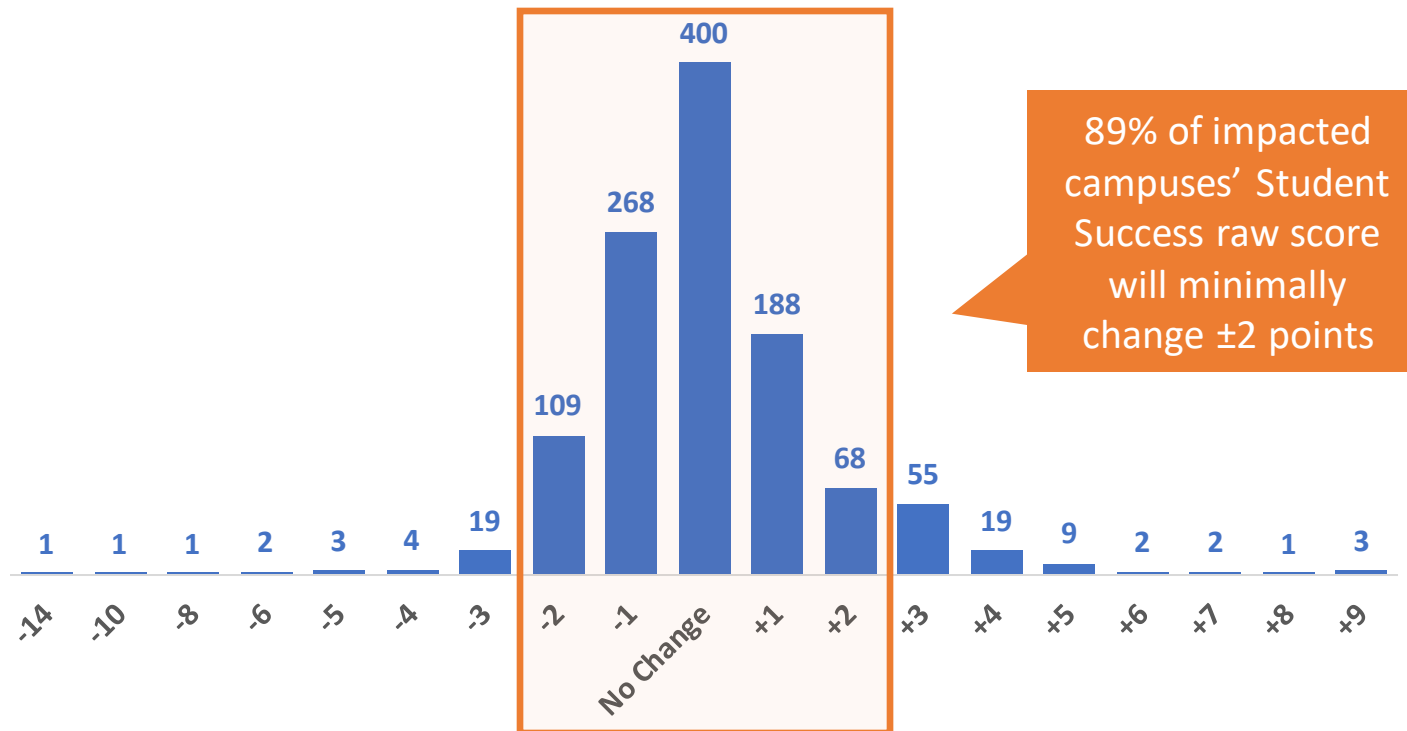
Other components (i.e., Achievement, Growth) score RLA separately from Math, and have more eligible groups.

Campuses Rated in Student Success, STAAR Component



2. Minimum Indicators for Closing the Gaps, Student Success: STAAR Component Only: Modeling Impact

Raw Score Change to Student Success, STAAR Component, Using ≥ 3 Indicators



Impact	% of Campuses
Raw Score Increases	30%
No change	35%
Raw Score Decreases	35%

3. English Language Proficiency in Domain 3: Planned Update

USDE provided feedback to include all four domains in ELP calculation. We propose allowing progress in TELPAS Writing to count towards the current calculation as a "bonus".

Current Calculation

% of TELPAS or TELPAS Alt tests that increase by ≥ 1 performance level in ≥ 2 of 3 domains from prior year OR are Advanced High or Basic Fluency in ≥ 2 of 3 domains in current year

Included Domains: Reading, Speaking, Listening

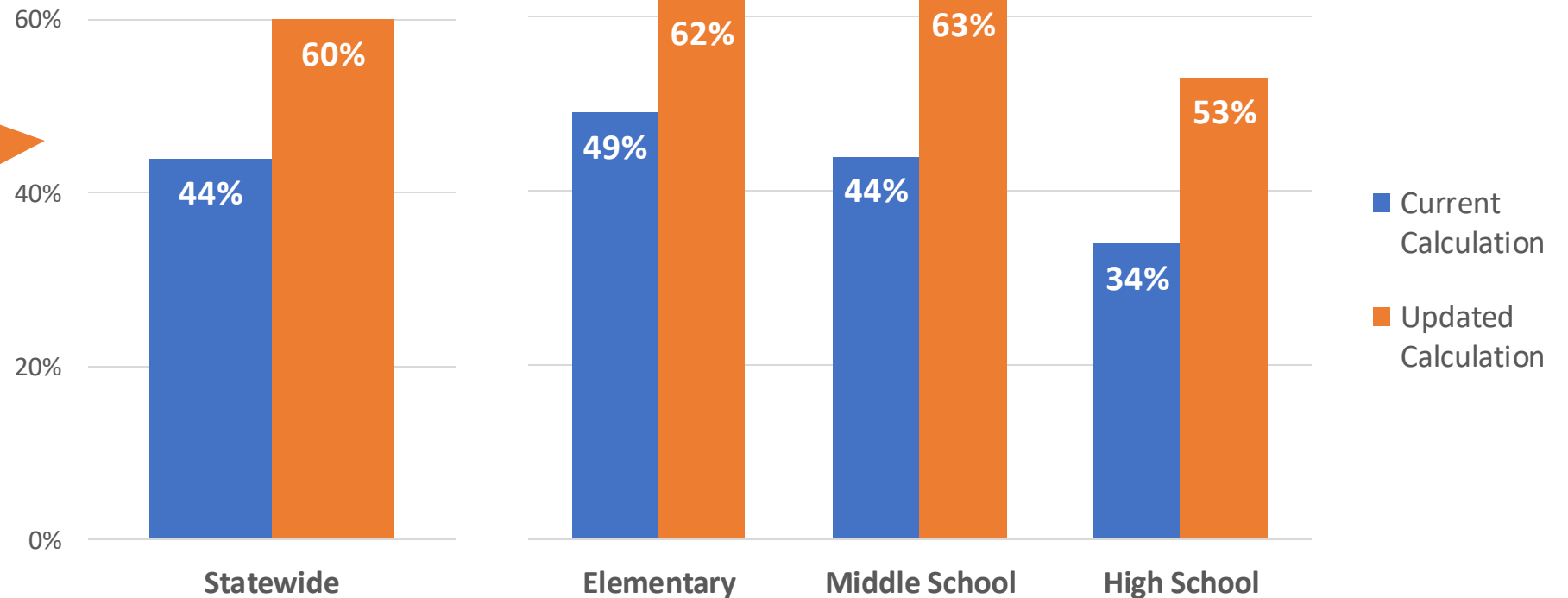
Proposed Calculation *(Included in ESSA Amendment, Pending Approval)*

% of TELPAS or TELPAS Alt tests that increase by ≥ 1 performance level in ≥ 2 of **4** domains from prior year OR are Advanced High or Basic Fluency in ≥ 2 of **4** domains in current year

Included Domains: Reading, Speaking, Listening, **Writing**

3. English Language Proficiency in Domain 3: Modeling Impact

Percent of Students
Making Progress to Achieving English Language Proficiency



Cut scores for ELP will not change, but the incorporation of Writing will increase the percentage of students making Progress to achieving English Language Proficiency

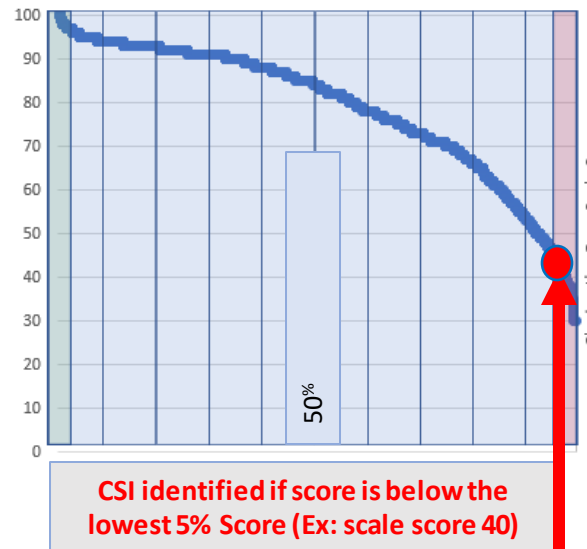
4. Identification of Schools for Improvement: Planned Update

Based on feedback from USDE that TEA must identify schools for Additional Targeted Support (ATS) using the same methodology it uses for identifying Comprehensive Support and Improvement (CSI) campuses, **ATS identification will be based on the same cut point from CSI identification** instead of 0s and 1s.

CSI: 4 Super Groups, one Closing the Gaps Scale Score, rank ordered by school type

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior	High Focus	Component Points	EL/MS Weight	Weighted Points
Academic Achievement RLA			max 32 possible	30%	rounded to 0.1
Academic Achievement Math			max 32 possible		
Academic Growth RLA (ES/MS)			max 32 possible	50%	rounded to 0.1
Academic Growth Math (ES/MS)			max 32 possible		
SQSS: STAAR Only (ES/MS)			max 16 possible	10%	rounded to 0.1
Progress in English Language Proficiency			max 4 possible	10%	rounded to 0.1
Closing the Gaps Scaled Score					Whole Number
Closing the Gaps Scaled Score					(#)/Grade

CSI Identification
Based on closing the gaps scale score



ATS: No Super Groups, each group individually scored

African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Dis.	EB (Curr+Mon)	SpEd (Current)	SpEd (Former)	Cont. Enroll.	Component Points	EL/MS Weight	Weighted Points
0-4												group max 4 possible	33.3%	rounded to 0.1
0-4												group max 4 possible	53.3%	rounded to 0.1
0-4												group max 4 possible		
0-4												group max 4 possible		
0-4												group max 4 possible	13.3%	rounded to 0.1
n/a												group max 4 possible (EB only)	n/a	n/a
Student Group Scaled Score													Whole Number	
Student Group Scaled Score													Whole Number	

ESSA amendment proposal was to indicate met/not met of each component using scores of 0 or 1 and not calculate a score, this has been changed to use the student group scale score.

Each student group must have their weighted scale score compared to the bottom 5% cut point from CSI. (Ex scale score of 40)

ATS Identification
Based on group's scale score

Feedback from TAAAG requested

What questions or feedback do you have on these four planned changes?

Please use this feedback form to submit your comments to
Performance Reporting:

<https://app.smartsheet.com/b/form/ad2d44f25f134d7ba584401983187e0b>

Thank you!