

# Texas Accountability Advisory Group Meeting

June 10, 2025 - 9:00-11:30

# Performance Reporting Policy & Communications Team





### **Katherine Beck**

Performance Reporting Division Director



### **Cindy Phelps**

Accountability Research Coordinator



## Daniel Brown

Training & Outreach Coordinator



### Linda Johnson

Accountability Content Coordinator



## Today's Warm-Up

- 1. Name
- 2. Role/Organization
- 3. Would you rather have someone cook all your meals or wash all your dishes?



# TAAG June 2025 Agenda

- Welcome & Introductions | Norms and Expectations
- 2028 *A-F* Refresh
  - RDA Integration Proposal
- Upcoming TAAG Topics
- Meeting Closure



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



- 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



# Consideration # 2: Integration of RDA into A-F

## Consideration # 2: Integration of RDA into A-F



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	<ul> <li>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")</li> <li>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"</li> </ul>						
2	Integration of RDA into A–F	<ul> <li>Description: Determine data sources and methodologies to incorporate RDA into Domain 3 of A–F</li> <li>Purpose: Align federal reporting requirements, reduce duplication of data reporting, and create consistent focus across the state on special population performance improvements.</li> </ul>						
3	Differential Weighting of CCMR Indicators	<ul> <li>Description: Explore different weighting within and across existing CCMR indicators</li> <li>Purpose: Better align methodology of CCMR indicators to post-graduation outcomes</li> </ul>						
4	Variables for Relative Performance	<ul> <li>Description: Investigate and model different campus demographic variables for Domain 2 comparison of relative performance</li> <li>Purpose: Determine whether additional demographic factors besides % eco. dis. should be used in Domain 2b</li> </ul>						
5	Recognition of Accelerated Testers In MS and HS	<ul> <li><i>Description:</i> Investigate and model potential ways to recognize students who take advanced courses in middle school</li> <li><i>Purpose:</i> Update MS &amp; HS methodology to ensure <i>A–F</i> system doesn't disincentivize advanced academic pathways</li> </ul>						
6	Revisit Distinction Designations	<ul> <li>Description: Investigate and model potential updates to Distinction Designation indicators or methodology</li> <li>Purpose: Explore potential updates to continuously improve Distinction Designations</li> </ul>						
<b>7</b>								

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.

# RDA/A-F Integration Timeline Updates 2023, 2024, 2025





What ha	ave we done so far?				
2023	2023 Accountability Manual	Repealed RDA 19 Texas Administrative Code §97.1005 and			
		incorporate applicable language from §97.1005 into §97.1001 (Chapter			
		12, Appendix K of the Accountability Manual)			
	2023 New TPRS Report Link	TPRS Menu: Link (Other Links)			
2024	2024 Accountability Manual	RDA criteria and calculations described in amendment 19 TAC §97.1001			
		(Chapter 12, Appendix K of the Accountability Manual)			
	2024 New TEAL Accountability	A-F Accountability Report			
	Report	* Planned to the release with 2024 Accountability Ratings			

"The performance of a school district or charter school is included in the RDA report through indicators of student performance and program effectiveness and corresponding performance levels established by the commissioner." Adopted Amendment to 19 TAC §97.1001 (from 2024 *A-F* Manual Adoption)

## 2023: New TPRS Menu Link



s Education Agency	Attendance and Graduation Postsecondary Profile KG Readiness Accountability Research and Analysis TAPR	Other Links	Search
	Texas Education Agency	Analytic Tools	
	2023-24 Results Driven Accountability (RDA)	Assessment Researc	h Portal
	DALLAS ISD (057905) - DALLAS COUNTY	Results Driven Accou Data and Reports	untability
		Revenue and Expend	litures
≡   ∀ ~ ∀ Drav	✓ ②   ①   A <sup>N</sup> - + € □   1 of 18   ②   〔 B	2021-22 School Repo	ort Card
		State Performance PI Indicators	lan
		TXschools.gov	
	2024 Results Driven Accountability		
	District Report		
	County-District Number: 057905 Region: 10 District Name: DALLAS ISD		

# 2024-2027: *A-F* TEAL Accountability Report (only available on TEAL until 2024 rating release)



TEAL Accountability								
What's New Performance Reporting	Performance-Based Monitoring	Research & Analysis	College, Career & Military Prep	House Bill 3				

### 2024 Accountability Reports

#### Select a District to view.

Select one of the following options.	These reports that can be saved and/or printed.

۲	Reports	for	District
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• Reports for **One Campus** 

Data provided for districts are for information purposes only and are not used in calculating weighted 2. ESL STAAR 3-8 P

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		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2024	70.0 - 100	63.9	749	1,172	1
(ii) Reading Language Arts	2024	70.0 - 100	68.5	799	1,166	1
(iii) Science	2024	65.0 - 100	40.6	139	342	3
(iv) Social Studies	2024	65.0 - 100		0	0	No Data

**BE/ESL/EB** Domain I

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2024	70.0 - 100	71.7	3,650	5,093	0
(ii) Reading Language Arts	2024	70.0 - 100	79.3	4,159	5,245	0
(iii) Science	2024	65.0 - 100	61.9	1,116	1,804	1
(iv) Social Studies	2024	65.0 - 100	53.0	481	908	2

O Accountability Ratings Overall Summary

What report do you wish to view?

- STAAR Performance
- College, Career, and Military Readiness
- Graduation Rate
- School Progress: Academic Growth
- School Progress: Relative Performance
- Closing the Gaps (Available for District Only)

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- Closing the Gaps Accountability Groups (Available for Campus Only)
- Closing the Gaps Accountability Groups and Targets (Available for Campus Only)
- $\odot$  Closing the Gaps Additional Groups and Targets (Available for Campus Only)

O Identification of Schools for Improvement (Available for Campus Only)

Results Driven Accountability (Available for District Only)

### New 2024 Accountability Report

1. BE STAAR 3-8 Passing Rate

# 2024-2027: A-F Public Accountability Report



		Ν.	Closing the Gaps Rating Ca Closing the Gaps	lculation	; Educatio	n Agency				
	Add to r	nenu	Results Driven Accou	ntability	/		ation 3 COUN	тү	New 2024 Accountability Re	por
					BE/ESL/	EB Domain	I			
			1. BE STAAR 3-8 Passing Rate							
					PL 0 Cut Points	Rate	Passed	Tested	Performance Level	
			(i) Mathematics	2024	70.0 - 100	63.9	749	1,172	1	
			(ii) Reading Language Arts	2024	70.0 - 100	68.5	799	1,166	1	
			(iii) Science	2024	65.0 - 100	40.6	139	342	3	
			(iv) Social Studies	2024	65.0 - 100		0	0	No Data	
ased April 2025			2. ESL STAAR 3-8 Passing Rate							
					PL 0 Cut Points	Rate	Passed	Tested	Performance Level	
			(i) Mathematics	2024	70.0 - 100	71.7	3,650	5,093	0	
			(ii) Reading Language Arts	2024	70.0 - 100	79.3	4,159	5,245	0	
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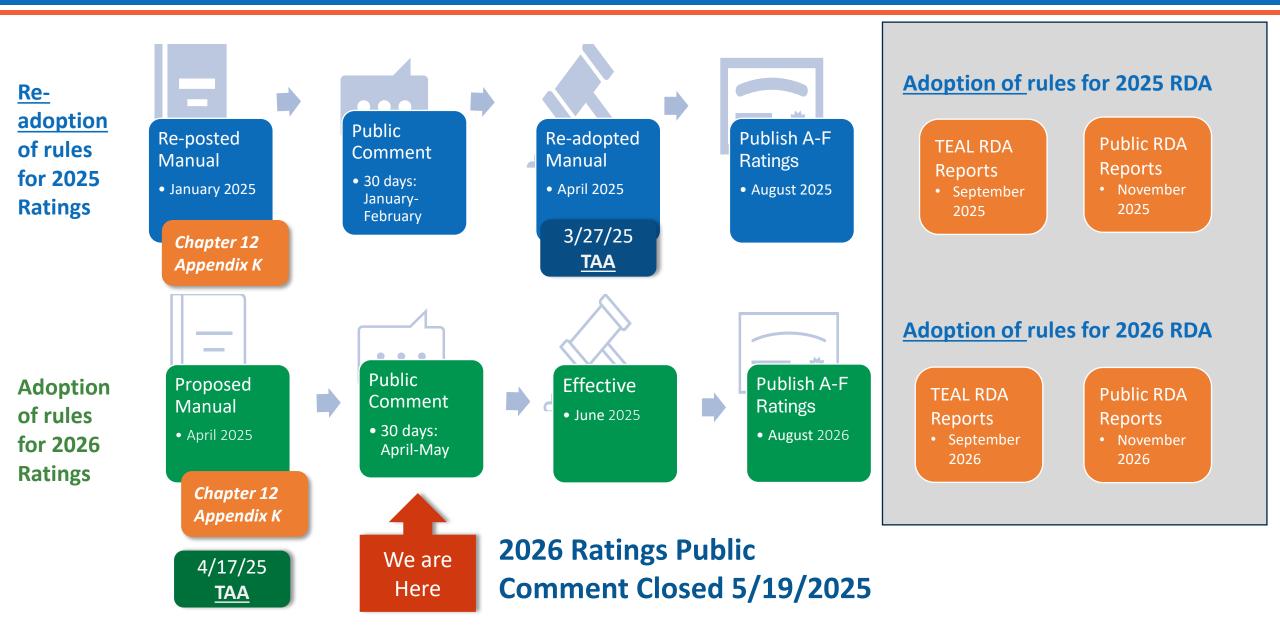
## 2025 RDA Methodology Updates & Upcoming Dates 2026 Upcoming Dates



		PDA with the dealer lating a dealer lating and the diagram data and the TAC 507 4004
2025	2025 Accountability Manual	RDA criteria and calculations described in amendment 19 TAC §97.1001
		(Chapter 12, Appendix K of the Accountability Manual)
	2025 RDA Changes	Indicators with new PL Assignment:
		• TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years
		<ul> <li>SPED OSS and Expulsion &gt;10 Days Rate (Ages 3-21)</li> </ul>
		<ul> <li>SPED ISS &gt;10 Days Rate (Ages 3-21)</li> </ul>
		Discontinued HH (Hold Harmless) Indicators
		Indicators no longer reported (No PL was assigned)
		All 6 Dyslexia Indicators
		SPED STAAR Alternate 2 Participation Rate
		No PL Assignment planned
		SPED Separate Settings Rate (school-aged)
		<ul> <li>SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)</li> </ul>
		<ul> <li>SPED ISS ≤10 Days Rate (Ages 3-21)</li> </ul>
	Adoption	April 2025
2026	2026 Accountability Manual	RDA criteria and calculations described in amendment 19 TAC §97.1001
		(Chapter 12, Appendix K of the Accountability Manual)
		Public Comment Period (April 2025 – May 2025)
	Adoption	June 2025

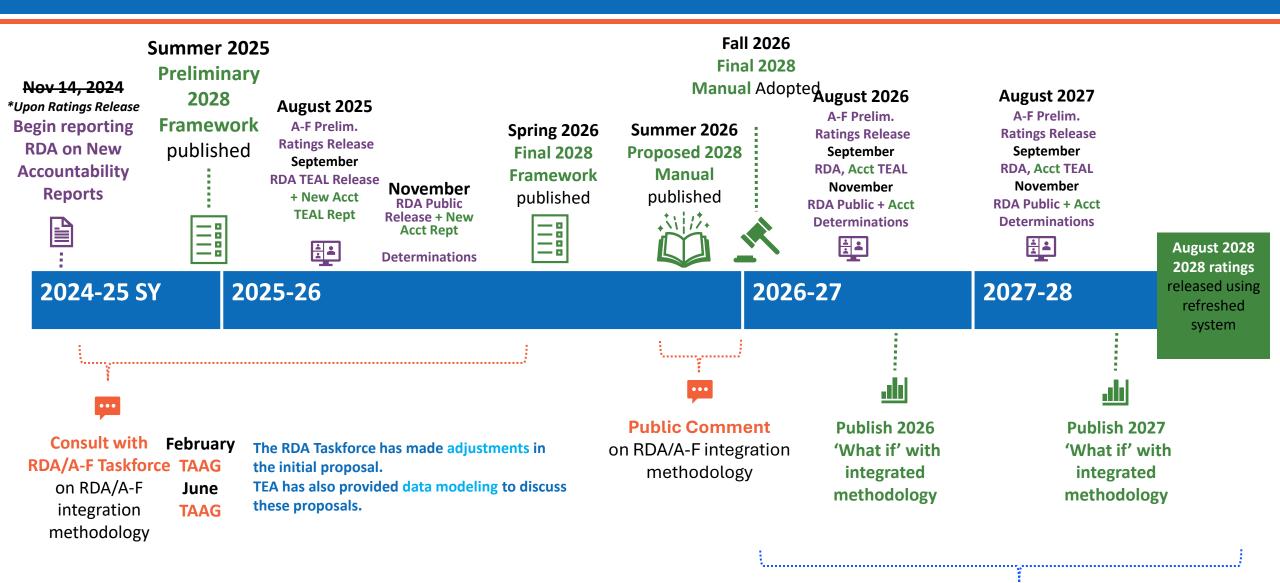
# A–F Manual (including RDA): 2026 Rulemaking





# Tentative timeline for 2028 RDA /A-F Integration





All estimated dates are tentative and subject to change.

### Stakeholder Training, Resources, Support

# 2028 *A-F* Reports with Closing the Gaps district subdomain





- The RDA/A-F Integration retires the RDA TEAL Accountability reports (PDF) and online <u>RDA reporting system</u> (PDF, Web-based reports).
- There will be new district reports provided within TEAL Accountability A-F reports and in the <u>A-F Accountability Reporting system</u>. (Part of the proposal in following slides).

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# RDA/A-F Taskforce Proposal: Context



# **Purpose of the RDA Taskforce**



TEXAS Education Agency

**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.

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Aligned Accountability: Integrating Results Driven Accountability (RDA) with A-F ratings allows Texas to create a streamlined system, reducing redundancy and improving clarity for schools and districts.



**Comprehensive Performance View:** Merging 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 and 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.

We must ensure districts no longer have two "ratings" or differing "versions" of how they are serving their students in special populations.

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# The focus of the taskforce proposal...



### Feedback and Suggested Direction from the taskforce

- Make recommendations for the RDA indicators that can be integrated into the A-F Accountability System.
- The recommendations made today were based on initial data modeling and will be refined by ongoing data analysis.

### Future Taskforce, TAAG Decision Topics

- How to score measures (0-4) will be dependent on discussions of other refresh consideration
- How to weight and include Domain 3a and 3b in the district overall rating will require scoring methodology and target-setting, an other refresh consideration.

### Internal Policy Work Out of Scope

• Determination Levels and Enforcements mandated by OSEP for every LEA, every year re: their Special Education program.



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)

The taskforce was tasked (during the 2023 Refresh) to create a Domain 3: Closing the Gaps, Part B subdomain for districts.

student



February TAAG

("for points"), while others will no longer be in any

accountability or reporting system.

District Domain 3, Part A	+	District Domain 3, Part B
<ul> <li>Measures are the current Closing the Gaps domain aligned to the ESSA plan.</li> </ul>		<ul> <li>Pulls in those important RDA measures to the A-F rating.</li> </ul>
<ul> <li>Group is High Focus: An unduplicated count of economically disadvantaged, current+monitored Emergent Bilingual, current SPED, and/or Highly mobile (homeless, migrant, or in foster care)</li> </ul>		<ul> <li>EB Program Groups (EB/ESL/ALP)</li> <li>YsAR (Monitored) EB</li> <li>Current EB</li> <li>OSP (as a group)</li> <li>Current SPED</li> </ul>
<ul> <li>Student dataset is all campuses proportionally weighted for district</li> </ul>		<ul> <li>YAE (Former) SPED</li> <li>Student dataset is all district students</li> </ul>
		Some RDA measures will be proposed to fit under 3a ( <u>reporting</u> the data), while some measures fit under 3b



District Domain 3, Part A: <i>Closing the Gaps</i>	+	District Domain 3, Part B: Special Populations Monitoring
Campus Domain 3: <i>Closing the Gaps</i>		

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# RDA/A-F Taskforce Proposal: 3 Areas of Reporting



# Integration Proposal: 3 Areas of Reporting

1. Impact on campus ratings

2. Significant Disproportionality (SD) indicators 3. Monitoring interventions and determination levels (DLs)

Campus data, SD, and DLs will be reported, but **do not impact** *A-F* accountability ratings

- No impact to Campus' Domain 3: Closing the Gaps Ratings: A new Closing the Gaps subdomain for districts does not impact Domain 3 Closing the Gaps ratings for campuses. No ESSA amendment will be needed.
  - Reporting:
  - There are no changes to A-F Closing the Gaps 'Accountability Groups' reports for campuses or to School Improvement identification reports.
  - Additional campus data are proposed to be added to the 'Additional Groups Reports' to align with the district Closing the Gaps subdomain data.

## The taskforce proposal does not impact the Campus Domain 3: Closing the Gaps rating or methodology



		Accounta	bility Grou	ips					
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus
	Ac	ademic Acl	hievement	Status					
Reading/Language Arts (RLA)									
2024 % at Meets GL Standard or Above	76%	60%	61%	87%	*	93%	•	79%	50%
2024 # at Meets GL Standard or Above	1,090	206	176	376	*	267	•	62	26
2024 Total Tests (Adjusted)	1,431	341	289	433	*	287		78	52
Mathematics									
2024 % at Meets GL Standard or Above	65%	46%	43%	76%	*	90%	-	68%	39%
2024 # at Meets GL Standard or Above	390	66	50	168	*	86	-	**	7
2024 Total Tests (Adjusted)	604	144	115	220	*	96	-	**	200
		Academic	Growth Sta	atus					
RLA									
2024 Academic Growth Score	78%	78%	73%	80%	*	80%	*	78%	76%
2024 Growth Points	927.50	190.00	150.25	315.50	*	214.75	*	54.00	268.5
2024 Total Tests	1,184	245	205	394	*	268	*	69	35
Mathematics									
2024 Academic Growth Score	91%	85%	89%	92%	-	99%	-	97%	89%
2024 Growth Points	232.25	51.75	43.75	85.75	-	36.50	-	14.50	99.0
2024 Total Tests	255	61	49	93	-	37	-	15	11
	Fed	leral Gradu	ation Rate	Status					
2023 % Graduated	95.2%	97.2%	88.8%	98.7%	*	98.4%	•	90.6%	87.7%
2023 # Graduated	738	173	190	220	*	124		29	24
2023 Total in Class	775	178	214	223	*	126	•	32	27
Progress in	Achieving	English La	nguage P	roficien	cv (EB/EL C	Current)			
2024 TELPAS Progress Rate	J	g			., (,	,			49%
2024 TELPAS Progress									7
2024 TELPAS Total									14
Student Success (	Student Ad	hievemen	t Domain S	Score (S	TAAR Com	nonent	Only))		
2024 STAAR Component Score	68	56		75	78	81	*	73	5
2024 % at Approaches GL Standard or Above	93%	86%	89%	96%	100%	99%		97%	849
2024 % at Meets GL Standard or Above	76%	60%	62%	86%	100%	93%	*	78%	53%
2024 % at Masters GL Standard	36%	22%	25%	43%	33%	51%		45%	189
2024 Total Tests	3,505	814			**	651		183	1.24
School Qual	-,			.,	ness Perfo			.00	1,24
2023 % Students Meeting CCMR	66%	51%	50%	77%	*	93%	•	59%	48%
2023 # Students Meeting CCMR	500	92	100	173	*	115	*	19	407
2023 Total Students	763	179	202	224	*	124	*	32	26

All Methodology Remains Unchanged:

#### Groups

- Domain 3 Campus Rating based on All Student Group, 2 Race/Ethnicity Groups, High Focus Group:
  - High Focus is a group of all: Economically Disadvantaged, EB (Current + Monitored), Special Education (Current), Foster, Homeless, and Migrant students

### Assessments

- STAAR measures are Academic Achievement and Student Success
- STAAR data is measured for all tests 3-12
- TELPAS ELP is year over year progress measure, for all tests taken regardless of years in US

### **Post Secondary Measures**

- Graduation measured for All Student Group, 2 Race/Ethnicity Groups, High Focus
  - *High Focus uses Ever EB students (not current + monitored)*
- Dropout rate is not measured in A-F

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

- \*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked regardless of size
- + Ever HS EB/ELs are included in the Federal Graduation Rate
- Indicates there are no students in the group
- ^ This is a new accountability group introduced in 2023; it includes students who are Econ Disady, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile
- ★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

# The taskforce proposal is to expand groups reported at the campus level.



	dditional ( nal Groups	Groups	Add <b>Reporting</b> for: EB (Monitored) & Military																
	Econ Disadv	Non Econ Disadv		EB/EL (Current & Monitored)+		cecial Ed Special Ed Continuously Continuously Enrolled Enrolled Mobile* Foster Homeless Migrant • Additi					r <b>oups</b> Additional Groups report includes an EB (Current) group								
Federal Graduation Rate Status													EB Monitored not A-F reported					an enty Stoup	
2023 % Graduated	95.2%	89.4%	97.6%	76.6%	77.1%	79.2%			85	.7%	*	83.3%	-						
2023 # Graduated	738	202	536	36	37	57				6	*	5 -							
2023 Total in Class 77			549	47	48	72				7	*	6	-	Additional Groups report includes Special Ed (Current)					
2022 % Graduated	96.2%	92.3%	97.9%	81.1%	85.7%	83.1%				_	_	_	- • Ac	<ul> <li>Additional Groups report includes Special Ed (Former)</li> </ul>					
	Prog	ress in	Achievin		anguage Pro	ficiency (EE	B/EL Current)												
2024 TELPAS Progress Rate	• Additional Groups report include							udes Foster, Homeless, Migrant											
2024 TELPAS Progress				70									• M	Military-Connected not A-F reported					
2024 TELPAS Total				142										Wintery-connected not A-r reported					
2023 TELPAS Progress Rate				36%															
	Student Su		Student /	chievemer	at Domain Sc	ore /STAAD	Component (	Only))										l	
20 Additional Groups																			
20 20 20 Proposed Additions:	All		Econ	Non	EB/E	EL	EB/EL	EB/EL	Special Ec	d Sp	becial Ed	Continuou	sly Highly	Foster	Homeless	Migrant	Military		
2(	Studer	nts I	Disadv	Econ Disad		ent) (N		(Current & Monitored)+	(Current)	(F	Former)	Enrolled	l Mobile'	*			Connected		

- It is also proposed to add tables of District Domain 3: Part B measure results to the campus level (report-only).
- Tables to be provided in a separate color scheme, aligned with the new District Domain 3: Part B report

## The taskforce proposal <u>does not impact</u> the School Improvement identifications or methodology



			<	Targetee	d Suppoi	rt and Im	proveme	ent Infor	mation N	O CHANGES	5	
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored) <sup>+</sup>	Special Ed (Current)	Special Ed (Former)	Continu ously Enrolled
A stude	Count of Indicators Missed for Three Consecutive Years* A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvemer											
	0	0	0	-	0	-	0	0	0	0	-	-
Academic Achievement Status: Reading/Language Arts (RLA)												
2022	61%	53%	81%	-	90%	-	74%	46%	34%	32%		
2023	3	3	4	-	4	-	4	3	3	3	-	3
2024	3	3	4	-	4	-	4	3	3	3	-	4
Academic Achievement Status: Mathematics												
2022	41%	46%	78%	-	84%	-	70%	37%	39%	35%		
2023	3	0	3	-	4	-	3	0	0	3	-	3
2024	3	3	4	-	4	-	3	3	3	3	-	3
					Graduati	on (Federal	Graduatio	n Rate)				
2022	97.5%	93.5%	98.8%	-	100.0%	-	-	90.2%	81.8%	97.4%		
2023	3	3	3	-	4	-	4	3	3	3		
2024	3	3	4	-	4	-	0	3	0	0		
				School Qualit	y (College,	Career, and	Military Re	eadiness P	erformance)			
2022	59%	43%	88%	-	92%	-	-	40%	30%	70%		
2023	3	2	3	-	3	-	3	2	1	3	-	3
2024	3	0	3	-	3	-	0	0	0	3	-	0
				Progress in A	chieving E	nglish Lang	uage Profic	ciency (EB/	EL Current)			
2022												
2023									3			
2024									4			

#### Groups

- Federal SI includes an EB (Current + Monitored) group
- Federal SI includes Special Ed (Current)
- Federal SI includes Special Ed (Former)

• Federal SI does not include Foster, Homeless, Migrant, Military-Connected

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

\* Student groups must meet the minimum size requirements in order to be considered when evaluating for targeted support and improvement identification.



Significant Disproportionality (SD) will not impact A-F Ratings: Measures of significant disproportionality that were reported in RDA will not be integrated into A-F, but remain important to meet federal requirements under <u>34 CFR §300.647</u>.

**Reporting:** 

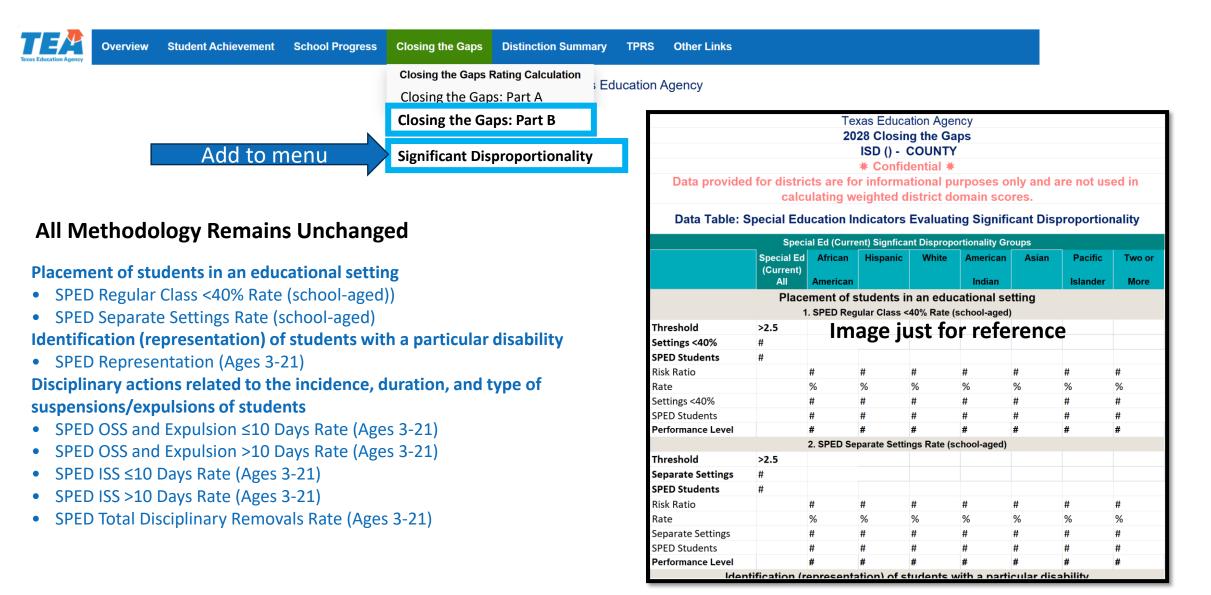
 8 SD indicators apply the federal requirements and are proposed to be provided with district <u>A-F Accountability Reporting</u>.

• Two SD indicators from RDA are also <u>State Performance Plan Indicators</u> (SPPIs) and that is where they will be reported.

IDEA <u>section 618(d)</u> requires states to collect and examine data to determine if significant disproportionality based on race and ethnicity is occurring in the state and the local educational agencies (LEAs).

# The taskforce proposal is to provide additional Significant Disproportionality report to *A-F* Accountability Reports







- Annual federally required determinations (DLs) will utilize performance data integrated into A-F: Interventions are based on DL status to meet federal requirements under 20 USC §1416(a) and 34 CFR §300.600(a)(2).
- Determinations for SPED will also continue to use the four federally required elements (FREs).
- DLs will continue to impact monitoring activities and the development of the Strategic Support Plan.

Reporting:

• Determinations, including performance results and compliance data are proposed to be provided with district <u>A-F Accountability Reporting</u>.

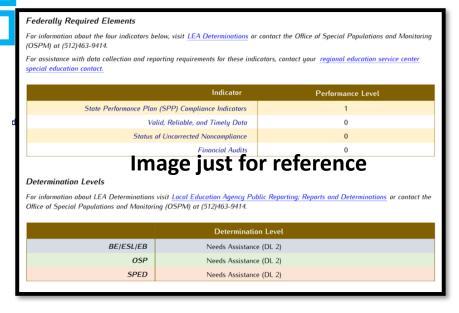
# The taskforce proposal is to provide additional Determination Level report to A-F Accountability Reports



Closing the Gaps Distinction Summary TF	PRS Other Links					
Closing the Gaps Rating Calculation Closing the Gaps Closing the Gaps: Part B	tion Agency					
Significant Disproportionality						
FREs & Determination Levels	Federally Required Elements For information about the four indicators below, visit <u>LEA Determinations</u> or contact the Office of Special Populations and (OSPM) at (512)463-9414. For assistance with data collection and reporting requirements for these indicators, contact your <u>regional education service</u> <u>special education contact</u> .					
	Closing the Gaps Closing the Gaps Closing the Gaps: Part B Significant Disproportionality FREs & Determination Levels					

### DL methodology will need to be updated to move away from using Performance Levels (PLs) to using results based on *A-F* cut points.

RDA determinations for BE/ESL/EB and OSP program areas are based on the PLs for the program- specific RDA indicators while determinations for SPED are based on the PLs for both the program- specific RDA indicators and the four federally required elements (FREs). (Accountability Manual, Ch 12)



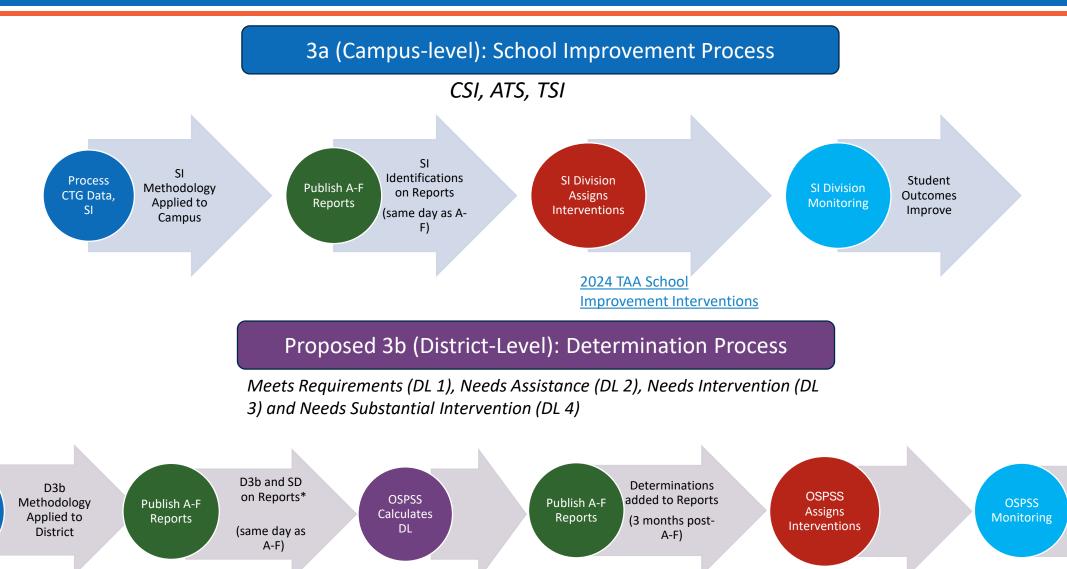
# Determinations process is similar to Federal Support and Improvement Identifications process



Student

Outcomes

Improve



\* Taskforce feedback supports D3b data at Campus-level, report-only

**Process CTG** 

Data, D3b,

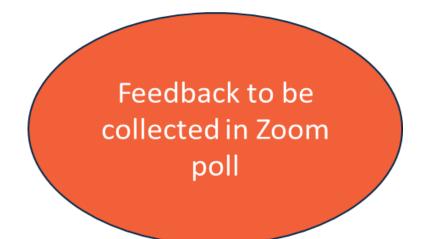
SD

2024 TAA RDA Determinations and Monitoring Activities and Interventions



## **Feedback on the Proposal:**

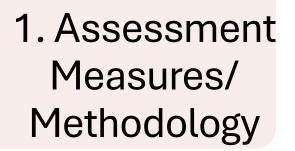
- What is your level of agreement with these proposals?
  - Campus Reporting
  - RDA Significant Disproportionality (SD) indicators
  - Monitoring interventions and determination levels
- Are there any concerns that we should be aware of for our future communications?



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# RDA/A-F Taskforce Proposal: 3 Areas of Integration



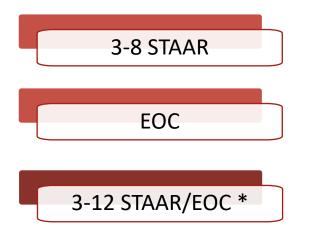


2. Post-Secondary Measures/ Methodology 3. Program Areas& Student GroupDefinitions





### **Assessment Measures/Methodology**



The proposal is to integrate STAAR/EOC away from the RDA method of % Approaches+ 'Passing'. • The modified calculation

- The modified calculation recognizes performance beyond the campus Student Success component results of D3.
- The Student Success component simplifies to a combined subject result; individual subjects available by report, but not included in A-F.

The proposed STAAR and EOC assessment measures are calculated based on students' level of performance at Approaches or above, Meets or above, and Masters.

- evaluates the combined performance on all subjects, Reading/Language Arts, Math, Science, and Social Studies
- evaluates program area students tested on grade 3-8 STAAR in a separate measure from the students tested on EOCs, where possible\*

# The calculation is modified to credit districts for Meets and Masters performance in these program areas.

<u>(% Approaches or above) + **1.1**\*(% Meets or above) + **1.2**\*(% Masters) 3</u>

Propose a minimum size of 10, as with campus D3 (RDA>=30; 2022 A-F district was >=10).

\* Program areas of Foster and Homeless are proposed to be in a combined 3-12 measure, due to district group sizes.



### **Assessment Measures/Methodology**

### TELPAS Students in the US Multiple Years

The proposal is to include English language proficiency (ELP) in Part B using a program effectiveness lens by integrating progress of students in U.S. schools for multiple years. The proposed integration of the RDA TELPAS composite measure is the percent of emergent bilingual (EB) students in U.S. schools for multiple years who received a TELPAS composite rating of Beginning or Intermediate. (New to a PL assignment in 2025 RDA)

Number of EB students in grades 5-12 in US schools 5 or more years and receive TELPAS Composite rating of beginning or intermediate Number of EB students in grades 5-12 in US schools 5 or more years with a TELPAS Composite rating

Propose a minimum size of 10.

### Excluded: TELPAS Reading Beginning Proficiency Level Rate

The proposal is to not integrate TELPAS Reading proficiency, as it is not an effective measure of program effectiveness. The proposal is to not integrate a measure of language proficiency

• RDA measure was developed prior to TELPAS composite progress already in Part A.

Reporting Recommendation:

• Report TELPAS Reading Beginning Proficiency Level Rate in the TPRS with no change to the methodology used for participation.



### **Post-Secondary Measures/Methodology**

**Graduation Rate** 

The proposed graduation rate measures are the percent of students ever\* in the specified program group who graduated with a high school diploma in **six** years.

The proposal is to integrate graduation rate using a program effectiveness lens by looking at an extended 6-year timeline, away from the RDA method of 4-year federal already included in Part A.

Federal (without State Exclusions) 6-Year Rate number of students in cohort who graduated with a high school diploma in 6 years number of students in the class

Propose a minimum size of 10 graduates.

### **Dropout Rate**

The proposal is to integrate dropout rate for purposes of District-level special populations monitoring that is not already included in Part A. The proposed integration of the RDA dropout measures are the percent of students in the specified program group in Grades 7-12 who dropped out in the school year.

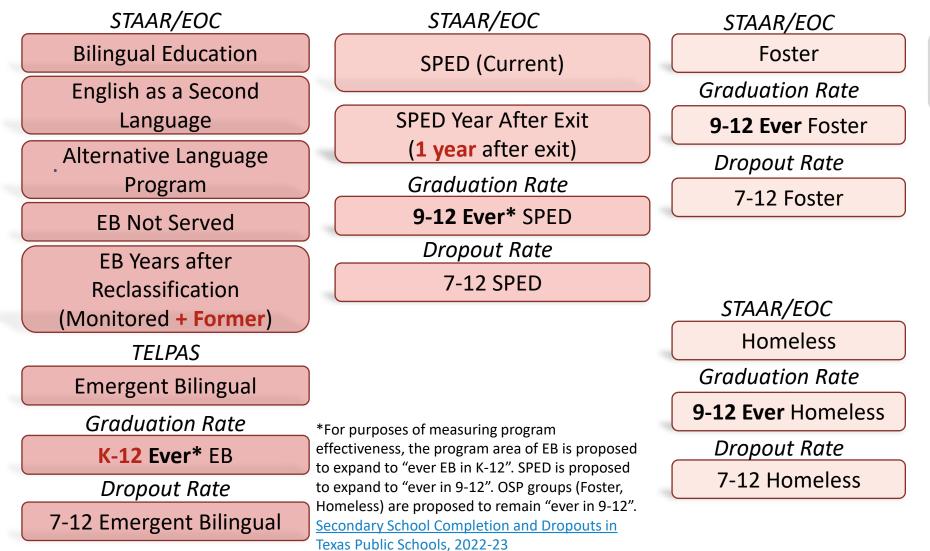
<u>number of students in grades 7 – 12 who dropped out</u> number of students in grades 7 – 12 enrolled during the school year

### Propose a minimum size of 10.

\* See next slide on "ever" program area definitions.



### **Program Areas & Student Group Definitions**



### **Excluded:** Military-connected

The proposal is to not integrate a military-connected group.

- Military-connected students are not typically identified as underserved. Not integrating the military student group provides a streamlined focus on groups where targeted interventions can directly impact academic performance.
- Military-connected students often perform at higher levels on assessments, which can lead to inflated data outcomes.



### TEA intends to model Domain 3b based on this proposed set of measures.

However, in order to do this, we need to identify **scoring** methodology.

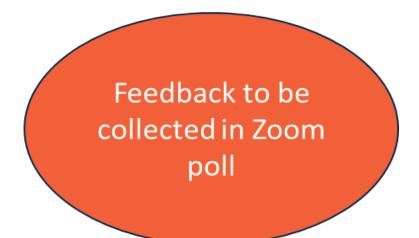
- Currently under consideration as part of larger Domain 3 scoring.
- Then, with a modeled 3b, we can explore the **weight** of the domain.

- Currently planned as follow up to larger cut point and target setting in Domain 3 in order to explore the weighting.



### **Feedback on the Proposal:**

- What is your level of agreement with these proposals?
  - Assessment Measures/Methodology
  - Postsecondary Readiness Measures/Methodology
  - Program Areas/Student Group Definitions
- Are there any concerns that we should be aware of for our future communications?





# **Upcoming TAAG Topics**



August 2025 – date TBD

- Review of Preliminary 2028 A-F Refresh Framework
- November 2025





Scan or click for quick survey

# Thank you

### Email: <u>performance.reporting@tea.Texas.gov</u> Phone: 512.463.9704

Website: <u>Performance Reporting</u> | <u>Texas Education Agency</u>