

























































# 10. Extracurriculars: Still Under Consideration

---

- The extra- and co-curricular advisory group's report is due in December 2022.
  - An extra/cocurricular student leadership indicator may be adopted if it is found to be appropriate.
  - The data would likely be report-only for several years, as there would be a need to give districts time to build reliable data collections on extra/cocurricular.



Is this clear? What else do LEAs need to know? What resources would be helpful?

# Upcoming Meetings

# Some considerations are further developed than others, so TAAG discussions may differ

#	Considerations	Currently planned TAAG discussions	When?
1	Ensure cut points and targets reflect appropriate goals for students post-COVID.	Calculating baselines	Today
6	Increase alignment of district outcomes with campus outcomes	Is this clear? What else do LEAs need to know? What resources would be helpful?	Today
8	Improve alignment between A–F accountability and special populations goal setting (Results Driven Accountability [RDA])	Is this clear? What else do LEAs need to know? What resources would be helpful?	Today
10	If feasible, incorporate extracurricular leadership.	Is this clear? What else do LEAs need to know? What resources would be helpful?	Today
<b>2</b>	<b>Improve ability to recognize growth with a transition table</b>	<b>How we value growth and point allocations</b>	<b>Oct meetings</b>
<b>3</b>	<b>Update CCMR indicators</b>	<b>How to ensure rigor and improve alignment</b>	<b>Oct meetings</b>
<b>4</b>	<b>Narrow focus within Closing the Gaps</b>	<b>Long-term and interim targets and cut scores</b>	<b>Oct meetings</b>
<b>5</b>	<b>Recognize successful learning acceleration.</b>	<b>How to include in Distinction Designations</b>	<b>Oct meetings</b>
<b>7</b>	<b>Create a unique alternative education accountability (AEA) system for dropout recovery schools (DRS)</b>	<b>Does this approach address AEA schools you work with?</b>	<b>Oct meetings</b>

# Future Meeting Topics (October 7 & 19)

---



1. Improve ability to recognize growth.
2. Update CCMR indicators.
3. Narrow focus within Closing the Gaps.
4. Recognize successful learning acceleration.
5. Establish a unique AEA system.
6. Based on where we are now, what other resources (one pagers, webinars, etc.) could be helpful in communicating with others?

*\*Due to the tight timeline for fall 2022 TAAG meetings, these meetings will be recorded and shared if you are unable to attend. Please reach out if you are unable to attend any of the first three meetings, and we will work with you to provide the recording and collect your feedback asynchronously.*

# Meeting 3 Topics (November)

---

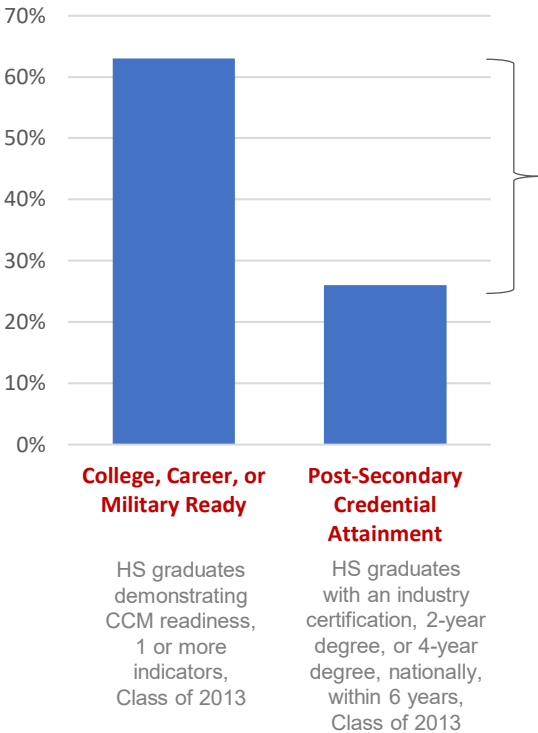
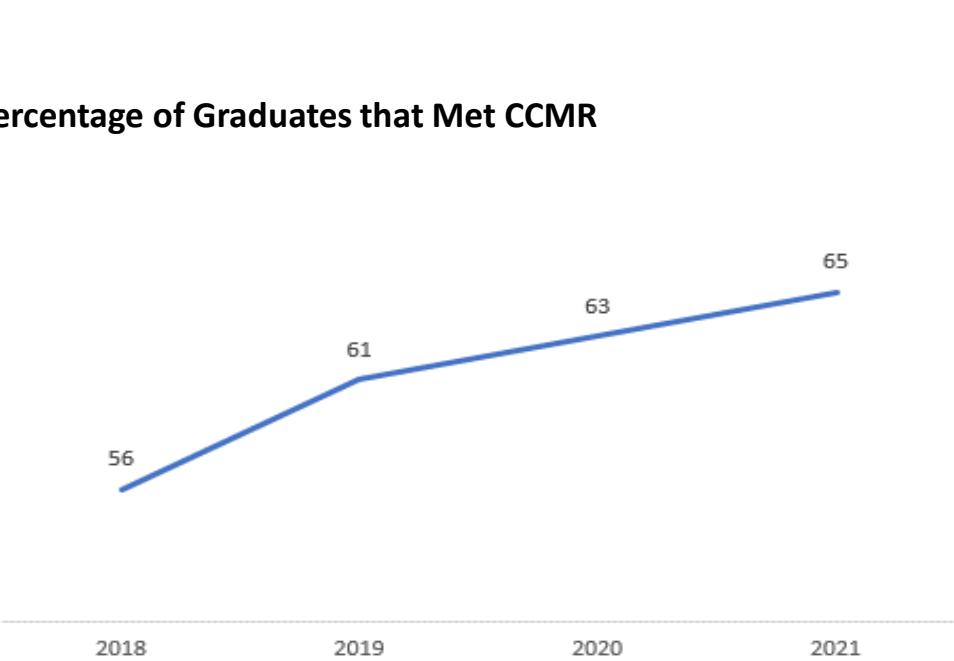


1. Refine Distinction Designations and Badges.
2. What other one-pager/communications would be helpful to get the word out?

# Appendix

# 1. Update Cut Points: Setting Long Term Goals

Percentage of Graduates that Met CCMR



There is a gap between readiness and attainment.  
60x30 goals are based on students attaining post-secondary success, not postsecondary readiness.

Upcoming Meeting

How do we account for the difference between readiness and attainment given our goals for students?



## 2. Academic Growth: Improve Recognition of Growth

---

- The current way of calculating growth in Part A relies solely on analysis of vertical scale scores.
  - This prevents growth analysis if students switch from Spanish-language to English-language testing.
  - It also prevents growth calculations for freshmen because of the difference in EOC vertical scaling.
  - TEA is analyzing changes to Part A calculations that ensures more opportunities for growth.
- TEA is also evaluating differential performance across Academic Growth and Relative Performance compared with other growth models.

Upcoming Meeting

# 3. CCMR: Update Components

---

- A. Incorporate programs of study as required by statute, in alignment with industry-based certification updates.
  - Refreshed IBC list is now available.
  - A phase-in for aligned programs of study course completion requirements and removed IBCs is necessary to give schools time to adjust.
- B. Bring back military enlistment with a reliable data collection
  - Also incorporate Texas National Guard enlistment as required by statute
- C. Evaluate evidence of college readiness indicators on college enrollment and persistence and make any adjustments needed to ensure consistency of the college-readiness standard, including possible differential weighting of CCMR indicators.

Upcoming Meeting

## 4. Closing the Gaps: Increase Focus

---

- A. Group Changes:** Currently, in Closing the Gaps, there are up to 14 distinct student groups, and any given student could count in 2 to 6 of them, creating tremendous variability between how campuses are rated based on small enrollment differences.
- TEA is considering ways to potentially adjust how **groups** are categorized, to improve focus on more at-risk students whose performance is potentially not otherwise reflected in Student Achievement and School Progress.
- B. Gradation of Targets:** Additionally, the approach to scoring within any given component of Closing the Gaps is pass/fail, which can inadequately recognize significant performance improvements that remain below or above the pass/fail targets and ignores any distinction between reaching interim and long-term goals.
- TEA is considering ways to create a **graded** scoring methodology to better reflect performance difference.

Upcoming Meeting

# 5. Recognize Learning Acceleration

---

- Currently, in Closing the Gaps, 10% of an elementary or middle school's rating is based on the average percentage of students at Approaches, Meets, and Masters grade level on STAAR.
- TEA is exploring removing that and replacing it with the percentage of students successfully accelerated.
- This would look at the number of students who in the prior year scored below Approaches Grade Level, but in the current year performed at Approaches Grade Level or better.
- This would also give greater emphasis to student growth within the Closing the Gaps domain.

Upcoming Meeting

# 7. Unique AEA System: Evaluate DRS Differently

---

Dropout Recovery Schools (DRS) serve a distinct role, requiring distinct goals

- Focus achievement and progress outcomes on re-testers
- Include previous dropouts in CCMR and graduation indicators as a hold-harmless (i.e., they can increase the numerator when success is achieved, but aren't included in the denominator)
- Update Closing the Gaps to focus on re-testers and previous dropouts

Upcoming Meeting

# 9. Distinction Designations: Possible Additions

---

- The Badges and Distinction Designations committee was charged with developing recommendations for refining distinction designations and implementing badges.
- Distinction designations: outcomes data calculable from data available to TEA submitted from all schools statewide. Examples include:
  - Top 25 Percent: Postsecondary Outcomes
- Other program highlights: inputs – like programs offered – that have some research base that indicates they lead to improved outcomes and that have some way of being evaluated for fidelity of implementation. Examples include:
  - Purple Star, PTECH
- These could evolve over time, even within the 5-year accountability cycle.

Winter Meeting