TAAG Meeting
October 19, 2022

Supporting Student Success

Meeting Objective

The objective for today is to continue the important work related to providing the commissioner of education with recommendations related to the academic accountability system.

Agenda

I. Welcome

II. Revisit lingering topics

III. Recognize successful learning acceleration

IV. Narrow focus within Closing the Gaps

V. Scaling Lesson

VI. Upcoming meetings

Introductions: Any first-time attendees?

Heather Smalley
Director of Policy &
Communications
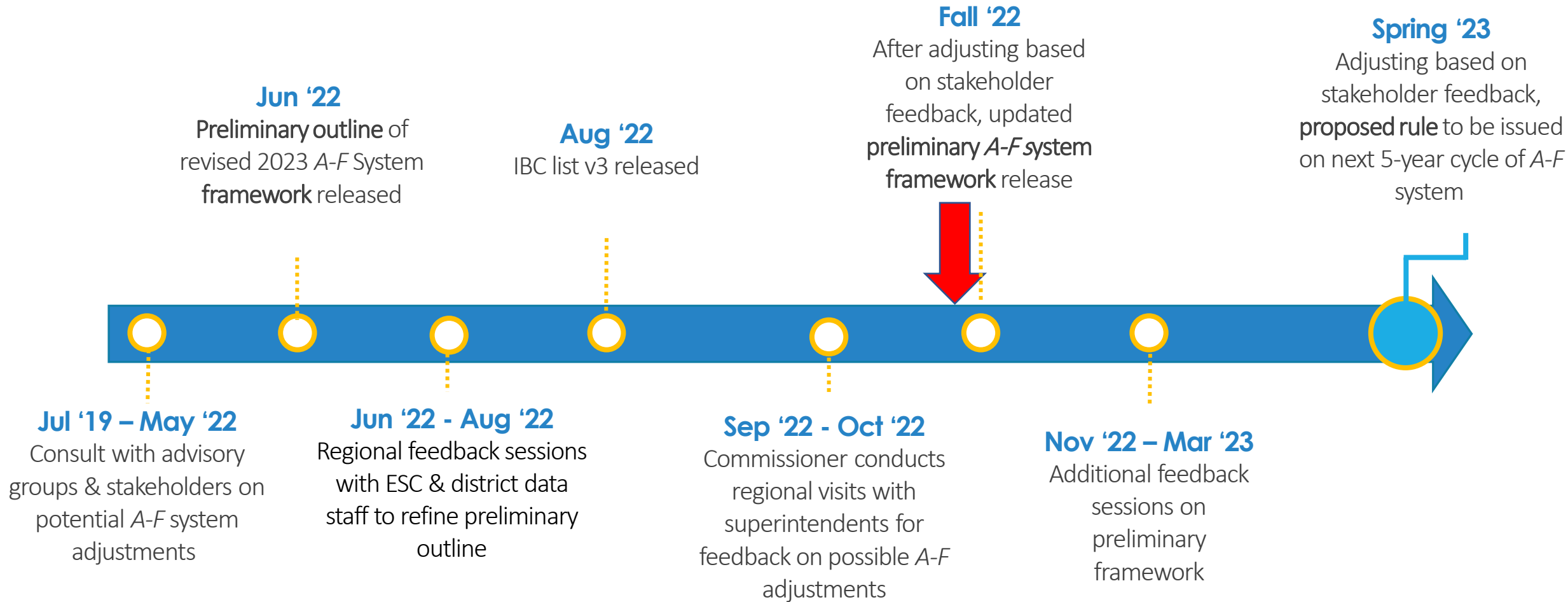heather.smalley@tea.texas.gov

Lauren Field
Project Manager
lauren.field@tea.texas.gov

Reminder: Changes are Still in Flux

✓ TEA is sharing TAAG materials for discussion and transparency.

✓ Updates to recommendations are occurring frequently and are shared as quickly as possible as they change based on committee and stakeholder feedback.

✓ Please remember, TAAG may be used to surface new ideas and get feedback. Nothing is finalized until manual is published for public comment in spring 2023.

Reminder: 2023 *A–F* Refresh Feedback Timeline

Jun '22
Preliminary outline of revised 2023 *A-F* System framework released

Aug '22
IBC list v3 released

Fall '22
After adjusting based on stakeholder feedback, updated **preliminary *A-F* system framework** release

Spring '23
Adjusting based on stakeholder feedback, **proposed rule** to be issued on next 5-year cycle of *A-F* system

Jul '19 – May '22
Consult with advisory groups & stakeholders on potential *A-F* system adjustments

Jun '22 - Aug '22
Regional feedback sessions with ESC & district data staff to refine preliminary outline

Sep '22 - Oct '22
Commissioner conducts regional visits with superintendents for feedback on possible A-F adjustments

Nov '22 – Mar '23
Additional feedback sessions on preliminary framework

Reminder: TAAG Discussions

#	Considerations	Currently planned TAAG discussions	When?
1	Ensure cut points and targets reflect appropriate goals for students post-COVID.	Calculating baselines	9/29-Complete
6	Increase alignment of district outcomes with campus outcomes	Is this clear? What else do LEAs need to know? What resources would be helpful?	9/29-Complete
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?	9/29-Complete
10	If feasible, incorporate extracurricular leadership.	Is this clear? What else do LEAs need to know? What resources would be helpful?	9/29-Complete
2	Improve ability to recognize growth	**How we value growth and point allocations**	**10/7 and Today**
3	Update CCMR indicators	**How to ensure rigor and improve alignment**	**10/7 and Today**
7	Create a unique alternative education accountability (AEA) system for dropout recovery schools (DRS)	Does this approach address AEA schools you work with?	10/7-Complete
4	Narrow focus within Closing the Gaps	**Long-term and interim targets and cut scores**	**Today**
5	Recognize successful learning acceleration.	**How to include in Distinction Designations**	**Today**
9	Refine Distinction Designations and develop Badges to recognize district efforts.	Next steps from DD & Badges committee recs	Nov meeting

Lingering Topics

Lingering Topics

1. Alternative to CCMR adjustment
2. Improving the School Progress domain

Alternative to CCMR adjustment

CCMR Adjustment: Reminder

The Issue

Last meeting, we discussed a potential CCMR adjustment for campuses below a certain college-readiness threshold to better align with the CCMR Outcomes Bonus and college-readiness research.

Based on feedback from the previous TAAG meeting along with other stakeholders, we are recommending an approach that targets the root of the issue rather than adjusting the calculation on the back end.

In order to better address the root of the issue rather than creating a CCMR adjustment, we're looking into…

1 Capping CCMR points from students meeting *only* because of sunsetting IBCs (i.e., getting eliminating from list v2)

- Rationale: These IBCs are getting eliminated in 2 years
- If a student has one of these IBCs <u>plus</u> meets another indicators (e.g., another IBC), that student wouldn't count towards the cap.

2 Capping CCMR points from students meeting *only* because of College Prep classes

- Rationale: Data shows that this is weak relationship and requires further investigation
- If a student receives College Prep credit plus meets another indicators, that doesn't count towards the cap
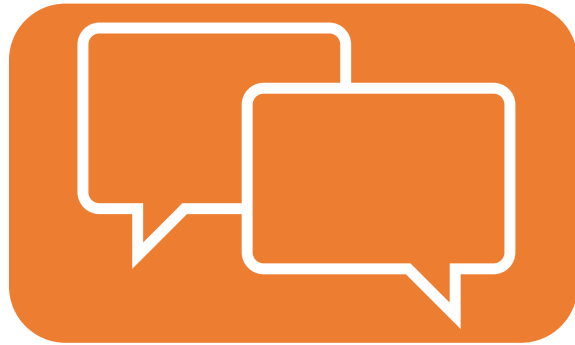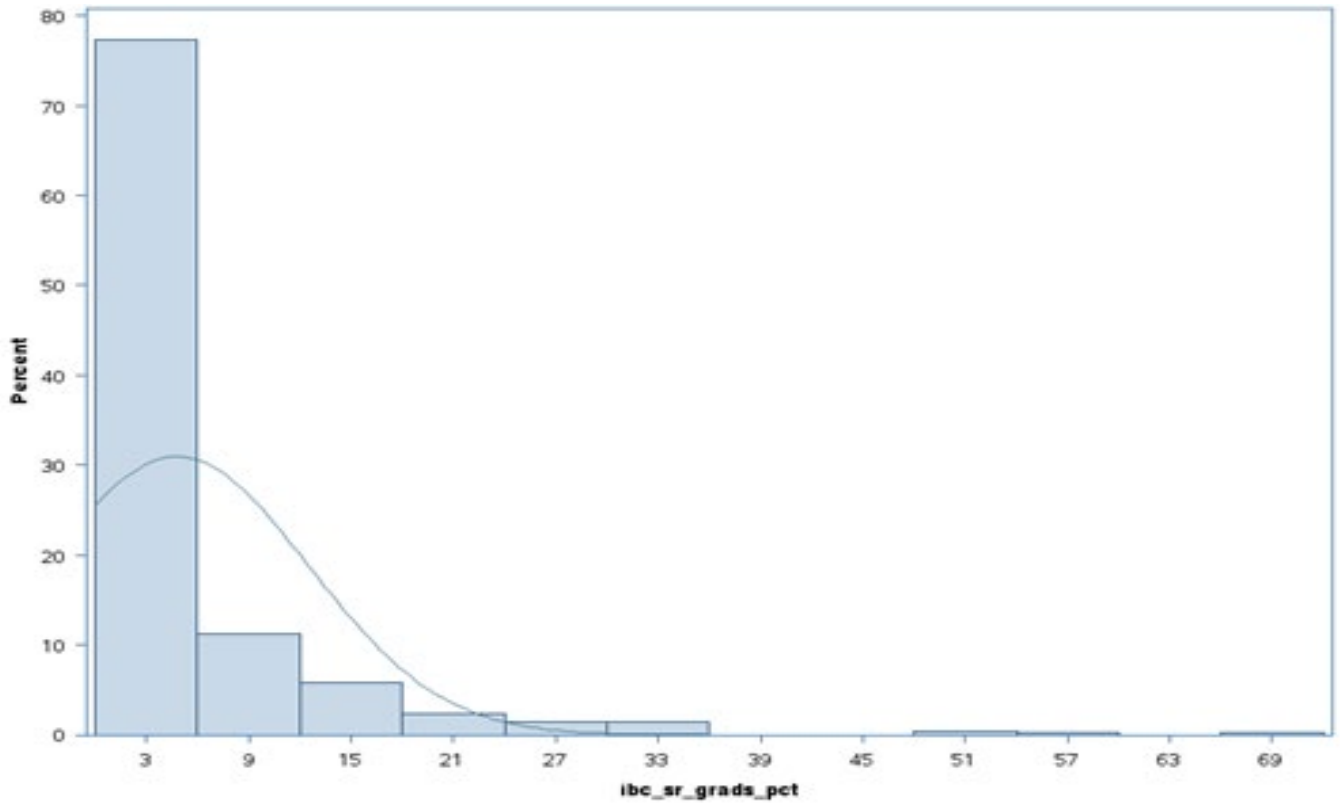
Let's look at the next two data slides and then discuss.

Question #1: Sunsetting IBC

How should we cap when the only CCMR credit earned is from a retired/sunsetting IBC?

5% Cap
- 124 campuses affected 8%
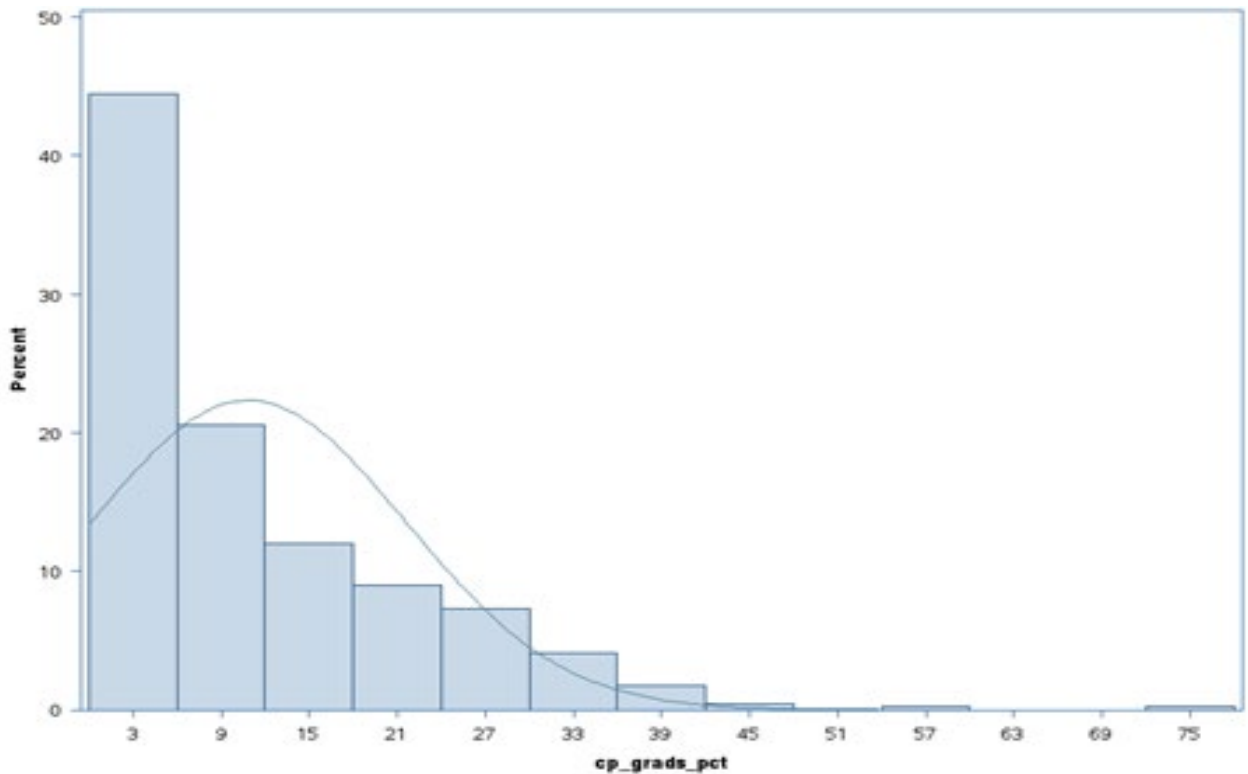
10% Cap
- 69 campuses affected 4%

15% Cap
- 41 campuses affected 3%

- Of the 1,547 campuses evaluated, **590 campuses** had at least one student earning CCMR credit by earning a retired/sunsetting IBC *only*.

- The chart only represents the 590 campuses.

- Analysis does not include AEA or graduates <10

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Question #2: College Prep

> **How should we cap when the only CCMR credit earned is from a college prep course?**

20% Cap
- 77 campuses affected 5%

25% Cap
- 43 campuses affected 3%

30% Cap
- 22 campuses affected 1%

- Of the 1,547 campuses evaluated, **466 campuses** had at least one student earning CCMR credit by completing a college prep course *only*.

- The chart only represents the 466 campuses.

- Analysis does not include AEA or graduates < 10.

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Improving the School Progress Domain

School Progress: Feedback and Example

The Issue

We've received feedback that the "best of" calculation is resulting in misleading ratings

This campus received two *F*s and one *B* for the three "best of" domains.

	D1	D2A	D2B	D3	Overall
Current Methodology	51	83	53	72	80
Rating	F	B	F	C	B

The campus' Overall Rating results in a *B* despite two *F*s, one *C*, and only one *B* in the domains.

School Progress: Recommendations

1 — Add a School Progress Cap

If there is over a 20-point spread between Part A and Part B, the School Progress score would be capped at 20 points higher than the lower score.

	D1	D2A	D2B	D2	D3	Overall
Current Score	51	83	53	83	72	80
Current Rating	F	B	F	B	C	B
20 Pt Cap	51	83	53	73	72	73
Rating	F	B	F	C	C	C

OR

2 — Average Parts A & B

Average the scores between Parts A and B for one School Progress rating. We would use the better of the Student Achievement domain rating and the averaged School Progress domain rating for 70% of the Overall rating calculation.

	D1	D2A	D2B	D2	D3	Overall
Current Score	51	83	53	83	72	80
Current Rating	F	B	F	B	C	B
Average D2	51	83	53	68	72	69
Rating	F	B	F	D	C	D

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Recognize Accelerated Instruction

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Recognize Accelerated Instruction: Reminder

On 9/22 TEA proposed including accelerated instruction in the Closing the Gaps domain to the United States Department of Education (USDE).

Proposed Methodology

- TEA is exploring replacing the Student Success component in Closing the Gaps with the percentage of students successfully accelerated.

- This would evaluate 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 place greater emphasis to student growth within the Closing the Gaps domain.

Recognize Accelerated Instruction: News

The USDE may not approve this proposal

→

because ESSA requires SQSS indicators evaluate all students.

→

Therefore, in an effort to still recognize accelerated instruction in accountability, we propose including it in School Progress, Part A: Academic Growth.

Recognize Accelerated Instruction: New approach is to include in School Progress, Part A

Updates to transition table:

- Based on feedback, increase maintaining at Meets to 1 point.
- Break the transition table into two sections to place additional point value on accelerated instruction (combination of the 1-point and 2-point tables that we discussed in our previous meeting).

Growth: *% of students that grew 1 year*

		Current Year					
		Low Did Not Meet	High Did Not Meet	Low Approaches	High Approaches	Meets	Masters
Prior-Year	Low Did Not Meet	0	1	1	1	1	1
	High Did Not Meet	0	0.5	1	1	1	1
	Low Approaches	0	0	0.5	1	1	1
	High Approaches	0	0	0	0.5	1	1
	Meets	0	0	0	0	1	1
	Masters	0	0	0	0	0	1

Accelerated instruction: *% of students that previously DNM and were successfully accelerated*

	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	0	1	1	1

Two approaches for calculating Academic Growth

1

Calculate separate raw scores | Calculate combined raw score | Convert to one scale score

Growth: *% of students that grew 1 year*

Accelerated instruction: *% of students that previously DNM and were accelerated*

Total points / Maximum points

% of students that grew 1 year

Total points / Maximum points

% of students who previously DNM that were accelerated

Sum of total points / Sum of maximum points
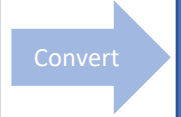
Add numerators and denominators

Convert → Scale score

Section weight depends on proportion of students in each section. If more students Approaches+, growth worth more. If more students DNM last year, accelerated instruction worth more.

2

Calculate separate raw scores and separate scale scores | Calculate weighted average

Growth: *% of students that grew 1 year*

Accelerated instruction: *% of students that previously DNM and were accelerated*

Total points / Maximum points

% of students that grew 1 year

Total points / Maximum points

% of students who previously DNM that were accelerated

Convert → Scale score — *50%*

Convert → Scale score — *50%*

D2a Overall scale score

Can adjust weighting

Section weight would be the same regardless of proportion of students in each section. Even if very few students DNM, could still make up 50% of score. This would add an additional minimum size requirement.

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Closing the Gaps

Closing the Gaps: Target Setting

- **In 2017, we approached setting targets for Achievement components with a commitment to ensuring our longest-term target reflected proportionate outcomes for all student groups**

- **2017 approach to setting long-term targets:**
  - In 30 years (2047-48): **100%**
  - In 15 years (2032-33): Half-way from 2017 baseline to 100%

- **2017 approach to setting interim targets:**
  - 2017-18 to 2021-2022: 2017 Baseline
  - 2022-23 to 2026-27: Grow by 1/3 to 15-year target
  - 2026-27 to 2032: Grow by 1/3 to 15-year target

RLA Achievement Targets

Legend:
- All Students
- Hispanic
- American Indian
- Pacific Islander
- Special Ed (Current)
- EB/EL (Current & Monitored)
- African American
- White
- Asian
- Two or More Races
- Econ Disadv

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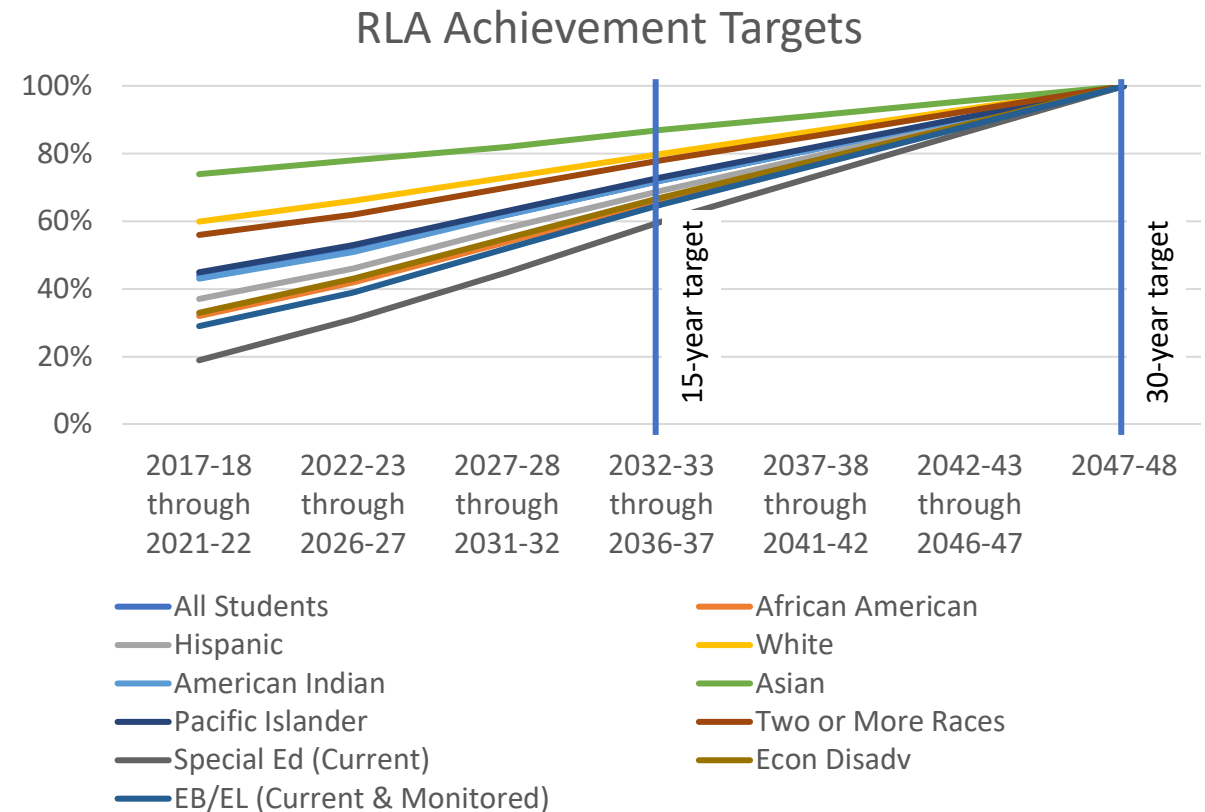
We considered several approaches to resetting Closing the Gaps targets

?

- **Option 1 – Maintain current targets**: Shift to using the 2022-23 through 2026-27 row as our targets and keep same long-term (2032-33) targets

1

Year	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	ELL
					Performance (Meets Grade Level or above)						
Baseline: 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	29%
2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	29%
→ 2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	31%	43%	39%
2027-28 through 2031-2032	62%	54%	58%	73%	62%	82%	63%	70%	45%	55%	52%
2032-33	72%	66%	69%	80%	72%	87%	73%	78%	60%	67%	65%

✗

- **Option 2 – Push back our long-term and interim targets**: Keep both our long-term and interim target values, but shift all target dates back by 5 years

2

Year	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	ELL
					Performance (Meets Grade Level or above)						
Baseline: 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	29%
2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	29%
2027-28 through 2031-32	52%	42%	46%	66%	51%	78%	53%	62%	31%	43%	39%
2032-33 through 2036-37	62%	54%	58%	73%	62%	82%	63%	70%	45%	55%	52%
2037-2038	72%	66%	69%	80%	72%	87%	73%	78%	60%	67%	65%

?

- **Option 3 – Reset interim targets with new baselines; keep long-term**: Using 2018-19 and/or 2021-22 data, set new interim targets to our long-term target (keep 2032-33 or push back to 2037-38)

3

	Year	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	ELL
						Performance (Meets Grade Level or above)						
		Baseline: 2018-19 and/or 2021-22										
Reading/ELA	2022-23 through 2026-27	Reset										
	2027-28 through 2031-2032											
	2032-33 OR 2037-28	72%	66%	69%	80%	72%	87%	73%	78%	60%	67%	65%

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We recommend Option 3 to maintain our long-term goals while accounting for the impacts of COVID-19

- **We recommend Option 3: Reset interim targets with new baselines; keep long-term targets**
- **We would keep the same long-term targets that we set back in 2017 :**
  - In 25 years (2047-48): 100%
  - In 10 years (2032-33): Half-way from 2017 baseline to 100%
- **We would adjust our interim targets based on 2019 and 2022 results:**
  - 2022-23 to 2026-27: Average 2019 & 2022 results
  - 2026-27 to 2032: Halfway to 10-year goal

Option 3 maintains our 2032-33 target but realigns our path to it based on performance in 2019 (before COVID) and 2022 (after COVID).

RLA Achievement Targets (Options 1–3)

Potential baselines

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Econ Disadv	EB/EL (Current & Monitored)
Reference: Historical Performance	2016-17 Rates (2017 Baseline)	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	29%
	2018-19 Rates	48%	36%	41%	62%	46%	77%	48%	58%	21%	37%	34%
	2021-22 Rates	53%	41%	46%	67%	51%	81%	52%	62%	25%	42%	38%
2017 Targets	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	31%	43%	39%
	2027-28 through 2031-2032	62%	54%	58%	73%	62%	82%	63%	70%	45%	55%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	60%	67%	65%
OPTION 1	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	31%	43%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	45%	55%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	60%	67%	65%
OPTION 2	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	29%
	2027-28 through 2031-32	52%	42%	46%	66%	51%	78%	53%	62%	31%	43%	39%
	2032-33 through 2036-37	62%	54%	58%	73%	62%	82%	63%	70%	45%	55%	52%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	60%	67%	65%
OPTION 3 (Recommended)	2022-23 through 2026-27	51%	39%	44%	65%	49%	79%	50%	60%	23%	40%	36%
	2027-28 through 2031-32	61%	52%	56%	72%	60%	83%	62%	69%	42%	53%	51%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	60%	67%	65%

Math Achievement Targets (Options 1–3)

Potential baselines		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Econ Disadv	EB/EL (Current & Monitored)
Reference: Historical Performance	2016-17 Rates (2017 Baseline)	46%	31%	40%	59%	45%	82%	50%	54%	23%	36%	40%
	2018-19 Rates	52%	37%	47%	63%	49%	85%	53%	58%	27%	43%	46%
	2021-22 Rates	42%	27%	35%	56%	40%	79%	44%	49%	23%	32%	34%
2017 Targets	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	23%	36%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	34%	45%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	48%	57%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	62%	68%	70%
OPTION 1	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	34%	45%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	48%	57%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	62%	68%	70%
OPTION 2	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	23%	36%	40%
	2027-28 through 2031-32	54%	41%	49%	65%	53%	85%	57%	61%	34%	45%	49%
	2032-33 through 2036-37	63%	54%	59%	73%	63%	88%	66%	69%	48%	57%	59%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	62%	68%	70%
OPTION 3	2022-23 through 2026-27	47%	32%	41%	60%	45%	82%	49%	54%	25%	38%	40%
(Recommended)	2027-28 through 2031-32	60%	49%	56%	70%	59%	87%	62%	65%	44%	53%	55%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	62%	68%	70%

Closing the Gaps Target Setting Discussion

Thoughts?
Concerns?

- Which option would you recommend for target-setting for achievement components?

- Would you have any major concerns if we moved forward with our recommendation for option 3

Poll

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Closing the Gaps: Super Groups

☒ Reminder: currently, there are 14 different student groups:

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)^	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled

☑ Update: replace 14 student groups with 5 student "super groups"

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (EcoDis + EB[2] + SpEd + Former SpEd[1] + Highly Mobile)	Continuously Enrolled
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races		

Closing the Gaps: Gradated Points

Closing the Gaps: Proposed 0–4 Methodology	
4	Met Long Term Target
3	Met Interim Target
2	Did Not Meet Interim Target but Showed Expected Growth*
1	Did Not Meet Interim Target but Showed Minimal Growth
0	Did Not Meet Interim Target and Did Not Show Growth

* Expected growth would be improvement at a rate high enough to get to interim target in 5 years.

Closing the Gaps: New Approach

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (EcoDis + EB[2] + SpEd + Former SpEd[1] + Highly Mobile)	Continuously Enrolled
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races		
Academic Achievement (Reading & Math)									
0-4			0-4		0-4			0-4	
0-4			0-4		0-4			0-4	
English Language Proficiency Status[2]									
								0-4	
Growth (Reading & Math) (ES/MS) -or- Graduation Rate (HS/K12)									
0-4			0-4		0-4			0-4	
0-4			0-4		0-4			0-4	
Accelerated Learning[1] (ES/MS) -or- CCMR (HS/K12)									
0-4			0-4		0-4			0-4	0-4

The max group count declines:

71 to 22

Potential Highly Mobile Definition:
Homeless
Migrant
Foster

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Scaling Lesson

Scaling Lesson: Cut Points

	Cut Point	Scaled Score
A	60	90
B	53	80
C	41	70
D	35	60

Setting cut points is not forcing a distribution.

Determining Cut Points

1. Domain cut points are determined using model (historical) data to attain a targeted distribution.
2. Domain cut points may be adjusted to attain a targeted overall ratings distribution.
3. These cut points are set by campus type.
4. They remain fixed in the system for 5 consecutive years.

Let's Talk about Scaling

Table 1: STAAR Component Score (continued)

STAAR Component Score	STAAR Component Scaled Score					
	Elementary	Middle	HS/K–12	AEA Campus	Non-AEA District	AEA District
52	79	83	79	92	83	92
51	78	82	78	92	82	92
50	77	81	77	92	82	92
49	77	80	77	92	81	92
48	76	79	76	91	80	91
47	75	78	75	91	79	91
46	74	77	74	91	78	91

> If the Domain 1, STAAR component baseline average for elementary campuses is a raw 50, should that scale to between a 75-78 or to a 70?

OR?

Table 1: STAAR Component Score (continued)

STAAR Component Score	STAAR Component Scaled Score					
	Elementary	Middle	HS/K–12	AEA Campus	Non-AEA District	AEA District
45	73	76	73	91	76	91
44	72	75	72	91	75	91
43	72	75	72	91	74	91
42	71	74	71	90	73	90
41	70	73	70	90	71	90
40	69	72	69	90	70	90
39	67	71	67	89	69	89
38	65	70	65	88	67	88
37	64	69	64	87	65	87

35

Scaling Lesson: Determining Scaling

	Cut Point	Scaled Score
A	60	90
B	53	80
C	41	70
D	35	60

Upcoming Meetings
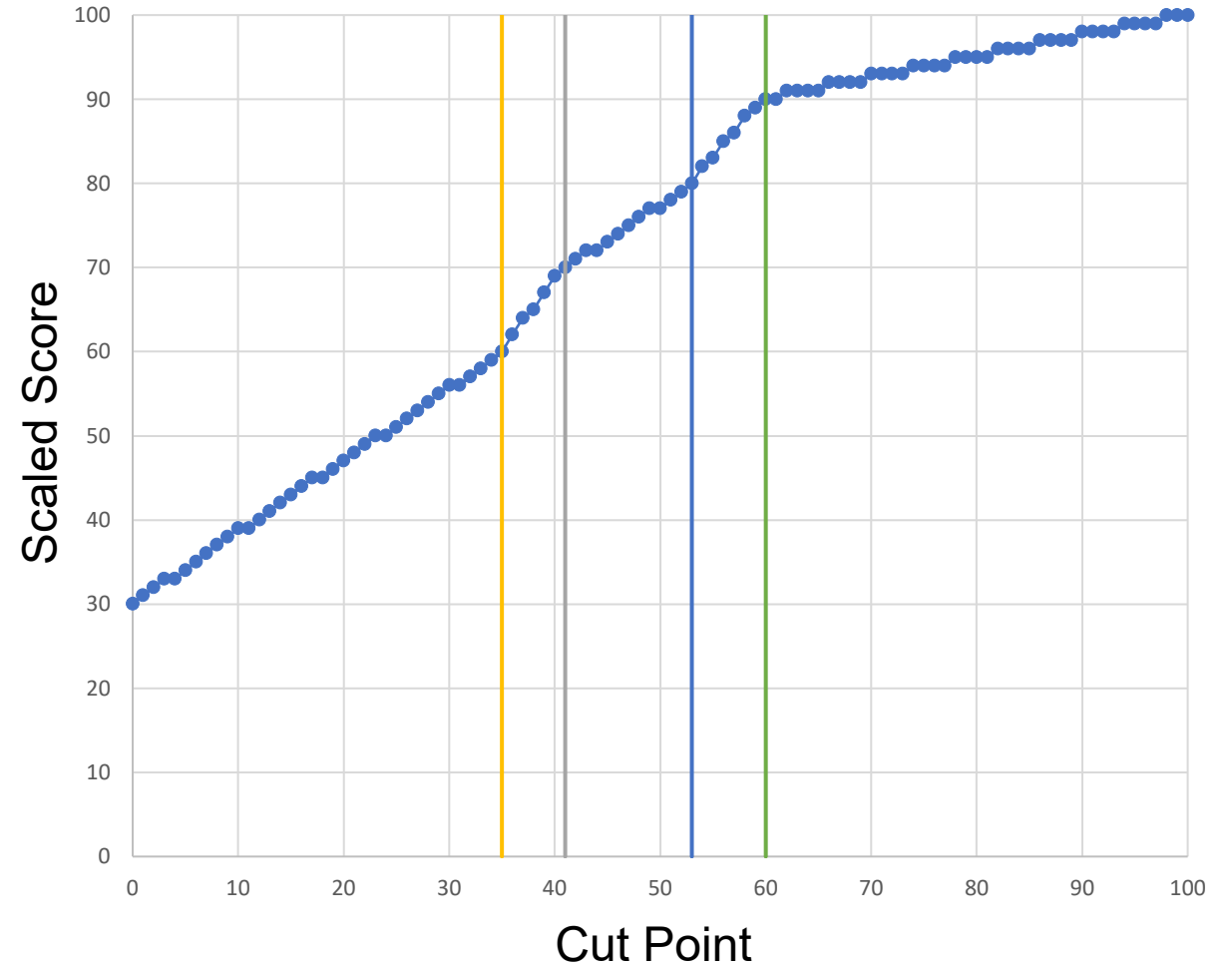
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Meeting 3 Topics (November)

1. STAAR Redesign

2. Distinction Designations and Badges

3. "What If" Ratings

4. What other one-pager/communications would be helpful to get the word out?