



TAAG Meeting January 18, 2023

Supporting Student Success

Meeting Objectives and Agenda

Objectives

- Review public feedback thus far, **January updates to the framework** and release of resources
- Review **current proposals on Badges and Distinction Designations** and gather feedback from TAAG
- Gather feedback on **“What If Ratings”**

Agenda

- Welcome
- Framework Updates and Changes Since We Last Met
- Redefining Badges
- Distinction Designations
- “What If Ratings”
- Wrap Up

Meeting Facilitators



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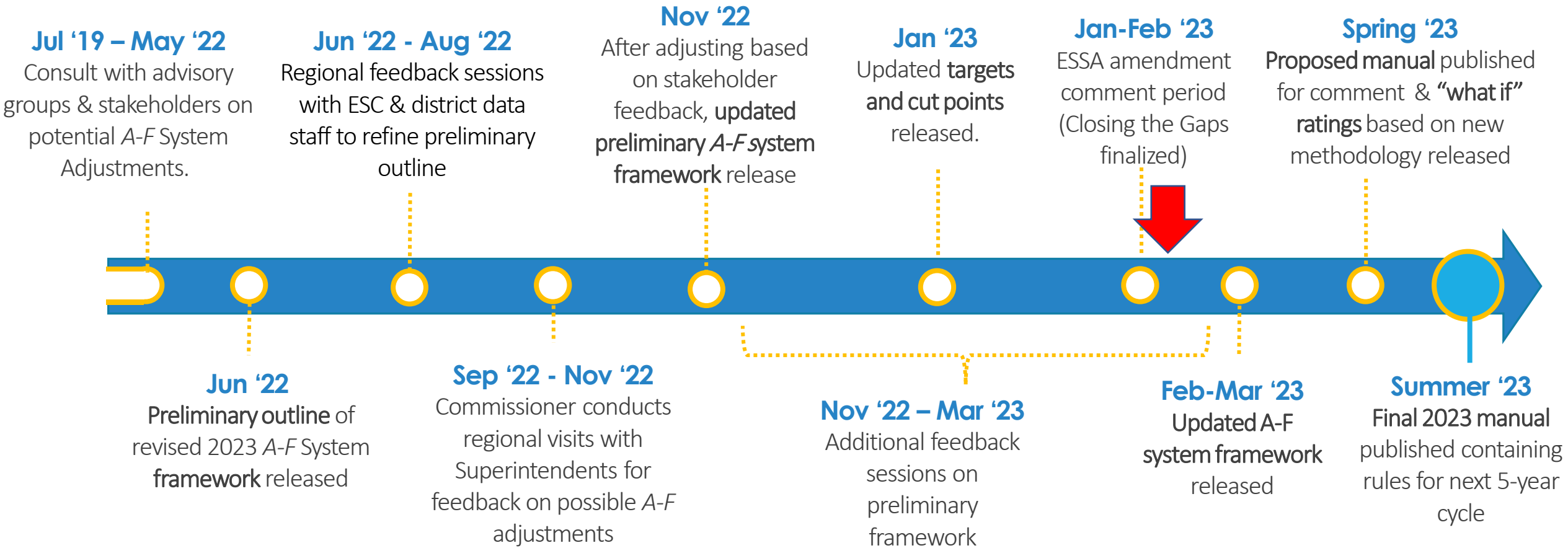
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2023 A-F Refresh: Feedback Timeline



Framework Updates and Changes Since We Last Met

TEA is continuing to collect feedback on the preliminary *A–F* Refresh framework



- A [2023 A–F Refresh Summary of Stakeholder Feedback and Adjustments to Framework](#) was released in November 2022 that provides a summary of how stakeholder feedback has informed updates to the framework since the June release.
- Since November 2022, stakeholders have been able to submit feedback via [this form](#).

Over 300 comments have been received on the framework published in November

A total of
318
comments
have been
submitted.

Role	% of Comments
District Staff	49%
Campus Staff	45%
ESC Service Center	2%
Parent	2%
Professional Organization	1%
Other	1%
School Board Member	0%
TEA Staff	0%
Legislative Staff	0%

Refresh Topic	% of Comments
Other	19%
School Progress: Academic Growth-Incorporate Accelerated Learning	17%
CCMR: Other	13%
Closing the Gaps: Super Groups	11%
College, Career, or Military Readiness (CCMR) Component: IBCs & Programs of Study	11%
School Progress: Academic Growth-Transition Tables	8%
School Progress: Other	5%
Incorporate Extra/Cocurricular Student Activity	3%
CCMR Component: IBCs & College Prep Courses	3%
District Proportional Domain Ratings	3%
Closing the Gaps: Targets	3%
3 or more Ds Overall Rating	2%
Closing the Gaps: Gradated Points	2%
Unique AEA System	1%
Closing the Gaps: Add RDA	1%

We saw a lot of feedback around certain topics



- About 20% related to concerns about STAAR redesign and cut points
- About 25% related to Academic Growth calculation, e.g., concerns about including accelerated learning in the denominator
- About 10% related to IBCs and Programs of Study, e.g., concerns around implementing for 2022 graduates

Based on feedback and continued data analyses, TEA released an update to the framework in January

On January 2, 2023 **additional resources** were released to the public regarding the **Updated Preliminary 2023 Academic Accountability System** on the [2023 Accountability Development Materials](#) page.



Updated Preliminary 2023 Academic Accountability System Resources (Published January 2023)

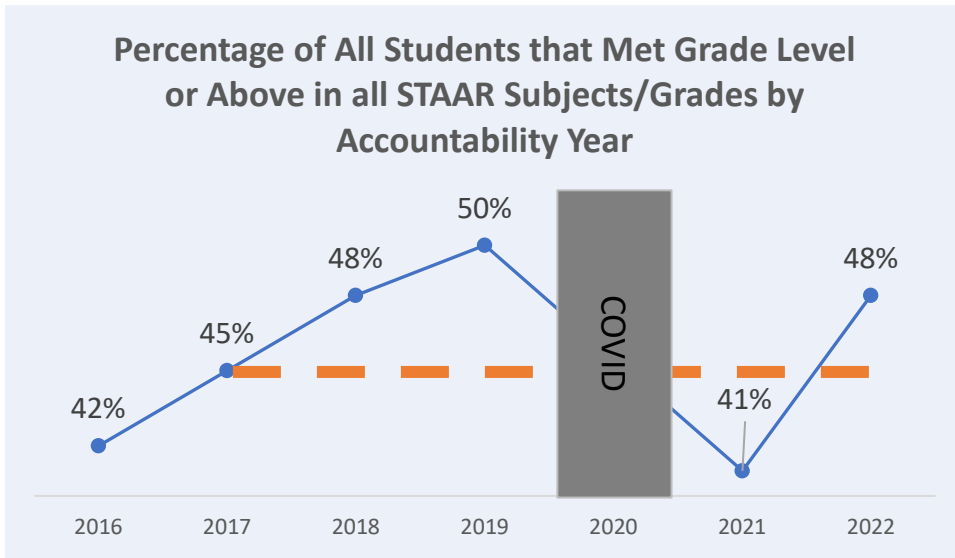
- [January Updates to Preliminary 2023 A-F Framework](#) (January 2023) describes updates made to the November 2022 framework based on stakeholder feedback and detailed modeling. These updates have been incorporated into the resources below.
- [Preliminary 2023 A-F Refresh Cut Scores and Scaling Resources](#) (January 2023) provides baseline data sources as well as 2023 scaled score lookup tables for domain and domain component scores
- [Preliminary 2023 A-F Refresh Scaled Score Conversion Tool](#) (coming soon) can be used to determine the scaled score associated with a domain or domain component score
- A detailed summary of the proposed Closing the Gaps changes, a full draft of the ESSA amendment, and a form to submit comments are available [here](#). Please submit comments on the proposed ESSA amendment by Wednesday, February 1, 2023.
- [1/2/2023 TAA: 2023 A-F Refresh: Release of Cut Scores and Scaling Resources and Amendment to the State's Every Student Succeeds Act \(ESSA\) State Plan](#) (January 2023)

Four main updates to the framework based on feedback and data analyses

1. **STAAR proficiency cut scores remain unchanged from those set in 2017** to account for COVID-19 and the STAAR redesign.
2. STAAR growth measured in School Progress, Part A: Academic Growth updated to evaluate outcomes for **accelerated learning as bonus points**
3. The **transition plan to integrate Program of Study requirements with industry-based certifications** (IBCs) has been **deferred one year**; the transition plan **maintains the Completer requirement** when fully implemented.
4. Sunsetting IBCs will continue to generate CCMR credit, but **a per campus limit will be applied based on students who only qualify for CCMR credit via a sunsetting IBC**. The limit ensures that districts offer their students multiple paths for postsecondary success and ensures that cut scores are not unfairly driven up by high CCMR scores that rely heavily on sunsetting IBCs alone.
 - *This has no impact on the CCMR Outcomes Bonus*

Update 1 focused on scaling, cut points and targets for STAAR proficiency

STAAR proficiency has increased since 2017



To account for COVID-19 and the STAAR redesign, cut points are not changing

STAAR Cut Points set in 2017

Scaled Score	STAAR		
	Elementary	Middle	HS/K-12
90-100	60	60	60
80-89	53	49	53
70-79	41	38	41
60-69	35	32	35

*Proposed A-F Refresh
STAAR Cut Points*

Rating	STAAR		
	Elementary	Middle	HS/K-12
A	60	60	60
B	53	49	53
C	41	38	41
D	35	32	35

Update 1 focused on scaling, cut points and targets for STAAR proficiency

- For STAAR-related components, TEA received feedback to use both pre- and post-COVID data. Modeling shows that using pre- and post-COVID data would still raise cut points from those set in 2017. Based on data analyses, the impact of COVID-19, and the upcoming STAAR redesign, TEA proposes no change in cut points for STAAR proficiency from those set in 2017. This same approach would apply to setting STAAR-related student group targets in Closing the Gaps.
- In order to maintain STAAR-related cut points in School Progress, Part B: Relative Performance, high schools/K-12s will have two look-up tables: an updated table for CCMR and a STAAR table based on 2017 data. The scaled scores for the two tables would be averaged to calculate a high school/K–12 Relative Performance score. This proposal would maintain the existing equal weight of CCMR and STAAR in Relative Performance.

Update 2 made adjustments to the proposed Academic Growth calculation

- TEA received feedback from TAAG and other stakeholders to explore how the proposed Academic Growth calculation may impact differing types of campuses, particularly high poverty campuses.
- TEA also received feedback that students at Did Not Meet Grade Level in the previous year should not be “double-counted” in the denominator.
- Based on this feedback, continued modeling, and data analysis, TEA adjusted the proposed calculation to shift Accelerated Learning to a bonus points methodology

Update 2 adjusted the proposed Academic Growth calculation to a bonus point methodology for accelerated learning

Annual Growth

Prior Year	Current Year					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

Accelerated Learning

Prior Year	Current Year			
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	0	1	1	1

Based on stakeholder feedback and data analyses, accelerated learning will count as “bonus points” towards annual growth calculation.

Update 2 adjusted the proposed Academic Growth calculation to a bonus point methodology for accelerated learning

Continue to report separate raw scores for Annual Growth and Accelerated Learning to facilitate meaningful interpretation

<p>Annual Growth</p> <p>(roughly % students that grew a year)</p>	<p>Sum of RLA & Math Points Earned for Annual Growth</p> <hr/> <p>Sum of Maximum RLA & Math Points for Annual Growth</p>
<p>Accelerated Learning</p> <p>(roughly % students that accelerated from DNM to approaches)</p>	<p>Sum of RLA & Math Points Earned for Accelerated Learning</p> <hr/> <p>Sum of Maximum RLA & Math Points for Accelerated learning</p>

To calculate an Academic Growth score, Accelerated Learning added as “bonus points” to calculation

$$\frac{\text{Sum of RLA \& Mathematics Points Earned for Annual Growth} + 0.25 \times \text{Sum of RLA \& Mathematics Points Earned for Accelerated Instruction}}{\text{Sum of Maximum RLA \& Mathematics Points for Annual Growth}}$$

Any raw score over 100 will be scaled to a 100.

For each test that Did Not Meet previously and was accelerated to Approaches or above, a campus will get ¼ or 0.25 bonus points added to the numerator of their Academic Growth calculation.

Update 2 adjusted the proposed Academic Growth calculation to a bonus point methodology for accelerated learning

Why 0.25 bonus points per accelerated student?

- Ensure a calculation that 1) didn't require scaling down, 2) ensured that if a campus had no students that did not meet in the previous year, they could still get an A, and 3) resulted in a lower correlation with poverty.
- Roughly follows a guiding principle that accelerated learning could comprise a ~10% bonus (about one letter grade).
 - Rate of accelerated learning historically has been 40%.
 - 0.25 bonus points per accelerated student (40% * 0.25) would lead to 10% bonus

To calculate an Academic Growth score, Accelerated Learning added as “bonus points” to calculation

$$\begin{array}{l} \text{Sum of RLA \& Mathematics} \\ \text{Points Earned} \\ \text{for Annual Growth} \end{array} + 0.25 \times \begin{array}{l} \text{Sum of RLA \& Mathematics} \\ \text{Points Earned} \\ \text{for Accelerated Instruction} \end{array}$$

Sum of Maximum RLA & Mathematics Points for Annual Growth

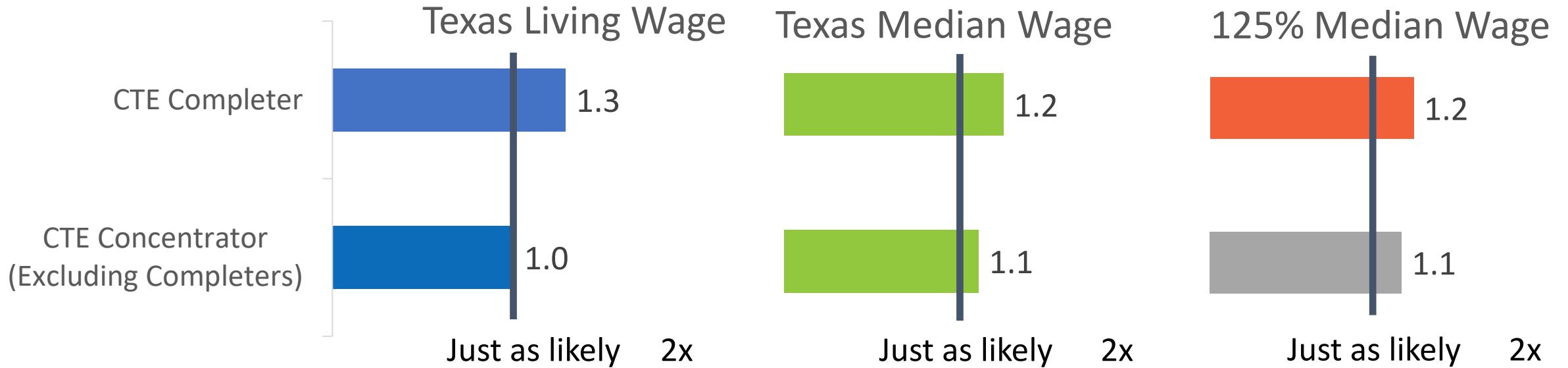
Any raw score over 100 will be scaled to a 100.

For each test that Did Not Meet previously and was accelerated to Approaches or above, a campus will get ¼ or 0.25 bonus points added to the numerator of their Academic Growth calculation.

Update 3 defers the transition plan to integrate Program of Study requirements with IBCs by one year

- Based on feedback that it may take districts and campuses time to implement aligned Programs of Study, the transition plan to integrate Program of Study requirements with industry-based certifications (IBCs) has been deferred one year.
- The transition plan maintains the Completer requirement when fully implemented due to:
 - Statutory requirements:
 - (xiii) students who successfully **completed** a program of study in career and technical education
 - Analysis that shows Completer requirement has a larger impact on future wages (see next slide)

Update 3: The transition plan maintains the Completer requirement when fully implemented



■ Not significant

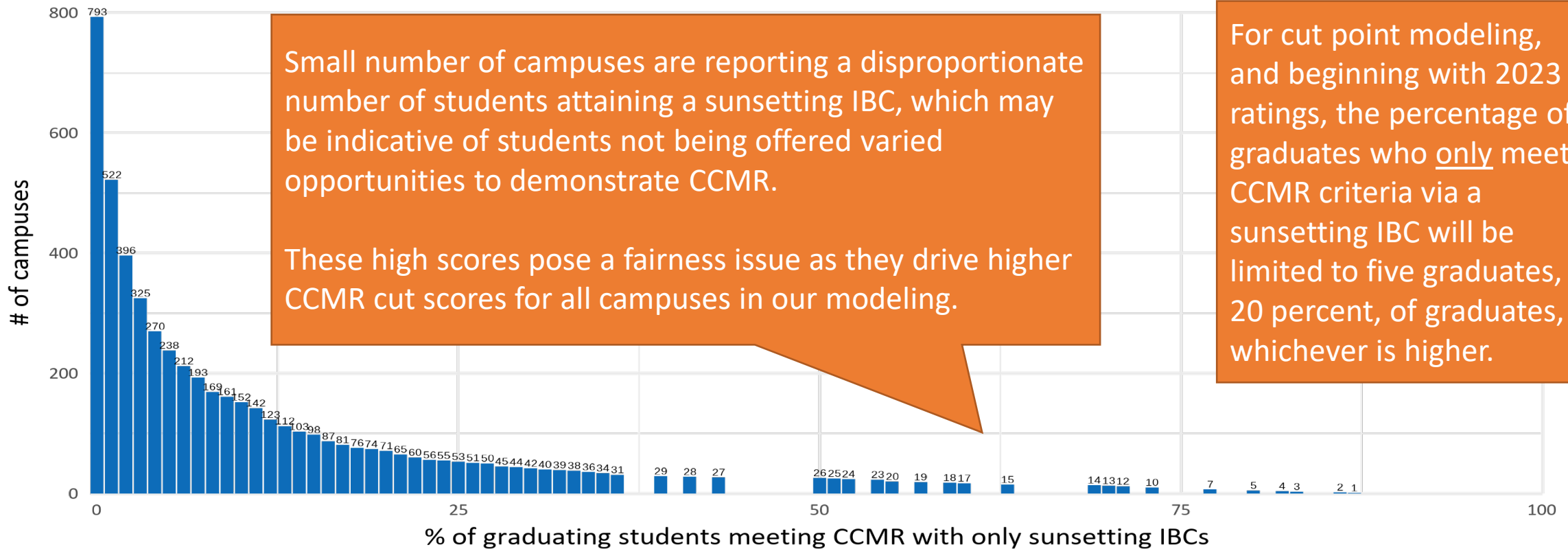
Concentrators excluding completers have marginal effect in job market. To gain positive relationship, completer status is really needed.



What additional issues should we consider?

Update 4 addressed the phase-out of sunseting IBCs

Cumulative # of campuses with at least X% of graduating students using a sunseting IBC to meet CCMR
 Only includes students who met CCMR via IBC attainment and did not meet any other CCMR indicators



Small number of campuses are reporting a disproportionate number of students attaining a sunseting IBC, which may be indicative of students not being offered varied opportunities to demonstrate CCMR.

These high scores pose a fairness issue as they drive higher CCMR cut scores for all campuses in our modeling.

For cut point modeling, and beginning with 2023 ratings, the percentage of graduates who only meet CCMR criteria via a sunseting IBC will be limited to five graduates, or 20 percent, of graduates, whichever is higher.

This has no impact on CCMR Outcomes Bonus



Update 3 and 4 addressed the phase-in for IBCs and Programs of Study and the phase-out of Sunsetting IBCs

Based on stakeholder feedback, the Level 2+ course requirement has been pushed back a year.

Graduating Class of 2024
Aug 2025 Ratings
Use updated IBC list (v3) or existing IBC list (v2)
+
1 course Level 2+ in aligned Program-Of-Study
Cap on sunsetting IBCs

For future graduating classes, additional validity requirements based on supply & demand and wage data may be applied.

Graduating Class of 2026
Aug 2027 Ratings
Use updated IBC list (v3) or newly updated IBC list (v4)
+
Completer in aligned Program-Of-Study

Graduating Class of 2022
Aug 2023 Ratings
Use existing IBC list (v2)
Cap on sunsetting IBCs

Graduating Class of 2023
Aug 2024 Ratings
Use updated IBC list (v3)
or
Use existing IBC list (v2)
Cap on sunsetting IBCs

Graduating Class of 2025
Aug 2026 Ratings
Use updated IBC list (v3) or newly updated IBC list (v4) assuming 2-yr update cycle
+
Concentrator in aligned Program-Of-Study

The concentrator and completer requirements have been pushed a year later as well.

To balance between statutory rigor requirements and fairness for districts, sunsetting IBCs will be capped until they are phased out.

Reminder: TEA is continuing to collect feedback on the framework and the ESSA amendment

Preliminary A-F Refresh Framework



- Please submit feedback using [this form](#) before February 1, 2023.
- Please submit a separate form response for each comment. You may submit as many forms as needed.
- A summary of comments will be posted publicly in spring 2023.

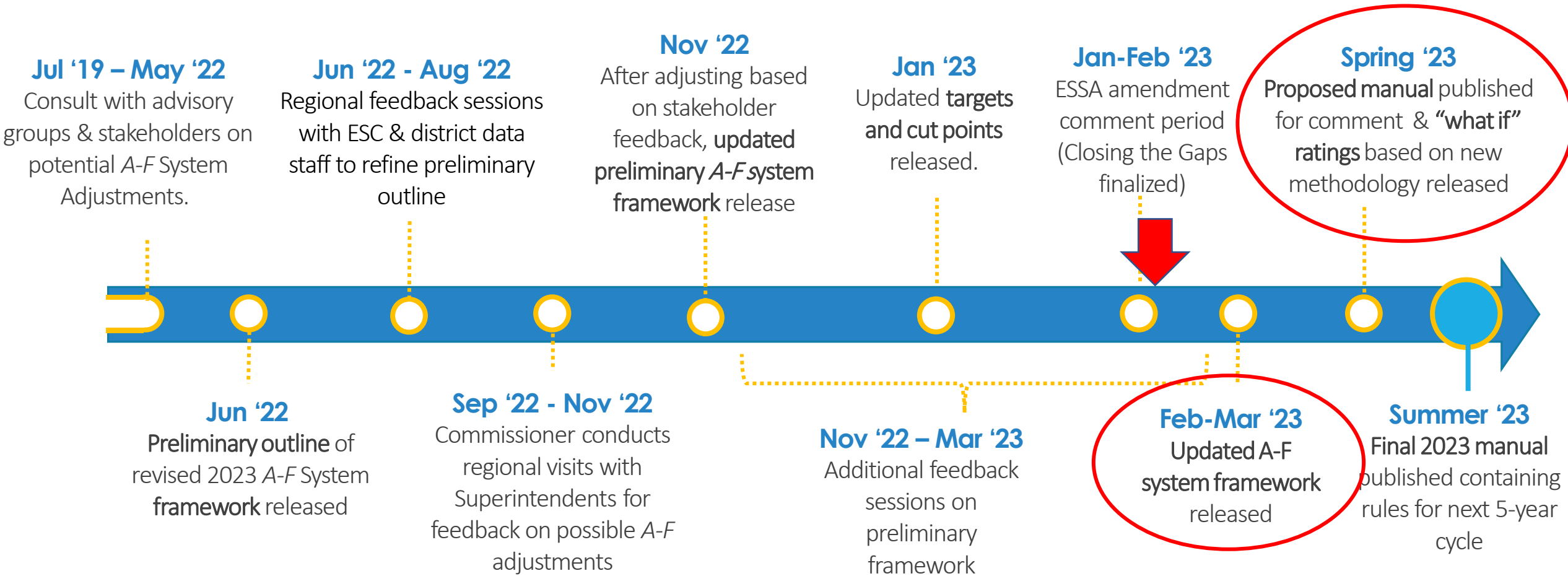
ESSA Amendment



- Please submit feedback using [this form](#) before February 1, 2023.
- Please submit a separate form response for each comment. You may submit as many forms as needed.



2023 A-F Refresh: Feedback Timeline

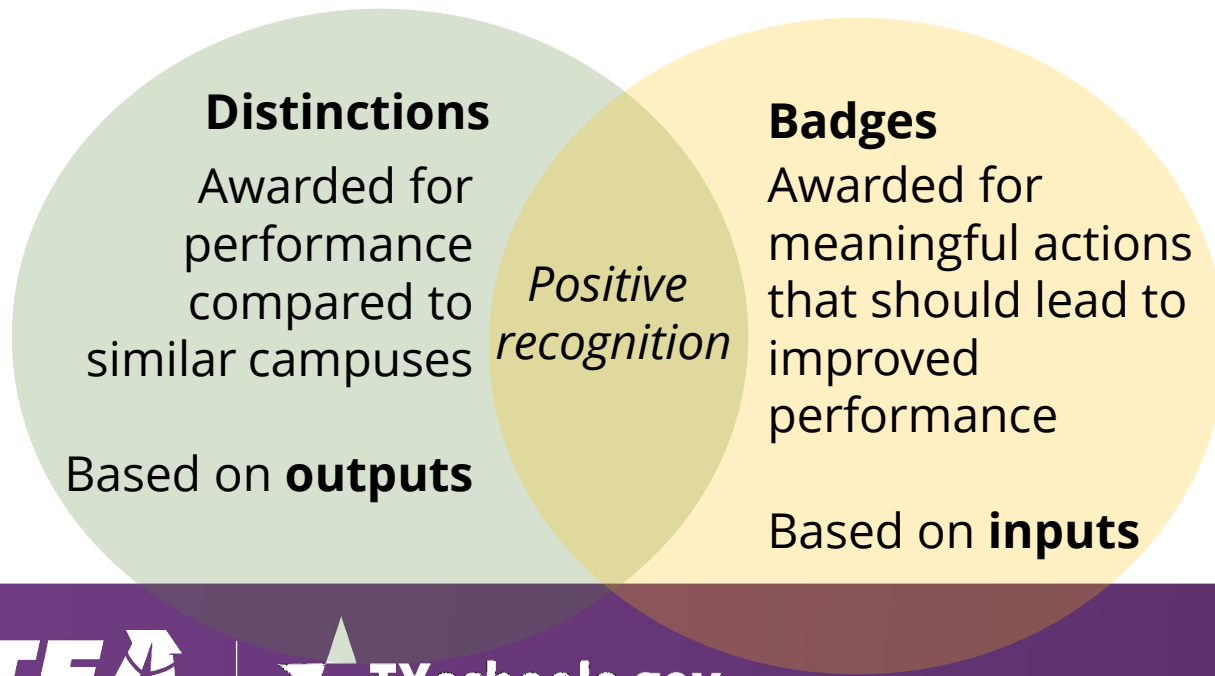


Redefining Badges

Reminder: We considered adding badges as part of the A–F Refresh

Goal:

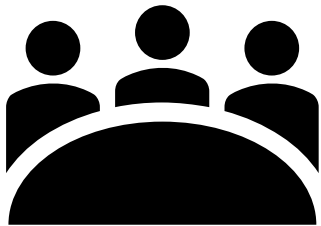
- Allow the A–F system to recognize more non-STAAR components of districts and campuses
- Encourage adult actions that have been proven to improve student outcomes (things that contribute to an A rating that cannot be included in accountability)



The creation of badges would allow us to recognize and encourage districts to adopt **evidence-based systems and programs** (inputs) that lead to improved outcomes.

Reminder: A subcommittee discussed updates possibility of adding Badges

The subcommittee met five times between March and July.



- Eddie Conger (APAC)
- Jennifer Hood
- Kevin Malandrucolo (ATAC)
- Karen Mayton (ATAC)
- Bill McKenzie (APAC)
- Donna McKethan (APAC)
- Kriste O'Dell (ATAC)
- Jeri Stone (APAC)
- Theresa Urrabazo (ATAC)
- Kelly Vanhee (ATAC)

TEA also collected more general feedback during the A–F reset ESC Roadshow

Based on stakeholder recommendations, TEA is reframing badges to adding additional performance information and school programs

Stakeholder feedback:

- Schools value distinction designations and **don't want to dilute by adding specific "badges"**.
- However, it would be **valuable to highlight specific school offerings and data** that contribute to information parents can access about a campus beyond accountability.

The accountability system has multiple components

1. *A–F* ratings
2. Public reporting on *A–F* ratings on TXschools.gov
3. Distinction Designations
4. Public reporting on Distinction Designations on TXschools.gov
5. **Other performance information on TXschools.gov**
6. **Other performance information on TPRS**
7. **Self-reported school programs on TXschools.gov**

Based on this feedback, rather than adding badges, TEA will expand the performance information available on TXschools.gov and TPRS and add self-reported school programs on TXschools.gov.

Today, we want to gather feedback from TAAAG on two things

The accountability system has multiple components

1. A–F ratings methodology
2. Public reporting on A–F ratings on TXschools.gov
3. Distinction Designations availability and methodologies
4. Public reporting on Distinction Designations on TXschools.gov
5. Other performance information on TXschools.gov
6. Other performance information on TPRS
7. Self-reported school programs on TXschools.gov

1. Proposed other performance information to add to TXschools.gov and TPRS based on stakeholder feedback.

2. The proposed process and initial list for self-reported school programs

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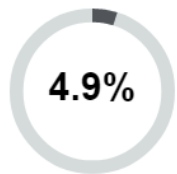
The accountability system has multiple components

1. A–F ratings methodology
2. Public reporting on A–F ratings on TXschools.gov
3. Distinction Designations availability and methodologies
4. Public reporting on Distinction Designations on TXschools.gov
5. Other performance information on TXschools.gov
6. Other performance information on TPRS
7. Self-reported school programs on TXschools.gov

1. Proposed other performance information to add to TXschools.gov and TPRS based on stakeholder feedback.

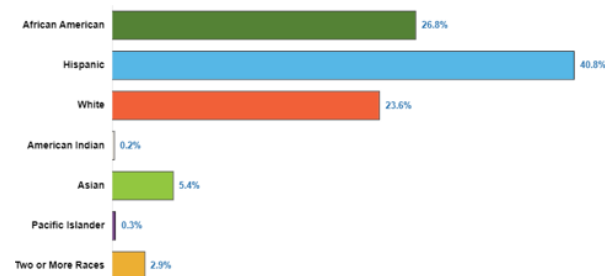
Other performance information can be available on TXschools.gov in different ways

Simple visualizations or numbers

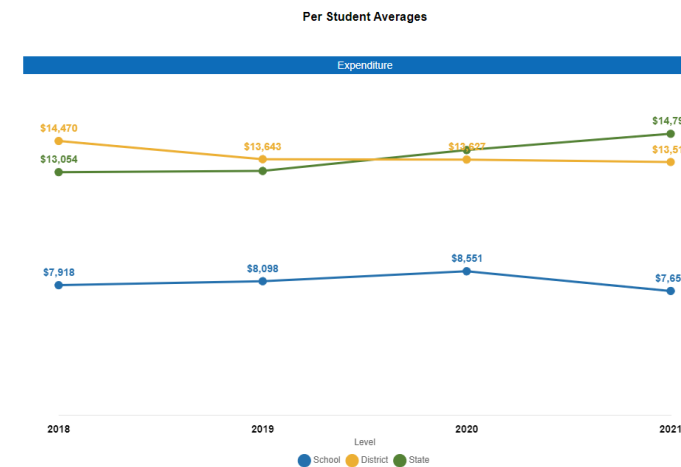


Number of Students Per Teacher
19.7

Data disaggregated by Student Group



Longitudinal graphs



Link to more detailed data

[DIG INTO THE DATA](#)

We want to ensure any data visualizations are easily understandable by families.
We need to balance simplicity with accuracy.

Based on feedback, recommend adding other performance information on **Attendance & Chronic Absenteeism to Txschools.gov** (campus and district level)


Currently on TPRS



	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	93.7%	94.4%	93.0%	94.5%	94.8%	*	*	-	*	93.4%	94.2%	95.6%
2019-20	98.3%	98.4%	99.2%	99.1%	99.2%	98.9%	-	*	-	*	98.7%	99.1%	99.5%
Chronic Absenteeism													
2020-21	15.0%	20.2%	17.3%	23.3%	17.2%	5.9%	*	*	-	*	23.6%	18.2%	11.4%
2019-20	6.7%	8.5%	3.1%	6.9%	2.8%	5.9%	-	*	-	*	11.9%	3.7%	1.2%

For discussion:
 What information would be helpful for families to see on TXschools.gov?

- Attendance Rate or Chronic Absenteeism or both?
- Simple visualization, disaggregated by student group, longitudinal graphs, or link to more detail data?

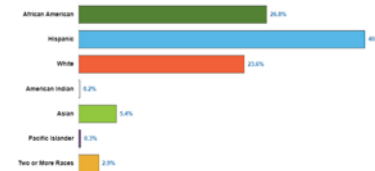


Simple visualizations or numbers

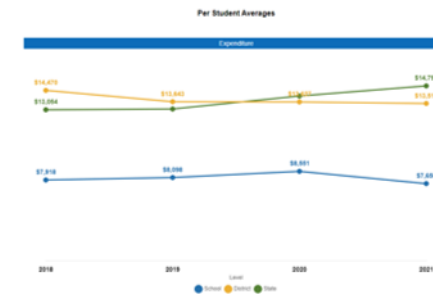


Number of Students Per Teacher
19.7

Data disaggregated by Student Group



Longitudinal graphs



Link to more detailed data

DIG INTO THE DATA

Based on feedback, recommend adding other performance information on **Advanced Math Pathways to TPRS** (district level only)

Other performance information on Advanced Math Pathways would include:

- Algebra I Completion by 8th Grade:

$$\frac{\text{\# of students in grade 8 with an Algebra I EOC score in the current year or any prior year}}{\text{\# of students in grade 8}}$$

Similar to an indicator in the *Academic Achievement in Math* Distinction Designation

- Algebra I Completion by 8th Grade For Students who “Mastered Grade Level” on Grade 5 Math STAAR:

$$\frac{\text{\# of students in grade 8 with a “Masters Grade Level” score on the Grade 5 Math STAAR and an Algebra I EOC score}}{\text{\# of students in grade 8 with a “Masters Grade Level” score on the Grade 5 Math STAAR}}$$

Students currently enrolled in the district but took Grade 5 math STAAR elsewhere would still be included

TPRS report could include for the state, district, and by student group:

- Number of students in grade 8
- Number of students in grade 8 with an Algebra I EOC score in the current year or any prior year
- Algebra I Completion by 8th Grade
- Number of students in grade 8 that have grade 5 Math STAAR score
- Number of students in grade 8 that have grade 5 Math STAAR score of “Masters Grade Level”
- Algebra I Completion by 8th Grade For Students who “Mastered Grade Level” on Grade 5 Math STAAR

For discussion: What feedback do you have on the proposed additional performance information on Advanced Math Pathways to add to TPRS?

Based on feedback, recommend adding other performance information on **Advanced Math Pathways to TXschools.gov** (district level only)

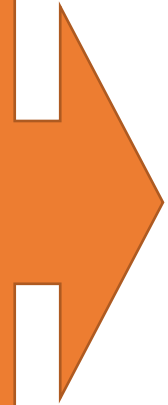
For discussion:

What information would be helpful for families to see on TXschools.gov?

- Algebra I Completion by 8th Grade
- Algebra I Completion by 8th Grade For Students who “Mastered Grade Level” on Grade 5 Math STAAR
- Or both?

How could the information best be displayed?

- Simple visualization, disaggregated by student group, longitudinal graphs, or link to more detail data?

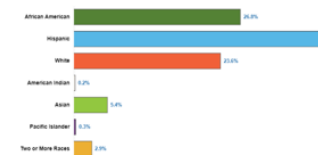


Simple visualizations or numbers

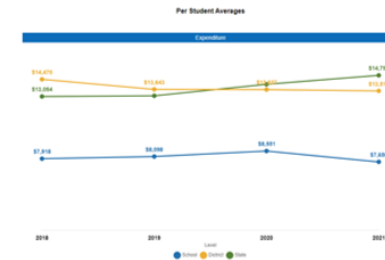


Number of Students Per Teacher
19.7

Data disaggregated by Student Group



Longitudinal graphs

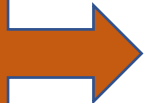


Link to more detailed data

[DIG INTO THE DATA](#)

TEA has received feedback to explore adding other performance information on discipline data to TXschools.gov

Currently available



TEXAS EDUCATION AGENCY
District Level Annual Discipline Summary
PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	SECTION	HEADING	HEADING NAME	YR22
HOUSTON ISD 101912	TRADITIONAL ISD/CSD	A-PARTICIPATION	A01	DISTRICT CUMULATIVE YEAR END ENROLLMENT	211,658
			A02	DISTRICT DISCIPLINE POPULATION	14,318
			A03	DISTRICT DISCIPLINE RECORD COUNT	32,626
		B-DISCIPLINE DATA TRENDS	B01	COUNT OF STUDENTS EXPELLED TO JJAEP	42
			B02	MANDATORY EXPULSIONS TO JJAEP	32
			B03	DISCRETIONARY EXPULSIONS TO JJAEP	11
			B04	COUNT OF STUDENTS EXPELLED	50
			B05	MANDATORY EXPULSIONS	37
			B06	DISCRETIONARY EXPULSIONS	15
			B07	COUNT OF STUDENTS REMOVED TO A DAEP	1,693
			B08	MANDATORY DAEP REMOVALS	690
			B09	DISCRETIONARY DAEP REMOVALS	1,310
			B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	6,505
		C-JJAEP EXPULSIONS	B13	STUDENTS SUSPENDED OUT OF SCHOOL	10,554
			C03	BLACK OR AFRICAN AMERICAN	N/A
			C04	HISPANIC/LATINO	23
			C07	WHITE	N/A
		D-EXPULSION ACTIONS	C10	BLACK OR AFRICAN AMERICAN	26
			C11	HISPANIC/LATINO	24
			C13	TWO OR MORE RACES	N/A
			C14	WHITE	N/A
E-DAEP PLACEMENTS	C15	AMERICAN INDIAN OR ALASKA NAT	N/A		
	C16	ASIAN	N/A		
	C17	BLACK OR AFRICAN AMERICAN	880		
	C18	HISPANIC/LATINO	1,056		
	C20	TWO OR MORE RACES	11		
	C21	WHITE	44		

Given the complexity of the data set, would recommend adding a link to more detailed information



Link to more detailed data

DIG INTO THE DATA

For discussion: Is there other performance information that we should consider adding to TXschools.gov as a “Dig Into the Data” button?

Today, we want to gather feedback from TAAG on two things

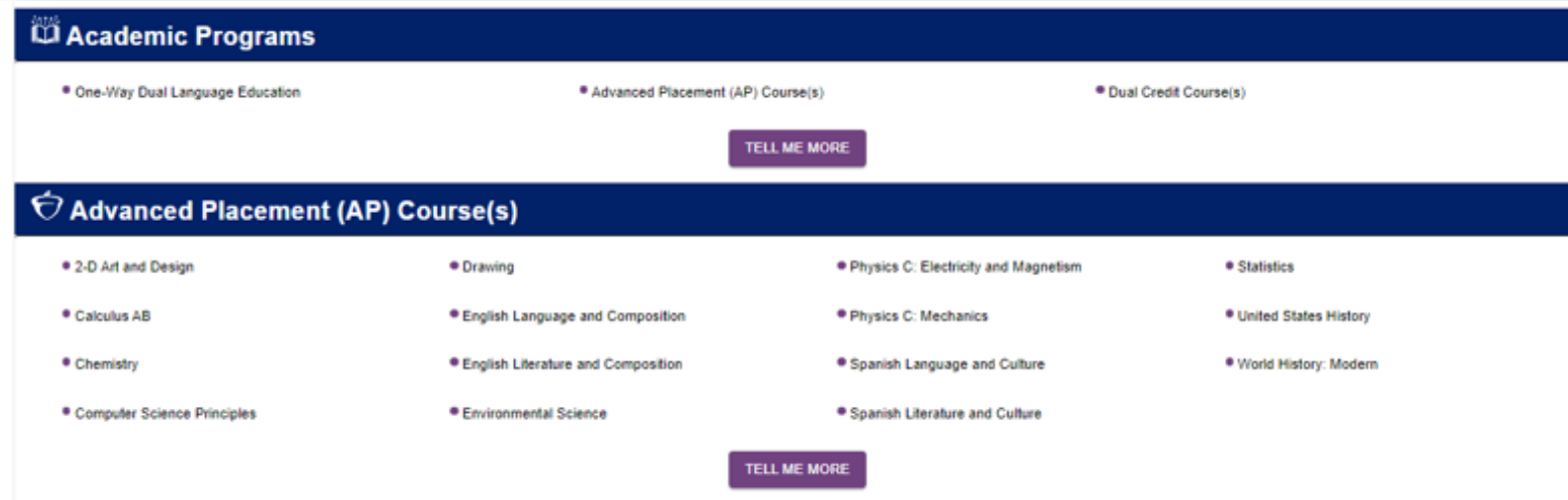
The accountability system has multiple components

1. *A–F* ratings methodology
2. Public reporting on *A–F* ratings on TXschools.gov
3. Distinction Designations availability and methodologies
4. Public reporting on Distinction Designations on TXschools.gov
5. Other performance information on TXschools.gov
6. Other performance information on TPRS
7. Self-reported school programs on TXschools.gov

2. The proposed process and initial list for self-reported school programs

TXschools.gov already has some School Programs Highlights

Already on TXschools.gov:



Academic Programs TEA reported Data	AP Courses College Board Reported Data
Accelerated Learning Course(s)	49 Course Choices
Advanced Placement (AP) Course(s)	
Dual Credit Course(s)	
Dyslexia Specialty School	
Early College High School	
Early Education for Special Education (EE)	
International Baccalaureate (IB) Course(s)	
New Tech High School	
One-Way Dual Language Education	
Pathways in Technology Early College High School (P-TECH)	
School Specializing in Special Education	
T-STEM High School (Science, Technology, Engineering, Mathematics)	
Tuition Based Prekindergarten	
Two-Way Dual Language Education	

TXschools.gov already has some School Programs Highlights

Already on TXschools.gov:

UIL Activities

- Baseball
- Boys Track
- Girls Soccer
- Team Tennis
- Boys Basketball
- Boys Wrestling
- Girls Tennis
- Volleyball
- Boys Cross Country
- Football
- Girls Track
- Academics
- Boys Golf
- Girls Basketball
- Girls Wrestling
- Marching Band
- Boys Soccer
- Girls Cross Country
- Softball
- Spirit
- Boys Tennis
- Girls Golf

[TELL ME MORE](#)


UIL Activities
Reported directly from UIL
29 Activities

Purple Star School
Reported directly from TEA

Blue Ribbon School
Reported directly from TEA

School Designations

Purple Star School



[TELL ME MORE](#)

School Designations

Blue Ribbon School



[TELL ME MORE](#)

Potential process for standing up self-reported school programs on TXschools.gov

Proposed process for self-reported school programs:

- TEA would stand up an annual process for districts to submit potential self-reported school programs options
- TEA would review the proposals for alignment and clarity in definition, solicit additional feedback (potentially through a new committee with the role of compiling recommendations from a synthesized list), and get final Commissioner approval to update the options each year
- Once options are finalized for the year, TEA would collect self-reported data from districts and/or campuses using TEAL and publish on TXschools.gov

Potential self-reported school programs options in 2023

Potential School Programs Highlights Options:

JROTC

Before/After School Care

Summer Programs

Year-Round School Options

Extended School Year Options

Parent/Student Surveys

Other Extracurricular Activities

Art, Media, Music

Other Extracurricular Activities:

Academic Competition
Business/Entrepreneurial/Career
Coding/Computers/Animation
Cooking/Baking
Cultural Groups/Alliance
Environmental/Recycling/Garden
Exercise/Fitness/Running
Games/Gaming


Health/Medical
History/Geography
Honor Society
Languages/International
Peer Mentoring/Mediation
Public Speaking/Debate
Reading/Literature
School Spirit
Self-Improvement
STEM/STEAM
Student Leadership
Technology/Robotics
Travel/Adventure
Writing/Poetry/Journalism

Arts, Media, Music:

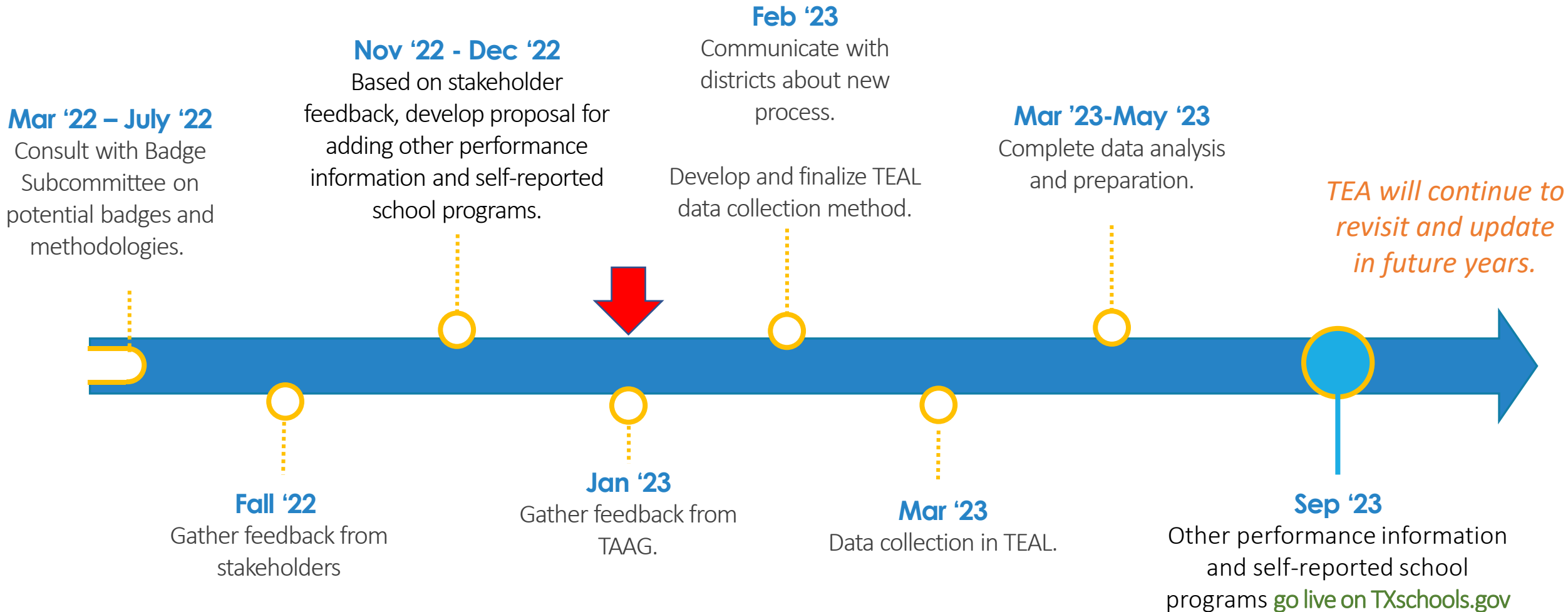
Arts/Crafts
Audio/Video Production
Ballet Folklórico
Ceramics/Sculpture
Color Guard
Concert Band
Dance
Drama/Theatre/Improv
Drawing/Painting
Drums/Percussion
Dual-Credit Music Electives
Graphic Design & Illustration
Jazz Band
Marching Band
Mariachi

Media Studies
Media/Film
Music Ensembles
Music/Instruments
News/Broadcasting/Radio/TV
Newspaper/Journalism
Orchestra/Strings
Photography/Videography
Printing/Imaging Technology
Singing/Choir
Theatre/Drama
Visual & Performing Arts
Yearbook

Source: City Education Partners San Antonio School Finder.

 What feedback do you have on the proposed self-reported school programs process and options for 2023?

Timeline for adding other performance information and self-reported school programs in 2023



Upcoming resources will include other performance information and self-reported school programs added to TXschools.gov and TPRS

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

Nov '22

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

Jan '23

Updated **targets and cut points** released.

Jan-Feb '23

ESSA amendment comment period (Closing the Gaps finalized)

Spring '23

Proposed manual published for comment & “what if” **ratings** based on new methodology released

Will revisit and update School Programs and Data Highlights in future years.



Jun '22

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

Sep '22 - Nov '22

Commissioner conducts regional visits with Superintendents for feedback on possible A-F adjustments

Nov '22 – Mar '23

Additional feedback sessions on preliminary framework

Feb-Mar '23

Updated A-F **system framework** released

Summer '23

Final 2023 manual published containing rules for next 5-year cycle

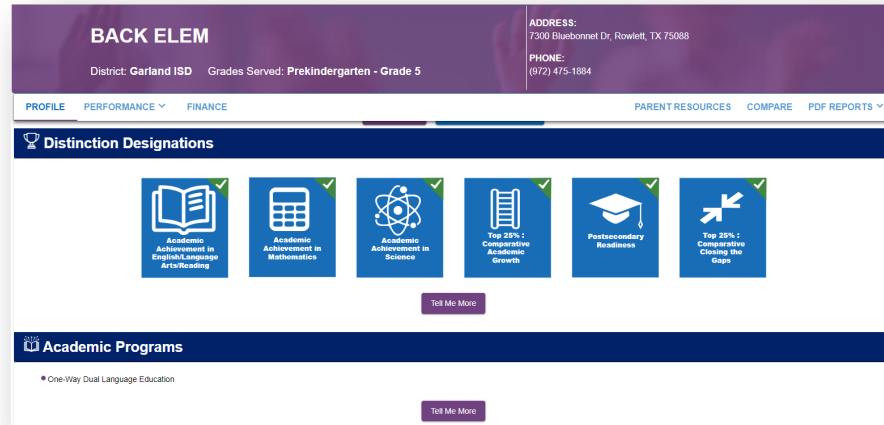
Distinction Designations

Reminder: What are Distinction Designations?

- A distinction designation acknowledges districts and campuses for outstanding achievement based on the outcomes of several performance indicators.
- Distinction designations are in the TEC, awarded for achievement in several areas, and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics.
- Districts and campuses that receive acceptable accountability ratings are eligible to earn distinction designations.
- Campuses can earn up to seven.
- Districts can earn one.

Districts and campuses value distinctions. This is the topic the team gets the most calls about (e.g., how they're calculated, why they got one last year but not this year).

2022 Distinction Designations



2022 Distinction Designations:

- Academic Achievement in English Language Arts/Reading (campus only)
- Academic Achievement in Mathematics (campus only)
- Academic Achievement in Science (campus only)
- Academic Achievement in Social Studies (campus only)
- Top 25 Percent: Comparative Academic Growth (campus only)
- Top 25 Percent: Comparative Closing the Gaps (campus only)
- Postsecondary Readiness (district and campus)

Distinction Designations are based on multiple indicators

Texas Education Agency 2022 Distinction Designation Summary Academic Achievement in English Language Arts/Reading PLANO EAST SR H S (043910006) - PLANO ISD - COLLIN COUNTY

Indicator	Indicator Score	Quartile
Attendance Rate	95.0%	Q3
Accelerated Student Progress in ELA/Reading	11.0%	Q1
English I Performance (Masters Grade Level)	58.0%	Q1
English II Performance (Masters Grade Level)	24.0%	Q1
AP/IB Examination Participation: ELA	22.3%	Q1
AP/IB Examination Results (Examinees >= Criterion): ELA	71.1%	Q2
SAT/ACT Participation	94.5%	Q2
Average SAT Score: Evidence-Based Reading and Writing (EBRW)	551	Q2
Average ACT Score: ELA	28.1	Q1
Advanced/Dual-Credit Completion: ELA/Reading (9-12)	32.7%	Q1
Total Indicators for ELA/Reading		6 of 10

Campus Distinction Outcome: 6 of 10 eligible indicators in Q1 (Top Quartile)

6 of 10 = 60%

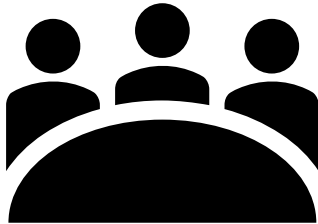
Distinction Target: High School = 33% or higher

DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Reminder: The subcommittee also discussed updates potential updates to Distinction Designations

The subcommittee met five times between March and July.



- Eddie Conger (APAC)
- Jennifer Hood
- Kevin Malandrucolo (ATAC)
- Karen Mayton (ATAC)
- Bill McKenzie (APAC)
- Donna McKethan (APAC)
- Kriste O'Dell (ATAC)
- Jeri Stone (APAC)
- Theresa Urrabazo (ATAC)
- Kelly Vanhee (ATAC)

We've also collected more general feedback during the A–F reset ESC Roadshow

Based on subcommittee recommendations and other feedback, two potential immediate updates for discussion

Potential immediate updates to Distinction Designations

1. Rather than creating a new distinction, incorporate **an accelerated learning indicator** into existing Distinction Designations to avoid redundancy (*RLA, math, & Top 25% Academic Growth already include student growth*).
2. **Remove attendance** as an indicator for Distinction Designations.

For discussion today

Potential longer-term updates

1. **Add a Postsecondary Outcomes Distinction** once data are more readily available.
2. **Revisit SAT/ACT participation indicators** in the future to see if still needed after HB 3.

Subcommittee recommended incorporating **an accelerated learning indicator** into existing Distinction Designations

Update the “Accelerated Student Progress” indicator in *Academic Achievement in ELAR* and *Academic Achievement in Math*

- This is based on the STAAR Progress Measure, which is unavailable in 2023.

Proposal:

Add new indicator “Accelerated Instruction in ELA/Reading”: Percentage of students who were accelerated (did not meet in the previous year and approaches or above in current)

- Option 1: Eliminate the current “Accelerated Student Progress” indicator and replace with this new indicator
- Option 2: In addition to the new indicator, keep the current “Accelerated Student Progress” indicator (won’t have data for 2023, but will for 2024 and beyond)

Texas Education Agency
2022 Distinction Designation Summary
Academic Achievement in English Language Arts/Reading
PLANO EAST SR H S (043910006) - PLANO ISD - COLLIN COUNTY

Indicator	Indicator Score	Quartile
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Total Indicators for ELA/Reading		6 of 10

Campus Distinction Outcome: 6 of 10 eligible indicators in Q1 (Top Quartile)

6 of 10 = 60%

Distinction Target: High School = 33% or higher



Feedback/Suggestions/Concerns?

Received feedback about the Attendance Rate indicator in Distinction Designations

Texas Education Agency
2022 Distinction Designation Summary
Academic Achievement in English Language Arts/Reading
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Total Indicators for ELA/Reading		6 of 10

Campus Distinction Outcome: 6 of 10 eligible indicators in Q1 (Top Quartile)
6 of 10 = 60%
Distinction Target: High School = 33% or higher

DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

TEA has received feedback about the Attendance Rate indicator in Academic Achievement Distinction Designations

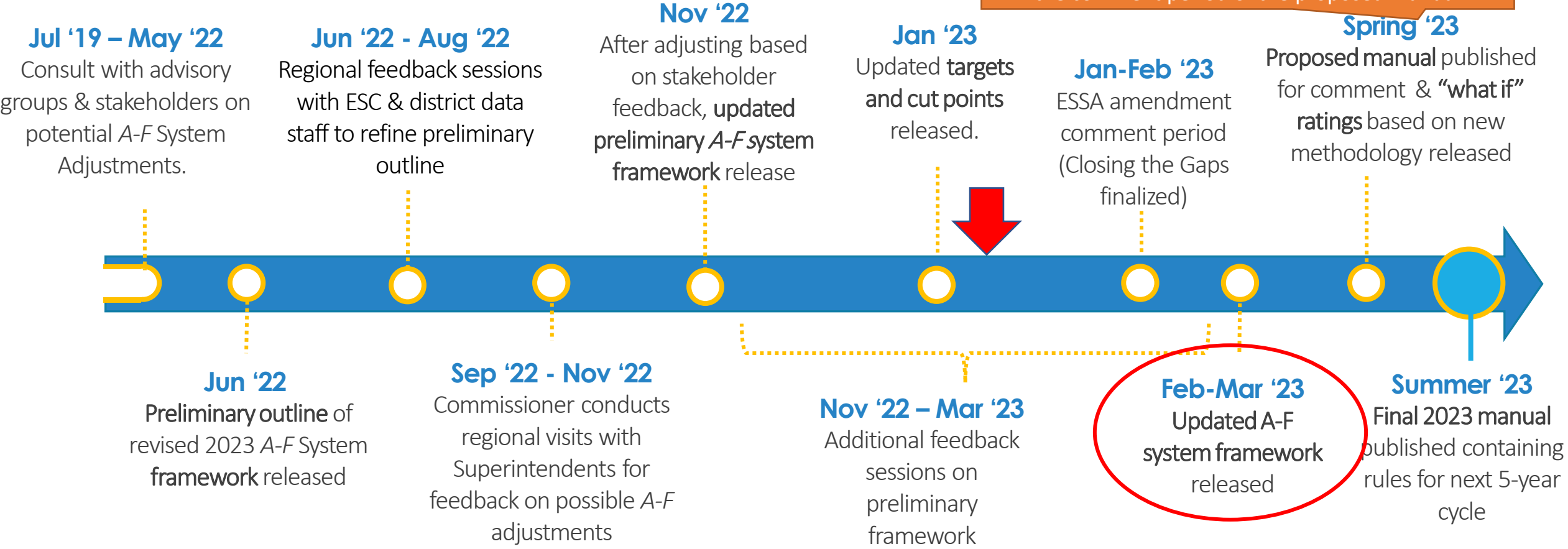
- Some indicated concern that the Attendance Rate indicator is not an “academic” indicator and may incentivize attendance when people are sick (particularly a concern during COVID-19)
- Others emphasized the importance of having this indicator to ensure that all campuses have at least two indicators (so all campuses have the opportunity to earn a Distinction Designation)

Current proposal: Do not change Attendance Rate indicator at present, but revisit the Distinction Designation calculation to see if there’s a different way to ensure all campuses have the opportunity to earn a Distinction Designation

TAAG Homework Assignment!

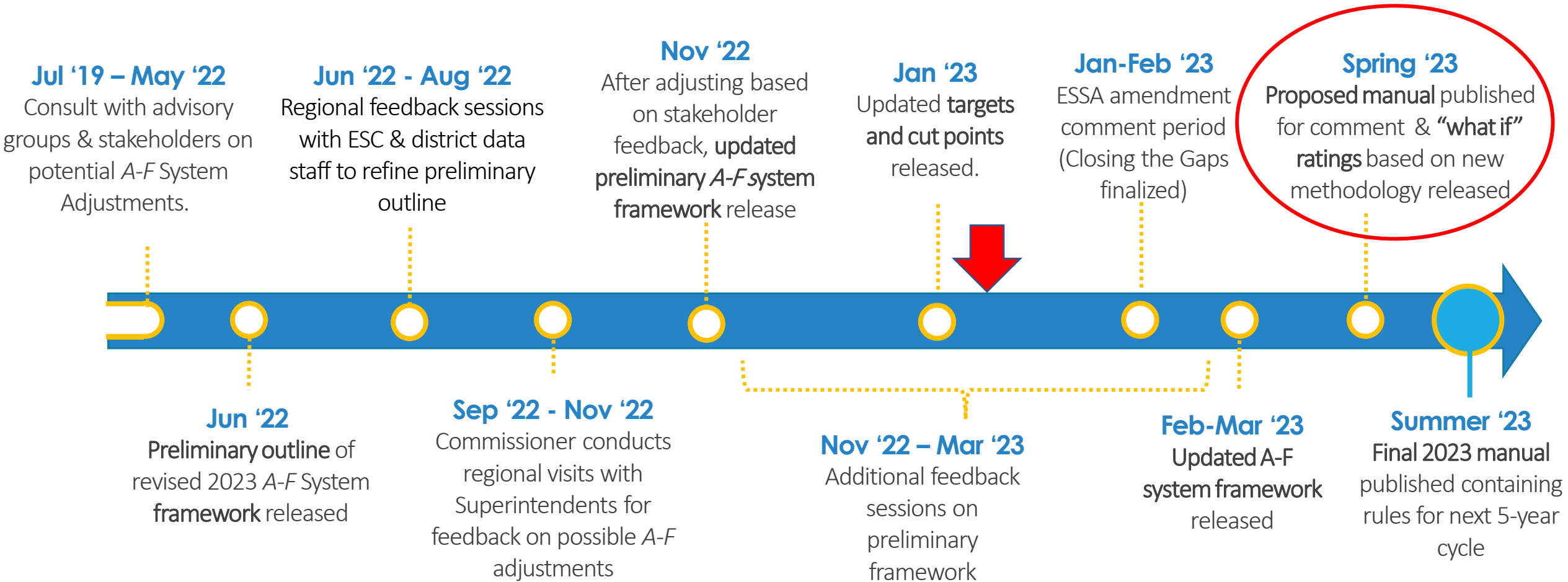
Upcoming resources TEA will release will include proposed updates to Distinction Designations

There will still be opportunities for feedback during the comment period of the proposed manual



“What if” Ratings

2023 A-F Refresh: Feedback Timeline



TEA will provide “What If” ratings to facilitate continuous improvement efforts

- **“What If” ratings will apply the refreshed A–F framework to 2022 results to facilitate comparisons between 2022 and 2023.**
- **TEA is limited in the amount of data and information that can be produced for “what if” ratings in order to focus on setting up data infrastructure for 2023 ratings.**
- **We would like to get feedback from TAAG on what information may be most helpful to help us prioritize**

We plan to create an overarching “what if” ratings file by district available through TEAL

The district-level file could include:

Tab 1 (Overall) Columns:

- District Name
- District Number
- Campus Name
- Campus Number
- School Type
- Campus Enrollment 3-12
- Campus Weight in Calculating District Aggregate
- % Econ Disadv
- Overall Score
- Overall Grade
- Student Achievement Scaled Score
- Student Achievement Grade
- School Progress Scaled Score
- School Progress Grade
- Closing the Gaps Scaled Score
- Closing the Gaps Grade

Tab 2 (Student Achievement) Columns:

- District Name/Number, Campus Name/Number
- Student Achievement STAAR Raw Score
- Student Achievement STAAR Scaled Score
- Student Achievement CCMR Raw Score
- Student Achievement CCMR Scaled Score
- Student Achievement Grad Rate Raw Score
- Student Achievement Grad Rate Scaled Score

Tab 3 (School Progress) Columns:

- District Name/Number, Campus Name/Number
- Academic Growth Raw Score
- Academic Growth Scaled Score
- Academic Growth Annual Growth %
- Academic Growth Accelerated Learning %
- Relative Performance Scaled Score

Tab 4 (Closing the Gaps) Columns:

- District Name/Number, Campus Name/Number
- Closing the Gaps Raw Score
- Closing the Gaps Scaled Score
- *For each indicator (Academic Achievement, Growth Status, Graduation Status, ELP Status, School Quality Status):*
 - Total Met
 - Total Evaluated
 - % Met
 - Weight
 - Score
- Number of Evaluated Race/Ethnicity Groups (0, 1, or 2)
- Evaluated Race/Ethnicity Groups

In addition to the “what if ratings” file...

- **TEA also plans to release information about the scale scores associated with High/Low Did Not Meet and Approaches to calculate Academic Growth**

After the “what if” ratings file is available through TEAL, TEA plans to release a public file with scores and ratings by domain

The public file could contain:

- District Name
- District Number
- Campus Name
- Campus Number
- School Type
- % Econ Disadv
- Overall Score
- Overall Grade
- Student Achievement Scaled Score
- Student Achievement Grade
- School Progress Scaled Score
- School Progress Grade
- Closing the Gaps Scaled Score
- Closing the Gaps Grade

District	Campus	Campus Number	School Type	% Econ Disadv	Overall Score	Overall Grade	Student Achievement Score	Student Achievement Grade	School Progress Score	School Progress Grade	Closing the Gaps Score	Closing the Gaps Grade
A W BROWN LEADERSHIP ACADEMY	A W BROWN - F L A EARLY CHILDHOOD	057816102	E	92.2	70	C	57	F	72	C	64	D
A W BROWN LEADERSHIP ACADEMY	AW BROWN-F L A INT CAMPUS	057816101	E	84.5	73	C	58	F	74	C	72	C
A+ ACADEMY	A+ ACADEMY EL	057829001	E	85.3	52	F	54	F	57	F	39	F
A+ ACADEMY	A+ SECONDARY SCHOOL	057829002	S	80.5	79	C	67	D	83	B	68	D
A+ UNLIMITED POTENTIAL	A+ UNLIMITED POTENTIAL	101871041	M	28.4	57	F	57	F	52	F	.	Z
A+ UNLIMITED POTENTIAL	A+UP UNIVERSITY	101871102	M	60.2	44	F	48	F	50	F	30	F
ABBOTT ISD	ABBOTT SCHOOL	109901001	B	23.9	87	B	88	B	79	C	84	B
ABERNATHY ISD	ABERNATHY DAEP	095901003	S	100.0	.	X	.	X	.	X	.	X
ABERNATHY ISD	ABERNATHY EL	095901101	E	59.8	82	B	75	C	82	B	81	B
ABERNATHY ISD	ABERNATHY H S	095901001	S	48.2	94	A	91	A	86	B	100	A
ABERNATHY ISD	ABERNATHY MIDDLE	095901041	M	49.2	60	D	73	C	63	D	30	F
ABILENE ISD	ABILENE H S	221901001	S	69.3	83	B	85	B	85	B	78	C
ABILENE ISD	ACADEMY FOR TECHNOLOGY ENGINEERING	221901010	S	51.8	96	A	94	A	92	A	100	A
ABILENE ISD	AUSTIN EL	221901102	E	49.8	83	B	82	B	83	B	84	B



Follow up from Previous Meetings

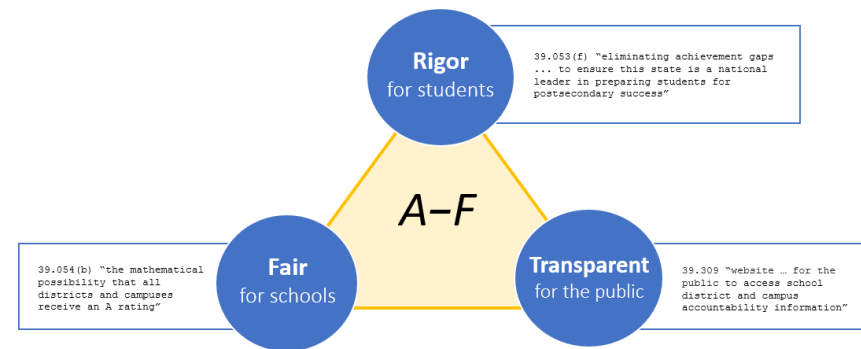
TEA will not be including a “mobile” campus for district ratings, given that data on these students will still be available and the mobile campus would have a minimal impact on district ratings

Conducted analyses using 2022 data on how many tests would be excluded in the district aggregate:

- **99% of districts had <3% of tests excluded**
- **92% of districts had <1% of tests excluded**
- **In the most extreme case in an atypical year (the district with the highest percentage of tests excluded in 2022), the “mobile” campus would contribute <7% to the district rating**

Data on these students will still be available; TEA will continue to provide Closing the Gaps data tables for students meeting campus and district subset.

Given the minimal impact of adding a mobile campus, TEA will not include a mobile campus in calculating district ratings to reduce complexity and increase transparency of the system.



Previously shared table of outliers

*2022 is likely an outlier year with higher mobility.

Proportional Ratings: Aggregated Data at District

- How many students fall out of campus subset but meet district subset?

2022

Outliers State % = 1.05 District Stable, Campus Mobile					Count of Campus Enrollment Type							
3.00% or Greater District Stable Campus Mobile	District	Number of Students	% Eco. Dis.	% EB/EL Students	Total # of Campuses	COMBINED ENROLLMENT TYPE SCHOOL	OPEN ENROLLM ENT CHARTER SCHOOL	SELECTIVE ENRL SCHL- SPCL PGM- BASED	SELECTIVE ENROL SCHL- CRITERIA- BASED	SPECIAL ASSIGNMENT SCHOOL	ZONED SCHOOL- NO TRANSFERS ACCEPTED	ZONED SCHOOL- TRANSFERS ACCEPTED
6.97%	ROUND ROCK ISD	45,990	22.2%	13.1%	57					3	1	53
4.95%	OLFEN ISD	141	74.5%	1.4%	3							3
4.87%	GEORGE GERVIN ACADEMY	776	86.7%	17.3%	2		2					
4.63%	EDEN CISD	222	62.6%	5.4%	3				1	1		1
4.15%	TEMPLE ISD	8,395	77.5%	13.8%	17				1	3		13
3.59%	BEAUMONT ISD	16,729	81.6%	14.0%	28	21		3	1	3		
3.58%	WACO ISD	14,066	90.6%	21.8%	25	1	6			3		15
3.51%	KILLEEN ISD	43,839	61.9%	11.2%	53	1			2	5		45
3.21%	CORPUS CHRISTI ISD	33,107	73.0%	7.2%	57	8		1	5	2		41
3.13%	BRAZOSPORT ISD	11,451	71.7%	12.9%	20				1	2		17
3.12%	GOOSE CREEK CISD	23,833	71.7%	20.0%	31	3			3	3		22
3.01%	LUBBOCK ISD	25,551	72.2%	5.9%	48	1	4	1	2	3		37
Total					356	35	24	5	16	28	1	247

Wrap up

Thank you!



Please keep in touch!

2023 A-F Refresh: Feedback Timeline

