



# TAAG Meeting November 16, 2022

## Supporting Student Success

# Meeting Objectives and Agenda

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## Objectives

- Recall the *A–F* refresh timeline and the role TAAG plays
- Review the updated framework released this month
  - Discuss what has changed, what is close to final, and what is still pending
  - Gather feedback on new and updated proposals
- Preview topics for upcoming meetings

## Agenda

- Welcome
- Updated Preliminary 2023 Academic Accountability System Framework Overview with Q&A
- STAAR Redesign (time permitting)
- Upcoming meetings

# Introductions: Any first-time attendees?

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# Reminder: Some Changes are Still in Flux

- ✓ TEA is sharing TAAG materials **to increase transparency**. This increased transparency is leading to some confusion in the field.
- ✓ Please remember, TAAG/EAG may be used to surface and **get feedback on new ideas**. Some of those new ideas may be discarded immediately. Others will move forward to gather feedback more widely. **TEA makes decisions based on feedback from a wide variety of stakeholders**.
- ✓ **Updates to recommendations are occurring frequently** and TEA is working to make more clear which proposals are close to final and which ones are more tentative.
- ✓ **Stay in touch!** Are you unsure if a proposal is out-of-date? Give us a call! As TAAG members, you have a broader understanding of the *A-F* refresh than many folks. Please share the process, timeline, and feedback being addressed to help us reduce potential panic in the field!

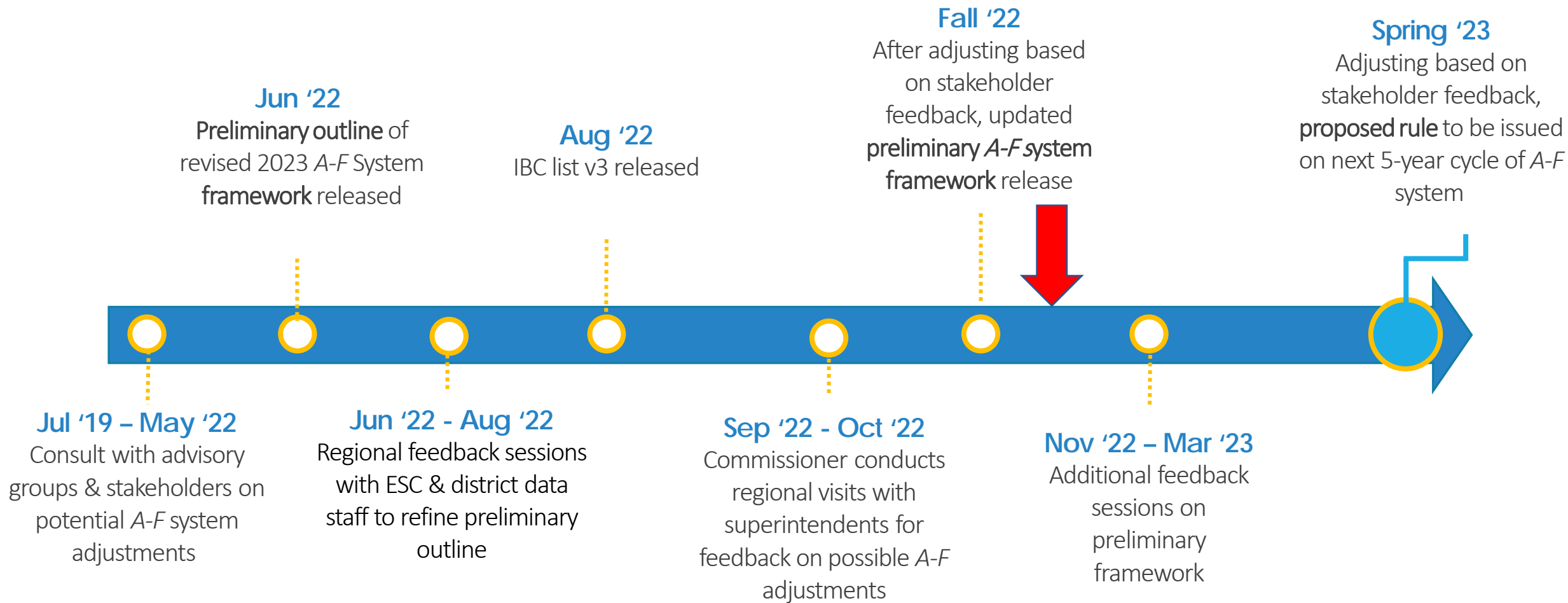
# Additional Feedback

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- 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.

# Reminder: 2023 A-F Refresh Feedback Timeline



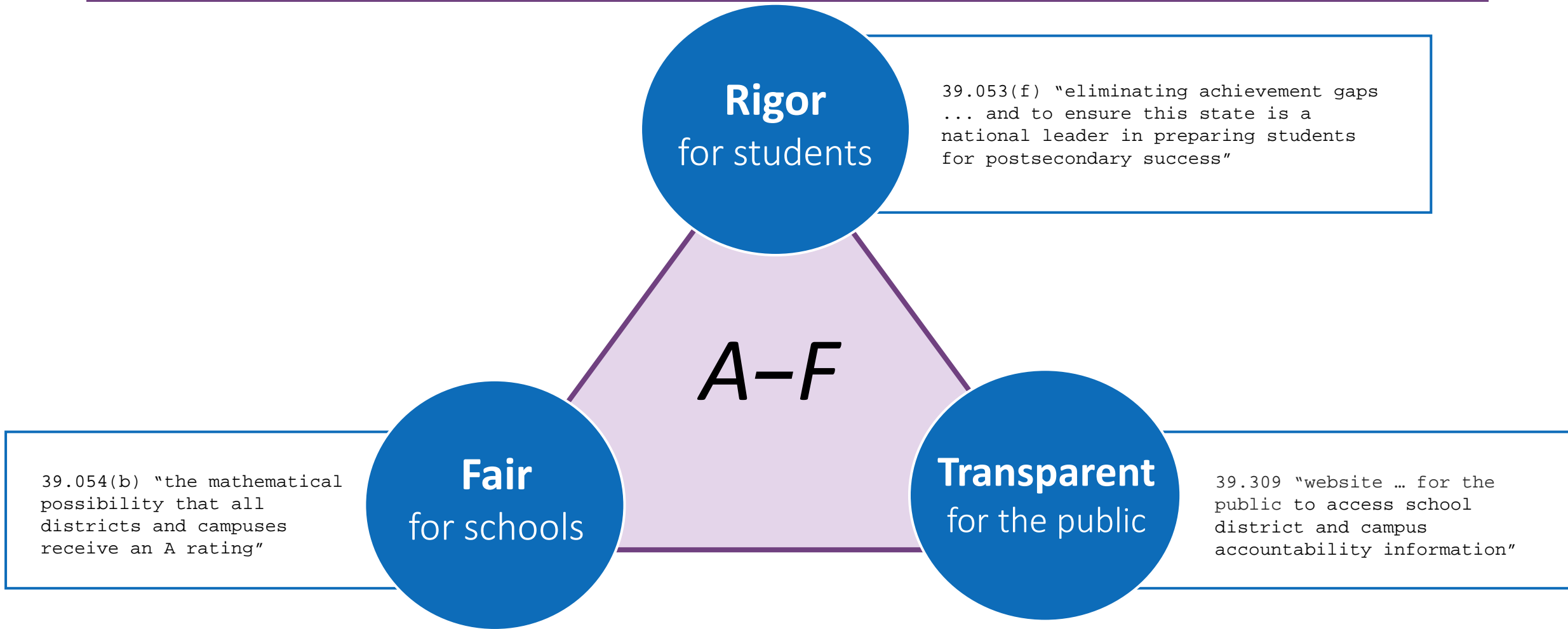
# Reminder: TAAG Discussions

#	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 & 10/19-Complete
3	Update CCMR indicators	How to ensure rigor and improve alignment	10/7 & 10/19-Complete
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	10/19-Complete
5	Recognize successful learning acceleration.	How to update based on USDE feedback	10/19-Complete
9	Refine Distinction Designations and develop Badges to recognize district efforts.	Next steps from DD & Badges committee recs	<b>January</b>

# Updated Preliminary 2023 Academic Accountability System Framework



# Balancing competing objectives



# 2023 A–F Refresh: Considerations Thus Far

Original 10 considerations from June framework

1. Ensure cut points and targets reflect appropriate goals for students post-COVID.
2. Improve ability to recognize growth.
3. Update CCMR indicators.
4. Narrow focus within Closing the Gaps.
5. Recognize successful learning acceleration. *(now included in consideration #2)*
6. Increase alignment of district outcomes with campus outcomes.
7. Create a unique alternative education accountability system for dropout recovery schools.
8. Improve alignment between A–F accountability and special populations goal setting (Results Driven Accountability [RDA]).
9. Refine Distinction Designations and develop Badges to recognize district efforts.
10. If feasible, incorporate extracurricular leadership.

Additional considerations from feedback since June

11. Give high schools credit for Algebra I accelerated testers
12. Create an incentive for early graduation
13. Update overall rating to better align with SB 1365

# 1. Update Cut Points: Target Setting and Scaling

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- TEA must set cut scores for all domains and overall that correspond to *A*, *B*, *C*, *D*, and *F*
- TEA analyzed historical STAAR, TELPAS, graduation rate, and CCMR outcomes to determine where cut points should be set. TEA used the same logic in setting cut points as used previously.
  - Cut points for **achieving an A** (90 or above) should reflect obtaining performance equivalent to our **long-term goals for student postsecondary success**.
  - **Average growth & proficiency** demonstrated during the baseline year determine cut points used to anchor a high *C* (~78). Based on feedback from stakeholders, **baseline will include both pre- and post-COVID data**.
  - Cut points remain fixed for roughly 5 years, so **all districts and schools in the state have the mathematical opportunity to earn an A**.

# 1. Update Cut Points: Target Setting and Scaling

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- TEA will release in TEAL a “what if” version of ratings from 2022 using the new *A–F* cut scores to help school systems have accurate year over year comparisons and will communicate publicly that comparing ratings for 2023 with 2022 comes with caveats.
- The framework provides specific cut point methodology decisions to date.
- More modeling and analysis based on stakeholder input will be conducted moving forward, with specific cut points to be published by January.

“What if” ratings will be a topic for discussion and feedback at a future TAAG meeting.

# C Reflects Average Performance in Baseline Year

## Baseline Raw Scores for STAAR Achievement

Approaches Grade Level or Above	77%
Meets Grade Level or Above	49%
Masters Grade Level	16%
Total Percentage Points	142
STAAR Raw Score (Total Percentage Points ÷ 3)	<b>47</b>

## Raw Score to Scale Score Conversion

STAAR Component Raw Score	STAAR Component Scaled Score (if avg scaled to 78)	STAAR Component Scaled Score (if avg scaled to 70)
50	81	73
49	80	72
48	79	71
<b>47</b>	<b>78</b>	<b>70</b>
46	77	69
45	76	68
44	75	67

What number on an A-F scale do you think of as average?

Responses we've received:  
50, 60, 60-70, 70, 73,  
73-75, 75, 78-80

If we set the average to 70 instead of 78, any campus below average would be scaled to a D or F. For example, a campus with a raw score of 46 would receive a scale score of 69.

# Let's Talk about Scaling: CCMR Example

Texas Education Agency  
**2022 College, Career, and Military Readiness State**

	Annual Graduates	
	Count	Percentage
	Credit	
<b>Total</b>		
Total graduates	357,942	
Total credit for CCMR criteria	233,727	65%

College, Career, and Military Readiness Component Scaled Score			
HS/K-12	AEA Campus	Non-AEA District	AEA District
80	93	76	94
79	93	76	94
78	93	75	93
77	93	74	93
76	93	73	93
75	93	73	93
73	92	72	93
72	92	71	93
71	92	71	93
70	92	70	93
69	92	69	92
68	92	68	92
68	92	67	92
67	91	66	92
66	91	65	92
65	91	64	92
65	91	63	92

If 65% is average for Class of 2021, how would that scale if used as baseline?  
 50, 60-70, 73-75, 78-80?

**OR?**

**OR?**

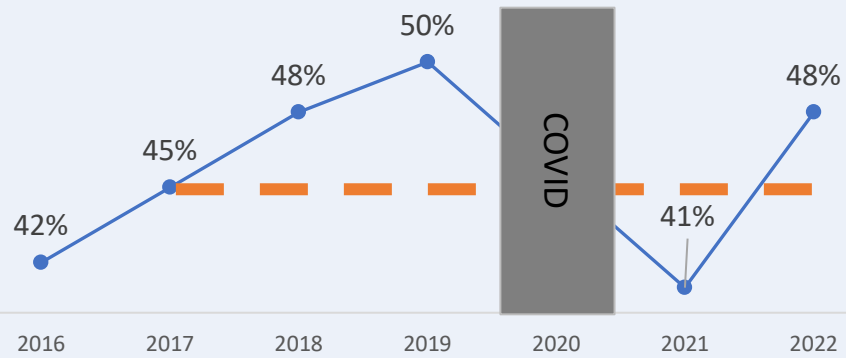
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70

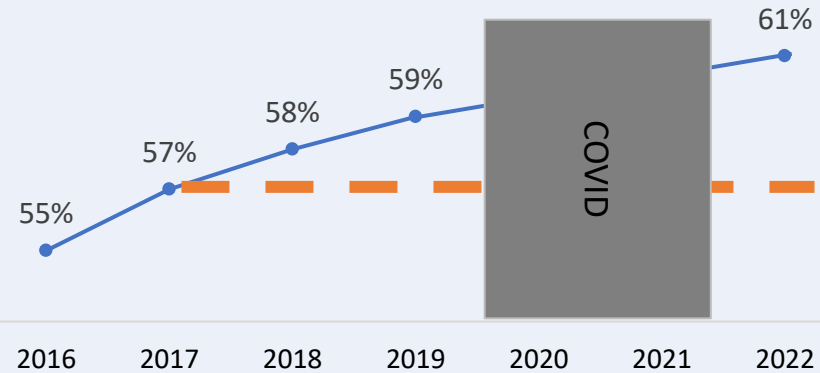
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# 1. Updating Cut Points: Setting targets for C

Percentage of Students that Met Grade Level or Above in all STAAR Subjects/Grades by Accountability Year



Percentage of All Students with a Year or More of Growth by Accountability Year  
(Expected or Accelerated Progress from Prior Year)



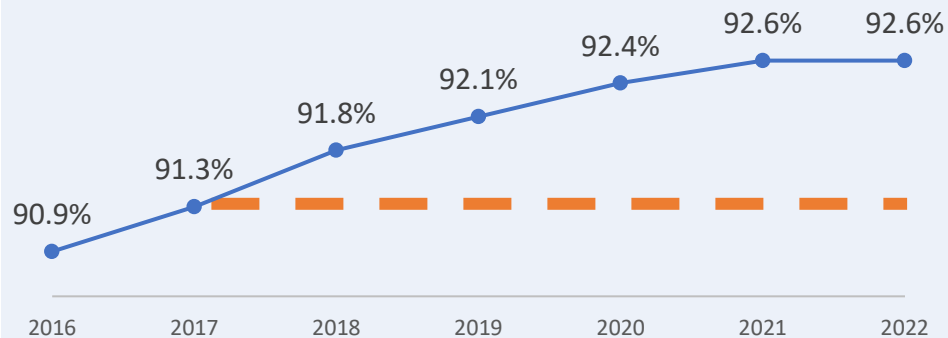
Five years ago, we anchored goalsetting for a mid C to average performance in the 2017 baseline year.

CCMR, Graduation rates, and Growth rates have improved since then. STAAR proficiency has been impacted by COVID.

Feedback suggested using a mix of pre- and post-COVID years as a baseline.

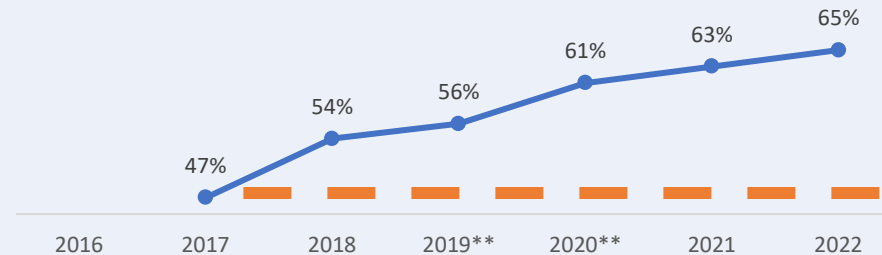
Final cut points are still being calculated by campus type and will be communicated by early January.

Graduation Rate\* by Accountability Year



\*Calculated as the highest of the four-year, five-year, or six-year longitudinal graduation rate from the prior year – e.g., 2022 is highest of class of 2021 4-year, class of 2020 5-year, and class of 2019 6-year rates

CCMR Rate\*\*\* by Accountability Year



\*\*2019 and 2020 rates are adjusted to exclude graduates who only earned CCMR from a CTE coherent sequence credit that was phased out in 2021. This allows for better comparison across years based on current criteria. Adjust rates for earlier years are currently unavailable.

\*\*\*Calculated as the percentage of students who met CCMR criteria in the prior year – e.g., 2022 is the class of 2021's CCMR rate

# 1. Updating Cut Points: Setting targets for A

Cut points within the *A-F* system are not set based on a forced or target distribution.

A performance is anchored at a criterion determined to represent performance today that is already at a level consistent with our long-term goals for students.

	A (i.e., 90)
STAAR Proficiency	Five years ago, cut scores were anchored to 60%. Given the disruption of COVID, this will remain unchanged.
STAAR Growth	Feedback five years ago recommended a 90% growth rate for an A, but cut scores were set lower than that because of the limited number of campuses performing in that range. Given improvement in growth, the refresh may come closer to that original recommendation, pending final modeling by campus type.
Graduation Rate	Graduation rates have improved in Texas, rising 1-2 percentage points higher than the original <i>A-F</i> baseline. Cut scores are likely to increase by a similar amount pending final modeling.
CCMR	Feedback five years ago recommended 90% as the percentage of CCMR graduates that should generate an A. Very few campuses performed at that level at that time (average performance in the baseline year was 47%), so the cut point was set at 60% which was nominally consistent with the state's 60x30 goals. CCMR performance has skyrocketed, with average performance now at 65%. Given these improvements and the statutory objective of <i>A-F</i> to make Texas a national leader in preparing students for postsecondary success, cut scores will be anchored to 88% pending final modeling, with evidence suggesting that would ensure 60% of graduates achieve initial postsecondary success.



## 2. Academic Growth: Improve Recognition of Growth

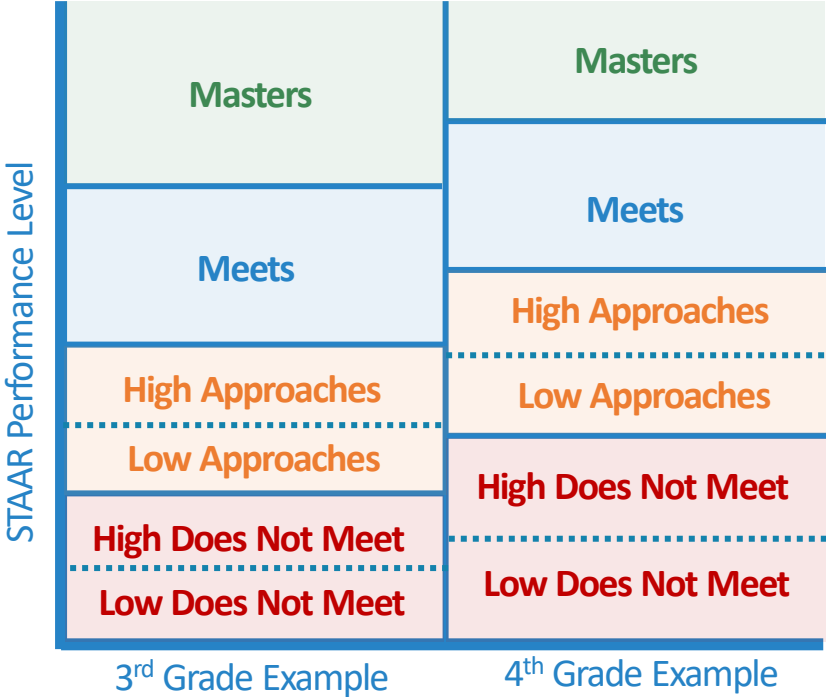
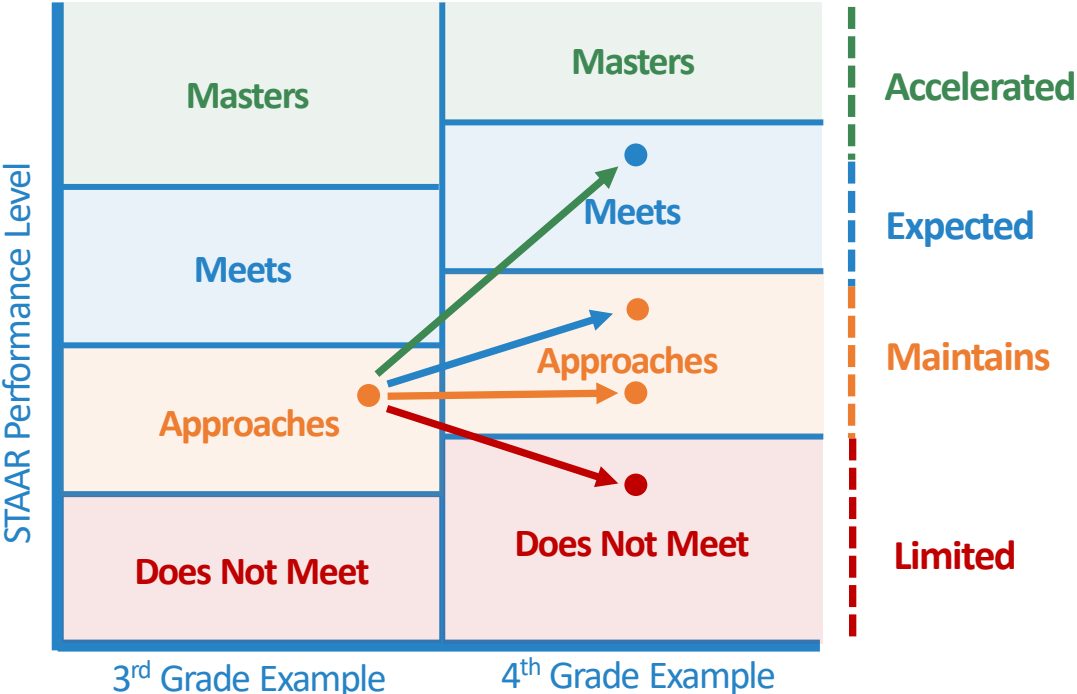
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- Stakeholders largely support **moving to a transition table model** to determine growth rather than vertical scale score growth to **include more students** in the growth calculation
  - The prior way of calculating growth in Part A relied solely on analysis of vertical scale scores. This prevented growth analysis if students switch from Spanish-language to English-language testing. It also limited growth calculations for high schools because of the difference in end-of-course (EOC) vertical scaling (grade 8 reading/language arts [RLA] to English I EOC).
- As USDE has stated adding an accelerated learning component in Closing the Gaps would not meet federal requirements, the **accelerated learning component will be embedded within Academic Growth** to recognize success for accelerated learners.
- Based on stakeholder feedback, there are **no changes to the calculation of the School Progress domain**. TEA will not average Parts A and B, will not incorporate a max spread between the two parts and will not include another growth model like Student Growth Percentiles (SGP).

# 2. School Progress, Part A: Academic Growth

The **current approach** uses the STAAR Progress measure of Accelerated, Expected, or Limited Growth. It does not factor in students changing language, or students going from STAAR to EOCs.

The **proposed approach** uses a transition table based on expanded STAAR performance levels. This will capture all students who have any test last year and any test this year (in the same subject).



# 2. School Progress, Part A: Academic Growth

## Measuring Annual Growth **PLUS** Measuring Accelerated Learning

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

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

- Tests must meet the accountability subset.
- Students must have a non-zero STAAR assessment result in both the prior year and current year.
- Assessments with outcomes in the chance score range will be included in calculations.
- Accelerated Learning includes all DNM tests eligible for growth, for example gr 8 RLA to Eng I EOC.

# 2. School Progress, Part A: Academic Growth

This updated proposal is a combination of our previously proposed and discussed 1-pt and 2-pt max tables.

Splitting into two tables like on the previous page allows for clearer interpretation of raw scores (i.e., what percentage of students grew a year, what percentage of students were accelerated from DNM).

Annual Growth + Accelerated Learning						
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	2	2	2	2
High Did Not Meet Grade Level	0	1/2	2	2	2	2
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

## 2. Part A: Academic Growth: Calculation

	Calculate Separate Raw Scores	Calculate Combined Raw Score	
<b>Annual Growth</b>	$\frac{\text{Sum of RLA \& Mathematics Points Earned}}{\text{Sum of Maximum RLA \& Mathematics Points}}$	$\frac{\text{Sum of Points Earned (Annual + Accelerated)}}{\text{Sum of Maximum Points (Annual + Accelerated)}}$	Convert to Scaled Score
<b>Accelerated Learning</b>	$\frac{\text{Sum of RLA \& Mathematics Points Earned}}{\text{Sum of Maximum RLA \& Mathematics Points}}$	$\frac{\text{Sum of Maximum Points (Annual + Accelerated)}}{\text{Sum of Maximum Points (Annual + Accelerated)}}$	

C will be anchored on statewide average by campus type.

# 3. CCMR: Update Components

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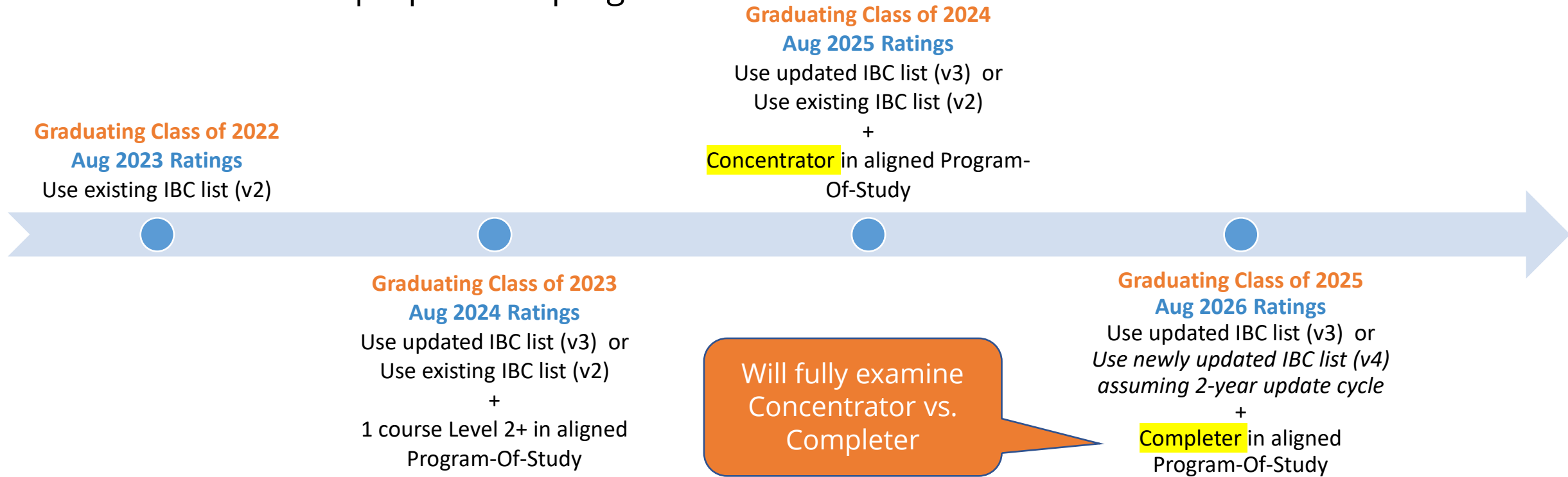
- [A refreshed IBC list](#) and a [phase-in](#) for aligned programs of study course completion requirements were published.
- A plan to bring back [military enlistment](#) with a reliable data collection was published.
- TEA explored validity concerns for both AP/IB and college prep (CP) courses. Further research has ruled out the need for changes to AP/IP, but validity concerns remain for CP courses. TEA is collaborating with the Texas Higher Education Coordinating Board to better define CP course requirements statewide. Additional information will be shared as it becomes available, and the new CP requirements would be implemented for **future graduating classes** to allow districts time to update and align local programming.

# 3. CCMR: IBCs & Programs of Study Accountability

## Transition Sequence



Sunset IBCs (v2) will continue to generate A-F credit for two more upcoming graduating classes, and program-of-study requirements are phased in over three years, to allow school systems to transition their career preparation programs

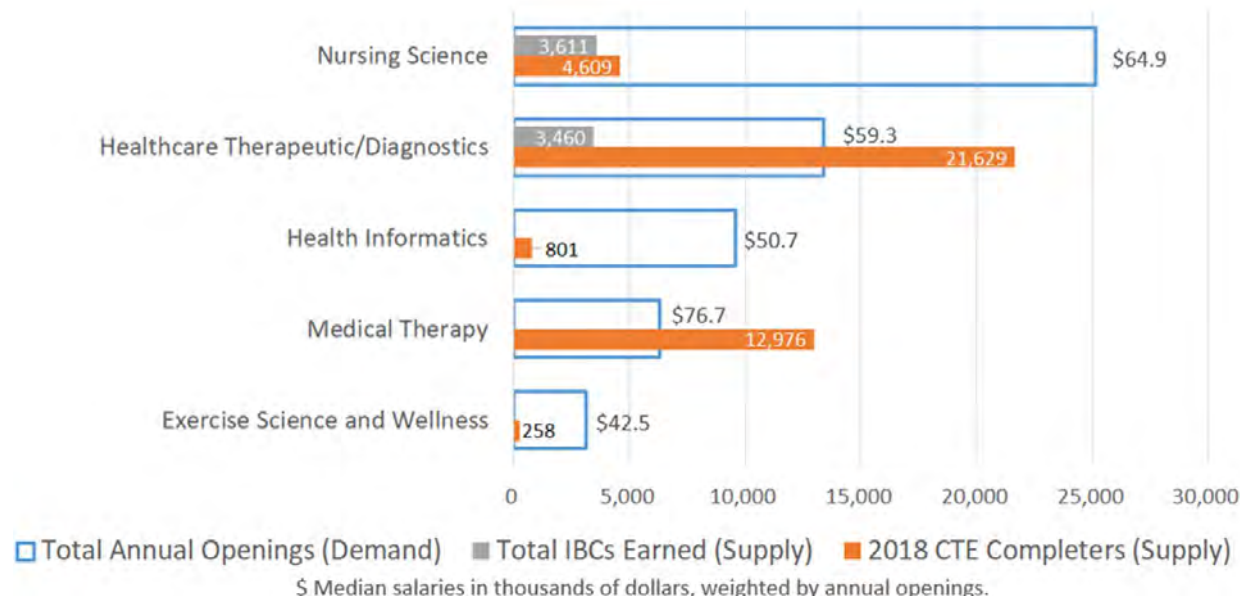


While students may earn any certification to prepare for college and careers, only those on the published IBC list are reported to TEA.

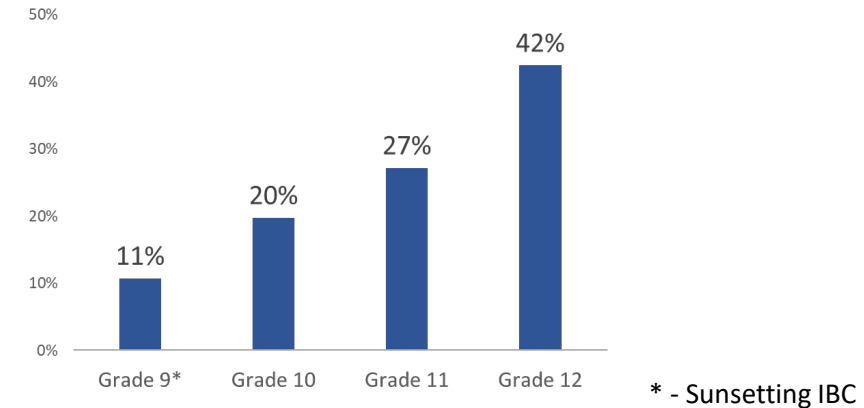
# 3. CCMR: Career Readiness Indicators Analysis

Based on stakeholder feedback and analyses, TEA is continuing analysis on validity differences for IBCs (see below for some examples of data analyses). **Any adjustments for non-sunsetting IBCs would be pursued for future graduating classes.** TEA is continuing to conduct research into subset of high-usage sunsetting IBCs to determine potential adjustments.

Career Readiness Indicators and Market Data



School Year 2020-2021



Top IBCs Earned by Grade 9 Students	Earned
MICROSOFT OFFICE SPECIALIST WORD*	3718
NCCER CORE LEVEL ONE	1661
TEXAS STATE FLORAL ASSOCIATION FLORAL SKILLS KNOWLEDGE BASED	1292
MICROSOFT OFFICE SPECIALIST EXCEL*	733
GOOGLE ANALYTICS INDIVIDUAL QUALIFICATION*	677



# 3. CCMR: Military Enlistment Data Collection



Beginning with **2023 annual graduates**, TEA will award CCMR credit to graduates for whom the district uploads the required military enlistment documentation.

This also documents TX National Guard enlistment.

1. Districts must obtain a **completed DD Form 4 Enlistment/ Reenlistment Document-Armed Forces of the United States** from a student who has enlisted.
2. The DD Form 4 must include **all required signatures** by the student and the enlistment officer.
3. Districts must **submit** the completed DD Form 4 **via a secure upload** process in the spring of 2024 for 2023 graduates.
4. Graduates for whom a completed DD Form 4 is submitted will receive **CCMR credit** for military enlistment in both the academic **accountability** system and in **CCMR Outcomes Bonus** calculations.

# 4. Closing the Gaps: Narrow Focus

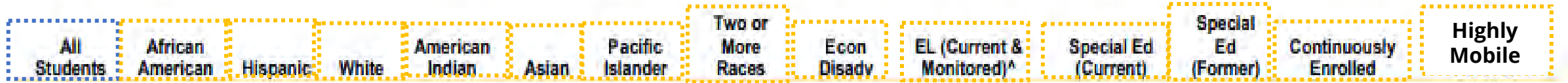
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- A. Student Groups:** Previously, in Closing the Gaps, there were up to 14 distinct student groups, and any given student could count in between 2 and 6 of them, creating tremendous variability between how campuses are rated based on small enrollment differences.
- TEA is adjusting how **groups** are categorized, to improve focus on more at-risk students whose performance is potentially not otherwise reflected in Domains 1 & 2.
  - Baselines rates will be established by school type: elementary, middle, and high school/K-12.
  - Based on feedback, TEA will continue to report outcomes for all 14 original groups and is reducing the minimum size to **10**.
- 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 which ignores any distinction between reaching interim and long-term goals.
- TEA is creating a **graded** scoring methodology to better reflect performance difference.

# Closing the Gaps: Six Super Groups

Still report data on each student group.

**X** Reminder: previously, there were 14 different student groups:



**✓** Update: replace 14 student groups with 6 student “super groups”

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB <sup>1</sup> , SpEd, Highly Mobile)	Special Education (Former)	Continuously Enrolled
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races			

Only evaluated in SQSS: CCMR/STAAR Only (all subjects/all levels).  
Not evaluated in Ac Ach, Growth/Grad, or ELP.

# 4. Closing the Gaps: Refresh Methodology

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB <sup>1</sup> , SpEd, Highly Mobile)	Special Education (Former)	Continuously Enrolled
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races			
Academic Achievement (RLA & Mathematics)										
0-4	0-4		0-4		0-4		0-4			
0-4	0-4		0-4		0-4		0-4			
Growth or Graduation: Academic Growth in RLA & Mathematics (EL/MS) or Federal Graduation Status (HS/K-12)										
0-4	0-4		0-4		0-4		0-4			
0-4	0-4		0-4		0-4		0-4			
SQSS: STAAR ONLY (EL/MS) or CCMR (HS/K-12)										
0-4	0-4		0-4		0-4		0-4	0-4	0-4	
English Language Proficiency <sup>1</sup>										
							0-4			

The max group count declines:  
**71 to 23**

# Closing the Gaps: Gradated Points for Growth

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

## Points Definitions

- Expected growth is defined as on-track growth to reach the next interim target. For 2023, that would be five years. For 2024, that would be four years.

$$\text{current year rate} - \text{prior year rate} \geq \frac{\text{next interim target} - \text{prior year rate}}{5}$$

- Minimal growth is defined as at least 1.0% growth for STAAR and CCMR indicators. Minimal growth is at least 0.1% growth for graduation indicators.

# 6. District Ratings: Improve Alignment with Campus Ratings

School	Grades				Overall	
Type	Served	Total Students	Alt Ed	Eco Dis	Rating	Score
District		2,859	No	73.6%	<b>B</b>	<b>80</b>
Elementary	01 - 02	389	No	80.7%	D	68
Elementary	03 - 04	400	No	77.0%	D	68
Elementary	EE - KG	352	No	85.5%	D	68
Middle School	06 - 08	468	No	72.9%	C	75
Middle School	05 - 06	429	No	76.9%	C	74
High School	09 - 12	821	No	62.1%	C	78

- Existing methodology for districts looks at all students in the district and evaluates it as a single K-12 campus.
- TEA is shifting to a district calculation that uses a weighted average of campus ratings.
- Based on feedback and analysis, TEA is keeping the proposed June proportional methodology.

School	Grades				Overall	
Type	Served	Total Students	Alt Ed	Eco Dis	Rating	Score
District		298	No	66.1%	<b>A</b>	<b>90</b>
Elementary	PK - 06	169	No	69.2%	C	76
High School	07 - 12	129	No	62.0%	B	86

# 6. District Ratings: Improve Alignment with Campus Ratings

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## Methodology using Proportional Weighting by Domain

1. Determine the number of students enrolled in grades 3–12 at each campus.
2. Sum the number of students enrolled in grades 3–12 at the district.
3. Divide the number of grades 3–12 students at the campus by the district total.
4. The resulting percentage is the weight that each campus will contribute to the district domain score.
5. Multiply the campus domain scaled score by its weight to determine points.
6. Sum the points for all campuses to determine the district's domain score.

# 6. District Ratings: Improve Alignment with Campus Ratings

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## Methodology using Proportional Weighting by Domain (cont.)

- Enrollment counts only include grades 3–12.
- *Not Rated* and paired campuses are excluded from calculations.
- DRS are included in calculations.
- To align with statutory requirements, the methodology is applied to each domain.

Let's chat:  
Why did we not include grades K–2?  
Why did we include grades 9–12?



# Why did we not include grades K-2?

## Why did we include grades 9-12?

		Highest Grade Level Served →														
Lowest Grade Level Served ↓		EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
EE		10	78	66	40	74	32	179	1163	113	3	9	0	0	0	27
PK			47	12	11	36	20	141	1270	182	17	125	6	3	1	177
KG				0	2	18	20	101	596	77	3	41	1	2	8	56
1					0	9	18	10	53	16	1	4	0	0	0	9
2						0	9	5	35	3	1	2	1	0	2	3
3							2	7	105	5	2	5	1	0	1	9
4								1	35	30	0	6	0	1	2	4
5									3	110	3	89	1	2	1	22
6										29	13	1230	18	9	23	187
7											5	190	6	12	23	107
8												14	6	12	20	32
9													39	29	34	1357
10														18	9	48
11															14	28
12																19

There exists a wide variety of grade configurations on TX campuses related to K-2. The current proposal allows for more uniformity and transparency.

Students in grades 9-12 are working on CCMR and graduation requirements every day.

# Closing the Gaps: District Data Table Will Still be Available

**EXAMPLE**

	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)	Special Education (Current)	Special Education (Former)	Continuously Enrolled	Highly Mobile	Foster	Homeless	Migrant
Academic Achievement (RLA)																	
2022	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%			50%	50%	50%	50%
2023	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%			50%	50%	50%	50%
Academic Achievement (Mathematics)																	
2022	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%			50%	50%	50%	50%
2023	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%			50%	50%	50%	50%
Growth (RLA) (EL/MS) or Graduation Rates (HS/K-12)																	
2022	75	75	75	75	75	75	75	75	75	75	75			75	75	75	75
2023	75	75	75	75	75	75	75	75	75	75	75			75	75	75	75
Growth (Mathematics)																	
2022	75	75	75	75	75	75	75	75	75	75	75			75	75	75	75
2023	75	75	75	75	75	75	75	75	75	75	75			75	75	75	75
SQSS: STAAR ONLY (EL/MS) or CCMR (HS/K-12)																	
2022	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
2023	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
English Language Proficiency <sup>1</sup>																	
2022										50							
2023										50							

# 6. District Ratings: Improve Alignment with Campus Ratings

## Calculating an Overall Rating

Once a scaled score is calculated for each domain, the district overall rating calculation would follow the existing methodology.

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	89		<b>89</b>	70%	62.3
School Progress, Part A	84	84			
School Progress, Part B	72				
Closing the Gaps	<b>81</b>			30%	24.3
Overall Score					<b>87</b>
Overall Rating					<b>B</b>

# 7. Unique AEA System: Evaluate DRS Differently

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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)

*Based on stakeholder feedback, TEA is moving forward with the proposal to create a unique AEA system for dropout recovery schools*

# 8. A-F and RDA: Improve Alignment

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- RDA has functioned as a separate special education & special populations accountability system.
- When A-F was launched initially, the state also had separate and misaligned federal & state accountability systems. The launch of A-F solved that problem.
- TEA will unify the two systems, similar to the unification 5 years ago of federal & state accountability requirements.
- **This will be REPORT ONLY for A-F for the next 5 years.**
  - TEA will develop a “REPORT ONLY” version of Closing the Gaps that includes Part A and Part B, where Part B reflects much of what is currently in RDA. This would not impact A-F ratings during this 5-year cycle but would be finalized to do so in the next 5-year A-F cycle (starting in 2028).

# 8. *A–F* and RDA: Improve Alignment



Include RDA on *A–F* reports  
(one report location)



Determine what alignments can be made  
(non-duplicating measurements)



Focus on closing gaps with special populations  
(emphasis on progress and improvement)



Integrate RDA into *A–F* system  
(by 2028 with stakeholder input and data modeling)

TEA will work with stakeholders to align data sources and methodologies where possible.

Required RDA determinations and interventions will continue during this report-only period

We need RDA/*A–F* integration volunteers to serve on an advisory group.

# 9. Distinction Designations: Possible Additions

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- We will discuss additional reporting opportunities through TXschools.gov to highlight district efforts (badges) and to update any necessary indicators within Distinction Designations.
- Based on this feedback, additional distinction designations may be available for the 2023 ratings. New distinction designations would be published in the proposed *2023 Accountability Manual* for further stakeholder feedback before being finalized.
- These could evolve over time, even within the 5-year accountability cycle.

This will be a major topic for discussion and feedback at a future TAAG meeting.

# 10. Extracurriculars: Still Under Consideration

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- The extra- and co-curricular (ECC) report is due to the legislature in December 2022.
- An ECC student participation accountability indicator may be adopted if it is found to be appropriate.
- Data from Phases 1 & 2 (2016–2022, 7 districts, 300k+ students) indicate increased ECC participation is correlated with improved student outcomes in academics, attendance, and discipline, with comparable benefits for at-risk and economically-disadvantaged students. Phase 1 & 2 data also indicate considerable variation in participation rates across districts, especially for economically-disadvantaged students.
- Phase 3, if approved (tentatively 2023-2028), may include a 2-year ECC pilot to work with districts and ESCs to gather additional data and refine the ECC process and materials.
- If adopted, the indicator would likely be report-only for several years to allow time to build reliable data collections of ECC participation necessary to evaluate methodology and modeling options for review before full implementation.



# 11. Student Achievement: Algebra I EOC Proposal

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- Based on differences in feedback, the agency will continue to run data and gather stakeholder feedback on the impact of including accelerated testers' STAAR Algebra I EOC in the middle school calculations for the year tested and then including this Algebra I EOC result again at the high school the accelerated tester attends the following year.
- This Algebra I EOC STAAR component adjustment would only be made in the Student Achievement and School Progress, Part B domains.
- The federal requirement for accelerated testers to be administered a mathematics SAT/ACT before graduation for inclusion in Closing the Gaps would remain in place to meet ESSA requirements.

What feedback do you have? What data analyses would be helpful to inform this proposal?

## 12. Early Graduation: Add an early graduation incentive

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- Stakeholder feedback expressed concern that schools may be discouraging students who would benefit from graduating early given other requirements.
- The agency proposes creating an early graduation incentive to award additional state graduation rate points for early graduates to encourage schools to allow students to graduate early.
- This proposal would not impact federal graduation rates used in Closing the Gaps and will require data modeling and stakeholder consultation.

What feedback do you have? What data analyses would be helpful to inform this proposal?

# 13. Overall Rating: Update to better align with SB 1365

## Update the 3 out of 4 *Fs* rule to include *Ds*.

- This aligns with the changes made to *Ds* under SB 1365.
- If 3 out of 4 domains are a *D* (or mixture of *Ds/Fs*), overall rating cannot be higher than 69.
- This is consistent with the current 3 of 4 *Fs* rule.



If a campus or district earns 3 or more *Ds* (or *Ds* & *Fs*), they cannot earn above 69.



If a campus or district earns 3 or more *Fs*, they cannot earn above 59.



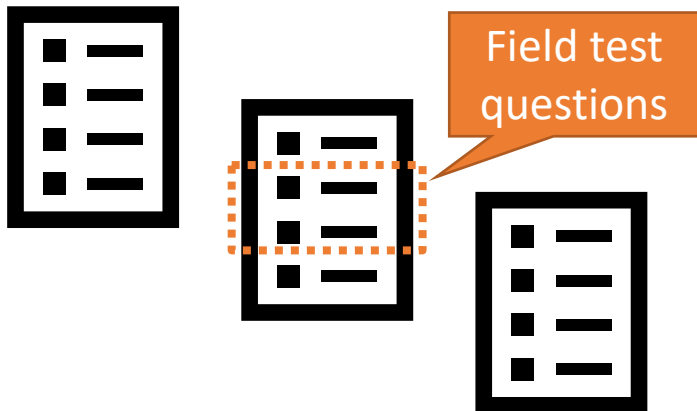
# What Other Data do we Need to Model?

# STAAR Redesign

# The redesign does not mean the test will be harder

*While individual items may be easier or harder within a given year, the mix of item difficulty is balanced across years by using field test results*

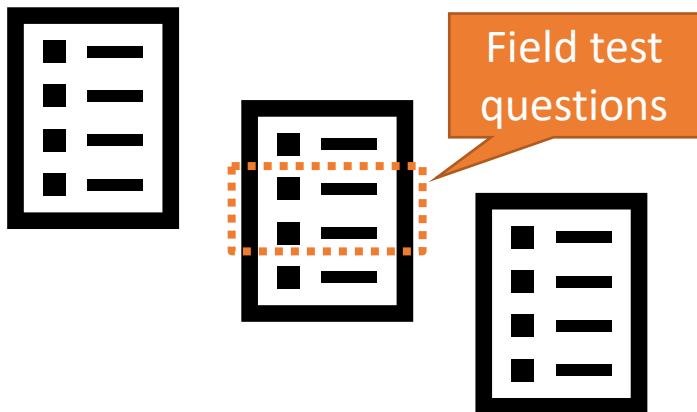
On each STAAR test, a small number of questions do not count towards the student's score. These are **field test questions**.



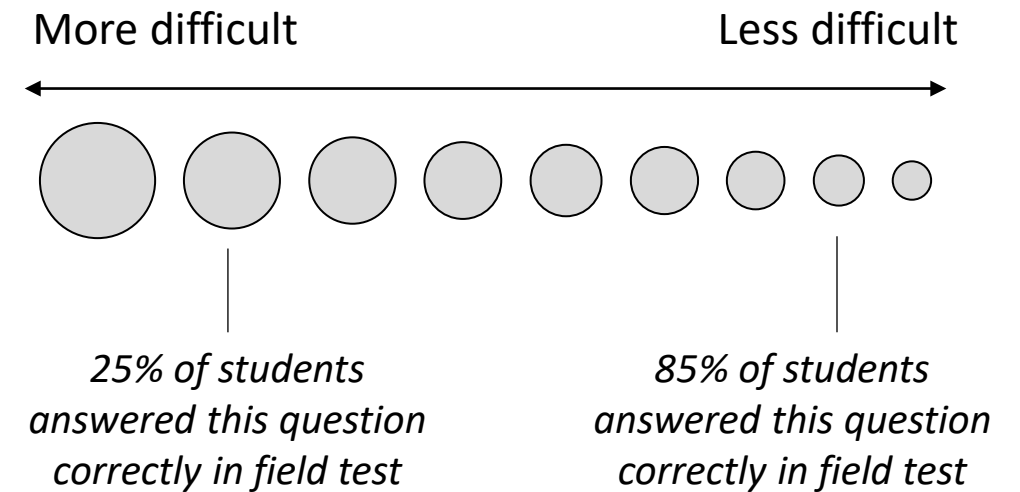
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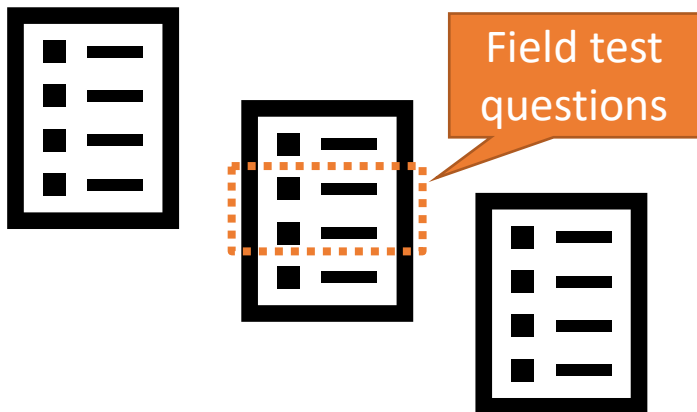
*Through field testing, we determine how hard a question is (e.g., 80% of students got the question right).*



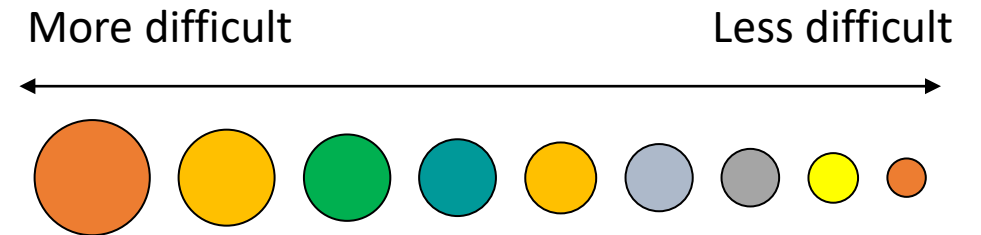
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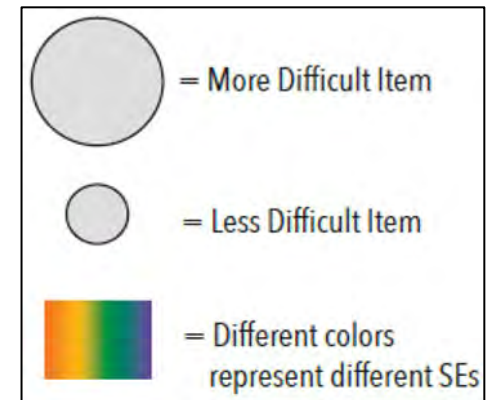
On each STAAR test, a small number of questions do not count towards the student's score. These are **field test questions**.



*Through field testing, we determine how hard a question is (e.g., 80% of students got the question right).*



Questions also represent a variety of different student expectations

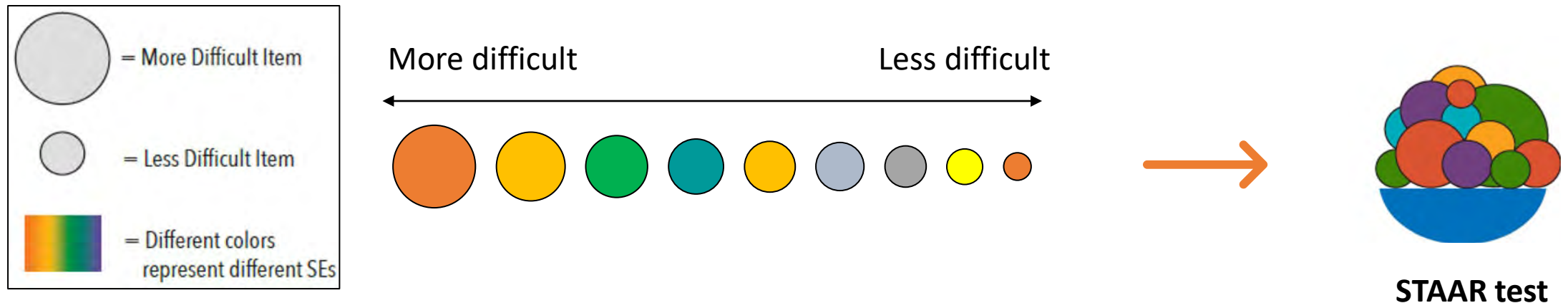




# The redesign does not mean the test will be harder

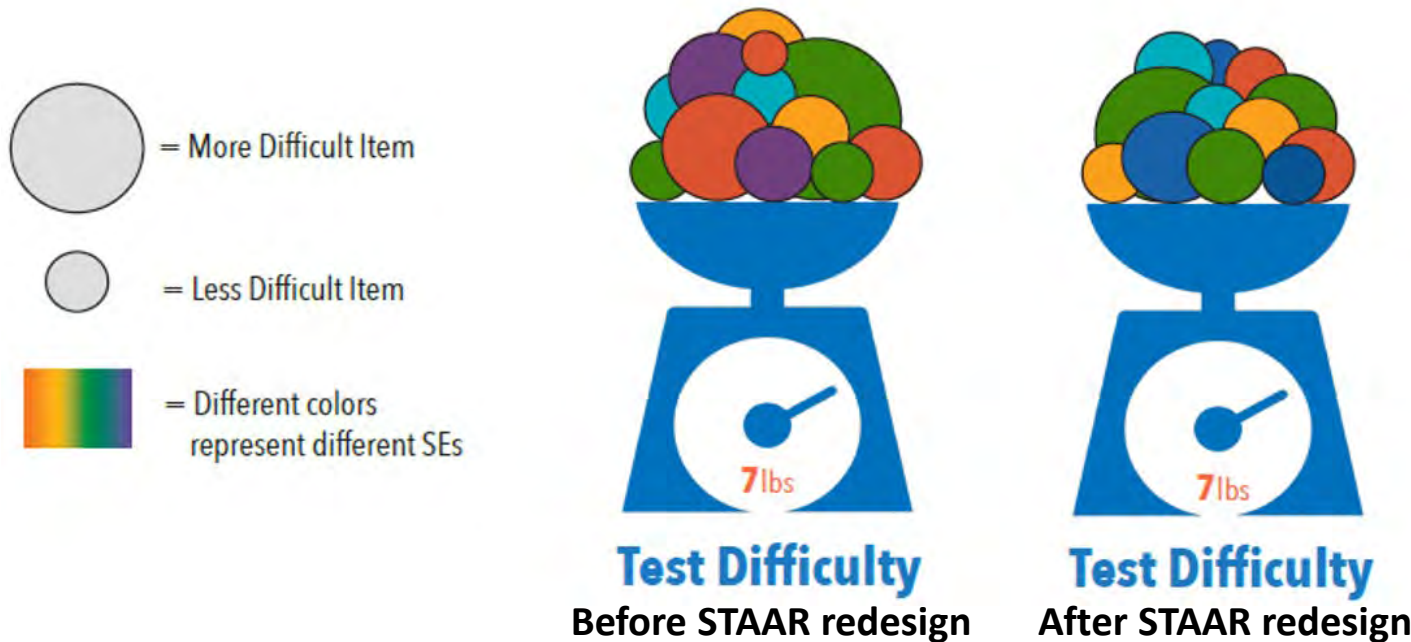
*While individual items may be easier or harder within a given year, the mix of item difficulty is balanced across years by using field test results*

After questions have been field tested, they can be used to build STAAR tests



# The redesign does not mean the test will be harder

*While individual items may be easier or harder within a given year, the mix of item difficulty is balanced across years by using field test results*



# Texas educators are key to designing and building high quality assessments

Classroom teachers, instructional coaches, campus and district content specialists, and campus administrators can serve in a variety of ways:

## Assessment Design and Standard-Setting:

- **Subject-area advisory groups** – groups of educators are convened to provide feedback on subject-area-specific assessment design topics
- **STAAR redesign focus groups** – groups of educators are convened to provide input on implementation of the components of the STAAR redesign
- **Standard-setting meetings** – groups of educators are convened to provide recommendations on cut scores for performance standards

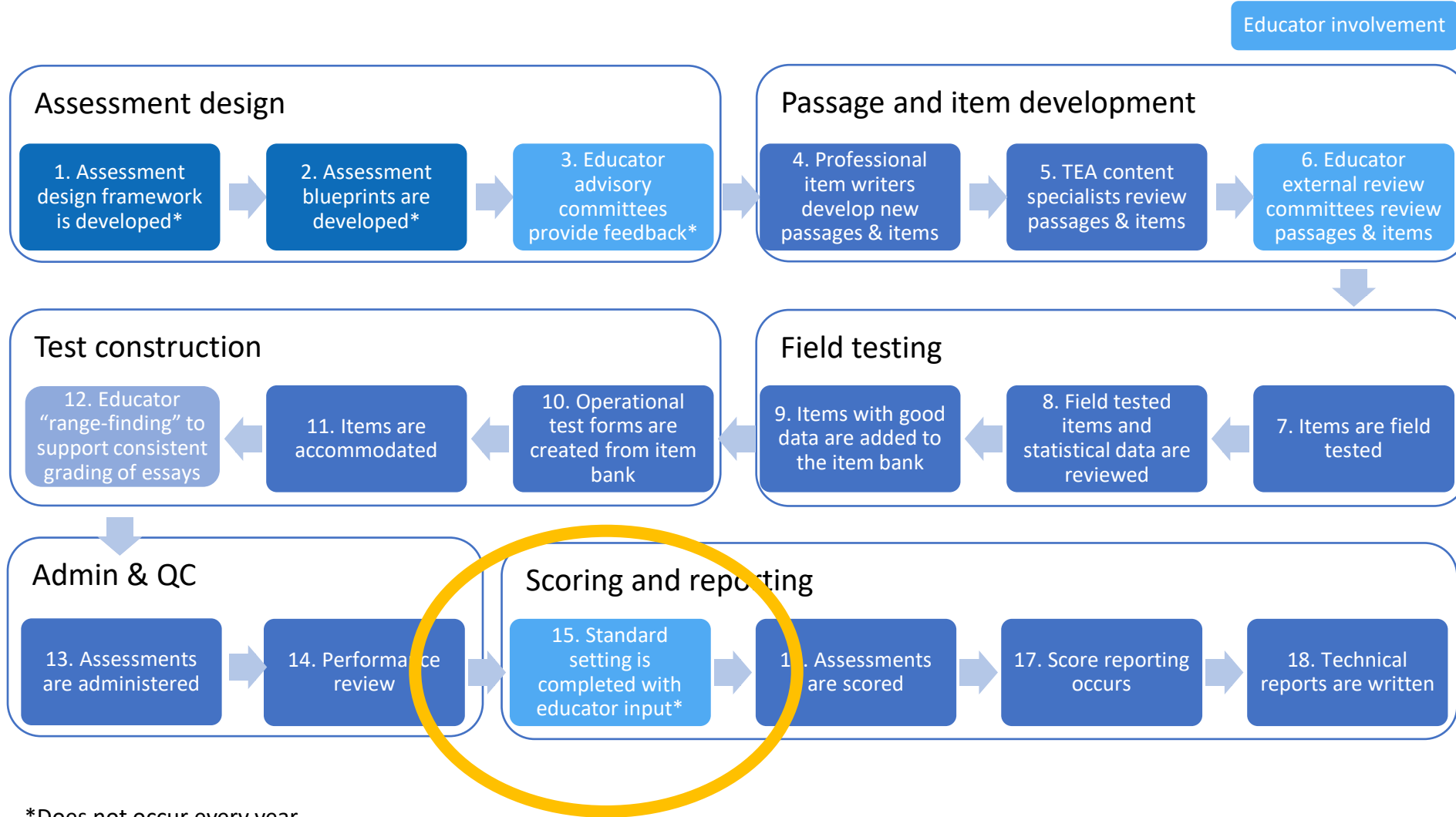
## Passage and Item Development and Test Construction:

- **Educator passage review** – each potential passage for the RLA test is reviewed and approved by a committee of Texas educators
- **Educator item review** – each potential question for a state test is reviewed and approved by a committee of Texas educators
- **Constructed response range-finding** – educators are convened to set the scoring boundaries for student essays based on the rubric

Visit the [Texas Assessment Learning Management System](#) to apply



# Creating High-Quality Assessments is a Rigorous Process



**Standard Setting**

Standard setting is the process for defining what it means to be on grade level. The process includes scaling and linking studies and teacher committees.

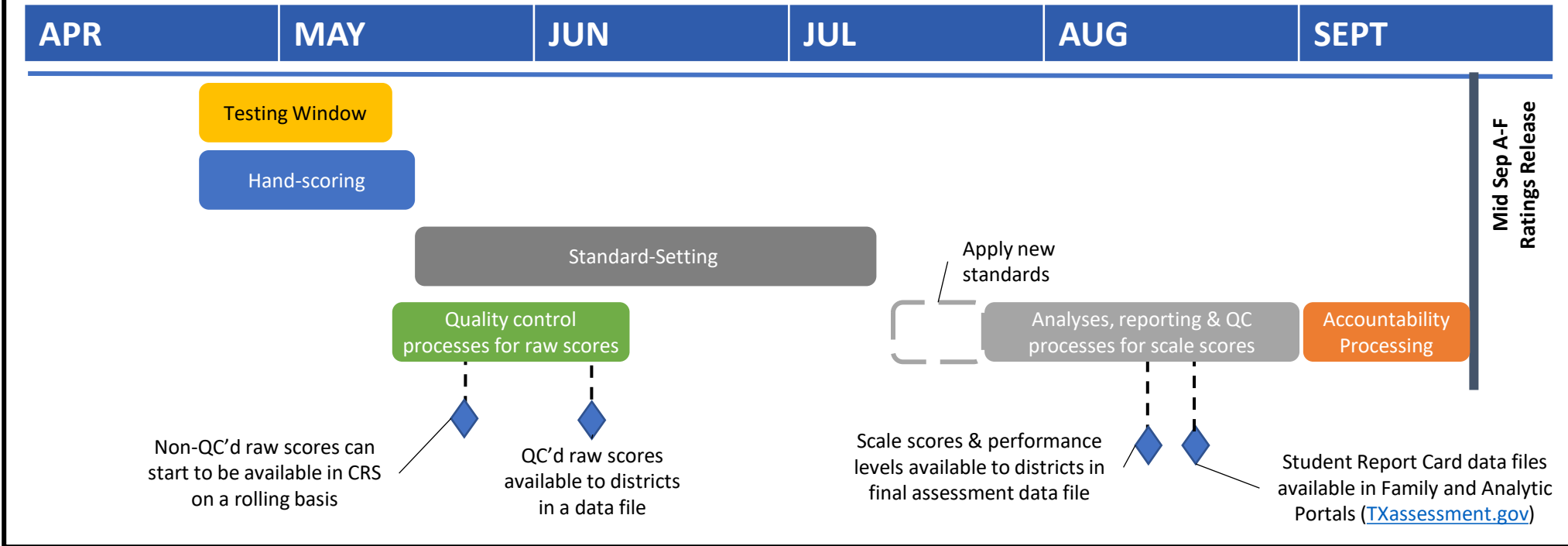
Standard-setting is conducted when the assessment changes significantly (e.g., when TEKS are revised), and periodically in-between significant changes to validate the continued accuracy of results.

\*Does not occur every year



In future years, results will be faster. But in the 2023 redesign year, results for 3-8 will be later than usual.

### Tentative 2023 STAAR 3-8 Scoring and Reporting Internal Process Timeline



A TAA on 10/20 describes the specific timeline, and how to plan for possible summer support under HB 4545.

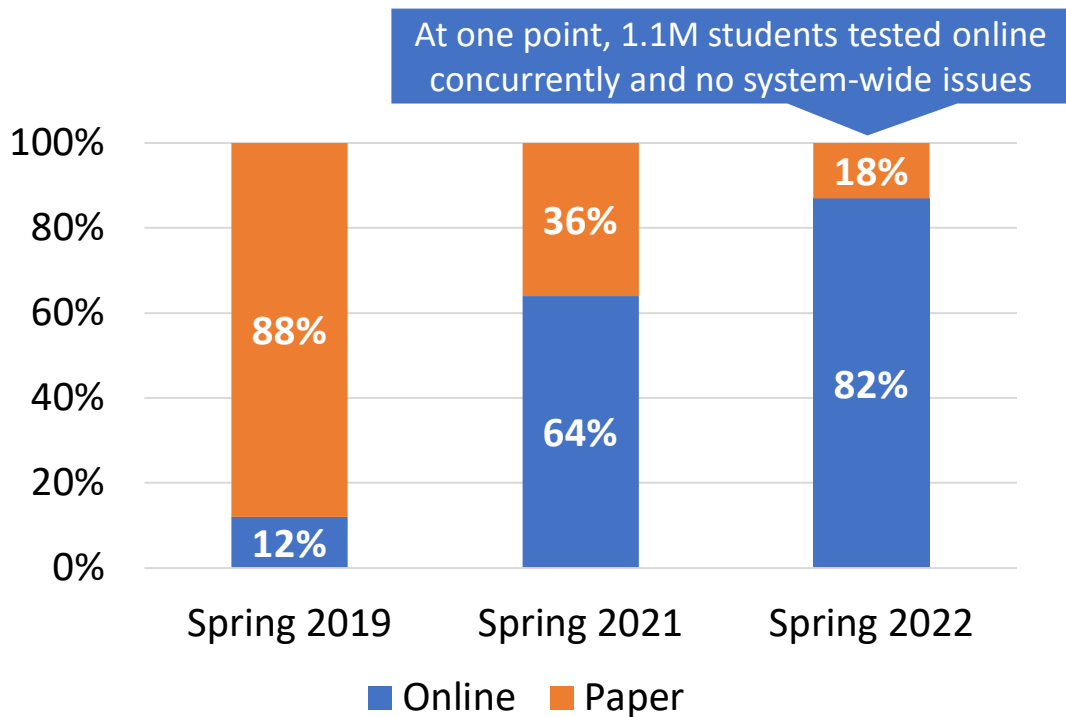
TEA process improvements have led to faster results. For example, in 2015, when new math TEKS were implemented and standard-setting was conducted for all Math STAAR tests, results weren't available to districts and families until October.

All dates are tentative



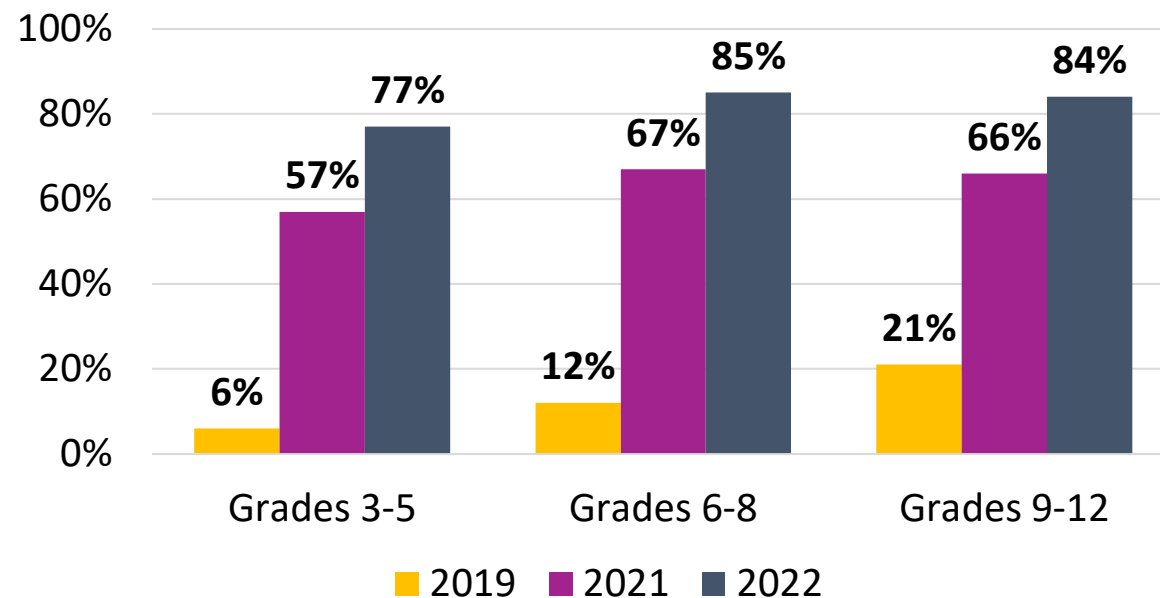
# Online testing has steadily increased since 2019 with 82% of students testing online in 2022

STAAR online participation increased by **70 percentage points** since 2019.



Click to see STAAR FAQ video: [“How will the transition to fully online testing affect students’ performance on STAAR?”](#)

We saw increases in students testing online **across all grade bands.**



Click to see STAAR FAQ video: [“How do we know that young students will be able to type constructed responses on the redesigned STAAR tests?”](#)



# Actions to Prepare for Success in the Spring

We'd like to provide ways for students to meaningfully interact with the online testing platform before online testing in Spring 2023

- Ideally, we want these interactions to be existing assessments, not additional assessments that take up valuable instructional time
- We don't want educators to create assessments just for the sake of giving students practice with the system
- The data generated by the assessment should be actionable

As a result, we are providing multiple ways for LEAs to administer meaningful assessments in the online testing platform:

## Beginning-of-Year Diagnostic Assessment

LEAs can administer **released STAAR tests** as beginning-of-year diagnostics (this ended on 10/21/22).

*This should only be used if the LEA plans to use the resulting data.*

## Interim Assessments

LEAs can administer **STAAR interim assessments** 1-2 times per year to monitor student progress.

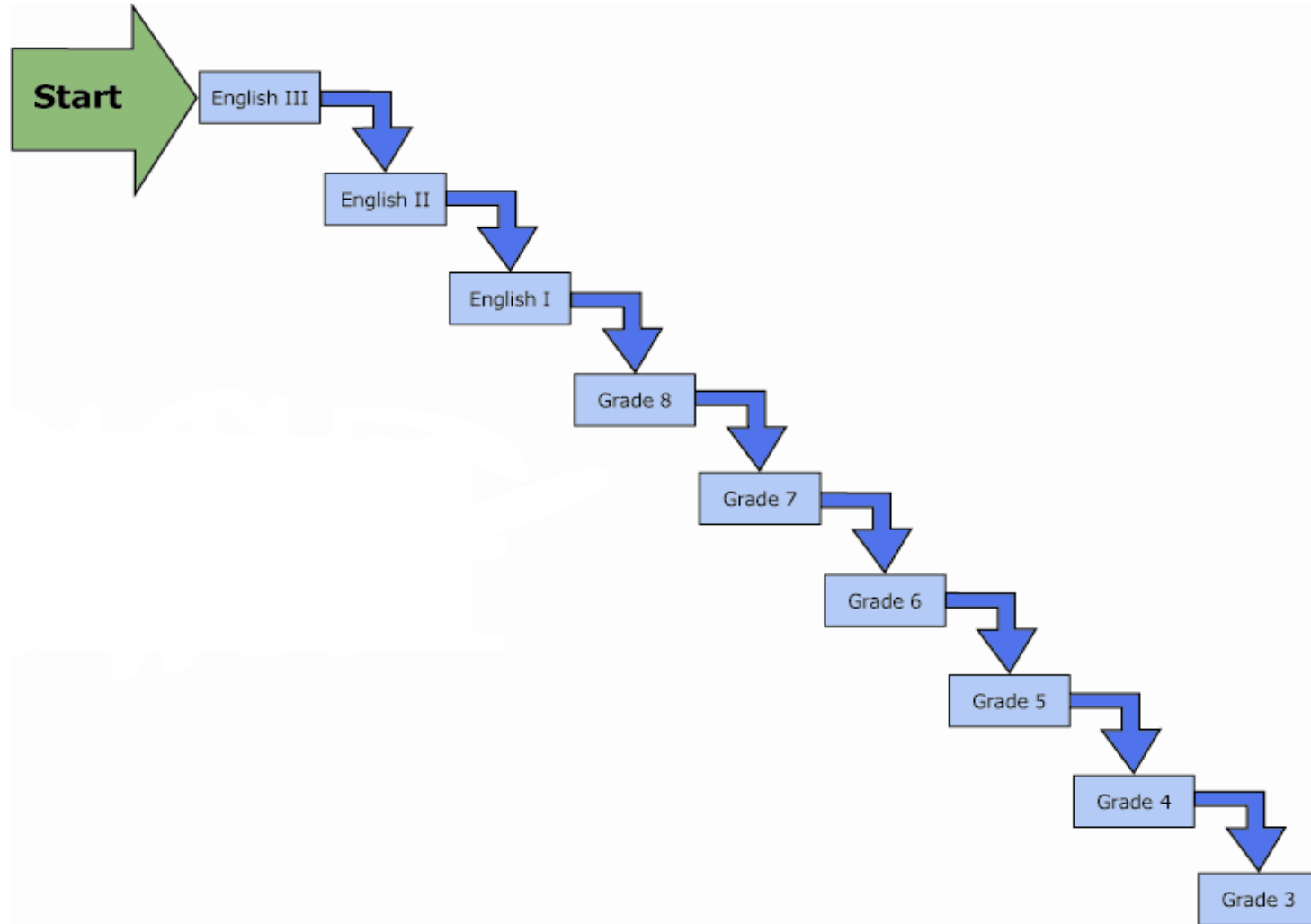
*These shouldn't be used if the LEA uses other interims or benchmarks.*

## Formative Curricular-embedded Assessments

LEAs that have adopted **TEA's core OER instructional materials** can administer curricular-embedded assessments in **TFAR**. Other LEAs can recreate their existing unit tests in **TFAR**.

*These should be aligned to instructional materials.*

# STAAR History Lesson: How Grade-Level Cut Scores Were Set



## Grade Level Linking Studies

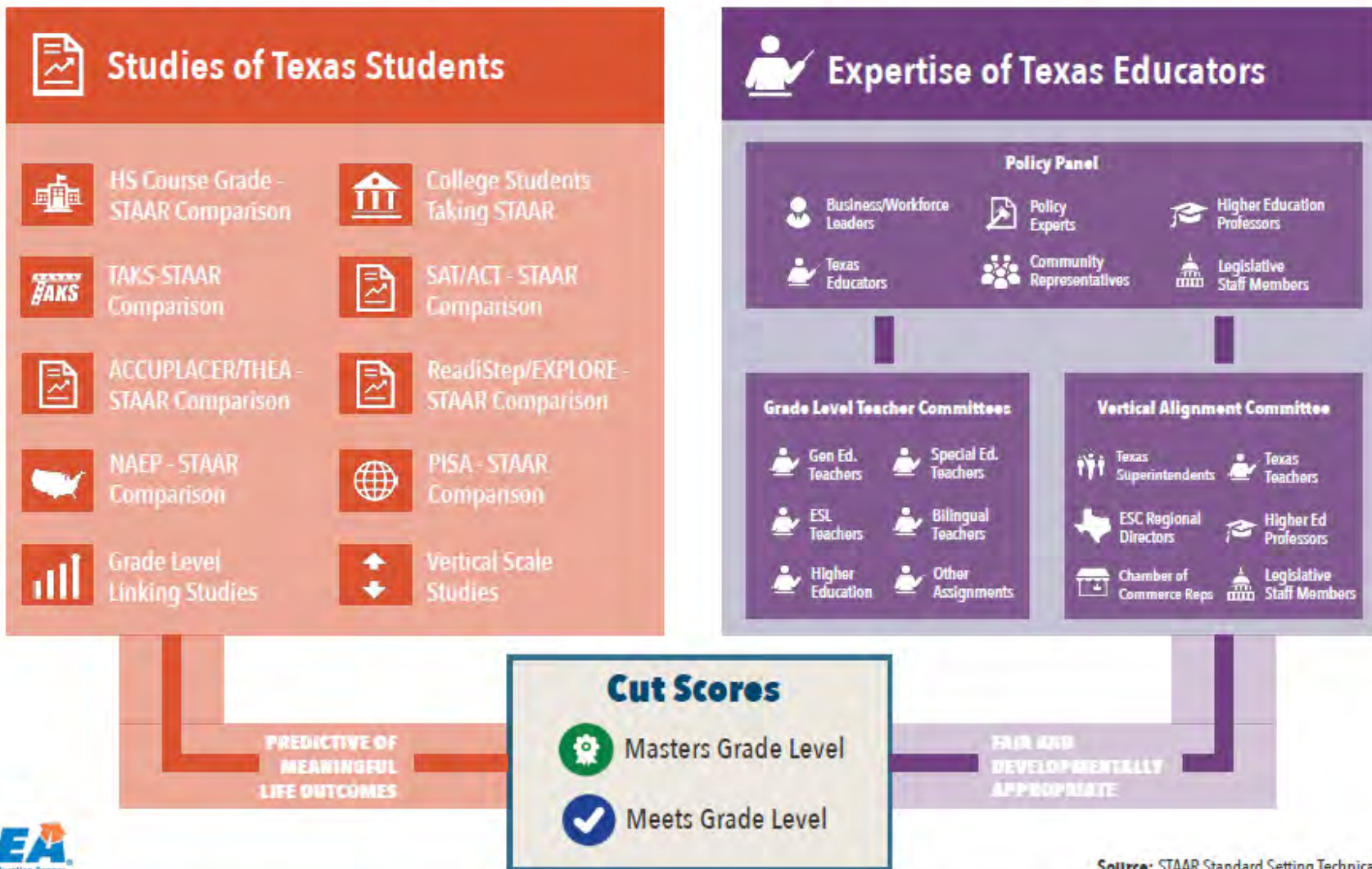
1. Goals were established for students in English III.
2. Studies analyzed how performance in English II predicted performance in English III. The analysis was used to inform Texas educators who then recommended cut scores in English II based on their experience with students.
3. This process was repeated down to 3<sup>rd</sup> grade.



# How Did We Arrive At Accurate Grade Level Cut Scores For STAAR?

## STAAR History Lesson: How Grade- Level Cut Scores Were Set

When setting the expectations for what it means to be on grade level, TEA used a mix of both **empirical studies** and **human judgement** to set cut scores.



# STAAR Performance Levels

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## ■ **Masters Grade Level**

- Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.
- For students at the end of high school, this is associated with a **75% chance of passing freshman level college courses.**

## ■ **Meets Grade Level**

- Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.
- For students at the end of high school, this is associated with a **60% chance of passing freshman level college courses.**

## ■ **Approaches Grade Level**

- Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.
- This is the **passing standard** (applied to EOCs to meet graduation requirements).

# Some STAAR Redesign Key Takeaways

- Redesign STAAR goes live this school year, Spring 2023.
- The STAAR redesign was informed by an unprecedented stakeholder input process, including over 700 Texas educators and 200 Texas students. In addition, all STAAR items continue to be reviewed and approved by groups of current Texas teachers.
- Based on the input of educators, the new STAAR is more reflective of quality instructional practices, while continuing to serve as an accurate summative assessment of the TEKS.
- As part of typical development processes, the test is equated so that, as a whole, it is neither easier nor harder than before (in reading). But we are newly assessing writing and will engage in standard setting to ensure we have accurate definitions of what it means to be on grade level.
- Because we must do standard setting, test results will be reported to both district staff and families later than usual. Also because of this, A–F scores will be issued about a month later than usual.
- The Agency has provided some tools to help ensure a smooth experience for your students in the spring, including Interims and TFAR on the same testing platform.

# Learn More: The Technical Digest

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Annually, the Technical Digest provides descriptions of the technical processes TEA follows to promote fairness, accuracy, validity, and reliability in the Texas Assessment Program.

<https://tea.texas.gov/student-assessment/testing/student-assessment-overview/assessment-reports-and-studies>

Chapter 3 of the Technical Digest provides details on the Standard Technical Processes.

<https://tea.texas.gov/sites/default/files/techdigest-2020-2021-chapter3.pdf>

# Upcoming Meetings

# Meeting Topics (Early January)

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1. Distinctions and Badges Recommendations
2. What-If Ratings
3. Share Framework Feedback
4. Changes Since We Last Met
5. Data Updates