Texas Accountability Advisory Group (TAAG) Onboarding

Supporting Student Success

Meeting Objectives

The objective for today is to ensure all TAAG members know group expectations, have current information on the status of and timelines for the Accountability Refresh, and are prepared to tackle the fast pace of the next two TAAG meetings.

Agenda

I. Introductions

II. Meeting Norms and Expectations

III. System Design Commitments

IV. Accountability Refresh Timeline

V. 10 Refresh Topics

VI. Upcoming Meetings

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Introductions

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

Lauren Field
Accountability
Communications Coordinator
lauren.field@tea.texas.gov

TAAG Member Introductions

- Name

- Organization

- Role

- Why you joined TAAG

- What have your interactions been with the accountability system?

- How do you normally show up in meetings/discussions?

Meeting Norms and Expectations

Meeting Norms

- Participate in Discussions

- Ask Questions

- Gather Feedback & Share Out

- Stay in Touch!

TAAG Short-Term Expectations

- Actively participate in fast-paced, intensive meetings between now and November 1.

- Remain focused on priority decision points.

- Provide both synchronous and asynchronous feedback on a tight-turnaround.

- Serve as a spokesperson for the districts and/or organizations you represent.

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

TAAG Long-Term Expectations
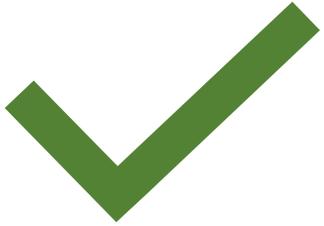
- Identify broader potential improvements to the academic accountability system.

- Bring creative solutions and best practices to the group for discussion.

- Assess the impact of legislation and stakeholder feedback on the academic accountability system.

- Serve as a spokesperson for the districts and/or organizations you represent.

- Serve as a non-political advocate.

System Design Commitments

A–F is a tool to help us meet challenging goals for children

39.053(f) … In consultation with educators, parents, and business and industry representatives, as necessary, the commissioner shall establish and modify standards to **continuously improve student performance** to achieve the goals of **eliminating achievement gaps** based on race, ethnicity, and socioeconomic status and to ensure this state is a national leader in **preparing students for postsecondary success**.

Fostering a **culture that supports growth** and continuous improvement when this performance information is public is a difficult but **critical task for education leaders**.

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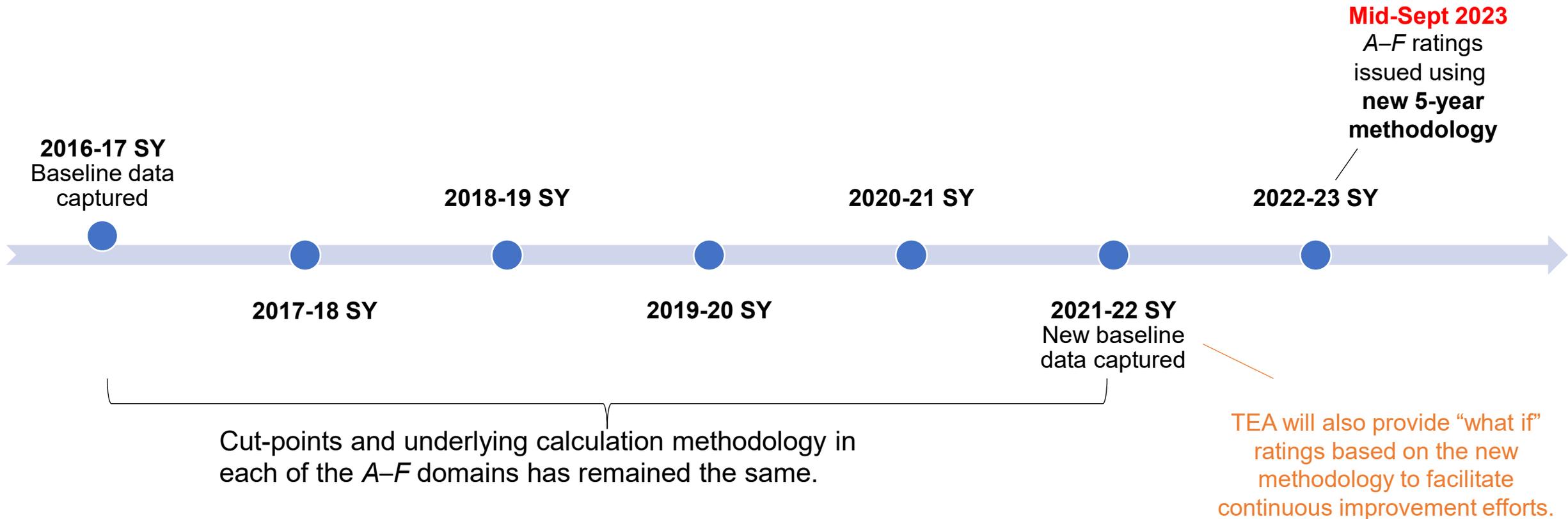# *A–F* is a tool to help us meet challenging goals for children

There are several key design commitments built into *A–F* to help ensure it works as an effective continuous improvement tool while accurately recognizing performance:

1. Ratings reflect better of achievement or progress.
2. Students can show postsecondary readiness in multiple valid ways.
3. "A" reflects performance consistent with reaching long term student goals.
4. "C" reflects average performance for the baseline year.
5. Progress evaluates growth in multiple ways.
6. Ratings are based on defined criteria, not a fixed distribution.
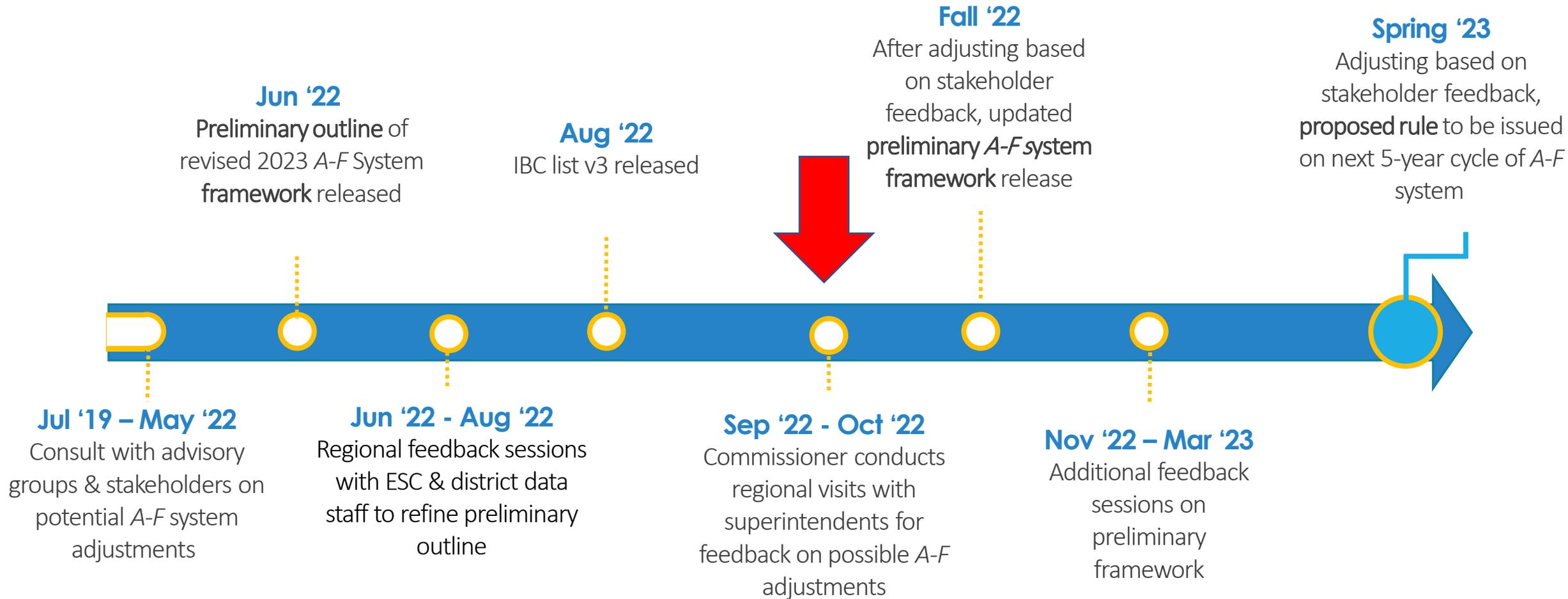7. The system design remains static in most years.

These commitments remain unchanged for the refresh.

The system design remains static in most years, but will be refreshed for 2022–23

We don't keep changing the bar, keeping the design unchanged in most years to allow year-over-year comparison. But we also continuously receive feedback on how to improve the model, so we make design changes once every few years.

Mid-Sept 2023
A–F ratings issued using **new 5-year methodology**

2016-17 SY Baseline data captured

2018-19 SY

2020-21 SY

2022-23 SY

2017-18 SY

2019-20 SY

2021-22 SY New baseline data captured

Cut-points and underlying calculation methodology in each of the *A–F* domains has remained the same.

TEA will also provide "what if" ratings based on the new methodology to facilitate continuous improvement efforts.

2023 *A–F* Refresh: Feedback Timeline

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

Aug '22
IBC list v3 released

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

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

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

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

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

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

Share out

Within your network, what are you currently hearing about the *A–F* refresh?

A–F Refresh Topics

Our goal is to maintain a **rigorous**, **fair**, and **transparent** *A–F* system which allows every campus in Texas the opportunity to earn an *A* by demonstrating strong student outcomes.

2023 *A–F* Refresh: Considerations Thus Far

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.

6. Increase alignment of district outcomes with campus outcomes.

7. Create a unique alternative education accountability (AEA) system for dropout recovery schools (DRS).

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.

You've already read about these in your pre-reading and likely heard about these from Commissioner presentations, so we aren't going to talk through all of these in detail.

If you have questions, please feel free to reach out to us outside of these meetings!

Ready to discuss today.

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

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

1. Update Cut Points: Target Setting

- TEA must set cut scores for points across all domains that correspond to *A, B, C, D,* and *F*

  - TEA will analyze historical STAAR outcomes to determine where cut points should be set. TEA currently plans to use the same logic in setting cut points as used previously.

  - Specifically:

    - Cut points for achieving an *A* (90 or above) should reflect obtaining performance equivalent to our long-term goals for student postsecondary success.

    - Will the average growth and proficiency demonstrated during the **2021–22 SY** determine the cut point to achieve a high *C* (~78)?

- Adjusted targets will be shared winter 2022.

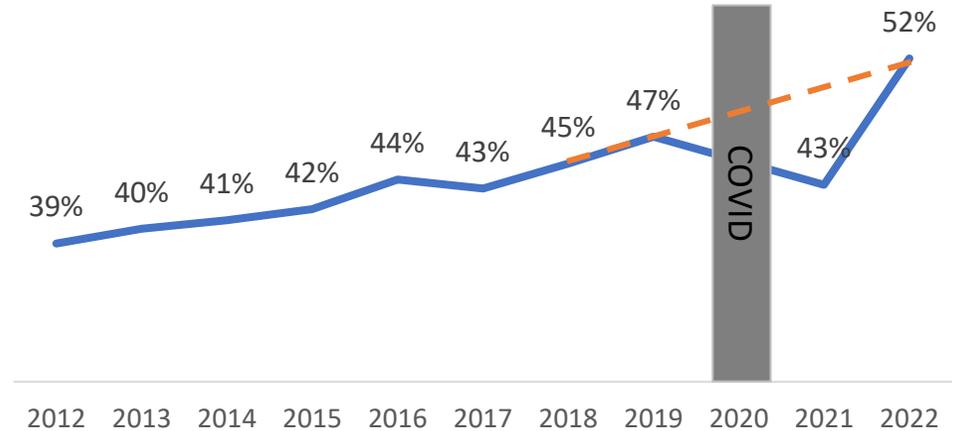# 1. Update Cut Points: Determining Average

Percentage of Students that Met Grade Level or Above in Math (Grades 3-8 and Algebra I)
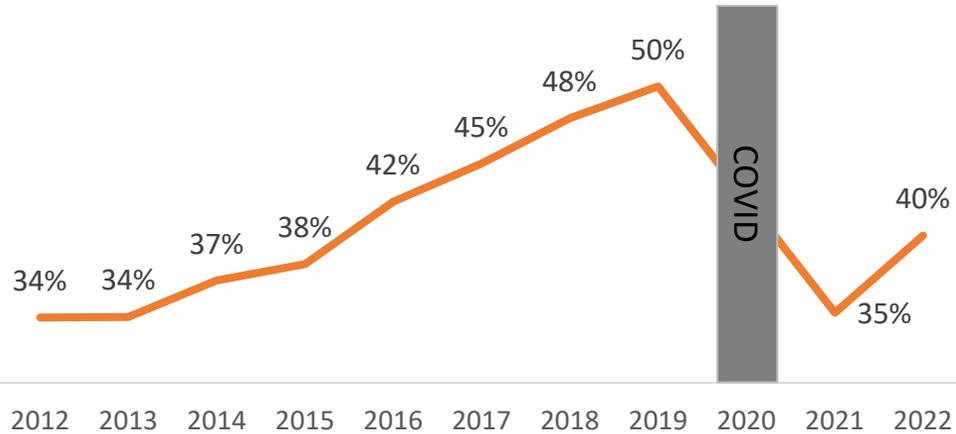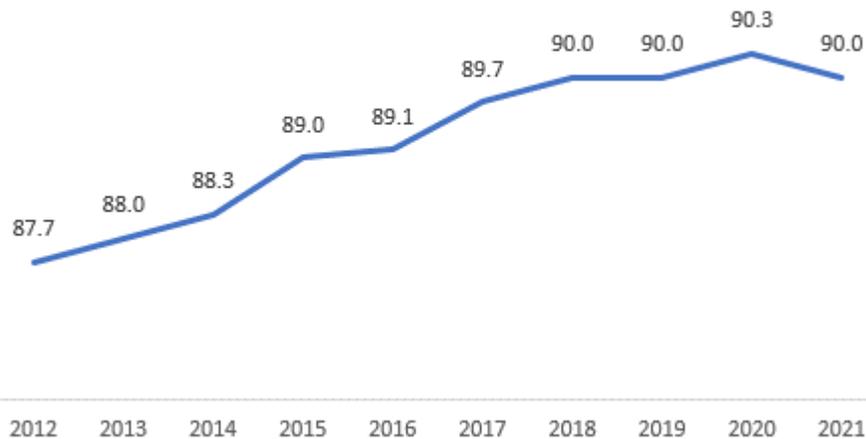

What should we use to establish baseline avg. performance?
A) 2022
B) 2021
C) 2019
D) Avg 2019 & 2022 (ie, pre & post COVID)
E) Avg of 5 years: 2018-2022

Percentage of Students that Met Grade Level or Above in Reading Language Arts (Grades 3-8, English I & II)
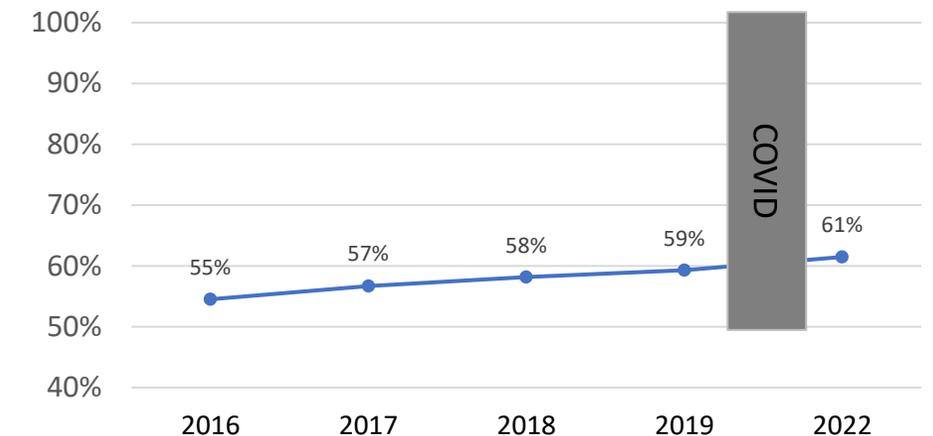

4-Year Graduation Rate

What number on an *A-F* scale do you think of as average? (e.g. 78)

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

6. District Ratings: Improve Alignment with Campus Ratings

School Type	Grades Served	Total Students	Alt Ed	Eco Dis	Overall Rating	Score
District		2,859	No	73.6%	B	80
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

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

- Currently there is a disconnect between approximately 30 percent of district ratings and their campuses' ratings.

- Existing methodology for districts looks at all students in the district and evaluates it as a single K–12 campus.

- TEA is exploring a change that would use weighted average of campus ratings.

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6. District Ratings: Improve Alignment with Campus Ratings

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.

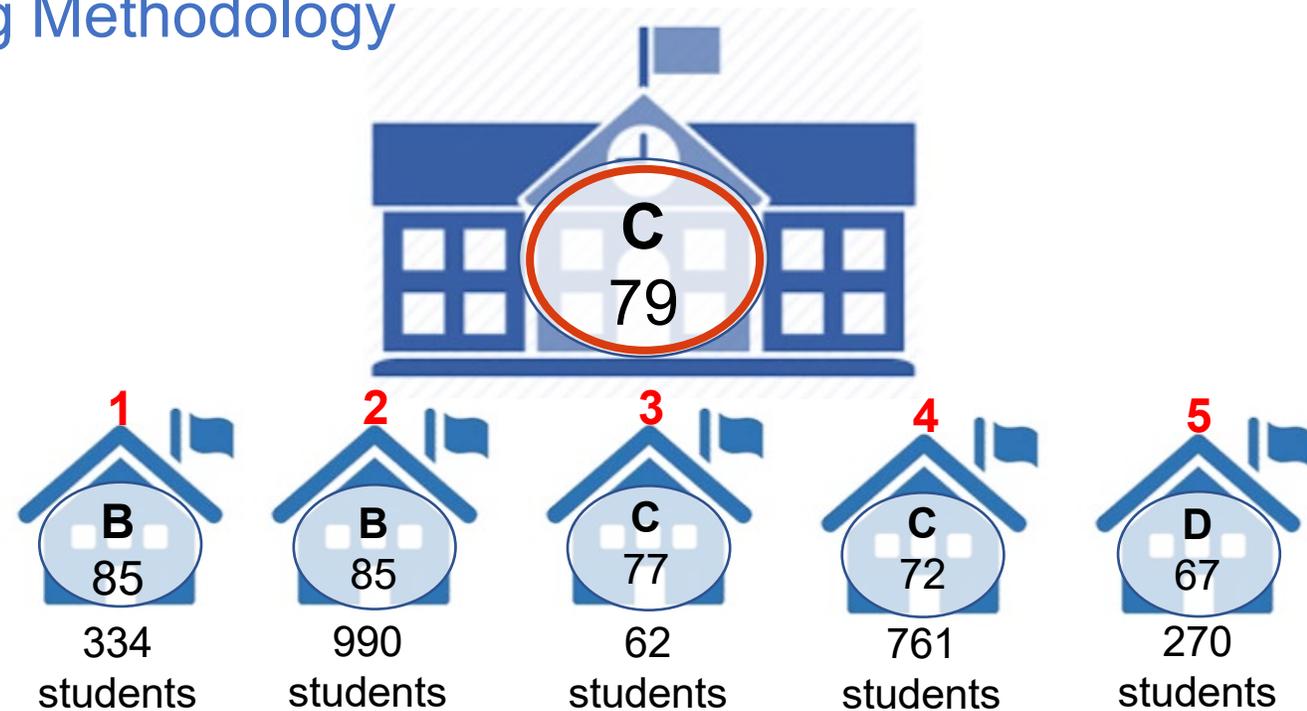# 6. District Ratings: Improve Alignment with Campus Ratings

Example using Proportional Weighting Methodology

Campus	Grade 3–12 Enrollment	Calculation	Weight
Campus 1	334	334 ÷ 2,417	**13.8%**
Campus 2	990	990 ÷ 2,417	**41.0%**
Campus 3	62	62 ÷ 2,417	**2.6%**
Campus 4	761	761 ÷ 2,417	**31.5%**
Campus 5	270	270 ÷2,417	**11.2%**
District 3–12 Enrollment=2,417			

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6. District Ratings: Improve Alignment with Campus Ratings

Example using Proportional Weighting Methodology

Campus	3–12 Enrollment	Score	Weight	Points
Campus 1	334	85	13.8%	11.7
Campus 2	990	85	41.0%	34.9
Campus 3	62	77	2.6%	2.0
Campus 4	761	72	31.5%	22.7
Campus 5	270	67	11.2%	7.5
			District Domain Rating	79

C
79

1
B
85
334 students

2
B
85
990 students

3
C
77
62 students

4
C
72
761 students

5
D
67
270 students

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

8. *A–F* and RDA: Improve Alignment

- RDA has functioned as a separate special education and special populations accountability system.

- When *A–F* was launched initially, the state also had separate and misaligned federal and state accountability systems. The launch of *A–F* solved that problem.

- TEA is exploring how to unify the two systems, similar to the unification 5 years ago of federal and state accountability requirements.

- This will be REPORT ONLY for the next 5 years:

  - Current thinking is to 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).

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

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10. Extracurriculars: Still Under Consideration

- The extra- and co-curricular advisory group's report is due in December 2022.

  - An extra/cocurricular student leadership indicator may be adopted if it is found to be appropriate.

  - The data would likely be report-only for several years, as there would be a need to give districts time to build reliable data collections on extra/cocurricular.

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

Upcoming Meetings

Supporting Student Success

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

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7	**Create a unique alternative education accountability (AEA) system for dropout recovery schools (DRS)**	**Does this approach address AEA schools you work with?**	**Oct meetings**

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Future Meeting Topics (October 7 & 19)

1. Improve ability to recognize growth.

2. Update CCMR indicators.

3. Narrow focus within Closing the Gaps.

4. Recognize successful learning acceleration.

5. Establish a unique AEA system.

6. Based on where we are now, what other resources (one pagers, webinars, etc.) could be helpful in communicating with others?

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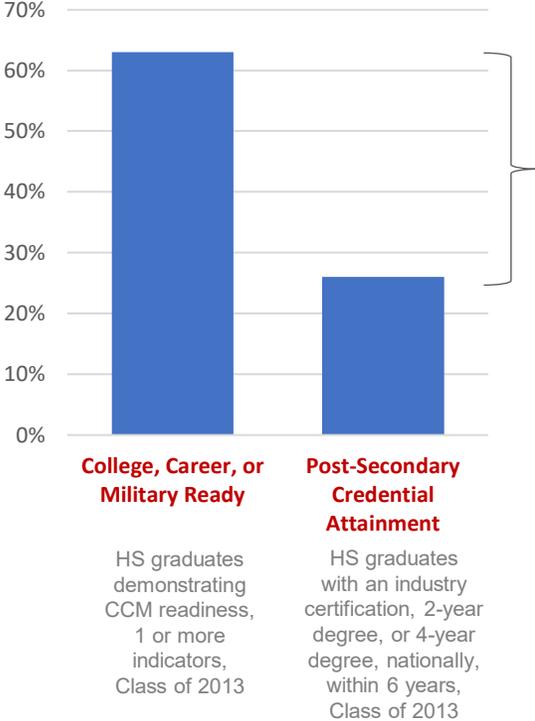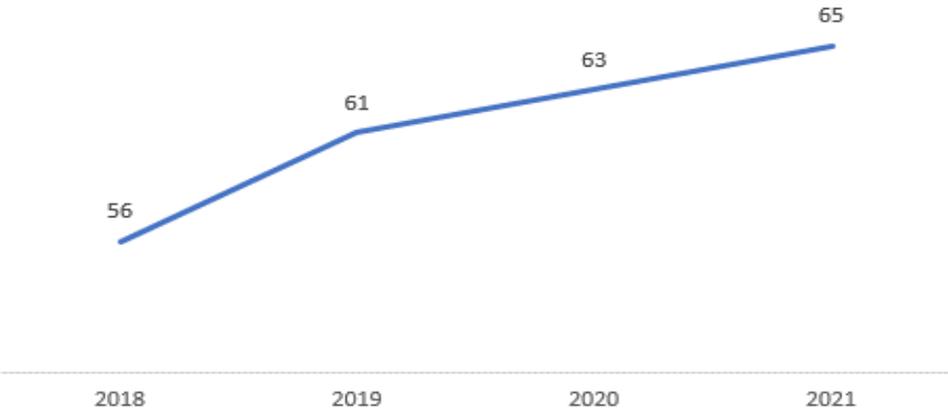
Meeting 3 Topics (November)

1. Refine Distinction Designations and Badges.

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

Appendix

1. Update Cut Points: Setting Long Term Goals

Percentage of Graduates that Met CCMR

56   61   63   65
2018 2019 2020 2021

70%
60%
50%
40%
30%
20%
10%
0%

College, Career, or Military Ready

Post-Secondary Credential Attainment

HS graduates demonstrating CCM readiness, 1 or more indicators, Class of 2013

HS graduates with an industry certification, 2-year degree, or 4-year degree, nationally, within 6 years, Class of 2013

There is a gap between readiness and attainment.

60x30 goals are based on students attaining post-secondary success, not postsecondary readiness.

Upcoming Meeting

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

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2. Academic Growth: Improve Recognition of Growth

- The current way of calculating growth in Part A relies solely on analysis of vertical scale scores.

  - This prevents growth analysis if students switch from Spanish-language to English-language testing.

  - It also prevents growth calculations for freshmen because of the difference in EOC vertical scaling.

  - TEA is analyzing changes to Part A calculations that ensures more opportunities for growth.

- TEA is also evaluating differential performance across Academic Growth and Relative Performance compared with other growth models.

Upcoming Meeting

3. CCMR: Update Components

A. Incorporate programs of study as required by statute, in alignment with industry-based certification updates.

  ▪ Refreshed IBC list is now available.

  ▪ A phase-in for aligned programs of study course completion requirements and removed IBCs is necessary to give schools time to adjust.

B. Bring back military enlistment with a reliable data collection

  ▪ Also incorporate Texas National Guard enlistment as required by statute

C. Evaluate evidence of college readiness indicators on college enrollment and persistence and make any adjustments needed to ensure consistency of the college-readiness standard, including possible differential weighting of CCMR indicators.

Upcoming Meeting

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4. Closing the Gaps: Increase Focus

A. **Group Changes:** Currently, in Closing the Gaps, there are up to 14 distinct student groups, and any given student could count in 2 to 6 of them, creating tremendous variability between how campuses are rated based on small enrollment differences.

- TEA is considering ways to potentially adjust how **groups** are categorized, to improve focus on more at-risk students whose performance is potentially not otherwise reflected in Student Achievement and School Progress.

B. **Gradation of Targets:** Additionally, the approach to scoring within any given component of Closing the Gaps is pass/fail, which can inadequately recognize significant performance improvements that remain below or above the pass/fail targets and ignores any distinction between reaching interim and long-term goals.

- TEA is considering ways to create a **gradated** scoring methodology to better reflect performance difference.

Upcoming Meeting

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5. Recognize Learning Acceleration

- Currently, in Closing the Gaps, 10% of an elementary or middle school's rating is based on the average percentage of students at Approaches, Meets, and Masters grade level on STAAR.

- TEA is exploring removing that and replacing it with the percentage of students successfully accelerated.

- This would look at the number of students who in the prior year scored below Approaches Grade Level, but in the current year performed at Approaches Grade Level or better.

- This would also give greater emphasis to student growth within the Closing the Gaps domain.

Upcoming Meeting

7. Unique AEA System: Evaluate DRS Differently

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

- Focus achievement and progress outcomes on re-testers

- Include previous dropouts in CCMR and graduation indicators as a hold-harmless (i.e., they can increase the numerator when success is achieved, but aren't included in the denominator)

- Update Closing the Gaps to focus on re-testers and previous dropouts

Upcoming Meeting

9. Distinction Designations: Possible Additions

- The Badges and Distinction Designations committee was charged with developing recommendations for refining distinction designations and implementing badges.

- Distinction designations: outcomes data calculable from data available to TEA submitted from all schools statewide. Examples include:
  - Top 25 Percent: Postsecondary Outcomes

- Other program highlights: inputs – like programs offered – that have some research base that indicates they lead to improved outcomes and that have some way of being evaluated for fidelity of implementation. Examples include:
  - Purple Star, PTECH

- These could evolve over time, even within the 5-year accountability cycle.

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