



TAAG Meeting 1 October 7, 2022

Supporting Student Success

Meeting Objectives

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

-  Reminder: Today's topics are near-finalized so bring your best ideas and feedback now.

Agenda

- I. Welcome
- II. Revisit Lingering Topics
- III. Improve ability to recognize Academic Growth
- IV. Update College, Career, and Military Readiness (CCMR) Indicators
- V. Alternative Education Accountability (AEA) system updates
- VI. Upcoming Meetings

Reminder: Changes are Still in Flux



- ✓ TEA is sharing TAAG materials **for discussion and transparency.**
- ✓ **Updates to recommendations are occurring frequently** and are shared as quickly as possible as they change based on committee and stakeholder feedback.
- ✓ Please remember, TAAG may be used to surface new ideas and get feedback. **Nothing is finalized until manual is published for public comment in spring 2023.**

Introductions: Any first-time attendees?



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Director of Policy &
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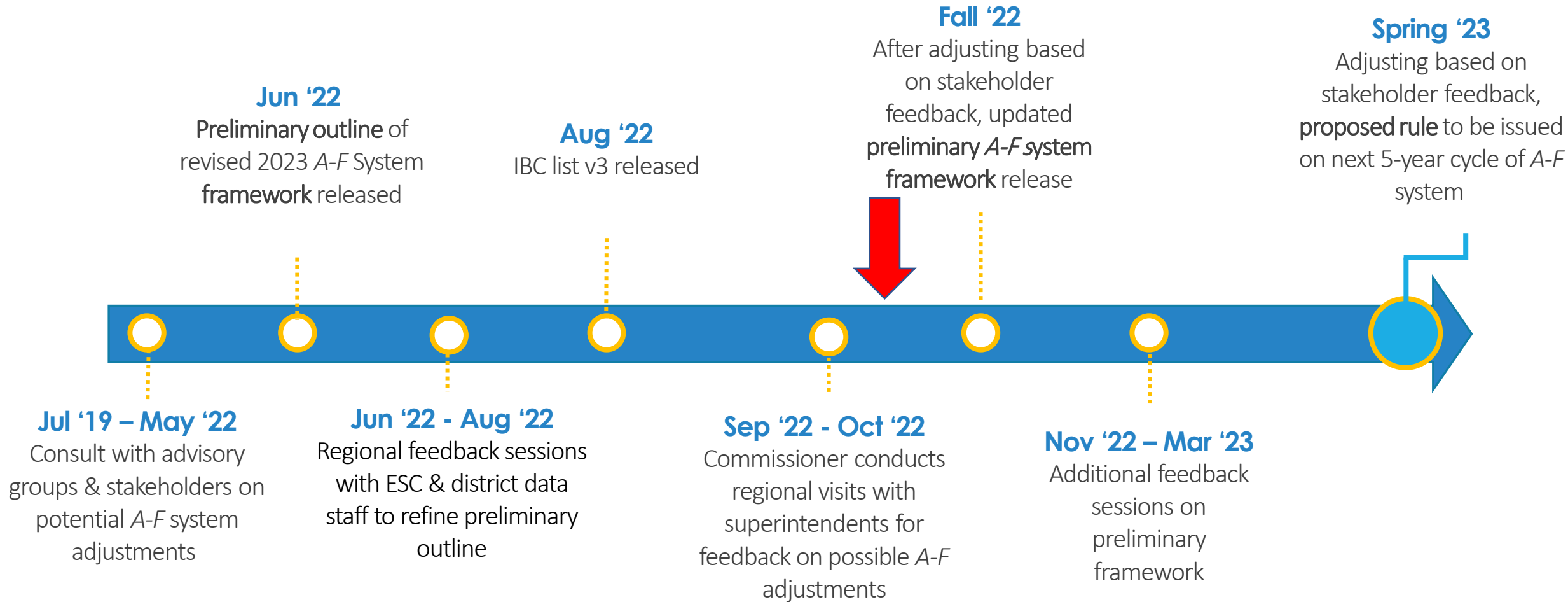
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Reminder: 2023 A–F Refresh Feedback Timeline



Lingering Topics

- What If Ratings
 - Will revisit this in November
 - Bring your thoughts about what districts need
- Impact of STAAR Redesign on Refresh
 - How to support understanding?

Lingering Topics

*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 ENROLLMENT 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
8.33%	TRINITY CHARTER SCHOOL	347	100.0%	5.5%	12		12					
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

Note: Trinity Charter School is a residential treatment facility.

Reminder: TAAAG Discussions

#	Considerations	Currently planned TAAAG 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 with a transition table	How we value growth and point allocations	Today
3	Update CCMR indicators	How to ensure rigor and improve alignment	Today
7	Create a unique alternative education accountability (AEA) system for dropout recovery schools (DRS)	Does this approach address AEA schools you work with?	Today
4	Narrow focus within Closing the Gaps	Long-term and interim targets and cut scores	10/19
5	Recognize successful learning acceleration.	How to include in Distinction Designations	10/19
9	Refine Distinction Designations and develop Badges to recognize district efforts.	Next steps from DD & Badges committee recs	Nov meeting



Improve Ability to Recognize Growth

Academic Growth: Improve Recognition of Growth

Transition tables help us recognize growth

- The current growth calculation in School Progress, Part A: Academic Growth is based on an analysis of vertical scale scores.
 - This prevents growth analysis if students switch from Spanish-language to English-language testing (RLA).
 - It also prevents growth calculations for HS freshman because of the difference in EOC vertical scaling to English I.
- We have proposed moving to a transition table model to address these two issues and ensure more opportunities for growth can be accounted for.

Academic Growth: Share Out



How do we
value
growth?

- We have received 56 comments from stakeholders about Academic Growth.
- Feedback on transition tables has been positive.
- Feedback on point distribution has been mixed.

Academic Growth: Transition Table Modeling

State, Reading and Math								
		2019						
2018		Did not meet Low	Did not meet High	Approaches Low	Approaches High	Meets	Masters	Total
	Did not meet Low	50.6%	28.5%	11.2%	6.3%	3.1%	0.4%	516537
	Did not meet High	20.1%	31.3%	20.5%	16.4%	10.3%	1.4%	586562
	Approaches Low	8.3%	19.6%	22.3%	25.1%	20.9%	3.8%	570621
	Approaches High	3.0%	9.7%	15.7%	26.0%	35.0%	10.6%	780635
	Meets	0.8%	2.9%	6.4%	15.8%	46.2%	27.9%	1143436
	Masters	0.1%	0.4%	1.2%	4.8%	25.7%	67.8%	1026646
	Total	9.9%	12.0%	11.1%	15.2%	27.3%	24.4%	4624437

Academic Growth: Transition Table Options

Option 1: 1-point table

		Current-year performance on STAAR					
		Did not meet Low	Did not meet High	Approaches Low	Approaches High	Meets	Masters
Prior-Year	Did not meet Low	0	1	1	1	1	1
	Did not meet High	0	0.5	1	1	1	1
	Approaches Low	0	0	0.5	1	1	1
	Approaches High	0	0	0	0.5	1	1
	Meets	0	0	0	0	0.5	1
	Masters	0	0	0	0	0	1



Is moving a student up 2 categories worth twice as much as moving a student up 1 category?



What are some potential implications (e.g., do we think teachers are going to overfocus on some students)?

Option 2: 2-point table

		Current-year performance on STAAR					
		Did not meet Low	Did not meet High	Approaches Low	Approaches High	Meets	Masters
Prior-Year	Did not meet Low	0	1	1.5	2	2	2
	Did not meet High	0	0.5	1	1.5	2	2
	Approaches Low	0	0	0.5	1	1.5	2
	Approaches High	0	0	0	0.5	1	1.5
	Meets	0	0	0	0	0.5	1
	Masters	0	0	0	0	0	1

Option 3: 3-point table

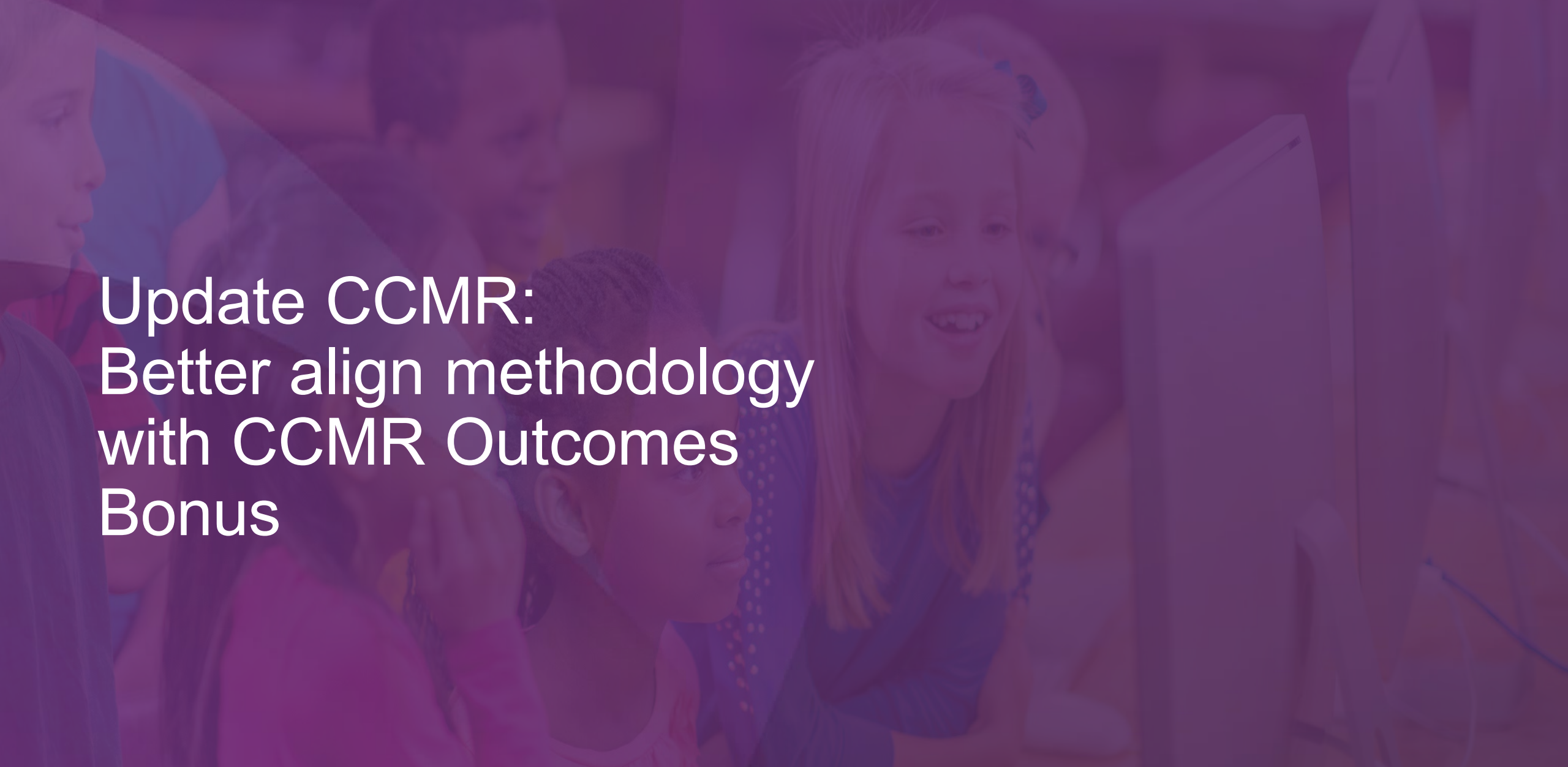
		Current-year performance on STAAR					
		Did not meet Low	Did not meet High	Approaches Low	Approaches High	Meets	Masters
Prior-Year	Did not meet Low	0	1	2	3	3	3
	Did not meet High	0	0.5	1	2	3	3
	Approaches Low	0	0	0.5	1	2	3
	Approaches High	0	0	0	0.5	1	2
	Meets	0	0	0	0	0.5	1
	Masters	0	0	0	0	0	1

Academic Growth: Raw Score Percentiles

Analysis Variables: Rate

Year	Point	N Obs.	Min.	10th Pctl	25th Pctl	Median	75th Pctl	90th Pctl	95th Pctl	99th Pctl	Max.	Mean
2018	1	7509	10	48	53	59	65	70	74	80	93	59
	2	7509	10	54	60	67	74	80	83	91	147	67
	3	7509	10	60	67	74	82	90	95	107	203	75
2019	1	7561	13	48	53	59	65	70	74	81	92	59
	2	7561	14	53	60	66	73	79	83	89	119	66
	3	7561	14	58	65	73	81	88	93	102	155	73
2022	1	7746	0	53	59	66	73	79	82	88	96	66
	2	7746	0	61	70	79	89	99	106	121	151	80
	3	7746	0	69	79	91	105	121	133	158	207	94

Excluded: AEA and DEN>=10



Update CCMR: Better align methodology with CCMR Outcomes Bonus

CCMR: Update Indicators

- 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 IBCs was published in September. A phase-in is necessary to give schools time to adjust.
- Bring back [military enlistment](#) (both US and TX National Guard) with a reliable data collection
- Evaluate evidence of college readiness indicators on college enrollment & persistence and make any adjustments needed to ensure consistency of the college-readiness standard, including possible differential weighting of CCMR indicators.

Design Commitment #2:

Multiple valid ways to demonstrate postsecondary readiness

In earlier grades, STAAR is predictive of success in later years.
In high school, multiple CCM-Readiness indicators are used.



College Ready

- Meet criteria on AP/IB exams
- Meet TSI criteria (SAT/ACT/TSIA) or complete a college prep course in reading and mathematics
- Complete dual credit course(s)
- Complete an OnRamps course
- Earn an associate degree



Career & Military Ready

- Earn an industry-based certification after completing a program of study
- Earn a Level I or Level II certificate
- Enlist in the United States Armed Forces or Texas National Guard
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)
- Graduate under an advanced diploma plan and be identified as a current special education student



Feedback: CCMR OB and CCMR Accountability are not aligned.

Example: This HS has a high number of graduates who earned a Microsoft Office Specialist Word IBC but had a very low number of college-ready graduates.

IBC Earned for Graduating Seniors	Count
MICROSOFT OFFICE SPECIALIST WORD	52
ASE REFRIGERANT RECOVERY AND RECYCLING	20
CLINICAL MEDICAL ASSISTANT	7
ENTREPRENEURSHIP AND SMALL BUSINESS	4
ASE MAINTENANCE LIGHT REPAIR ENTRY LEVEL	2
NCCER CORE LEVEL ONE	1
SERVSAFE MANAGER	1
ASE BRAKES	1
Total Students Earning at least 1 IBC	83
Total Annual Graduates:	174

Moving forward, we are:

- Updating IBCs and aligning IBCs and Programs of Study
- Collaborating with the THECB to ensure uniform rigor for College Prep



- Based on feedback, instead of weighting CCMR indicators, we are considering a CCMR adjustment based on college readiness.

Updated Proposal: Adjust CCMR raw score based on percentage of students that meet college-readiness criteria.

- **Rationale:** To better align with the CCMR outcomes bonus and research on college readiness
- **CCMR Adjustment:** For every percentage point below a threshold for % of students that meet college-readiness criteria, CCMR raw score would be reduced by 1 point.
 - *This will impact Domain 1 (Student Achievement) and Domain 2b (Relative Performance), but not Domain 3, which will continue to evaluate student groups based on progress towards targets.*

We recommend **a threshold between 20% and 25%** to tie to the college readiness research

Research on College Readiness

Based on Texas labor market data,

42% of jobs in 2030

will require at least some college.¹ If a campus isn't achieving college readiness at least half of that, their CCMR scores would be adjusted.

Threshold: We would recommend using a college-readiness threshold between 20% and 25%

Threshold	# HS/K-12s that qualify (excluding AEA & grads<10)	# HS/K-12s with 1+ letter grade change in Domain 1
% college ready < 20%	45 (3%)	7
% college ready < 25%	74 (5%)	14

What thoughts do you have on what this threshold should be?

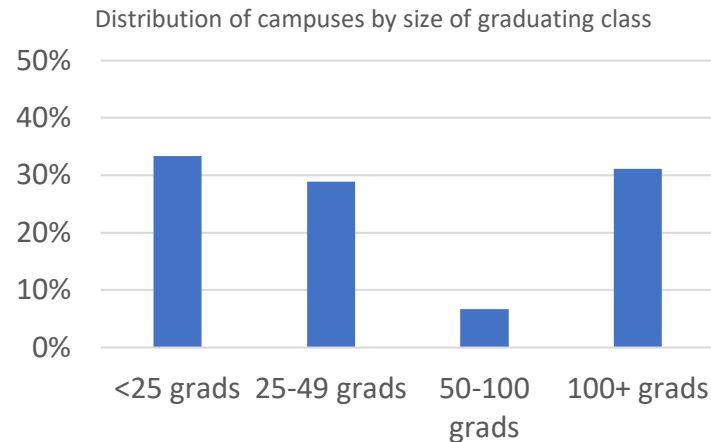
	D1 rating adjusted if college readiness<20%					
	A	B	C	D	F	Total
A	1	1				2
B		7	2			9
C			11	1		12
D				14	3	17
F					5	5
Total	1	8	13	15	8	45

	D1 rating adjusted if college readiness<25%					
	A	B	C	D	F	Total
A	3	1				4
B		13	3			16
C			20	4		24
D				18	6	24
F					6	6
Total	3	14	23	22	12	74

For Reference: Modeled impact of a CCMR adjustment

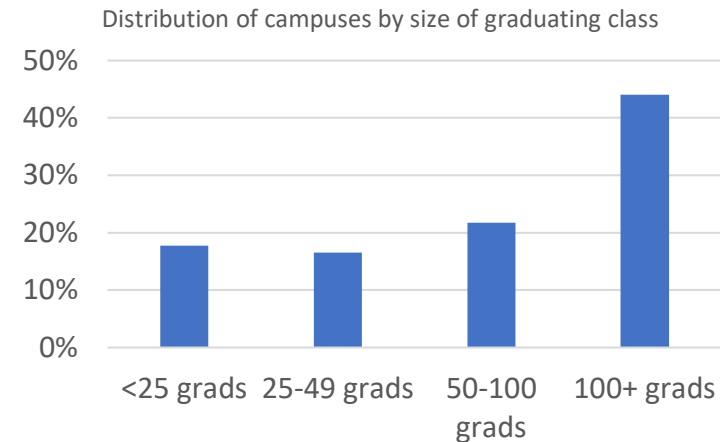
Out of all HS/K-12s with CCMR, 45 (3%) qualify for CCMR adjustment (college readiness <20%)

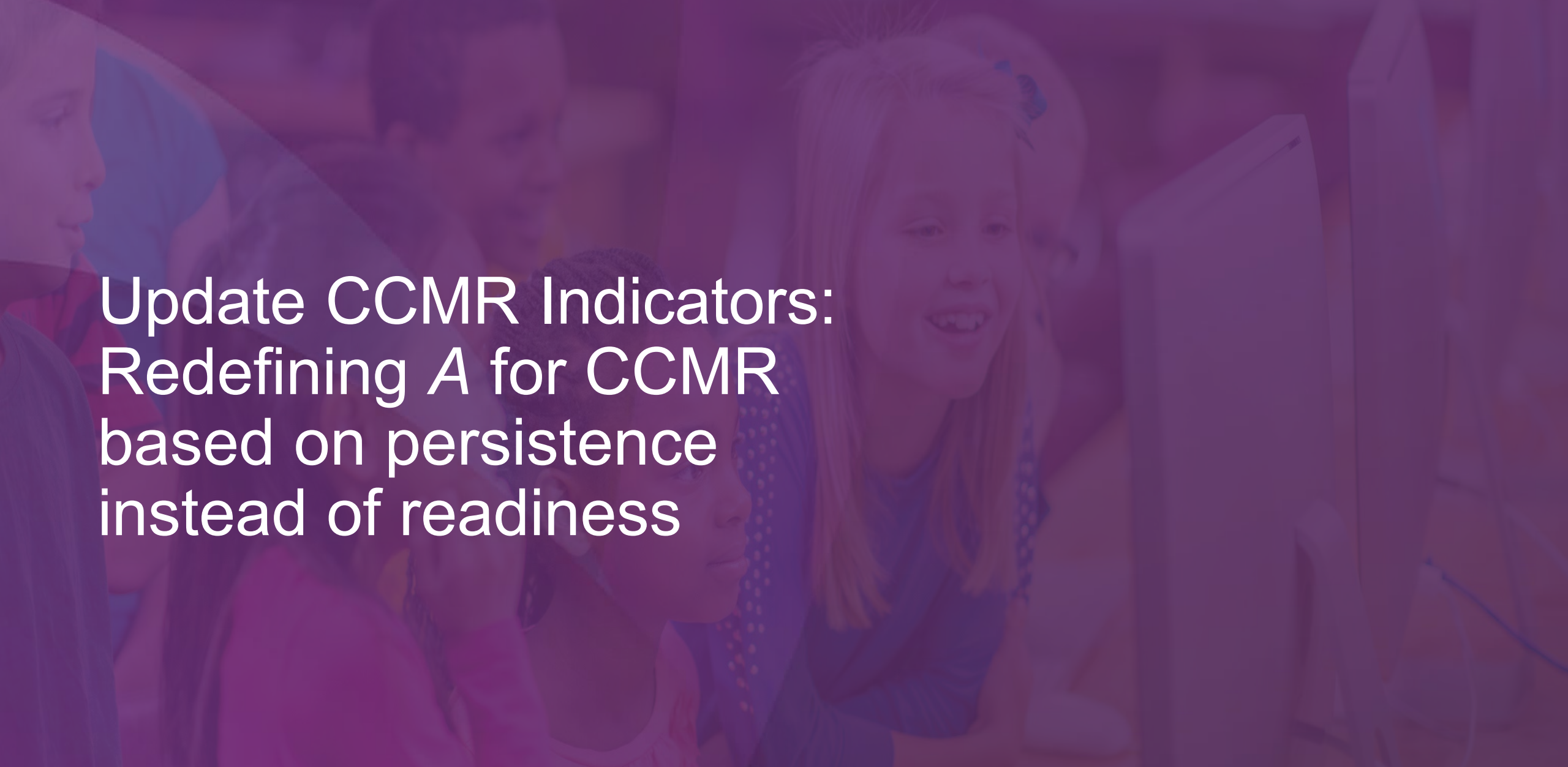
- **31%** are in a rural district
- **58%** are high poverty
- **13%** are rural & small (<25 grads)
- **18%** are charter



Out of 1893 total HS/K-12s that have CCMR

- **14%** are in a rural district
- **26%** are high poverty
- **7%** are rural & small (<25 grads)
- **15%** are charter





Update CCMR Indicators: Redefining A for CCMR based on persistence instead of readiness

Design Commitment #4: A Reflects Reaching Long Term Student Goals



By **2030**, at least **60%** of Texans will have a certificate or degree.

Illustrative data

	All Students
Total Tests	3,212
# Approaches Grade Level or Above	2,977
# Meets Grade Level or Above	1,945
# Masters Grade Level	878
% Approaches Grade Level or Above	92.7%
% Meets Grade Level or Above	60.6%
% Masters Grade Level	27.3%

Student Achievement Score: 90

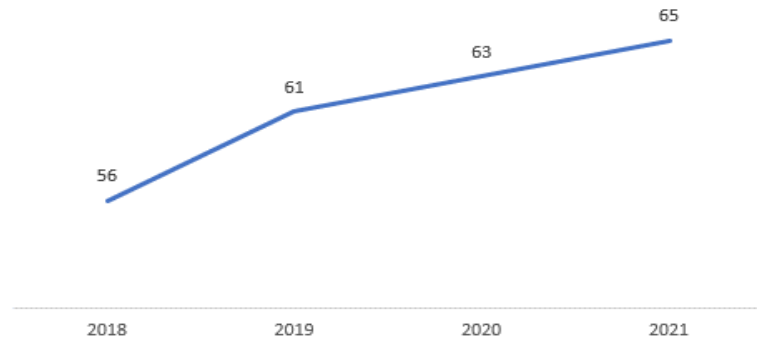


Average of 3

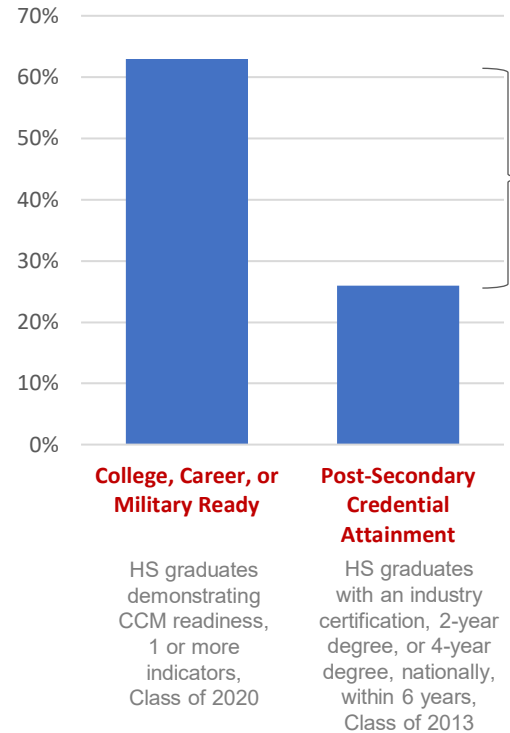
$$93 + 61 + 27 \div 3 = 60$$

The problem: The A CCMR goal set in 2017 needs to be updated to align with the **60% goal of certificate or degree attainment.**

Percentage of Graduates that Met CCMR



Our current definition of A, which is 60%, is based on the THECB goal that *by 2030, at least 60% of Texans ages 25-34 will have a certificate or degree.*

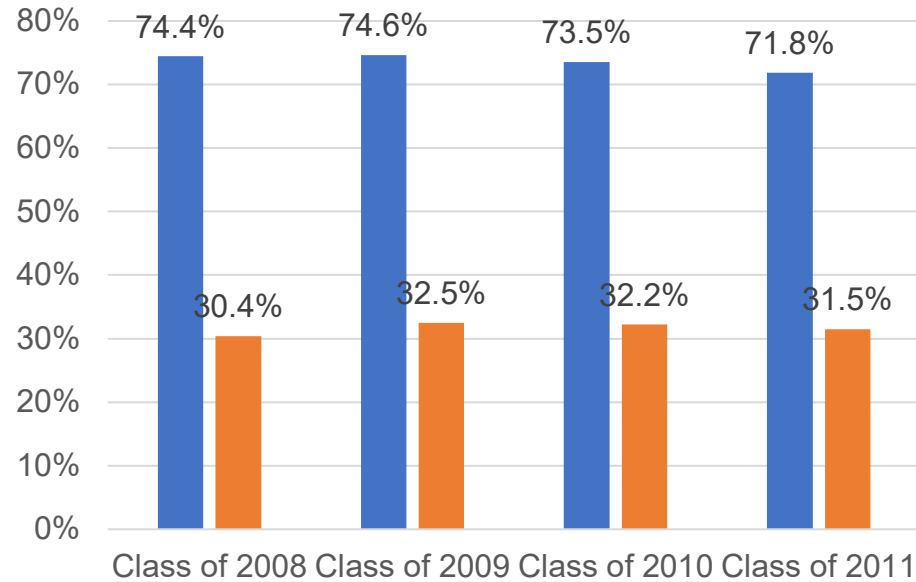


There is a gap between readiness and attainment.

60x30 goals are based on students **attaining** postsecondary success, not postsecondary readiness.

Possible Solution: We update our A goal using historical data on college readiness, enrollment, and attainment.

Historical State Data on Enrollment and Attainment



■ Enrollment: % Graduates Enrolled in College

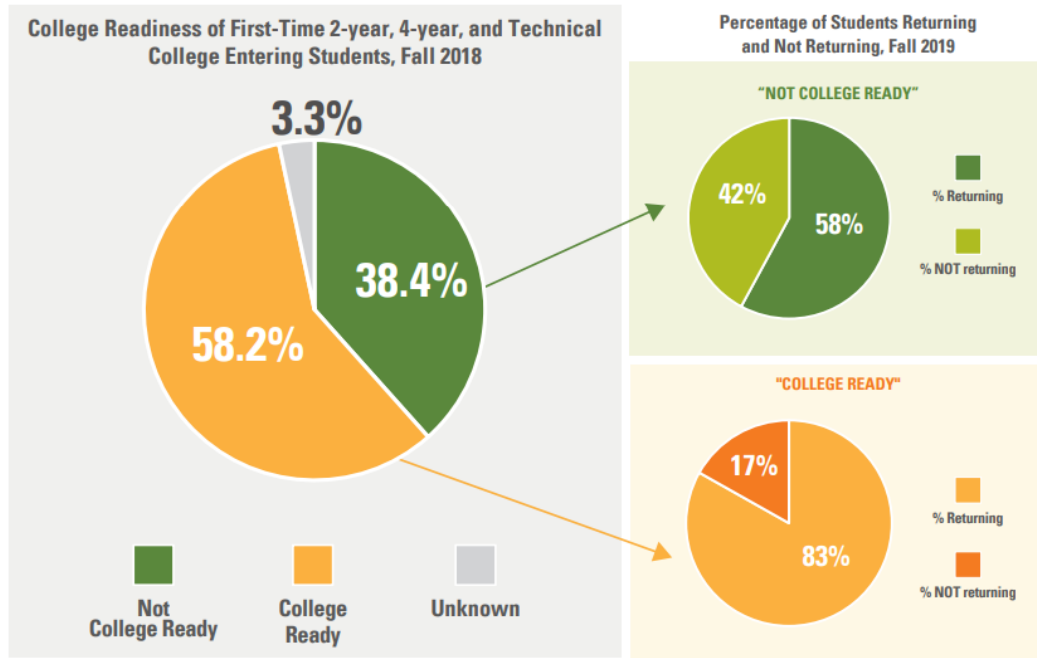
■ Attainment: % Graduates Earned Level 1 or Level 2 Certificate or Graduated with 2-yr or 4-yr Degree



Both K-12 and higher education play a role in getting students from enrollment to attainment, so we don't want to set a goal based on historical enrollment to attainment trends.

Proposed Solution: We update our A goal using historical data on college readiness, enrollment, and persistence.

FIGURE 2: COLLEGE READINESS AND CONTINUATION OF FIRST-TIME 2-YEAR, 4-YEAR, AND TECHNICAL COLLEGE STUDENTS IN TEXAS



Students who are college-ready are more likely to persist after 1 year

What the data tells us:

College-readiness to enrollment

- **82%** of 2018 college-ready graduates enrolled in higher education.
- **71%** of 2019 college-ready graduates enrolled in higher education.

Enrollment to persistence

- **83%** of students that are college ready and enroll in higher ed persist after 1 year

Proposed Solution: We update our A goal using historical data on college readiness, enrollment, and **persistence**.

What the data tells us:

College-readiness to enrollment

- **82%** of 2018 college-ready graduates enrolled in higher education.
- **71%** of 2019 college-ready graduates enrolled in higher education.

Enrollment to persistence

- **83%** of students that are college ready and enroll in higher ed persist after 1 year

If 82% of college-ready students enroll in higher education...

And 83% of those enrolled persist after 1 year...

82%

83%

Proposed Solution: We update our A goal using historical data on college readiness, enrollment, and **persistence**.

What the data tells us:

College-readiness to enrollment

- **82%** of 2018 college-ready graduates enrolled in higher education.
- **71%** of 2019 college-ready graduates enrolled in higher education.

Enrollment to persistence

- **83%** of students that are college ready and enroll in higher ed persist after 1 year

To better align with the 60x30 goal of 60% attainment, we should aim for 60% of students to persist after one year of college

82%

83%

60%
students
persist in
college

Proposed Solution: We update our A goal using historical data on college readiness, enrollment, and **persistence**.

What the data tells us:

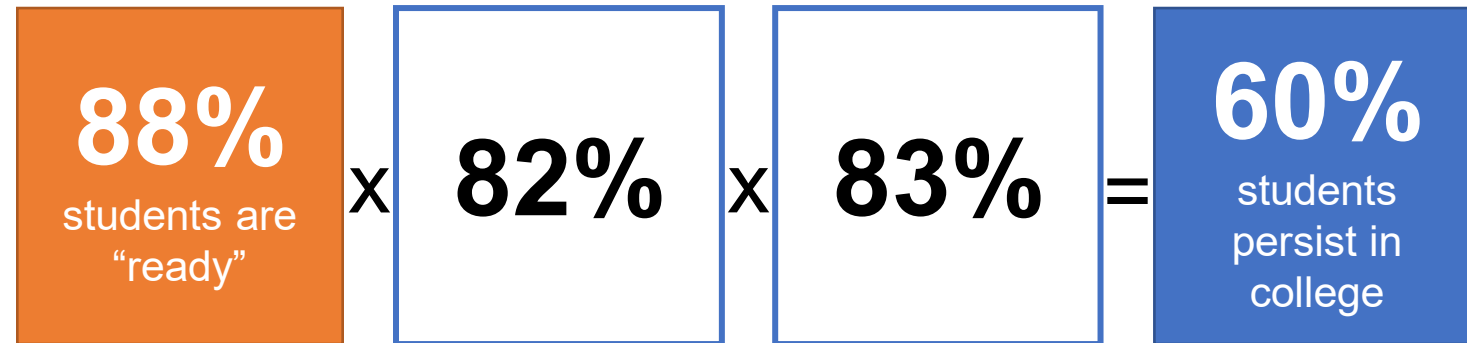
College-readiness to enrollment

- **82%** of 2018 college-ready graduates enrolled in higher education.
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Enrollment to persistence

- **83%** of students that are college ready and enroll in higher ed persist after 1 year

Using historical data, we can calculate what percentage of students need to be college-ready in order reach a persistence goal of 60%



Proposed Solution: We update our A goal using historical data on college readiness, enrollment, and **persistence**.

What the data tells us:

College-readiness to enrollment

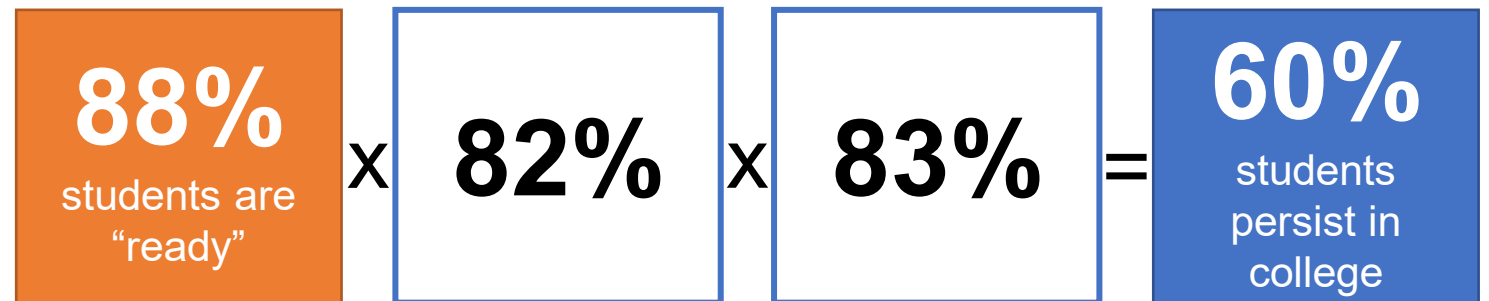
- **82%** of 2018 college-ready graduates enrolled in higher education.
- **71%** of 2019 college-ready graduates enrolled in higher education.

Enrollment to persistence

- **83%** of students that are college ready and enroll in higher ed persist after 1 year.

We can extrapolate the relationship between readiness and persistence for **college** to the relationship between readiness and persistence for **college, career, and military**.

As a state, we should aim for 88% of students graduating college, career, or military ready, and use this to define an A for CCMR in our accountability system.



This change would still allow ~20% of campuses to get an *A* in CCMR

- If we set 88% as *A* for CCMR:
 - Using 2021 results, 19.5% of campuses would have received an *A*
 - Using 2022 results, 21.8% of campuses would have received an *A*
- Changes to CCMR will impact this:
 - Preliminary Class of 2022 IBC numbers already show increase from Class of 2021
 - CCMR adjustment: ~3% of high schools/K-12s would qualify for CCMR adjustment, with a smaller % that would actually be impacted.

- Next steps:
 - Set cut scores based on distribution of campuses and new definition of *A*

 Questions?
Comments?

AEA System Updates

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

Would these adjustments help address the issues you have seen for DRS accountability?

AEA Student Achievement: STAAR Methodology

Award STAAR outcomes by performance level at 1, 2, and 3 points.



1 pt Approaches, 2 pts Meets, 3 pts Masters
Number of STAAR Assessments (All Subjects)

Questions?
Comments?
Concerns?

AEA Student Achievement: CCMR and Completion Rates Methodology



- Maintain existing methodology with the addition of a hold harmless previous dropout credit.
- Include previous dropouts in numerator but exclude from denominator.
 - Completion rate credit
 - CCMR rate credit

Questions?
Comments?
Concerns?

AEA Student Achievement: CCMR Methodology

Adjust CCMR to include previous dropouts in the numerator only.



Annual Graduates PLUS Previous Dropouts who Accomplish CCMR
Annual Graduates MINUS Previous Dropouts

Questions?
Comments?
Concerns?

AEA Student Achievement: Completion Rate

Adjust the longitudinal completion rate (best of 4-, 5-, or 6-year) to include previous dropouts in the numerator only.



Longitudinal Graduates PLUS Previous Dropouts who Complete
Longitudinal Graduates MINUS Previous Dropouts who Return



Questions?
Comments?
Concerns?

7. AEA School Progress: Academic Growth



- Maintain Part A: Academic Growth methodology and update with standard accountability reset updates.
- Allows AEAs to keep the “better of” methodology afforded to traditional campuses.

Questions?
Comments?
Concerns?

AEA School Progress: Relative Performance

Retester Growth

- Add a better of Part A or B by creating a unique AEA Part B: Retest Growth methodology.
- Rate of retests at Approaches Grade Level or above (current AEA bonus points indicator)



1 pt for Approaches or above STAAR EOC retests

Count of STAAR EOC Retests

Questions?
Comments?
Concerns?

Closing the Gaps: How can we update for DRS?

Taskforce recommendations:

- STAAR Student Achievement data
- 4-year completion rate



Would these adjustments help address the issues you have seen for DRS accountability?

Work in Progress:

- USDE states HS/DRS must have the same indicators and weights
- How to make adjustments that will differentiate the performance of our DRS?

Upcoming Meetings

Future Meeting Topics: October 19th



1. Narrow focus within Closing the Gaps.
2. Recognize successful learning acceleration.
3. Based on where we are now, what other resources (one pagers, webinars, etc.) could be helpful in communicating with others?

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

Meeting 3 Topics (November)



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