

ACCOUNTABILITY & ASSESSMENT UPDATE



TAAG January Meeting

“What If” CCMR Model

Bills to Watch

Framework Updates and Changes since November:

- 95% “baked”
- Algebra I & Early Grads
- Communication Plan
- “What If Ratings”

TSA TAAG Members:

Sarah Arispe, Assoc. Supt., Fort Worth ISD

Dr. James Cureton, Director, Tyler ISD

Dr. Allison Matney, Exec. Officer, Houston ISD

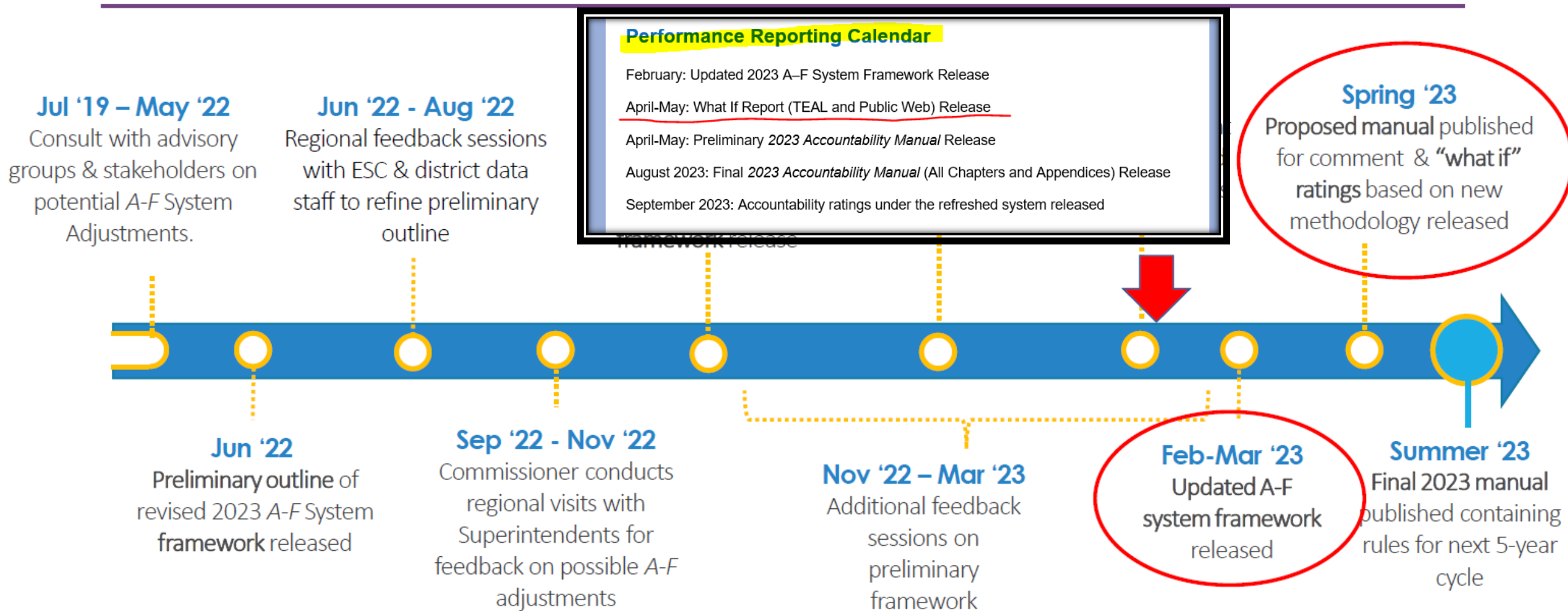
Theresa Urbazzo, Sr. Director, San Antonio ISD

A purple-tinted background image showing a group of diverse students in a classroom setting, looking towards the left.

TAAG Meeting
January 18, 2023

Supporting Student Success

2023 A-F Refresh: Feedback Timeline



**What
If?**



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

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?

TEA Texas Accountability Advisory Group, 10-7-2022

What if the CCMR cut-point is increased from 60=A to 88=A?

What
If?

HS CAMPUS A 2022 DI CCMR A=60

Student Achievement Calculation

Component	Score	% of Grade
STAAR Performance	<i>Raw score 70 scales to</i> 93	40%
College, Career and Military Readiness	<i>Raw score 73 scales to</i> 93	40%
Graduation Rate	<i>Raw score 98.7 scales to</i> 95	20%
Total	93	100%

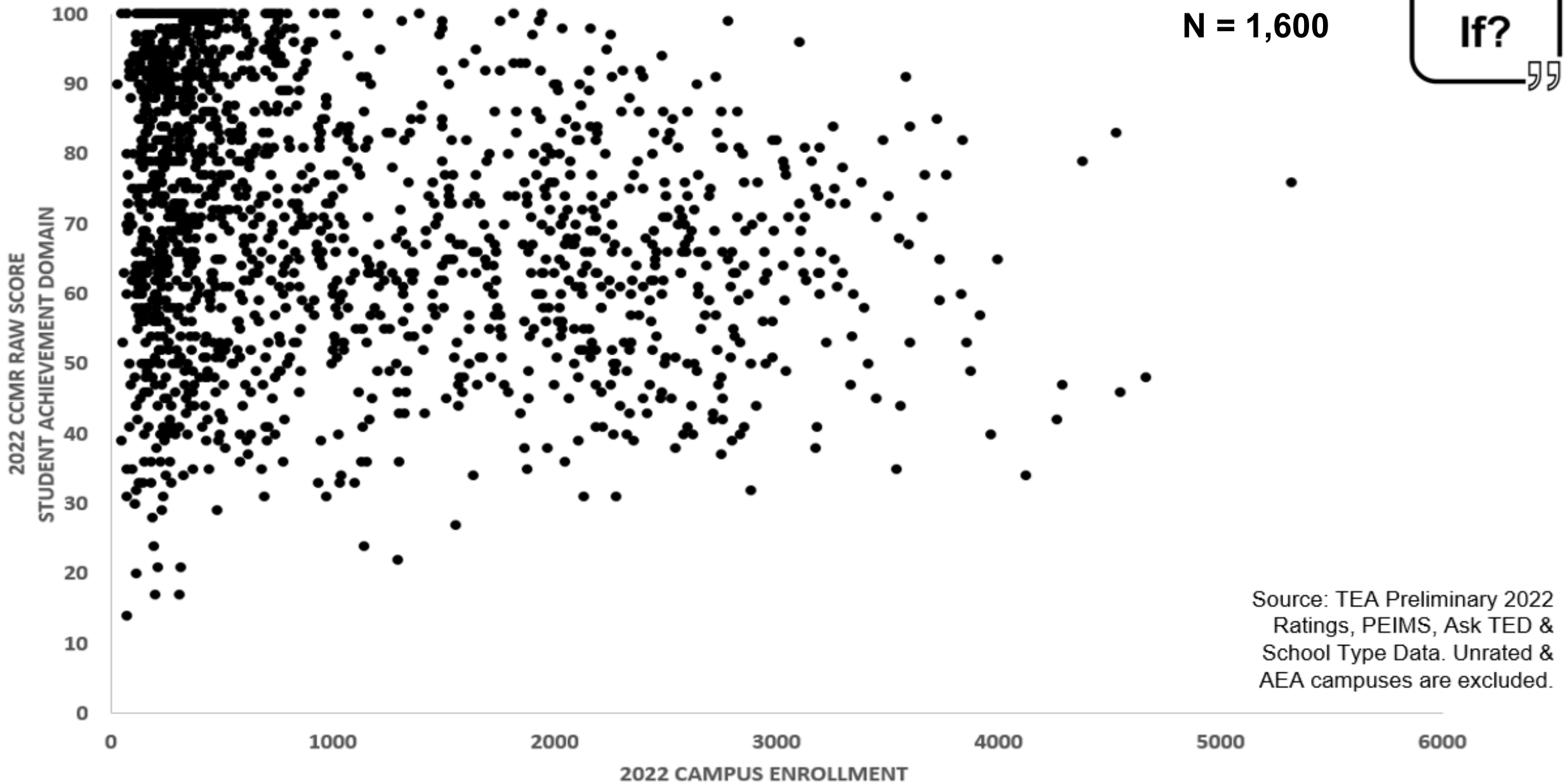
HS CAMPUS A What IF DI CCMR A=88

Student Achievement Calculation

Component	Score	% of Grade
STAAR Performance	93 ✓	40%
College, Career and Military Readiness	93 76	40%
Graduation Rate	95 90	20%
Total	86	100%

What if the CCMR cut-point is increased from 60=A to 88=A?

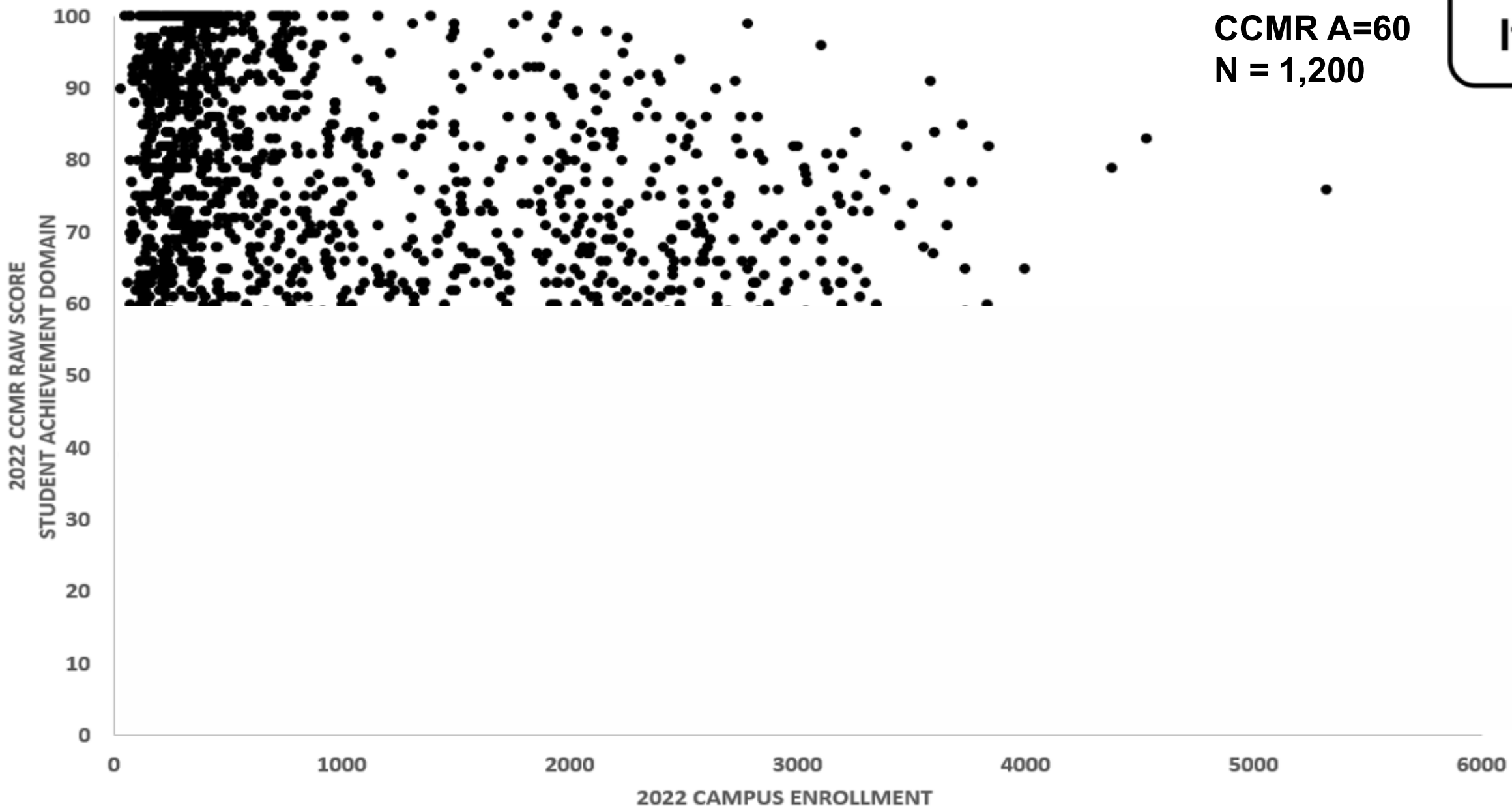
“What If?”



What if the CCMR cut-point is increased from 60=A to 88=A?

“What If?”

CCMR A=60
N = 1,200

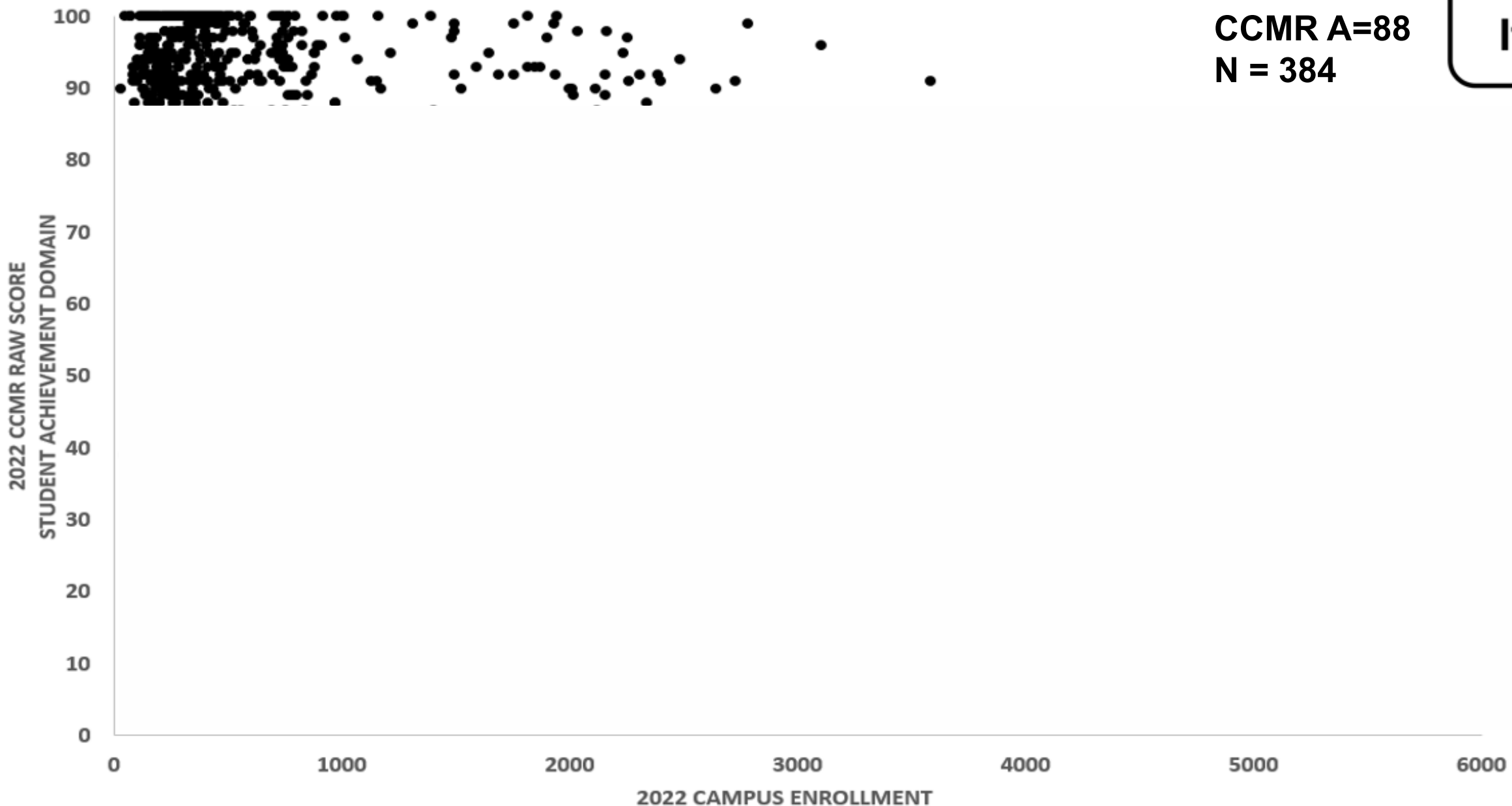


What if the CCMR cut-point is increased from 60=A to 88=A?

“
What
If?
”

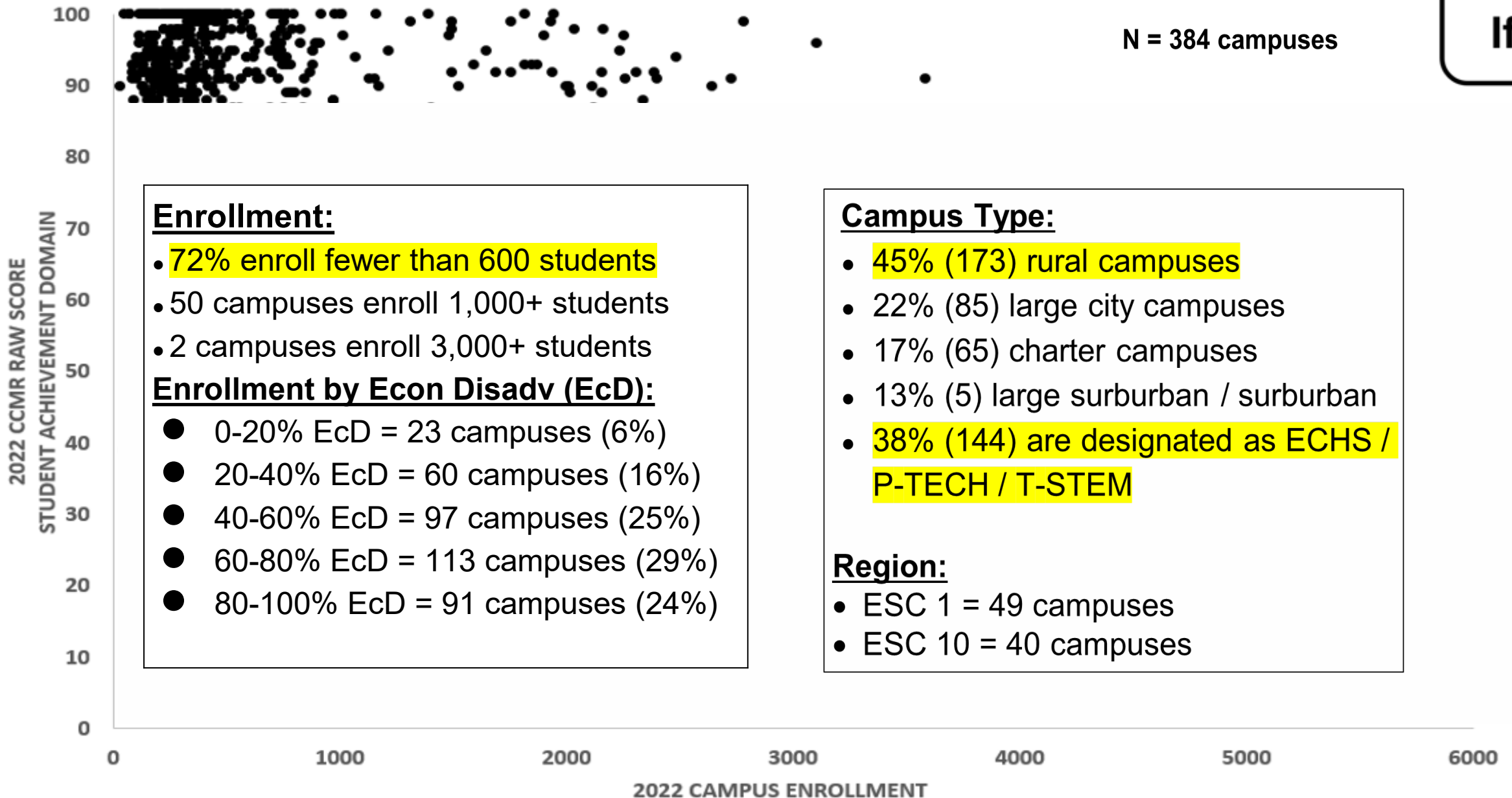
CCMR A=88

N = 384



What if the CCMR cut-point is increased from 60=A to 88=A?

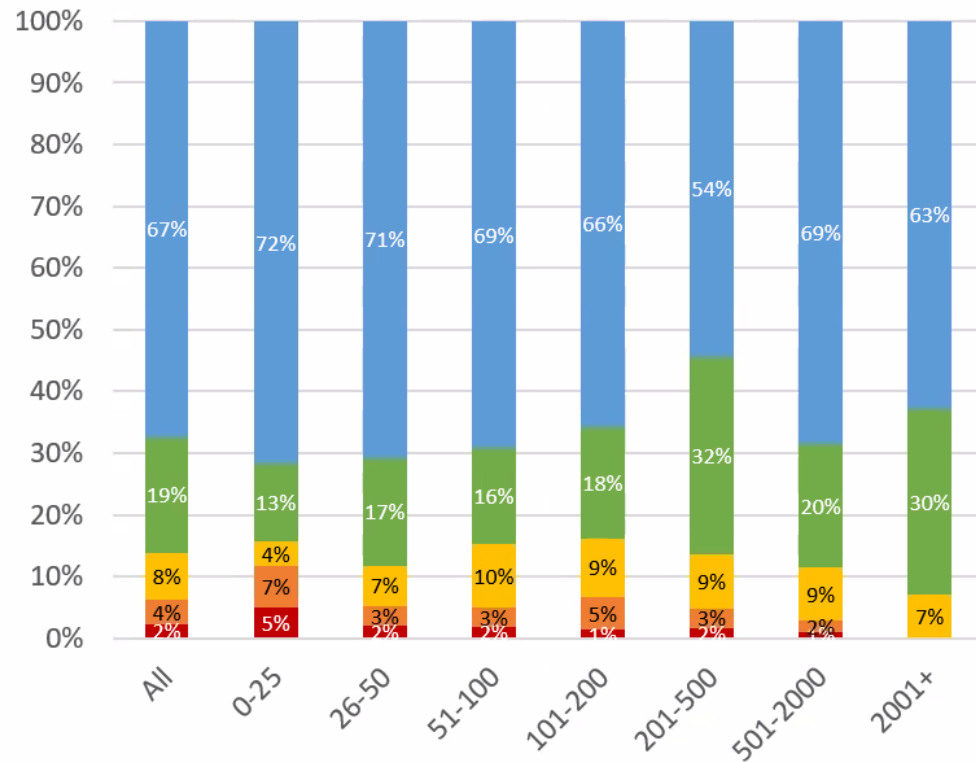
“What If?”



Changing the A cut-point for CCMR does not disproportionately impact smaller campuses

“
What
If?
”

Current CCMR results by size of 2021
graduating class



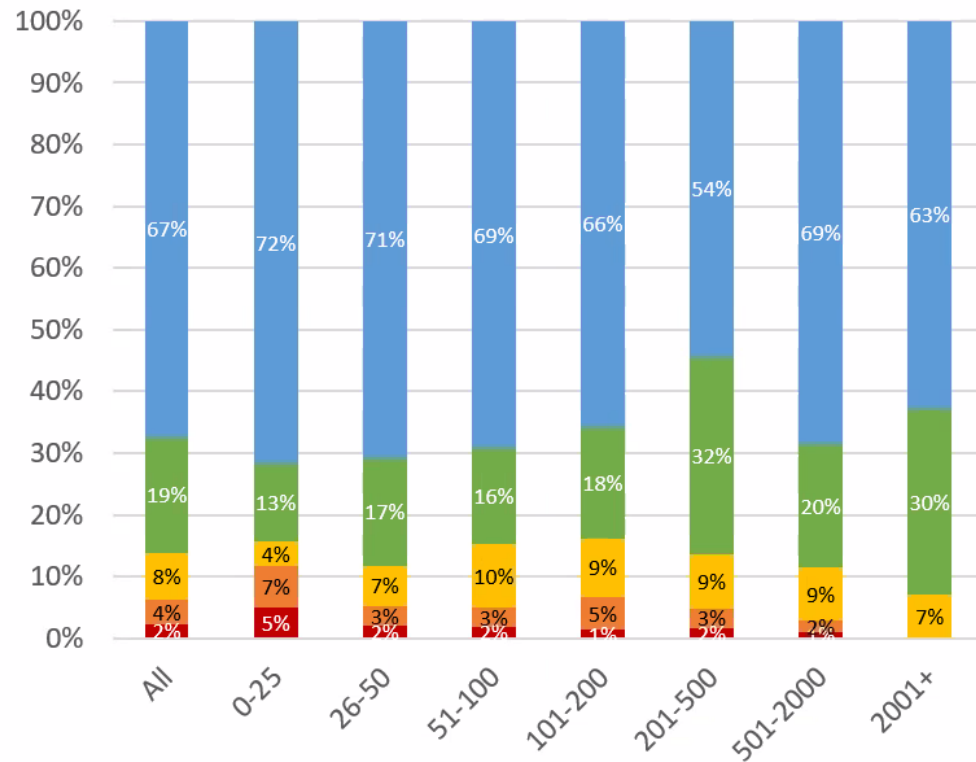
LEGEND				
A	B	C	D	F

N-COUNTS BY SIZE OF GRADUATING CLASS	
0-25	223
26-50	195
51-100	224
101-200	149
201-500	125
501-2000	105
2001+	43

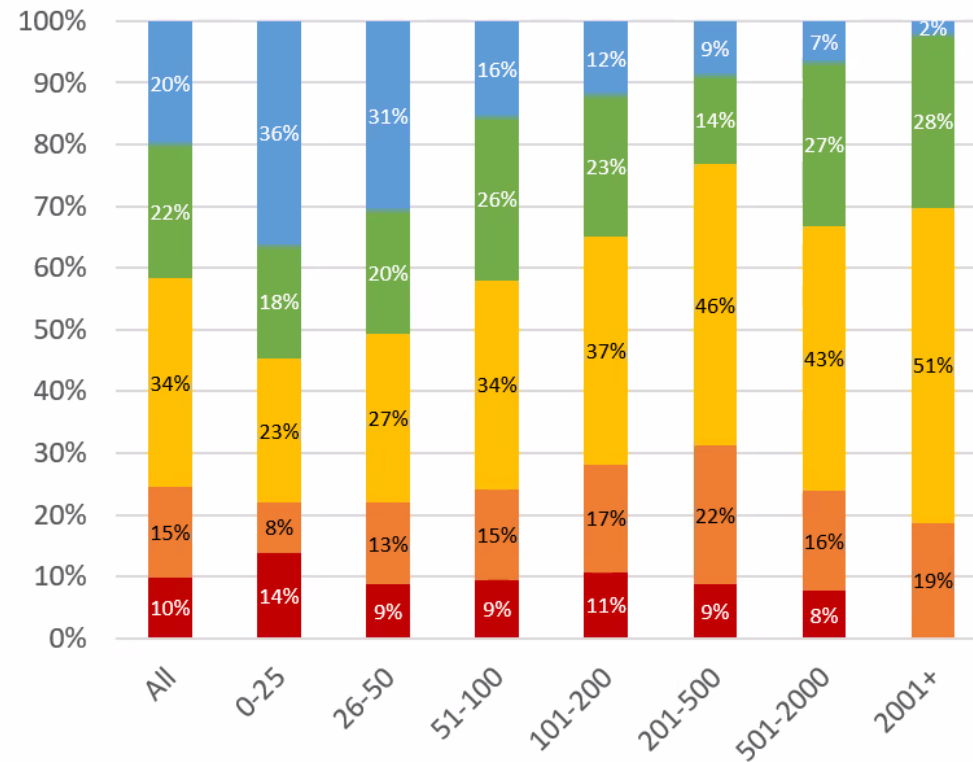
Changing the A cut-point for CCMR does not disproportionately impact smaller campuses

“What If?”

Current CCMR results by size of 2021 graduating class



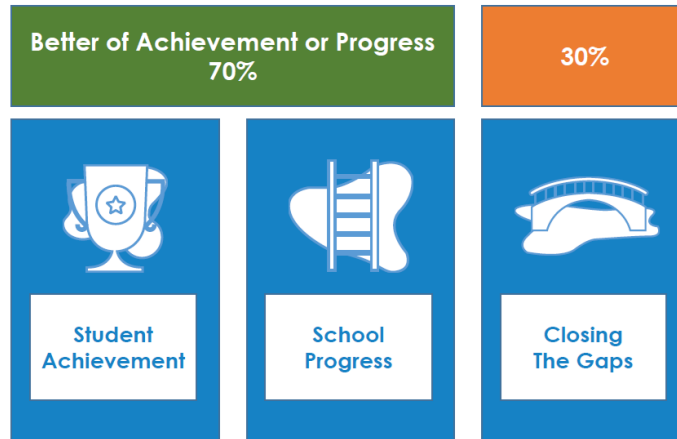
CCMR results by size of 2021 graduating class with proposed 88% A cut-point



LEGEND				
A	B	C	D	F

N-COUNTS BY SIZE OF GRADUATING CLASS	
0-25	223
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TEA Three Domains: Calculating an Overall Accountability Rating



TEA Student Achievement Domain: Weighting

Elementary/Middle Schools

Weight

- STAAR

100%

High Schools, K-12, and Districts

- STAAR 40%
- College, Career, and Military Readiness (CCMR) 40%
- Graduation Rate 20%

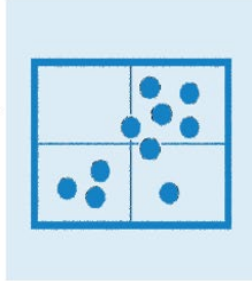
TEA School Progress Domain: Two Aspects to Progress

Part A: Academic Growth

Part B: Relative Performance



Better of
A or B



CCMR

APPENDIX - ESSA

Calculating a Closing the Gaps Domain Score

To calculate the Closing the Gaps domain score, weight each component for which the district or campus has at least the minimum number of evaluated indicators based on the following table.

Component points are rounded to one decimal place. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number.

Closing the Gaps Component Weights		
Campus Types	Closing the Gaps Domain Component	Weight
Elementary and Middle Schools	Academic Achievement STAAR Meets Grade Level on R & M	30%
	Academic Growth Status STAAR R and M	50%
	English Language Proficiency	10%
	Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement STAAR Meets Grade Level on R & M	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Language Proficiency	10%
	College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only ²	30%

¹ If Federal Graduation Status is not available, Academic Growth Status is used.

² If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

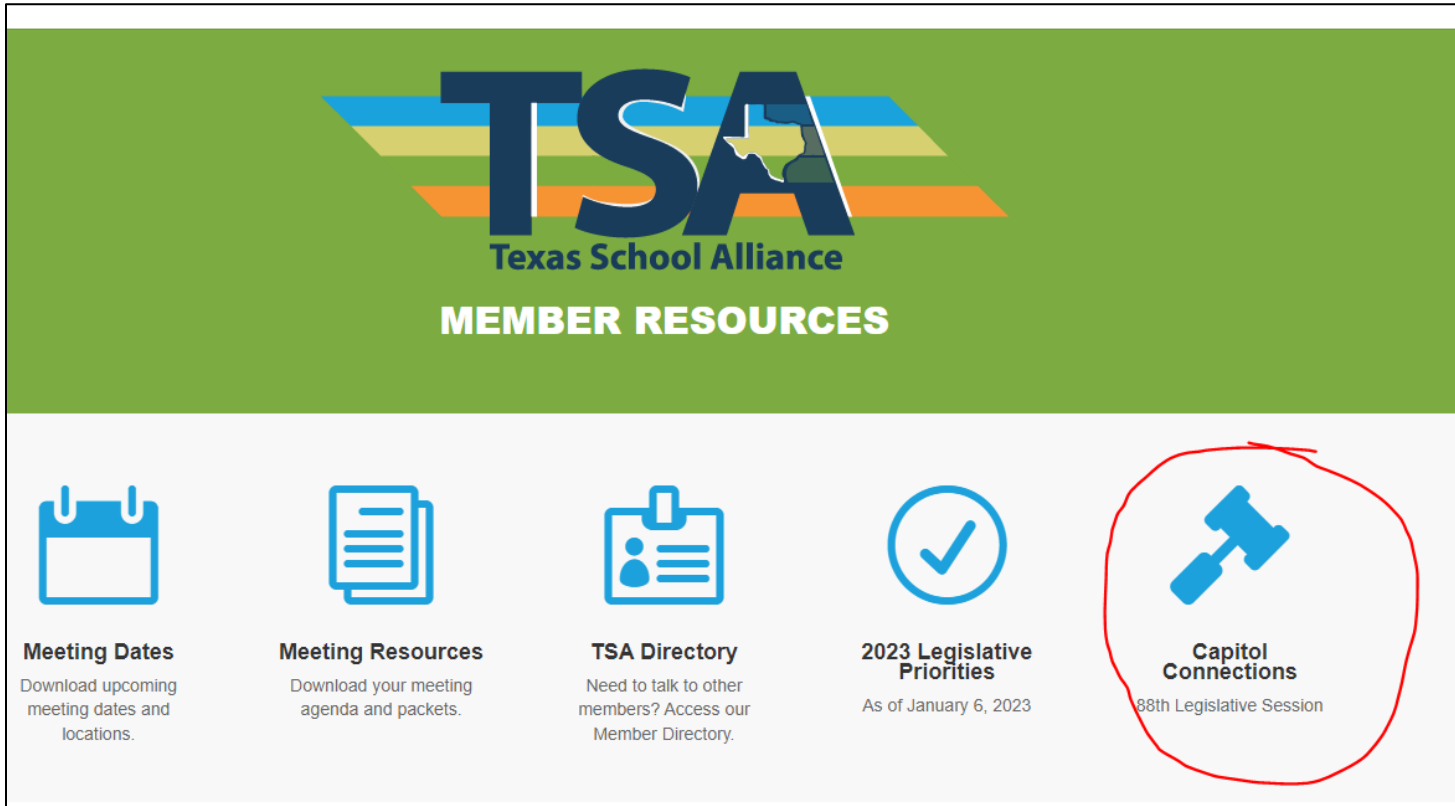
Assessment and Accountability Bills of Interest

- **HB 37 (M. Gonzales- D)** and its companion **HB 977 (VanDeaver- R)** creates the Texas Commission on Assessment and Accountability to inform instruction, impact of assessment on students, privacy and security, and correlation of accountability results with special student populations.
- **HB 1278 (Herrero- D)** reduces the number of assessments to the federal requirement.
- **HB 680 (Shaheen- R)** prohibits the use of state assessments as the sole criterion to evaluate teacher performance or determine teacher compensation. Allows school districts to adopt adaptive, interim, growth-based assessments in place of STAAR and EOCs.
- **SB 475 (Hughes- R)** relating to the inclusion of a school safety domain for evaluating districts and campuses under the public school accountability system; indicators for effectiveness in promoting a safe learning environment, including:
 - the security of school facilities;
 - training of faculty and staff to improve school safety;
 - instruction to students to improve school safety; and
 - the integration of local, state, and federal resources into school safety programs.

Assessment and Accountability Bills of Interest, cont.

- **HB 1416 (Rep. Bell - R)** make changes to accelerated and supplemental instruction for students that do not perform satisfactorily on certain state assessments (**HB 4545 requirements**):
 - Eliminates accelerated learning committees
 - Accelerated Education Plan only for students who were not successful for two consecutive years
 - Limits AI to reading and math
 - Clarifies parent opt-out; includes BOY option
 - Allows virtual tutoring
 - Lowers minimum number of supplemental hours required from 30 to 15
 - Increases student to teacher ratio from 3:1 to 4:1

<https://texasschoolalliance.org/>



TSA
Texas School Alliance
MEMBER RESOURCES

Meeting Dates	Meeting Resources	TSA Directory	2023 Legislative Priorities	Capitol Connections
Download upcoming meeting dates and locations.	Download your meeting agenda and packets.	Need to talk to other members? Access our Member Directory.	As of January 6, 2023	88th Legislative Session

Bills Filed to Date

Want to see which education-related bills have been filed so far?

TSA's electronic notebook, Capitol Connections, will once again serve as our repository for all of the pertinent information (including bill tracking and interim committee reports) during the 88th legislative session.