

# ACCOUNTABILITY & ASSESSMENT UPDATE



## TEA Updates

## Bills to Watch / Bills on the Move



Congressman Jamaal Bowman

@RepBowman

...

Our kids are magic. We've got to design our public education system around investing in their brilliance. Annual standardized testing hamstringing our educators and takes away time from high quality, authentic teaching. That's why I introduced my [#MoreTeachingLessTesting Act](#).

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>THE MORE TEACHING LESS TESTING ACT</b><br><b>ALT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>TEACHING LESS TESTING ACT</b><br>Our public schools are the heartbeat of our communities and a pillar of our democracy. They should be funded and supported as such to foster joy, curiosity, rigor, creativity, collaboration, and problem solving skills for every child to reach their full potential.<br>Today, however, our public schools spend less time teaching and more time testing.<br><b>ALT</b> will eliminate the current federally mandated testing schedule for summative assessments in math, reading |
| <b>TESTING ACT</b><br>Build on the flexibility of ESSA, to promote ways to improve assessment and accountability to increase student learning opportunities, and address the nationwide teacher shortage.<br>Eliminate the current federally mandated testing schedule for summative assessments in math, reading & language arts, and science, and establish new options for states.<br>Authorize \$66 billion annually for Title I – quadruple the current authorized funding level – to correct chronic underfunding of our public schools.<br><b>ALT</b> Prohibit states from using federally mandated statewide | <b>UNLOCK THE INFINITE INTELLIGENCE OF OUR KIDS</b><br><b>ALT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

2:35 PM · Mar 23, 2023 · 31.1K Views

## ABOUT THE MORE TEACHING LESS TESTING ACT

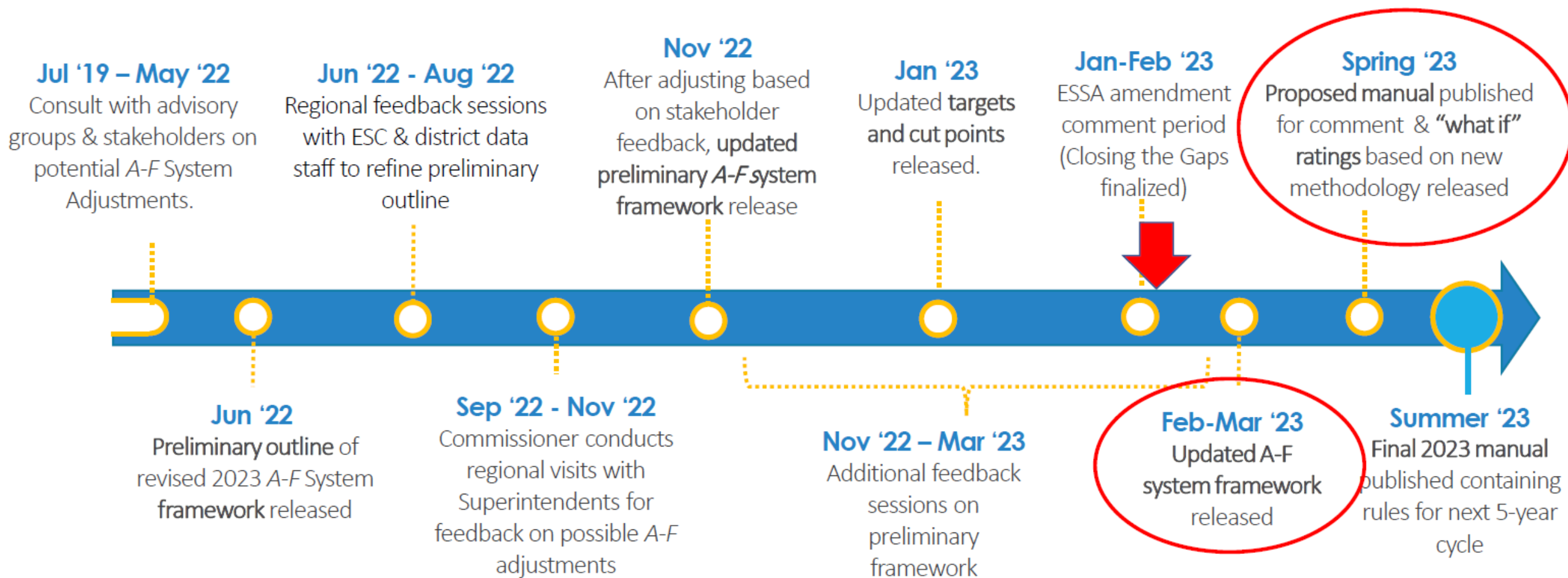
- Build on the flexibility of ESSA, to promote ways to improve assessment and accountability to increase student learning opportunities, and address the nationwide teacher shortage.
- Eliminate the current federally mandated testing schedule for summative assessments in math, reading & language arts, and science, and establish new options for states.
- Authorize \$66 billion annually for Title I – quadruple the current authorized funding level – to correct chronic underfunding of our public schools.
- Prohibit states from using federally mandated statewide assessments as the sole or dominant factor for large-scale retention policies, high school graduation decisions, teacher evaluations, or school rating systems.

# Assessment and Accountability Bills on the Move

## HB 4545 CLEAN UP BILLS:

- **CSHB 1416** (Rep. Bell - R) / **SB 1261** (Sen. Paxton) 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 **in the same subject area**
  - 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 for grades 3-8 to 5:1: for high school students 10:1**

# 2023 A-F Refresh: Feedback Timeline



## 6. District Ratings: Improve Alignment with Campus Ratings

| School Type   | Grades Served | Total Students | Alt Ed | Eco Dis | Overall Rating | Overall Score |
|---------------|---------------|----------------|--------|---------|----------------|---------------|
| District      |               | 2,859          | No     | 73.6%   | <b>B</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 | Overall Score |
|-------------|---------------|----------------|--------|---------|----------------|---------------|
| District    |               | 298            | No     | 66.1%   | <b>A</b>       | 90            |
| Elementary  | PK - 06       | 169            | No     | 69.2%   | C              | 76            |
| High School | 07 - 12       | 129            | No     | 62.0%   | B              | 86            |

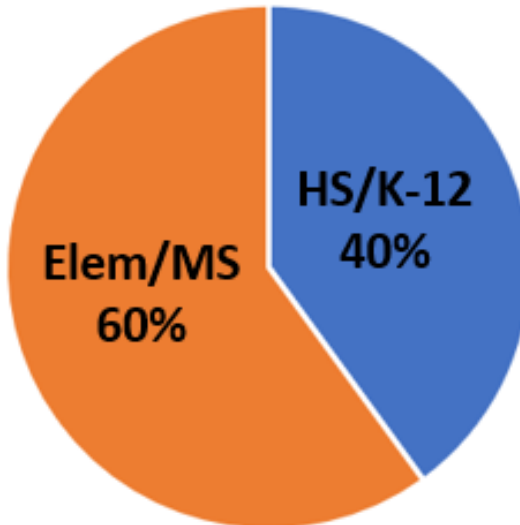
- Currently there is a disconnect between approximately 30 percent of district ratings and their campuses' ratings.
- Existing methodology for districts looks at all students in the district and evaluates it as a single K-12 campus.
- TEA is proposing that we use weighted average of campus ratings.

# District Rating Methodology – Proportional Domain Ratings

## What are the consequences of Proportionality?

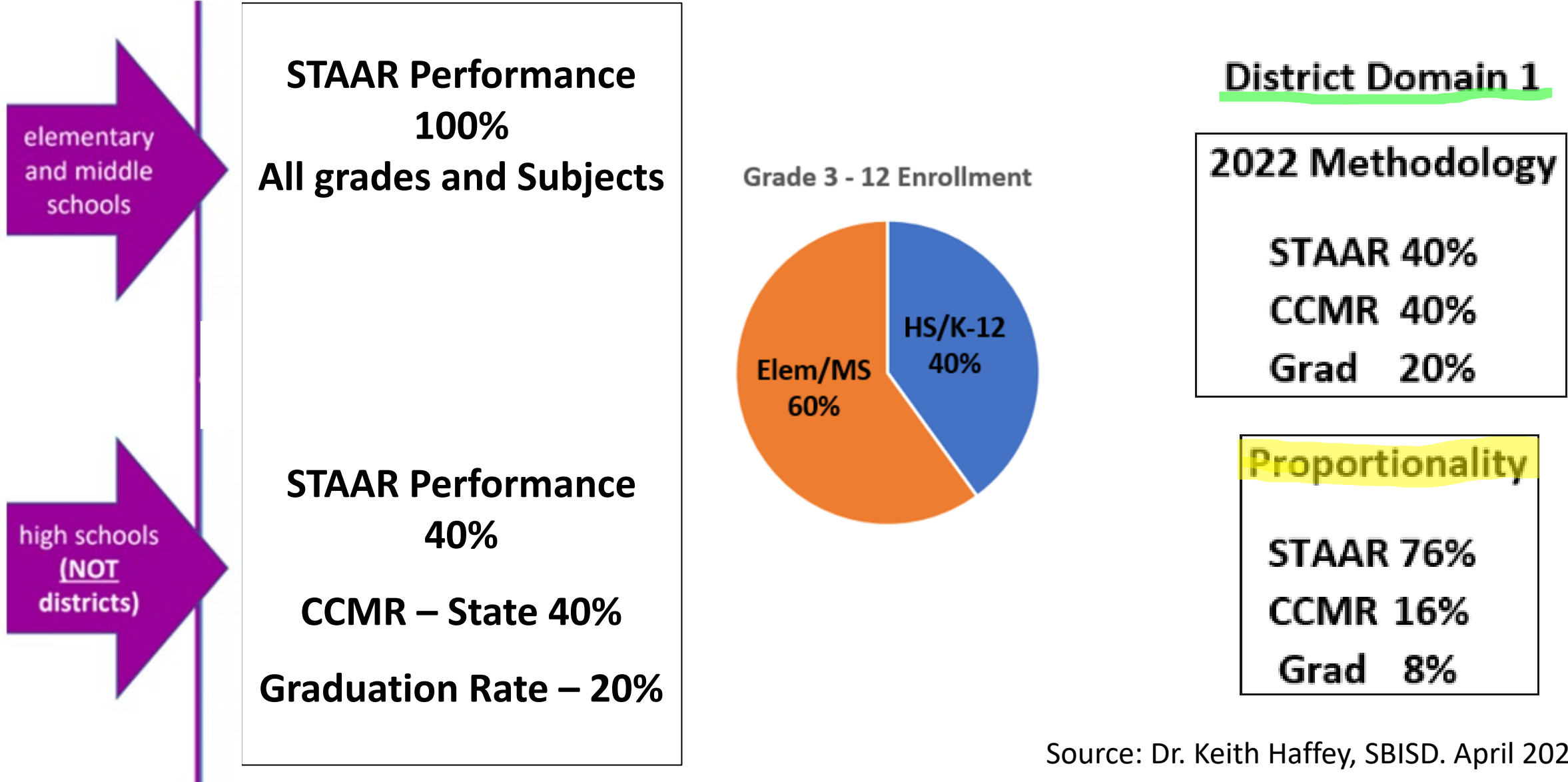
- Some students left out of both campus and district accountability
- Decreases weight of CCMR and Graduation in district accountability
- Increased the weight of STAAR in district accountability regardless of domains used

Grade 3 - 12 Enrollment

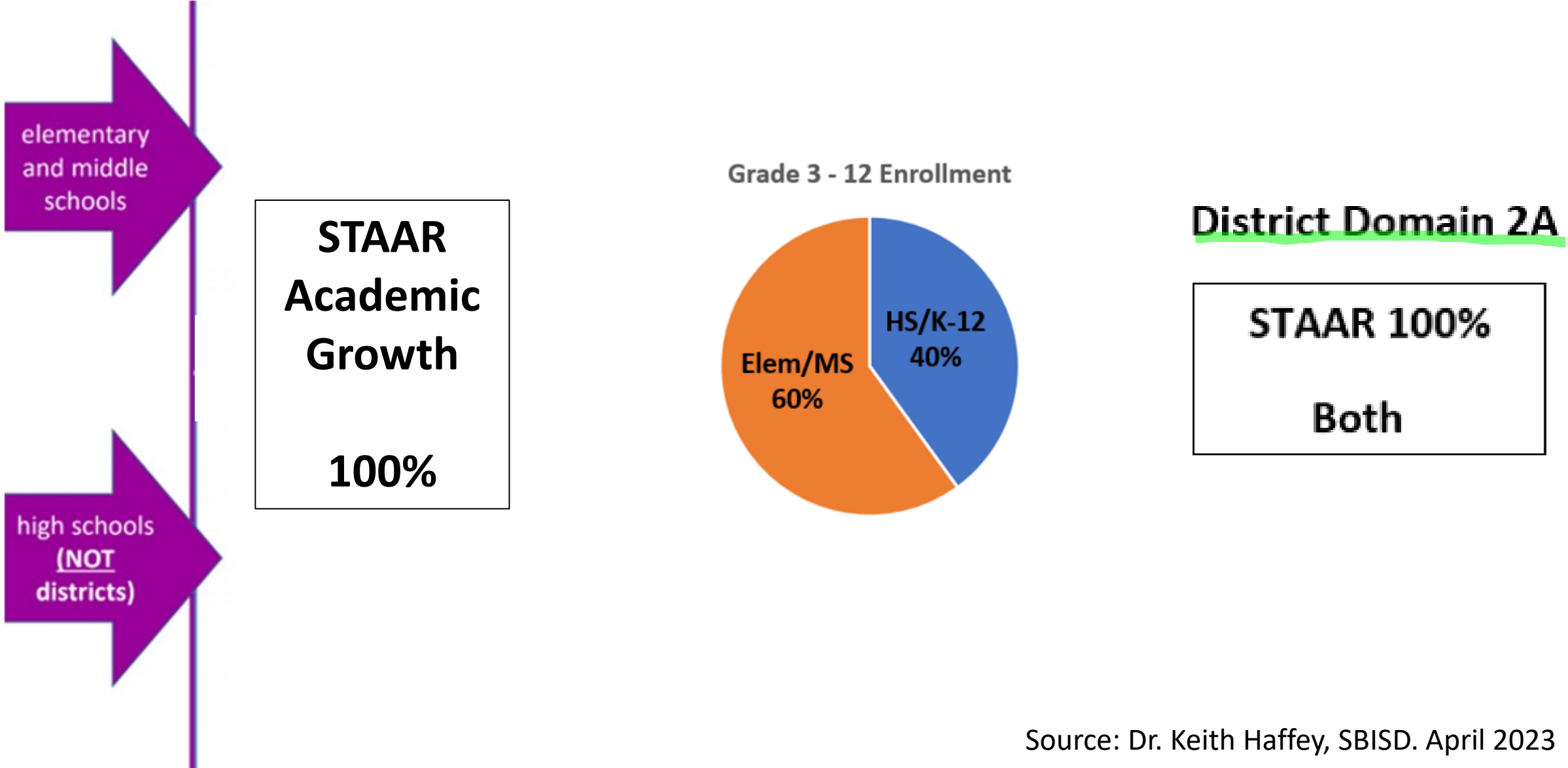


Source: Dr. Keith Haffey, SBISD. April 2023

# District Rating Methodology – Proportional Domain Ratings

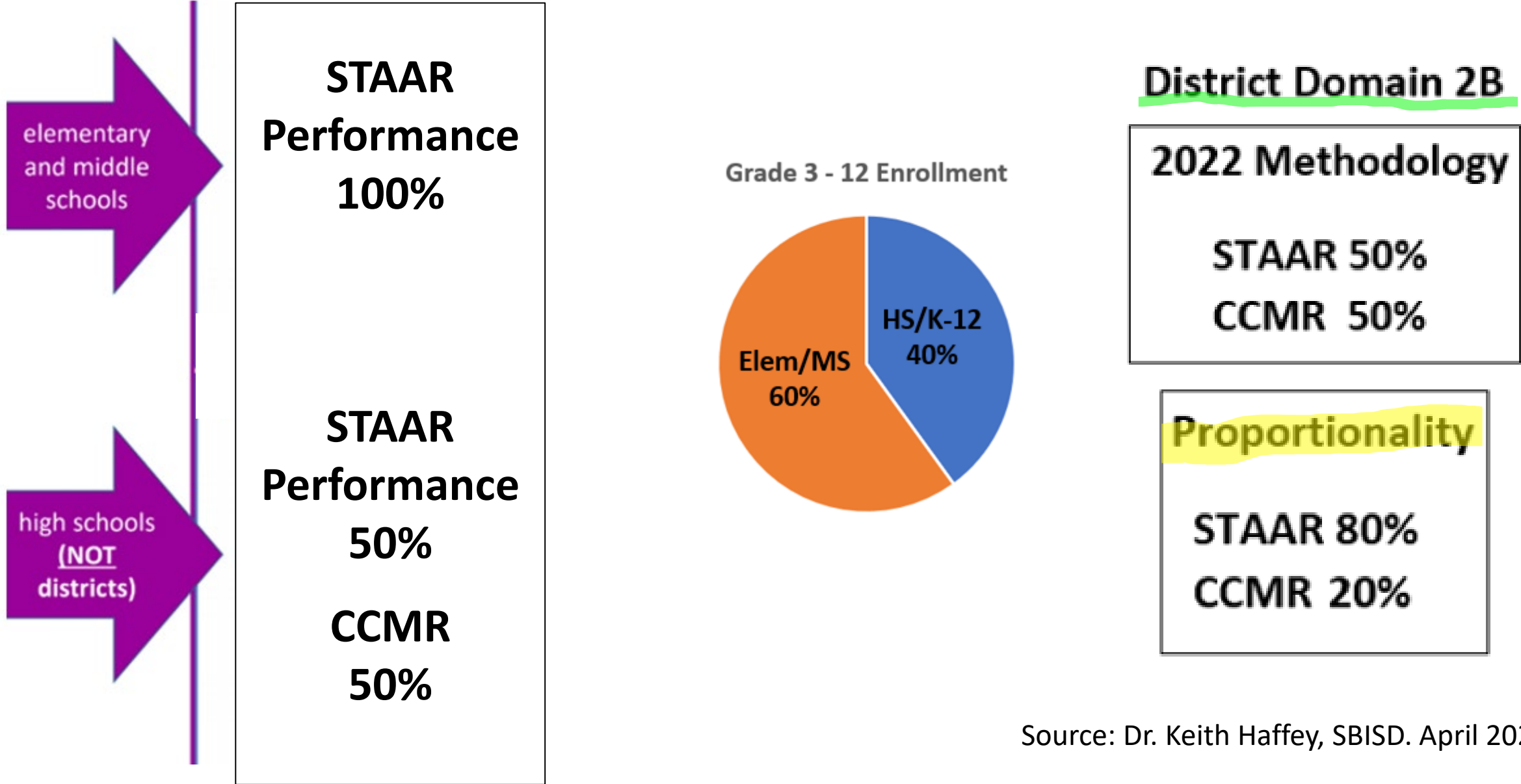


# District Rating Methodology – Proportional Domain Ratings

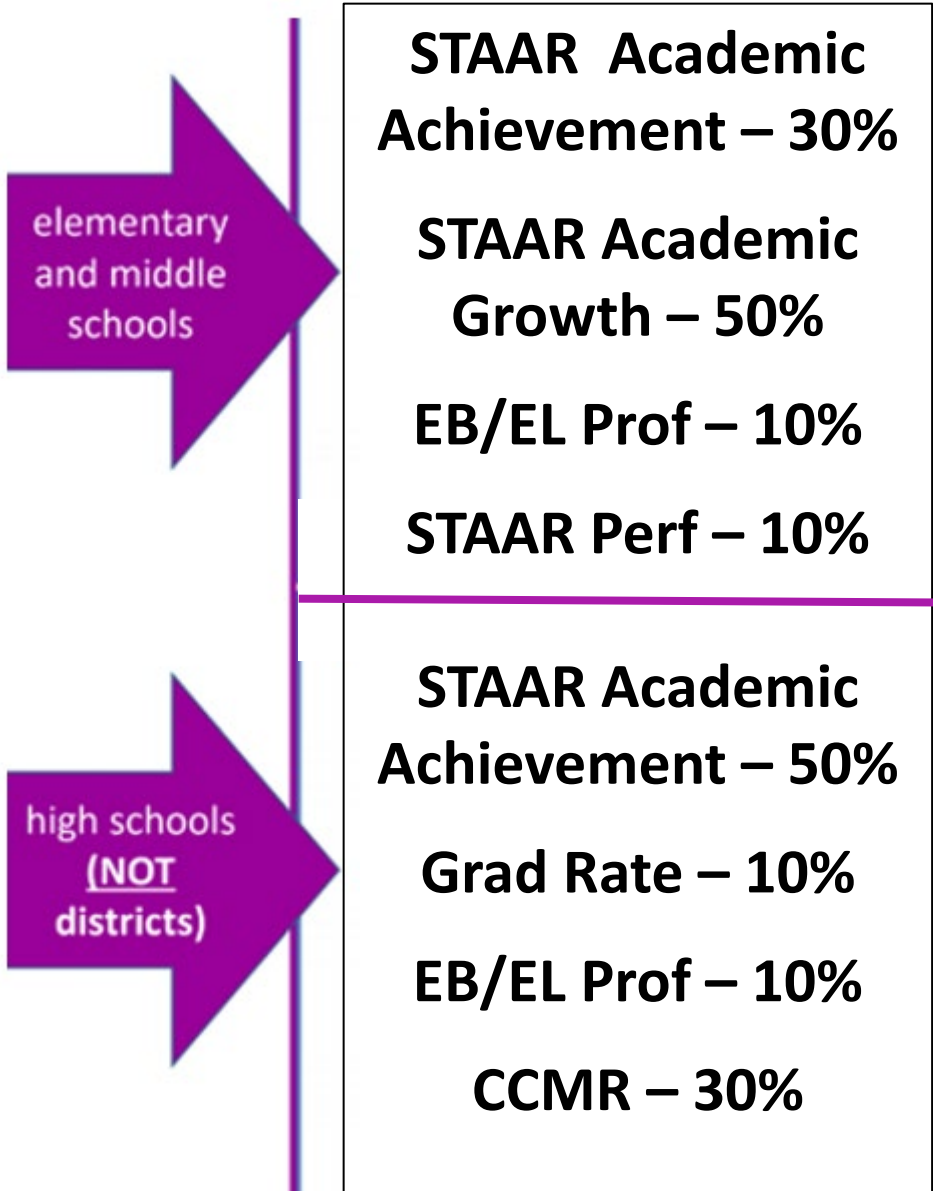


Source: Dr. Keith Haffey, SBISD. April 2023

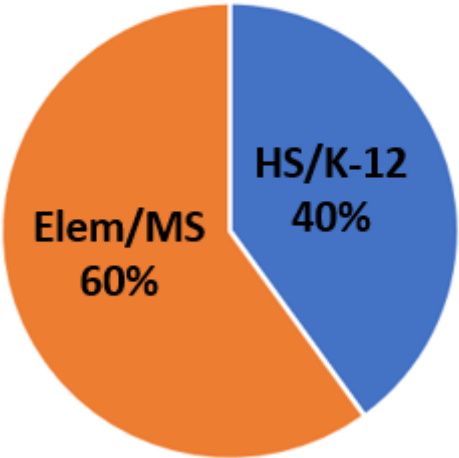
# District Rating Methodology – Proportional Domain Ratings



# District Rating Methodology – Proportional Domain Ratings



Grade 3 - 12 Enrollment



## District Domain 3

| 2022 Methodology  |     |
|-------------------|-----|
| STAAR Achievement | 50% |
| Grad Rate         | 10% |
| EL Proficiency    | 10% |
| CCMR              | 30% |

## Proportionality

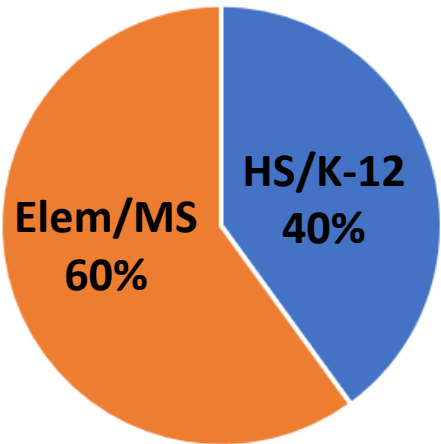
|                                    |     |
|------------------------------------|-----|
| STAAR-based (Ach, Growth, Quality) | 74% |
| Grad Rate                          | 4%  |
| EL Proficiency                     | 10% |
| CCMR                               | 12% |

# District Rating Methodology – Proportional Domain Ratings

## What are the consequences of Proportionality?

- Some students left out of both campus and district accountability
- **Decreases weight of CCMR and Graduation in district accountability**
- **Increased the weight of STAAR in district accountability regardless of domains used**

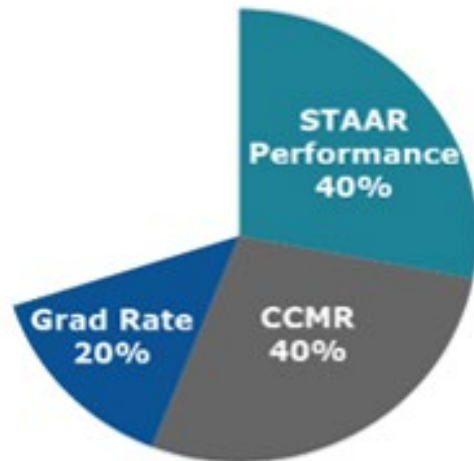
Grade 3 - 12 Enrollment



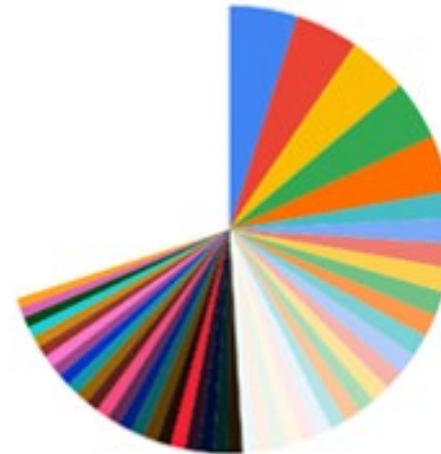
| Indicator | DOMAINS 1 & 3    |                 | DOMAINS 2A & 3   |                 | DOMAINS 2B & 3   |                 |
|-----------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|           | 2022 Methodology | Proportionality | 2022 Methodology | Proportionality | 2022 Methodology | Proportionality |
| STAAR     | 43%              | 75%             | 85%              | 92%             | 50%              | 78%             |
| CCMR      | 37%              | 15%             | 9%               | 4%              | 44%              | 18%             |
| EL PROF   | 3%               | 3%              | 3%               | 3%              | 3%               | 3%              |
| GRAD RATE | 17%              | 7%              | 3%               | 1%              | 3%               | 1%              |

District Ratings will be calculated using **proportional weighting** so each campus's score contributes based on the number of students enrolled

## Domain 1 How it started...



## Domain 1 How it's going...



# How it started...

March 6, 2023

Governor Greg Abbott  
Office of the Governor  
P.O. Box 12428  
Austin, Texas 78711-2428

The Honorable Brandon Creighton  
Chairman, Senate Education Committee  
P.O. Box 12068  
Austin, Texas 78711

Commissioner Mike Morath  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, Texas, 78701

The Honorable Brad Buckley  
Chairman, House Public Education Committee  
P.O. Box 2910  
Austin, Texas 78768

Dear Governor Abbott, Commissioner Morath, Chairman Creighton, and Chairman Buckley,

Over the past several months, the Texas Education Agency has been working on an “A-F Accountability Refresh” to roll out with the 2023 Accountability Ratings. The TEA states that the purpose of the refresh is to “refocus on goals that directly address post-pandemic student needs” and to “allow Texas to leverage lessons learned over the last five years to improve the rigor, transparency, and fairness of the accountability system.”

# How it's going...



Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • [tea.texas.gov](http://tea.texas.gov)

March 23, 2023

Dr. Mike Waldrip and Co-signed Superintendents,

Thank you for your letter. I appreciate the feedback and certainly welcome your insights. The process of setting goals for how well schools are supporting students and the process of communicating how well schools are meeting those goals to parents, educators, and our communities are both critical duties of local school boards and of the state, and those processes require careful consideration to ensure we are best supporting students. I understand your concerns about the update to the College, Career, Military Readiness (CCMR) cut scores, and we have made significant adjustments to our plans based on feedback received in the past few months as cut points have been available, and since we began discussions on these possible changes over a year ago. As noted below, we are exploring additional adjustments based on your feedback.

## Alternate CCMR Calculation

- Exclude all College Prep
- Exclude Sunset IBC
- Applies Retroactively

### 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 background image of a group of diverse students, mostly young women, looking towards the left. The image is overlaid with a semi-transparent purple filter.

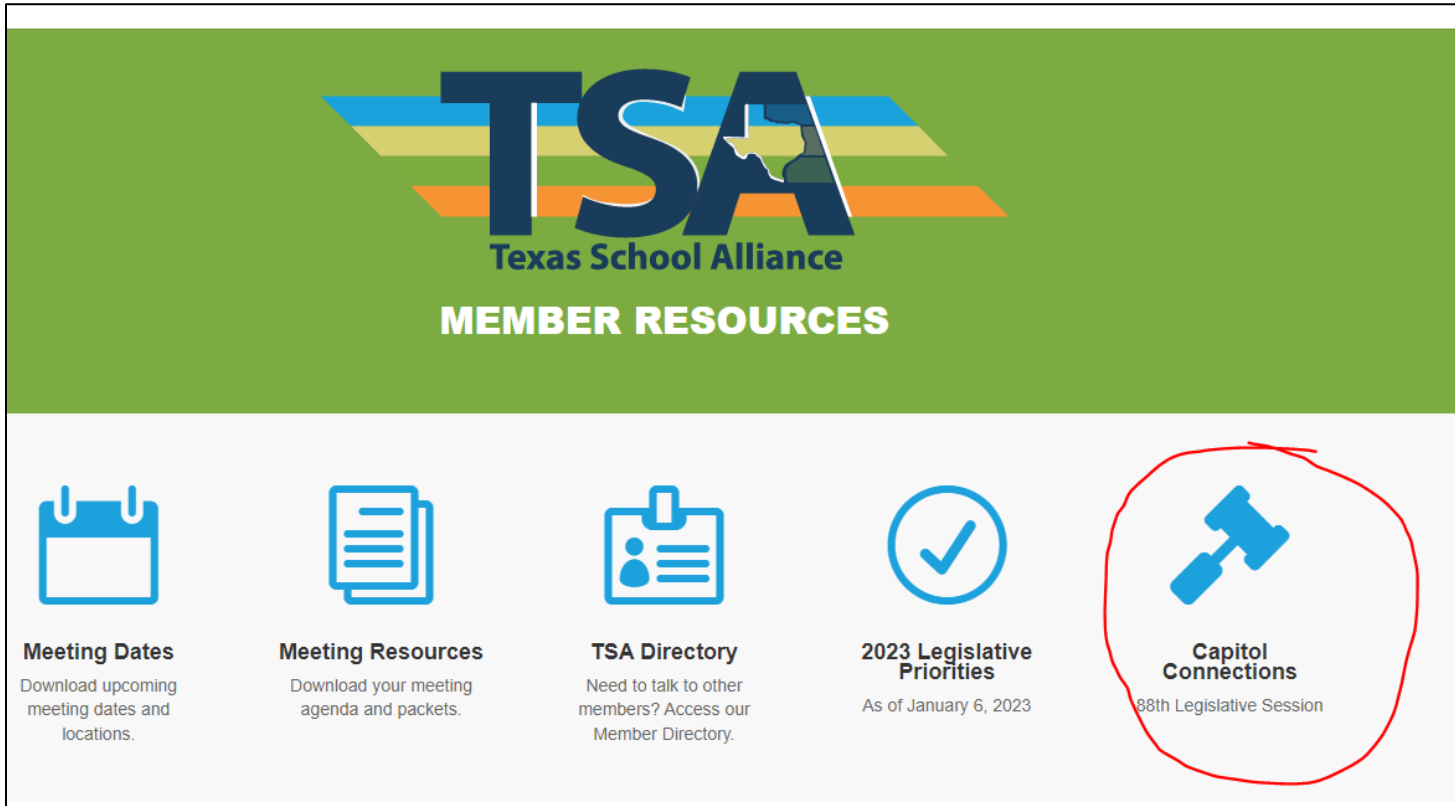
TAAG Meeting  
March 29, 2023

Supporting Student Success

# Exploring a potential alternate CCMR calculation

- During the *A–F* refresh, TEA explored and received feedback from stakeholders about validity concerns with CCMR indicators, especially College Prep courses and IBCs.
- After multiple iterations and feedback cycles, the *A–F* refresh did not make any immediate changes to College Prep course requirements (with the commitment to work with THECB to improve validity requirements for College Prep in the future) and phases out sunseting IBCs over time.
- TEA has received feedback that the current CCMR cut scores may be driven up by these two indicators, which have less robust validity evidence compared to other CCMR indicators.
- Commissioner Morath has spoken with some stakeholders about exploring a potential alternative CCMR methodology:
  - The alternative CCMR calculation would completely exclude College Prep courses and sunseting IBCs. To the extent data supports it, ongoing IBCs may be differentiated so that a subset is identified as lower wage / oversupplied, and those specific IBCs may be subject to some cap per graduating class.
  - As a result, the alternative CCMR calculation would also have lower cut scores.
  - Campuses would get the “better of” the two CCMR calculations.
- **For discussion:** As we explore the statutory, data, and timing feasibility of this potential alternative CCMR methodology, what else should we be considering?

<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.