ACCOUNTABILITY & ASSESSMENT UPDATE

- A-F Lawsuit
- ECR Zero Score Reviews – Feedback, Questions, & Next Steps
- TAAG Updates from January, March, & April Meetings

Sec. 39.0542. EXPLANATORY MATERIALS FOR ACCOUNTABILITY RATING SYSTEM. (a) Each school year, the commissioner shall provide each school district a document in a simple, accessible format that explains the accountability performance measures, methods, and procedures that will be applied for that school year in assigning each school district and campus a performance rating under Section 39.054.

(b) The document provided under Subsection (a) must be provided in a format that a school district is able to easily distribute to parents of students enrolled in the district and other interested members of the public.

(c) The commissioner, in collaboration with interested stakeholders, shall develop standardized language for each domain that does not exceed 250 words and that clearly describes the annual status of a district and campus relating to district and campus performance on the indicators used for that domain to determine the letter performance rating assigned to a district and campus.

Added by Acts 2017, 85th Leg., R.S., Ch. 807 (H.B. 22), Sec. 14, eff. June 15, 2017.

ECR Zero Score Reviews – Feedback, Questions, & Next Steps

TEA Assertions as of February 24:

- *"The change to the new hybrid scoring model did not impact student results."* page 2

- *"The equating process makes sure that even when students encounter a more difficult constructed response question, their overall test maintains the same level of difficulty."* page 3

- *"The redesign led to two major changes that are impacting the percentage of students getting a zero score on the extended constructed response: (1) a change in the type of question asked and (2) a change in the scoring rubric."* page 3

Source: TEA's Written Response to TSA's Qs, 2-24-2024

17 out of 17

TSA districts' ELAR experts agreed that the zero-score ECR review was helpful.

TSA districts' ELAR experts agreed 'almost all of the time' with the ASE scoring.

“Good instructional takeaways. Better experience than expected.”

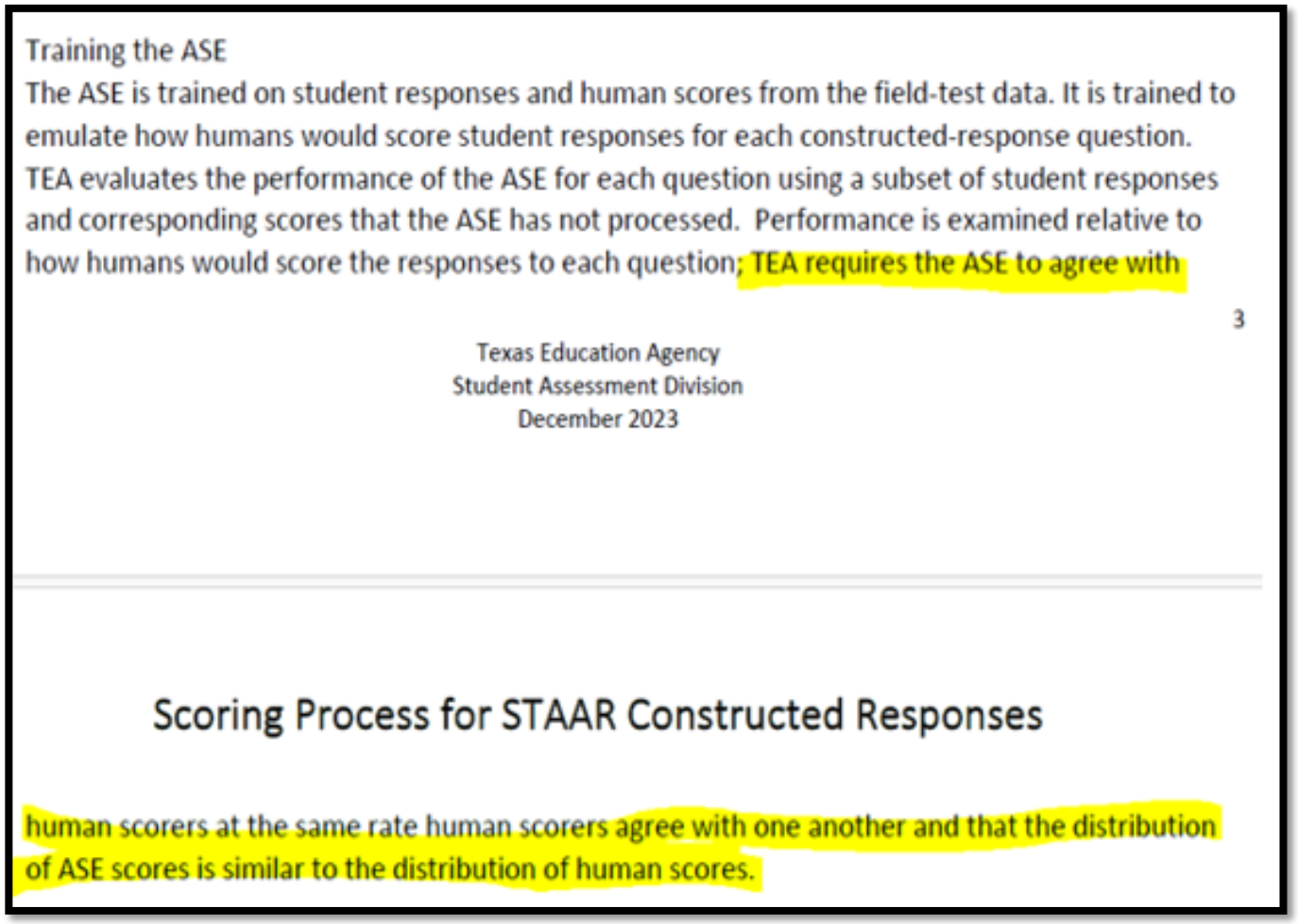
“It surprised me that the ELAR experts agreed with the ASE scoring. We have decided that the change of the rubric was the common issue. This viewing will allow us to ensure teachers understand the language of the rubric expectation.”

“With thousands of ECR zero scores across the state… is this a rubric training issue that TEA should address for ELAR experts across the state?”

“The zeros we had were ‘true zeros.’ December re-testers are NOT in an English 1 or 2 class. Perhaps English III & IV teachers need some training on ECR to help these students.

The ELAR team feels better about the ASE use for Spring 2024 STAAR & EOCs.”

“Kudos to TEA for providing paper lists. The ELAR experts gained insight and took lessons learned and suggestions to adjust instruction & interventions back to all elementary and secondary District & Campus Instructional Specialists.”



Training the ASE

The ASE is trained on student responses and human scores from the field-test data. It is trained to emulate how humans would score student responses for each constructed-response question. TEA evaluates the performance of the ASE for each question using a subset of student responses and corresponding scores that the ASE has not processed. Performance is examined relative to how humans would score the responses to each question; TEA requires the ASE to agree with

3

Texas Education Agency
Student Assessment Division
December 2023

Scoring Process for STAAR Constructed Responses

human scorers at the same rate human scorers agree with one another and that the distribution of ASE scores is similar to the distribution of human scores.

Source: TEA Scoring Process for STAAR Constructed Response, December 2023

TEA | TEXAS ASSESSMENT | Research Portal

Home / My Selections

December 2022 English II EOC
STAAR test / 4-point rubric / Human scorers
106K students
8% received 0s on ECR:
- 7% first-time testers
- 9% re-testers

Spring 2023 English II EOC
STAAR 2.0 test / 5-point rubric / Human scorers
469K students
25% received 0s on ECR:
- 19% first-time testers
- 62% re-testers

December 2023 English II EOC
STAAR 2.0 test / 5-point rubric / AI scoring
92K students
79% received 0s on ECR:
- 53% first-time testers
- 84% re-testers

Source: TEA Texas Assessment Research Portal

State of Texas Assessments of Academic Readiness

STAAR

Raw Score Conversion Table

Grade 3 Reading Language Arts

Spring 2023

Raw Score	Scale Score	Performance Level	Percentile
0	720	Did Not Meet	0
1	829		0
2	935		0
3	1000		0
4	1047		0
5	1085		0
6	1117		1
7	1145		1
8	1170		2
9	1193		4
10	1213		6
11	1233		8
12	1251		10
13	1269		13
14	1285		15
15	1301		18
16	1316		21
17	1331		23
18	1345	Approaches	25
19	1359		28
20	1372		30
21	1385		33
22	1397		36
23	1409		38
24	1421		41
25	1433		44
26	1444		47
27	1456		49
28	1467	Meets	52
29	1478		55
30	1490		58
31	1502		61
32	1514		65
33	1526		68
34	1539		71
35	1553		74
36	1567		77
37	1581		80
38	1596	Masters	83
39	1612		85
40	1628		88
41	1644		90
42	1662		92
43	1680		94
44	1700		96
45	1722		97
46	1748		98
47	1777		99
48	1813		99
49	1859		100
50	1921		100
51	2022		100
52	2120		100

DNM LOW

HIGH

LOW

HIGH

2023 STAAR 2.0 3rd Grade RLA Online test has 41 questions worth a total of 52 points.

Q11 – multipart = 2 pts.

Q24 – multiselect = 2 pts.

Q25 – ECR = 10 pts.

3rd gr ECR counts for 19% RLA score (10 points ÷ 52 points = 19%)

Spring 2023 Grade 3 Test – RLA Answer Key

Item Number	Item Type	TEKS	Maximum Number of Points	Correct Answer(s)	Reporting Category	Readiness and Supporting
1	Multiple Choice	7.D	1	B	1	Supporting
2	Multiple Choice	6.G	1	A	1	Readiness
3	Multiple Choice	8.A	1	D	1	Supporting
4	Multiple Choice	6.F	1	C	1	Readiness
5	Multiple Choice	7.C	1	B	1	Readiness
6	Multiple Choice	10.D	1	C	1	Supporting
7	Multiple Choice	6.C	1	D	1	Supporting
8	Multiple Choice	8.B	1	A	1	Readiness
9	Multiple Choice	8.C	1	A	1	Readiness
10	Multiple Choice	3.D	1	B	1	Supporting
11	Multipart	8.B	2	B, A	1	Readiness
12	Multiple Choice	9.B	1	C	1	Supporting
13	Multiple Choice	8.A	1	B	1	Supporting
14	Multiple Choice	7.C	1	A	1	Readiness
15	Multiple Choice	10.E	1	C	1	Supporting
16	Multiple Choice	6.F	1	A	1	Readiness
17	Multiple Choice	3.B	1	C	1	Readiness
18	Multiple Choice	9.Eii	1	A	1	Readiness
19	Multiple Choice	10.C	1	A	1	Supporting
20	Multiple Choice	9.Ei	1	B	1	Readiness
21	Multiple Choice	6.G	1	A	1	Readiness
22	Multiple Choice	6.E	1	D	1	Readiness
23	Multiple Choice	6.E	1	C	1	Readiness
24	Multiselect	6.E	2	A, D	1	Readiness
25	Extended Constructed Response	12.C	10	See Scoring Guide	2	Readiness
26	Short Constructed Response	11.C	1	See Scoring Guide	2	Readiness
27	Multiple Choice	11.Bi	1	D	2	Readiness
28	Multiple Choice	11.C	1	A	2	Readiness
29	Multiple Choice	11.C	1	A	2	Readiness
30	Multiple Choice	11.Bii	1	D	2	Readiness
31	Multiple Choice	11.C	1	B	2	Readiness
32	Multiple Choice	11.C	1	C	2	Readiness
33	Multiple Choice	11.C	1	A	2	Readiness
34	Multiple Choice	11.Dii	1	D	2	Readiness
35	Multiple Choice	11.Dvi	1	D	2	Supporting
36	Multiple Choice	11.Dix	1	A	2	Supporting
37	Multiple Choice	11.Div	1	B	2	Supporting
38	Multiple Choice	11.Diii	1	C	2	Supporting
39	Multiple Choice	2.Bv	1	A	2	Supporting
40	Multiple Choice	11.Dvi	1	D	2	Supporting
41	Multiple Choice	11.Dx	1	D	2	Supporting

TEA 2023 STAAR Released Test Questions posted 8-16-2023 & https://tea.texas.gov/student-assessment/testing/staar/staar-released-test-questions

3. Improve ability to recognize growth

What: Within Domain 2a, Academic Growth, move to a transition table and include learning acceleration

Why: To include more students in the calculation for growth and recognize successful learning acceleration.

Annual Growth

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

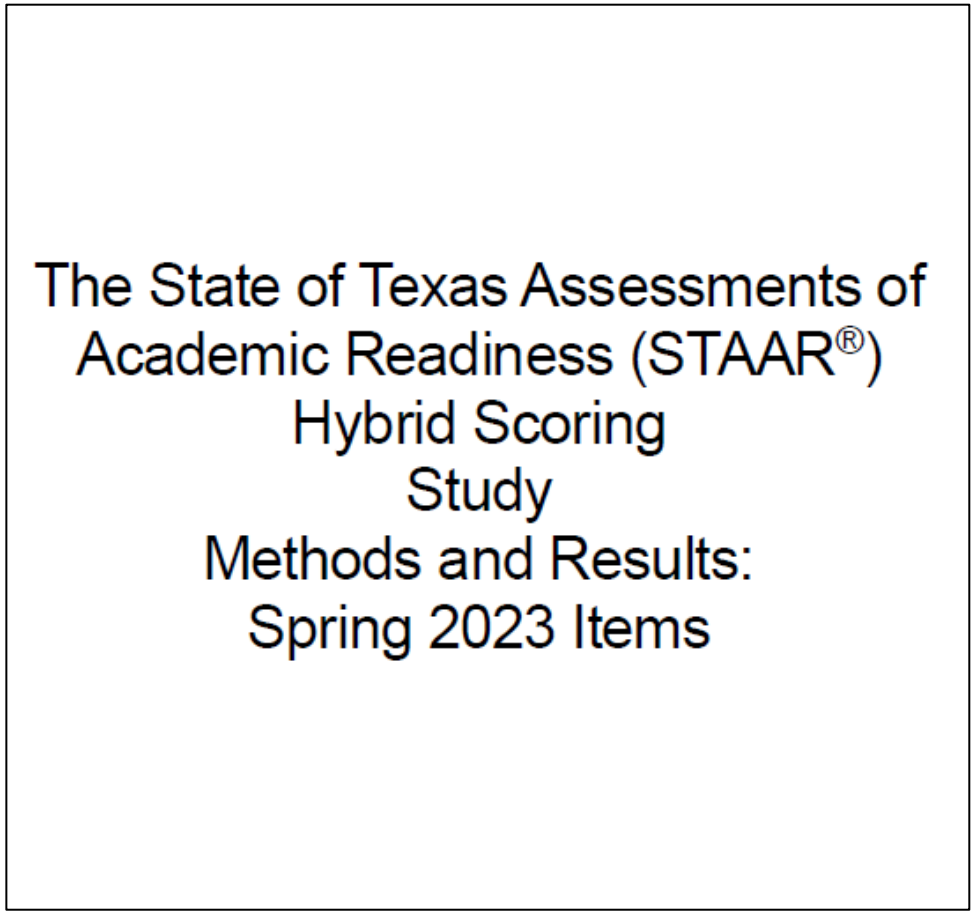
Transition table methodology allows us to include more students, including students moving from grade 8 to English I and students moving from a Spanish to an English test.

Accelerated Learning

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

Including a measure for accelerated learning

Source: TEA supplemental A-F refresh slides 5-31-2023



Source: TEA Technical Report, released publicly 3-20-2024

We are in the process of speaking to psychometricians with AI expertise to better understand TEA's technical report & gather questions to ask about the ASE / Hybrid Scoring Model.

"Models programmed on the sample of the first 50% of the operational data in the program met sufficient performance criteria for all students and for the five student groups evaluated: Male, Female, Black, Hispanic/Latino, and White."

Executive Summary, page 5

What questions (or answers) do you have about TEA's Hybrid Scoring Model or the Technical Report?

STAY TUNED FOR MORE INFORMATION!

Monday April 15

3:30 – 4:30 p.m.

ZOOM Meeting w TEA Commissioner Mike Morath & Deputy Commissioner Iris Tian.

The purpose of the meeting is to discuss ASE scoring & TEA's technical report.

TAAG UPDATES FROM JANUARY, MARCH,& APRIL MEETINGS

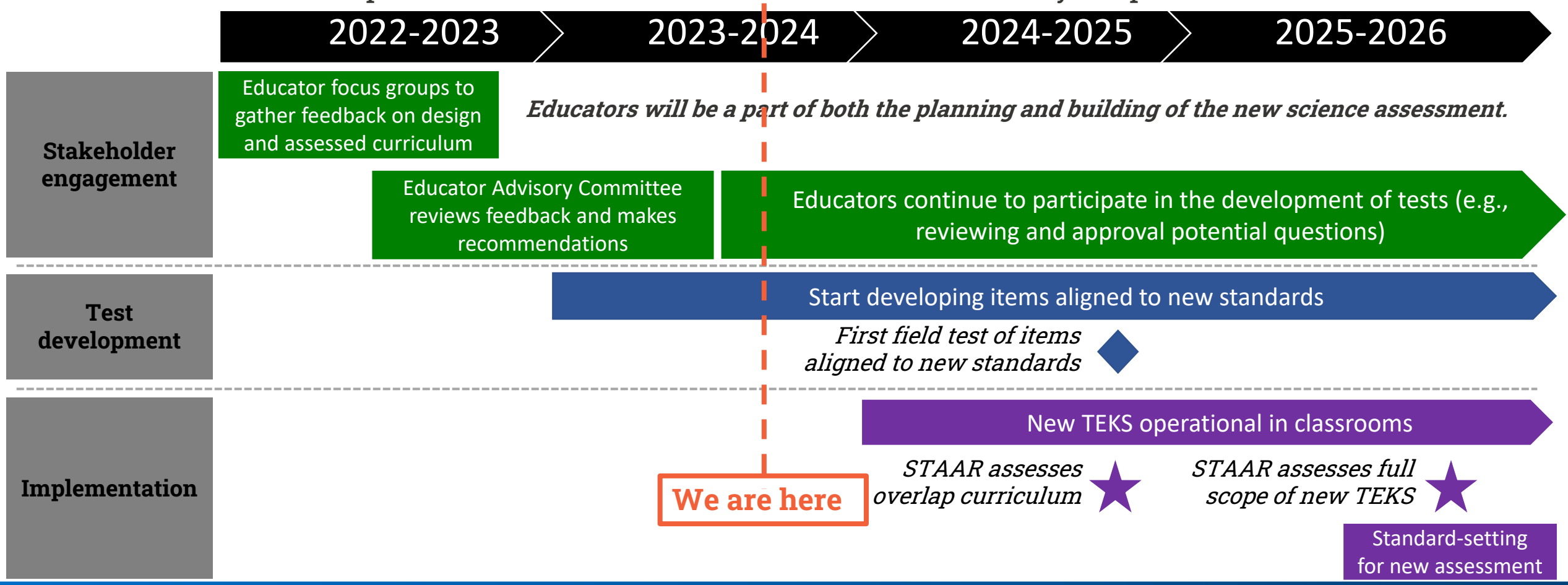
Texas Accountability Advisory Group (TAAG)

January, March, April 2024

Supporting Student Success

The implementation of the revised science TEKS into STAAR requires a multi-year process.

In 2020-2021, the SBOE adopted revised TEKS for science in grades K-12. TEA has been working with Texas educators to update the science STAAR tests to assess the newly adopted standards.



The instruction and assessment timeline indicates the **2025-2026** assessment will be the first to include only the new TEKS and no overlap with current TEKS.

2023-2024

Instruction: Current TEKS (Adopted 2017)

Assessment: Current TEKS using current blueprint

Science TEKS Presentation (youtube.com)

2024-2025

Transition Year

Instruction: NEW TEKS (Adopted 2020 and 2021)

Assessment: Content that overlaps the current and new TEKS using Transition Year blueprint.

- Cluster item sets: field-tested
- Inline-choice and match table grid items: field-tested

2025-2026

Full Implementation

Instruction: NEW TEKS (Adopted 2020 and 2021)

Assessment: NEW TEKS using NEW blueprint

- Grade 3 and 6 TEKS **will NOT** appear on STAAR for this year ONLY.
- Cluster item sets: expect to be scored items
- Inline-choice and match table grid items: expect to be scored items

Additional resources for this transition continue to be rolled out on the TEA Assessment website.

2023-2024

Assessed Curriculum for Transition Year: Available NOW on TEA Assessment Science Resources webpage

Blueprints for Transition Year: Available NOW on TEA Assessment Science Resources webpage

Sample Cluster Sets: Available now on Practice Test site (includes inline choice and match table grid examples)

2024-2025

Transition Year

Assessed Curriculum for Full Implementation: Coming July/Aug 2024

Blueprints for Full Implementation: Coming July/Aug 2024

2025-2026

Full Implementation

REMINDER: **For this year ONLY**, the grade 3 and grade 6 standards included on the assessed curriculum will not be included on STAAR to allow for instructional shifts in the new TEKS.

Beginning in the 2026-2027 school year, all standards on the assessed curriculum documents are available to be assessed on STAAR.

Inclusion of Science assessment results in accountability

There will be no changes to how science results are included in A-F accountability throughout the transition to the updated science TEKS.

- State and federal law requires us to include in accountability.
- Psychometricians and Texas Technical Advisory Committee have confirmed that the test remains valid and comparable and can be used for accountability purposes throughout the transition to updated science TEKS.
- Timing for standard-setting/scoring should not be a problem.

2024 A-F Accountability Manual Timeline

- 2/15: 2024 Preliminary Manual Published, TAA sent
- 2/23-3/25: 30-day Public Comment Period
- 4/2: Stakeholder (TAAG) Review Meeting
- End of April
  - 2024 Accountability Manual Adoption filed with *Texas Register*
  - Final Manual and Public Comment full responses on 2024 Accountability Manual website
- Mid-May: Manual Effective Date

210 individuals submitted public comments for the 2023 accountability refresh.

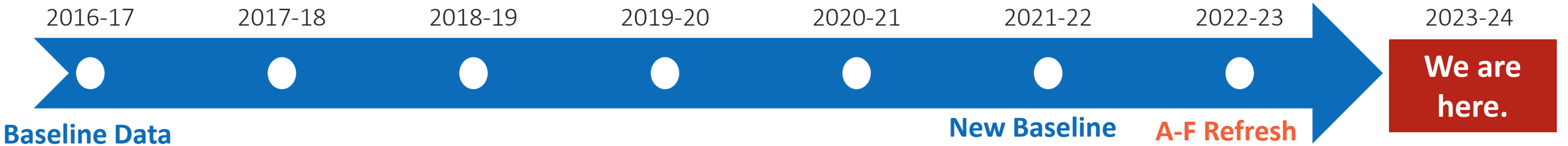
28 individuals submitted public comments during the 2024 comment period.

Recall:

A key design commitment built into A–F is that the system design remains static in most years.

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.

2023 was the year for those system-level changes.



2024 is one of those years to maintain the new system

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

"What ifs" provided to districts based on the new methodology to facilitate continuous improvement efforts.

To help school leaders reflect on performance improvements, *A-F* cut points were unchanged since the system launched in 2017 until 2023.

Public Comments Received

Comment Bucket	Description	Response
Accelerated Testers	• SAT/ACT Score Ranges linked to STAAR Performance Levels (Masters) • Add SAT subject-area test	Methodology and policy changes are beyond the scope for 2024 and there will be no change to the 2024 Accountability manual. This will be considered for modeling for a future refresh cycle.

Comment Bucket	Description	Response
Advanced Math Pathways	• Modify the A-F Accountability system to reflect and recognize LEAs with successful Advanced Math Pathways strategies.	This will continue to be considered for modeling for a future refresh cycle. In the meantime, a new Advanced Math Pathways report has been added to TPRS.

Public Comments Received

Comment Bucket	Description	Response
CCMR Indicators	• CLEP as a new CCMR Indicator • Methodology for tiering CCMR indicators	Methodology and policy changes are beyond the scope for 2024 and there will be no change to the 2024 Accountability manual. This will be considered for modeling for a future refresh cycle.

Comment Bucket	Description	Response
CCMR - AEA / DRS	• How the IBC/PoS phase-in impacts dropout recovery schools • Review CTE Completer methodology for special student populations	This will continue to be monitored for a future refresh cycle.

Public Comments Received

Comment Bucket	Description	Response
Academic Growth	• Differentiated transition table/ methodology for EB/ EL students	Methodology changes are beyond the scope for 2024 and there will be no change to the 2024 Accountability manual. This will be considered for modeling for a future refresh cycle.

Comment Bucket	Description	Response
Domain III Scoring Methodology	• 0, 1, 2, 3, 4 point scoring (tied to distance to interim and long-term targets) in Domain III	Methodology and policy changes are beyond the scope for 2024 and there will be no change to the 2024 Accountability manual. This will be considered for modeling for a future refresh cycle.

Public Comments Received

Comment Bucket	Description	Response
TELPAS Methodology	• Differentiated TELPAS standards for newcomers • TELPAS composite scoring (without rounding)	Methodology changes are beyond the scope for 2024 and there will be no change to the 2024 Accountability manual. This will be considered for modeling for a future refresh cycle. We will present TELPAS composite scoring to TAAG for 2025 Accountability.

Comment Bucket	Description	Response
Identification of Schools in Improvement	• Methodology for newly opened campuses • Timing of PEG campus list	Methodology changes are beyond the scope for 2024 and there will be no change to the 2024 Accountability manual. This will be considered for modeling for a future refresh cycle. The request to hold the posting of the PEG list until the close of the appeals window will be taken under consideration for 2024.

Public Comments Received

Comment Bucket	Description	Response
3 D's and 3 F's Rule	• Remove the 3 D's and 3 F's Methodology/ Rule	Methodology and policy changes are beyond the scope for 2024 and there will be no change to the 2024 Accountability manual. This will be considered for modeling for a future refresh cycle.

Comment Bucket	Description	Response
District/ Campus Ratings	• Methodology for the Overall District Rating (Impact of F campuses and best-of methodology for districts) • Methodology for determining Campus Type	Methodology and policy changes are beyond the scope for 2024 and there will be no change to the 2024 Accountability manual. This will be considered for modeling for a future refresh cycle.

Public Comments Received

Comment Bucket	For example…	Response
Various Edits for Clarification	• Clarification on exit criteria for comprehensive campuses • Clarify who qualifies as a retester for AEA Retest Growth and specify the EOC exams included. • Define how dropouts are identified for AEA modifications. • Clarification about transition tables • Include Individual Graduation Committee (IGC) graduates on the list of possible compliance reviews • Final review of chapters for page references, examples, etc.	These additional edits for clarity have been made to the Final 2024 Accountability Manual as a result of the Public Comment period.

Comment Bucket	Description	Response
Accountability Manual Release	• Timeline for the release of the Accountability Manual and appendices. • Advance notice regarding system changes, methodology, and cut scores.	We continue to improve and give advanced notice on the changes to the accountability system.

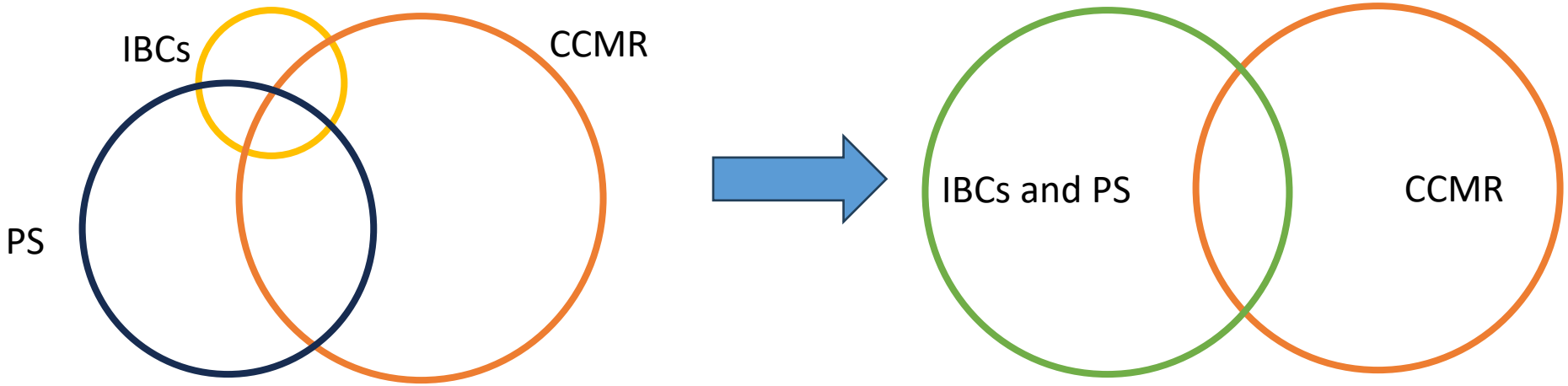
We are looking to improve cyclical components of CCMR.

Three important cycles interact in CCMR:

1. The industry-based certification list is currently updated every <u>two</u> years
2. The programs of study are currently updated every <u>four</u> years
3. The accountability system is refreshed every <u>five</u> years

For future cycles we intend to adjust these timelines to enable a more coherent planning and implementation cycle for LEAs

- Move to 5-year cycle for both IBCs and Programs of Study
- Offset with CCMR's 5-year cycle.



Appendix J: IBC/POS Timeline

- Appendix J will include the following description with a hyperlink to the "Aligned IBC, Programs of Study, and Accountability refresh review cycle"

Future Alignment of Industry-Based Certifications, Programs of Study, and Accountability Refresh Cycles

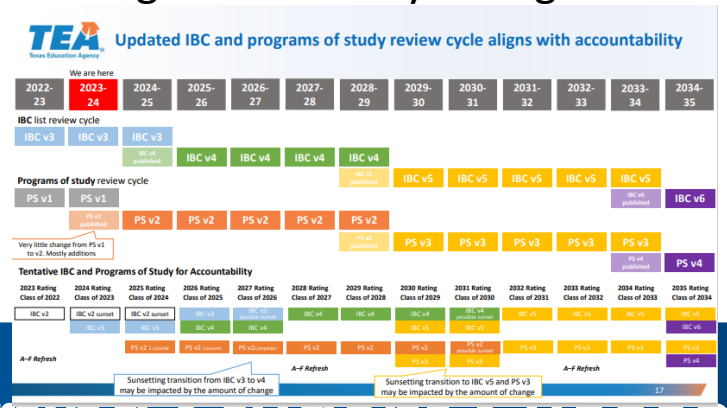
Three critical cycles function within the College, Career, and Military Readiness (CCMR) framework:

- The industry-based certification list undergoes updates.
- The programs of study are refreshed.
- The accountability system refreshes.

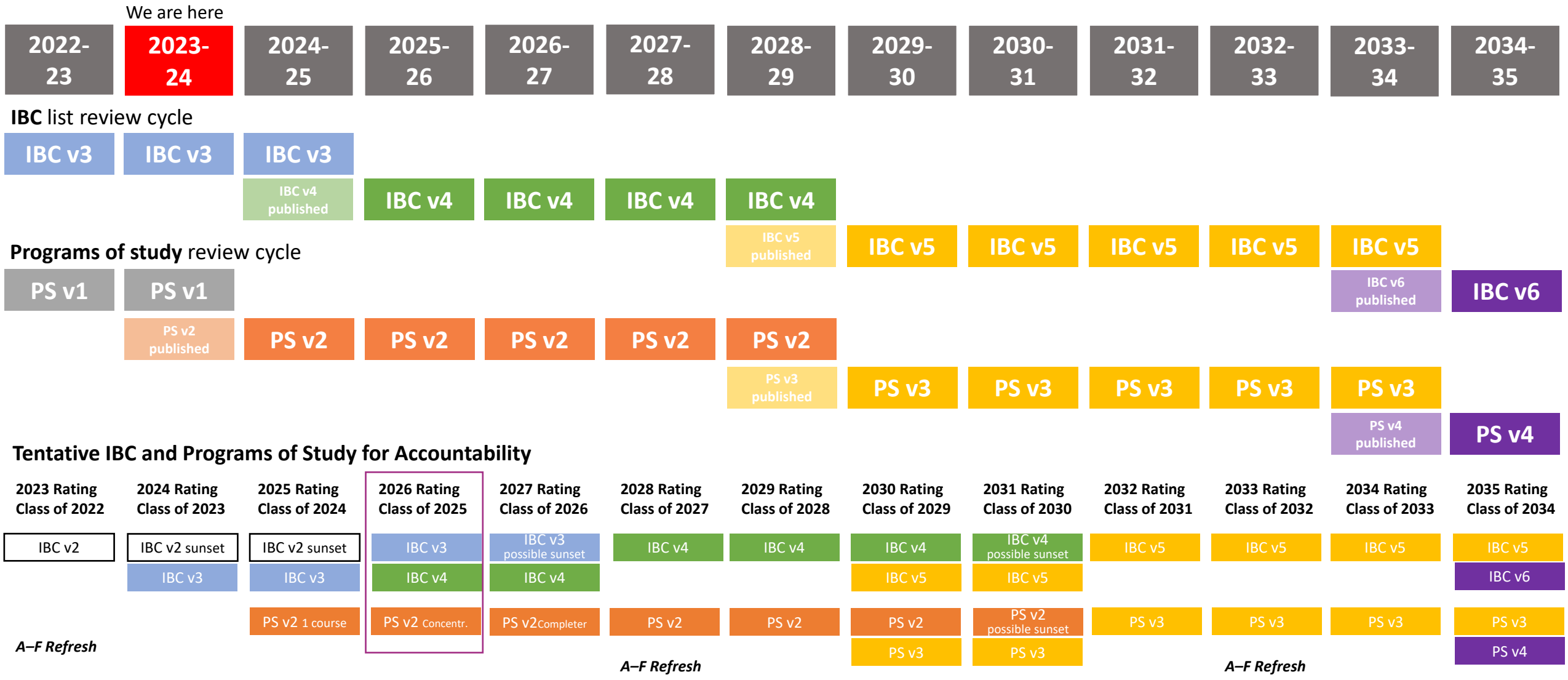
These timelines have been modified to facilitate a more aligned planning and implementation cycle for Local Education Agencies (LEAs) which would include:

- Transition to five-year cycle for both Industry-Based Certifications (IBCs) and Programs of Study to align with the accountability refresh cycle.
- Phase in the cycles over the next ten years.

A visual of the phase-in plan for future alignment can be found here.



Updated IBC and programs of study review cycle aligns with accountability



Context: CCMR Outcomes Bonus

Under House Bill 3 (HB 3), 86th Legislature, 2019, the agency awards districts CCMR Outcomes Bonus funding.

Funding is awarded based on the number of annual graduates who demonstrate **college, career, or military readiness** in excess of a threshold for three cohorts

- annual graduates who are economically disadvantaged;
- annual graduates who are not educationally disadvantaged; and
- annual graduates who are enrolled in a special education program.

College ready in CCMR OB is defined as:

- Earns an associate degree, **or**
- Meets Texas Success Initiative (TSI) criteria **and enrolls at a postsecondary institution immediately following high school.**

Career ready in CCMR OB is defined as:

- Meets Texas Success Initiative (TSI) criteria, **and**
- Earns an industry-based certification (IBC) or earns a level I or level II certificate

Based on stakeholder feedback, Performance Reporting is publishing a new "Early Counts" file

Performance Reporting currently publishes a Final Outcomes Bonus Report in Summer

- Class of 2021: CCMR OB Counts by District (Final) and State Report (August 2023)

Upcoming reporting on the Class of 2022:

- April 2024: **Early** CCMR OB **Counts**
- May/June 2024: **Final** CCMR OB Counts

We will work with Finance to determine how the data informs funding schedules.

"Early Counts" is based on actual data for the graduating class.
Include final data for graduates that met TSI criteria, earned associate degrees, and earned IBCs

Include final data from the National Student Clearinghouse for graduates that enrolled at a postsecondary institution immediately following high school

Does not yet include data from the Texas Higher Education Coordinating Board (THECB) for postsecondary enrollment and Level I or Level II certificates.

Texas Accountability Advisory Group (TAAG)
April 2, 2024

Supporting Student Success