



Accountability, Assessment, Curriculum &
Instruction Strategic Staff 10-2-2024

Rooting for RDA, Let's Talk About Leavers, College Prep Changes, TTAP's Possible Future, & More



RDA is In! Now What?

RDA Guest Speakers



Dr. Rayyan Amine
Alief ISD

Chief of School
Improvement and
Accountability



Dr. Sherita Wilson Rogers
Humble ISD

Director of Accountability

Results Driven Accountability



Cohesive Approach:

- ☐ Proactively communicate the RDA framework and results.
- ☐ Incorporate and amplify campus-level data.
- ☐ Identify areas of excellence and areas needing improvement.
- ☐ Integrate RDA indicators into the Progress Monitoring Plan.

Leverage the systems to advance student outcomes...

RDA Q&A Highlights

How do you ensure RDA is part of school improvement efforts that are already in place in your district?

RDA Q&A Highlights

How do you build buy-in from other stakeholders in leadership to ensure your improvement strategy is multi-faceted and comprehensive?

RDA Q&A Highlights

In the next accountability reset, RDA will be part of A-F accountability. How are you starting this transition with leadership, so it is a scale up process and not a shock when it happens?



Let's Talk About Leavers

Leavers & NEW Summer Submission Guest Speaker



Dr. Theresa Urrabazo
San Antonio ISD

Chief of Data Operations and
Services

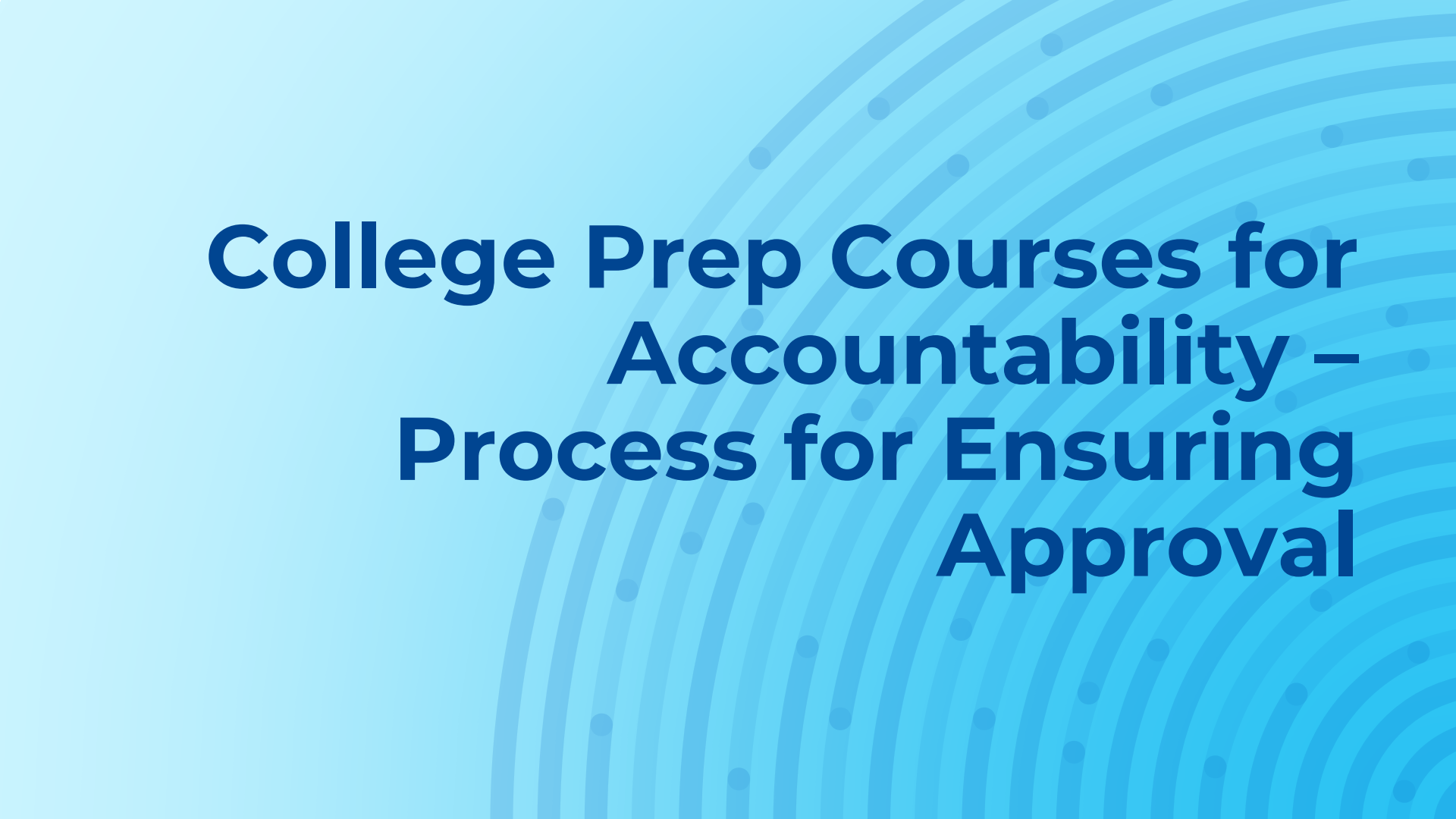
What Does This All Mean?

2025-2026 School Year Timeline

Due Date	Submission	Reporting
09/26/2025	2025-2026 Close of School Start Window	
10/31/2025	2025-2026 PEIMS Fall Snapshot Date	
12/11/2025	2025-2026 PEIMS Fall Submission	2024-2025 Leavers and Graduates
01/15/2026	2025-2026 PEIMS Fall Resubmission	2024-2025 Leavers and Graduates
06/18/2026	2025-2026 PEIMS Summer Submission	2025-2026 School Year Leavers and Graduates
07/16/2026	2025-2026 PEIMS Summer Resubmission	2025-2026 School Year Leavers and Graduates
08/27/2026	2025-2026 PEIMS Extended Year Submission	2025-2026 Summer Leavers and Graduates
09/25/2026	2026-2027 Close of School Start Window	
10/01/2026	2025-2026 PEIMS Extended Year Resubmission	2025-2026 Summer Leavers and Graduates

Campus Student Achievement Domain: Graduation Rate Component Conversion Table				
Scaled Score	Longitudinal Graduation Rate			
	Non-AEA		AEA	
	Low	High	Low	High
100	100	-	100	-
95	99	99.9	99	99.9
90	98	98.9	98	98.9
85	97	97.9	97	97.9
80	96	96.9	96	96.9
75	95	95.9	92	95.9
70	94	94.9	88	91.9
65	91	93.9	79	87.9
60	88	90.9	70	78.9
55	72	87.9	60	69.9
50	50	71.9	45	59.9
40	30	49.9	30	44.9
30	0	29.9	0	29.9

Sources: <https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/early-notice-moving-leaver-and-graduate-reporting-from-the-peims-fall-to-the-peims-summer-and-extended-year-submissions>; <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/chapter-5-2024-calculating-ratings.pdf>



College Prep Courses for Accountability – Process for Ensuring Approval

College Preparatory Courses for Accountability



September 2024

Advanced Academics
College, Career and Military Prep

- Announced in the September 24, 2024 Advanced Academics/ CCMP newsletter (link below)
- TEA will review and approve college prep courses during 2024-25
- Approved courses will be released spring 2025
- Approved courses only will be utilized for 2025-26 graduates for 2027 accountability

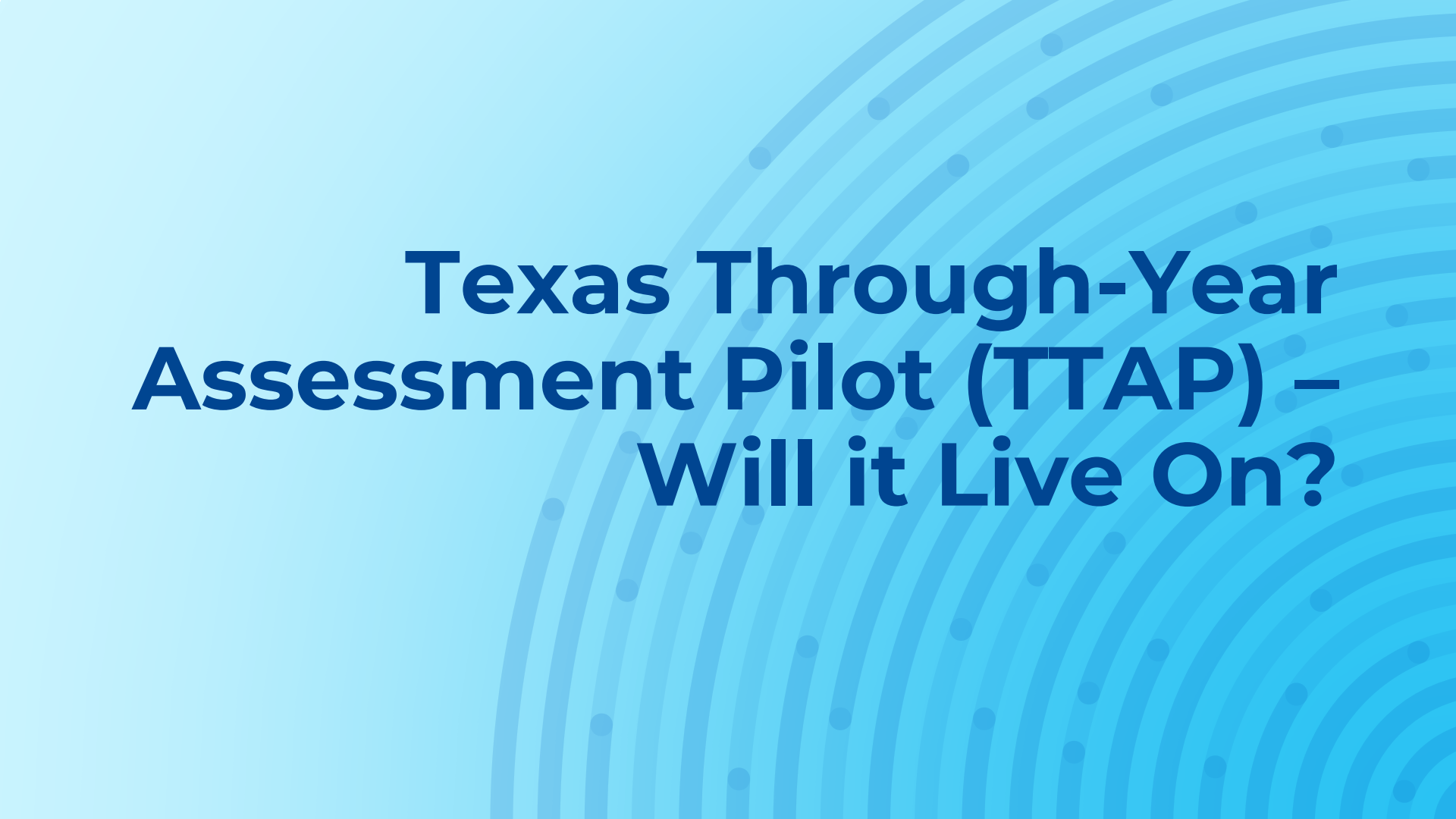
To qualify as a College Preparatory Course for Accountability Provider Applicant, **the service provider** must fall into one of the following categories:

1. Institution of Higher Education (IHE)
2. An Education Service Center with a partnership agreement with an IHE to offer College Preparatory Courses that will be recognized by the partnering institution.
3. Entities that hold Memorandums of Understanding with IHEs to provide College Preparatory Courses that will be recognized by the partnering institution.

To apply, an eligible College Prep Course for Accountability **Provider** must:

- Have served students in the 2021-2022 academic year and continue to serve students actively.
- Submit a Letter of Intent via Qualtrics to TEA, including three .csv files with data on previous College Prep Course Participation (District Information for 2021-2022, 2022-2023, and 2023-2024).
- Complete and submit a detailed application through Qualtrics to TEA.
- Undergo a thorough quality review of the application by TEA and faculty reviewers from across the state.

Source: <https://content.govdelivery.com/accounts/TXTEA/bulletins/3b2668f>



Texas Through-Year Assessment Pilot (TTAP) – Will it Live On?



Education Committee

- **Reading and Math Readiness:** Study current local, state, and national policies and programs that improve student achievement in reading and mathematics, with an emphasis on “early readiness” in grades preK-5. Make recommendations to ensure every student has a strong academic foundation in reading and math.
- **Testing Reform:** Review the state’s current development and phase-in of the STAAR test redesign and ongoing innovative assessment reforms, including the Texas Through-Year Assessment Pilot (TTAP). Recommend ways to accelerate current testing improvement efforts and the development of a real-time testing program that meets the educational needs of Texas students.



Dan Patrick

Lieutenant Governor of Texas
President of the Senate

2024 Interim Legislative Charges:

HB 3906 also established a pilot to determine whether STAAR could be replaced with a through-year assessment

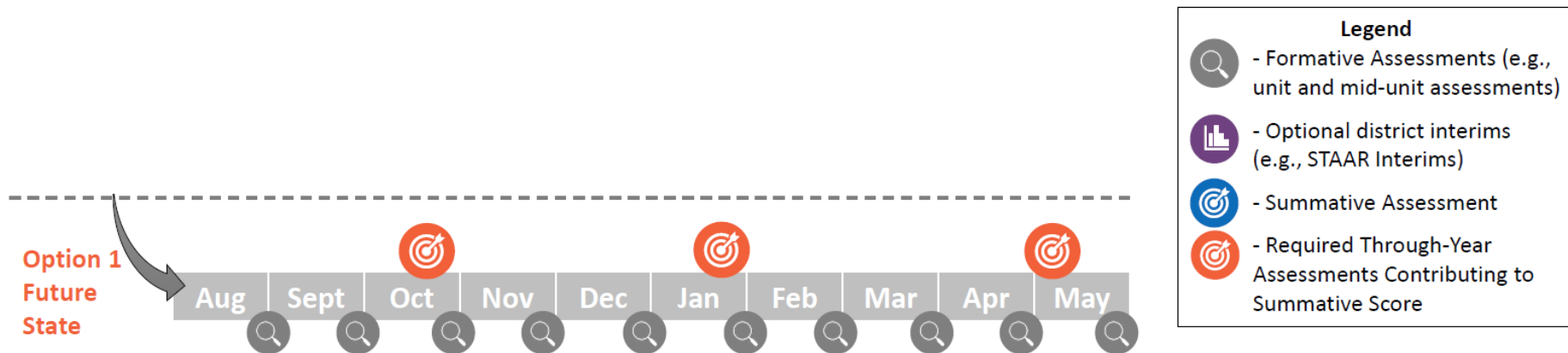


Through the pilot, we have identified **two paths** to replace STAAR with a through-year assessment implementation.

As a third option, the legislature could also stay the course and keep the current STAAR system unchanged.

Option 1 features assessments throughout the year that all contribute to the summative score (i.e., the current TTAP design)

The current pilot design features a **full-scope model**. It replaces the current optional interims and required summative with **required through-year assessments** where all tests contribute to a **combined summative score**.



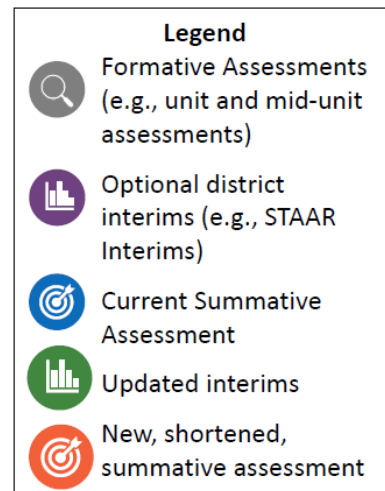
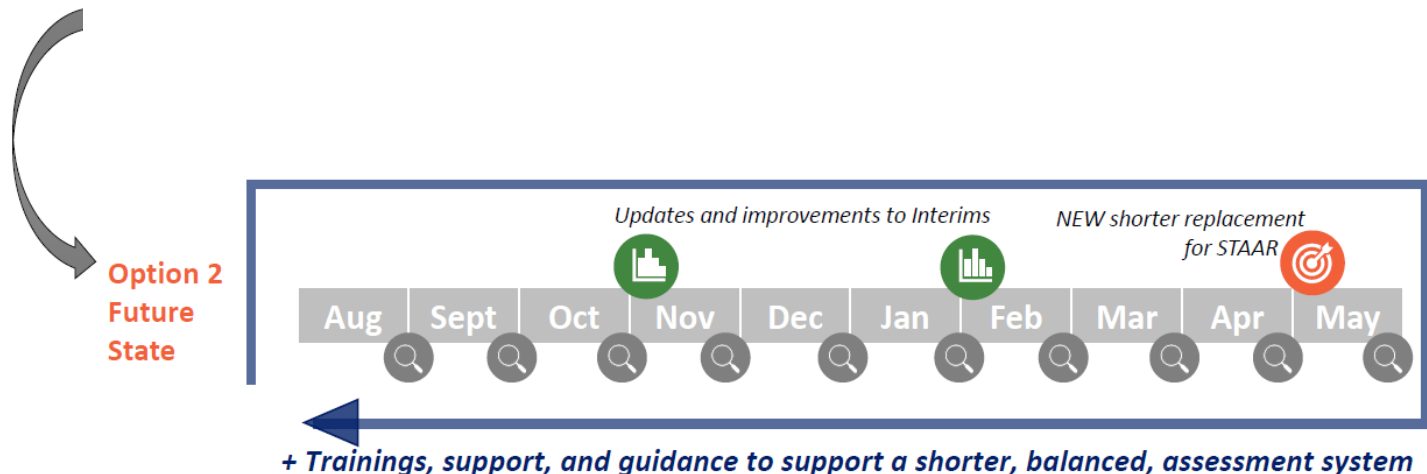
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- Initial pilot feedback from year 1 participants and results from psychometric and statistical analyses are optimistic. However, at least 2–3 more years of data is needed to be collected for TEA to determine the technical feasibility of the pilot prior to the legislature passing and funding a bill that would require full implementation. In future years, TEA will need to:
 - expand test titles to include grade 3 and reading language arts (RLA) to evaluate operational and assessment policy implications across all grades and content areas.
 - continue exploring the feasibility of using a cumulative scoring model, which uses scores from all three testing opportunities to inform final scores. The current analyses remain inconclusive regarding the integration of scores from all three testing opportunities.

Source: TEA TTAP Report, August 2024

Option 2 includes a shorter new summative assessment paired with an updated STAAR Interim Assessment (as early as Spring 2026)

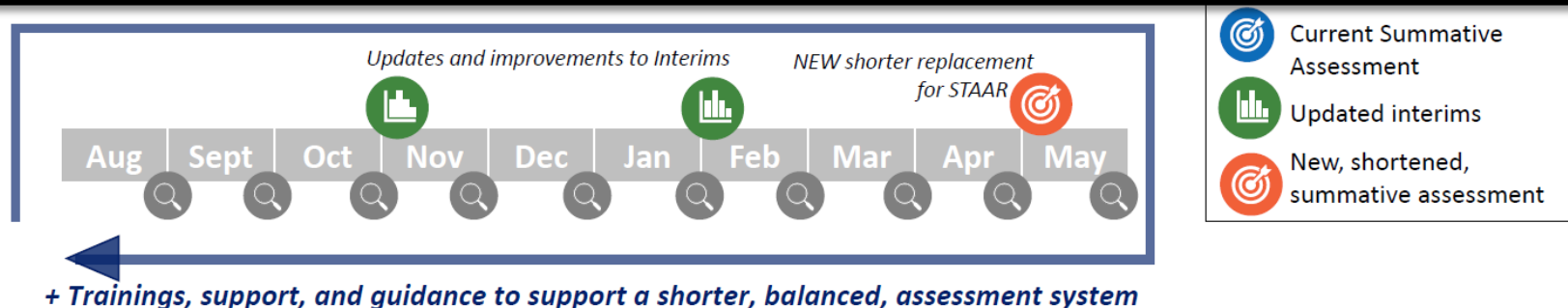


Option 2 allows Texas to support a strong progress monitoring system while reinforcing local control of balanced assessment system that is shorter for students at a timeline ~3 years faster than Option 1

Option 2 includes a shorter new summative assessment paired with an updated STAAR Interim Assessment (as early as Spring 2026)

- The pilot revealed an additional path to implement through-year assessments. This alternative option includes a new, shorter summative assessment paired with an updated interim assessment model. Agency-provided trainings, support, and guidance to administer both products would reinforce local control of balanced assessment system components. This option allows for implementation as early as spring 2026, approximately three years faster than a fully developed through-year assessment model.

Source: TEA TTAP Report, August 2024



Option 2 allows Texas to support a strong progress monitoring system while reinforcing local control of balanced assessment system that is shorter for students at a timeline ~3 years faster than Option 1

Option 2 takes these findings and brings up a new possibility for the future of our summative assessments

New Shorter Summative Assessment

The new, shorter summative assessment would include:

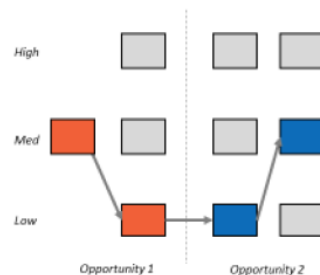
- A modified blueprint that **reduces test length by 11-30%**
- The **elimination of reporting categories**
- **~30 min reduction in testing time** (*see next slide*)
- A study to bridge between the new test and the current STAAR

The new, shorter summative could still be designed to adhere to STAAR redesign principles (e.g., max 75% multiple choice)



Updated STAAR Interim assessments

- **Improves the design and guidance** around STAAR Interims to serve a through-year purpose, e.g., explore the possibility of opportunity 2 being adaptive based on opportunity 1, like:



- Using learnings from TTAP pilot, design and **implement training supports and guidance** around STAAR interims (e.g., how data should be used, reducing overtesting)

Two other states have been using a through-year assessment model

Florida's model is similar to our existing STAAR Interim Assessments if they were required rather than optional

	Nebraska	Florida	Texas – Current	Texas – Option 1	Texas – Option 2
Testing System	NSCAS Growth	FAST	STAAR and optional STAAR Interims	Through-year Assessment Pilot	Abridged STAAR and enhanced STAAR Interims
Status 2022-23	Operational	Operational	Operational	Pilot – earliest implementation SY28-29	Could go live Spring 2026
Content areas & grade levels	Grades 3-8 math and RLA	Grades 3-8 math, 3-10 RLA, 5 & 8 science	Grades 3-8 math and RLA, 5 & 8 science, 8 S.S. and EOC tests	Select grades and content areas	Grades 3-8 math and RLA, 5 & 8 science, 8 S.S. and EOC tests
Windows	3 required tests administered during the fall, winter & spring	3 required tests administered during the fall, winter & spring	1 required spring summative 2 optional interims during the fall and winter	3 required tests administered during the fall, winter & spring	1 required spring summative 2 optional interims during the fall and winter
Design	Full scope, item-level computer-adaptive tests (items not released)	Full scope, item-level computer-adaptive tests (items not released)	Full scope, static tests for all spring summative tests (items released); Full scope, multi-stage computer-adaptive tests for interims (items not released)	Full scope, multi-stage computer-adaptive tests (partial item release)	Shorter, full scope, static tests for all spring summative tests (items released); Full scope, multi-stage computer-adaptive tests for interims (item release considered among other enhancements)
Cumulative Scoring	Cumulative score is a student's spring score , but a student's 'starting place' on the spring test is informed by the results from fall and winter	Cumulative score is a student's spring score ; will provide recommendation to legislature by Jan 31, 2025, of how to incorporate fall and winter scores in cumulative score	Cumulative score is a student's spring score	Cumulative score is a combination, using student's spring score or a weighted average of all opportunities, whichever is highest	Cumulative score is a student's spring score

Still requires several years of piloting to confirm feasibility

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Accountability for What Matters



John Tanner
Founder

John Tanner is bravEd's founder. He is the author of *The Pitfalls of Reform* and *The Accountability Mindset*, both of which help serve as the foundation for this work. His public speaking and writing efforts help drive the Benefits-Based Accountability movement.

REMINDER | Save the Date! Special Accountability Workshop for TSA Members with John Tanner, bravEd



All TSA Superintendents, CAOs, Accountability Experts, and School Board Trustees are invited to participate in a special free workshop featuring John Tanner, [bravEd](#) founder. He will guide a discussion around "*Accountability For What Matters*" and participants will begin changing their mindset about educational accountability.

This workshop will be held in-person on **Tuesday October 8th from 1:00 - 5:00p.m. at the Hilton Garden Inn Austin Airport at 7610 John Glenn Way.** and is specifically designed to coincide with the in-person TSA Superintendents and Strategic Staff meeting on October 9th at the same location. **Please RSVP below so we have an accurate attendee count for the workshop.**

And If you plan to attend the workshop and need overnight accommodations, here's the link to receive the TSA block room rate of \$150. [View your attendee website](#)

John Tanner - Accountability For What Matters

LOCATION

Hilton Garden Inn Austin Airport at 7610 John Glenn Way

DATE AND TIME

10/08/24 1:00pm - 10/08/24 5:00pm America/Chicago

Reimagining educational accountability in the public school system for leaders.