



DVISD Accountability

What We Know Now... Assessment and Accountability in 2023 & Beyond

Dee Carney, HillCo Partners
August 2023



Commissioner Video Message to School Boards

Commissioner Video Message to School Boards

Commissioner Mike Morath discusses the A-F refresh and the importance of communicating changes this year. Posted May 31, 2023.

"The ratings you look at this year can not be easily compared with last year's ratings... they are no longer an apples-to-apples comparison."



Share the Message

It's not a **simple apples-to-apples comparison** this year.

House Public Education Committee

March 2023

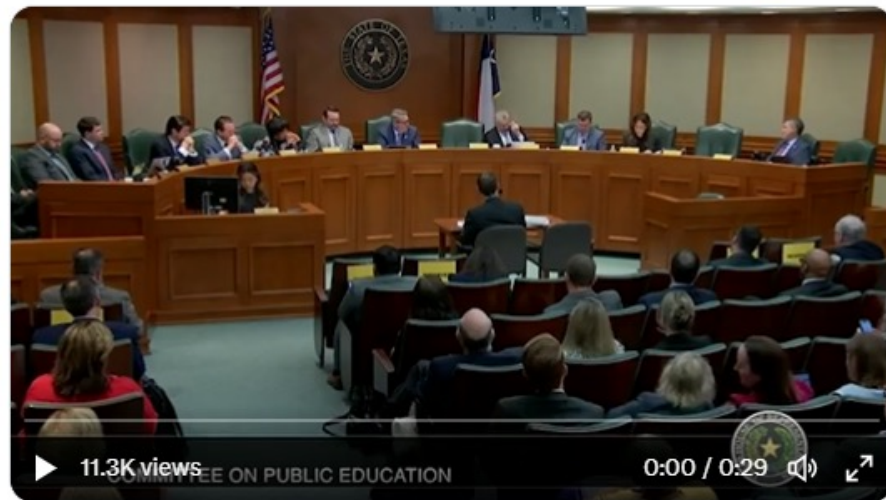
https://twitter.com/GinaForAustin/status/1633120881009369089?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Etweet



Gina Hinojosa ✓
@GinaForAustin



Your high school's letter grade may go ⬇️ even though its performance went ⬆️!!
@GovAbbott's @teainfo @mikemorath is planning to increase "cut scores" for each letter grade, which means grades may drop from an "A" to a "B," "B" to a "C," etc. even if performance has improved. 📖



9:02 AM · Mar 7, 2023 · 44K Views

Preliminary “What If” ratings viewed statewide for context

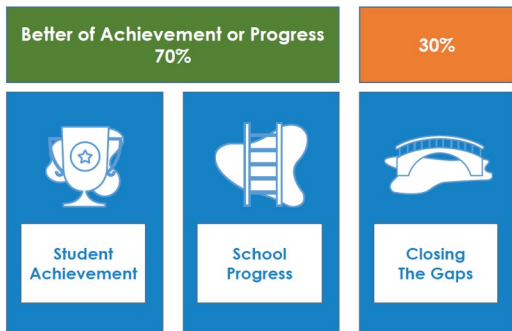
Note: The accountability manual is open for public comment until June 20, so “What If” ratings are *preliminary*.

Campuses	2021-22 Ratings Stay the Same	2021-22 Ratings Decrease	2021-22 Ratings Increase
Number	5924	2467	575
Percentage	66%	28%	6%

Across the state, when viewing preliminary “What If” ratings:

- Applying the A-F Refresh methodology to 2021-22 performance causes some campus ratings to go up, some ratings to go down, and some ratings to remain unchanged.
- 575 campuses would have a **higher preliminary** “What If” rating than their actual 2022 final rating.

TEA Three Domains: Calculating an Overall Accountability Rating



TEA Student Achievement Domain: Weighting

Elementary/Middle Schools

Weight

- STAAR

100%

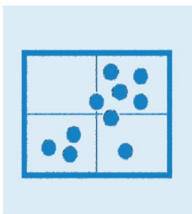
High Schools, K-12, and Districts

- 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



• 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.

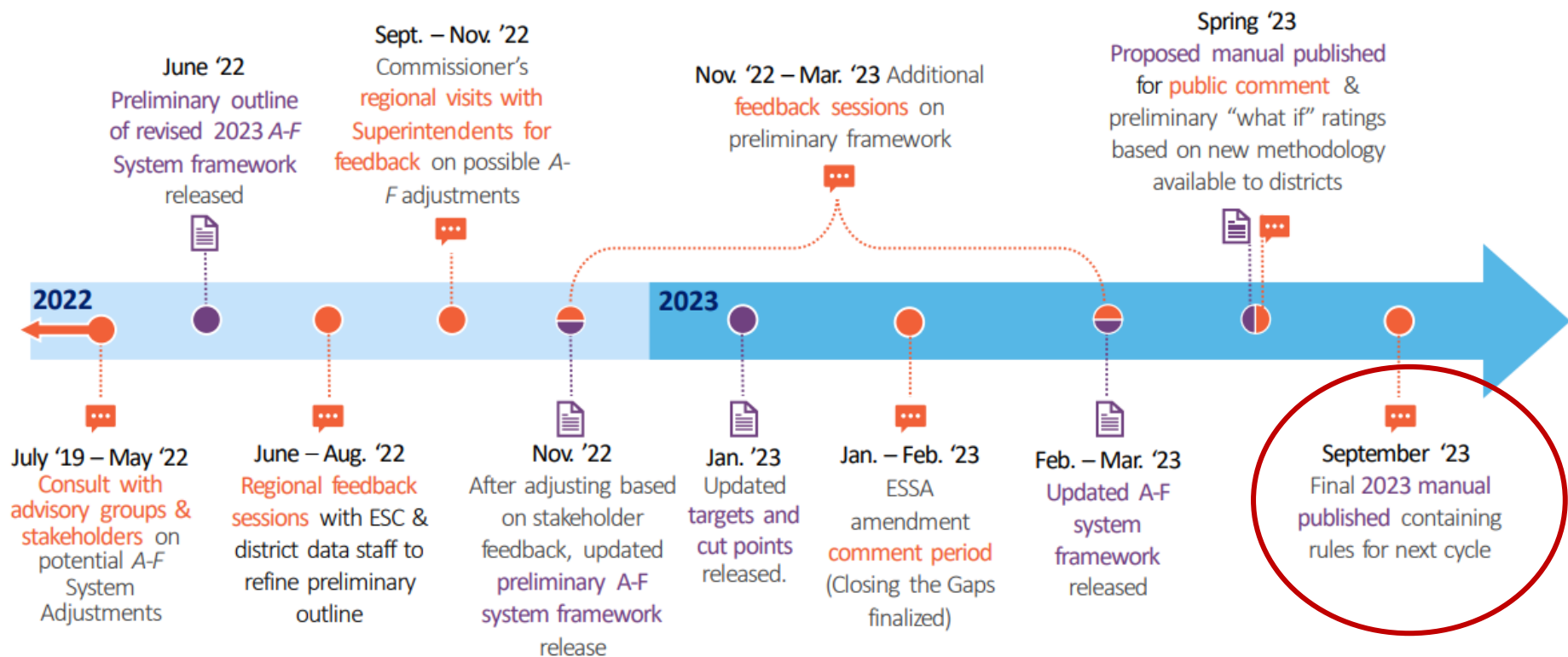
Component points are rounded to one decimal place. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest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

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

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

2023 A–F Refresh: Feedback Timeline



STAAR REDESIGN

STAAR Redesign

The State of Texas Assessments of Academic Readiness (STAAR®) test is being redesigned to make the test more tightly aligned to the classroom experience.



<https://tea.texas.gov/student-assessment/assessment-initiatives/hb-3906/staar-redesign>

Summative Tests Redesign Overview

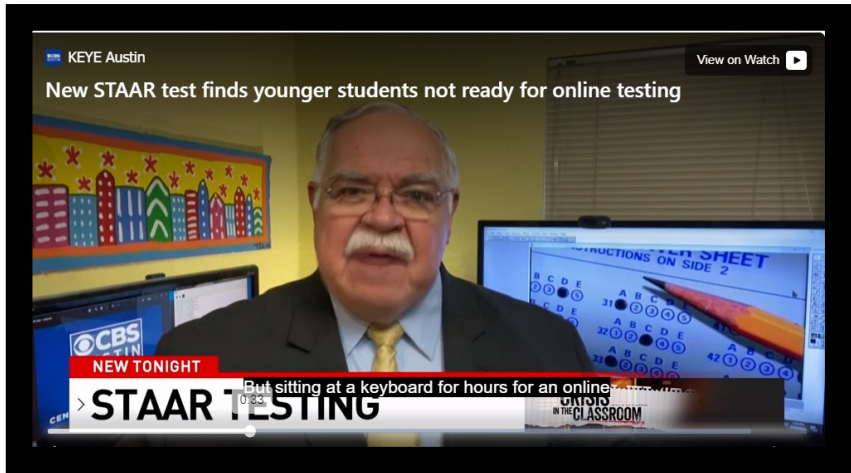
The STAAR redesign is a result of House Bill (HB) 3906 passed by the 86th Texas Legislature in 2019. The Texas Education Agency (TEA), working with a wide range of education stakeholders, including the Assessment Education Advisory Committee, has been exploring the most instructionally supportive approach to implementing these changes. The redesign will be implemented in the state summative assessments administered in the 2022–2023 school year.

The STAAR redesign includes several components:

- [Online Testing and Accommodations](#)
- [New Question Types](#)
- [Cross-curricular Passages](#)
- [Evidence-based Writing](#)

For more information about how the STAAR redesign improves alignment to the classroom experience, [hear what teachers are saying](#), reference the [STAAR Redesign February 2022 Presentation](#) (PDF, posted 3/7/22), or see below for more information about each component. For answers to frequently asked questions (FAQ), please reference the [STAAR Redesign FAQ](#) (PDF, updated 8/30/22).

Additionally, the [Reporting Timelines for Spring 2023 STAAR](#) provides dates when educators can expect to see early student results in the Centralized Reporting System (CRS) and preliminary assessments reports to assist with initial planning for accelerated instruction.



<https://www.msn.com/en-us/news/us/new-staar-test-finds-younger-students-not-ready-for-online-testing/ar-AA18DqKd>



"We're forced to put [3rd graders] them in a chair at a computer and they're supposed to type their entire essay, their constructive response for the STAAR. It is unfair to the students. They're taking really long."

Dr. Ana Rush, Del Valle ISD




"Unfortunately, neither parents nor legal guardians have the ability to request that their child be given the assessment in a paper format."

Rep. Will Metcalf (R- Conroe) author of HB 1225



2023 A–F Refresh: Changes

1. Update cut points and targets
2. Update CCMR indicators
3. Improve ability to recognize growth
4. Narrow the focus within Closing the Gaps (Domain 3)
5. Update overall district rating methodology
6. Create a unique alternative education accountability (AEA) system
7. Add new performance data to TXschools.gov and TPRS



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

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

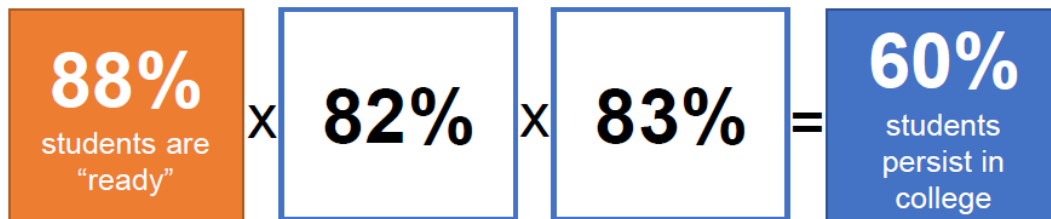
- **82%** of 2018 college-ready graduates enrolled in higher education.
- **71%** of 2019 college-ready graduates enrolled in higher education.

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.



TEA Texas Accountability Advisory Group, 10-7-2022; select slides

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:

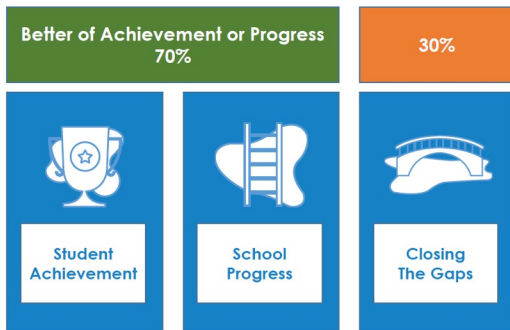
- Set cut scores based on distribution of campuses and new definition of A

Questions?
Comments?

TEA Texas Accountability Advisory Group, 10-7-2022

**What
If?**

If the CCMR cut-point is increased from 60=A to 88=A, how will it impact Domain 1 for high schools?



Elementary/Middle Schools

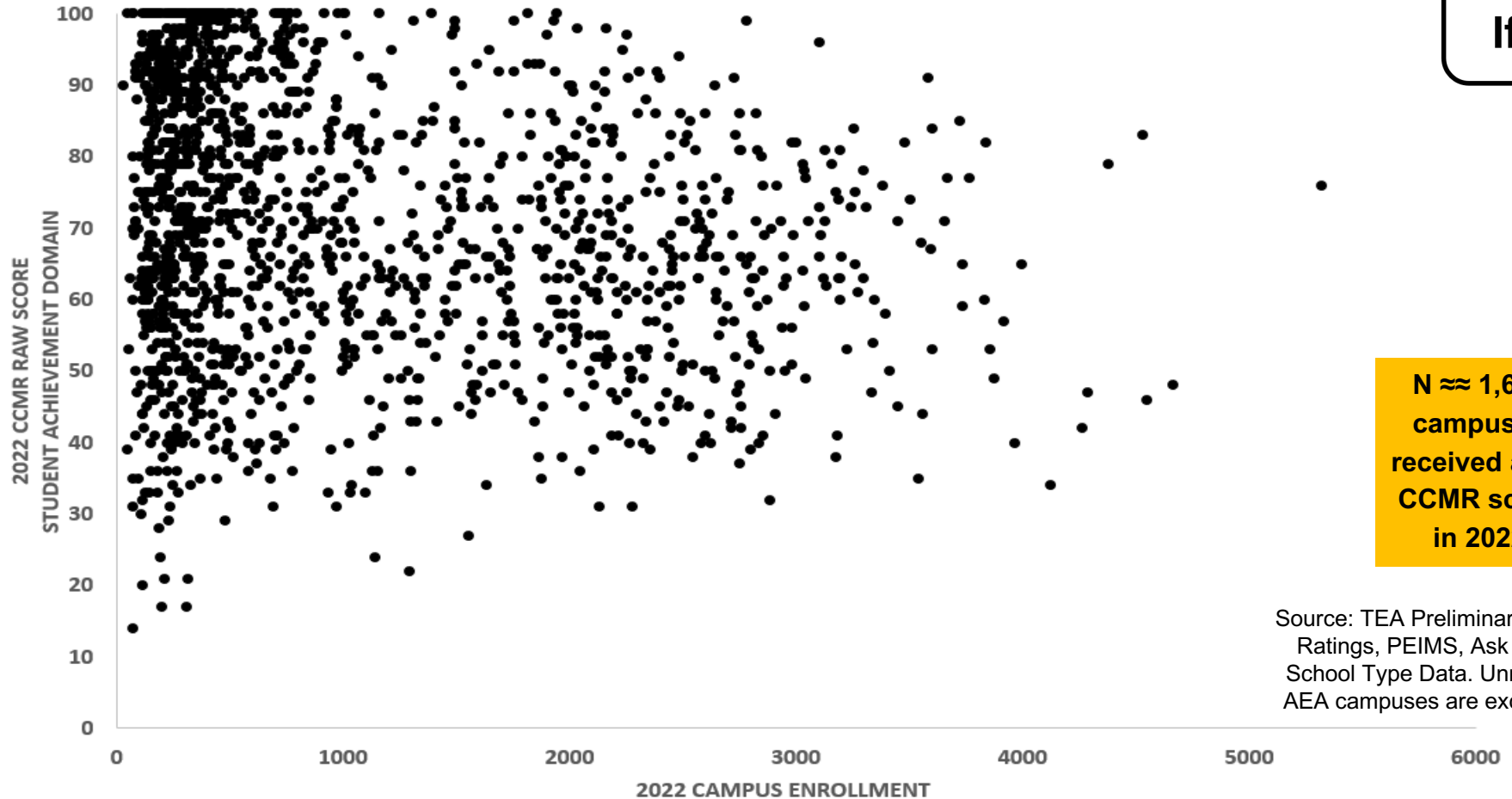
- | | |
|---------|------|
| ▪ STAAR | 100% |
|---------|------|

High Schools, K-12, and Districts

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

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

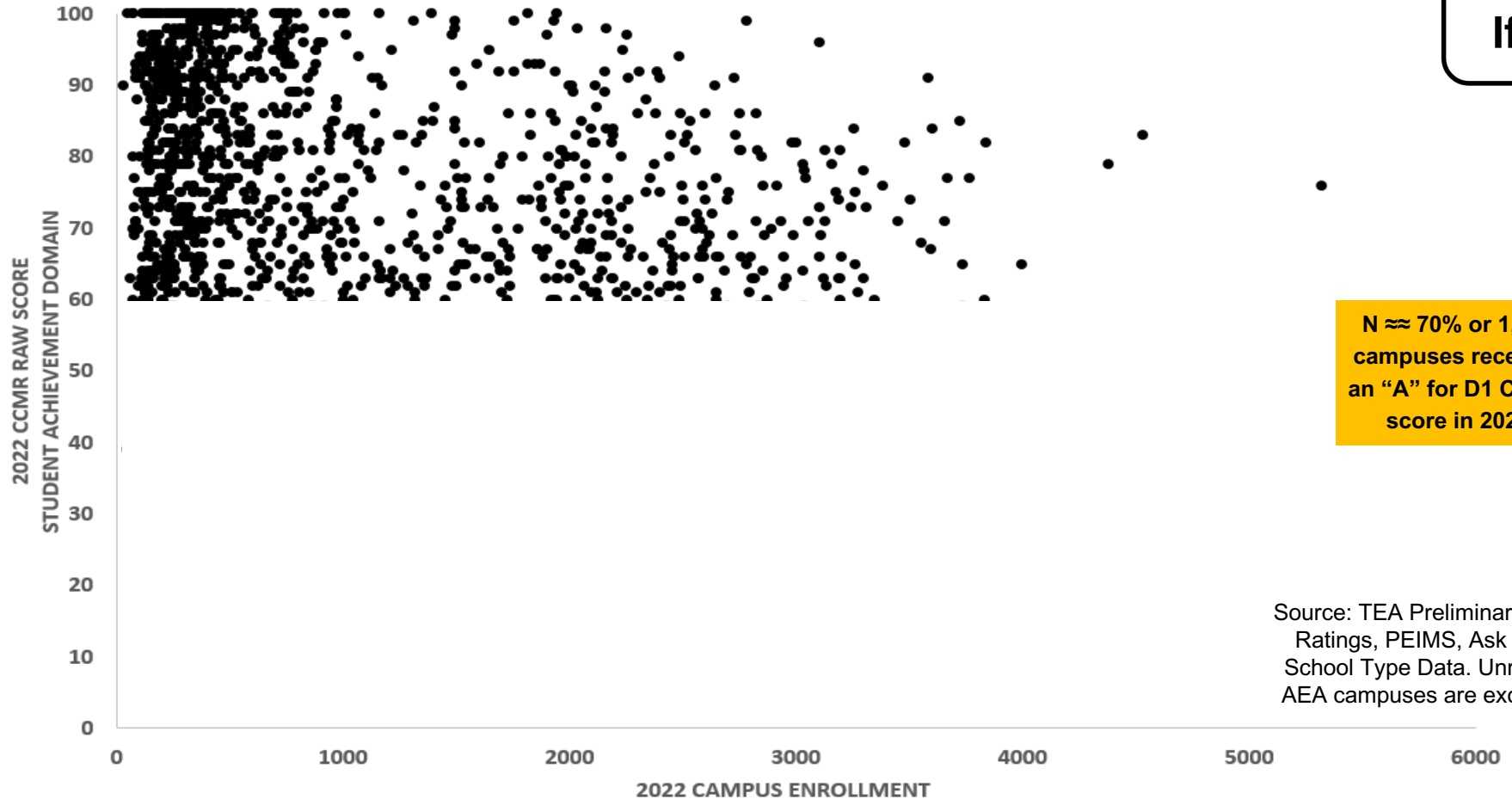
What
If?



Source: TEA Preliminary 2022
Ratings, PEIMS, Ask TED &
School Type Data. Unrated &
AEA campuses are excluded.

What if the D1 CCMR cut-point is increased from 60=A to 88=A?

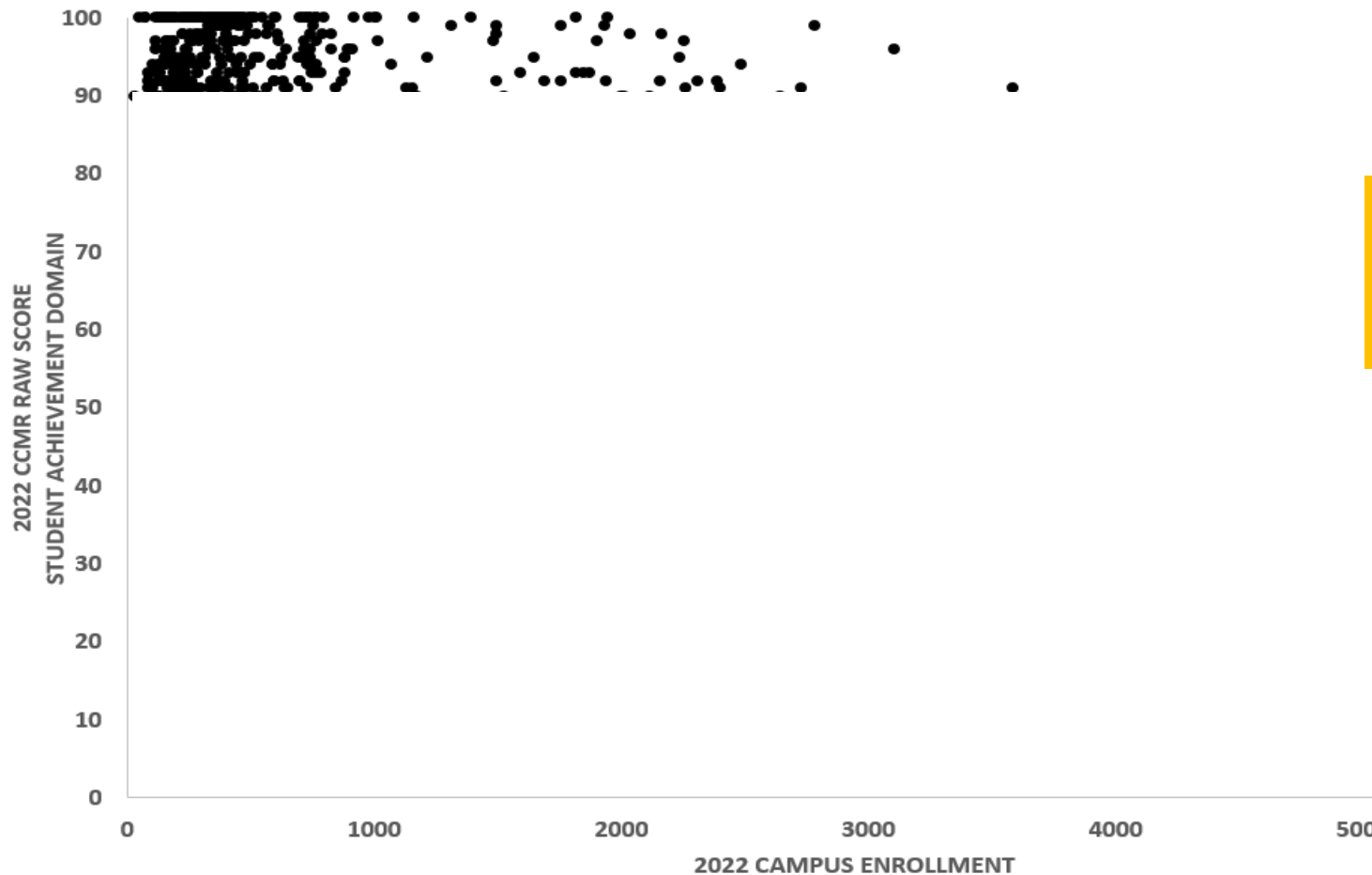
What
If?



Source: TEA Preliminary 2022
Ratings, PEIMS, Ask TED &
School Type Data. Unrated &
AEA campuses are excluded.

What if the D1 CCMR cut-point is increased from 60=A to 88=A?

What
If?



N \approx 24% or 384
campuses would
receive an "A" if the D1
CCMR score is
increased from 60 to 88.

Source: TEA Preliminary 2022
Ratings, PEIMS, Ask TED &
School Type Data. Unrated &
AEA campuses are excluded.



If the CCMR cut-point is increased from 60=A to 88=A and the Graduation Rate cut-point is increased from 96=A to 98=A, how will it impact Domain 1 Student Achievement?

What if the DI CCMR cut-point is increased from 60=A to 88=A and Graduation Rate cut-point is increased from 96 to 98 = A?

What If?

HS CAMPUS A
2022 DI CCMR A=60

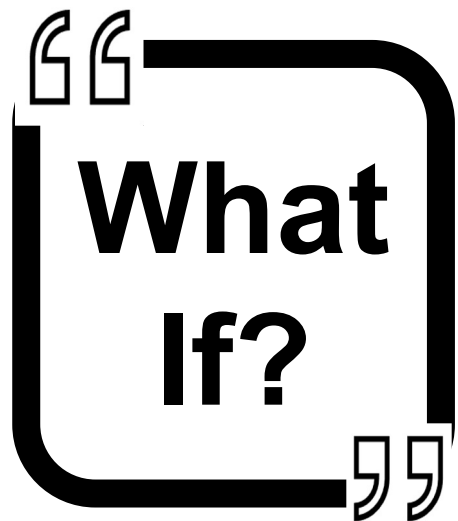
Student Achievement Calculation

Component	Score	% of Grade
STAAR Performance	<i>Raw score 70 scales to</i> 93	40%
College, Career and Military	<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

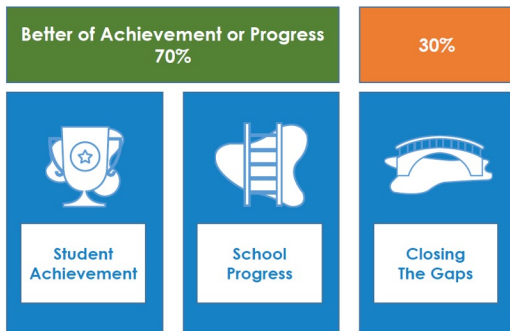
Component	Score	% of Grade
STAAR Performance	93 ✓	40%
College, Career and Military Readiness	93 76	40%
Graduation Rate	95 90	20%
Total	86	100%



What if the CCMR cut-point is increased from 60=A to 88=A and the Graduation Rate cut-point is increased from 96=A to 98=A?

How will increasing these two cut-points impact Overall Ratings for High Schools?

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%

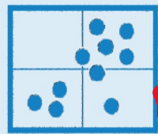
TEA School Progress Domain: Two Aspects to Progress

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%

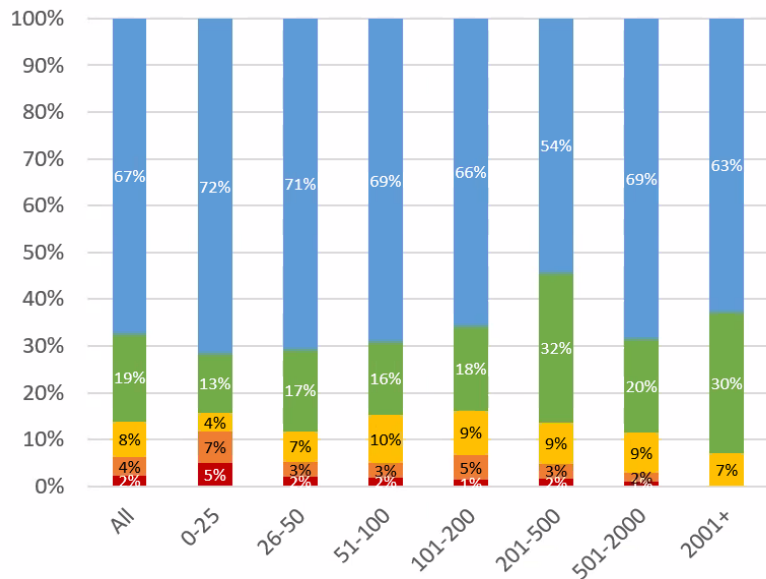
¹If Federal Graduation Status is not available, Academic Growth Status is used.

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

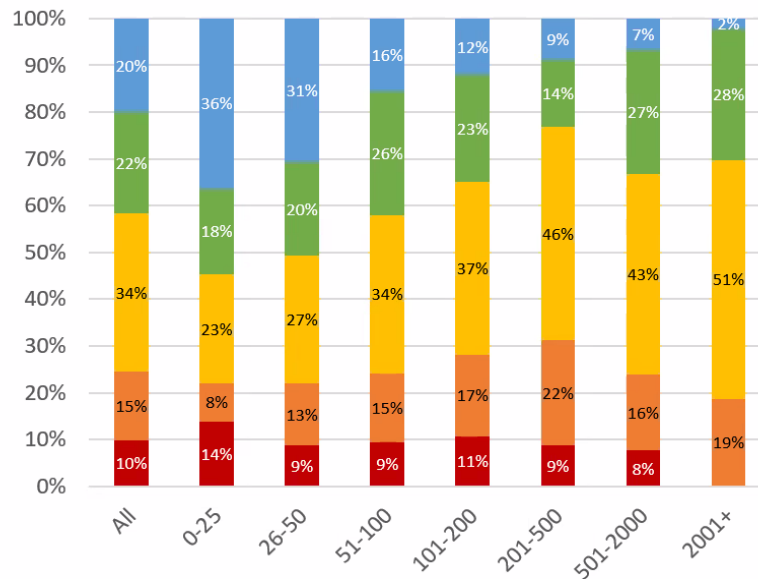
Changing the A cut-point for CCMR does not disproportionately impact smaller campuses

“
**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
26-50	195
51-100	224
101-200	149
201-500	125
501-2000	105
2001+	43



Supporting Student Success

Source: TEA Commissioner Morath. 1-27-2023

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

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

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.

4. Narrow the focus within Closing the Gaps

What: Within Domain 3, Closing the Gaps, rather than giving all groups equal weight, use super groups. Reduce the minimum size to 10, and move from yes/no to 0-4 points methodology

Why: Super groups allow us to focus on students most in need. Size and point methodology changes allow us to include more students and improve differentiation.

0–4 Points Definitions

4	Met long-term target (2037–2038 target)
3	Met interim target (2022–2023 through 2026–2027 target)
2	Did not meet interim target but showed expected growth toward next interim target (2027–2028 through 2031–2032 target)
1	Did not meet interim target but showed minimal growth
0	Did not meet interim target and did not show minimal growth

Student Groups Evaluated in Closing the Gaps

Closing the Gaps Rating	4 Super Groups
Comprehensive Support and Improvement (CSI) Determinations	<ul style="list-style-type: none">All StudentsTwo lowest performing racial/ethnic groups from the prior yearHigh focus (includes economically disadvantaged, Emergent Bilingual (EB), current special education, highly mobile)
Targeted Support and Improvement (TSI) & Additional Targeted Support (ATS) Determinations	12 Disaggregated Groups
	<ul style="list-style-type: none">7 racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or more racesEconomically disadvantagedSpecial educationEmergent BilingualContinuously enrolled (beginning with 2023)Former special education (beginning with 2023)
Evaluated & Reported	18 Groups (see above)

4. Closing the Gaps: Refresh Methodology

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB ¹ , SpEd, Highly Mobile)	Special Education (Former)	Continuously Enrolled
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races			
Academic Achievement (RLA & Mathematics)										
0-4	0-4			0-4			0-4			
0-4	0-4			0-4			0-4			
Growth or Graduation: Academic Growth in RLA & Mathematics (EL/MS) or Federal Graduation Status (HS/K-12)										
0-4	0-4			0-4			0-4			
0-4	0-4			0-4			0-4			
SQSS: STAAR ONLY (EL/MS) or CCMR (HS/K-12)										
0-4	0-4			0-4			0-4	0-4	0-4	
English Language Pr							• The current 25 student group minimum reduced to 10			

The max
group count
declines:

71 to 23

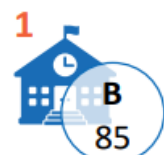
- The current 25 student group minimum size is being reduced to 10
- Setting targets by school type
- 0-4 points possible instead of yes/no
- Award points for growth to target

5. Update overall district rating methodology

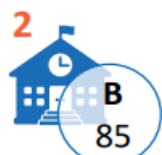
What: Rather than calculating districts as a single K-12 campus, calculate district ratings using a proportional weighted average of campus ratings. Include Ds in the 3 out of 4 rule (Domains 1, 2a, 2b, 3).

Why: To increase alignment of district outcomes with campus outcomes and align the definition of unacceptable performance with SB 1365.

Campus	3-12 Enrollment	Score	Weight	Points
Campus 1	334	85	13.8%	11.7
Campus 2	990	85	41.0%	34.9
Campus 3	62	77	2.6%	2.0
Campus 4	761	72	31.5%	22.7
Campus 5	270	67	11.2%	7.5
District Domain Rating				79



334
students



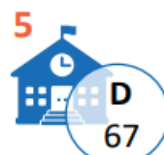
990
students



62
students



761
students



270
students

- 2022 ratings and 2023 ratings are using different methodologies.
- Because of the *A-F* Refresh:
 - SY 2022-23 ratings will be based on a different set of rules than previous *A-F* ratings.
 - 2022 ratings and 2023 ratings cannot be compared side-by-side.
 - It is possible a campus with an *A* rating in 2022 may improve in 2023...
 - ...and yet receive a *B* rating.

It's not a simple apples-to-apples comparison this year.

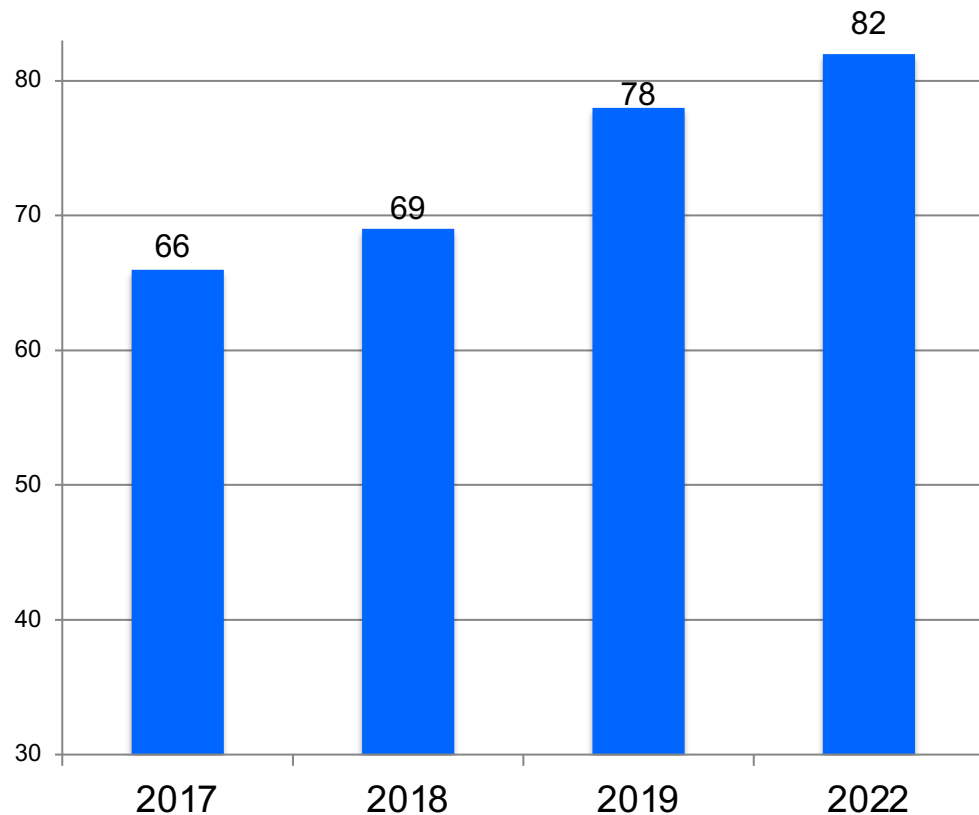
What If Reports



2022 Actual Ratings	
Smith Elementary	A
Del Valle Middle School	B
Creedmoor Elementary	B
Del Valle Elementary	B
Newton Collins Elementary	B
Hillcrest Elementary	B
Gilbert Elementary	B
Del Valle Op Ctr	B
Del Valle High School	C
Ojeda Middle School	C
Dailey Middle School	C
Baty Elementary	C
Popham Elementary	C
Hornsby-Dunlap Elementary	Met Standard

The new accountability system could have an impact of lowering 1-2 letter grades

What if District



The new accountability system could have an impact of lowering 1-2 letter grades

**HOUSE COMMITTEE ON
EDUCATIONAL
OPPORTUNITY AND
ENRICHMENT, SELECT**

**TEXAS HOUSE OF
REPRESENTATIVES**

INTERIM REPORT 2023

Topic 3: Modernizing assessment and accountability measures for Texas schools educating K-12 students.

Recommendations:

NOTE: The recommendations will be included once the report is released by the Speaker's office.