

2023 Texas Accountability Advisory Group (TAAG)

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- f* When are the “What if” rating released? We are working to incorporate the recent updates to the framework that we made based on stakeholder feedback. What if ratings will be released in the spring. We are working on providing a more specific date for release.
- o Comments/Concerns
 - f* CCMR is challenging, because it changes every year (new IBCs, sunseting IBCs, military readiness, etc.).
 - f* People will only trust the system if it seems fair. It feels too late to make changes for 2022 and 2023.
 - f* In the past, cut points were changed every year. Those cut points always impacted previous classes for CCMR.
 - f* This is a big jump in cut scores. What was previously an A will now be a D, which creates a problem for planning and communications. While we may be able to communicate this in detail to our board, the public perception is that the school went down. This can feel frustrating to practitioners, principals, and teachers.
 - f* With the increase in cut scores, it might be helpful to show improvement and acknowledge anything more than 60%.
 - f* Our goal is for Texas to be a leader. We need a system to be rigorous. Nobody thinks that 60% of students being prepared for college, career, or the military is rigorous, so we have to raise the bar.
 - f* This is not the same rating system. This is difficult to communicate to staff, administrators, and board members. Messaging from TEA will be critical.
 - f* The challenge isn’t necessarily the new cut scores. It’s that they apply to students that are already graduated.
 - f* If we had cut points early, we can tell people sooner, so they are prepared.
 - f* This is better than changing cut scores every year, but in the future, we should plan farther in advance and share cut scores maybe a year or more in advance so districts have time to plan.
- x Reframing Badges
 - o Comments/Concerns
 - f* I really appreciate that TEA is dropping badges and reframing in this way.
 - f* The systems connect and show these things matter.
 - f* I am loving the move to visualizations. Much easier for the public to digest.
 - f* I like the fact that some of these are part of TPRS and some are TXschools.gov. It’s good to make the public aware of this information.
 - f* Keep this information separate from the letter grade.

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- f* Keep any information and data visualization simple on TXschools.gov and include more detail on TPRS.
- x Reframing Badges: Attendance
 - o Comments/Concerns
 - f* Linking attendance with academic performance is helpful. The visualization can help break it down to the public.
 - f* It may be helpful to tie attendance to funding to make that connection for families.
 - f* I am not sure funding motivates parents to put them in school.
 - f* Parents may not care about absenteeism.
 - f* It is interesting to know the absenteeism, but we also want to be careful. There is a correlation between lower attendance and poverty. There are many layers to a culture of school attendance.
- x Reframing Badges: Advanced Math Pathways
 - o Questions
 - f* Will the 8th grade Algebra I scores count for high school as was in the November framework? Based on feedback gathered so far, stakeholders largely do not support the Algebra I proposal in the November framework.
 - o Comments/Concerns
 - f* I think this is more important to show than Chronic Absenteeism.
 - f* I support putting it on TPRS. Algebra I access for different student groups is good data for districts to see.
 - f* I think parents would be interested. How many kids are ready and stay ready? It is important to measure.
 - f* In a district of choice, some of our parents do look at this data as they are applying to schools in the district.
 - f*

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- x Reframing Badges: Discipline Data
 - o Comments/Concerns
 - f* Including discipline data is important and is powerful.
 - f* I would recommend putting together a group to look at discipline data. If you are doing everything right, you will look bad and if you are letting things run wild you will look good.
 - f* This will take some careful thinking and planning to make sure we avoid unintended consequences.
- x Reframing Badges: School Program Highlights to share on TXschools.gov
 - o Comments/Concerns
 - f* We should look into the most common indicators in other accountability systems.
 - f* This makes me nervous. Human beings want to look good. We had many programs, but it masked the performance data. Want to make sure parents don't feel misled.
 - f* I would recommend as part of the process we need to agree on definitions. This is about context. We will need a common definition.
 - f* We would need any highlights to be research-backed. We should require campuses/districts to submit the research behind any proposals.
 - f* We could cap what campuses highlight.
 - f* We could highlight specialty schools.
 - f* We could look at Pre-K enrollment, Head Start Programming.
 - f* We could highlight moves in percentiles for Distinction Designations. That information is currently buried but is valuable for my district.
 - f* Maybe start small with one or two clear definitions, try a collection process, but not with immediate reporting. Picking one or two would help test out the process. JROTC would be a good one to start with.
- x Distinction Designations
 - o Questions
 - f* Would it possible to add retesters to the accelerated learning indicator?
We can consider adding that here.
 - o Comments/Concerns
 - f* We keep excluding a large group of students. We fixed it on the AEA. Having the retesters appear somewhere would be good.
 - f* Keep it simple.
 - f* The more we add the harder it becomes to discern what it means.

