

2023 Accountability Advisory Committees

Summary of Meeting on February 8, 2022

we need to have an aspirational target per the commissioner and legislature. Targets should be reasonable and aspirational.

- Comments/Concerns

- f* I think we also need to take the STAAR redesign into consideration, especially with the shift in reading/writing. *We will as soon as the field test data comes to the agency this summer. Also, as a reminder, our psychometric team will equate, scale, and standard set the RLA to align outcomes with the previous STAAR outcomes.*
- f* I think part of the variation in the campus outcomes is the lack of foundational instruction the elementary students have had due to COVID. Middle school students had several years of foundational instruction prior to the COVID interruptions.
- f* Our biggest issue continues to be the high target for the Asian subgroup since the majority, if not all, of our Asian students are asylees/refugees. *Incorporating the growth credit in a 0–4 system will account for missing the target if they are improving. If they are growing toward the target, they will be awarded credit in the system.*
- f* The standards in Texas at the Meets Grade Level are higher than other states who are trying to meet a proficiency level. While this is noble, it currently creates a system that provides many strikes against campuses.
- f* Anytime you use the state average to create targets that are then applied to Title I schools, it creates problems. Can we set targets for Title I and non-Title I? *75% of campuses in Texas are Title I with nearly all elementaries. It would not provide a significant differentiation.*

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- f* We used to award points for successful transition from Spanish to English reading and math. Will we be resuming that? *With this proposed methodology, that would be possible. We did not continue the previous Spanish to English proxy because it was a net negative statewide.*
- f* Why would the inclusion of the Spanish to English proxy be a net negative for the state? *It wasn't only for successful transitions. Results were included in the denominator without regard to if they were awarded points in the numerator.*
- f* For students in the "chance" area, how are they included in this transition table? *Just one question better than chance will make a student in "Did Not Meet Low" to "Did Not Meet Low".*
- f* Would accelerated learning only be for reading and mathematics? If a student failed 8th grade mathematics and/or reading would they be a part of this component since the next test is in high school? *Yes, only reading and mathematics and we would only have this for up to grade 8.*
- f* Do we know how Texas ranks in terms of child poverty? *Top 10 childhood poverty states in decreasing order: MS, NM, LA, AR, WV, AL, KY, SC, TN, OK, TX.*
- Comments/Concerns
 - f* I think we should award points for maintenance.
 - f* I am not sure on the issue of awarding zero points for maintaining Masters Grade Level and receiving a half point. I feel if they stay at Masters, then it should automatically be a 1 point like it is in the current system. *Our goal is to show growth. Makicai f5 (oul)11.8 (d a)11.8 (d a)k613.3 (h-12.6 (e*

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that. Most states use chronic absenteeism, which COVID has thrown a wrench into.

- o Comments/Concerns
 - f I'd like more info on the Extra/Cocurricular Advisory Committee. What it is and what they are charged with? *Additional information is available at the following [link](#).*
 - f I think a supergroup would be needed for the accelerated learning indicator. *Agreed. Racial/ethnic groups limited to only prior year non-passers will create a small numbers issue.*
 - f If the idea is another way to get growth into Closing the Gaps, this accelerated learning component seems like a solid plan. I also like the suggestion that was brought up about making this a separate distinction designation.
 - f I would like to see us include some non-STAAR measures. *We are open to ideas but need to make sure the data is gathered for all campuses/districts, is available to the agency, it is valid, and reliable.*
- x Distinction Designations and Badges
 - o Questions
 - f What's the difference between a distinction and a badge? *Distinctions are in statute and awarded based on performance on the top 25% of your campus comparison group. Badges do not use campus comparison groups and are similar to Blue Ribbon School designations. We can award badges to campuses based on exemplar performance irrespective of the comparison group.*
 - f Does the public know the difference between a distinction and a badge? *Right now, no. Defining and delineating distinctions and badges will be a task for the subcommittee.*
 - f Not sure on the "participation on agency initiatives" for a badge.