



## **State Accountability Redesign Update**

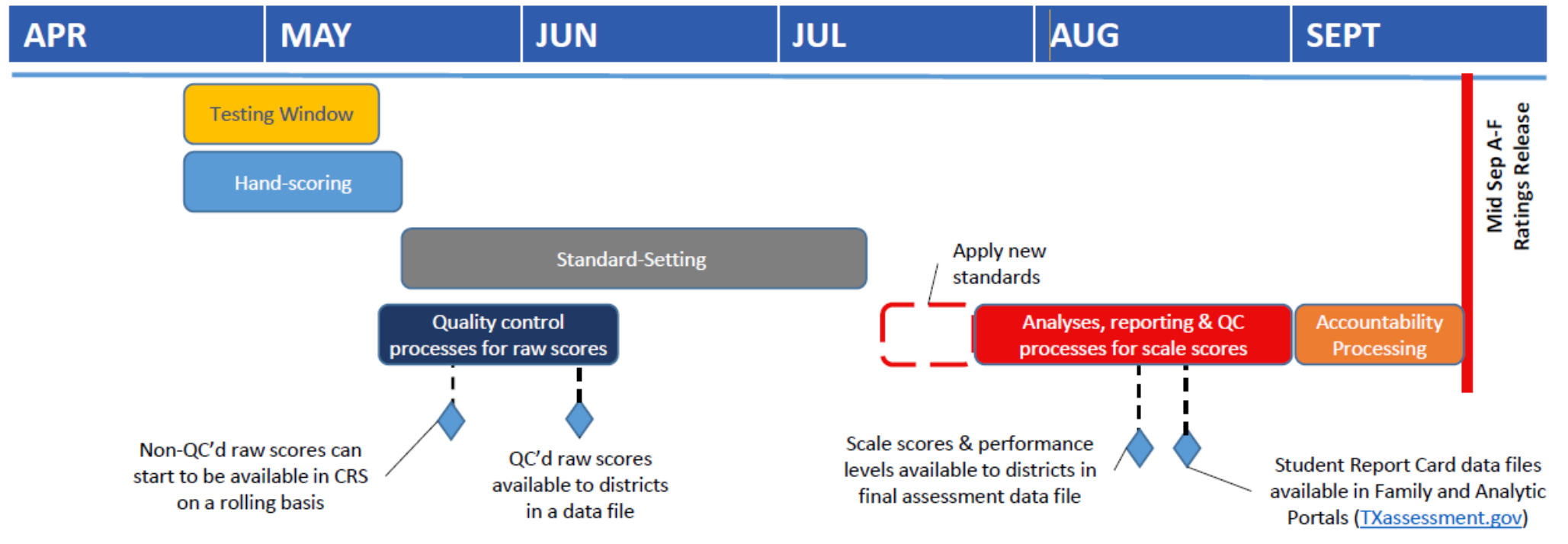
Lance Groppel, Ed.D. and James Cureton, Ph.D.

December 12, 2022

# 2022-23 STAAR Scores Timeline

STAAR scores will be delayed until August due to standard setting on STAAR 2.0.

## *Tentative 2023 STAAR 3-8 Scoring and Reporting Internal Process Timeline*



# Accountability Refresh Overview

The overall structure of the accountability system remains unchanged.

Student  
Achievement  
(Domain 1)

Academic  
Growth  
(Domain 2A)

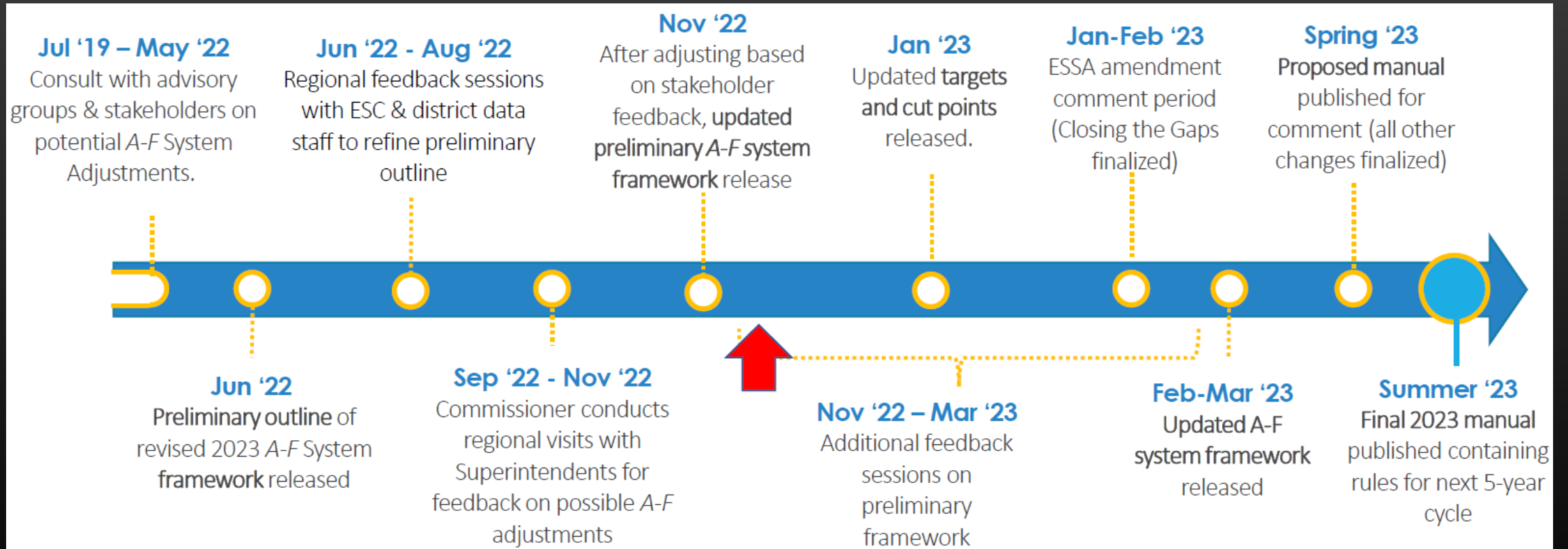
Relative  
Performance  
(Domain 2B)

Closing the  
Gaps  
(Domain 3)

The score for every domain will be scaled from 0-100 and subsequently assigned a letter grade: 0-59 (F), 60-69 (D), 70-79 (C), 80-89 (B), and 90-100 (A).

# Accountability Refresh Timeline

This update is based off what we know at the moment. There will be additional information for 2022-23 released through the summer.



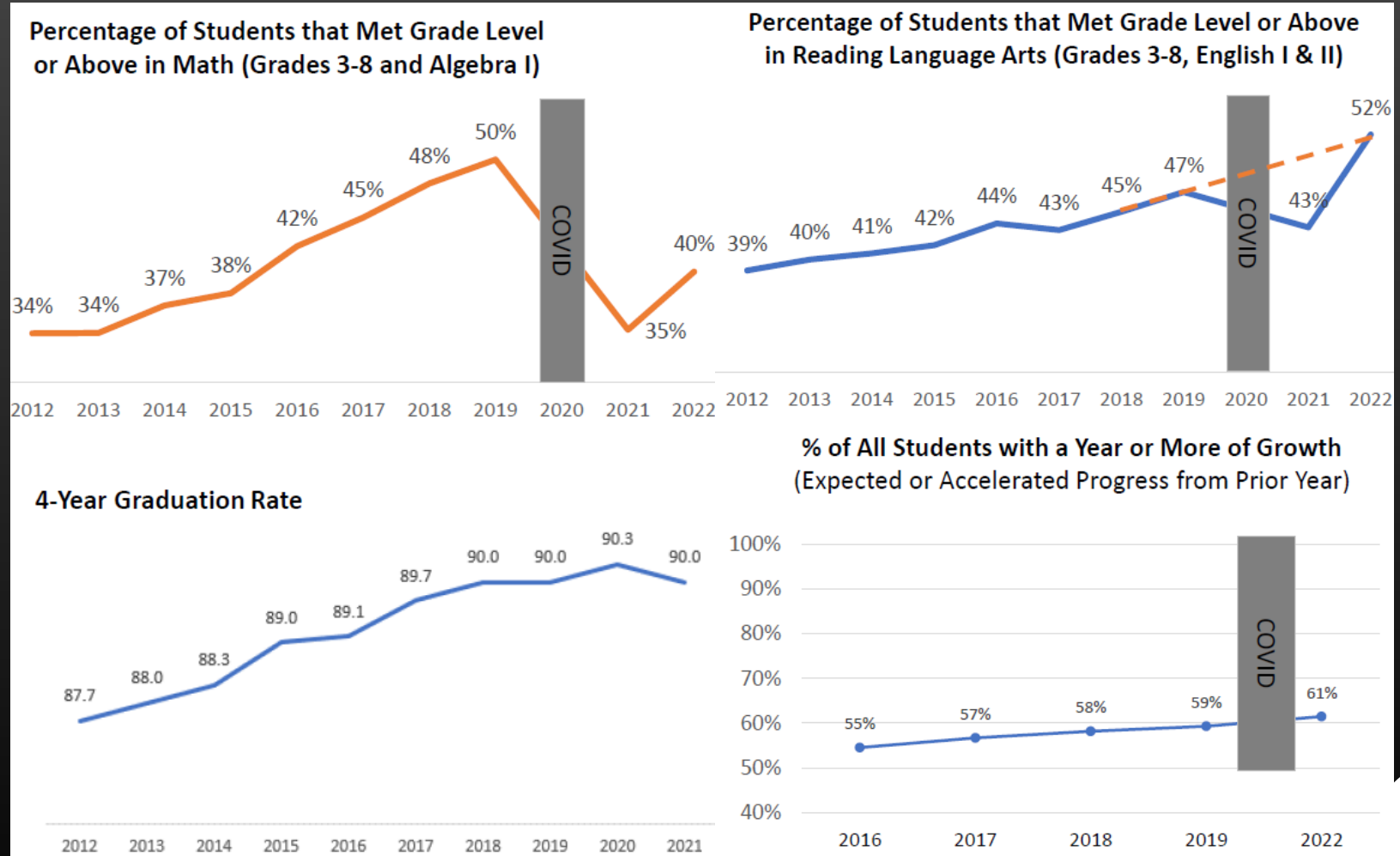
# Accountability Refresh Updates

## The big changes (so far):

- Updating of cut scores for all indicators, domains, and overall scores
- Elimination of growth progress measure for transition tables (Domain 2A)
- Consolidation and gradation of Domain 3 indicators
- Updates to district calculation methodology
- Inclusion of RDA (formerly PBMAS) data as “Domain 3B” for the district

# Updating of Cut Scores for All Indicators and Domains

- Cut scores need to be updated to reflect the progress towards long-term goals while accounting for COVID.
- The agency will average 2019 and 2022 scores to set new cut points.
- All targets, indicators, and domains will have new, higher cut points.



# Elimination of Progress Measure for Transition Table

- In prior years, a student achieving growth depended on the amount of improvement in their STAAR Scale Score.
- It's difficult to accurately replicate at the local level.
- Cannot be estimated accurately this year due to the transition from "STAAR" to "STAAR 2.0".

Raw Score	Scale Score		Percentile	Quantile
0	916	Did Not Meet	0	EM
1	1050		0	EM
2	1132		0	40Q
3	1182		0	120Q
4	1219		1	175Q
5	1250		2	225Q
6	1276		4	265Q
7	1299		6	300Q
8	1320		9	335Q
9	1339		13	365Q
10	1357		17	390Q
11	1374		21	420Q
12	1391		25	445Q
13	1407		29	470Q
14	1422		33	495Q
15	1437		37	515Q
16	1452		40	540Q
17	1467	Approaches	45	565Q
18	1483		48	590Q
19	1498		51	610Q
20	1514		55	635Q
21	1530		58	660Q
22	1546		62	685Q
23	1564		65	715Q
24	1589	Meets	69	755Q
25	1601		73	770Q
26	1622		76	805Q
27	1645	Masters	80	840Q
28	1670		82	880Q
29	1700		87	925Q
30	1734		91	980Q
31	1775		94	1045Q
32	1831		97	1075Q
33	1918		99	1075Q

# Elimination of Progress Measure for Transition Table

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

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

- Growth now estimated using transition tables.
- Simplifies growth for replicating at local level.
- Accelerated learners (HB4545) growth will count twice as much as all other students.



# Consolidation and Gradation of D3 Indicators

- Reduction of minimum size from 25 to 10 students
- Consolidation of indicators from 71 to 22.
- Gradation of outcomes and progress toward targets

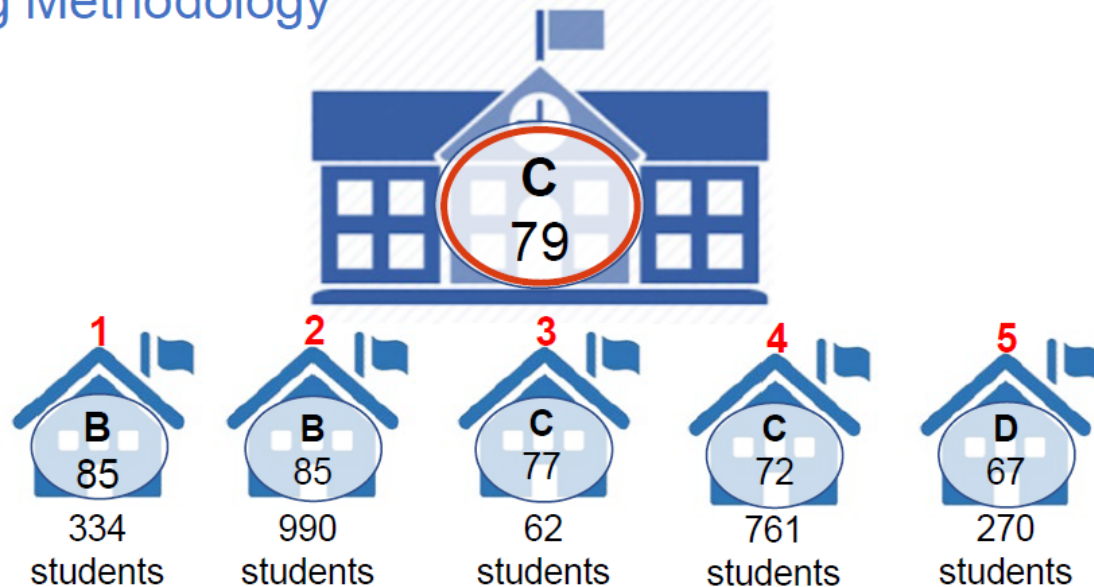
All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (EcoDis + EB <sup>2</sup> + SpEd + Former SpEd <sup>1</sup> + Highly Mobile)	Continuously Enrolled
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races		
Academic Achievement (Reading & Math)									
0-4	0-4			0-4				0-4	
0-4	0-4			0-4				0-4	
English Language Proficiency Status <sup>2</sup>									
								0-4	
Growth (Reading & Math) (ES/MS) -or- Graduation Rate (HS/K12)									
0-4	0-4			0-4				0-4	
0-4	0-4			0-4				0-4	
Accelerated Learning <sup>1</sup> (ES/MS) -or- CCMR (HS/K12)									
0-4	0-4			0-4				0-4	0-4

# Updating of District Calculation Methodology

- Historically, the district is rated on students enrolled at snapshot and that took STAAR in the district.
- Now, district ratings will be generated exclusively from a weighted average of campus accountability scores.
- This will be coupled with a 3-D's rule: any campus with D's in three domains cannot be rated higher than a "D" overall.

Example using Proportional Weighting Methodology

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



# Inclusion of RDA as Domain 3B for the District

- Historically, RDA has functioned as a separate special education and special populations accountability system.
- The agency will work to improve and integrate RDA into Domain 3 as “Domain 3B” for the district only over the next five years.
- During the next five years, it will be “Report Only” and not formally included in the calculation of district accountability scores.

Figure: 19 TAC §97.1005(b)

---

## Results Driven Accountability 2022 Manual

---

Texas Education Agency

---

Annually adopted:  
Chapter 97. Planning and Accountability  
Subchapter AA. Accountability and Performance Monitoring  
Figure: 19 TAC §97.1005(b)



**TYLERISD.ORG**

---