

## 2023 Texas Accountability Advisory Group (TAAG) Summary of Meeting on September 29, 2022

The objective of the September 29<sup>th</sup> TAAG meeting is to welcome and introduce TAAG members and continue providing the commissioner of education with recommendations related to the academic accountability system refresh. TEA will respond to questions/comments that require a response in *italics*. Some questions require staff research and are yet to be answered. The following is a summary of the meeting.

- Introductions and Meeting Norms
- System Design Commitments and Refresh Timeline
  - Questions

Do TAAG Members have some parameters in sharing TAAG meeting information to other educators or district stakeholders? *No. In addition, we will post the notes and presentation publicly on the [2023 Accountability Development Materials](#) webpage. TEA can also assist in supporting presentations to different stakeholders.*

How can TEA provide “what if” ratings based on the new methodology to facilitate continuous improvement efforts? *We will utilize the 2022 accountability data and analyze it through the new accountability system to create the “what if” ratings. This will help districts provide a “bridge” between the 2022 ratings and the 2023 refreshed ratings.*

Can TEA provide “what if” ratings separating online testers and paper testers? *No. We do not have a flag in our accountability data that distinguishes online versus paper testers.*

Why provide “what if” ratings? *The purpose of “what-if” rating is to track the continuous improvement from the old system to the new system. It is meant to serve as a bridge*

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*included in future TAAG meetings are still under consideration and open for feedback.*

Are there studies about each CCMR measure and how many students remain in college long term versus those that enroll and leave? Yes. TEA is doing extensive data modeling with our available data sets. In addition to reviewing national research, we are isolating CCMR indicators, studying the impact of linking CCMR indicators, and



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*other parts of the system or scaling changed, approximately 30% of district scores would be impacted by proportional scaling.*

*For the Closing the Gaps domain would the English Language Proficiency (ELP) component include only grades 3-12 or KG-12 that improved at least one composite rating? ELP on campuses includes students beginning in KG. The decision remains if we include Closing the Gaps as part of the proportional district roll up or not. The potential impacts are still being explored.*

*How will proportional ratings affect the scaling tool? TEA will have to update the Estimator to specifically account for district ratings that incorporate the new system.*

*Can we incorporate grades KG-2 enrollment counts into the proportional system? This may be possible. We will investigate this and complete additional data modeling.*

- Comments/Concerns

*Districts with high in-district mobility rates are concerned proportional ratings excludes a significant number of students from the enrollment data. This could make the accountability system unstable. TEA has modeled this data.*