

# Updated September 2023: Guidance on STAAR Transition Tables for TIA

Please see the announcement regarding [Delay in 2023 A–F Academic Accountability Ratings](#). Based on that announcement, the Academic Growth Student Listing will no longer be available for districts ahead of the October 19, 2023, deadline for data submission. Please see below the updated guidance that districts should use to calculate student growth for transition tables and determine the percent of students who meet or exceed growth expectations.

Note, we would encourage districts that need additional support to join the upcoming data submission office hours: Tuesday, September 26<sup>th</sup> from 9:00 a.m.-10:00 a.m. ([registration link](#)) and Tuesday, October 10<sup>th</sup>, from 9:00 a.m.-10:00 a.m. ([registration link](#)) and to reach out if they encounter district-specific barriers to implementing the below guidance. We are committed to addressing those barriers or providing other options for districts and will share more information in the coming weeks.

## Transition Table Guidance for Fall 2023 TIA Data Submission

For districts using STAAR transition tables, TEA recommends the following approaches to prepare for the October 19, 2023, data submission deadline. For more resources and considerations around determining designation, please review [TEA's Determining Designation Webinar](#). Additionally, please see an example walkthrough on the following page.

### Optional Approach #1: Use Data from Learning Management System/Database to Determine Growth

1. *Accessing Learning Management System:* If districts have access to a learning management system, there may be an option for districts to generate a report where growth points are calculated based on available data. Some examples of Learning Management Systems include [DMAC Solutions](#) or [Eduphoria!](#). Districts would need to follow instructions that are specific to their learning management system to access and download a student-level report and determine transition tables.
2. *Determine Transition Table Points by Students:* If applicable, a district may have to use performance level indicators to determine the student-level transition table point (0, 1/2, or 1). Please use Figure 2, on the following page, to determine whether the [2022](#) and [2023](#) Performance Level Indicators would earn a student 0, 1/2, or 1 point of growth.
3. *Assign Student Growth Scores to Teacher Rosters:* Based on the district's system application and eligible teacher list, identify student rosters (by class and test-subject information) for each teacher in eligible assignments using Transition Tables as the student growth measure.
4. *Calculate Teacher-level Student Growth Score:* Calculate the percentage of students who earned at least 1 point of annual growth based on the released transition table data. **Note:** A district may also make a local decision to assign growth to a student who scores a ½ point.

### Optional Approach #2: Districts use 2023 CAF to Determine Performance Indicators

1. *Access Relevant Performance Data:* Districts can use the 2023 Certified Accountability File (CAF), available September 12, 2023, to determine growth for Math and RLA using performance level indicators. The 2023 CAF will contain prior year assessment data. Note, districts should ensure that they accurately link the appropriate assessment data. For example, a 3<sup>rd</sup> grade math assessment data will need to be linked with the 4<sup>th</sup> grade math assessment data. (Figures 1 on the following page)
2. *Determine Preliminary Student-Level Transition Table Points:* Based on released [transition tables](#) (see Figure 2), districts should determine whether a student earns a 0, ½, or 1 point for annual growth. (Figure 2) For instance:
  - a. If a student earned Meets Grade Level (2M) in 2022 and High Approaches (1H) in 2023, the student would be assigned a 0 for Annual Growth.
  - b. If a student earned a Low Approaches (1L) in 2022 and a High Approaches (1H) in 2023, the student would be assigned a 1 for Annual Growth.
3. *Assign Student Growth Scores to Teacher Rosters:* Based on the district's system application and eligible teacher list, identify student rosters (by class and test-subject information) for each teacher in eligible assignments using transition tables as the student growth measure. (Figure 3)
4. *Calculate Teacher-level Student Growth Score:* Calculate the percentage of students who earned at least 1 point of annual growth based on the released transition table data. **Note:** A district may also make a local decision to assign growth to a student who scores a ½ point.

## Calculating Teacher-Level Student Growth Example

### CAF Column Headers:

Start and End location within the CAF can be utilized to link previous year and current year Performance Indicators. Below is a chart for districts to utilize when linking their 2022 and 2023 data using the [2022-2023 Consolidated Accountability Data File Format](#).

Figure 1: Performance Level Indicators within the CAF.

2023 STAAR Assessed Course	2023 Performance Level Indicator Location	2022 STAAR Assessed Course	2022 Performance Level Indicator Location
Algebra I	644 - 645	8 <sup>th</sup> Math	1922 - 1923
English I	710 - 711	8 <sup>th</sup> RLA	1892 - 1893
English II	748 - 749	English I	1176 - 1177
4 <sup>th</sup> – 8 <sup>th</sup> Math	1766 - 1767	4 <sup>th</sup> – 8 <sup>th</sup> Math	1922 - 1923
4 <sup>th</sup> – 8 <sup>th</sup> RLA	1723 - 1724	4 <sup>th</sup> – 8 <sup>th</sup> RLA	1892 - 1893

Figure 2: Performance Indicators and Transition Table

Performance Indicators will have the following nomenclature in the CAF:	Using the nomenclature from the CAF, districts can translate performance indicators to the transition table to determine whether the student grew by 0, ½, or 1 point:																																																														
<ul style="list-style-type: none"><li>• 00 = Excluded</li><li>• 0L = Did Not Meet Low</li><li>• 0H = Did not Meet High</li><li>• 1L = Approaches Low</li><li>• 1H = Approaches High</li><li>• 2M = Meets</li><li>• 3M = Masters</li></ul>	<table><tr><th colspan="7">Annual Growth</th></tr><tr><th rowspan="2">Prior Year</th><th colspan="6">Current Year</th></tr><tr><th>Low Did Not Meet Grade Level</th><th>High Did Not Meet Grade Level</th><th>Low Approaches Grade Level</th><th>High Approaches Grade Level</th><th>Meets Grade Level</th><th>Masters Grade Level</th></tr><tr><td>Low Did Not Meet Grade Level</td><td>0</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr><tr><td>High Did Not Meet Grade Level</td><td>0</td><td>1/2</td><td>1</td><td>1</td><td>1</td><td>1</td></tr><tr><td>Low Approaches Grade Level</td><td>0</td><td>0</td><td>1/2</td><td>1</td><td>1</td><td>1</td></tr><tr><td>High Approaches Grade Level</td><td>0</td><td>0</td><td>0</td><td>1/2</td><td>1</td><td>1</td></tr><tr><td>Meets Grade Level</td><td>0</td><td>0</td><td>0</td><td>0</td><td>1</td><td>1</td></tr><tr><td>Masters Grade Level</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>1</td></tr></table>	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
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Figure 3: Example Student Roster

The following table is an example of a district's teacher-level student growth example and is not reflective of CAF. Here, the teacher would have a teacher-level student growth score (*Percent of Students who Meet or Exceed Growth Target*) of 75%.

Subject	District Name	Teacher	Campus Name	Student Name	Student ID	PY Tested Grade	PY Scale Score	PY Performance Level Indicator	CY Tested Grade	CY Scale Score	CY Performance Level Indicator	Assigned Growth
RLA	Flower ISD	Gloria Rivera	Silver Ridge Elementary	Kate Houston	1111	4th	4600	2M	5th	5048	3M	1
RLA	Flower ISD	Gloria Rivera	Silver Ridge Elementary	Dallas Reid	2222	4th	1711	1H	5th	5040	2M	1
RLA	Flower ISD	Gloria Rivera	Silver Ridge Elementary	Antonio Sanchez	3333	4th	4477	1L	5th	4951	1H	1
RLA	Flower ISD	Gloria Rivera	Silver Ridge Elementary	Isabella Austin	4444	4th	1587	1L	5th	3624	0H	0

## Frequently Asked Questions

### What are the implications for TIA districts due to the delay in accountability ratings?

Performance level indicators are available through the 2023 CAF for both 2022 and 2023. Districts are encouraged to follow the steps outlined above to calculate student growth data in preparation for data submission on October 19<sup>th</sup>.

### Where can districts find more information about STAAR Transition Tables?

STAAR transition tables have been released and can be found at [TEA's Accountability Development Materials webpage](#). Scale Score have been assigned to performance indicators in the following resources:

- EOC English and Math: [2023 STAAR Raw Scores and Scale Scores Associated with the Calculation of School Progress Academic Growth \(texas.gov\)](#)
- EOC Science and Social Studies: [STAAR Raw Scores and Scale Scores Associated with High and Low Did Not Meet for Science and Social Studies \(texas.gov\)](#)

### For TIA, what is considered growth using STAAR transition tables?

Locally, districts set student growth targets for all student growth measures, including the transition tables. Generally, most districts will consider a student that scores one (1) point as meeting growth. We recommend districts view TIA training on [Determining Designations](#) in summer 2023 to consider which student growth targets are appropriate for your district and implications on the Data Validation process.

### Do the changes to 2023 Accountability impact TIA Data Validation?

No. There are no anticipated changes to data validation based on the updated Accountability Framework. Districts should prepare for data submission by October 19, 2023. See the [Data Submission and Validation Webinar](#) for additional guidance.

### Does Accelerated Learning affect TIA?

No. The Accelerated Learning calculation is only used for School Progress, Part A: Academic Growth. TIA's methodology for measuring student growth is based on students meeting or exceeding their expected growth target. Districts are encouraged to use the annual growth rating when determining designations. For more information on the calculation, please see the [Supplemental A-F Refresh](#).

### Will STAAR/EOC Re-testers have annual growth measured through a STAAR transition table?

No. Re-tester growth measured through a STAAR transition table would not produce a valid or reliable measure of student growth and therefore is not included for accountability purposes. TIA Districts with approved systems for re-testers would need to develop a local transition table for this growth measure.

### Will STAAR transition tables cover 8<sup>th</sup> graders taking Algebra I and/or English I?

Yes. Accelerated math testers are measured for growth using the transition table model. With the switch to a transition table, STAAR 3-8 RLA and the English I EOC Accelerated RLA testers will now also be evaluated for progress.