Updated Preliminary 2023 *A–F* System Framework

Updated November 2022

What is the *A–F* Accountability System Refresh?

The Texas A–F accountability system, passed via House Bill (HB) 22 (85th Regular Session) in 2017, is a tool to help continuously improve student performance to achieve the goals of eliminating achievement gaps based on race, ethnicity, and socioeconomic status and ensuring Texas is a national leader in preparing students for postsecondary success. Valid, reliable, comparable, and objective measures of student outcomes are key to ensuring A–F ratings are fair, rigorous, and transparent to properly empower parents and educators to celebrate successes while improving student supports. The three-domain design of A–F reflects a commitment to recognize the better of student achievement or school progress, while maintaining focus on the students most in need.

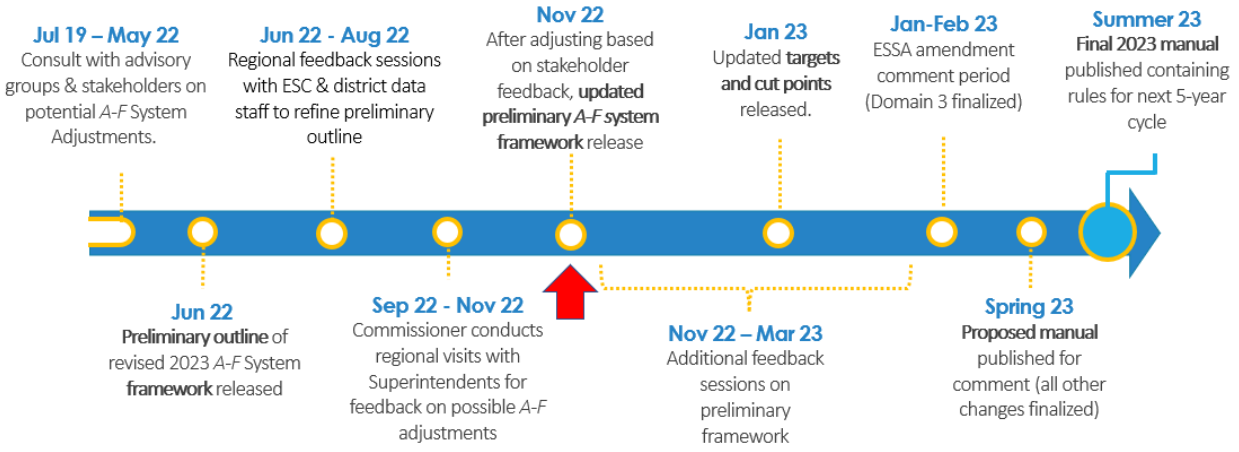
Before A–F, Texas accountability rules were changed every year, with goals for students constantly increasing. With A–F, a commitment was made to maintain the same calculations and cut scores for up to five consecutive years without annual changes, to allow for better year-over-year performance comparisons. As schools emerge from the impact of COVID-19 both with new challenges and having achieved tremendous successes, we must set new goals for our students to ensure our state is a national leader in preparing students for postsecondary success. Cut scores will continue to be set using specific criteria so that ratings are never a fixed distribution, and it is mathematically possible for all schools in Texas to earn an A rating.

What is the Updated Timeline for the *A–F* Refresh?

The refreshed accountability system will be implemented with fall 2023 accountability ratings. This document provides an overview of the updates to the adjustments proposed in the June framework. These updates are based on stakeholder feedback and extensive data modeling. The agency will continue to provide feedback opportunities to capture any additional refinements before issuing a proposed rule. The proposed *2023 Accountability Manual* will be available in spring 2023.

Updated *A–F* cut points and Closing the Gaps student group targets will be released by January 1, 2023.

Please submit additional feedback using this form before February 1, 2023. Additional feedback will be gathered during the public comment period for the proposed manual.



Updated Preliminary 2023 *A–F* System Framework

Updated November 2022

Overview of Considerations and Feedback to Date

Based on stakeholder feedback, the agency focused on ten key feedback areas aligned with the preliminary framework. A summary of feedback and adjustments to the framework may be found on the 2023 Accountability Development webpage.

1. Establish new baseline data to ensure cut points and targets reflect appropriate goals for students given the educational disruption of COVID-19.
2. Improve our ability to recognize growth.
3. Update College, Career, and Military (CCMR) indicators.
4. Narrow focus within Closing the Gaps.
5. Recognize successful learning acceleration.
6. Increase alignment of district outcomes with campus outcomes.
7. Create a unique alternative education accountability (AEA) system for dropout recovery schools (DRS).
8. Improve alignment between the *A–F* system and special populations goal setting (Results Driven Accountability [RDA]).
9. Refine and develop new distinction designations and/or badges that recognize district efforts.
10. If feasible, incorporate extracurricular leadership.

Overall 2023 Academic Accountability System Design

The overall design of the accountability system evaluates performance according to three domains and will not change as part of the *A–F* refresh:

Student Achievement evaluates performance across all subjects for all students, on both general and alternate assessments; CCMR indicators; and graduation rates.

School Progress measures district and campus outcomes in two areas: the number of students that demonstrated growth as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic background, and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Proposed Domain Updates: Student Achievement

STAAR Component

The STAAR component uses a methodology in which scores are calculated based on students' performance at Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standards.

Pre- and post-COVID STAAR results will be used as baseline data to update scaling cut points. The scaling methodology will remain the same with the average scaling to a mid-*C* and the STAAR component *A* cut point remaining at a raw 60. Cut points will be released by January 1, 2023.

(New proposal) The agency would like to gather stakeholder feedback on a new proposal for accelerated testers. In addition to including the STAAR Algebra I end-of-course (EOC) in the middle school calculations for the year tested, the new proposal would include the Algebra I EOC result again at the high school the accelerated tester attends the following year. This Algebra I EOC STAAR component adjustment could only be made in the Student Achievement and School Progress, Part B domains. The

federal requirement for accelerated testers to be administered a mathematics SAT/ACT before graduation for inclusion in Closing the Gaps would remain in place to meet ESSA requirements. This proposal will require data modeling and stakeholder feedback before finalizing.

Graduation Rate Component

The graduation rate component includes the four-year, five-year, and six-year high school graduation rates or the annual dropout rate if no graduation rate is available. The graduation rate that results in the highest score is used to calculate the graduation rate score. Scaling cut points will be updated to align with graduation rate trends over the past five years.

(New proposal) The agency would like to gather stakeholder feedback on a new proposal for early graduation. The proposal would create an early graduation incentive to award additional state graduation rate points for early graduates to encourage schools to allow students to graduate early. Students who graduate early would be counted in the numerator, but not the denominator of the graduate rate component. This early graduation incentive could only be made in the Student Achievement domain and would not impact federal rates used in Closing the Gaps. This proposal will require data modeling and stakeholder feedback before finalizing.

CCMR Component

The following changes are proposed for the CCMR component of the Student Achievement domain. The agency will continue to evaluate college enrollment and persistence data and make adjustments to ensure consistency of the college-readiness standard.

(Updated) Scaling cut points will be updated to align with adjusted goal setting for Building a Talent Strong Texas. There has been rapid improvement in CCM readiness for Texas graduates over the past five years. Given class of 2021 CCMR rates averaged 65 percent, the agency will use 65 percent as a baseline for a mid-*C* moving forward. The agency plans to set a cut score of 88 percent for an *A* in CCMR, which is based on evidence would ensure at least 60 percent of Texas students would be prepared for postsecondary success consistent with college or career persistence at least one year after graduation. Statute requires the *A–F* system be designed to ensure this state is a national leader in preparing students for postsecondary success, and this cut score change better accomplishes that objective.

The CCMR component measures graduates' preparedness for college, the workforce, or the military. Annual graduates can demonstrate college, career, or military readiness in any one of the following ways:

- ***(Additional Information)*** *Meet Texas Success Initiative (TSI) Criteria in ELA/Reading and Mathematics.* A graduate meeting the TSI college readiness standards in <u>both</u> ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics.

  Based on feedback from stakeholders, there will be no immediate changes to the existing methodology for college prep courses. Given significant evidence for validity concerns in college prep courses, TEA is collaborating with the Texas Higher Education Coordinating Board to better define college prep course requirements statewide. Additional information will be shared as it becomes available, and the new requirements would be implemented for future graduating classes to allow districts time to update and align local programming.

- *Earn Dual Course Credits.* A graduate completing and earning credit for at least <u>three</u> credit hours in ELA or mathematics or at least <u>nine</u> credit hours in any subject.

- ***(Updated: This indicator will remain unchanged based on stakeholder feedback.)*** *Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.* A graduate meeting the criterion score on AP or IB examinations at a level that is predictive of college enrollment and persistence consistent with other college ready indicators.
- *Earn an Associate Degree.* A graduate earning an associate degree by August 31 immediately following high school graduation.
- *Complete an OnRamps Dual Enrollment Course.* A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area.
- *Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness.* A graduate receiving a graduation type code of 04, 05, 54, or 55, which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.
- *Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student.* A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA).
- *Earn a Level I or Level II Certificate.* A graduate earning a level I or level II certificate in any workforce education area.
- ***(Updated)*** *Earn an Industry-Based Certification (IBC) and Complete an Aligned Program of Study.* A graduate earning an IBC under 19 TAC §74.1003 who also completes a career and technical education program of study aligned with that IBC.

  IBCs & Programs of Study work together to ensure strong career preparation and reinforces an alignment of programs and credentials to labor market needs. The refreshed IBC list was made available on August 18. Based on stakeholder feedback, there will be a phase-in for IBC and aligned Programs of Study. The proposed phase-in for IBC and aligned Programs of Study accountability credit was made available September 7. The agency is continuing to gather feedback and analyze data on the Concentrator versus Completer requirement and will provide more information when it becomes available; if the Concentrator standard is used, the phase-in plan would be final for the graduating class of 2024.

  The agency has received feedback regarding the potential addition of IBCs and/or additional courses to various career and technical education (CTE) programs of study. For example, the agency received feedback recommending the development and adoption of a new Texas Essential Knowledge and Skills (TEKS)-based course related to Occupational Safety and Health Administration (OSHA), which could be included in a variety of relevant programs of study. TEA staff provided this feedback to the State Board of Education (SBOE). The SBOE is expected to approve a new course that can be offered to students beginning in the 2023–24 school year. TEA recently completed a crosswalk of all IBCs to programs of study and released updated programs of study framework documents that include all cross-walked IBCs.

Beginning this fall, TEA will collect stakeholder feedback related to needs or adjustments related to the current CTE programs of study. Following solicitation of stakeholder feedback and completion of research on current labor market data, TEA will adjust the programs of study. The SBOE will then consider development of any new courses and/or any necessary revisions to existing TEKS to ensure up-to-date and appropriately aligned programs of study. Once programs of study are updated, another review for aligned IBCs will be completed and updates to the crosswalks will be made as appropriate.

Following the August release of the results from the evaluation of submissions for inclusion on the 2022–24 Industry-Based Certifications (IBC) List for Public School Accountability, notice was provided of an opportunity for an IBC certifying entity whose submission was not approved for inclusion on the list to request a re-evaluation. Certifying entities had until October 14, 2022, to submit a request for re-evaluation and documentation to support alignment with each of the five required criteria. IBCs are being re-evaluated in the order they were received. Final determinations will be made no later than December 2022.

Based on differences in feedback, the agency is continuing analyses on the validity of IBCs to ensure IBCs are valid, meaningful indicators of career. Any adjustments for non-sunsetting IBCs would be pursued for future graduating classes.

There is also a subset of sunsetting IBCs with very high usage for which the agency is conducting additional research and analysis to determine if this subset of IBCs should face an adjustment. TEA will surface these analyses with TAAG and EAG and continue to gather feedback on how to proceed.

- ***(Updated)*** *Enlist in the Armed Forces or Texas National Guard.* A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines or the Texas National Guard.

  As was shared in the September 9 To the Administrator Addressed correspondence, districts may earn credit for a graduate who has enlisted in the U.S Armed Forces or Texas National Guard by submitting appropriate documentation beginning with the 2023 graduating class for use in 2024 accountability.

Rationale: The agency will continue to align college-ready and career-ready indicators to a consistent level that is predictive of college enrollment and persistence and provide graduates with the best opportunity for career readiness that aligns with the state's postsecondary goals for 2030.

Student Achievement Domain Calculation

No changes are proposed for the Student Achievement domain calculation for campuses. For dropout recovery schools, please refer to the Proposed Alternative Education Accountability section on page 12. For district domain outcomes, please refer to the Proposed District Proportional Domain Ratings section on page 10.

School Type	Component	Weight
Elementary School	STAAR	100%
Middle School	STAAR	100%
High School and K–12	STAAR	40%
	CCMR	40%
	Graduation Rate/Annual Dropout Rate	20%

Proposed Domain Updates: School Progress

School Progress, Part A: Academic Growth

The proposed changes to Academic Growth will measure student academic growth in reading/language arts (RLA) and mathematics for accountability independently from the STAAR Progress Measure. The methodology will shift to a transition table model to determine academic growth. Cut points for high/low Did Not Meet and Approaches Grade Level will be established for each applicable grade level and subject area. This winter, the agency will rerelease 2022 STAAR Performance Student Listings in TEAL Accountability which will display the corresponding performance level based on the new low/high cut points.

(Updated) The U.S. Department of Education (USDE) rejected the agency's proposal to replace the Student Achievement Domain STAAR component in Closing the Gaps for elementary and middle schools with an Accelerated Learning component. The agency proposes embedding the accelerated learning proposal within the School Progress, Part A: Academic Growth domain to award credit for students in grades 4–8 who earned Did Not Meet Grade Level in the prior year and Approaches Grade Level or above in the current year.

(Updated) The tables below provide the proposed methodology for awarding growth points, updated based on stakeholder feedback. In order to have a growth score calculated, students must meet the accountability subset and have a non-zero STAAR assessment result in both the prior year and current year. Assessments with outcomes in the chance score range will be included in calculations.

(Updated) Annual Growth

Prior Year Performance on STAAR	**Current Year Performance on STAAR**					
	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	½	1	1	1	1
Low Approaches Grade Level	0	0	½	1	1	1
High Approaches Grade Level	0	0	0	½	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

(Updated) Accelerated Learning

Prior Year Performance on STAAR	**Current Year Performance on STAAR**			
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	0	1	1	1

(Updated) Annual Growth (STAAR Alternate 2)

Prior Year Performance on STAAR Alternate 2	Current Year Performance on STAAR Alternate 2			
	Low Level I: Developing	High Level I: Developing	Level II: Satisfactory	Level III: Accomplished
Low Level I: Developing	0	1	1	1
High Level I: Developing	0	½	1	1
Level II: Satisfactory	0	0	1	1
Level III: Accomplished	0	0	0	1

(Updated) Accelerated Learning (STAAR Alternate 2)

Prior Year Performance on STAAR Alternate 2	Current Year Performance on STAAR Alternate 2		
	Level I: Developing	Level II: Satisfactory	Level III: Accomplished
Level I: Developing	0	1	1

Rationale: The transition table model is transparent, easy to understand, and easy to duplicate at the local level. Transition tables can also be used to evaluate assessments with scores reported on different scales, such as when changes are made to STAAR assessments. By using the transition table model, additional assessments will be eligible for evaluation such as STAAR RLA in grade 8 to English I EOC and Spanish to English RLA. Additionally, incorporating a narrowed focus on accelerated instruction for students who did not earn at least Approaches Grade Level on STAAR RLA and/or mathematics will provide actionable data in alignment with the requirements of House Bill 4545 (87th Regular Legislative Session).

(Updated) School Progress, Part A: Academic Growth Calculation

	Calculate Separate Raw Scores	Calculate Combined Raw Score	Convert to Scaled Score
Annual Growth	$\frac{\text{Sum of Points Earned}}{\text{Sum of Maximum Points}}$	$\frac{\text{Sum of Points Earned (Annual + Accelerated)}}{\text{Sum of Maximum Points (Annual + Accelerated)}}$	**Convert to Scaled Score**
Accelerated Learning	$\frac{\text{Sum of Points Earned}}{\text{Sum of Maximum Points}}$		

School Progress, Part B: Relative Performance

There are no changes currently proposed for the Relative Performance domain methodology. Cut points will be adjusted to account for 2022 economically disadvantaged percentages and updated baseline STAAR/CCMR outcomes.

(Updated) The agency will conduct further modeling to determine whether additional demographic factors besides the percentage of students who are economically disadvantaged should be used in the Relative Performance model.

School Progress Domain Calculation

No changes are proposed for the School Progress domain calculation for districts or campuses. For dropout recovery schools, please refer to the Alternative Education Accountability section on page 12.

Step 1: Calculate a scaled score for both School Progress, Part A and Part B.

Step 2: Take the higher scaled score for either School Progress, Part A or Part B. The higher scaled score is used to calculate the School Progress domain rating.

Proposed Domain Updates: Closing the Gaps

(Additional Information) Student Group Targets and Points Methodology

The agency proposes revising federal interim student group targets and setting them by school type: elementary, middle, and high school. The USDE has stated the agency cannot set separate targets for DRS. These targets will be published by January 1, 2023.

Baseline rates will be established for each student group based on disaggregated statewide averages using the following data points. Student targets will be shared by January 1, 2023.

- Academic Achievement (Performance at Meets Grade Level disaggregated for RLA and mathematics) will use pre- and post-COVID baseline data at Meets Grade Level.
- Growth or Graduation
    - Academic Growth Status will use pre- and post-COVID baseline data.
    - Federal Graduation Status uses the 2022 statewide federal four-year graduation, disaggregated for each student group.
- English Language Proficiency will use pre- and post-COVID baseline data.
- School Quality or Student Success
    - The STAAR component from the Student Achievement domain will use pre- and post-COVID baseline data.
    - CCMR Performance Status uses the 2022 statewide outcomes (2021 annual graduates) disaggregated for each student group.

The first five years of interim targets will align with each group's baseline rates and increase at five-year increments until reaching the 2032 long-term targets.

In addition to updating interim student group targets, the agency will award gradated outcomes for performance and growth toward these targets. Current methodology evaluates group performance on a yes/no basis; using a 0–4 points methodology will provide further differentiation for groups demonstrating growth but not yet achieving target performance. The gradated point methodology follows.

Points	Definition
4	Met long-term target
3	Met interim target
2	Did not meet interim target but showed expected growth toward interim target
1	Did not meet interim target but showed minimal growth
0	Did not meet interim target and did not show minimal growth

Proposed Points Definitions

Expected growth to interim target (for 2 points) is defined as on-track growth to reach the next interim target. The denominator for 2023 is five years. The denominator for 2024 will be four years and so forth.

$$\text{Current year rate} - \text{prior year rate} \quad \geq \quad \frac{\text{next interim target} - \text{prior year rate}}{5}$$

Minimal growth (for 1 point) is defined as at least 1.0 percent growth for STAAR and CCMR indicators. Minimal growth is at least 0.1 percent growth for graduation indicators.

(Additional Information) Student Groups Reported and Student Groups Evaluated

In order to remain in compliance with state and federal reporting requirements related to disaggregated performance for student groups, the agency will continue to annually report outcomes for fourteen student groups against interim and long-term targets. The agency is reducing the current 25 student group minimum size to 10.

All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored	Special Education (Current)	Special Education (Former)	Continuously Enrolled	Highly Mobile

As part of changes to narrow the focus to the lowest-performing groups, the agency will use super groups in Closing the Gaps that consists of an unduplicated count of students from the state's traditionally underperforming student groups. If a student meets one or more of the following criteria, s/he will be included in the new super group. The Highly Mobile super group replaces the current non-continuously enrolled student group.

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB[1], SpEd, Highly Mobile)	Special Education (Former)	Continuously Enrolled
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races			

- High Focus—an unduplicated grouping of students identified as emergent bilingual/English learner, economically disadvantaged, highly mobile, and/or served by special education programs
    - Highly Mobile–an unduplicated grouping of students identified as homeless, migrant, and/or foster
- The two lowest-performing racial/ethnic groups from the prior year will be determined by averaging the Academic Achievement RLA and mathematics indicators. For a new campus, the prior year two lowest-performing racial/ethnic groups at the state-level will be evaluated. If a campus only has one racial/ethnic group that meets minimum size, that group will be evaluated.

Rationale: Using super groups and reducing the minimum sizes includes thousands of vulnerable students in accountability calculations who have previously been excluded, as the group did not meet minimum size requirements. The creation of these groups will provide valuable information for school leaders to improve outcomes for all vulnerable students.

Closing the Gaps, Part A: ESSA Components

- No changes are proposed for the Academic Achievement component (Meets Grade Level standard or above in reading and mathematics) methodology.
- No changes are proposed for the Four-year Graduation Rate (without state exclusions) component methodology for high schools and K–12s with graduation rates.
- The CCMR Performance component for high schools and K–12s will be updated to align with the changes made in the Student Achievement: CCMR component. This component will continue to evaluate non-graduating twelfth graders to align with ESSA requirements.
- The Academic Growth in RLA and Mathematics component for elementary and middle schools will be updated to align with growth methodology changes made in the School Progress, Part A: Academic Growth domain. To be included, students must meet the accountability subset and have a non-zero STAAR assessment result in both the prior year and current year.
- ***(Updated)*** The USDE rejected the agency proposal to replace the Student Achievement Domain STAAR Component for elementary and middle schools with an Accelerated Learning component. There are no changes proposed for this component's methodology.

(Additional Information) Closing the Gaps Domain Calculation

The following components must have a minimum of four indicators that meet minimum size to be included in the Closing the Gaps calculation:

- Academic Achievement
- Academic Growth Status
- Student Achievement Domain Score: STAAR Component Only

The remaining components, Federal Graduation Status and CCMR Performance Status, only require one evaluated indicator.

To calculate a score for each of the Closing the Gaps components, sum the total points earned for each evaluated indicator. Divide the number of earned points by the number of possible points (those indicators that met minimum size). The points earned for each component is then weighted based on the following table.

Component points are rounded to one decimal place. Total points for each component are determined by multiplying the points earned by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number.

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB[1], SpEd, Highly Mobile)	Special Education (Former)	Continuously Enrolled	Component Points	EL/MS Weight	HS/K-12/AEA Weight	Weighted Points
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races							
Academic Achievement (RLA & Mathematics)											Earned ÷ Possible	30%	50%	Whole Number
0-4	0-4				0-4			0-4						
0-4	0-4				0-4			0-4						
Growth or Graduation: Academic Growth in RLA & Mathematics (EL/MS) or Federal Graduation Status (HS/K-12)											Earned ÷ Possible	50%	10%	Whole Number
0-4	0-4				0-4			0-4						
0-4	0-4				0-4			0-4						
SQSS: STAAR ONLY (EL/MS) or CCMR (HS/K-12)											Earned ÷ Possible	10%	30%	Whole Number
0-4	0-4				0-4			0-4	0-4	0-4				
English Language Proficiency[1]											Earned ÷ Possible	10%	10%	Whole Number
								0-4						
Closing the Gaps Score														*Sum of Weighted Points*

[1]*Current EB students/ELs are the only students evaluated in English Language Proficiency.*

New Report-only Closing the Gaps, Part B: Results Driven Accountability for Districts

- In addition to the components detailed above, the agency will phase in an additional subdomain within Closing the Gaps for districts—Closing the Gaps, Part B: Results Driven Accountability (RDA). This subdomain will report indicators and data previously reported in Results Driven Accountability. RDA is one part of the agency's annual evaluation of a district's performance and program effectiveness focusing on special populations. The addition of this subdomain will eliminate the separate RDA reporting system. Part B: RDA will not be used to identify schools for improvement under ESSA.
- For the first five years, the Part B: RDA subdomain will only be reported and will not impact a district's *A–F* rating or accountability reporting under ESSA. The agency will work with stakeholders to align data sources and methodologies where possible. Required RDA determinations and interventions will continue during this report-only period.
- Given that RDA is calculated solely at the district level (and not for campuses), this proposed Part B will apply only to district ratings (and not campus ratings).

Rationale: The incorporation of the RDA system into accountability will align federal reporting requirements, reduce duplication of data reporting, and create consistent focus across the state on special population performance improvements.

Proposed District Rating Updates: Proportional Domain Ratings

To align district ratings more closely with the campuses they serve, the agency will calculate district domain ratings using a proportionality method. The proposed methodology will only consider enrollment counts for grades 3–12, exclude *Not Rated* and paired campuses, be applied to each domain, and include campuses evaluated under alternative education accountability.

The following steps describe the proposed methodology.

1. Determine the number of students enrolled in grades 3–12 at each campus.
2. Sum the number of students enrolled in grades 3–12 at the district.
3. Divide the number of grades 3–12 students at the campus by the district total.
4. The resulting percentage is the weight that each campus would contribute to the district domain score.
5. Multiply the campus domain scaled score by its weight to determine the points.
6. Sum the points for all campuses to determine the district's domain score.

Example District Proportional Student Achievement Domain Rating Calculation

Step 1: Determine the Proportional Weight for Each Campus

Campus	Grade 3–12 Enrollment	Calculation	Weight
Campus 1	334	334 ÷ 2,417	**13.8%**
Campus 2	990	990 ÷ 2,417	**41.0%**
Campus 3	62	62 ÷ 2,417	**2.6%**
Campus 4	761	761 ÷ 2,417	**31.5%**
Campus 5	270	270 ÷2,417	**11.2%**
District 3–12 Enrollment	2,417		

Step 2: Determine the Proportional Points Each Campus Contributes to the District Domain Score

Campus	Student Achievement Domain Scaled Score	Weight	Points
Campus 1	85	13.8%	11.7
Campus 2	85	41.0%	34.9
Campus 3	77	2.6%	2.0
Campus 4	72	31.5%	22.7
Campus 5	67	11.2%	7.5
District Student Achievement Domain Scaled Score			**79**

Rationale: Calculating district ratings proportionately using the outcomes of the campuses they serve increases the alignment of district and campus ratings.

Overall Rating Methodology for Districts and Campuses

Step 1: Determine the better outcome of the Student Achievement and the School Progress domain scaled scores. If either domain's scaled score results in a scaled score less than 60, the highest scaled score that can be used is 89.

Step 2: Weight the better outcome of the Student Achievement or the School Progress domain scaled score at 70 percent.

Step 3: Weight the Closing the Gaps domain scaled score at 30 percent. For districts and campuses lacking a Closing the Gaps domain score, weight the better outcome of the Student Achievement or School Progress domain scaled score at 100 percent.

Step 4: Total the weighted outcome of the two scaled scores to calculate the overall score.

(Updated) *Step 5:* If an *F* rating is received in three of the four areas of Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score a district, open-enrollment charter school, or campus can receive for the overall rating is a 59. If the Student Achievement domain scaled score is 60 or higher, this provision will not be applied. If an a *D* rating is received in three of the four areas of Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score a district, open-enrollment charter school, or campus can receive for the overall rating is a 69. If the Student Achievement domain scaled score is 70 or higher, this provision will not be applied. In order for these provisions to be applied, the district, open-enrollment charter school, or campus must be evaluated in all four areas. These provisions will not be applied to dropout recovery schools.

As is statutorily required, a district may not receive an overall or domain rating of *A* if the district includes any campus with a corresponding overall or domain scaled score less than 70. In this case, the highest scaled score a district can receive for the overall or in the corresponding domain is 89.

Proposed Alternative Education Accountability (AEA) System Updates

The following updates apply to each domain solely for campuses identified as dropout recovery schools (DRS) registered for AEA.

AEA Student Achievement Domain: STAAR Component

The AEA STAAR component will calculate scores by awarding one point for Approaches Grade Level or above, two points for Meets Grade Level or above, and three points for Masters Grade Level.

$$\frac{\text{1 point Approaches, 2 points Meets, 3 points Masters}}{\text{Number of STAAR Assessments (All Subjects)}}$$

Rationale: DRS campuses serve significantly higher rates of STAAR retesters than traditional campuses. Data show retesters are much less likely to achieve Meets or Masters than first-time testers.

AEA Student Achievement Domain: Completion Rate Component

The AEA Completion Rate will adjust the longitudinal completion rate (best of 4-, 5-, or 6-year) to include previous dropouts who complete in the numerator only.

$$\frac{\text{Longitudinal Graduates PLUS Previous Dropouts who Complete}}{\text{Longitudinal Graduates MINUS Previous Dropouts who Return}}$$

Rationale: As the goal of dropout prevention and recovery campuses is to bring previous dropouts back into the school system to complete their secondary schooling, awarding points for this achievement incentivizes the recovery of at-risk students.

AEA Student Achievement Domain: CCMR Component

The AEA CCMR component will adjust the existing CCMR methodology to include previous dropouts in the numerator but exclude them from the denominator.

$$\frac{\text{Annual Graduates PLUS Previous Dropouts who Accomplish CCMR}}{\text{Annual Graduates MINUS Previous Dropouts}}$$

Rationale: Data demonstrate that recovering a previous dropout is a significant achievement, and this adjustment will encourage dropout recovery with no penalty to the CCMR rate.

AEA School Progress Domain, Part A: Academic Growth

The agency will maintain Part A: Academic Growth methodology for AEA and adjusting this domain to align with updates to the standard Academic Growth methodology.

Rationale: This allows DRS to use the better of Student Achievement or School Progress methodology.

AEA School Progress Domain, Part B: Retest Growth

As DRS are not evaluated for Relative Performance, the agency will create a unique Part B for AEAs—Part B: Retest Growth. This methodology incorporates the current AEA bonus points indicator into the accountability system for DRS and allows them to benefit from a better of Part A or Part B in the School Progress domain.

$$\frac{\text{1 pt for Approaches and above STAAR EOC retests}}{\text{STAAR EOC Retests}}$$

Rationale: As DRS campuses serve higher rates of STAAR retesters for which Part A growth opportunities are limited, adding this new Part B focuses on the DRS population by emphasizing retester outcomes.

(Updated) AEA Closing the Gaps Domain

The USDE has stated the agency cannot make updates to the ESSA indicators for AEA. The Closing the Gaps domain for AEAs will follow the same 0–4 methodology, super grouping, and rating calculation as is proposed for traditional campuses.

Distinction Designations and Badges

The agency will continue to work with stakeholders through early spring to establish additional reporting opportunities through TXschools.gov to highlight district efforts and to update indicators within Distinction Designations. Based on feedback, additional distinction designations may be available for the 2023 ratings. New distinction designations would be published in the proposed *2023 Accountability Manual* for further stakeholder feedback before being finalized.

Extra and Cocurricular Advisory Group

The Extra and Cocurricular Advisory Group will report their findings in December 2022, and an extra/cocurricular student activity indicator may be adopted in a future accountability cycle. The potential implementation of a new indicator would take five years while data reporting systems were implemented.

Federal School Improvement

(Additional Information) Comprehension support and identification (CSI) methodologies will remain focused on identifying Title I campuses based on the lowest five percent of Closing the Gaps scaled scores, by campus type.

TEA will update the threshold for CSI identification based on the six-year federal graduation rate from 67.0 percent to 66.7 percent for the all students group to align with reporting graduation rates to the tenth of a percentage.

Targeted support and improvement (TSI) and additional targeted support (ATS) methodologies will be updated to focus on campuses with student groups that earn zeros and ones in the Closing the Gaps domain. No changes will be made to the existing three, consecutive years methodologies.

Per ESSA, TSI and ATS identifications will be determined using the outcomes of the following student groups.

African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored	Special Education (Current)

Cut Points

(Updated) To allow for additional stakeholder feedback and modeling, the 2023 cut points for districts and campuses will be released by January 1, 2023, and will reflect high expectations for student achievement, school progress, and reducing achievement gaps among students of different racial and ethnic backgrounds and different socioeconomic statuses. As most understand that a high *C* is interpreted to be average, performance that is the same as average in the baseline year should generate approximately a 75–78, an approach to setting cut scores consistent with that taken during the initial *A–F* design launched in 2017–18.

To the extent possible, these cut points will remain static over five-year intervals, so that as campuses improve statewide, campus ratings also improve. This allows for easier year-over-year performance comparisons and ensures it remains mathematically possible for all campuses to achieve an *A*, even in the first year of this refresh.