



Accountability System Update April 12, 2022

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Performance Reporting | Texas Education Agency



2022 Accountability Update



2022 Accountability Ratings

- As the accountability system reset is planned for 2023, we will maintain a largely unchanged system for 2022.
- The 2022 Accountability Framework and other 2022 materials are available on the 2022 ratings page at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2022-accountability-rating-system>.

General 2022 Updates

- Senate Bill (SB) 1365 requires a *Not Rated* label for 2022 unless the district or campus earns an *A*, *B*, or *C*.
 - Scaled scores will be displayed even if an overall *Not Rated* label is applied.
 - Overall scaled scores will be used to determine Public Education Grant campuses.
 - Scaled scores will be used to determine special provisions.
e.g., District is limited to a *B* if a campus receives an overall or domain rating less than 70.
- Scaling and student group targets will remain the same for 2022 and will be adjusted in 2023 with the reset.
- Retest opportunities for grades 5 and 8 have been eliminated, and there is no longer a standalone writing test.

Senate Bill (SB) 15

- SB 15 provides funding and guidelines for districts/charters who offer virtual instruction to students during the 2021–22 school year. The act expires September 1, 2023, so these guidelines extend into the 2022–23 school year.
- SB 15 requires virtual learners be included in the accountability calculations for the sending district if districts enter co-ops.
- August 2022 accountability ratings will include outcomes for both in-person and virtual learners.
- In the fall of 2022, virtual program ratings will be issued which will evaluate the outcomes of students who were instructed at least 50% of the time virtually.
- In the virtual program ratings, students will be attributed to their enrolled district.
- These virtual program ratings do not result in interventions or sanctions.

A young Black male student is sitting at a desk, smiling as he works on a silver laptop. He is wearing a blue and white plaid shirt. The background is a bright, out-of-focus indoor setting, possibly a library or classroom, with a white coffee cup and saucer on the desk to the right of the laptop. The overall scene is bright and positive.

2022 Updates to Federal School Improvement Identifications

Federal School Improvement Identifications

Comprehensive Support and Improvement (CSI) Identification

- A Title I campus with a **Closing the Gaps (CTG) scaled score in the bottom five percent and an overall scaled score in the lowest percentile** is identified for CSI.
- First, TEA determines the bottom five percent of CTG outcomes by rank ordering the scaled scores of Title I campuses by school type—elementary, middle, high school/ K-12, and alternative education accountability. TEA then determines which campuses fell in the bottom five percent for each school type.
- Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify five percent of Title I campuses.
- Additionally, if any Title I or non-Title I campus **does not attain a 67 percent six-year federal graduation rate** for the all students group, the campus will be identified for CSI.

Federal School Improvement Identifications

CSI Identification [Example](#)

1. Rank order Title I campuses' CTG scaled scores to determine the bottom 5% cut point by school type—
 - a. Elementary
 - b. Middle
 - c. High school/ K-12
 - d. AEA
2. Rank order the **overall** scaled scores for *all* Title I campuses statewide to find cut point to identify at least 5% of Title I campuses.
 - a. If there are 6,400 Title I campuses in 2022, we must identify and/or reidentify at least 320 campuses as CSI.
 - b. By rank ordering overall scaled scores, TEA would identify the campuses that fall within the lowest overall percentile.

Federal School Improvement Identifications

CSI Identification [Example](#) (continued)

3. Identify the Title I campuses that fall both within their school type CTG bottom 5% and have an overall scaled score in the lowest percentile.
 - a. Elementary (\leq bottom 5% CTG scaled score and \leq lowest percentile overall scaled score)
 - b. Middle (\leq bottom 5% CTG scaled score and \leq lowest percentile overall scaled score)
 - c. High school/ K-12 (\leq bottom 5% CTG scaled score and \leq lowest percentile overall scaled score)
 - d. AEA (\leq bottom 5% CTG scaled score and \leq lowest percentile overall scaled score)

Federal School Improvement Identifications

CSI Exit Criteria

- Campuses that **do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile** will exit.
- Campuses previously identified as CSI based solely on a graduation rate below 67 percent **must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years** to exit CSI status.

Federal School Improvement Identifications

Targeted Support and Improvement (TSI) Identification

- TSI identifies campuses with at least one consistently underperforming student group.
 - Methodology will be updated to identify student groups that received a NO in 2019 & 2022 and a 0/1 in 2023.
- 2019, 2022, and 2023 will be considered three consecutive years.
- Yearly identification, so there is no exit criteria.

Federal School Improvement Identifications

TSI Example

Red cells indicate consistently underperforming student groups. The white student group missed the same three indicator targets for three consecutive years.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco Dis	EL Current and Monitored	SPED Current
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.										
Years Missed			3							
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	13%	74%	45%	56%	33%	29%	19%
2018	39%	37%	56%	-	59%	-	-	37%	36%	36%
2019	25%	35%	50%	-	61%	-	-	32%	40%	28%
2022	34%	33%	52%	-	74%	-	-	31%	38%	28%
Mathematics Target	31%	40%	59%	4%	82%	50%	54%	36%	40%	23%
2018	35%	31%	50%	-	76%	-	-	34%	44%	39%
2019	22%	42%	51%	-	73%	-	-	36%	54%	30%
2022	26%	45%	51%	-	83%	-	-	36%	54%	30%
Growth (Academic Growth)										
Reading Target	62	65	69	67	77	67	68	64	64	59
2018	68	71	69	-	76	-	-	68	75	78
2019	68	75	84	-	84	-	-	73	84	-
2022	63	69	82	-	85	-	-	70	81	-
Mathematics Target	67	61	74	71	86	74	73	68	68	61
2018	70	60	62	-	85	-	-	64	74	73
2019	74	78	89	-	90	-	-	80	84	-
2022	72	78	86	-	91	-	-	78	81	-
Student Success (Student Achievement Domain Score (STAAR Component Only))										
Target	36	41	58	46	73	48	55	38	37	23
2018	37	40	50	-	63	-	42	38	45	34
2019	34	41	53	-	62	-	30	40	50	29
2022	36	41	54	-	73	-	56	40	52	25

Federal School Improvement Identifications

Additional Targeted Support (ATS) Identification

- ATS identification will be based on the subset of TSI-identified campuses.
- Any TSI-identified campus has its identification escalated to ATS if it has **at least one consistently underperforming student group that did not meet any of its evaluated indicators for three consecutive years.**
- Methodology will be updated to identify student groups that received a NO in 2019 & 2022 and a 0/1 in 2023.

Federal School Improvement Identifications

Additional Targeted Support (ATS) Identification

- Minimum size
 - For elementary/middle schools the student group must meet minimum size for all three years in all five indicators
 - Academic Achievement Reading
 - Academic Achievement Mathematics
 - Academic Growth Reading
 - Academic Growth Mathematics
 - Student Success (STAAR Only)

Federal School Improvement Identifications

Additional Targeted Support (ATS) Identification

- Minimum size
 - For high schools/K-12s the student group must meet minimum size for all three years in all four indicators
 - Academic Achievement Reading
 - Academic Achievement Mathematics
 - Graduation Rate
 - School Quality (CCMR)

**If the campus does not have a graduation rate, Academic Growth is used with the four minimum indicators requirement.*

Federal School Improvement Identifications

ATS Example

Red cells indicate consistently underperforming student groups. The circled student group missed all their targets for all three years.

If a consistently underperforming student group missed all evaluated indicators for three years, the campus is escalated to ATS.

Years Missed			3							
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	39%	37%	56%	-	59%	-	-	37%	36%	36%
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2022	63	68	68	-	85	-	-	70	81	-
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2019	34	41	53	-	62	-	30	40	50	29
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Federal Identifications Updates

ATS Exit Criteria

- A campus may exit ATS to TSI status if the campus continues to meet TSI criteria but does not have at least one consistently underperforming student group that did not meet any evaluated indicators.
- A campus may exit both ATS and TSI status if the campus has no consistently underperforming students groups for that year.

A young Black male student is shown in profile, sitting at a desk and working on a silver laptop. He is wearing a blue and white plaid shirt and has his left hand resting on his chin. The background is a bright, out-of-focus indoor setting. A white coffee cup on a saucer is visible on the desk to the right of the laptop. The overall scene is brightly lit, suggesting a classroom or library environment.

2022 Domain Updates

Student Achievement



STAAR

- Retest opportunities for grades 5 and 8 and the writing test have been eliminated.



College, Career, and Military Readiness (CCMR)

- TSIA2 will be included
- Military enlistment data will continue to be excluded.
- Programs of study are not yet ready for implementation.



Graduation Rate

No changes

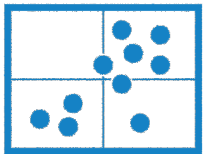
School Progress



Part A: Academic Growth

Compare available 2021 results to 2022 results that have a STAAR progress measure (reading/math)

<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/progress-measures>



Part B: Relative Performance

No changes

Closing the Gaps



Academic Achievement

Retest opportunities for grades 5 and 8 have been eliminated.



Academic Growth

Compare available 2021 results to 2022 results



Graduation Rate

No changes



English Language Proficiency

Continue with multiple year methodology with 2020 hold harmless option.



CCMR

No changes; we will continue to exclude military enlistment data until we receive source data.



STAAR Component

Retest opportunities for grades 5 and 8 and the writing test have been eliminated.

A young boy with short dark hair, wearing a blue and white plaid shirt, is sitting at a dark wooden table. He is looking down at a silver laptop, with his right hand on the keyboard and his left hand resting on the table. To the right of the laptop is a white coffee cup on a saucer. The background is a bright, out-of-focus indoor setting with a window and a chair. The text 'Miscellaneous 2022 Updates' is overlaid in a large, bold, dark blue font across the middle of the image.

Miscellaneous 2022 Updates

Alternative Education Accountability (AEA) Updates

Dropout Recovery School (DRS) Eligibility Updated (SB 879)

- Lowered “17 years of age” in DRS definition from 50% at age 17+ enrollment criteria to 60% at age 16+ (TEC §39.0548).
- Rebranded AEA campuses as “Dropout Prevention and/or Recovery Schools” to more accurately reflect their mission. No more AECs of Choice.
- As a reminder, residential treatment facilities (RTFs) are not rated under accountability regardless of AEA registration status. New RTFs do not need to register for AEA in order to be labeled *Not Rated*.

Distinction Designations



All distinction designations will resume.

2022 CCMR Verifier

- The 2022 CCMR Verifier will be released in early June with CCMR data for 2021 annual graduates.
- Performance Reporting will follow a similar timeline as last year and provide four weeks for verifications.



2023 Accountability Reset



2023 Accountability Development Page

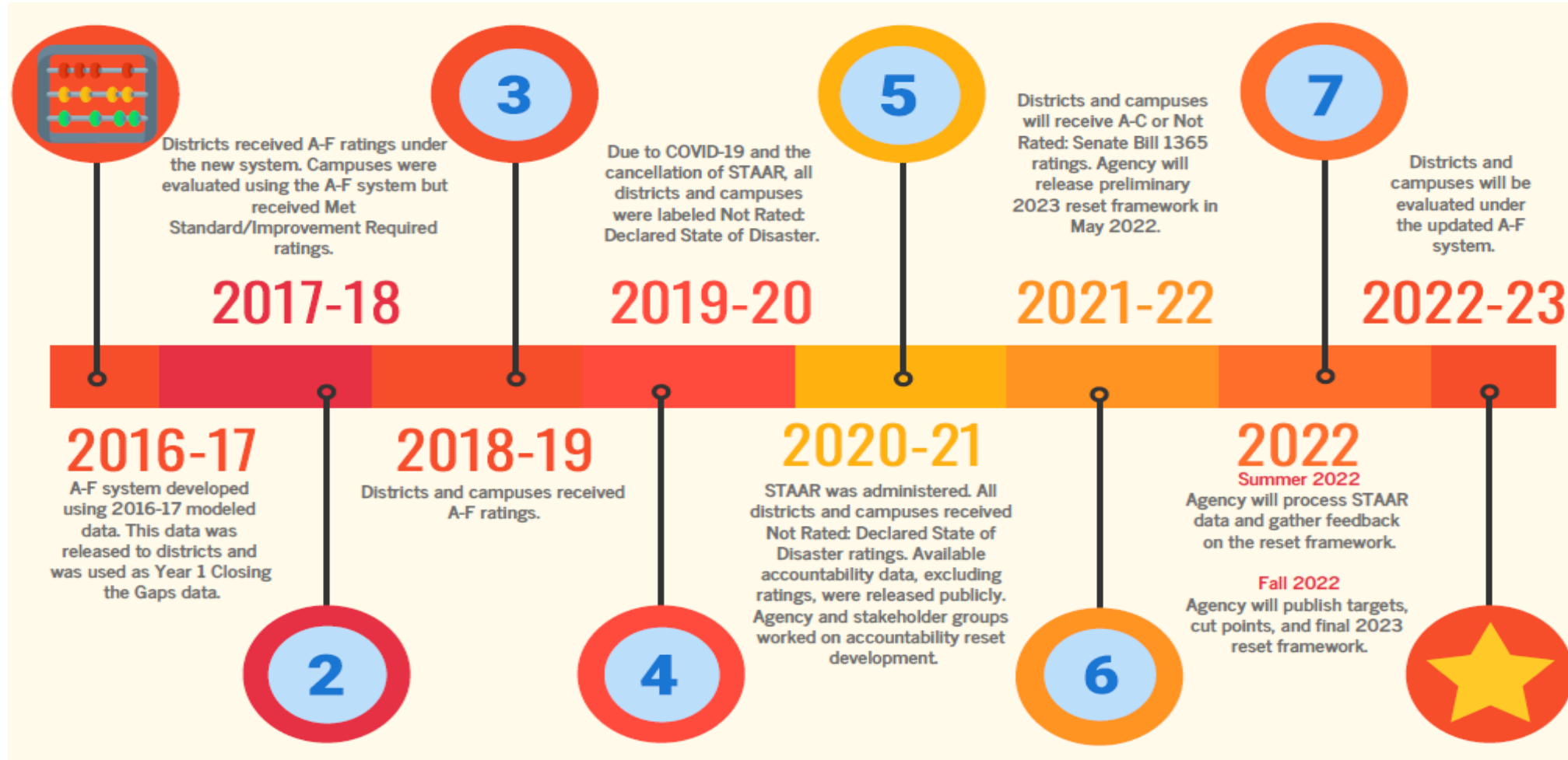
- Follow the development of the reset at

<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2023-accountability-development-materials>

Why Reset the Accountability System?

- A reset of the A–F system is necessary
 - to account for the impact of COVID;
 - to incorporate a unique accountability system for dropout recovery schools;
 - to incorporate legislative changes; and
 - to align with the STAAR Reading/Language Arts redesign.

Accountability System Reset Timeline



Accountability Reset: Big Picture Goals

- Ensure cut points and targets reflect appropriate goals for students post-COVID.
- Increase alignment of district outcomes with campus outcomes.
- Add Badges to recognize district efforts.
- Expand Distinction Designations to align with new initiatives.
- Improve alignment between A–F accountability and special education goal setting (Results Driven Accountability [RDA]).
- Recognize success with learning acceleration.
- Create a unique alternative education accountability (AEA) system for dropout recovery schools (DRS).

Targets, Cut Points, and Scaling

- Federal student group targets and A–F cut points will be adjusted to account for 2021 and 2022 outcomes.
- The preliminary accountability system reset framework will be released in late May 2022 to gather additional stakeholder feedback through the fall.
- Targets and cut point updates will be released fall 2022 after processing 2022 STAAR data.
- The final framework will be released in fall 2022 for implementation in the 2022–23 school year.
- Scaling methodology is expected to remain steady with an update to the source data (2017 to 2022).

A young boy with short dark hair, wearing a blue and white plaid shirt, is sitting at a desk and looking at a silver laptop. He has his left hand on his chin and is smiling slightly. The background is a bright, out-of-focus indoor setting with a window and a white coffee cup on a saucer on the desk. The text 'District Ratings' is overlaid in a large, bold, blue font.

District Ratings

District Ratings

- Currently there is a disconnect between approximately 30 percent of district ratings and the ratings of their campuses.
- The impact of CCMR and graduation rate weighting at the district-level has contributed to the disconnect.

District Ratings

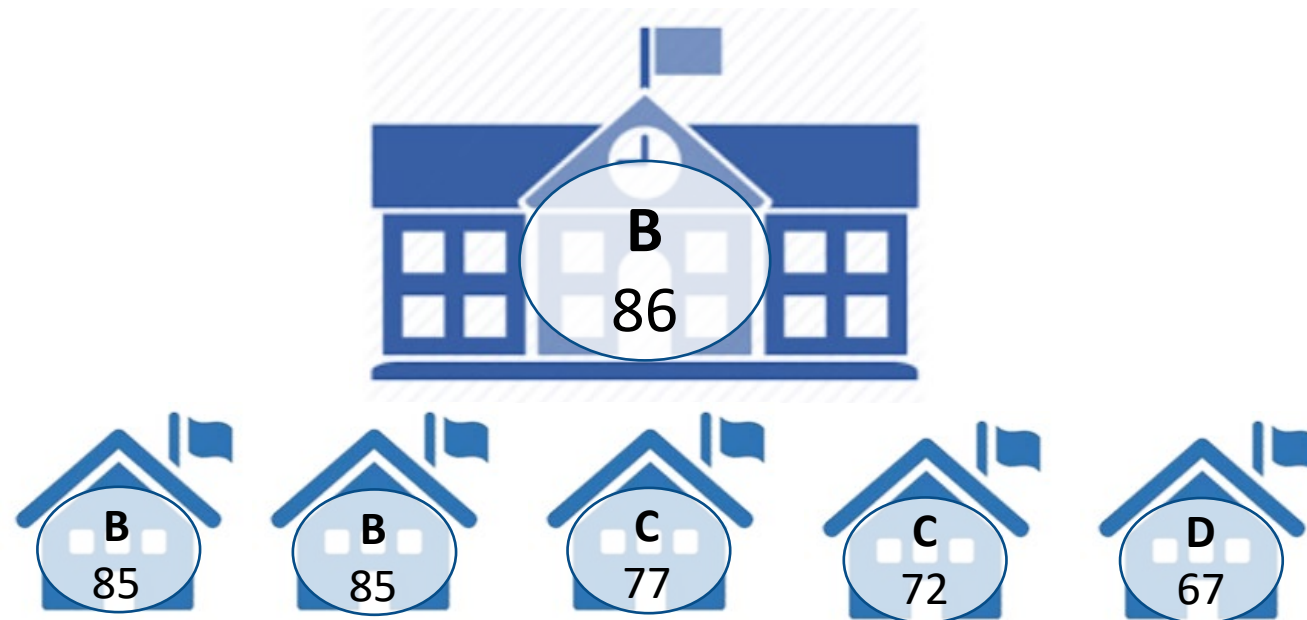
School	Grades				Overall	
Type	Served	Total Students	Alt Ed	Eco Dis	Rating	Score
		2,859	No	73.8%	B	80
Elementary	01 - 02	389	No	80.7%	D	68
Elementary	03 - 04	400	No	77.0%	D	68
Elementary	EE - KG	352	No	85.5%	D	68
Middle School	06 - 08	468	No	72.9%	C	75
Middle School	05 - 06	429	No	76.9%	C	74
High School	09 - 12	821	No	62.1%	C	78

School	Grades				Overall	
Type	Served	Total Students	Alt Ed	Eco Dis	Rating	Score
		11,043	No	70.5%	B	80
Elementary	PK - 04	776	No	77.4%	D	67
Elementary	EE - 04	768	No	86.2%	C	71
Elementary	PK - 04	707	No	63.9%	D	62
Elementary	PK - 04	665	No	86.8%	F	59
Elementary	EE - 04	650	No	56.8%	B	81
Elementary	PK - 04	626	No	84.7%	F	54
Middle School	05 - 06	825	No	68.0%	C	75
Middle School	07 - 08	820	No	62.0%	C	77
Middle School	05 - 06	930	No	77.7%	D	64
Middle School	07 - 08	920	No	77.1%	C	72
High School	09 - 12	1,466	No	55.5%	B	80
High School	09 - 12	1,572	No	67.3%	B	81
High School	09 - 12	206	No	60.2%	A	98
High School	09 - 12	112	Yes	87.5%	C	71

School	Grades				Overall	
Type	Served	Total Students	Alt Ed	Eco Dis	Rating	Score
		298	No	66.1%	A	90
Elementary	PK - 06	169	No	69.2%	C	76
High School	07 - 12	129	No	62.0%	B	86

District Ratings

Example using Current Methodology



District Ratings: Proportional Weighting by Domain

Possible Methodology using Proportional Weighting by Domain

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 will 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 domain's district score.

District Ratings: Proportional Weighting by Domain

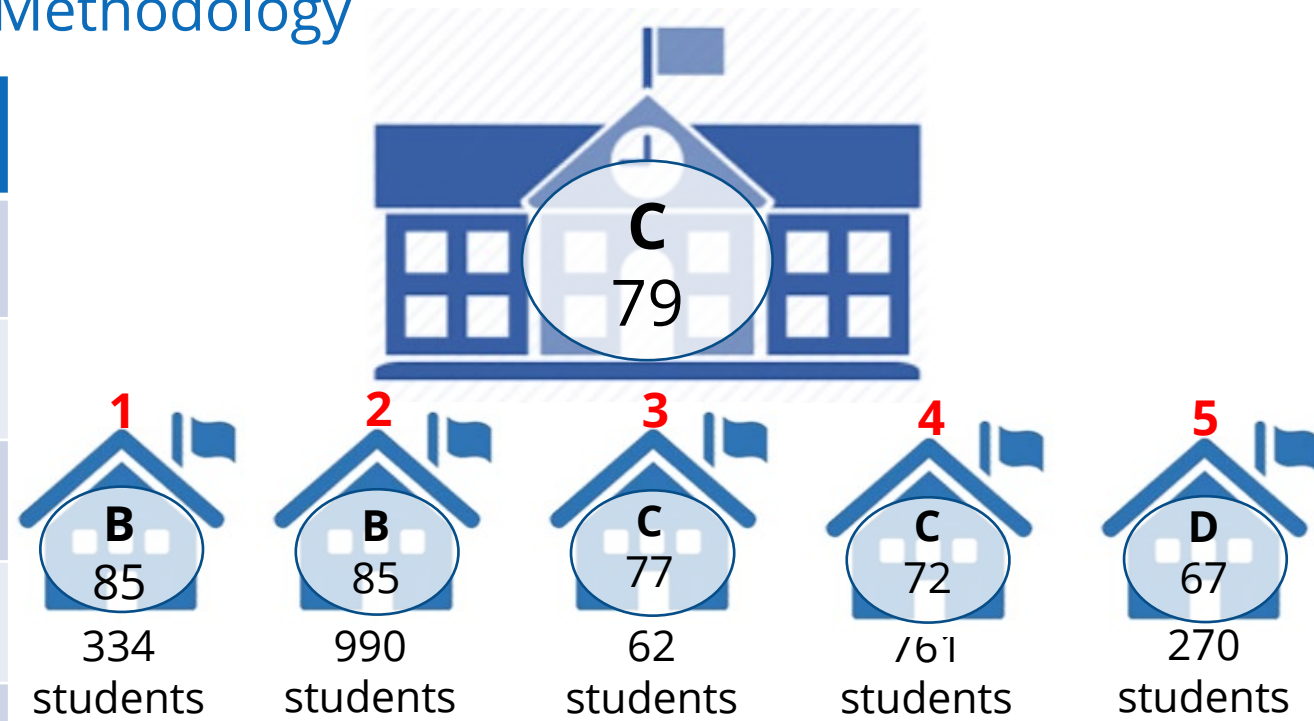
Possible Methodology using Proportional Weighting by Domain

- Enrollment counts only include grades 3–12.
- *Not Rated* and paired campuses are excluded from calculations.
- DRSs are included in calculations.
- To align with statutory requirements, the methodology would be applied to each domain.

District Ratings: Proportional Weighting by Domain

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



A young boy with short dark hair, wearing a blue and white plaid shirt, is sitting at a desk and smiling as he works on a silver laptop. The background is a bright, out-of-focus indoor setting. To the right of the laptop, there is a white coffee cup on a saucer and a stack of books. The overall scene is bright and positive, suggesting a focus on learning and technology.

Badges and Distinction Designations

Badges: Recognizing District Efforts

- In addition to Distinction Designations, add Badges to recognize district efforts.
- Ideas for Badges
 - Participation in Agency initiatives (e.g., Lesson Study, HQIM, LSG)
 - Blue Ribbon/Purple Star
 - PTECH, New TECH, ECHS T-STEM
 - Access to various courses (e.g., Art, PE, Music, AP courses)

Distinction Designations: Incorporate New Initiatives

Ideas for Additional Distinction Designations

- Top 25 Percent: Improvement (e.g., special education STAAR results, CCMR outcomes)
- Top 25 Percent: Discipline Improvement
- Top 25 Percent: Accelerated Instruction
- Top 25 Percent: Teacher Retention
- Top 25 Percent: Postsecondary Outcomes

A young Black male student is sitting at a desk, smiling as he works on a silver laptop. He is wearing a blue and white plaid shirt. The background is a bright, out-of-focus indoor setting, possibly a library or classroom, with a white coffee cup and saucer on the desk to the right of the laptop. The overall scene is bright and positive.

Align A-F and RDA Accountability Systems

A–F and RDA: Align Accountability Systems

Ideas for Alignment

- Include RDA as a fourth domain for districts.
- Align data sources and methodologies where possible.
- Increase alignment between A–F ratings, RDA performance levels, and school improvement identifications.
- Report only the fourth domain for accountability purposes for several years.
- RDA interventions would continue during the accountability report only period.

A young boy with short dark hair, wearing a blue and white plaid shirt, is sitting at a desk and smiling as he works on a silver laptop. The background is a bright, out-of-focus indoor setting. To the right of the laptop, there is a white coffee cup on a saucer and a stack of books. The overall scene conveys a positive learning environment.

Recognize Learning Acceleration

Recognize Learning Acceleration

Update the Closing the Gaps Domain

- Replace the current Student Success component for elementary and middle schools (STAAR Only component)
- Would measure accelerated instruction for any student who did not pass STAAR grades 3–8 as required under House Bill 4545

A young boy with short dark hair, wearing a blue and white plaid shirt, is sitting at a desk and smiling as he uses a silver laptop. He has his left hand resting on his chin. In the background, there is a brown leather chair and a white coffee cup on a saucer. The scene is brightly lit, suggesting a window nearby.

AEA System for DRS

Unique AEA System: Evaluate DRS Differently

Update Indicators Across All Domains

- Measure DRS-specific indicators
- Focus on outcomes for retesters and previous dropouts; completion rates; and CCMR
- Identify DRS for school improvement separately from traditional high schools

A young boy with short dark hair, wearing a blue and white plaid shirt, is sitting at a desk and smiling as he works on a silver laptop. The background is a bright, out-of-focus indoor setting. A white coffee cup on a saucer is visible on the desk to the right of the laptop.

A-F Accountability System Reset Overview

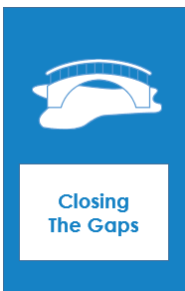
Overview of the Accountability System



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

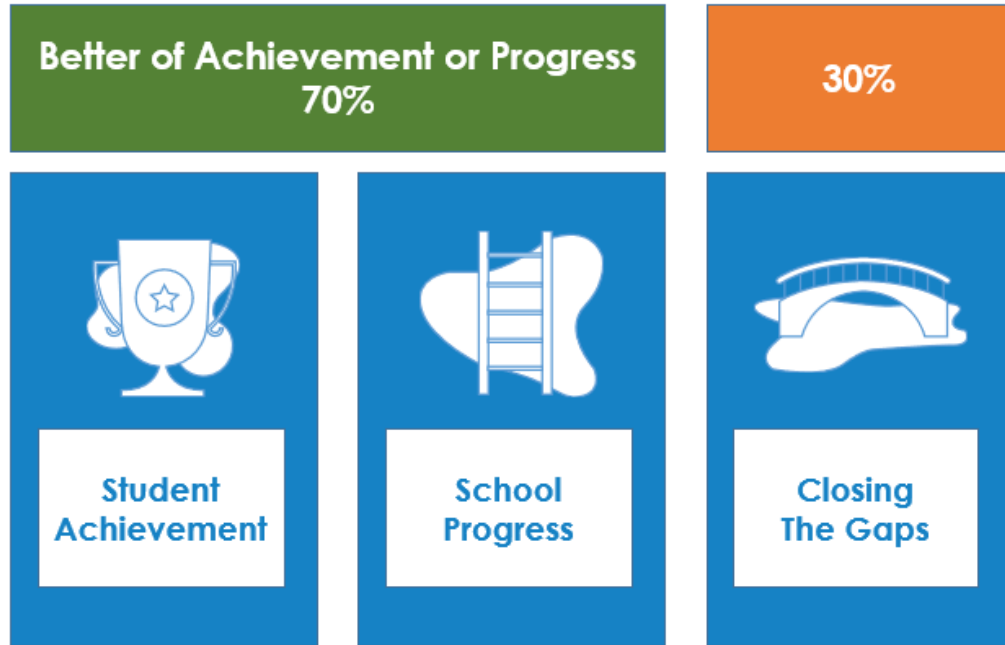


School Progress measures district and campus outcomes in two areas: the students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.



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

Three Domains: Calculating an Overall Rating



A = scaled score 90–100

B = scaled score 80–89

C = scaled score 70–79

D* = scaled score 60–69

F* = scaled score ≤ 59

Districts and campuses receive an overall rating, as well as a rating for each domain.

*Not applicable for 2022

Accountability Reset: Student Achievement Domain



Student Achievement: Reset

- STAAR
 - Reset scaling cut points (fall 2022).
- CCMR
 - Reset scaling cut points (fall 2022).
 - Incorporate programs of study and industry-based certification updates (TBD).
 - Incorporate Texas National Guard enlistment (pending data).
- Graduation Rate
 - No changes.

Student Achievement: Calculating a Score



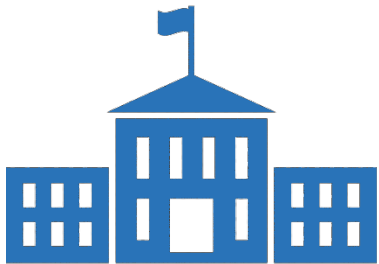
Elementary Schools

- **100%** STAAR



Middle Schools

- **100%** STAAR



High Schools & K-12s

- **40%** STAAR
- **40%** CCMR
- **20%** Graduation Rates

STAAR Performance Levels

- **MASTERS GRADE LEVEL:** Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar
- **MEETS GRADE LEVEL:** Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.
- **APPROACHES GRADE LEVEL:** Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.
- **DID NOT MEET GRADE LEVEL:** Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

Student Achievement: STAAR Methodology

- One point is given for each percentage of STAAR results that are at or above the following:
 - Approaches Grade Level or above
 - Meets Grade Level or above
 - Masters Grade Level
- The STAAR component score is calculated by dividing the total points (cumulative performance for the three performance levels) by three.

$$\frac{\begin{aligned} &\text{Percentage of Assessments at Approaches Grade Level or above} + \\ &\text{Percentage of Assessments at Meets Grade Level or above} + \\ &\underline{\text{Percentage of Assessments at Masters Grade Level}} \end{aligned}}{\text{Three}}$$

Student Achievement: CCMR Methodology



College Ready

- Meet criteria of 3 on AP or 4 on IB examinations
- Meet Texas Success Initiative (TSI) criteria (SAT/ACT/TSIA/College Prep course) in reading and mathematics
- Complete a course for dual credit (9 hours or more in any subject or 3 hours or more in ELAR/mathematics)
- Earn an associate degree
- Complete an OnRamps dual enrollment course and quality for at least 3 hours credit



Career Ready

- Earn an industry-based certification
- Complete a program of study
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)
- Earn a level I or level II certificate
- Graduate under an advanced diploma plan and be identified as a current special education student



Military Ready

- Enlist in the United States Armed Forces*
- Enlist in the Texas National Guard (pending data)



*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.

Student Achievement: CCMR Methodology

CCMR

One point is given for each annual graduate who accomplishes any one of the CCMR indicators.

Number of Graduates Who Accomplish Any One of the CCMR Indicators
Number of Annual Graduates

Student Achievement: Graduation Rate Methodology

Graduation Rate

High school graduation rates include the four-year, five-year, or six-year longitudinal graduation rate (with state exclusions) or annual dropout rate, if the graduation rate is not available.

Class of 2022, 4-year	95.2%
Class of 2021, 5-year	97.3%
Class of 2019, 6-year	95.0%
Graduation Rate Score	97.3

Accountability Reset: School Progress Domain



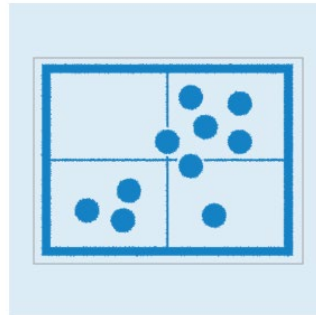
School Progress: Two Aspects of Progress

Better of
Part A: Academic Growth
or
Part B: Relative Performance

Part A:
Academic Growth



Part B:
Relative Performance



The School Progress domain measures district and campus outcomes in two areas:

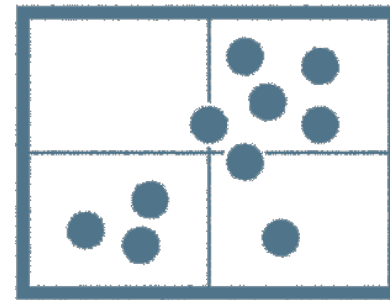
- the number of students that grew at least one year academically (or maintained performance) as measured by STAAR results
- the achievement of students relative to districts or campuses with similar economically disadvantaged percentages

School Progress: Two Aspects of Progress

Part A: Academic Growth



Part B: Relative Performance



Academic Growth: Existing Methodology

Part A: Academic Growth

- School Progress, Part A: Academic Growth includes all assessments with a STAAR progress measure.
- Districts and campuses (including high schools) earn credit for results that maintain performance or meet growth expectations on STAAR.

Academic Growth: Existing Methodology

STAAR




Current Year

Previous Year

	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
Approaches Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
Meets Grade Level	0 pts	0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt
Masters Grade Level	0 pts	0 pts	0 pts	1 pt

Academic Growth: Reset Methodology

Transition (categorical) tables define growth by transitions among status categories (PLDs).

Performance Grade 3	Performance Grade 4					
	Masters Grade Level	Meets Grade Level	High Approaches Grade Level	Low Approaches Grade Level	High Did Not Meet Grade Level	Low Did Not Meet Grade Level
Masters Grade Level						
Meets Grade Level						
High Approaches Grade Level						
Low Approaches Grade Level						
High Did Not Meet Grade Level						
Low Did Not Meet Grade Level						

Academic Growth: *Potential* Point Methodology

Prior Year	Current Year					
	Low Did Not Meet Grade Level	High Did Not Met Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	2	3	4	5
High Did Not Meet Grade Level	0	1/2	1	2	3	4
Low Approaches Grade Level	0	0	1/2	1	2	3
High Approaches Grade Level	0	0	0	1/2	1	2
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

Academic Growth: Transition Table Advantages

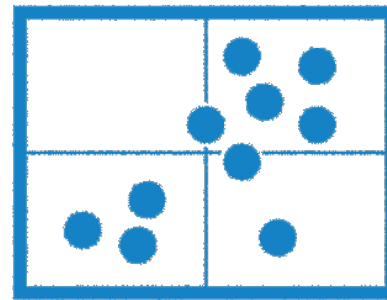
- Easy to understand
- Can be used for assessments with scores reported on different scales
 - Spanish to English transition
 - Grade 8 Reading to English I EOC
 - Additional growth opportunities for retesters
- Transparent
- Easy to duplicate at local level

School Progress: Two Aspects of Progress

Part A: Academic Growth



Part B: Relative Performance

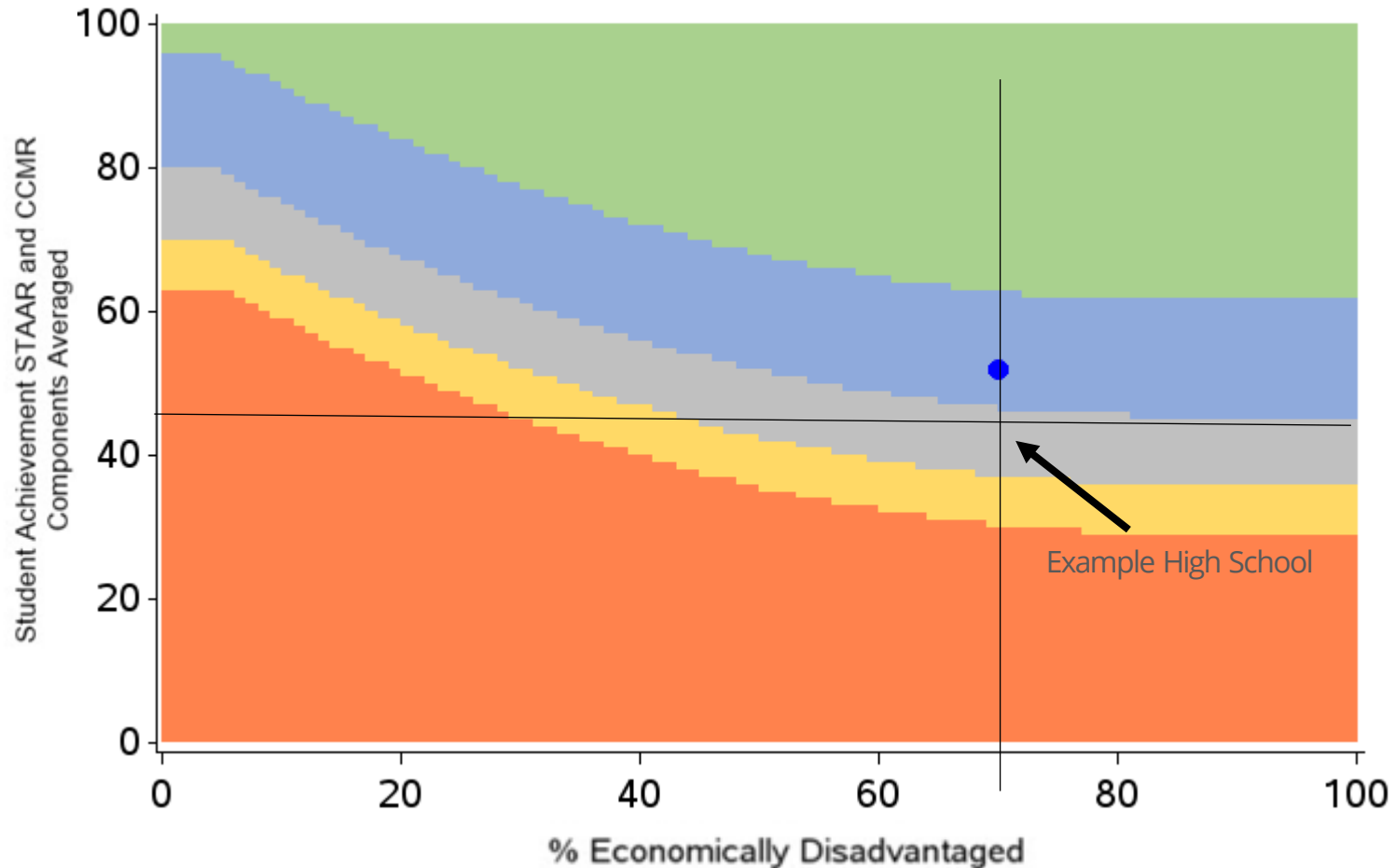


Relative Performance: Methodology

Part B: Relative Performance

- School Progress, Part B: Relative Performance evaluates the achievement of all students relative to districts or campuses with similar socioeconomic statuses.

Relative Performance: Example



At this high school, 70.0% of students were identified as economically disadvantaged on the TSDS PEIMS October snapshot. The campus earned a 52 averaged Student Achievement STAAR (47 component score) and CCMR (57 component score).

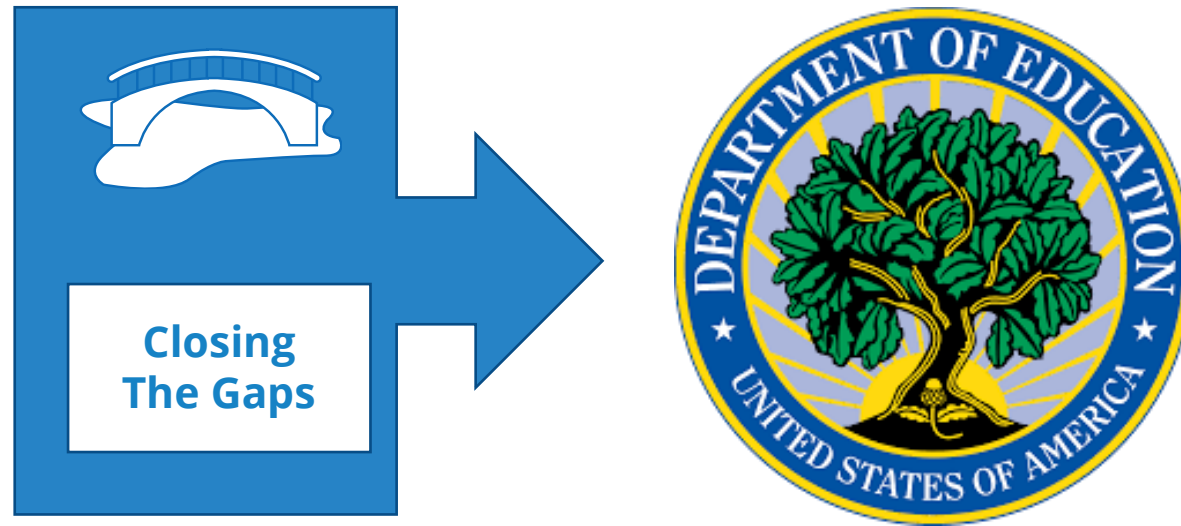
In this case, the high school would earn a *B* in School Progress, Part B: Relative Performance.*

* This image is for illustrative purposes only and is only meant to provide a general idea of the methodology used for School Progress, Part B.

Relative Performance: Methodology

- Methodology remains unchanged.
- Cut points will be adjusted in fall 2022 to account for 2022 economically disadvantaged percentages and STAAR/CCMR outcomes.

Accountability Reset: Closing the Gaps Domain



Closing the Gaps: Ensuring Educational Equity



Student Groups

- All Students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Current Special Education
- Former Special Education
- Current and Monitored English Learners
- Continuously Enrolled
- Non-Continuously Enrolled



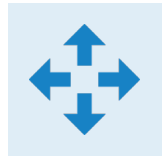
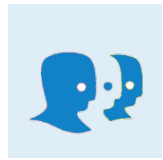
Components

- Academic Achievement in Reading and Mathematics (At Meets Grade Level or Above)
- Growth in Reading and Mathematics (Elementary and Middle Schools)
- 4-year Federal Graduation Rate (High Schools, K-12, and Districts)
- College, Career, and Military Readiness (High Schools, K-12, and Districts)
- Student Achievement Domain Score: STAAR Component Only (Elementary and Middle Schools)
- English Language Proficiency Status

Closing the Gaps: Methodology

Student Group

Achievement Target



**% of Student Groups
that Meet Target**

**Overall
Domain
Grade**

Closing the Gaps: Current Student Targets

Academic Achievement (Percentage at Meets Grade Level or above)														
Subject	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	EL (Current and Monitored)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
ELA/Reading	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	29%	36%	46%	42%
Mathematics	46%	31%	40%	59%	45%	82%	50%	54%	23%	36%	40%	44%	47%	45%

Subject	Academic Growth Status (Elementary and Middle Schools)													
ELA/Reading	66%	62%	65%	69%	67%	77%	67%	68%	59%	64%	64%	65%	66%	67%
Mathematics	71%	67%	69%	74%	71%	86%	74%	73%	61%	68%	68%	70%	71%	70%

Federal Graduation Status (High Schools, K-12s, and Districts) ¹														
90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a

Student Achievement Domain Score: STAAR Component Only (Elementary and Middle Schools)														
47%	36%	41%	58%	46%	73%	48%	55%	23%	38%	37%	43%	48%	45%	

College, Career, and Military Readiness Performance Status (High Schools, K-12s, and Districts)														
47%	31%	41%	58%	42%	76%	39%	53%	27%	39%	30%	43%	50%	31%	

English Language Proficiency Status ²														
											36%			

Closing the Gaps: Methodology Updates

- Set student group targets by campus type.
- Award gradated outcomes for [student group targets](#).
 - 0–4 points awarded instead of yes/no.
 - Include growth to target methodology like existing graduation rate methodology.
- Replace Student Success component for elementary and middle schools with an accelerated learning component.
- Update TSI and ATS identification and exit methodologies to align with 0–4 points and focus on lowest performing groups and campuses.

Closing the Gaps: Student Group Targets

- TEA will analyze 2022 STAAR outcomes to determine if and how student group targets should be reset.
- Working with stakeholders, adjusted targets will be shared in fall 2022.
- TEA will submit an amendment to its ESSA state plan in early 2023 to incorporate any proposed changes.

Potential 0-4 Point Methodology

Points	Requirement
4	met long-term target and improved from baseline
3	met long-term target but did not improve from baseline OR met interim target and improved from baseline
2	met interim target but did not improve from baseline OR did not meet interim target but improved towards the interim target
1	did not meet interim target and showed minimal improvement
0	did not meet interim target and did not show minimal improvement

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)^	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Academic Achievement														
Reading	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
Math	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
Growth														
Reading	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
Math	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
Federal Graduation														
	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	n/a	n/a	n/a
English Language Proficiency														
	0-4													
Student Success														
	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
School Quality														
	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4

Closing the Gaps: Accelerated Learning Component

Component for Elementary and Middle Schools

- House Bill 4545 requires accelerated instruction for any student who did not pass STAAR grades 3-8 or EOC assessments.
- Campuses would receive credit for students who earned Did Not Meet in the prior year and Approaches Grade Level or above in the current year.
- 2020–21 data are available in TPRS. 2021–22 will be added in summer 2022.
- If implemented in 2023, districts and campuses would have access to two years of report-only data.

Closing the Gaps: Still Under Consideration

- Incorporate a non-STAAR Student Success indicator such as chronic absenteeism for elementary/middle schools (COVID interruptions delayed this work.)
- The extra- and cocurricular advisory group's report is due in December 2022.
 - An extra/cocurricular student activity indicator may be adopted if it is found to be appropriate.
 - The data would likely be report-only for several years.

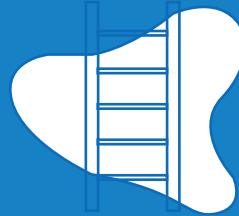
Calculating an Overall Rating

**Better of Achievement or
Progress
70%**

30%



**Student
Achievement**



**School
Progress**

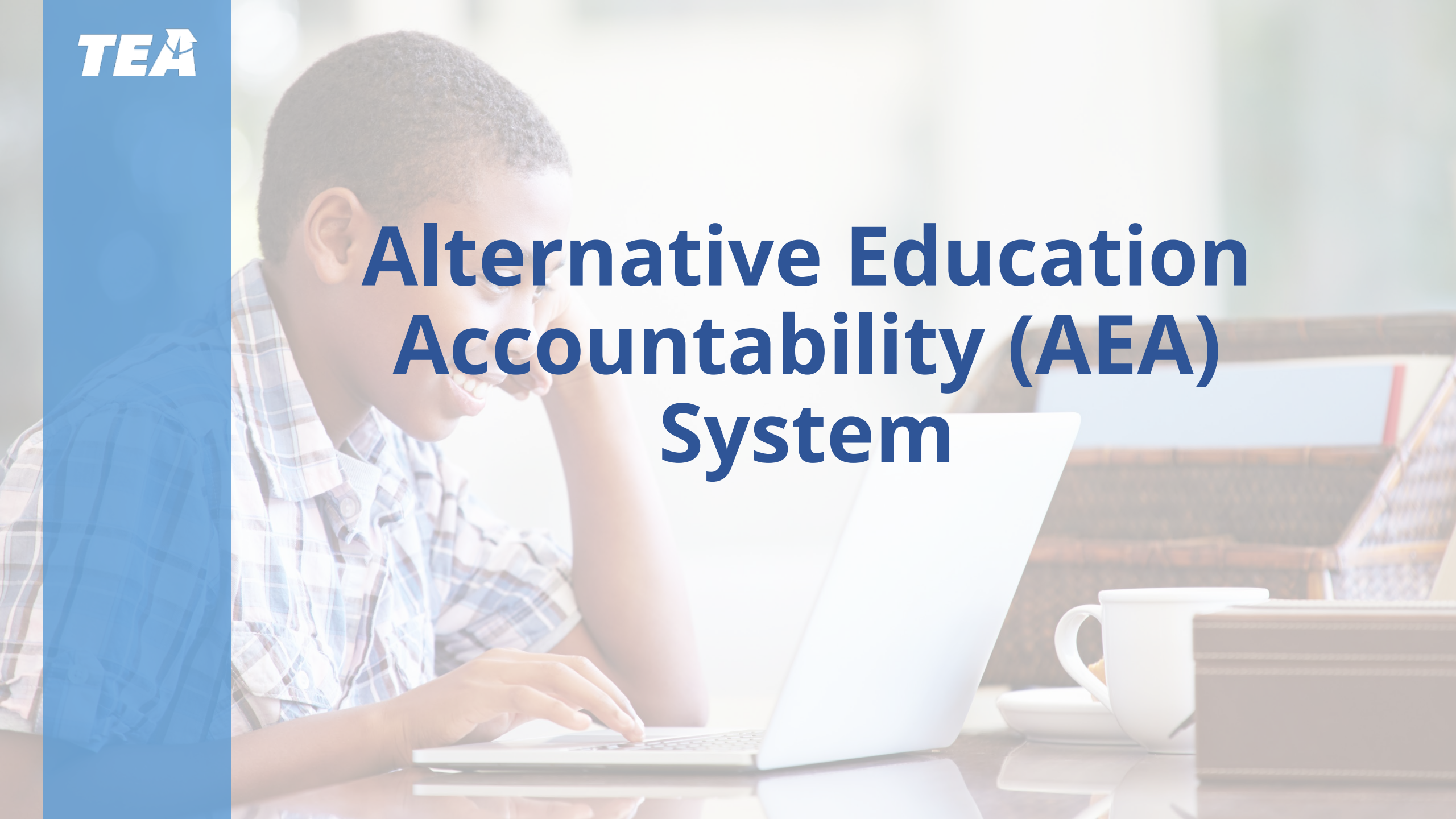


**Closing
The Gaps**

Calculating an Overall Rating: Example

Scaled scores are created to align letter grades and scores used in the A–F academic accountability system to the common conception of letter grades.

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	89		89	70%	62.3
School Progress, Part A	84	84			
School Progress, Part B	72				
Closing the Gaps	81			30%	24.3
Overall Score					87
Overall Rating					B

A young boy with short dark hair, wearing a blue and white plaid shirt, is sitting at a desk and smiling while looking at a laptop. The laptop is open in front of him, and his hands are on the keyboard. To the right of the laptop, there is a white coffee cup on a saucer. The background is a bright, out-of-focus indoor setting, possibly a library or a study area, with bookshelves visible. The overall scene is well-lit and conveys a positive, focused learning environment.

Alternative Education Accountability (AEA) System

AEA: Student Achievement

Student Achievement: STAAR

- Weight STAAR outcomes by performance level at 1, 2, and 3 points.

1 pt Approaches, 2 pts Meets, 3 pts Masters
Number of STAAR Assessments (All Subjects)

AEA: Student Achievement

Student Achievement: CCMR & Completion Rates

- Maintain existing methodology with the addition of a hold harmless previous dropout credit.
- Include previous dropouts in numerator but exclude from denominator.
 - Completion rate credit
 - CCMR rate credit

AEA: Student Achievement

Student Achievement: CCMR

- Adjust CCMR to include previous dropouts in the numerator only.

Annual Graduates PLUS Previous Dropouts that Accomplish CCMR
Annual Graduates MINUS Previous Dropouts

AEA: Student Achievement

Student Achievement: Completion Rate

- Adjust the longitudinal completion rate (best of 4-, 5-, or 6-year) to include previous dropouts in the numerator only.

Longitudinal Graduates PLUS Previous Dropouts who Return
Longitudinal Graduates MINUS Previous Dropouts who Return

AEA: School Progress

School Progress: Academic Growth

- Maintain Part A: Academic Growth methodology and update with standard accountability reset updates.
- Allows AEAs to keep the “better of” methodology afforded to traditional campuses.

AEA: Relative Performance

School Progress, Part B: Retest Growth

- Add a better of Part A or B by creating a unique AEA Part B: Retest Growth methodology.
- Rate of retests from prior years at Approaches Grade Level or higher in current year

1 pt for Approaches and above STAAR EOC retests

Count of STAAR EOC Retests

AEA: Closing the Gaps

- Academic Achievement (50%)
 - STAAR Reading/Math at Meets Grade Level (5%)
 - STAAR Student Achievement data (95%)
- Graduation Rate (10%)
 - 4-year federal rate with growth built in (5%)
 - 4-year completion rate with growth built in (95%)
 - Default to Retest Growth data if no 4-year rates
- English Language Proficiency (10%)
- SQSS (30%)
 - CCMR

Questions and Comments