2022 Academic Accountability System Framework

2022 Overall Accountability System

As part of Senate Bill (SB) 1365, all districts and campuses will receive a label of *A, B, C*, or *Not Rated: Senate Bill 1365* for 2022. Raw and scaled scores for overall and each domain will be published. Any domain or overall scaled score less than 70 will receive the *Not Rated: Senate Bill 1365* label. The overall design of the accountability system will remain unchanged from 2021. In response to feedback from stakeholders, adjustments to certain indicators and methodologies are necessary for 2022. This document provides a summary of the substantive changes. The *2022 Accountability Manual* will be published in the *Texas Register* for public comment in early April and will incorporate these updates along with additional, less substantive revisions.

Accountability Rating Labels

Districts, open-enrollment charter schools, and campuses will receive a label of *A, B, C*, or *Not Rated: Senate Bill 1365*.

Local Accountability Systems (LAS)

In 2022, LAS campuses must receive a *C* or higher state overall rating for the state and LAS ratings to be combined.

Student Achievement Domain

The College, Career, and Military Readiness (CCMR) component will add the new version of the Texas Success Initiative assessment (TSIA2) as a means to meet Texas Success Initiative criteria.

School Progress Domain

The Academic Growth calculation will return for 2022 accountability. Districts and campuses will receive credit for STAAR results in English language arts/reading and mathematics that either meet the student-level criteria on the STAAR progress measure or maintain performance (2022 compared to 2021). The methodology will be unchanged from the *2020 Accountability Manual* except for the removal of small numbers analysis.

School Progress, Part B: Relative Performance will be unchanged except for the removal of small numbers analysis.

Closing the Gaps Domain

Academic Growth

The Academic Growth component will return in 2022. The methodology will be unchanged except for the removal of small numbers analysis.

Participation Rate

As part of the federal 1 percent alternate assessment waiver, TEA requested to only report reading and mathematics assessment participation rates for districts and campuses for 2022.

CCMR

The CCMR component will be updated to include TSIA2 as described above.

English Language Proficiency (ELP)

The ELP methodology will be updated to account for the impact of COVID on 2021 and 2020 TELPAS administrations.

- A student is considered having made progress if the student advances by at least one score of the composite rating from the prior year to the current year, or the student's 2022 result is Advanced High or Basic Fluency.

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- If the composite rating from 2021 is not available, the 2020 composite rating is compared to the 2022 composite rating. As the completion of TELPAS was optional in 2020, if the 2020 composite rating is available but does not show progress, the 2019 composite rating is compared to the 2022 composite rating.
- If the composite rating from 2020 is not available, the 2019 composite rating is compared to the 2022 composite rating.
- If the composite rating from 2019 is not available, the 2018 composite rating is compared to the 2022 composite rating.

The ELP component will evaluate three years of TELPAS Alternate data in addition to TELPAS data. Current year TELPAS Alternate composite scores will be compared to the 2021, 2020, or 2019 (if 2020 is not available).

Comprehensive, Targeted, and Additional Targeted Support Identification

For 2022, the identification and exit criteria for comprehensive support and improvement (CSI) and additional targeted support (ATS) will be updated. The targeted support and improvement (TSI) identification criteria will remain unchanged.

- CSI Identification Criteria
  - Previously campuses were identified by rank ordering the Closing the Gaps scaled domain score for all Title I campuses. The lowest five percent of campuses were identified for CSI.
  - Beginning with 2022 accountability, TEA will use both the Closing the Gaps and overall scaled scores to identify CSI campuses. Closing the Gaps scaled scores will be ranked by school type. The overall scaled score will be ranked without regard to campus type. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores will be identified for CSI. This will not increase the percentage of Title I campuses identified for CSI.
- CSI Exit Criteria
  - Previously campuses had to not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years *and* have increased a letter grade in the Closing the Gaps domain by the end of the second year in order to exit.
  - Beginning with 2022 accountability, 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 a 2022 overall scaled score that does not fall within the lowest percentile will be exited.
- ATS Identification Criteria
  - Previously a Title I or non-Title I campus that was not identified for CSI or TSI was identified as ATS if it had at least one student group that did not meet any of its evaluated targets for that year.
  - Beginning with 2022 accountability, ATS identification will based on a subset of TSI-identified campuses. Any TSI-identified campus will have 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. TSI and ATS identify both Title I and non-Title I campuses.

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- ATS Exit Criteria
  - Previously the triggering group(s) had to meet the reading and math targets in Academic Achievement.
  - Beginning with 2022 accountability, ATS will be a yearly identification. If the campus is reidentified as TSI, but has no ATS-triggering student groups, the campus will be TSI and will exit ATS. TSI is a yearly identification.

Distinction Designations

Distinction designations will be awarded for 2022. Campus comparison groups will be generated and distinction data will be published.

Alternative Education Accountability (AEA) Campus Identification

As a result of SB 879, dropout recovery schools (DRS) will be identified by two methods.

1. First, alternative education campuses that meet the statutory DRS definition found in Texas Education Code, §39.0548 will be identified and preregistered for AEA. These campuses provide education services targeted to dropout prevention and recovery of students in grades 9–12, with enrollment consisting of at least 60 percent of the students 16 years of age or older as of September 1, 2021, as reported for the fall semester TSDS PEIMS submission.

2. Campuses that meet the alternative education accountability criteria, but do not meet the age criterion for DRS, may apply for DRS designation. Districts may submit a DRS application and supporting documentation via TEAL Accountability during the AEA registration window. The DRS application must present how the campus is providing dropout prevention and/or recovery services. If the agency approves the DRS application, these campuses will receive a one-year discretionary DRS designation and will be registered for AEA.

All campuses identified on the final list of 2022 AEA campuses will be identified either as residential treatment facilities or DRS.

Determination of Count of Consecutive School Years of Unacceptable Performance Ratings

The "Determination of Multiple Year Unacceptable Status" section of Chapter 9 will be replaced with "Determination of Count of Consecutive School Years of Unacceptable Performance Ratings" and the description will be updated to align with current statute.

Public Education Grant (PEG) Identification

SB 1365 also updated the PEG criteria. A campus will be identified for PEG if it receives an overall unacceptable rating. For 2022, any campus with an overall scaled score less than 60 will be identified for the 2023–24 PEG list.