

The background is a solid blue color. On the left side, there is a large, stylized white star. In the bottom left corner, there is a faint, blue-tinted image of an open book. The text "2023 A-F Accountability" is centered in the middle of the image in a white, bold, sans-serif font.

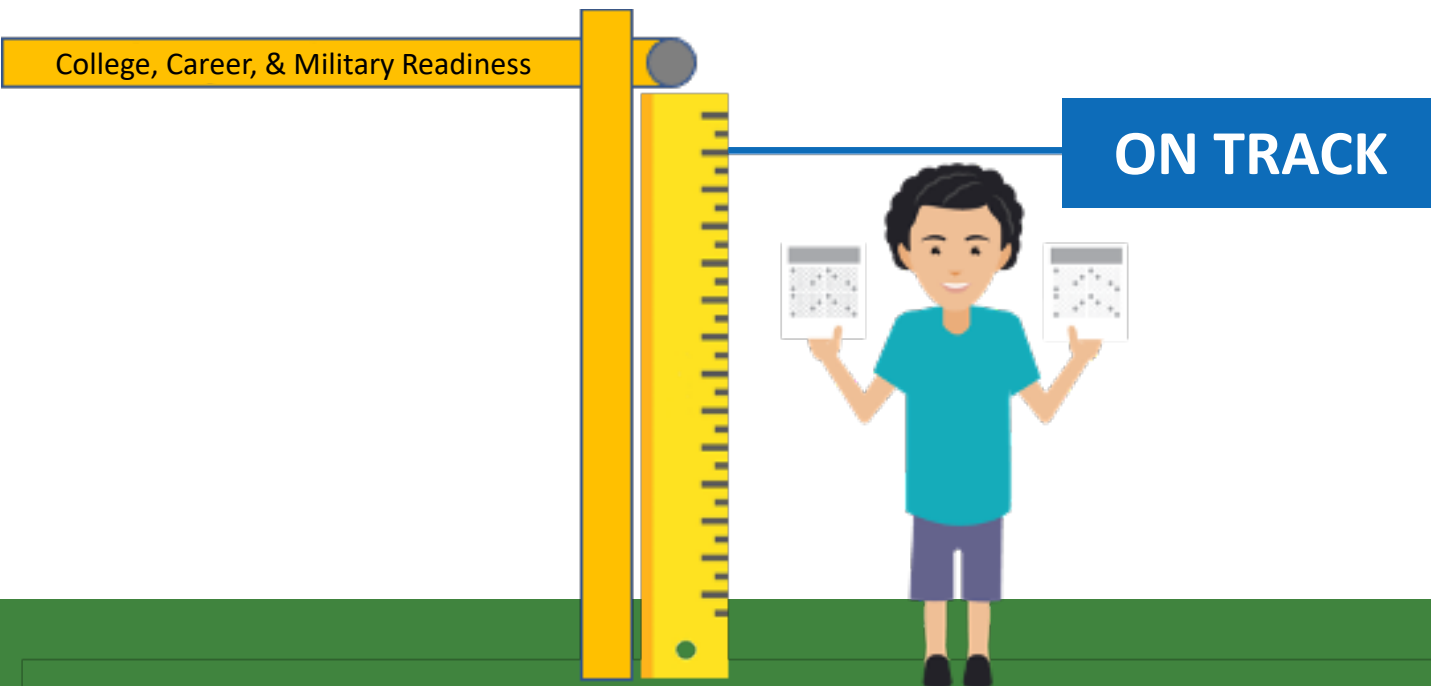
2023 *A-F* Accountability

We believe that all students can learn and achieve at high levels.



Expectations Matter, At All Grade Levels

The State Board of Education has defined what all students should know and be able to do at each grade level if they are to be well prepared for success in life. These are called the Texas Essential Knowledge and Skills (TEKS).

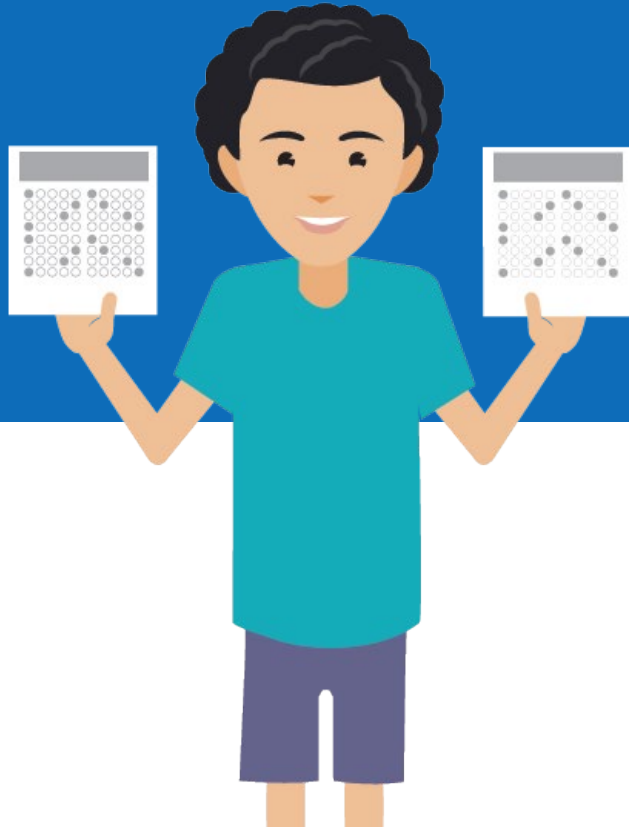


What does this look like in practice?

TEKS 3.5A: Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.

Monitoring Progress Helps Support Students

TEKS 3.5A: Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.



Actual 3rd Grade STAAR Question:

An art teacher had 736 crayons. She threw away 197 broken crayons. Then she bought 150 more crayons. Which equation shows how to find the number of crayons the art teacher has now?

- A) $736 - 197 - 150 = \underline{\hspace{2cm}}$
- B) $736 - 197 + 150 = \underline{\hspace{2cm}}$
- C) $736 + 197 + 150 = \underline{\hspace{2cm}}$
- D) $736 + 197 - 150 = \underline{\hspace{2cm}}$

Clear Performance Information Helps Students

You can't improve what you can't see. To serve all students well, educators, parents, businesses leaders, and community members need easy access to information regarding how schools and districts are doing.



Students Are Helped In School & In Life

Monitoring performance with school ratings has been shown to have long term benefits for students:

“Our analysis reveals that pressure on schools to avoid a low performance rating led low-scoring students to score significantly higher on a high-stakes math exam in 10th grade. These students were also more likely to accumulate significantly more math credits and to graduate from high school on time.

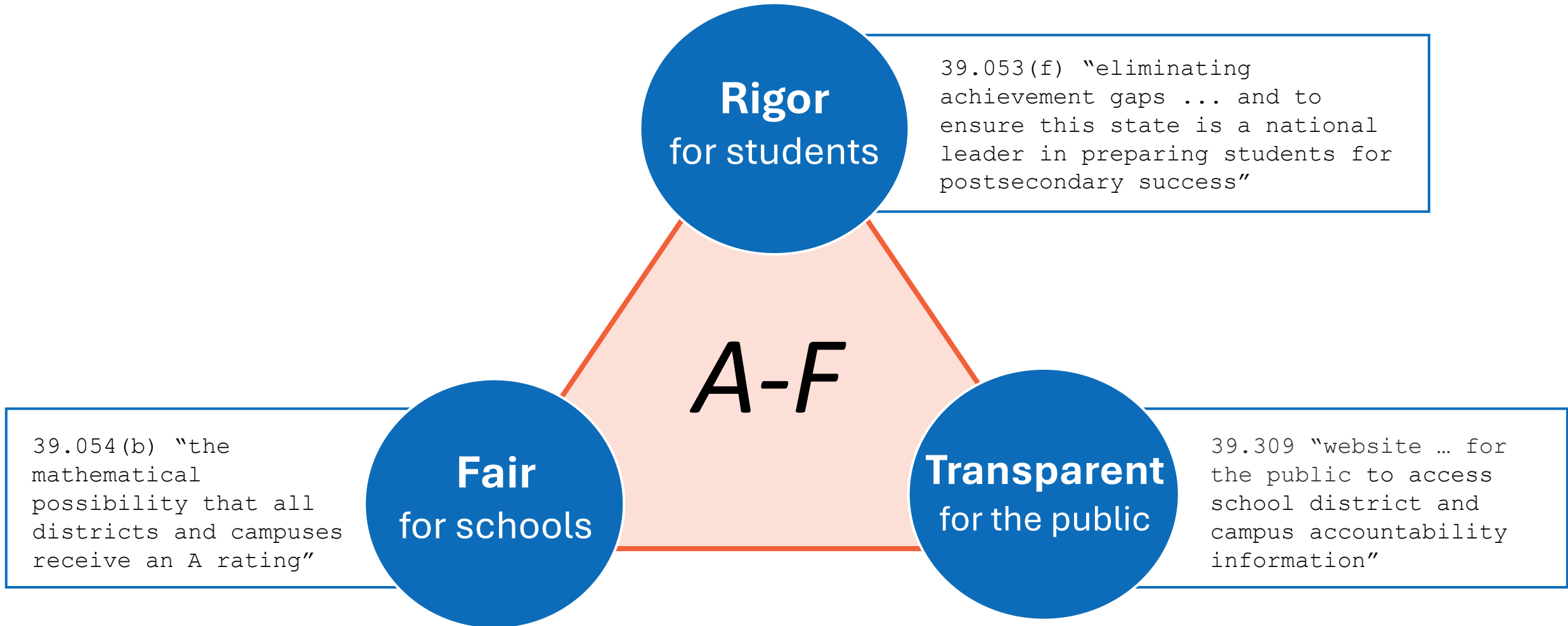
Later in life, they were more likely to attend and graduate from a four-year college, and they had higher earnings at age 25.”



39.053(f) ... In consultation with educators, parents, and business and industry representatives, as necessary, the commissioner shall establish and modify standards to **continuously improve student performance** to achieve the goals of **eliminating achievement gaps** based on race, ethnicity, and socioeconomic status and to ensure this state is a national leader in **preparing students for postsecondary success**.

Fostering a **culture that supports growth** and continuous improvement when this performance information is public is a difficult but **critical task for education leaders**.

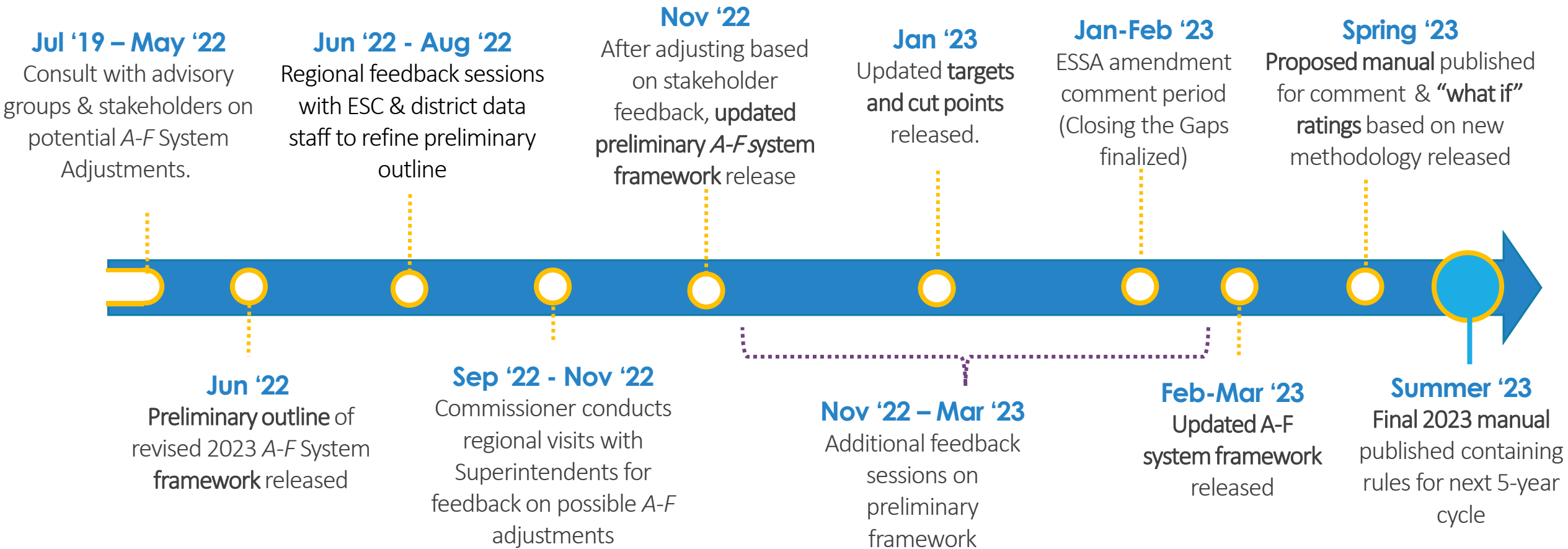
Balancing multiple objectives





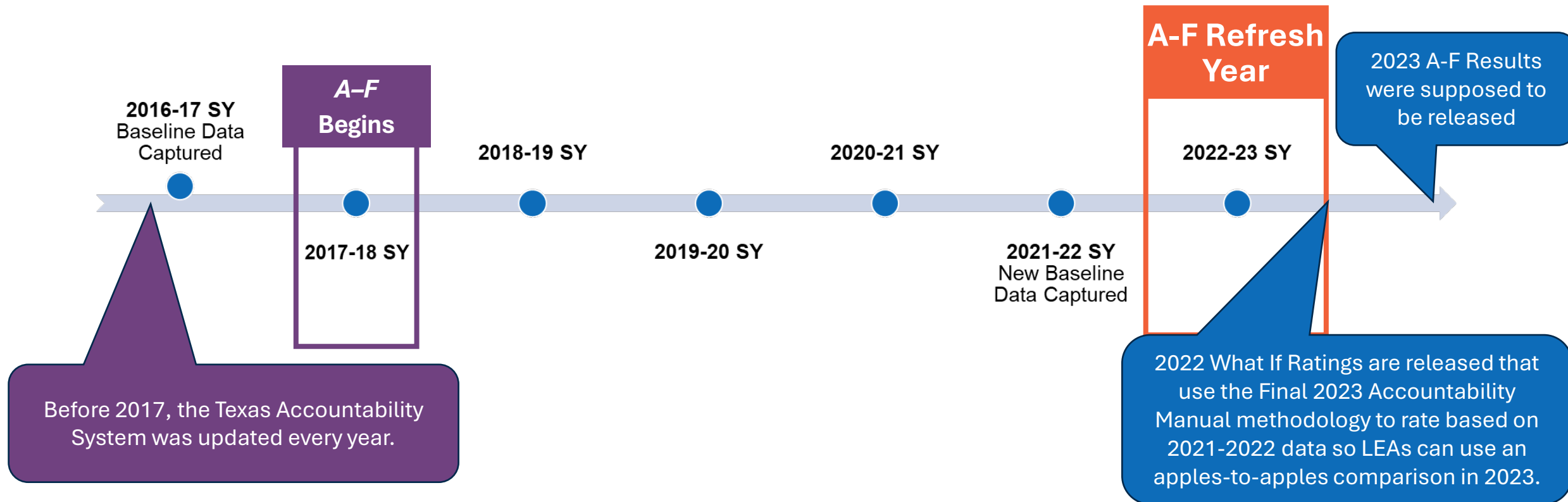
2023 *A–F* Accountability Results Statewide Summary

2023 A-F Refresh: Feedback Timeline

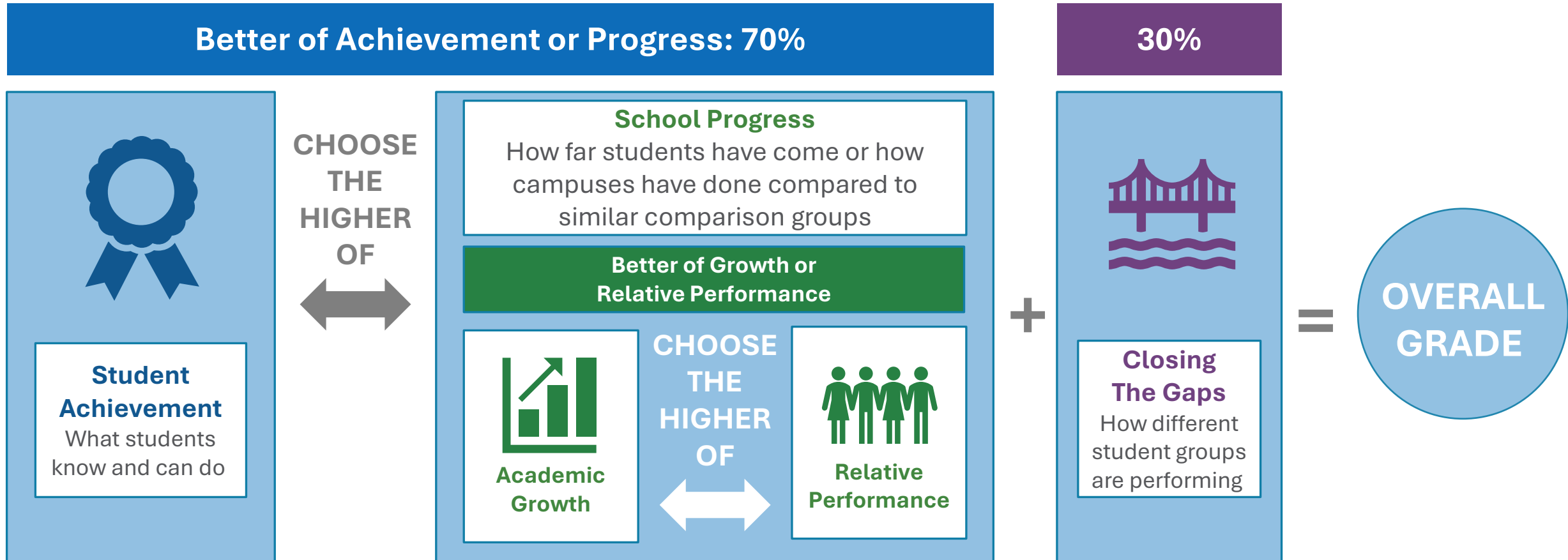


The A-F system stayed the same during the first 5 years of the A-F system, but statute required updates to meet goals for students

- To help school leaders reflect on performance improvements and parents to understand school system performance, A-F cut points remained unchanged since launch in 2017.
- But A-F indicators had to be updated given statutory requirements guiding the goals of the system. 2023 is the year for those changes.



A-F Ratings Reflect the Better of Achievement or Progress

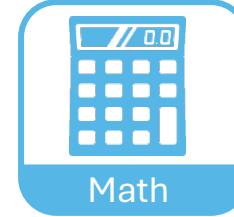
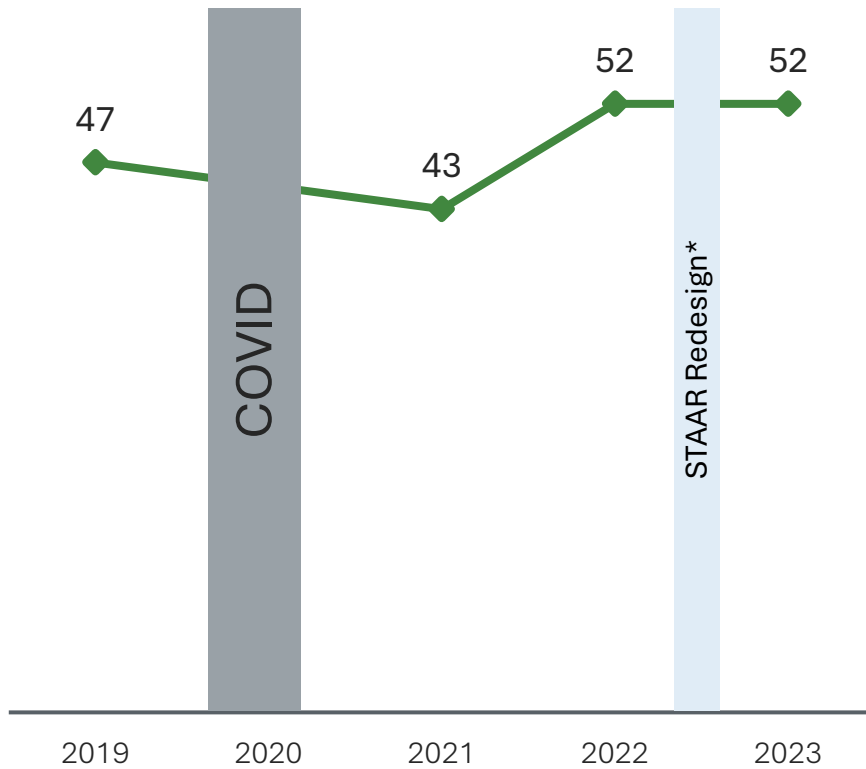


Note: If a campus receives a D or an F for 3 of the 4 domains listed above, their final scale score is capped at 69 and 59 (respectively), unless the campus is not scored on all four domains, or the student achievement domain is above a D or F (respectively).

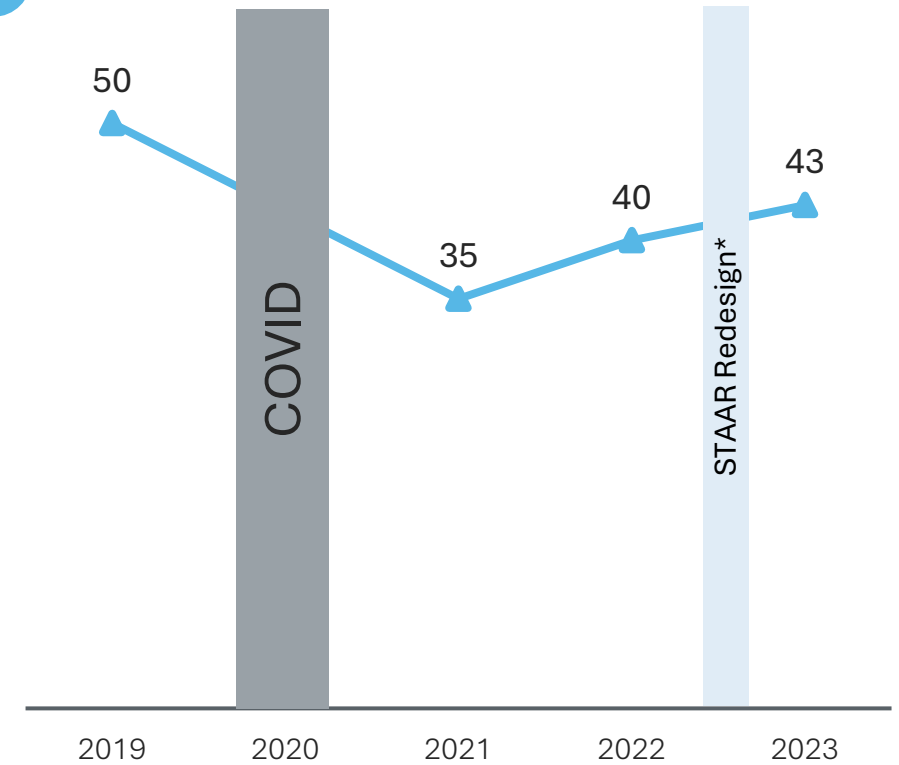
Meets-Grade-Level Performance Over Time in Reading and Math



Percent of Students that Met Grade Level or Above in RLA
(Grades 3-8, English I & II)

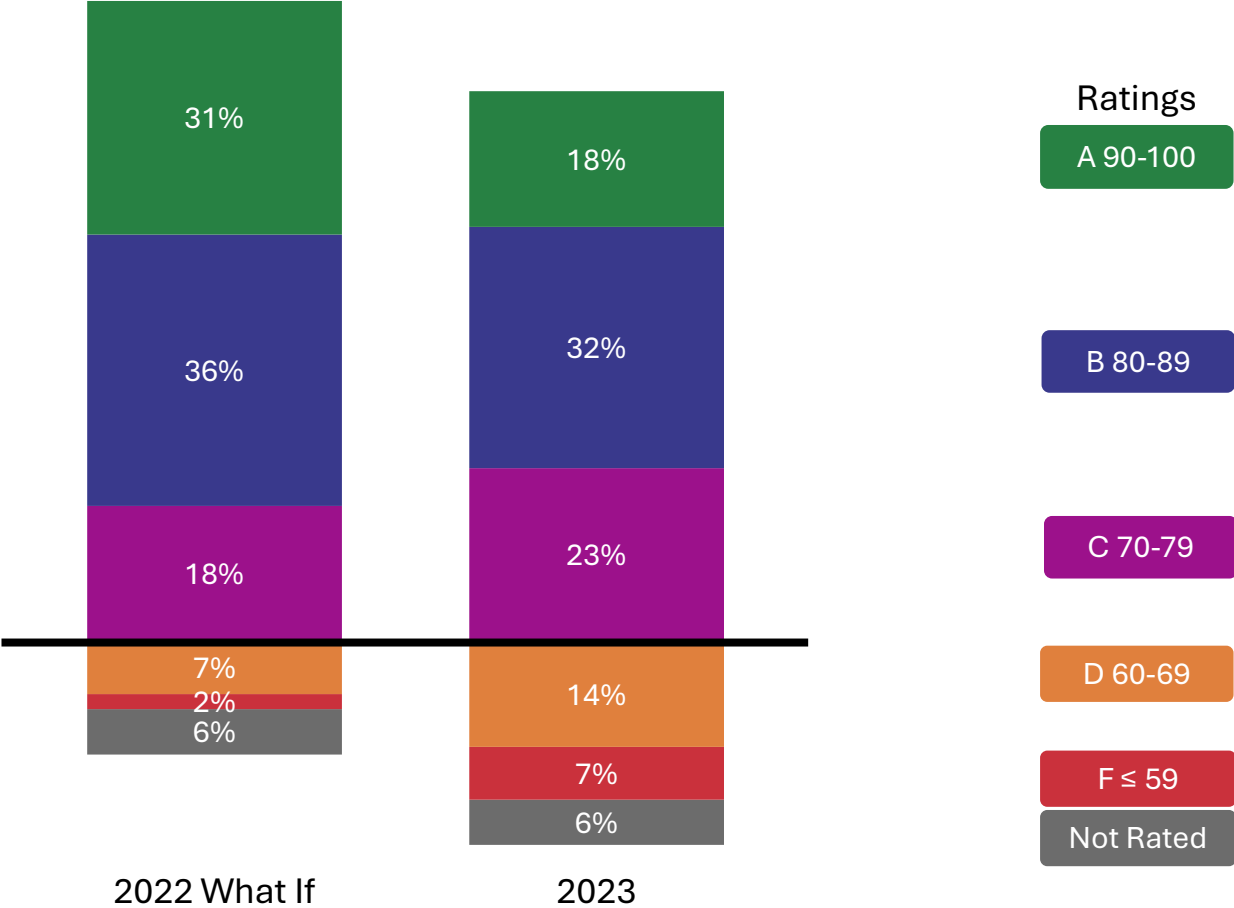


Percent of Students that Met Grade Level or Above in Math
(Grades 3-8 & Algebra I)



2023 A–F ratings decreased overall from 2022, driven by a decline in student academic growth rates

Campuses:
2022 *What Ifs* vs 2023 Ratings



8,368 campuses were given 2022 *What If* Ratings and 2023 Ratings

Stayed the Same	Increased	Decreased
3675	1084	3609
44%	13%	43%

57% of campuses stayed in the same score or improved from the prior year *What Ifs*

9,044 campuses in 2023. May not equal 100% due to rounding.

Did the refreshed methodology increase standards making it harder for campuses to achieve an A?

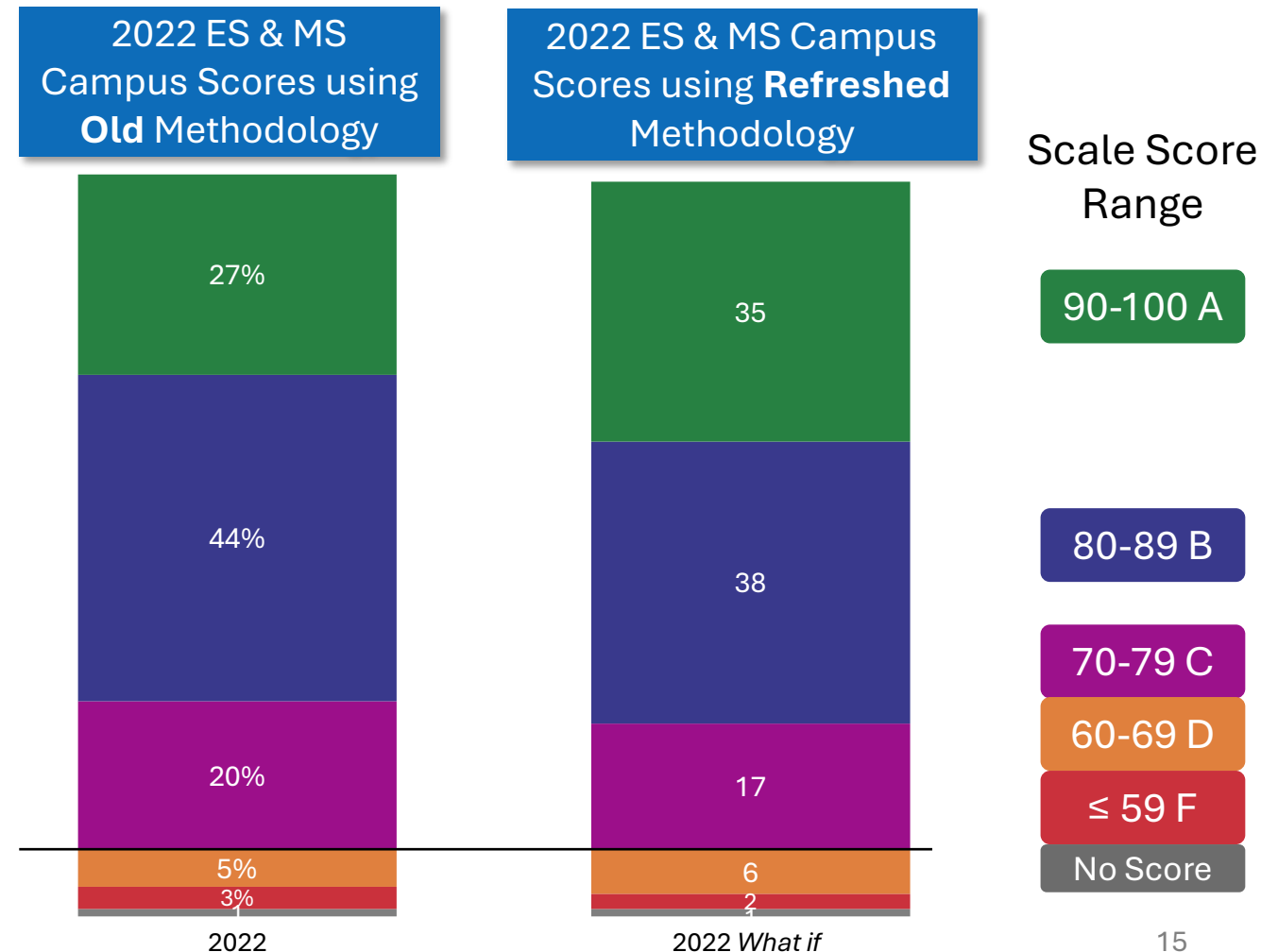
**Elementary &
Middle School**

No

Applying the new methodology to 2022 data actually **increased** the percentage of campuses **earning As**

- Standards did not increase with the *A-F* refresh for elementary and middle schools.
- There were no changes to STAAR achievement cut points** for elementary and middle schools.
- The refreshed system better recognizes how well campuses are Closing the Gaps and accelerating instruction.

Despite perceptions to the contrary, most elementary & middle school campus ratings were higher under the refreshed *A-F* system



Did the refreshed methodology increase standards making it harder for campuses to achieve an A?

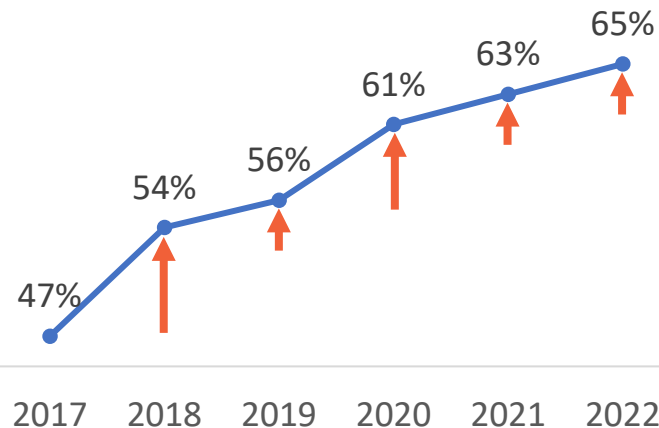
High School

Yes

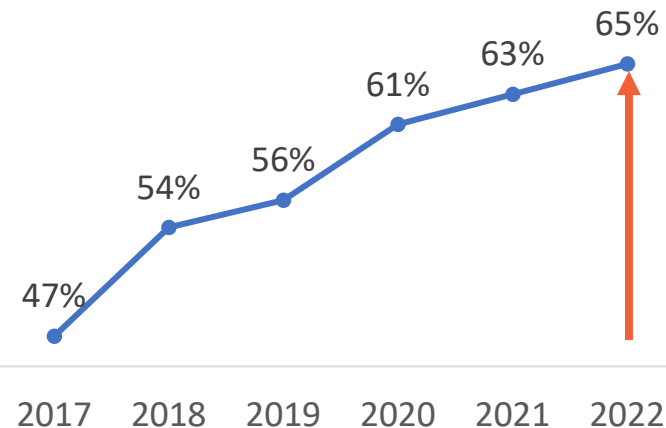
While the refresh allowed some High Schools to demonstrate higher performance, **CCMR and Grad Rates standards were increased**

- **There were no changes to STAAR achievement cut points** for high schools. Instead, there was improvement in the ability to differentiate how well campuses are Closing the Gaps for different student groups.
- College, Career, and Military Readiness (CCMR) cut scores increased in the 2023 Refresh to ensure we are meeting statutory requirements to reflect appropriate goals for students given significant improvements in CCMR scores already achieved and previous cut points that were set lower than the long-term goal of 90.
- **Instead of using small annual updates as CCMR cut scores rose, the A-F system remained static for several years and was instead given a cumulative update in 2023.**

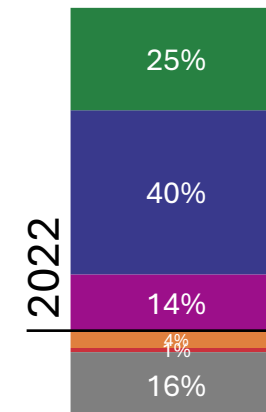
Annual Updates (before A-F)



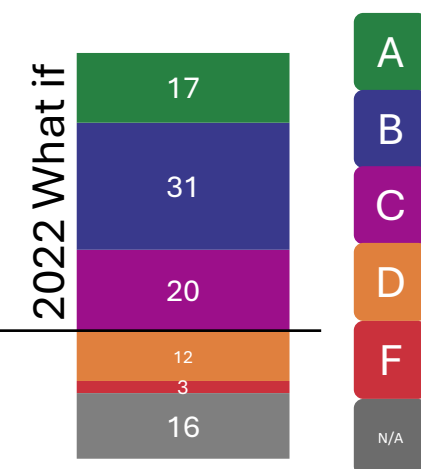
Periodic Updates (A-F)



2022 HS Campus Scores using Old Methodology



2022 HS Campus Scores using Refreshed Methodology



Bar chart includes actual and *what-if* ratings for 1,801 HS in 2022.

Our accountability system gives all campuses the ability to earn high scores no matter where students begin.

- 305 high poverty campuses earned an A in 2023. A few examples:



Campus	District	% Eco Dis	Scale Score
BOB HOPE SCHOOL (6-8)	BOB HOPE SCHOOL	98.5	91
MEMPHIS MS	MEMPHIS ISD	89.9	90
LOS OBISPOS MIDDLE	UNITED ISD	94.3	90
LONGVIEW HS	LONGVIEW ISD	82.1	90
HEBBRONVILLE HS	JIM HOGG COUNTY ISD	85.2	90
SANTA ANNA SECONDARY (7-12)	SANTA ANNA ISD	100.0	92
ROEL A & CELIA R SAENZ EL	ROMA ISD	94.0	95
S/SGT MICHAEL P BARRERA VETERANS EL	SOMERSET ISD	88.9	91
WOLFFARTH EL	LUBBOCK ISD	97.7	90
PEBBLE HILLS EL	YSLETA ISD	81.6	90

317 campuses moved from a score below an A in 2022 *What Ifs* to an A in 2023

Campuses: 2022 *What Ifs* vs. 2023 Ratings

317 campuses moved from below an A in 2022 *What Ifs* to an A in 2023 actual ratings

2022 What Ifs	2023 Ratings				
	A ≥90	B 80-89	C 70-79	D 60-69	F ≤59
A ≥90	1293 47%	954	336	114	38
B 80-89	297	1392 43%	878	462	176
C 70-79	14	389	650 42%	343	163
D 60-69	5	69	186	242 37%	145
F ≤59	1	16	32	75	98 44%
Total	1610	2820	2082	1236	620

TEA is finally able to release 2023 ratings.

- School leaders have been able to access [underlying data subsets in TEAL since November 16, 2023](#), to make timely and necessary decisions that support strong student outcomes.
- However, both school systems and the public, including parents and community members, will finally have access to scale scores and *A-F* ratings following the recent judicial ruling by the 15th Court of Appeals.
- Release of accountability ratings for 2024 are pending a separate judicial ruling.

**For additional
statewide data, see the
State Summary Report**



Accessing Accountability Results on TXschools.gov

TXschools.gov offers quick and simple access to campus and district performance information.



FIND SCHOOLS

FIND DISTRICTS

PARENT RESOURCES

TexasAssessment.gov | EN ESPAÑOL

Learn more about your school or district

Discover how your school and district are preparing your child for the future.

Search by School or District Name

OR

Search by Address, City, or Zip Code



Parent Resources



Technical Resources



Check out [TXschools.gov](https://txschools.gov) to see how campuses and districts across the state are doing this year and dig into their data.

ACCOUNTABILITY OVERVIEW

Overall Rating



87 out of 100

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after graduation, in college, the workforce, or the military.

[Tell Me More](#)

Clicking a **Tell Me More** button provides additional details about the calculation and includes links to visual examples

What does a "B" in Overall Performance mean?

Districts or schools earn a "B" (80–89) for **recognized performance** when they serve many students well, encouraging high academic achievement and/or appropriate academic growth for most students.

How is Overall Performance calculated?

Overall grades for districts and schools are calculated based on performance in three key areas, or **domains**. We take the **higher score** between how much students know (**Student Achievement**) or how much better students are doing than last year or than peers in similar schools (**School Progress**). We then consider whether performance gaps exist across different groups of students (**Closing the Gaps**).

Overall Performance Calculation Example

Step 1: Determine the score for each Domain. Calculate the scaled score for each domain.

Student Achievement: 93 out of 100 (A)

School Progress: 85 out of 100 (B)

Closing the Gaps: 78 out of 100 (C)

Step 2: Calculate the overall score. The higher domain score between Student Achievement and School Progress counts for 70% of the Overall Rating. Closing the Gaps counts for the remaining 30% of the Overall Rating.

Domain	Calculation	=	Score
Student Achievement	93 x 70%	=	65.1
School Progress	n/a	=	0.0
Closing the Gaps	78 x 30%	=	23.4
Overall Score		=	88.5

Step 3: Round the overall score to determine the overall rating. Round the total score to a whole number to determine the final overall score. The overall score is then equated to an A-F overall rating.

Round the Score: 88.5 = 89

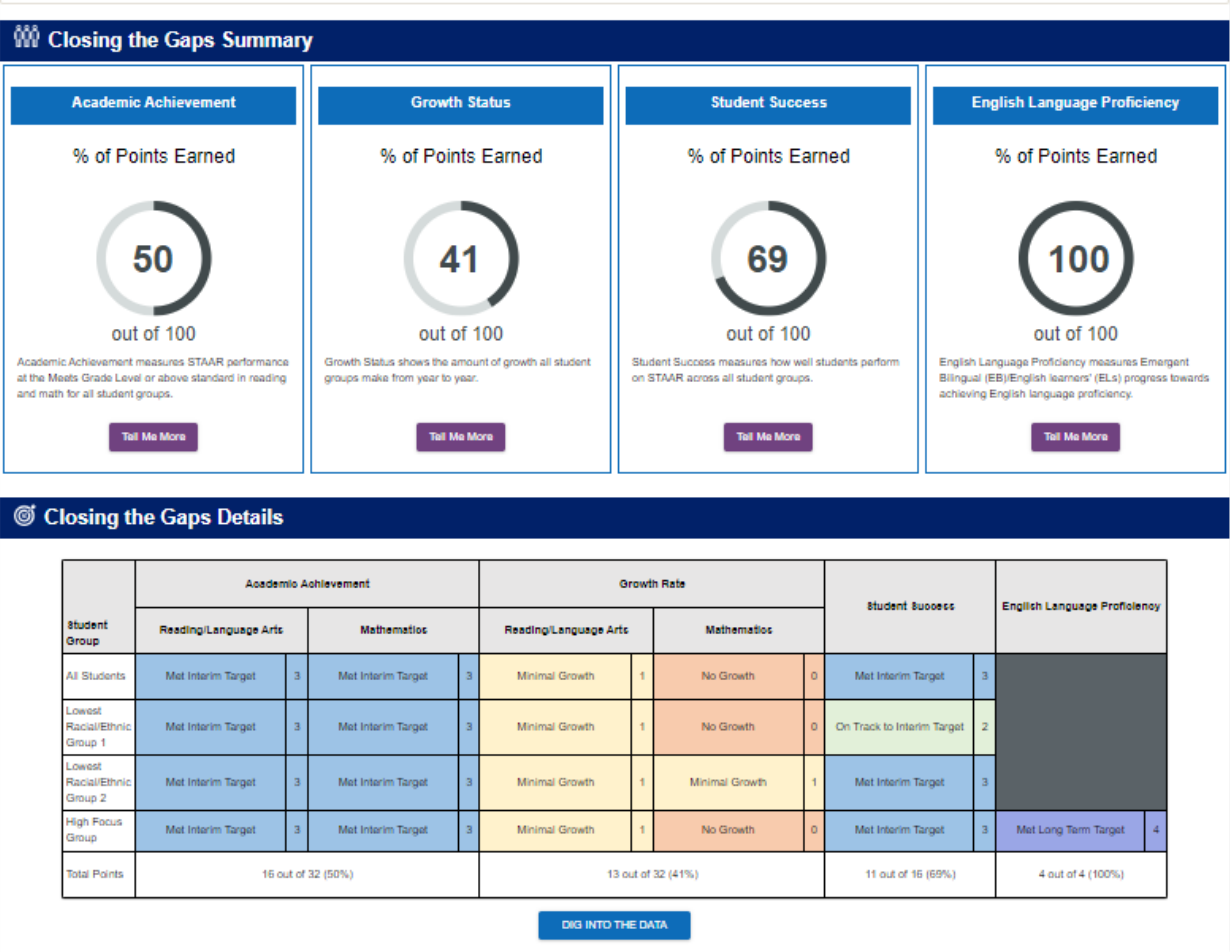
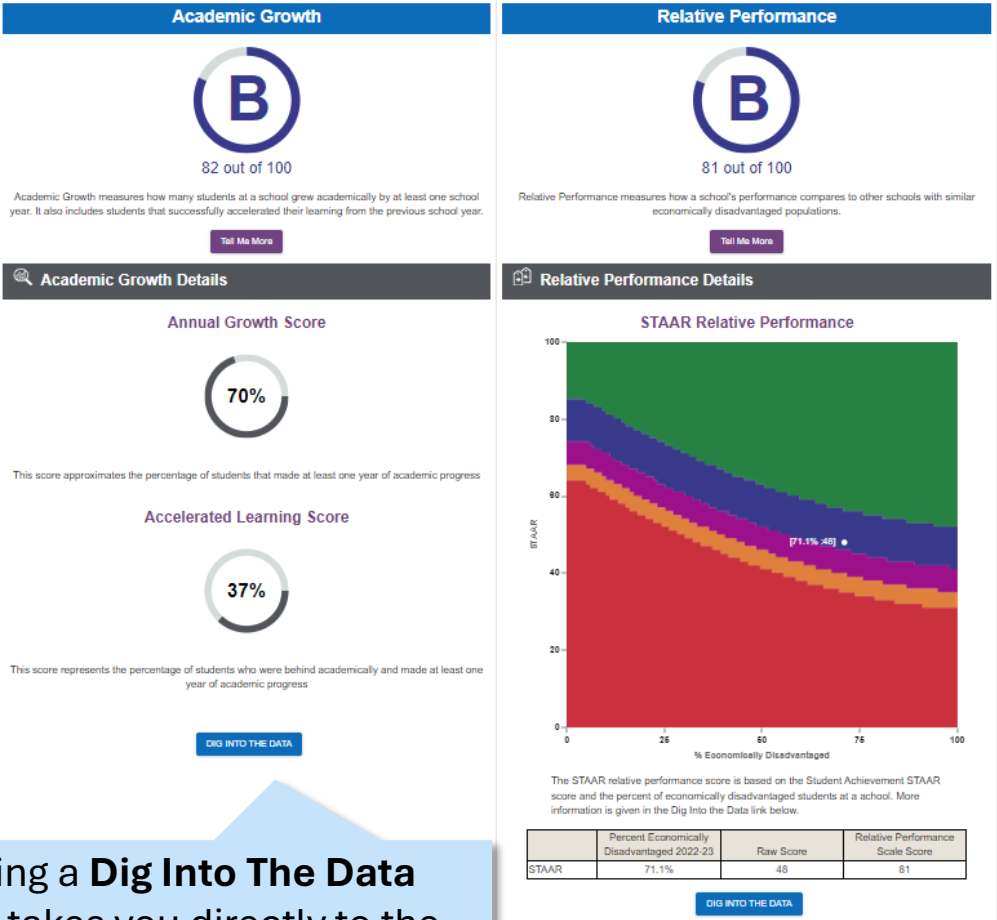
→

B: 89 out of 100

Change Over Time

Academic Year	Overall Rating	Score
2022-23	B	87
2021-22 What If	B	82
2022-23 scores are different than previous years due to updated standards. 2021-22 What If scores apply the new standards to 2021-22 results to help compare scores from 2021-22 to 2022-23		
2021-22	B	86
2020-21	Not Rated*	N/A
2019-20	Not Rated*	N/A
2018-19	B	87

Check out [TXschools.gov](https://txschools.gov) to see how campuses and districts across the state are doing this year and dig into their data



TXschools.gov also has a [school finder](#) to empower families to find a school or district that meets a student’s needs.



For example, you could search for an A-rated school with a one-way dual language program for your 3rd grader in the Dallas-Fort Worth Metroplex.

Filter Your Search

Grade Levels

Grade 3 ✕ Select a grade level

Districts

School Rating

☒ A ☐ B ☐ C ☐ Not Rated

School Offerings

Academic Programs

One-Way Dual Language Education ✕ Select ...

Advanced Placement (AP) Courses

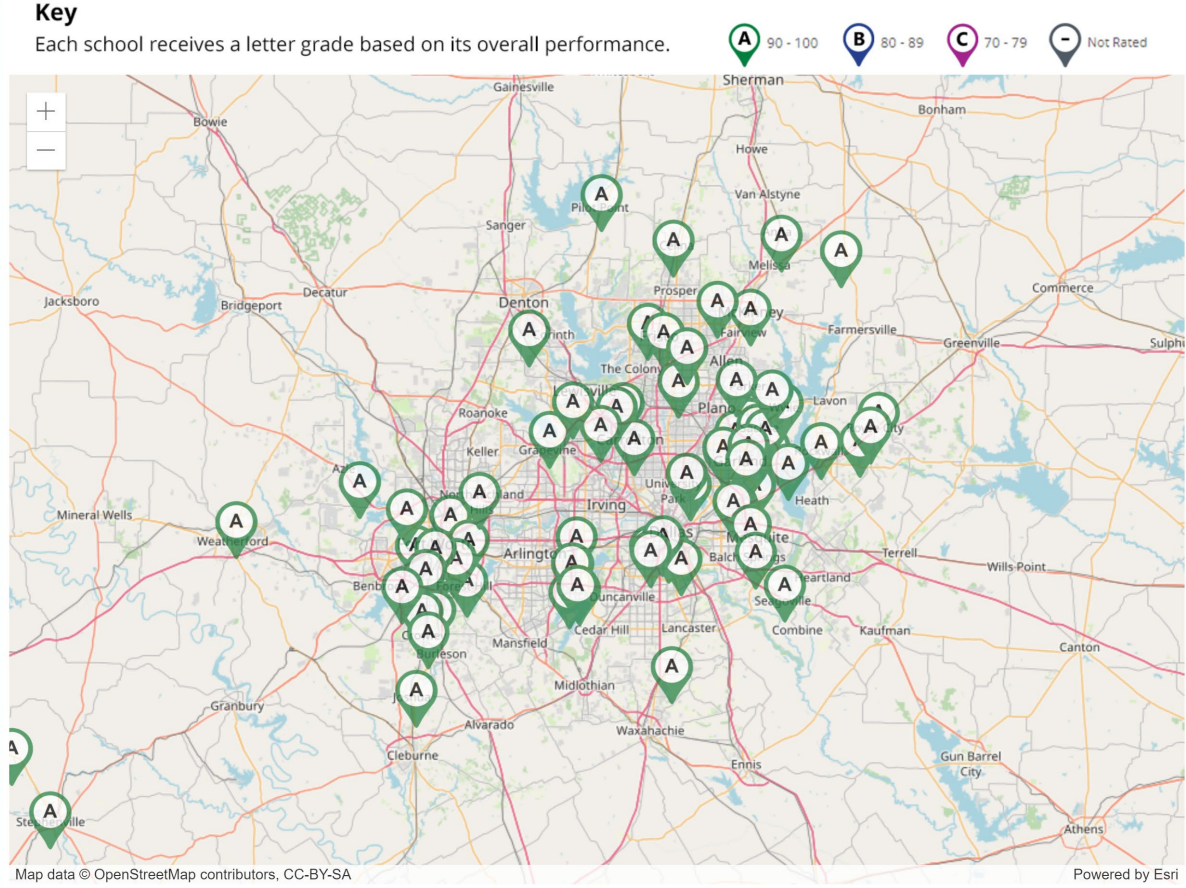
UIL Activities

School Type

☐ Charter ☐ Traditional

Other School Type

☐ Online / Virtual School ☐ Alternative School



TXschools.gov also has seven analytic tools designed to explore school performance data

Analytic Tools

STAAR Performance

STAAR Comparison

School/District Comparison

CCMR

Academic Growth

Graduation Rate

Correlate



2023-24 STAAR Performance

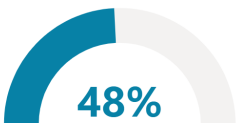
Glossary of Terms

Report Filters

Approaches GL Standard or Above



At Meets GL Standard or Above

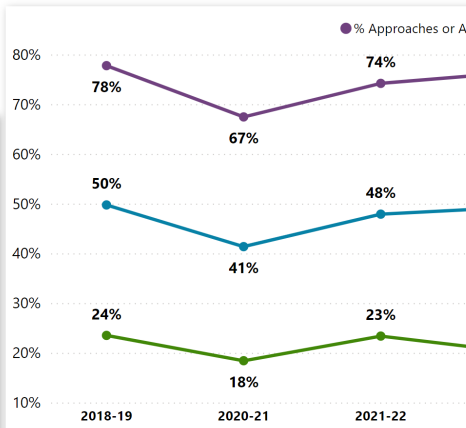


At Masters GL Standard



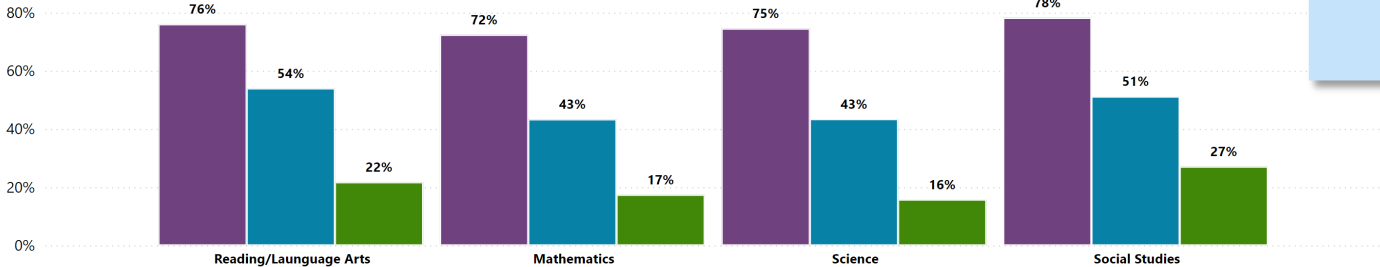
2018-19 2020-21 2021-22 2022-23 2023-24

Race/Ethnicity	Tests Taken	Approaches or Above	% Approaches or Above	Meets or Above	% Meets or Above	Masters	% Masters
African American	1,024,319	668,387	65%	369,780	36%	119,251	12%
Hispanic	4,326,526	3,042,246	70%	1,783,813	41%	604,407	14%
White	2,019,463	1,708,053	85%	1,261,497	62%	583,624	29%
American Indian	23,525	17,503	74%	11,172	47%	4,394	19%
Asian	429,545	398,782	93%	346,347	81%	228,468	53%
Pacific Islander	12,922	9,851	76%	6,185	48%	2,335	18%
Two or More Races	242,667	195,010	80%	137,665	57%	63,227	26%
Unknown	-	-	-	-	-	-	-
Total	8,078,967	6,039,832	75%	3,916,459	48%	1,605,706	20%



Create customized reports based on various filtering options including school year(s), specific campuses and districts, grade levels, student groups, test content areas, and languages.

Subject
Test Version
Grade
Race/Ethnicity



Released August 2024

TEA | Analytics, Assessment, and Reporting | Performance Reporting



Frequently Asked Questions

Frequently Asked Questions

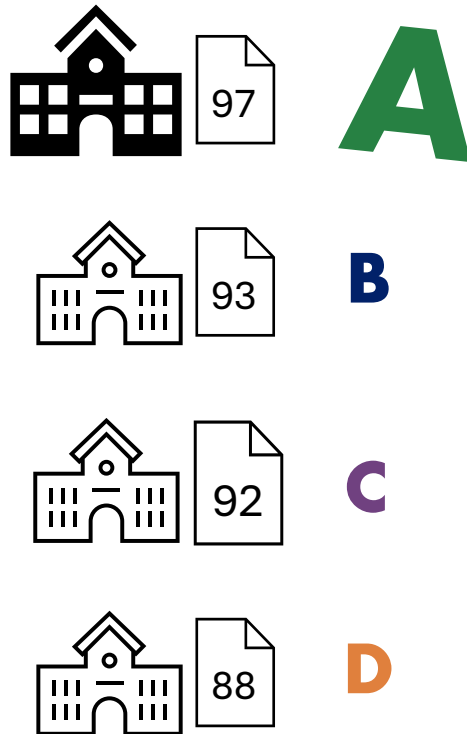
1. Is it possible for all campuses or districts to get an A under the *A–F* Accountability system?
2. Does the *A–F* system change every year?
3. Were 2023 campus scale scores lower than 2022 because of the refreshed methodology?
4. Did the refreshed methodology have an impact on district ratings?

1. Is it possible for all campuses or districts to get an A under the A–F Accountability system?

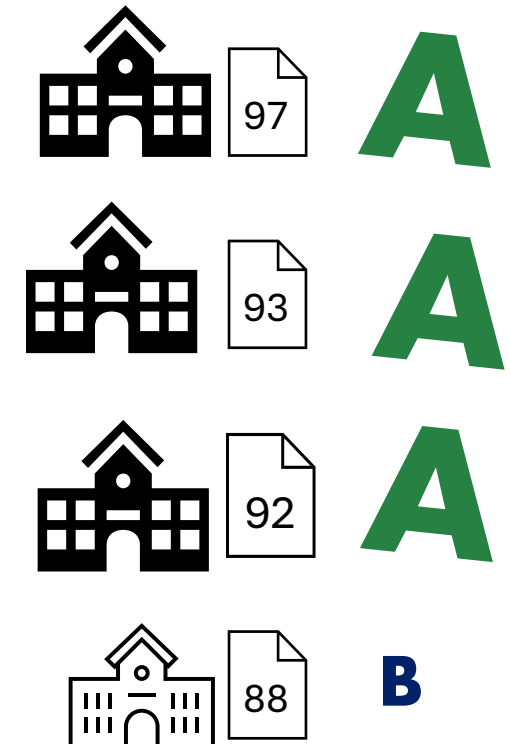
Yes

Ratings are based on **set criteria** and *not* a fixed distribution.

Unlike in other systems, ratings are not **based on a fixed distribution** (e.g., only the top 25% of schools can get an A)



Instead, ratings are based on **set criteria** (e.g., anyone with a 90 or above can get an A)

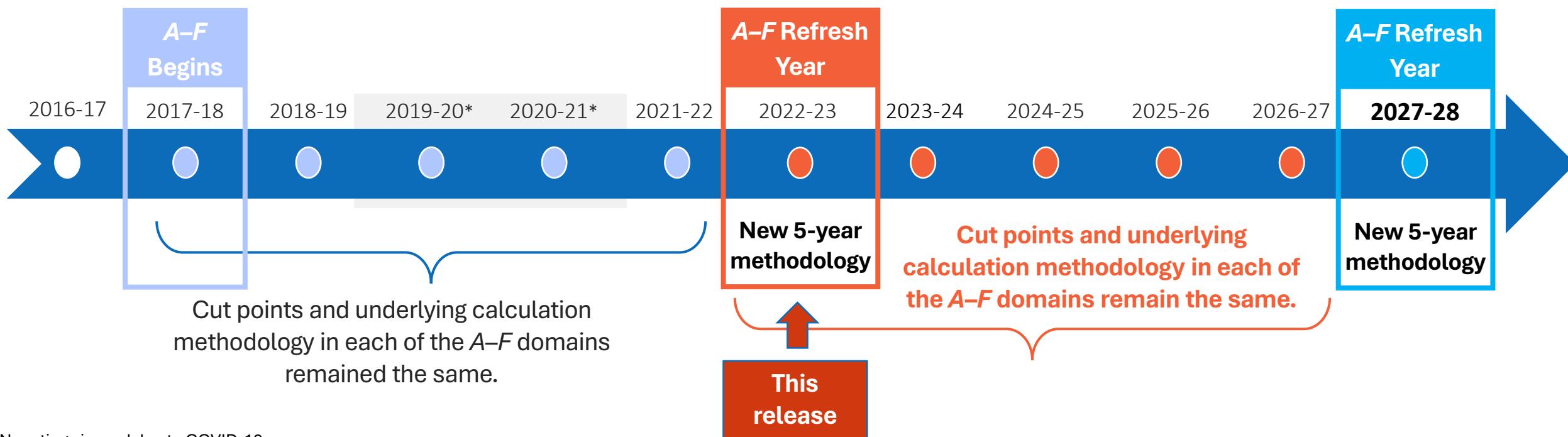


2. Does the A–F system change every year?

No

Unlike before A–F, the system remains static for multiple years.

We don't keep changing the bar. The design remains unchanged in most years to allow year-over-year comparison. But we continuously receive feedback on how to improve the model, so we make design changes once every few years.



3. Did the refreshed methodology increase standards making it harder for campuses to achieve an A?

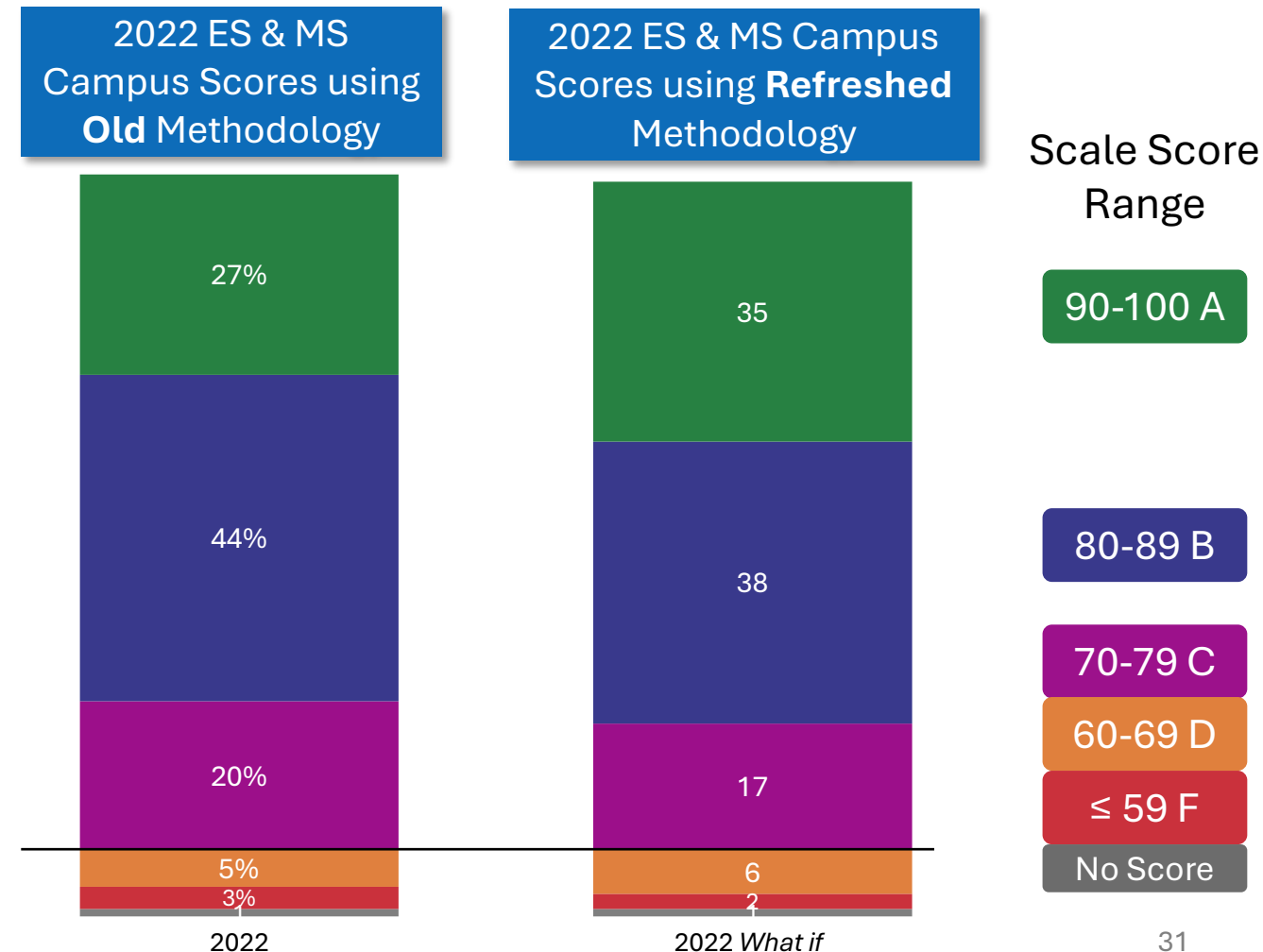
**Elementary &
Middle School**

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Applying the new methodology to 2022 data actually **increased** the percentage of campuses **earning As**

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- The refreshed system better recognizes how well campuses are Closing the Gaps and accelerating instruction.

Despite perceptions to the contrary, most elementary & middle school campus ratings were higher under the refreshed *A-F* system



Bar chart includes actual and *what-if* ratings for 6,607 ES/MS in 2022.

3. Did the refreshed methodology increase standards making it harder for campuses to achieve an A?

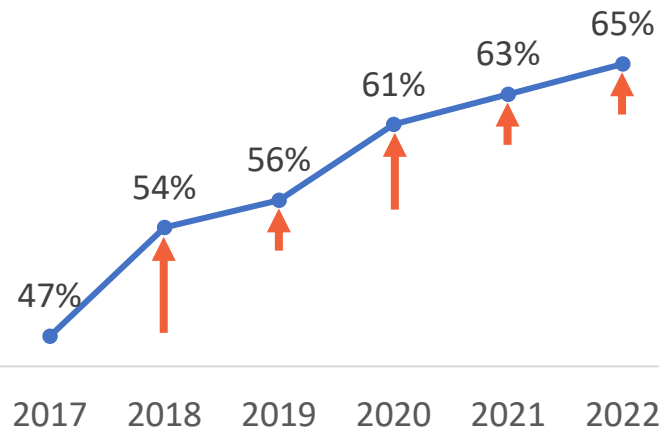
High School

Yes

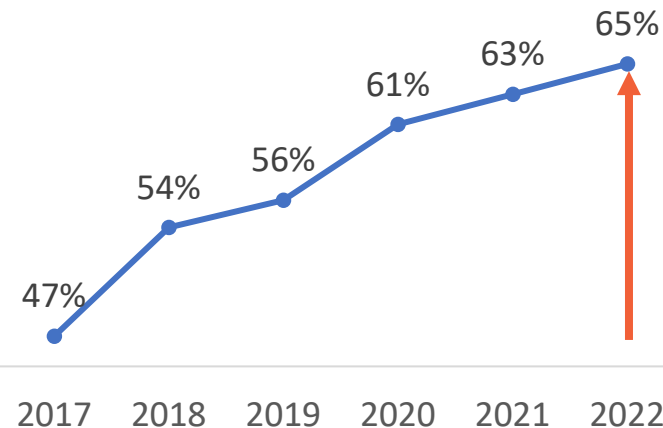
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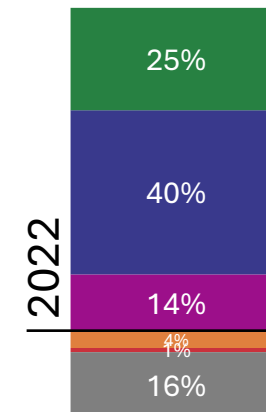
Annual Updates (before A-F)



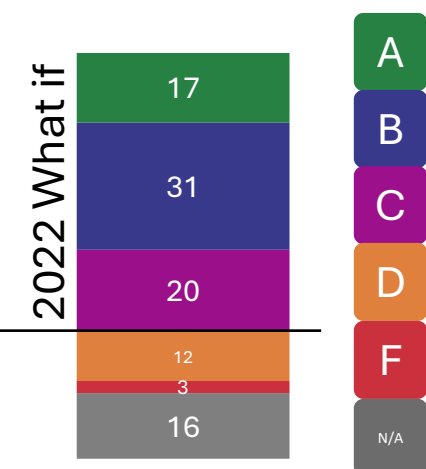
Periodic Updates (A-F)



2022 HS Campus Scores using Old Methodology



2022 HS Campus Scores using Refreshed Methodology

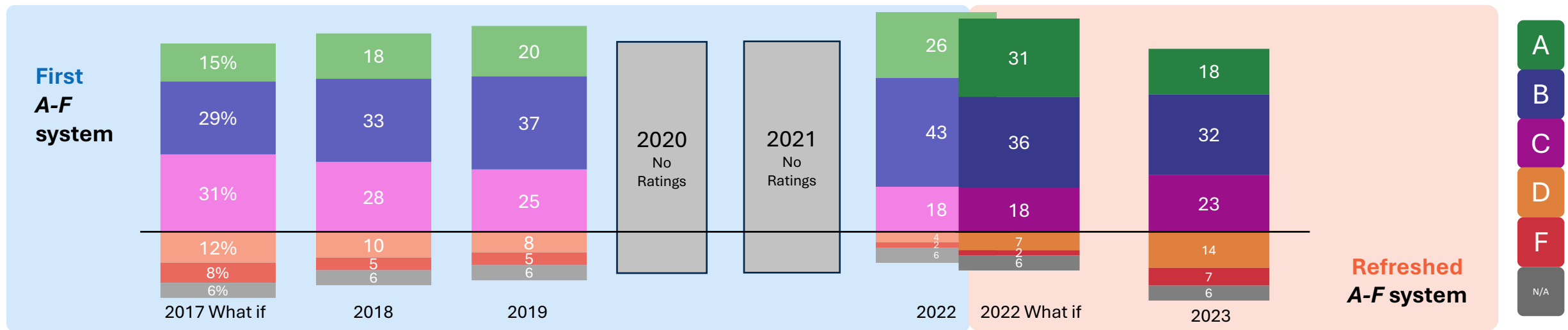


Bar chart includes actual and *what-if* ratings for 1,801 HS in 2022.

3. Were 2023 campus scale scores lower than 2022 because of the refreshed methodology?

No

Higher scores in 2022 were driven by unusually high levels of student year over year growth on STAAR coming out of COVID, not the *A-F* Refresh.

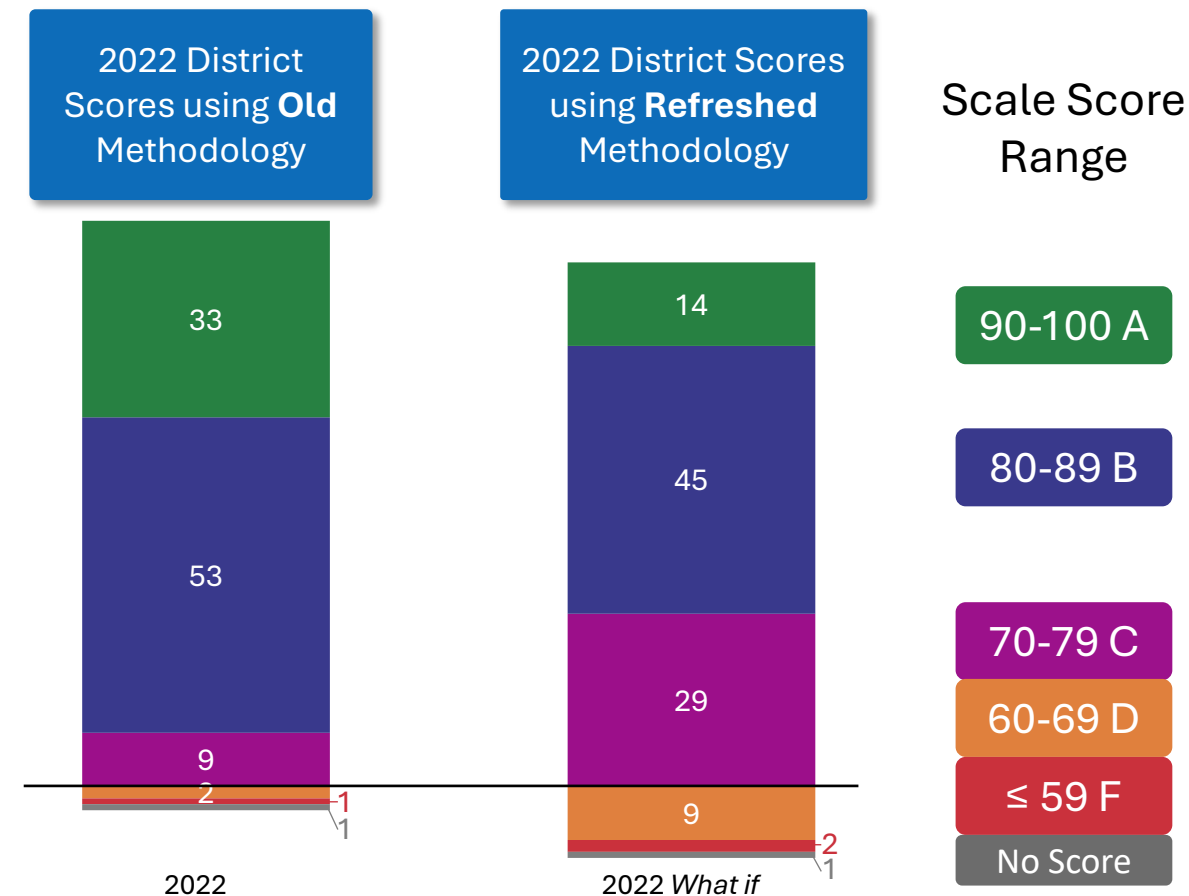


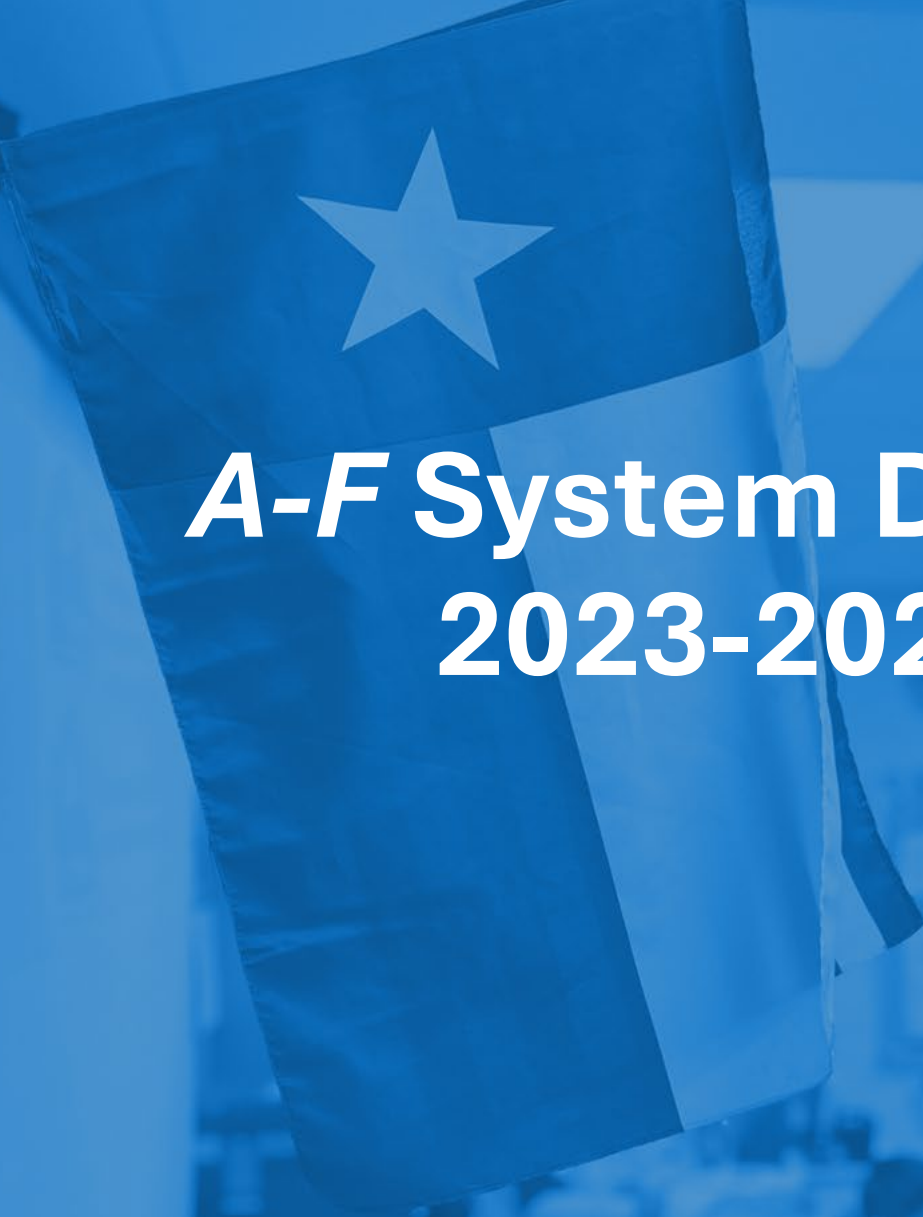
4. Did the refreshed methodology have an impact on district ratings?

Yes

The new district methodology better aligns district scores to campus scores. This didn't raise standards but had the effect of decreasing district scores.

- Under the previous system, a district could have received an A when none of its campuses received an A, which was confusing to the public.
 - This is because, under the prior system, a district's rating was determined largely by the CCMR and graduation rate of its graduating class.
- To be more transparent, the refreshed methodology now issues district ratings based on the weighted average of campus ratings by enrollment.
- This change means that elementary and middle school outcomes are more reflected in district ratings under the refreshed A-F system. And higher standards for CCMR at high school tended to lower high school campus ratings, which are part of that district average.



The Texas state flag, featuring a white five-pointed star on a blue field and a white vertical stripe on a red field, is prominently displayed in the foreground. The background is a blurred image of a classroom with students at desks, all overlaid with a semi-transparent blue filter.

A-F System Design **2023-2027**

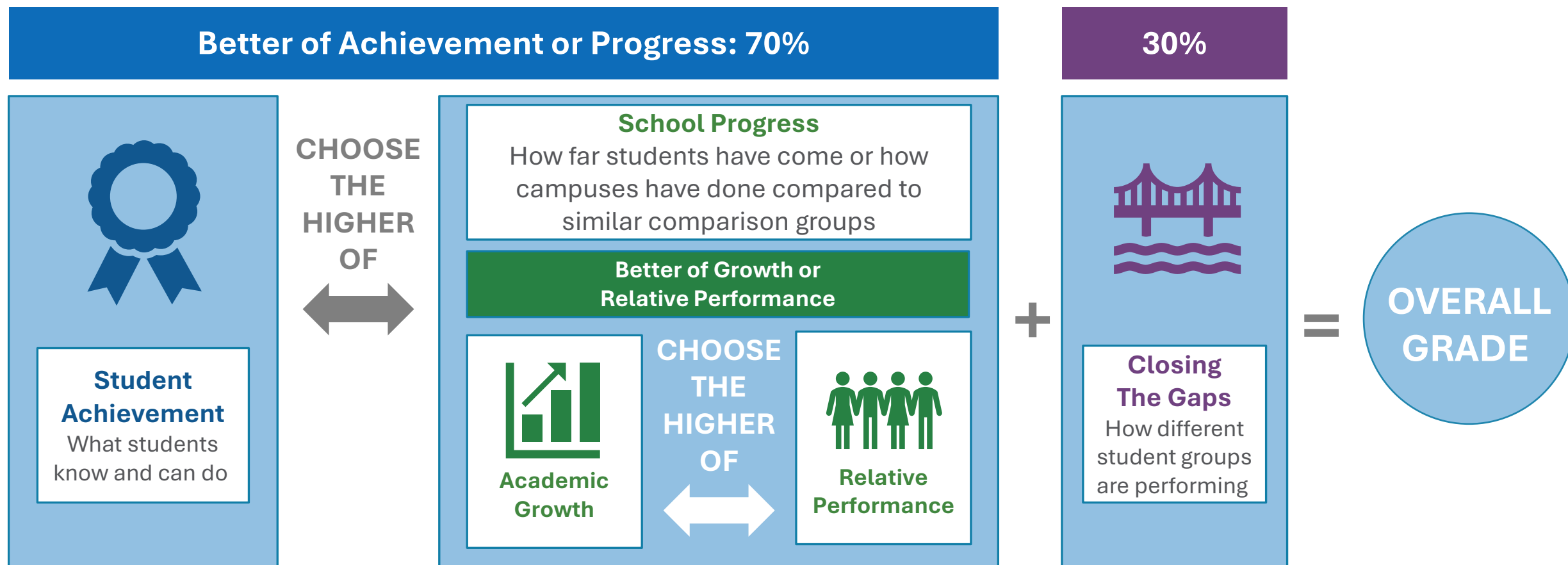
A-F maintains 4 core design commitments

1. Ratings reflect the better of achievement or progress.
2. School performance is evaluated through multiple valid measures.
3. Ratings are based on defined criteria, not a fixed distribution.
 - “A” reflects performance consistent with reaching long term goals
 - “C” reflects average performance for the baseline year
4. The system design **remains static in most years.**



Calculating Overall Ratings

Calculating Overall A-F Ratings



Note: If a campus receives a D or an F for 3 of the 4 domains listed above, their final scale score is capped at 69 and 59 (respectively), unless the campus is not scored on all four domains, or the student achievement domain is above a D or F (respectively).

Domain 1: Student Achievement

Ratings in this domain are based on how many students are approaching, meeting, and mastering grade level on STAAR as well as how many students graduate and whether those graduates are ready for college, a career, or the military.



Domain 1

**Student
Achievement**



Elementary

- **100% STAAR**



Middle

- **100% STAAR**



High
Schools &
K-12s

- **40% STAAR**
- **40% College, Career,
Military Ready (CCMR)**
- **20% Graduation Rate**

STAAR

Rather than being based solely on a particular passing rate, A-F uses an average for the percentage of STAAR results at the following:

- Approaches Grade Level or above
- Meets Grade Level or above
- Masters Grade Level

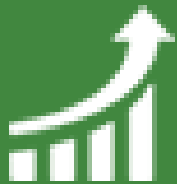

**College
Ready**

- Meet criteria on AP/IB exams
- Meet TSI criteria (SAT/ACT/TSIA) or complete a college prep course in reading and mathematics
- Complete dual credit course(s) or OnRamps course
- Earn an associate degree
- Graduate under an advanced diploma plan and be identified as a current special education student


**Career &
Military
Ready**

- Earn an industry-based certification after completing a program of study
- Earn a Level I or Level II certificate
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)
- Enlist in the United States Armed Forces or Texas National Guard

Domain 2: School Progress Part A & B



Domain 2

School
Progress

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



Academic
Growth



Relative
Performance

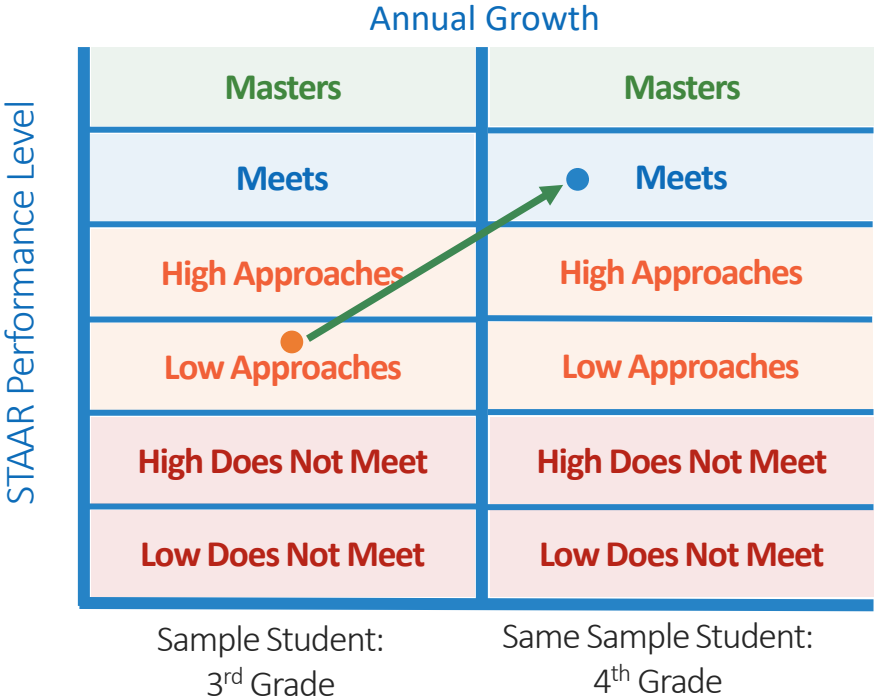
The School Progress domain measures district and campus outcomes in two areas:

- The number of students that **grew at least one year academically** and number of students that were **accelerated** as measured by year-over-year STAAR results
- The achievement of students relative to campuses with **similar economically disadvantaged** percentages

Domain 2: School Progress Part A & B

Domain 2: Student Progress

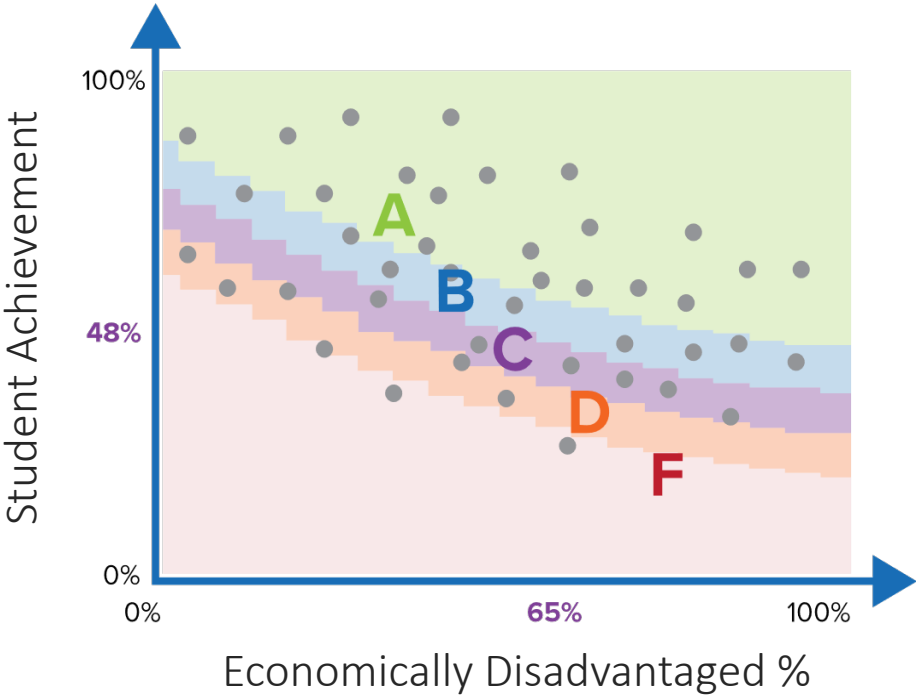
PART A: Academic Growth
Aggregating individual student year-over-year gains



Accelerated Learning



PART B: Relative Performance
Approximating growth using baseline adjusted proficiency targets



Domain 3: Closing the Gaps



Domain 3

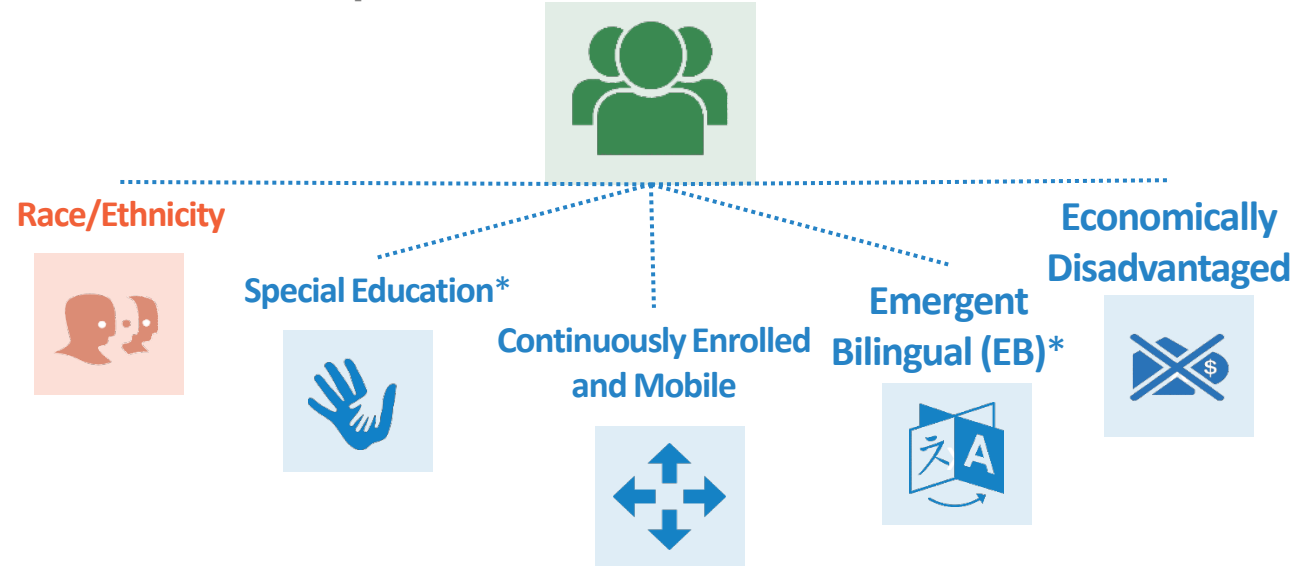
Closing the Gaps

- Domains 1 & 2 examine the performance of all students on average (for both achievement and progress).
- Domain 3 examines the performance of groups of students, to ensure gaps are closing (for both achievement and progress).

Domain 3 is used to comply to meet federal ESSA requirements

All Student Groups

All Students



Domain 3 ratings are based on the performance of **4 Groups**

1

All Students

2

First lowest performing racial/ethnic group from prior year

3

Second lowest performing racial/ethnic group from prior year

4

High Focus**

*Includes current and former/monitored SPED/EB

**High Focus is an unduplicated count of economically disadvantaged, EB, current special education, and/or highly mobile (homeless, migrant, or in foster care) students

Domain 3 recognizes campus progress in Closing the Gap

Domain 3 Groups

Student group performance is examined for each of the 4 student groups across the following performance categories:

1

2

3

4

Sum

Student Performance Component

Academic Achievement STAAR RLA at Meets Grade Level STAAR Mathematics at Meets Grade Level	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-32
Growth (EL/MS, HS if no grad rate) Growth in STAAR RLA Growth in STAAR Mathematics	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-32
Graduation Rate (HS only) 4-year Federal Graduation Rate	0-4	0-4	0-4	0-4	0-16
Progress to English Language Proficiency TELPAS Growth				0-4* *Only current EB	0-4
School Quality/Student Success Average of all STAAR performance scores (ES/MS) CCMR for graduates and students in grade 12 (HS)	0-4	0-4	0-4	0-4	0-16
The Domain 3 final score represents the sum of each component divided by the total possible points for each component, with weighting and total points that can vary* by school type.					0-100*

Domain 3 Groups are based on the performance of 4 Groups

1

All Students

2

First lowest performing racial/ethnic group from prior year

3

Second lowest performing racial/ethnic group from prior year

4

High Focus**

Closing the Gaps Scoring

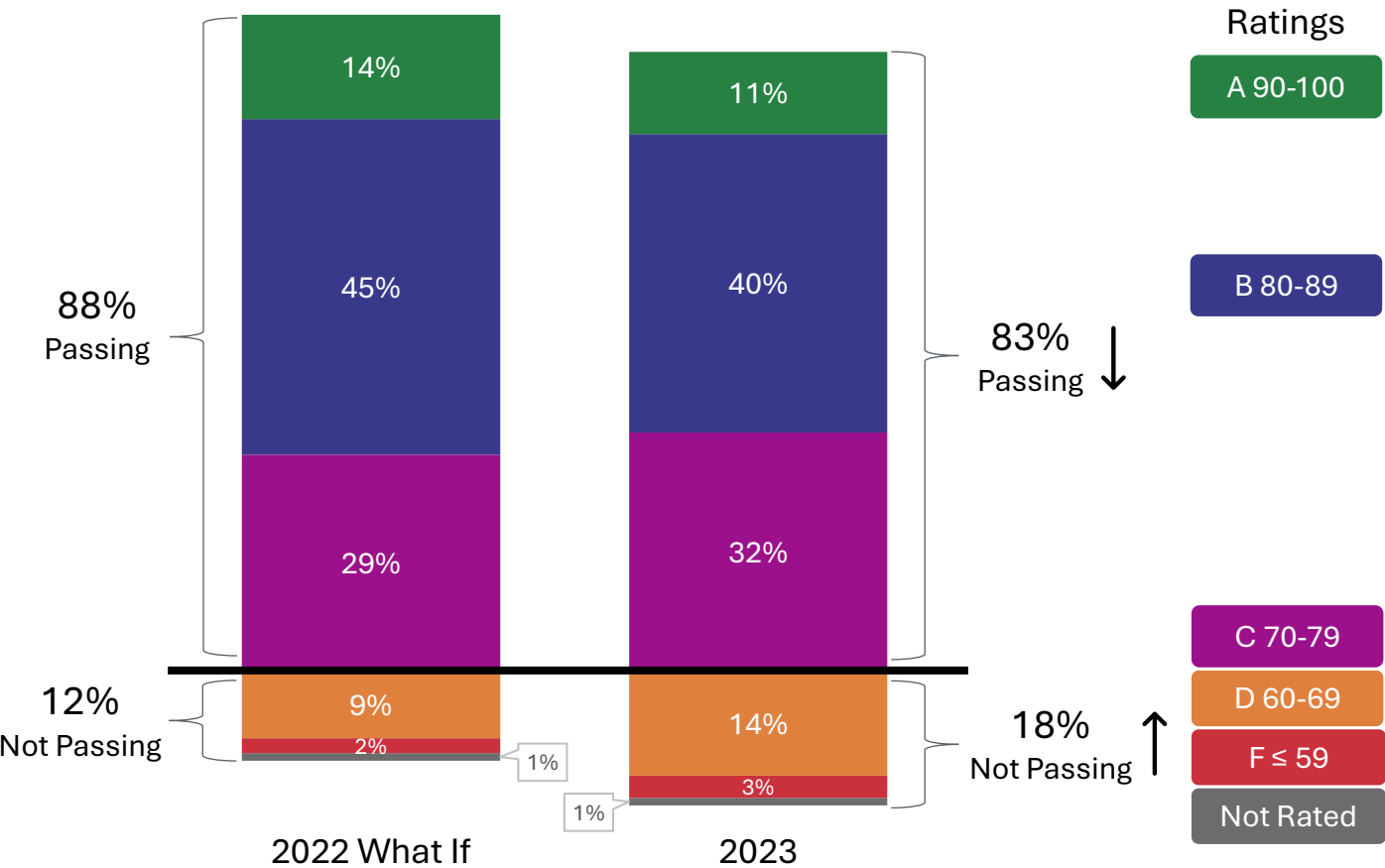
- 4 - Met long-term target
- 3 - Met interim target
- 2 - Showed expected growth toward next interim target
- 1 - Showed minimal growth
- 0 - Did not show minimal growth



Appendix

2023 A–F ratings decreased overall from 2022, driven by a decline in student academic growth rates

Districts:
2022 *What Ifs* vs 2023 Ratings



1,188 districts were given 2022 *What If* Ratings and 2023 Ratings

Stayed the Same	Increased	Decreased
686	161	341
58%	14%	29%

71% of districts stayed in the same score or improved from the prior year *What Ifs*

1,209 districts in 2023. May not equal 100% due to rounding.

33 districts moved from a score below an A in 2022 *What Ifs* to an A in 2023

Districts: 2022 *What Ifs* vs. 2023 Ratings

33 districts moved from below an A in 2022 *What Ifs* to an A in 2023 actual ratings

	2023 Ratings				
2022 What Ifs	A ≥90	B 80-89	C 70-79	D 60-69	F ≤59
A ≥90	95 55%	60	10	5	3
B 80-89	29	331 62%	142	24	10
C 70-79	3	76	194 55%	71	8
D 60-69	1	10	32	57 53%	8
F ≤59		1	1	8	9 47%
Total	128	478	379	165	38