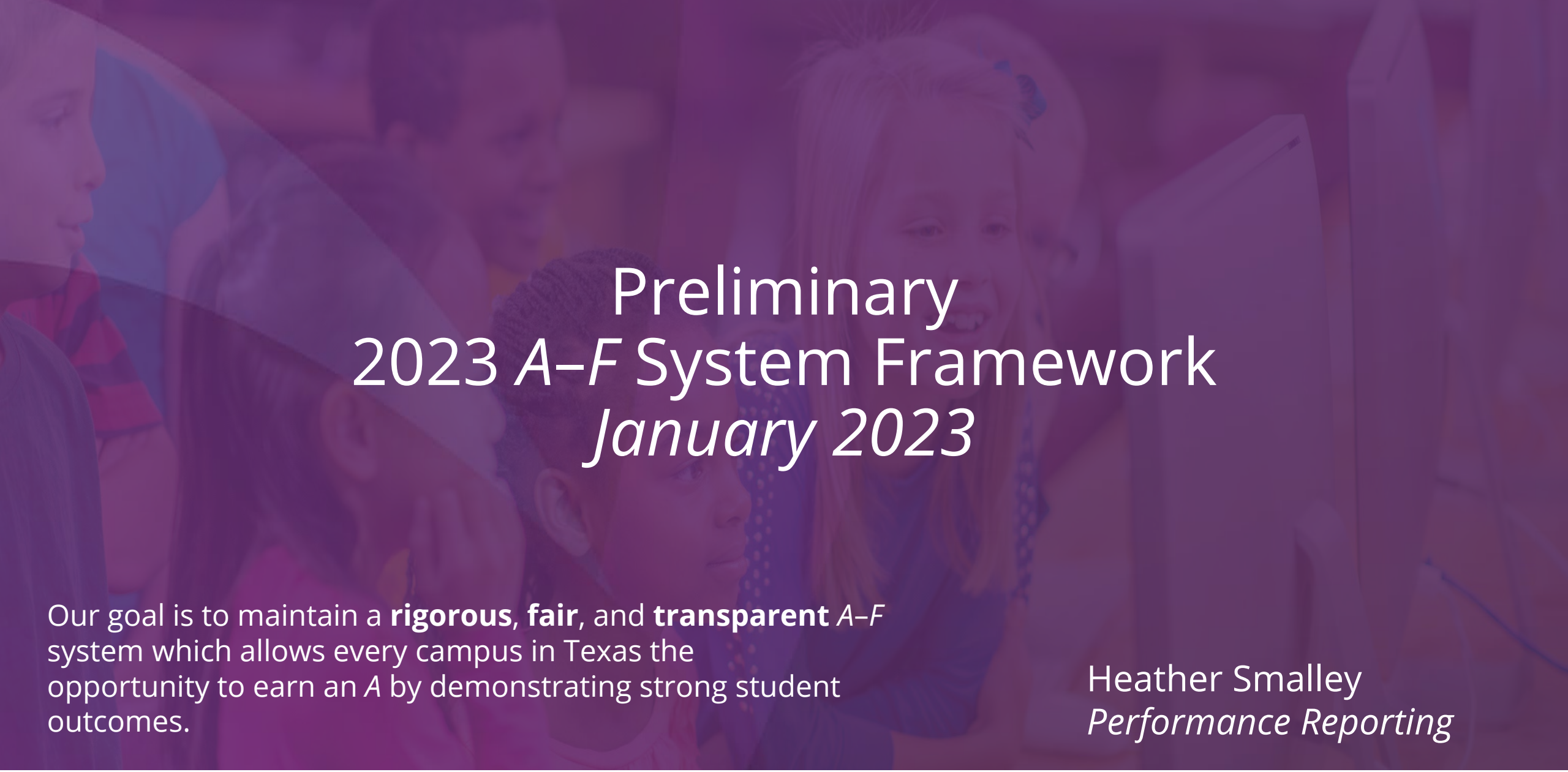


Preliminary 2023 *A–F* System Framework *January 2023*

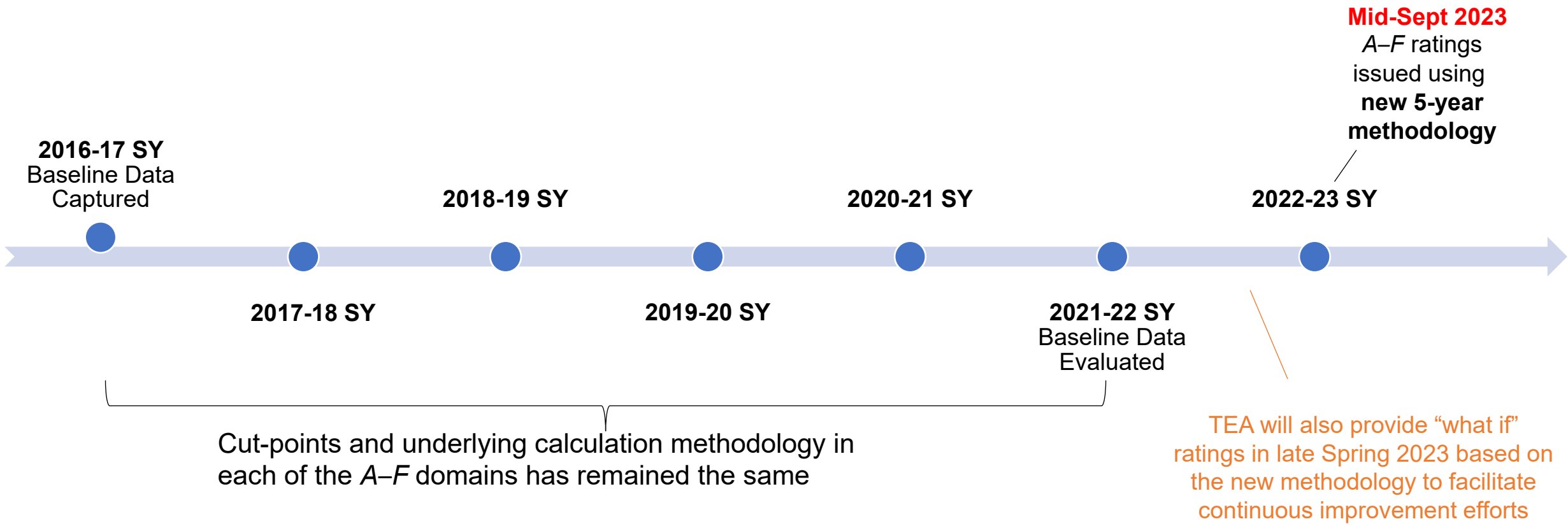
Our goal is to maintain a **rigorous**, **fair**, and **transparent** *A–F* system which allows every campus in Texas the opportunity to earn an *A* by demonstrating strong student outcomes.

Heather Smalley
Performance Reporting

TEA Texas Education Agency | TXschools.gov

The system design remains static in most years, but will be refreshed for 2022–23

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



Domain by Domain: An Overview of Proposed Changes

Accountability Refresh: Student Achievement Domain

Student Achievement

Shows how much students know and are able to do by the end of the school year. Ratings in this domain are based on how many students are approaching, meeting, and mastering grade level. For high schools and districts, ratings are also based on how many students graduate and whether graduates are ready for college, a career, or the military.

Student Achievement: Calculating a Score

Elementary Schools

- **100%** STAAR

Middle Schools

- **100%** STAAR

High Schools & K–12s

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

Unchanged from 2018.

Student Achievement: Refresh Components

STAAR

- Scaling points remained unchanged.

CCMR

- Updated scaling to align with 2021 outcomes.
- Sunsetting IBC-only limit proposed.
- Phase-in programs of study and industry-based certification (IBC) updates.
- Use DD Form 4 for US Armed Forces and Texas National Guard enlistment.
  - Beginning with 2023 graduates

Graduation Rate

- Updated scaling cut points based on five years of graduation data.

Student Achievement: STAAR Methodology

One point is given for each percentage of STAAR results at the following:

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

% Approaches Grade Level or above +

% Meets Grade Level or above +

% Masters Grade Level

Three

Unchanged from 2018.

Student Achievement: STAAR Scaling

Student Achievement Domain: STAAR Component Score Cut Points				
Rating	**STAAR**			
	Elementary	Middle	HS/K–12	AEA
A	60	60	60	*
B	53	49	53	*
C	41	38	41	*
D	35	32	35	*

**AEA cut points will be available later this month*

Unchanged from 2018.

Student Achievement: CCMR Scaling

- There has been rapid improvement in CCMR outcomes for Texas graduates over the past five years, with average performance now at 65 percent.
- Given these improvements and the statutory objective of *A–F* to make Texas a national leader in preparing students for postsecondary success, the agency updated scaling.

Student Achievement Domain: CCMR Component Score Cut Points		
Rating	CCMR	
	Non-AEA	AEA
A	88	*
B	78	*
C	64	*
D	51	*

**AEA cut points will be available later this month*

Student Achievement: CCMR Refresh Indicators

College Ready

- Meet criteria of 3 on AP or 4 on IB examinations
- Meet Texas Success Initiative (TSI) criteria (SAT; ACT; TSIA1 or TSIA2; or 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 a dual enrollment course and qualify for at least 3 OnRamps hours credit

Career Ready

- **Earn an IBC and complete an aligned program of study** (Phase-in)
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)
- Graduate under an advanced diploma plan and be identified as a current special education student
- Earn a Level I or Level II certificate

Military Ready

- **Enlist in the United States Armed Forces** (2023 grads)
- **Enlist in the Texas National Guard** (2023 grads)

Student Achievement: CCMR Updates

Sunsetting Industry-Based Certifications (IBC)

Problem:

- Some campuses are reporting a disproportionate number of students attaining ONLY a sunsetting IBC, which may be indicative of students not being provided with varied opportunities to demonstrate CCMR.
- These high scores drive higher CCMR cut scores for all campuses.

Proposed Solution:

Beginning with 2023 ratings, limit the percentage of graduates who only meet CCMR criteria via a sunsetting IBC to five graduates, or 20 percent, of graduates, whichever is higher.

Example:

Texas High School has 200 graduates. 50 graduates earned ONLY a sunsetting IBC as their CCMR credit. With the limit, Texas High School would receive credit for 40 of these graduates (20 percent), and ten of these graduates would not generate CCMR credit.

Student Achievement: CCMR Updates

Phase-In IBC and Programs of Study Requirements

Problem:

TEA received feedback about the time it may take districts and campuses to implement aligned Programs of Study.

Proposed Solution:

Push back the transition an additional year.

- Earn an IBC plus an aligned Level 2^{+} course would apply for the Class of 2024
- The concentrator requirement would apply for the Class of 2025
- The completer requirement would apply for the Class of 2026

Rationale:

Analysis shows the concentrator requirement has a minimal impact on wages compared to the completer requirement, which has a positive impact on wages. The completer status is currently required in statute.

Student Achievement: IBC/Programs of Study

Based on stakeholder feedback, the Level 2+ course requirement has been pushed back a year.

Graduating Class of 2022
Aug 2023 Ratings
Use existing IBC list (v2)
Cap on sunsetting IBCs

Graduating Class of 2023
Aug 2024 Ratings
Use updated IBC list (v3)
or
Use existing IBC list (v2)
Cap on sunsetting IBCs

Graduating Class of 2024
Aug 2025 Ratings
Use updated IBC list (v3) or existing IBC list (v2)
+
1 course Level 2+ in aligned Program-Of-Study
Cap on sunsetting IBCs

Graduating Class of 2025
Aug 2026 Ratings
Use updated IBC list (v3) or *newly updated IBC list (v4) assuming 2-yr update cycle*
+
Concentrator in aligned Program-Of-Study

Graduating Class of 2026
Aug 2027 Ratings
Use updated IBC list (v3) or *newly updated IBC list (v4)*
+
Completer in aligned Program-Of-Study

The concentrator and completer requirements have been pushed a year later as well.

To balance between statutory rigor requirements and fairness for districts, sunsetting IBCs will be capped until they are phased out.

Student Achievement: CCMR Methodology

- One point is given for each annual graduate who accomplishes one or more CCMR indicators.
- Beginning with 2023, apply the sunsetting IBC limit.

$$\frac{\text{Number of Graduates Who Accomplish at Least One CCMR Indicator}}{\text{Number of Annual Graduates}}$$

Student Achievement: Graduation Rate Methodology

High school graduation rates evaluate the best of 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.

Example Calculation: Graduation Rate	
Graduation Rate	All Students
~~Class of 2022, 4-year~~	~~95.2%~~
Class of 2021, 5-year	97.3%
~~Class of 2020, 6-year~~	~~95.0%~~
Graduation Rate Score	97.3

Unchanged from 2018.

Student Achievement: Graduation Rate Scaling

	Longitudinal Graduation Rate			
Scaled Score	Non-AEA		AEA	
	Low	High	Low	High
100	100	-	*	-
95	99	99.9	*	*
90	98	98.9	*	*
85	97	97.9	*	*
80	96	96.9	*	*
75	95	95.9	*	*
70	94	94.9	*	*
65	91	93.9	*	*
60	88	90.9	*	*
55	72	87.9	*	*
50	50	71.9	*	*
40	30	49.9	-	-
30	0	29.9	-	-

**AEA cut points will be available later this month*

- Graduation rates have steadily improved in Texas since 2017.
- Using Class of 2021 as a baseline, *A–F* cut points have been increased by 2 percent.

Accountability Refresh: School Progress Domain

School Progress

Based on a comparison of how students are performing. In part, this domain is based on how many students showed academic growth in reading and math on the STAAR tests. This domain also looks at the level of achievement compared to similar campuses.

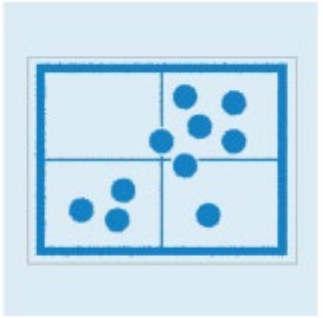
School Progress: Two Aspects of Progress

Unchanged from 2018.

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

Part A:
Academic Growth

Part B:
Relative Performance



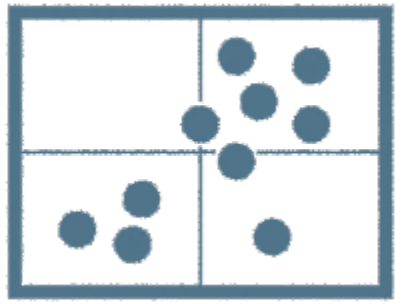
The School Progress domain measures district and campus outcomes in two areas:

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

School Progress: Two Aspects of Progress

Part A: Academic Growth

Part B: Relative Performance



Academic Growth: Refreshed Methodology

- School Progress, Part A: Academic Growth measures growth using a transition table method.
- Campuses earn credit for results that maintain performance or demonstrated growth on STAAR in RLA/mathematics.
- The accelerated learning component is embedded within Academic Growth. Campuses earn credit for students in grades 4–8 and EOC testers who earned Did Not Meet Grade Level in the prior year and Approaches Grade Level or above in the current year.
- 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.

Academic Growth: Transition Table Proposal

Measuring Annual Growth **PLUS** Measuring Accelerated Learning

Annual Growth						
Prior Year	Current Year					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

Accelerated Learning				
Prior Year	Current Year			
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	0	1	1	1

Accelerating learning credits 0.25 in the numerator.
These tests are not included again in the denominator.

Academic Growth: Transition Table Proposal*

Measuring Annual Growth **PLUS** Measuring Accelerated Learning

Annual Growth ** ¶ †	
RLA	**Mathematics**
Prior Year -> Current Year	Prior Year -> Current Year
Grade 3 -> Grade 4	Grade 3 -> Grade 4
Grade 4 -> Grade 5	Grade 4 -> Grade 5
Grade 5 -> Grade 6	Grade 5 -> Grade 6
Grade 6 -> Grade 7	Grade 6 -> Grade 7
Grade 7 -> Grade 8	Grade 7 -> Grade 8
Any Grade -> English I	Any Grade -> Algebra I
Any Grade -> English II	

Accelerated Learning ‡ §	
RLA	**Mathematics**
Prior Year -> Current Year	Prior Year -> Current Year
DNM Grade 3 -> Grade 4	DNM Grade 3 -> Grade 4
DNM Grade 4 -> Grade 5	DNM Grade 4 -> Grade 5
DNM Grade 5 -> Grade 6	DNM Grade 5 -> Grade 6
DNM Grade 6 -> Grade 7	DNM Grade 6 -> Grade 7
DNM Grade 7 -> Grade 8	DNM Grade 7 -> Grade 8
Any Grade -> English I	Any Grade -> Algebra I
Any Grade -> English II	

* This table is meant to provide a general overview of the measurement of annual growth and accelerated learning from the prior year to the current year. The full methodology will be available Spring 2023.
¶ Students who took the same grade-level or EOC assessment in 2021–22 and 2022–23 are not included in growth calculations.
* * Students who take STAAR assessments and have skipped grade level(s) between 2021–22 and 2022–23 will have a growth score calculated (e.g., Grade 6 mathematics -> Grade 8 mathematics will be measured for growth).
† For EOC assessments, growth is calculated only for the Algebra I, English I, and English II first-time test takers. Growth will be calculated from the first time the student takes English I to the first time the student takes English II.
‡ DNM = Did Not Meet Grade Level Performance
§ Accelerated learning includes results of students who were at Did Not Meet Grade Level in the prior year and take a 4-8 assessment or EOC assessment in the current year (e.g., DMN Grade 8 -> English I).

Academic Growth: Calculation

$$\frac{\text{Sum of RLA \& Mathematics Points Earned for Annual Growth} + (\text{Sum of RLA \& Mathematics Points Earned for Accelerated Instruction}) \times 0.25}{\text{Sum of Maximum RLA \& Mathematics Points for Annual Growth}}$$

Why 0.25 bonus points per accelerated student?

- Ensure a calculation that 1) didn't require scaling down, 2) if a campus had no students that did not meet in the previous year, they could still get an *A*, and 3) resulted in a lower correlation with poverty.
- Roughly follows a guiding principle that accelerated learning could comprise a ~10% bonus (about one letter grade).
  - Rate of accelerated learning historically has been 40%.
  - 0.25 bonus points per accelerated student (40% * 0.25) would lead to 10% bonus.

Academic Growth: Example Calculation

Prior Year	Current Year						Total
	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	20	40	10	10	8	2	90
High Did Not Meet Grade Level	5	30	20	10	10	5	80
Low Approaches Grade Level	0	10	20	40	20	10	100
High Approaches Grade Level	2	6	10	30	40	25	113
Meets Grade Level	0	2	2	1	50	45	100
Masters Grade Level	0	0	8	1	12	50	71
Total	27	88	70	92	140	137	**554**

Annual Growth

Prior Year	Current Year				Total
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	
Did Not Meet Grade Level	95	50	18	7	**170**

Accelerated Learning

Academic Growth: Example Calculation

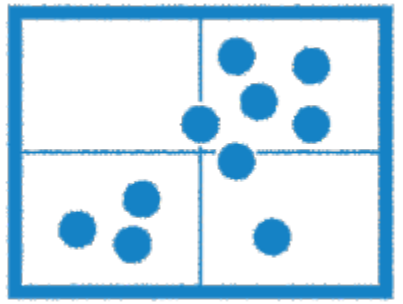
- The total is expressed as a percentage: total points earned divided by number of assessments, rounded to the nearest whole number.
- For example, 453.75 total earned points divided by 554 assessments is 81.9%, which is rounded to 82%.

Annual Growth Points Earned			435.0
Accelerated Learning Points Earned	75	X 0.25	18.75
Sum Annual Growth plus Accelerated Learning Points			453.75
÷ Total Assessments			554
School Progress, Part A: Academic Growth Raw Score			**82**

School Progress: Two Aspects of Progress

Part A: Academic Growth

Part B: Relative Performance



Relative Performance: Refresh Methodology

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

- Elementary/Middle Schools
  - There are no methodology or scaling changes.
- High Schools
  - There are no changes to STAAR scaling
  - The CCMR data has been updated with 2021 graduates as the baseline.
  - High schools/K–12s will use two scaling tables now: STAAR & CCMR.
  - These scaled scores will be averaged together to maintain the equal STAAR/CCMR weights for high schools/ K–12s.

Unchanged from 2018.

Accountability Refresh: Closing the Gaps Domain

Closing the Gaps

Meant to help ensure attention is given to every student. Ratings look at groups of students, separately, and higher grades are awarded if all groups of students are doing well in terms of academic growth and student achievement.

Closing the Gaps: Refreshed ESSA Domain

- Set student group targets by campus type.
- Award gradated outcomes for achievement toward student group targets.
  - 0–4 points possible instead of yes/no
  - Award points for growth to target.
- Use super groups to narrow the focus on lowest performing groups.
- Update targeted and additional targeted identification and exit methodologies to align with 0–4 points.

- Paradigm shift on which groups are evaluated in the score/rating versus which groups are evaluated for ATS/TSI.
- While not all groups will contribute to the score, all groups will be evaluated in this domain.

Closing the Gaps: Student Group Targets

Appendix A

- Overall
  - To account for the impact of COVID-19, all long-term targets are pushed back five years to 2037–38.
  - The first five years of interim targets align with each school type's baseline rates and increase at five-year increments until reaching the long-term targets.
- Academic Achievement (Performance at Meets Grade Level disaggregated for RLA and mathematics)
  - Academic Achievement used the original 2017 baseline dataset at Meets Grade Level with disaggregated targets by school type.
- Growth or Graduation
  - Academic Growth Status used an average of 2019 and 2022 growth outcomes incorporating the updated methodology from the School Progress, Part A domain. Long-term targets were adjusted to account for the updated methodology.
  - Federal Graduation Status used the Class of 2021 statewide federal four-year graduation, disaggregated for each student group.
    - Long-term targets were updated to ensure all students groups could demonstrate growth to target.

Closing the Gaps: Student Group Targets

Appendix A

- English Language Proficiency (ELP)
  - To account for the TELPAS writing change, ELP used 2021 and 2022 TELPAS baseline data for the listening, speaking, and reading domains only.
  - For 2024, targets will be updated to include writing and will shift back to evaluating the composite rating.
  - We'll talk more about this on slide 36.
- School Quality or Student Success
  - The Student Achievement Domain Score: STAAR Component Only used the original 2017 baseline dataset with disaggregated targets by school type.
  - CCMR Performance Status used the 2022 statewide outcomes (2021 annual graduates) disaggregated for each student group.

Closing the Gaps: Super Groups

☒ Reminder: previously, there were 14 different student groups:

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	Highly Mobile

☑ Update: replace 14 student groups with 6 student "super groups"

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			

Only evaluated in SQSS: CCMR/STAAR Only (all subjects/all levels). Not evaluated in Academic Achievement, Growth/Grad, or ELP.

Closing the Gaps: Super Groups

- Closing the Gaps will continue to annually report each student group's progress toward interim and long-term targets.
- TEA will shift methodology for awarding points and identifying campuses for federal school improvement to focus on underperforming student groups by "super grouping".
  - High Focus—This is an unduplicated count of tests from students (or graduates in CCMR/graduation rates) identified as emergent bilingual, economically disadvantaged, served by special education programs, and/or highly mobile.
    - Highly mobile=homeless, foster, and/or migrant.

ESSA Amendment Deadline: February 1, 2023

Closing the Gaps: Minimum Size

Some evaluated via the score. Some evaluated via TSI/ATS.

The current 25 student group minimum size is being reduced to **10**.

- The reasoning for this change is to evaluate the outcomes for as many students as possible in Closing the Gaps in order to close achievement gaps.
- Reminder: 10 tests or 10 graduates
  - Minimum size is based on test counts for STAAR/TELPAS indicators.
  - Minimum size is based on graduate counts for CCMR/graduation rate indicators.

Closing the Gaps: Components

Academic Achievement (EL, MS, HS)

- STAAR RLA at Meets Grade Level
- STAAR mathematics at Meets Grade Level

Growth (EL, MS)

- Growth RLA
- Growth mathematics

Graduation Rate (HS)

- 4-year federal graduation rate

English Language Proficiency (EL, MS, HS)

School Quality/Student Success (SQSS)

- SQSS: STAAR (All subjects, all performance levels) (EL, MS)
- CCMR (HS)

Unchanged from 2018.

Closing the Gaps: Components

English Language Proficiency

- The ELP component is evaluated differently for 2023 accountability because the TELPAS writing domain is being updated.
  - TELPAS results are evaluated at the domain level in place of the composite rating.
  - A student is considered having made progress if the student advances, or is scored as Advanced High or Basic Fluency, in at least two of the three domains from the prior year (2022) to the current year (2023).
  - The three evaluated domains are listening, speaking, and reading.
  - Only students evaluated in all three domains in both 2022 and 2023 are evaluated.
  - For 2024, the ELP methodology will return to the use of the TELPAS composite rating.

Closing the Gaps: Six Super Groups

1. **All Students**
2. & 3. **Two Lowest Performing Racial/Ethnic Groups from Prior Year**
   - African American
   - Hispanic
   - White
   - American Indian
   - Asian
   - Pacific Islander
   - Two or More Races
4. **High Focus Super Group**
   - Economically Disadvantaged
   - Current Special Education
   - Current and Monitored Emergent Bilingual/English Learners
   - Highly Mobile *(replaces Non-Continuously Enrolled)*
5. **Former Special Education**
6. **Continuously Enrolled**

We'll discuss how to determine the two lowest performing racial/ethnic groups from the prior year.

Highly Mobile Definition:
Homeless
Migrant
Foster

Closing the Gaps: Highly Mobile

Why is TEA using homeless, foster, and migrant to redefine "mobile"?

- Highly Mobile is replacing the Non-Continuously Enrolled group.
- The TEC defines the required student groups as
  - in the closing the gaps domain, the use of disaggregated data to demonstrate the differentials among students from different racial and ethnic groups, socioeconomic backgrounds, and other factors, including:
    - (A) students formerly receiving special education services;
    - (B) students continuously enrolled; and
    - (C) students who are mobile.
- To narrow the focus in on students who may be most at risk for dropping out, we collaborated with divisions within the Agency and consulted stakeholders on the best way to redefine mobile.
- Statewide performance for these three groups (plus high focus) is similar, so it is a rational grouping for target setting.
- You may find data on these groups in the Federal Report Card.

Migrant	Homeless	Foster Care

Why did we not include military connected?

Closing the Gaps: Who is included where?

- Mary is Asian.
- She is in foster care.
- She is a third-year monitored EB.
- She is served by special education services.
- She moved into the district at the start of this school year.

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			
✓					✓			✓		

Mary is included in All Students, Asian, and once in High Focus.

We'll discuss how to determine the two lowest performing racial/ethnic groups from the prior year.

Closing the Gaps: Evaluating the 2 Lowest Performing Groups

Two Lowest Performing Racial/Ethnic Groups from Prior Year						
African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
Academic Achievement (RLA & Mathematics)						
		0-4		0-4		
		0-4		0-4		
vth or Graduation: Academic Growth in RLA & Mathematics (EL/MS) or Fe						
		0-4		0-4		
		0-4		0-4		
SQSS: STAAR ONLY (EL/MS) or CCMR (HS/K-12						
		0-4		0-4		
English Language Proficiency						

EXAMPLE

- The 2 lowest performing racial/ethnic groups are evaluated in all their corresponding components that meet the minimum size the following year.
- If only one of the 2 lowest performing groups meets minimum size the following year, that group alone will be evaluated.
- For a new campus, the state's prior year 2 lowest performing racial/ethnic groups are evaluated.

Closing the Gaps: Determining Lowest Performing Groups

	African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races	
Academic Achievement Status														
ELA/Reading Target														
% at Meets GL Standard or Above	41%		46%		67%		51%		81%		52%		62%	
# at Meets GL Standard or Above	171,447	171,447	807,878	807,878	564,477	564,477	5,018	5,018	125,989	125,989	2,570	2,570	54,952	54,952
Total Tests (Adjusted)	416,094	416,094	1,768,641	1,768,641	843,157	843,157	9,789	9,789	154,954	154,954	4,926	4,926	88,749	88,749
Mathematics Target														
% at Meets GL Standard or Above	27%		35%		56%		40%		79%		44%		49%	
# at Meets GL Standard or Above	94,123	94,123	518,562	518,562	399,155	399,155	3,270	3,270	103,340	103,340	1,795	1,795	36,988	36,988
Total Tests (Adjusted)	346,180	346,180	1,467,908	1,467,908	716,017	716,017	8,161	8,161	130,809	130,809	4,123	4,123	76,156	76,156
2022 Averaged Academic Achievement Calculation														
Combined RLA/Math Numerator		265,570		1,326,440		963,632		8,288		229,329		4,365		91,940
Combined RLA/Math Denominator		762,274		3,236,549		1,559,174		17,950		285,763		9,049		164,905
Averaged Outcome		35%		41%		62%		46%		80%		48%		56%

Closing the Gaps: Gradated Points for Growth

Closing the Gaps: Proposed 0–4 Methodology	
4	Met Long Term Target
3	Met Interim Target
2	Did Not Meet Interim Target but Showed Expected Growth
1	Did Not Meet Interim Target but Showed Minimal Growth
0	Did Not Meet Interim Target and Did Not Show Growth

Points Definitions

- Expected growth is defined as on-track growth to reach the next interim target. For 2023, that would be five years. For 2024, that would be four years.

$$\textbf{current year rate} - \textbf{prior year rate} \geq \frac{\textbf{next interim target} - \textbf{prior year rate}}{5}$$

- Minimal growth is defined as at least 1.0% growth for STAAR and CCMR indicators. Minimal growth is at least 0.1% growth for graduation indicators.

Closing the Gaps: Sample Score and CSI Data Table

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 Raw Score			*Sum of Weighted Points*

EB=Current & Monitored (through year 4)
ELP=Current EB only

EXAMPLE

Closing the Gaps: Sample Annual ATS/TSI Data Table

Evaluated by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)[A]	Special Ed (Current)
Academic Achievement										
Reading	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
Growth										
Reading	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
Federal Graduation										
	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
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
School Quality										
	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4

EXAMPLE

Closing the Gaps: Sample Data Table for Each Group

	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored	Special Education (Current)	High Focus	Highly Mobile	Foster	Homeless	Migrant	Special Education (Former)	Continuously Enrolled
Academic Achievement (RLA)																		
2022	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%		
2023	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%		
Academic Achievement (Mathematics)																		
2022	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%		
2023	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%		
Growth (RLA) (EL/MS)																		
2022	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75		
2023	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75		
Growth (Mathematics) (EL/MS)																		
2022	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75		
2023	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75		
Federal Graduation Rate (HS)																		
2022	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
2023	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
SQSS: STAAR ONLY (EL/MS)																		
2022	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
2023	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
SQSS: CCMR (HS/K-12)																		
2022	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
2023	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
English Language Proficiency[1]																		
2022										50								
2023										50								

EXAMPLE

Overall Rating

Calculating an Overall Rating: Methodology

We use the higher score between *how much students know and can do* (Student Achievement) or *how much better students are doing than last year or than peers in similar districts/campuses* (School Progress) and weight it at 70%.

We then weight *how well districts and campuses are closing performance gaps* among different student groups (Closing the Gaps) at 30%.

Better Of:		Plus:
Student Achievement	**School Progress**	**Closing the Gaps**
		
Evaluates the performance across all subjects for all students, on STAAR, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.	Measures outcomes in two areas: number of students that grew at least one year academically and the achievement of students relative to districts or campuses with similar economically disadvantaged percentages.	Uses disaggregated data to demonstrate differentials among racial or ethnic groups, socioeconomic backgrounds and other factors.
70% of Total Grade		**30% of Total Grade**

We will talk about how to roll up district ratings.

Unchanged from 2018.

Calculating an Overall Rating: Example

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*

Unchanged from 2018.

District Ratings: Proportional Weighting

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 points.
6. Sum the points for all campuses to determine the district's domain score.

District Ratings: Proportional Weighting

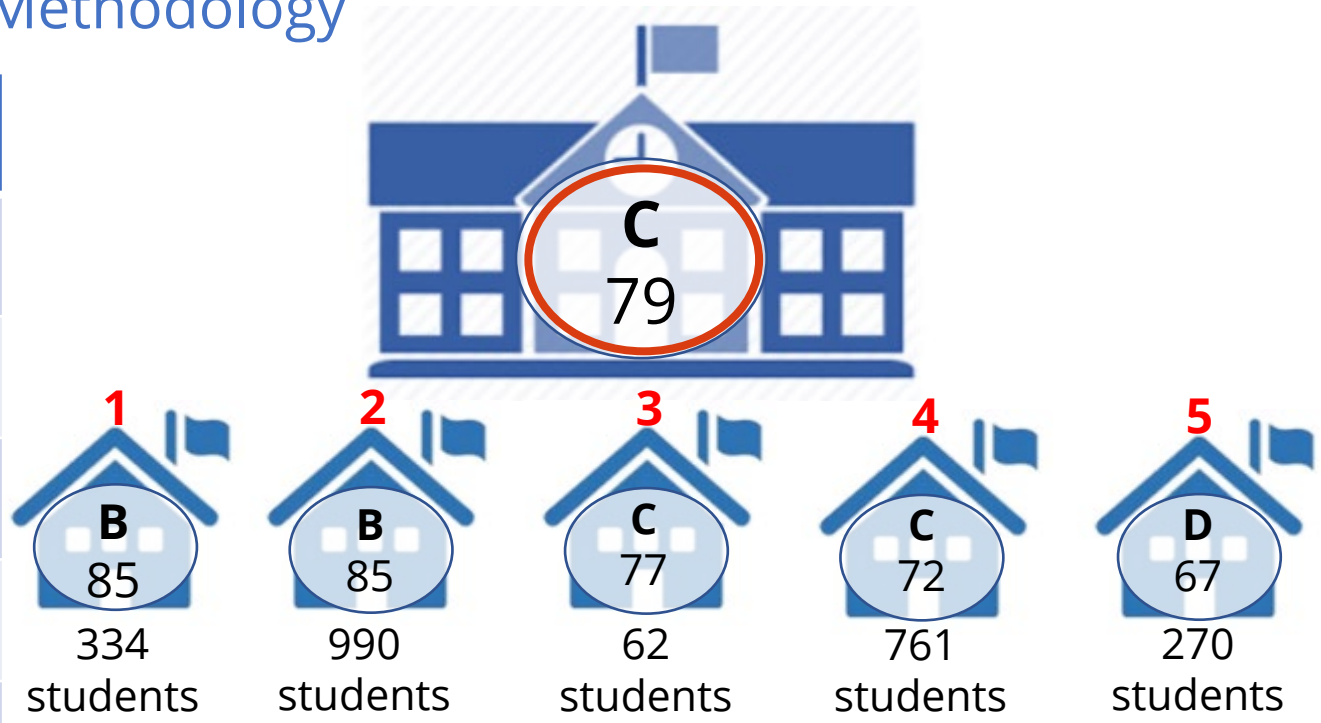
Methodology using Proportional Weighting by Domain (cont.)

- Enrollment counts only include grades 3–12.
- *Not Rated* and paired campuses are excluded from calculations.
- DRS are included in calculations.
- To align with statutory requirements, the methodology is applied to each domain.
  - Each part of School Progress (Parts A & B) are rolled up.

District Ratings: Proportional Weighting

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 School Progress, Part B: Domain Rating				79



EXAMPLE

District Ratings: Proportional Weighting

EXAMPLE

Proportional Domain Rating	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	79				
Closing the Gaps	81			30%	24.3
				District Overall Score	87
				District Overall Rating	*B*

Roll up both parts for each campus.

Overall Rating: Update

Expand the 3 out of 4 *Fs* rule to include *Ds*.

- This aligns with the emphasis of tracking *D*s under SB 1365.
- If 3 out of 4 domains are a *D* (or mixture of Ds/Fs), overall rating cannot be higher than 69.
- This aligns with the current 3 of 4 *F*s rule.

NEW

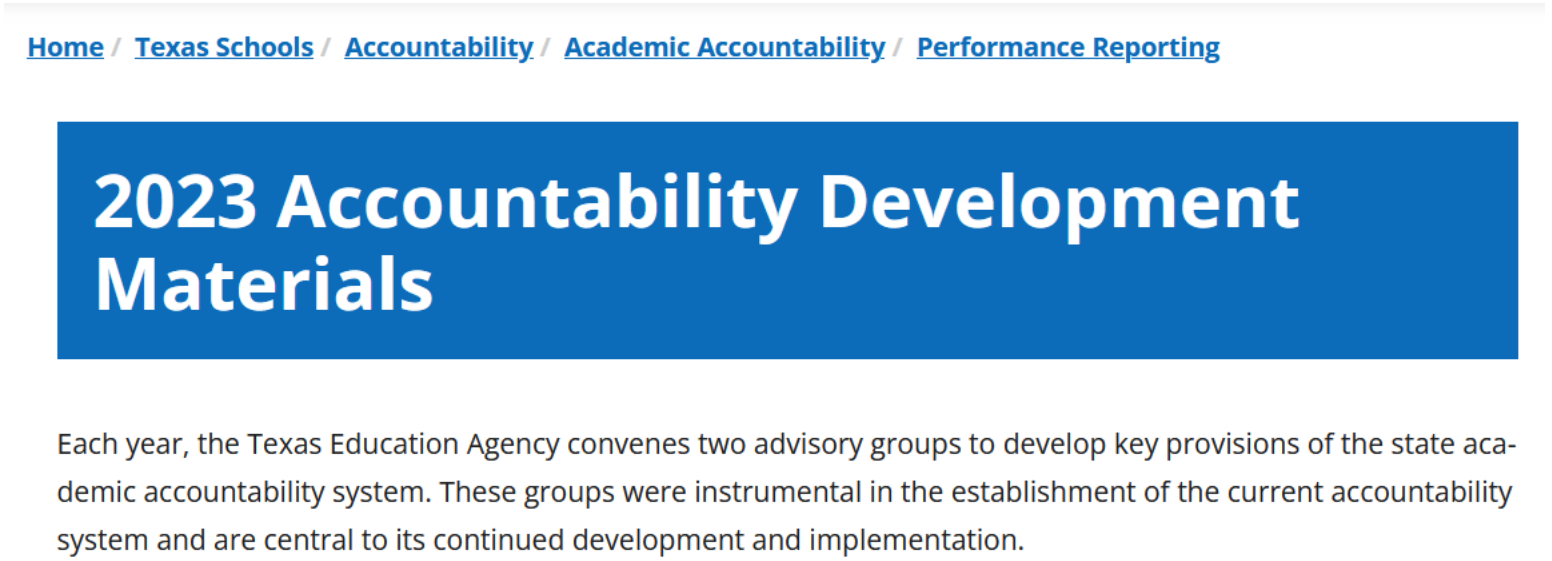
If a campus or district earns 3 or more *D*s (or *Ds* & *Fs*), they cannot earn above 69.

Current

If a campus or district earns 3 or more *F*s, they cannot earn above 59.

Closing

Resources



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

Questions & Contact Information

- Email: performance.reporting@tea.texas.gov
- Phone: (512) 463-9704
- Website: https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting

Exit Ticket

https://app.smartsheet.com/b/form/9da6cf71720940d7a8311d102b8519ea

Thank you!