

2023 Accountability System Refresh
ESC Trainer of Trainers:
Preliminary A–F Framework
November 10 & 11, 2022

Supporting Student Success

Agenda

- Introductions
- Why do we have an *A-F* system?
- *A-F* Design Commitments
- Refresh Considerations Update
- STAAR Redesign
- Domain by Domain: The Technical Details
- Questions
 - You may submit your questions on [slido.com](https://www.slido.com) by entering code ESC2023 or by scanning the QR code to the right.



Objectives

- ✓ You will receive the information you need to provide A–F system support to your districts.
- ✓ You will leave with an understanding of the components that are finalized and those that are still more flexible.
- ✓ Provide feedback on updates to this deck that will help you support your districts.

Introductions



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Introductions



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2023 Accountability Development

Follow the development of the Refresh at

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





Commissioner's Remarks

Expectations Matter

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).

& Military Readiness

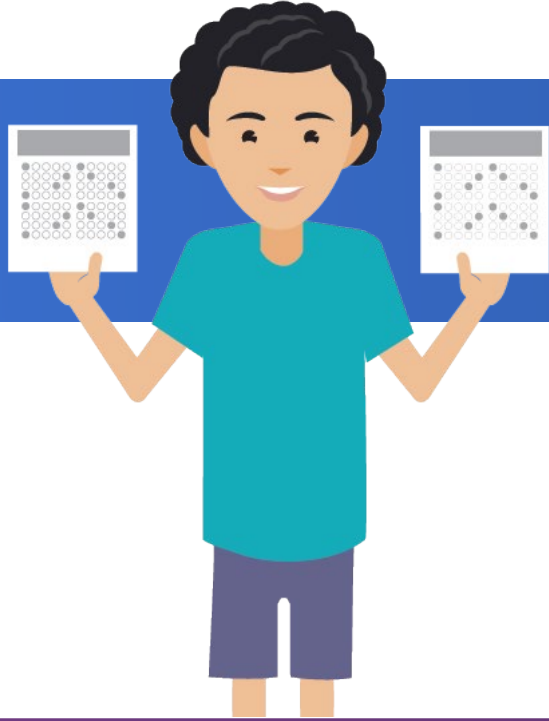
ON TRACK

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



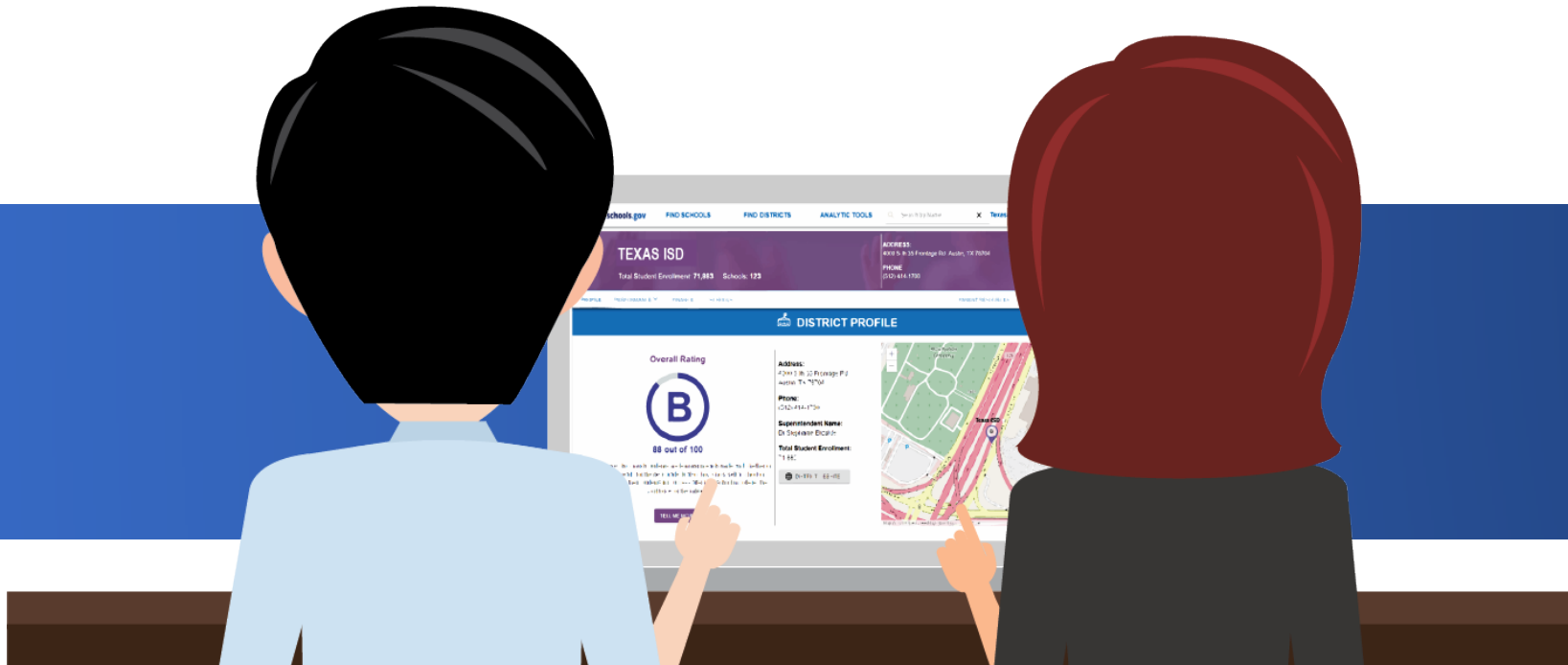
Actual STAAR Question:

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) $736 - 197 - 150 = \underline{\quad}$
- B) $736 - 197 + 150 = \underline{\quad}$
- C) $736 + 197 + 150 = \underline{\quad}$
- D) $736 + 197 - 150 = \underline{\quad}$

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.**”



Source: <https://www.educationnext.org/when-does-accountability-work-texas-system/>

A-F is a tool to help us meet continuously improved goals for children

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**.

A–F is a tool to help us meet continuously improved goals for children

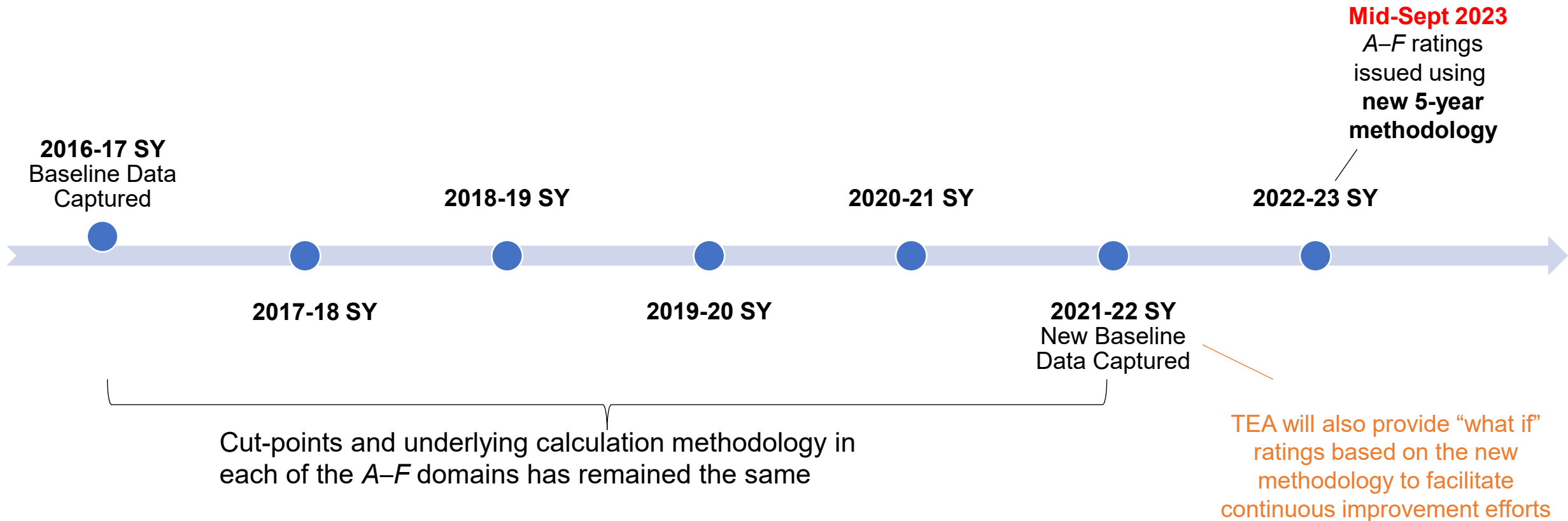
There are several key design commitments built into A–F to help ensure it works as an effective continuous improvement tool while accurately recognizing performance:

1. Ratings reflect better of achievement or progress
2. Students can show postsecondary readiness in multiple valid ways
3. Progress evaluates growth in multiple ways
4. “A” reflects performance consistent with reaching long term student goals
5. “C” reflects average performance for the baseline year
6. Ratings are based on defined criteria, not a fixed distribution
7. The system design remains static in most years

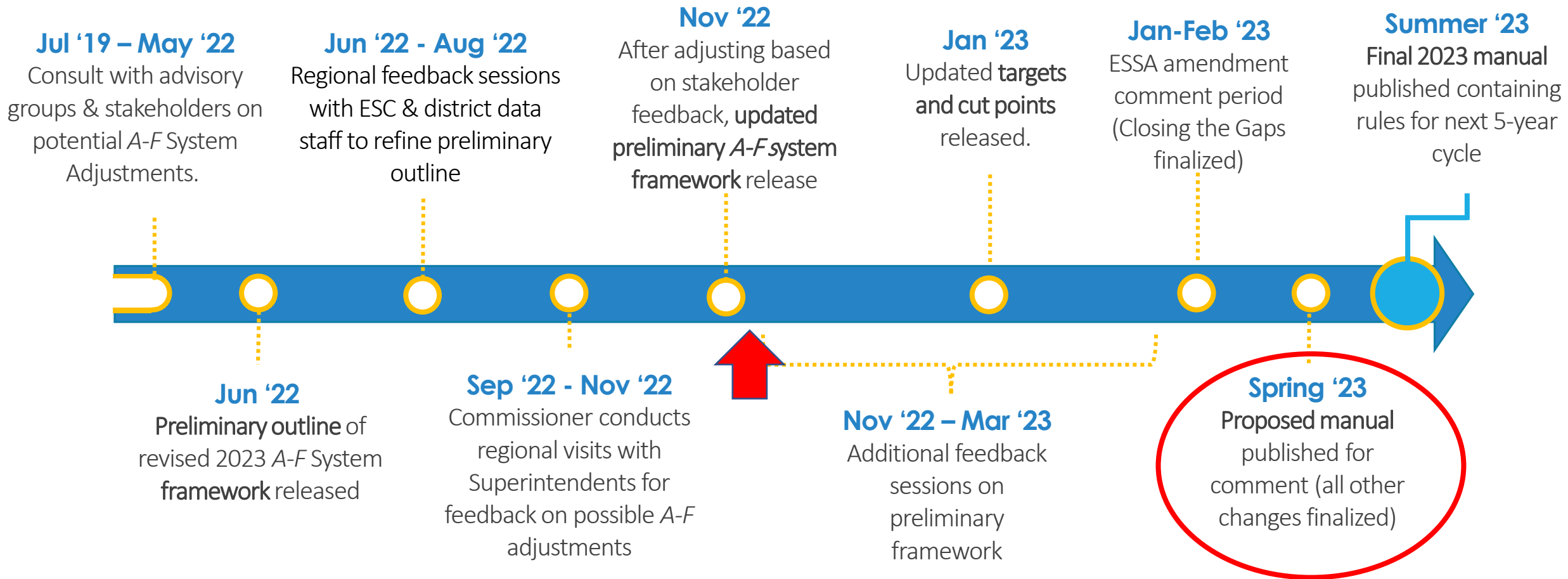
These commitments remain unchanged for the refresh. We will go into more detail on all of these commitments during this training.

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.



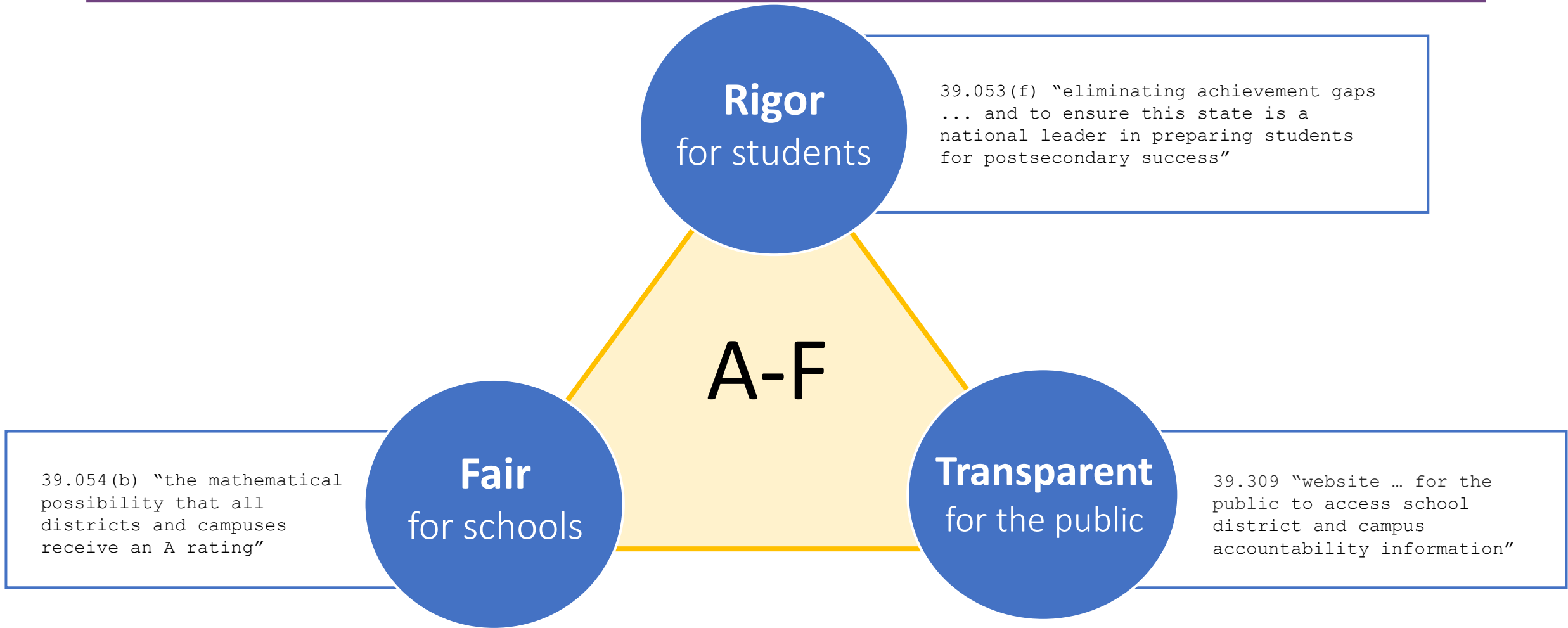
2023 A-F Refresh: Feedback Timeline



Dates for proposed and finalized rules

	Proposed Rule Published	Final Accountability Manual	Ratings Applied
2017	4/14	6/9	August 2017
2018	5/17	7/20	August 2018
2019	5/1	7/19	August 2019
2020	5/4	7/17	August 2020
2021	4/16	7/12	August 2021
2022	5/13	8/5	August 2022
Goal for 2023	May	August	September 2023

Balancing competing objectives

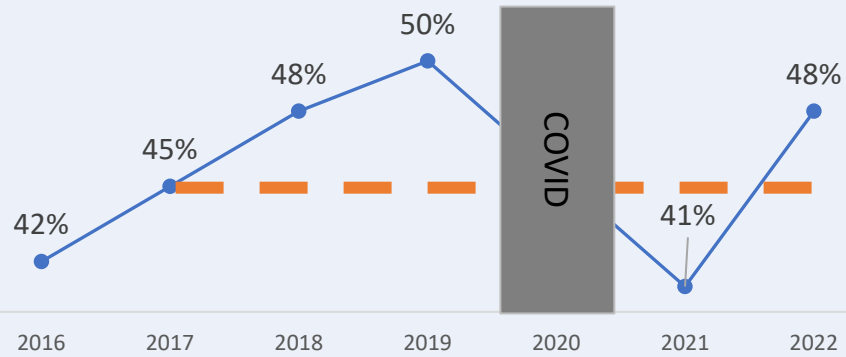




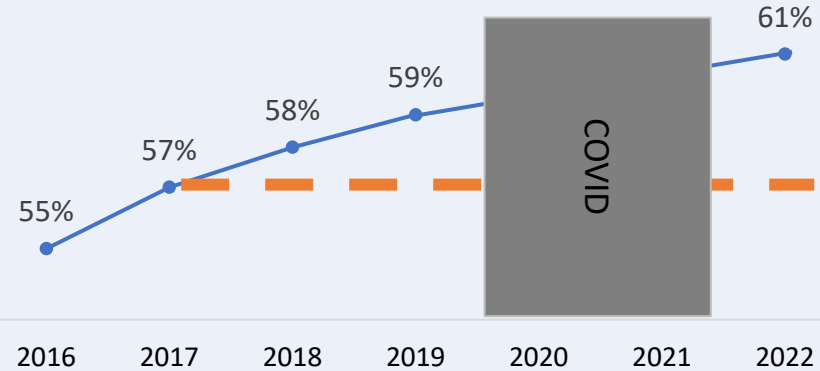
A few details

1. Updating Cut Points: Setting targets for C

Percentage of Students that Met Grade Level or Above in all STAAR Subjects/Grades by Accountability Year



Percentage of All Students with a Year or More of Growth by Accountability Year
(Expected or Accelerated Progress from Prior Year)



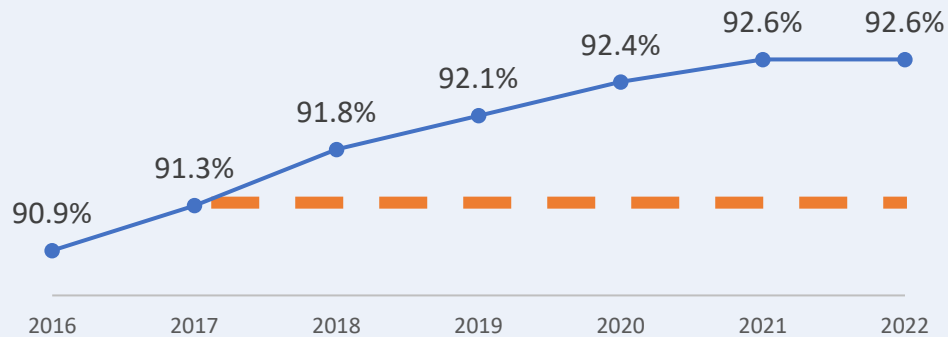
Five years ago, we anchored goalsetting for a mid C to average performance in the 2017 baseline year.

CCMR, Graduation rates, and Growth rates have improved since then. STAAR proficiency has been impacted by COVID.

Feedback suggested using a mix of pre- and post-COVID years as a baseline.

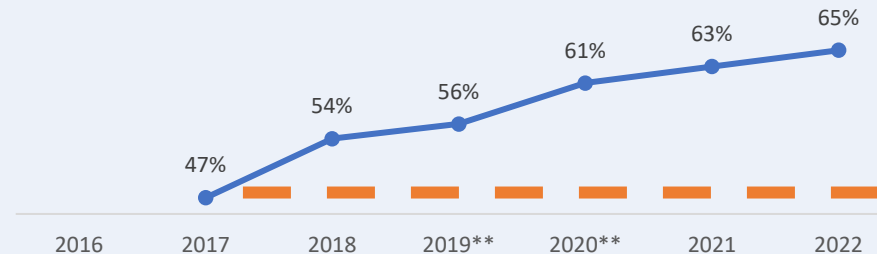
Final cut points are still being calculated by campus type and will be communicated by early January.

Graduation Rate* by Accountability Year



*Calculated as the highest of the four-year, five-year, or six-year longitudinal graduation rate from the prior year – e.g., 2022 is highest of class of 2021 4-year, class of 2020 5-year, and class of 2019 6-year rates

CCMR Rate*** by Accountability Year



**2019 and 2020 rates are adjusted to exclude graduates who only earned CCMR from a CTE coherent sequence credit that was phased out in 2021. This allows for better comparison across years based on current criteria. Adjust rates for earlier years are currently unavailable.

***Calculated as the percentage of students who met CCMR criteria in the prior year – e.g., 2022 is the class of 2021's CCMR rate

1. Updating Cut Points: Setting targets for A

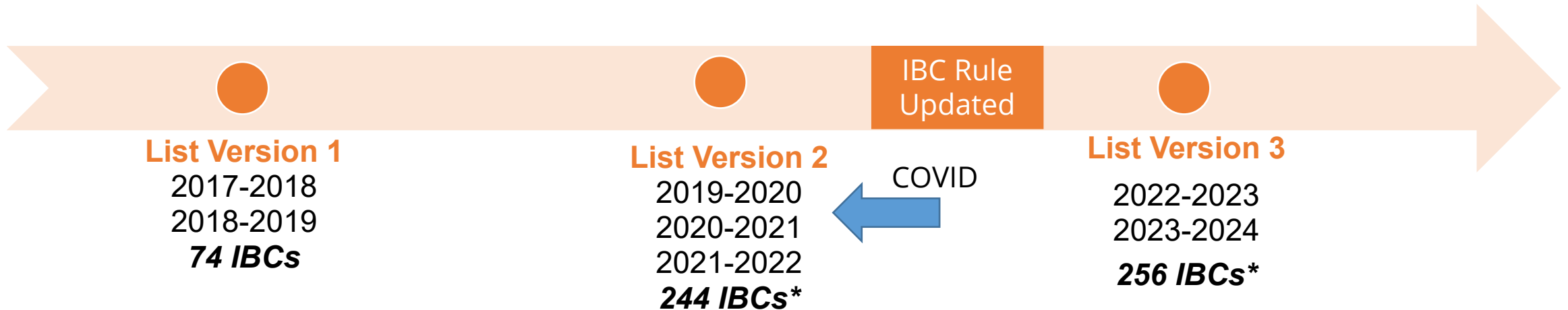
Cut points within the *A-F* system are not set based on a forced or target distribution.

A performance is anchored at a criterion determined to represent performance today that is already at a level consistent with our long-term goals for students.

	A (i.e., 90)
STAAR Proficiency	Five years ago, cut scores were anchored to 60%. Given the disruption of COVID, this will remain unchanged.
STAAR Growth	Feedback five years ago recommended a 90% growth rate for an A, but cut scores were set lower than that because of the limited number of campuses performing in that range. Given improvement in growth, the refresh may come closer to that original recommendation, pending final modeling by campus type.
Graduation Rate	Graduation rates have improved in Texas, rising 1-2 percentage points higher than the original <i>A-F</i> baseline. Cut scores are likely to increase by a similar amount pending final modeling.
CCMR	Feedback five years ago recommended 90% as the percentage of CCMR graduates that should generate an A. Very few campuses performed at that level at that time (average performance in the baseline year was 47%), so the cut point was set at 60% which was nominally consistent with the state's 60x30 goals. CCMR performance has skyrocketed, with average performance now at 65%. Given these improvements and the statutory objective of <i>A-F</i> to make Texas a national leader in preparing students for postsecondary success, cut scores will be anchored to 88% pending final modeling, with evidence suggesting that would ensure 60% of graduates achieve initial postsecondary success.

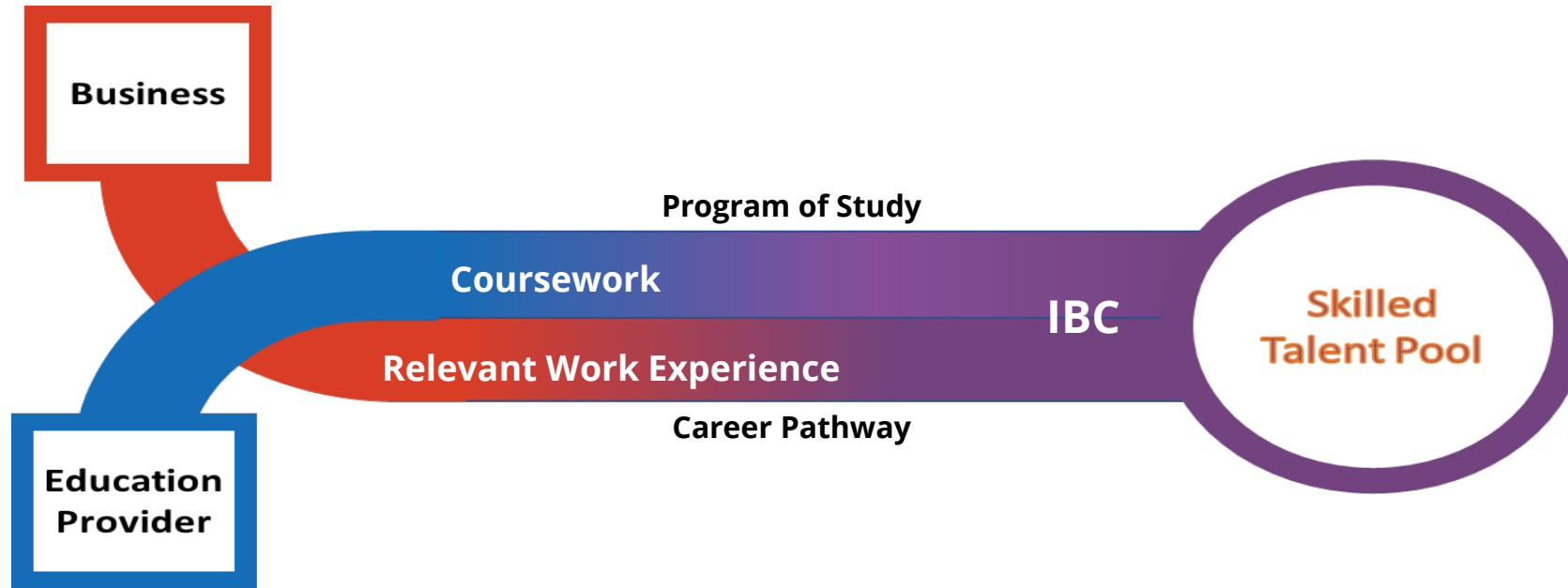
3. CCMR: IBC List Revision Cycle

Given the constantly evolving economy, TEA communicated plans to revise the list every 2 years, but delayed List Version 3 due to COVID.



*A transition plan allows for both lists to be used for A-F accountability purposes to allow school systems time to update their CTE programs of study offerings

3. CCMR: IBCs & Programs of Study Work Together to Ensure Strong Career Preparation



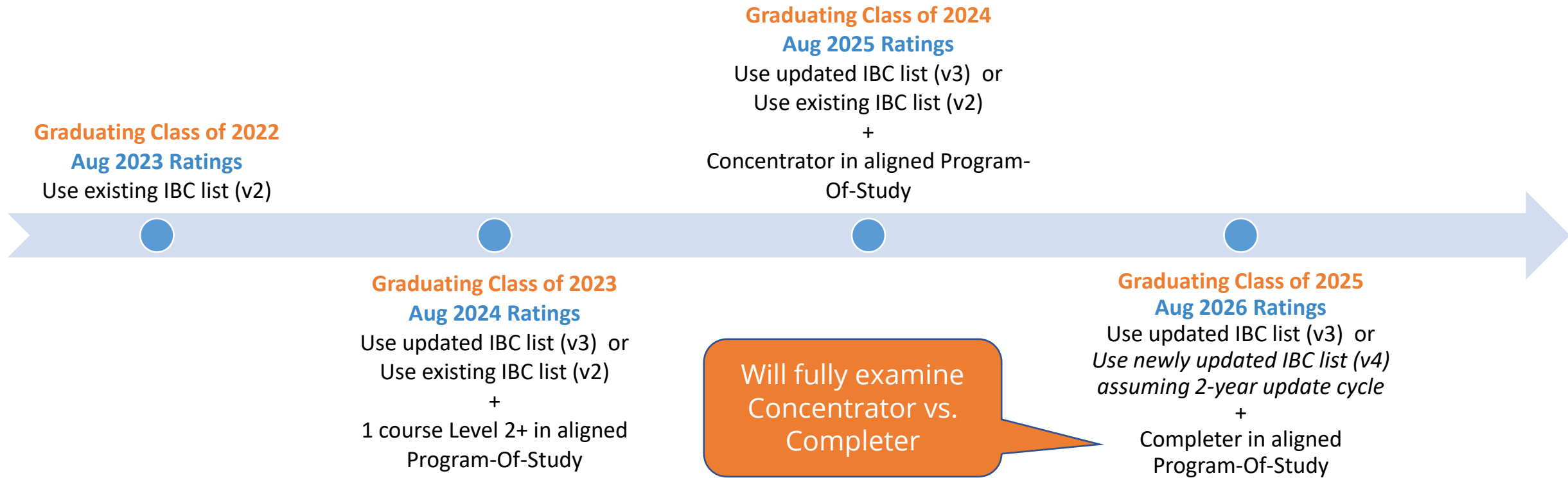
- ✓ Alignment of programs and credentials to labor market needs
- ✓ Classroom integration of both academic and technical skills
- ✓ Reinforcement and application of skills through quality work-based learning experiences
- ✓ Assessment and validation of skills with a credential of immediate value
- ✓ Ability to stack credentials along a career and education pathway

3. CCMR: IBCs & Programs of Study Accountability

Transition Sequence



Sunset IBCs (v2) will continue to generate A-F credit for two more upcoming graduating classes, and program-of-study requirements are phased in over three years, to allow school systems to transition their career preparation programs

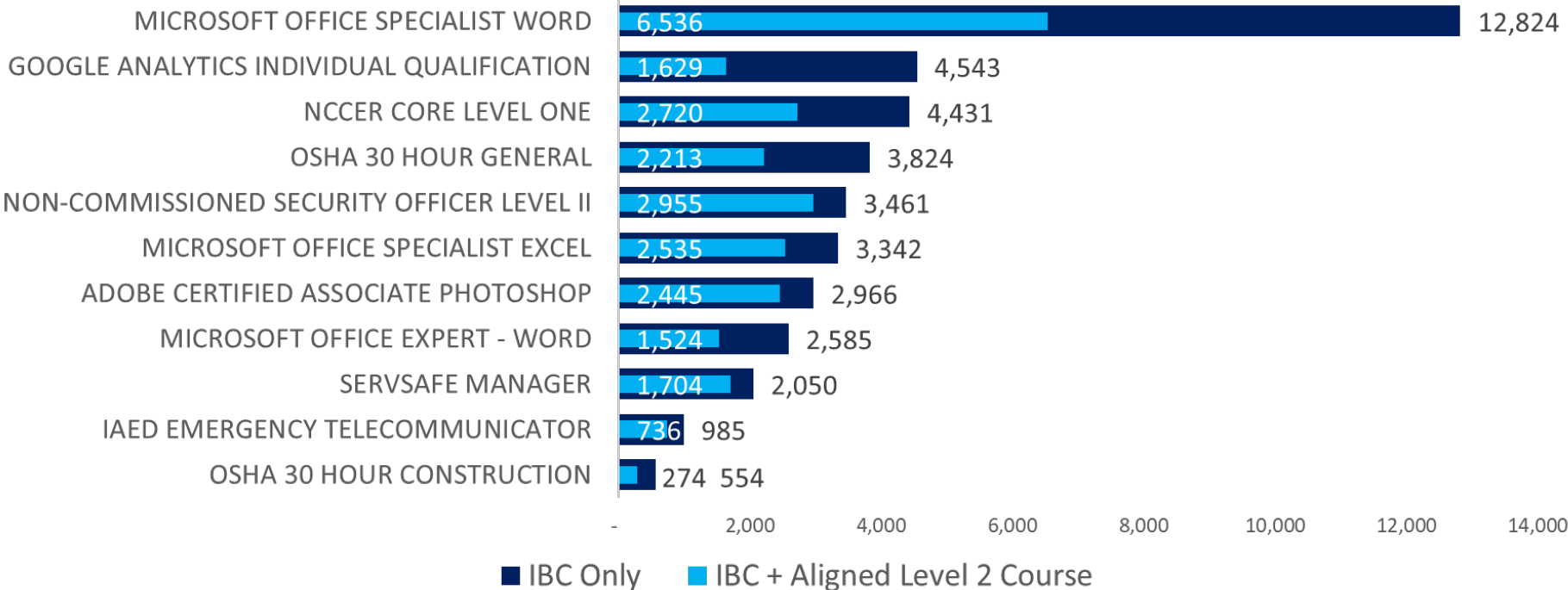


While students may earn any certification to prepare for college and careers, only those on the published IBC list are reported to TEA.

Most 2021 grads had IBC + Level 2 course.

Below is the list of the biggest outliers by IBC.

Difference in Points Earned from IBC alone and IBC + Aligned Level 2 Course or Higher, Graduates 2021



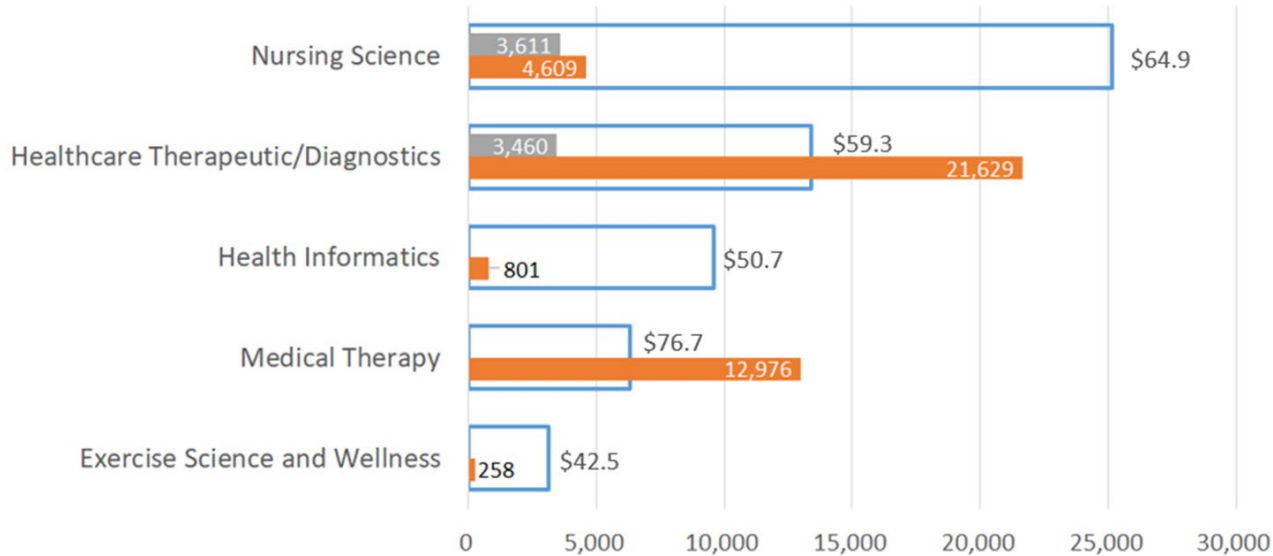
3. CCMR: College Readiness Indicators Persistence Evidence

CCMR Indicator	Percentage of 2019 annual HS graduates who demonstrated CCMR via one indicator and not in any other way	Percentage of those 2019 HS graduates that enrolled in IHE fall 2019	Percentage of those 2019 HS graduates that not enrolled in IHE 2019 but in 2020	Total of those 2019 HS graduates who enrolled in IHE within 2 years	Percentage of the 2019 annual HS graduates that enrolled in IHE in fall 2019 and persisted through fall 2020
College Prep	1.80%	32.00%	3.70%	35.70%	15.40%
SAT	3.30%	53.80%	6.10%	59.90%	42.10%
ACT	0.40%	41.40%	6.80%	48.20%	30.30%
TSIA	4.30%	63.50%	4.40%	67.80%	43.20%
AP/IB	2.60%	33.80%	4.30%	38.10%	22.60%
Dual Credit	3.90%	53.20%	5.30%	58.50%	38.10%
OnRamps	0.10%	43.60%	7.20%	50.80%	32.90%

- TEA explored validity concerns for both AP/IB and College Prep. Further research has ruled out the need for changes to AP/IP, but validity concerns remain for college prep courses.
- TEA is collaborating with the Texas Higher Education Coordinating Board to better define college prep course requirements statewide.
- Additional information will be shared as it becomes available, and the new requirements would be implemented for **future graduating classes** to allow districts time to update and align local programming.

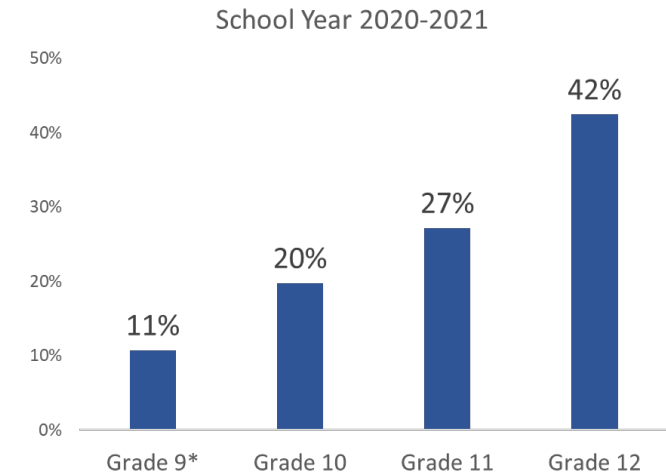
3. CCMR: Career Readiness Indicators Analysis

Career Readiness Indicators and Market Data



■ Total Annual Openings (Demand)
 ■ Total IBCs Earned (Supply)
 ■ 2018 CTE Completers (Supply)

\$ Median salaries in thousands of dollars, weighted by annual openings.



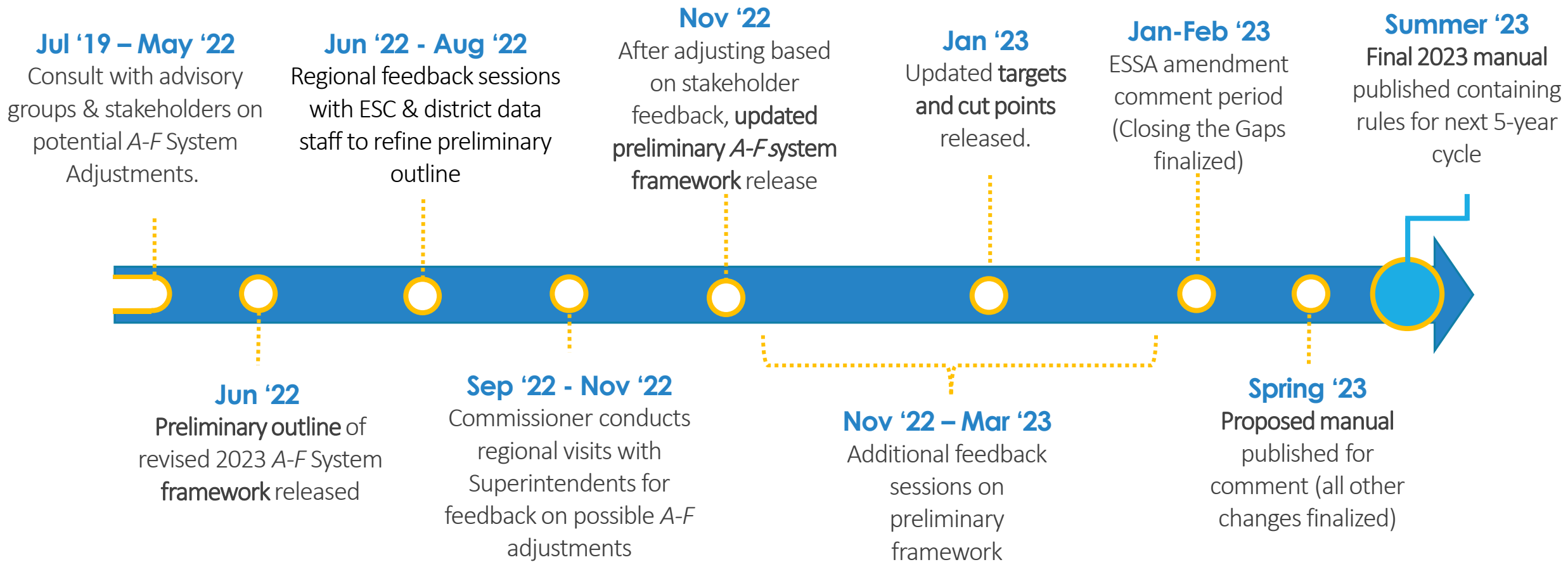
Top IBCs Earned by Grade 9 Students	Earned
MICROSOFT OFFICE SPECIALIST WORD*	3718
NCCER CORE LEVEL ONE	1661
TEXAS STATE FLORAL ASSOCIATION FLORAL SKILLS KNOWLEDGE BASED	1292
MICROSOFT OFFICE SPECIALIST EXCEL*	733
GOOGLE ANALYTICS INDIVIDUAL QUALIFICATION*	677

* - Sunsetting IBC

Based on stakeholder feedback and analyses:

- TEA is continuing analysis on validity differences for IBCs. Any adjustments for non-sunsetting IBCs would be pursued for future graduating classes.
- TEA is continuing to conduct research into subset of high-usage sunsetting IBCs to determine potential adjustment.

We will continue efforts to transparently communicate through final rule adoption





Thank You

Why do we have an A-F System?

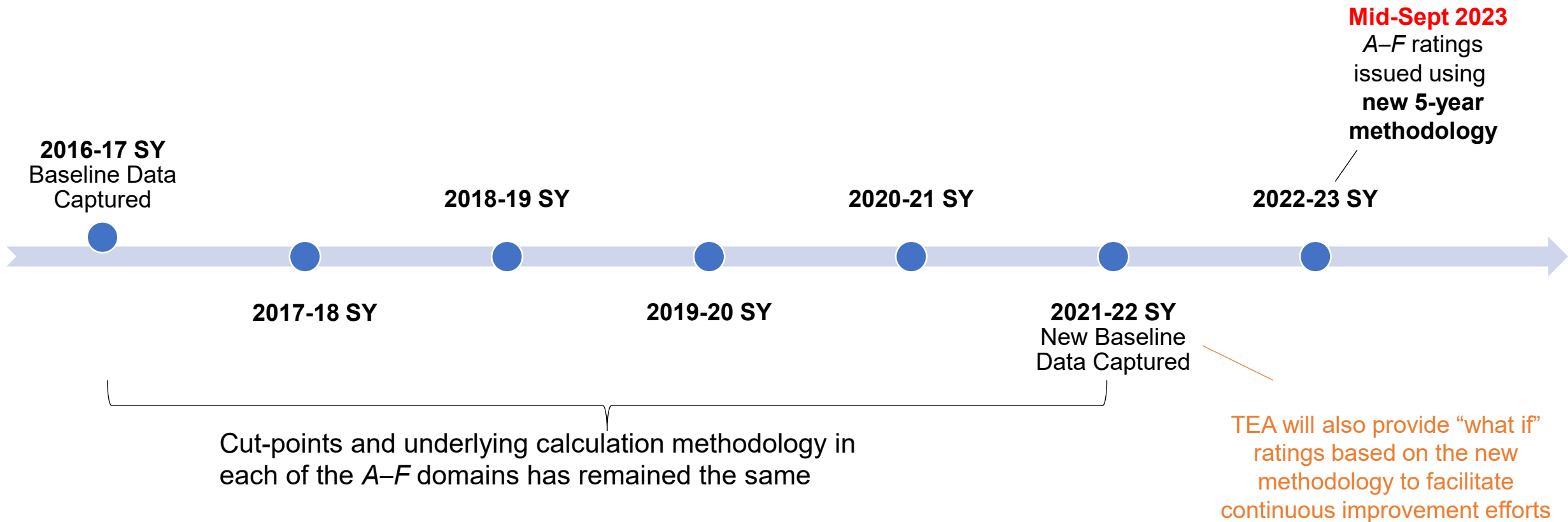
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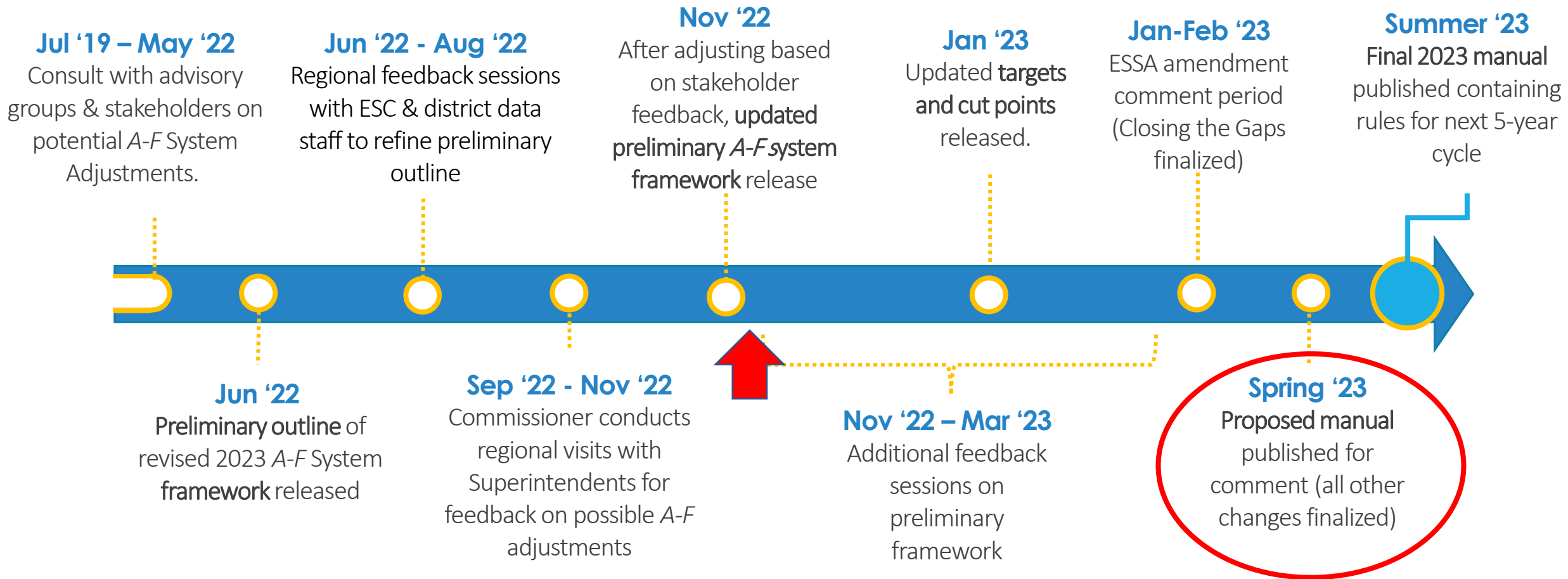
Fostering a **culture that supports growth** and continuous improvement when this performance information is public is a difficult but **critical task for education leaders**.

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

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2023 A-F Refresh: Feedback Timeline



Preliminary 2023 A-F Framework

- Complete the [exit ticket](#) at the end of this presentation.



- Please submit feedback using [this form](#) before February 1, 2023.

*Please submit a separate form response for each comment.

*A summary of comments will be posted publicly in spring 2023.



Key Design Commitments of the *A-F* Accountability System

A–F is a tool to help us meet continuously improved goals for children

There are several key design commitments built into A–F to help ensure it works as an effective continuous improvement tool while accurately recognizing performance:

1. Ratings reflect better of achievement or progress
2. Students can show postsecondary readiness in multiple valid ways
3. Progress evaluates growth in multiple ways
4. “A” reflects performance consistent with reaching long term student goals
5. “C” reflects average performance for the baseline year
6. Ratings are based on defined criteria, not a fixed distribution
7. The system design remains static in most years

These commitments remain unchanged for the refresh.

Design Commitment #1: Ratings Reflect the Better of Achievement or Progress

Better of Achievement or
Progress: 70%



Student
Achievement



School
Progress

30%



Closing
the Gaps

This design reflects a
commitment

- to recognize **high student achievement** and
- to recognize the impact of **highly effective educators**,
- while maintaining focus on the **students most in need**.

This design has produced ratings that are not strongly correlated
with poverty.

Design Commitment #2:

Multiple valid ways to demonstrate postsecondary readiness

In earlier grades, STAAR is predictive of success in later years.

In high school, multiple CCMR indicators are used.



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)
- Complete an OnRamps course
- Earn an associate degree



Career & Military Ready

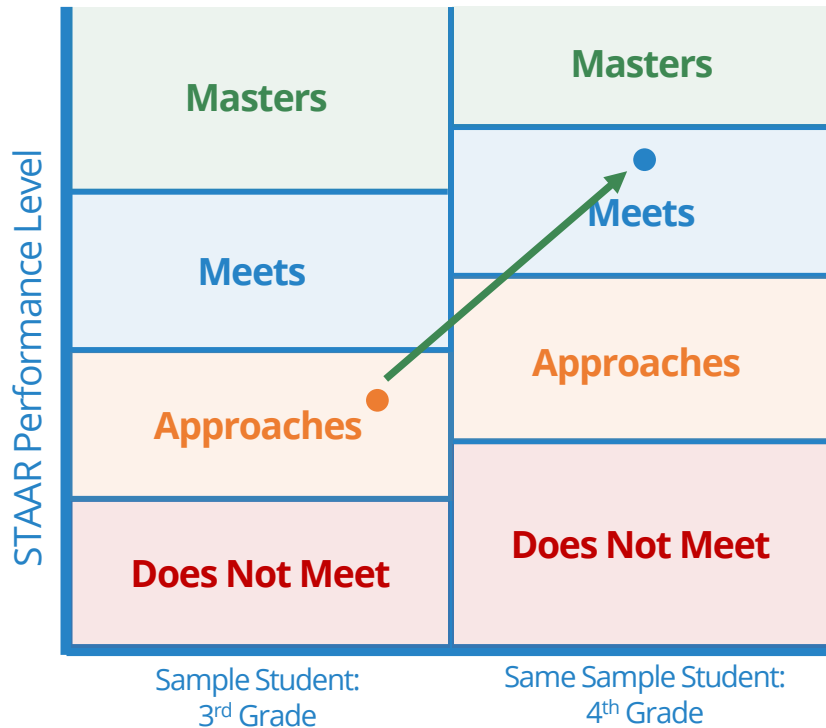
- Earn an industry-based certification after completing a program of study
- Earn a Level I or Level II certificate
- Enlist in the United States Armed Forces or Texas National Guard
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)
- Graduate under an advanced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



Design Commitment #3:

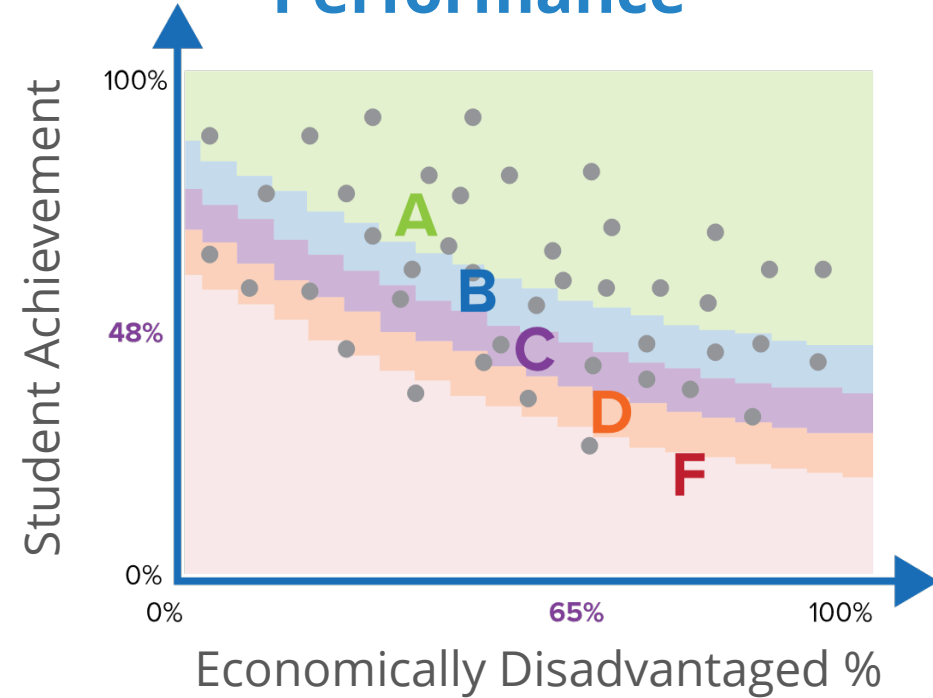
Progress evaluates growth in multiple ways

PART A: Academic Growth



Aggregating individual student year-over-year gains

PART B: Relative Performance



Approximating growth using baseline adjusted proficiency targets

Design Commitment #4: A Reflects Reaching Long Term Student Goals



GOAL: 60%

Percentage of Texans ages 25-34 with a degree, certificate, or other postsecondary credential of value by 2030.

Building a Talent Strong Texas

Illustrative data

	All Students
Total Tests	3,212
# Approaches Grade Level or Above	2,977
# Meets Grade Level or Above	1,945
# Masters Grade Level	878
% Approaches Grade Level or Above	92.7%
% Meets Grade Level or Above	60.6%
% Masters Grade Level	27.3%

Student Achievement Score: 90



Average of 3

$$93 + 61 + 27 / 3 = 60$$

Design Commitment #5: C Reflects Average Performance in Baseline Year

Previous focus groups agreed that a **high C** is interpreted to be **average**. So, cut points should be set so that performance that is the same as average from baseline data should generate a **78** while allowing for a reasonable distinction between campuses of different grade levels.

Baseline Raw Scores for STAAR Achievement

Approaches Grade Level or Above	77%
Meets Grade Level or Above	49%
Masters Grade Level	16%
Total Percentage Points	142
STAAR Raw Score (Total Percentage Points ÷ 3)	47

We'll talk more about scaling on slides 48–50.

Raw Score to Scale Score Conversion

STAAR Component Raw Score	STAAR Component Scaled Score (if avg scaled to 78)	STAAR Component Scaled Score (if avg scaled to 70)
50	81	73
49	80	72
48	79	71
47	78	70
46	77	69
45	76	68
44	75	67

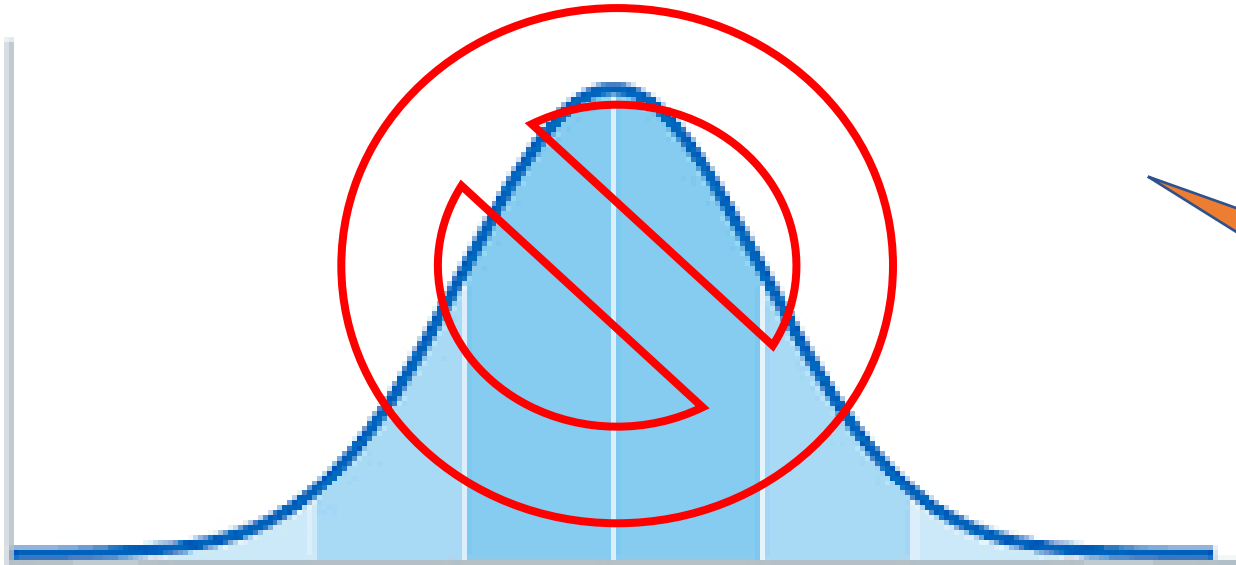
If we set the average to 70 instead of 78, any campus below average would be scaled to a *D* or *F*. For example, a campus with a raw score of 46 would receive a scale score of 69.

Design Commitment #6:

Ratings are criterion referenced with no fixed distribution

No Fixed Distribution

39.054(b) "The commissioner shall ensure that the method used to evaluate performance is implemented in a manner that provides the mathematical possibility that all districts and campuses receive an A rating."



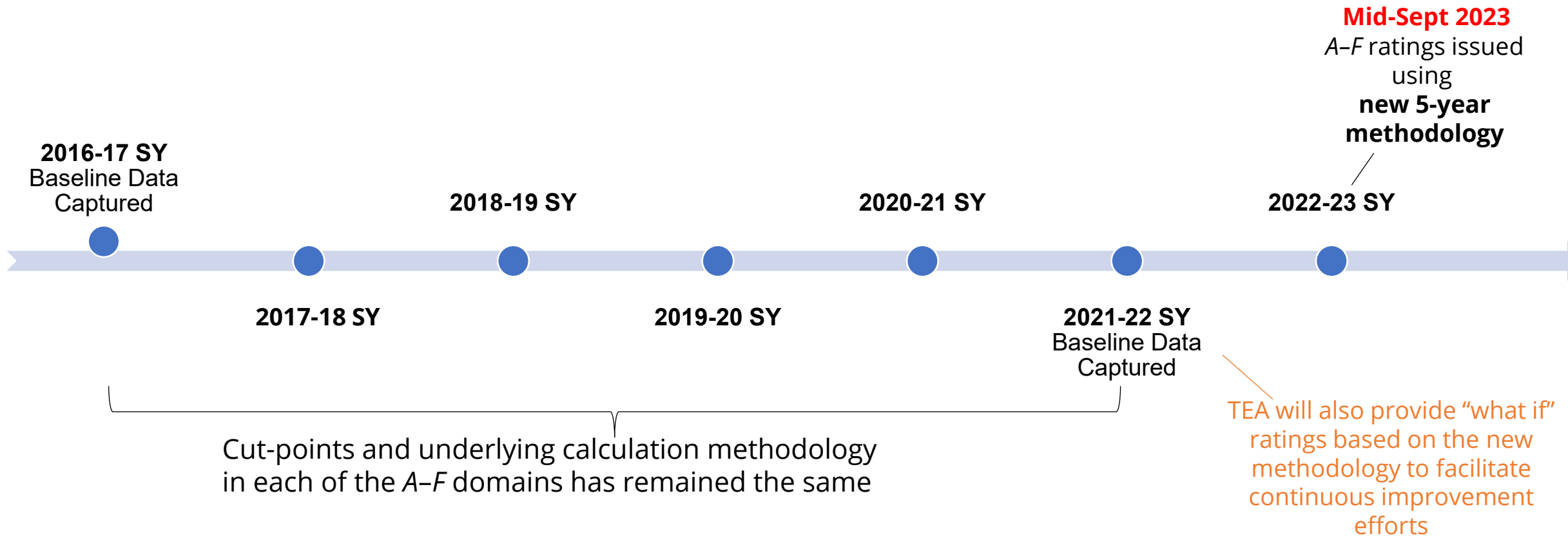
Ideally, every school earns an A.

But just as in the classroom, this rating must be earned.

Let's talk: What is a fixed distribution?

Design Commitment #7: The system design remains static in most years

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.



Updates to the Original 2023 A–F Refresh Considerations

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.

2023 A–F Refresh: Considerations Thus Far

Original 10 considerations from June framework

1. Ensure cut points and targets reflect appropriate goals for students post-COVID.
2. Improve ability to recognize growth.
3. Update CCMR indicators.
4. Narrow focus within Closing the Gaps.
5. Recognize successful learning acceleration. *(now included in consideration #2)*
6. Increase alignment of district outcomes with campus outcomes.
7. Create a unique alternative education accountability system for dropout recovery schools.
8. Improve alignment between A–F accountability and special populations goal setting (Results Driven Accountability [RDA]).
9. Refine Distinction Designations and develop Badges to recognize district efforts.
10. If feasible, incorporate extracurricular leadership.

Additional considerations from feedback since June

11. Give high schools credit for Algebra I accelerated testers
12. Create an incentive for early graduation
13. Update overall rating to better align with SB 1365

1. Update Cut Points: Target Setting and Scaling

- TEA must set cut scores for all domains and overall that correspond to *A, B, C, D, and F*
- TEA analyzed historical STAAR, TELPAS, graduation rate, and CCMR outcomes to determine where cut points should be set. TEA used the same logic in setting cut points as used previously.
 - Cut points for **achieving an A** (90 or above) should reflect obtaining performance equivalent to our **long-term goals for student postsecondary success**.
 - **Average growth & proficiency** demonstrated during the baseline year determine cut points **used to anchor a high C (~78)**. Based on feedback from stakeholders, **baseline will include both pre- and post-COVID data**.
 - Cut points remain fixed for roughly 5 years, so **all districts and schools in the state have the mathematical opportunity to earn an A**.

1. Update Cut Points: Target Setting and Scaling

- TEA will release in TEAL a “what if” version of ratings from 2022 using the new A–F cut scores to help school systems have accurate year over year comparisons and will communicate publicly that comparing ratings for 2023 with 2022 comes with caveats.
- The framework provides specific cut point methodology decisions to date. More modeling and analysis with TAAG and EAG will be conducted moving forward, with specific cut points to be published by January.

C Reflects Average Performance in Baseline Year

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46	77	69
45	76	68
44	75	67

What number on an A-F scale do you think of as average?

Responses we've received:
50, 60, 60-70, 70, 73,
73-75, 75, 78-80

If we set the average to 70 instead of 78, any campus below average would be scaled to a D or F. For example, a campus with a raw score of 46 would receive a scale score of 69.

Let's Talk about Scaling

Table 1: STAAR Component Score (continued)

STAAR Component Score	STAAR Component Scaled Score					
	Elementary	Middle	HS/K-12	AEA Campus	Non-AEA District	AEA District
52	79	83	79	92	83	92
51	78	82	78	92	82	92
50	77	81	77	92	82	92
49	77	80	77	92	81	92
48	76	79	76	91	80	91
47	75	78	75	91	79	91
46	74	77	74	91	78	91

OR?

Table 1: STAAR Component Score (continued)

STAAR Component Score	STAAR Component Scaled Score					
	Elementary	Middle	HS/K-12	AEA Campus	Non-AEA District	AEA District
45	73	76	73	91	76	91
44	72	75	72	91	75	91
43	72	75	72	91	74	91
42	71	74	71	90	73	90
41	70	73	70	90	71	90
40	69	72	69	90	70	90
39	67	71	67	89	69	89
38	65	70	65	88	67	88
37	64	69	64	87	65	87

OR?

If the Domain 1, STAAR component baseline average for elementary campuses is a raw 50, should that scale to between a 75-78, a 70, or to a 65?

Let's Talk about Scaling: CCMR Example

Texas Education Agency
2022 College, Career, and Military Readiness State

	Annual Graduates	
	Count	Percentage
	Credit	
Total		
Total graduates	357,942	
Total credit for CCMR criteria	233,727	65%

College, Career, and Military Readiness Component Scaled Score			
HS/K-12	AEA Campus	Non-AEA District	AEA District
80	93	76	94
79	93	76	94
78	93	75	93
77	93	74	93
76	93	73	93
75	93	73	93
73	92	72	93
72	92	71	93
71	92	71	93
70	92	70	93
69	92	69	92
68	92	68	92
68	92	67	92
67	91	66	92
66	91	65	92
65	91	64	92
65	91	63	92

If 65% is average for Class of 2021, how would that scale if used as baseline?
 50, 60-70, 73-75, 78-80?

OR?

OR?

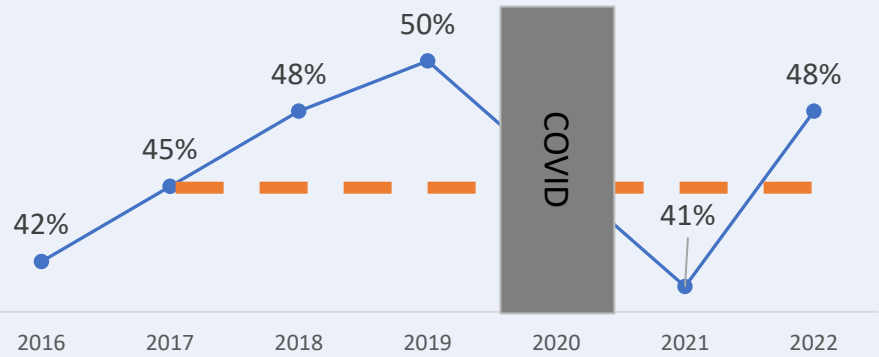
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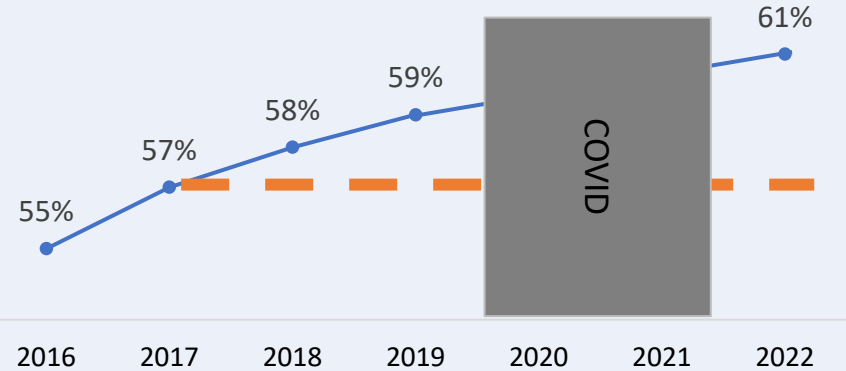
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1. Updating Cut Points: Setting targets for C

Percentage of Students that Met Grade Level or Above in all STAAR Subjects/Grades by Accountability Year



Percentage of All Students with a Year or More of Growth by Accountability Year
(Expected or Accelerated Progress from Prior Year)



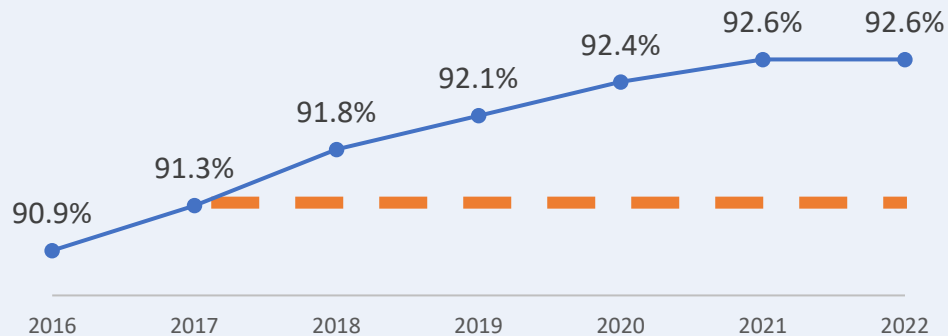
Five years ago, we anchored goalsetting for a mid C to average performance in the 2017 baseline year.

CCMR, Graduation rates, and Growth rates have improved since then. STAAR proficiency has been impacted by COVID.

Feedback suggested using a mix of pre- and post-COVID years as a baseline.

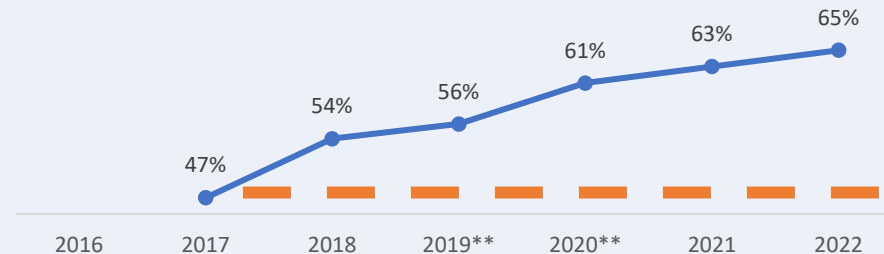
Final cut points are still being calculated by campus type and will be communicated by early January.

Graduation Rate* by Accountability Year



*Calculated as the highest of the four-year, five-year, or six-year longitudinal graduation rate from the prior year – e.g., 2022 is highest of class of 2021 4-year, class of 2020 5-year, and class of 2019 6-year rates

CCMR Rate*** by Accountability Year



**2019 and 2020 rates are adjusted to exclude graduates who only earned CCMR from a CTE coherent sequence credit that was phased out in 2021. This allows for better comparison across years based on current criteria. Adjust rates for earlier years are currently unavailable.

***Calculated as the percentage of students who met CCMR criteria in the prior year – e.g., 2022 is the class of 2021's CCMR rate

1. Updating Cut Points: Setting targets for A

Cut points within the *A-F* system are not set based on a forced or target distribution.

A performance is anchored at a criterion determined to represent performance today that is already at a level consistent with our long-term goals for students.

	A (i.e., 90)
STAAR Proficiency	Five years ago, cut scores were anchored to 60%. Given the disruption of COVID, this will remain unchanged.
STAAR Growth	Feedback five years ago recommended a 90% growth rate for an A, but cut scores were set lower than that because of the limited number of campuses performing in that range. Given improvement in growth, the refresh may come closer to that original recommendation, pending final modeling by campus type.
Graduation Rate	Graduation rates have improved in Texas, rising 1-2 percentage points higher than the original <i>A-F</i> baseline. Cut scores are likely to increase by a similar amount pending final modeling.
CCMR	Feedback five years ago recommended 90% as the percentage of CCMR graduates that should generate an A. Very few campuses performed at that level at that time (average performance in the baseline year was 47%), so the cut point was set at 60% which was nominally consistent with the state's 60x30 goals. CCMR performance has skyrocketed, with average performance now at 65%. Given these improvements and the statutory objective of <i>A-F</i> to make Texas a national leader in preparing students for postsecondary success, cut scores will be anchored to 88% pending final modeling, with evidence suggesting that would ensure 60% of graduates achieve initial postsecondary success.

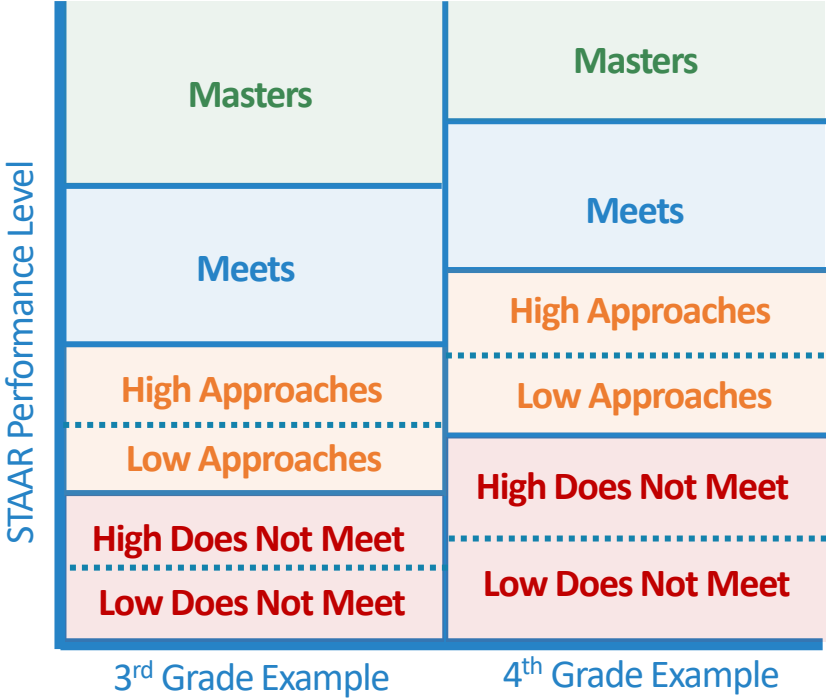
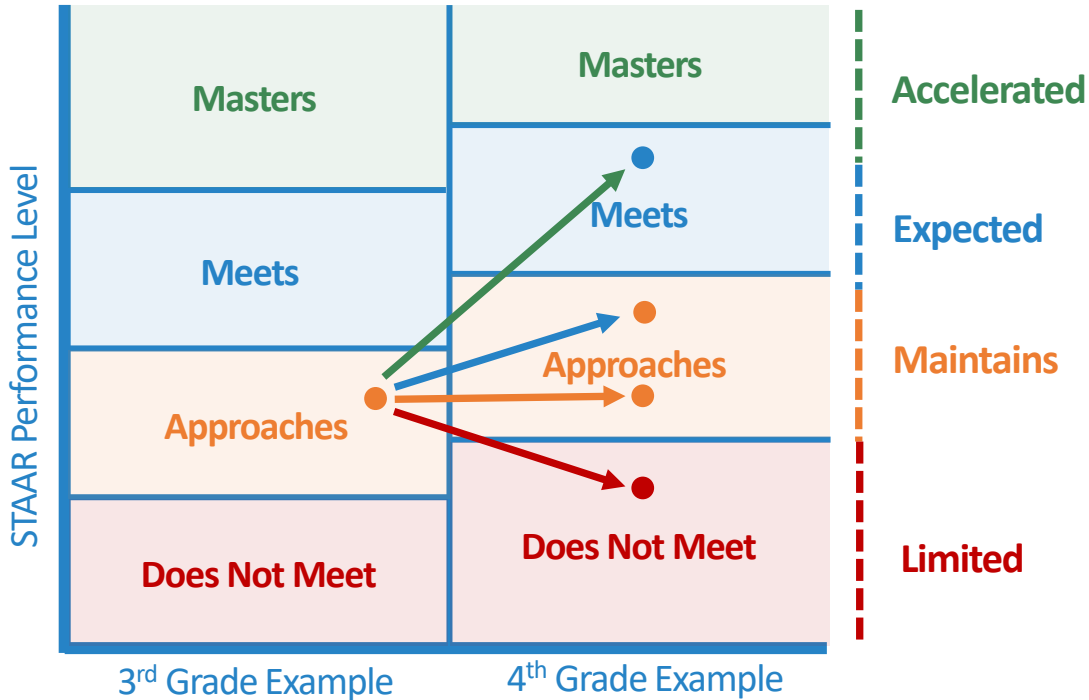
2. Academic Growth: Improve Recognition of Growth

- Stakeholders largely support **moving to a transition table model** to determine growth rather than vertical scale score growth to **include more students** in the growth calculation
 - The prior way of calculating growth in Part A relied solely on analysis of vertical scale scores. This prevented growth analysis if students switch from Spanish-language to English-language testing. It also limited growth calculations for high schools because of the difference in end-of-course (EOC) vertical scaling (grade 8 reading/language arts [RLA] to English I EOC).
- As USDE has stated adding an accelerated learning component in Closing the Gaps would not meet federal requirements, the **accelerated learning component will be embedded within Academic Growth** to recognize success for accelerated learners.
- Based on stakeholder feedback, there are **no changes to the calculation of the School Progress domain**. TEA will not average Parts A and B, will not incorporate a max spread between the two parts and will not include another growth model like Student Growth Percentiles (SGP).

2. School Progress, Part A: Academic Growth

The **current approach** uses the STAAR Progress measure of Accelerated, Expected, or Limited Growth. It does not factor in students changing language, or students going from STAAR to EOCs.

The **proposed approach** uses a transition table based on expanded STAAR performance levels. This will capture all students who have any test last year and any test this year (in the same subject).



2. School Progress, Part A: Academic Growth

Measuring Annual Growth **PLUS** Measuring Accelerated Learning

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

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

We'll talk more about this on slides 116-117.

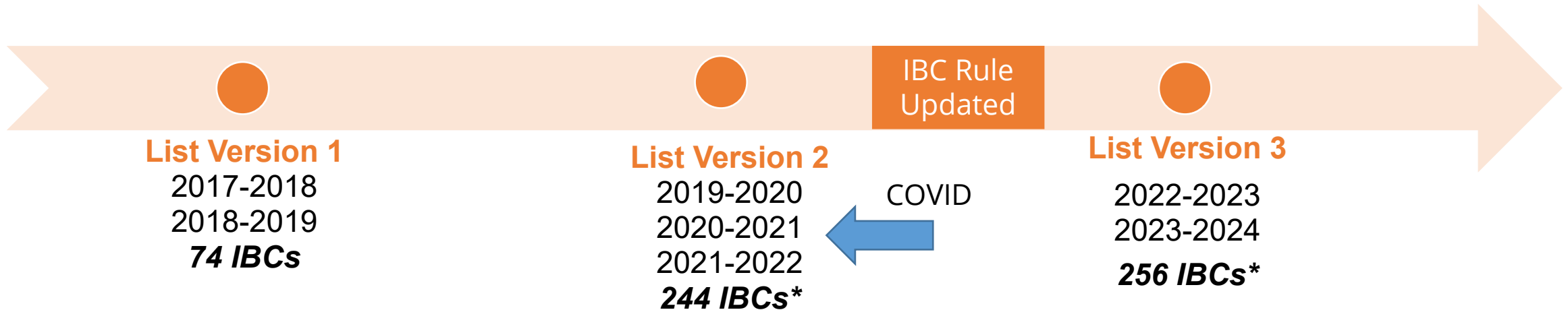
3. CCMR: Update Components

- Incorporate programs of study as required by statute, in alignment with industry-based certification updates.
 - [Refreshed IBC list](#) is now available.
 - A [phase-in](#) for aligned programs of study course completion requirements and IBCs was published in September. A phase-in is necessary to give schools time to adjust.
- Bring back [military enlistment](#) (both US and TX National Guard) with a reliable data collection
- Evaluate evidence of college readiness indicators on college enrollment & persistence and make any adjustments needed to ensure consistency of the CCMR standard.

We'll talk more about this on slides 106-107.

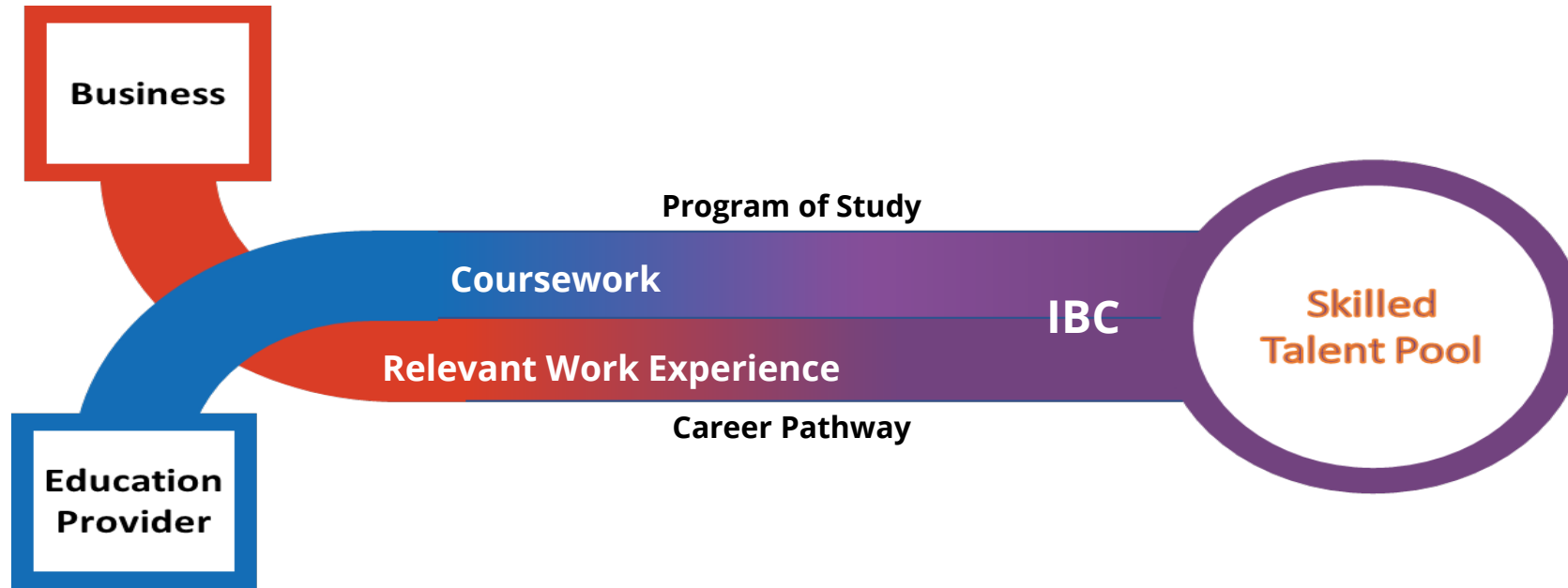
3. CCMR: IBC List Revision Cycle

Given the constantly evolving economy, TEA communicated plans to revise the list every 2 years, but delayed List Version 3 due to COVID.



*A transition plan allows for both lists to be used for A-F accountability purposes to allow school systems time to update their CTE programs of study offerings

3. CCMR: IBCs & Programs of Study Work Together to Ensure Strong Career Preparation



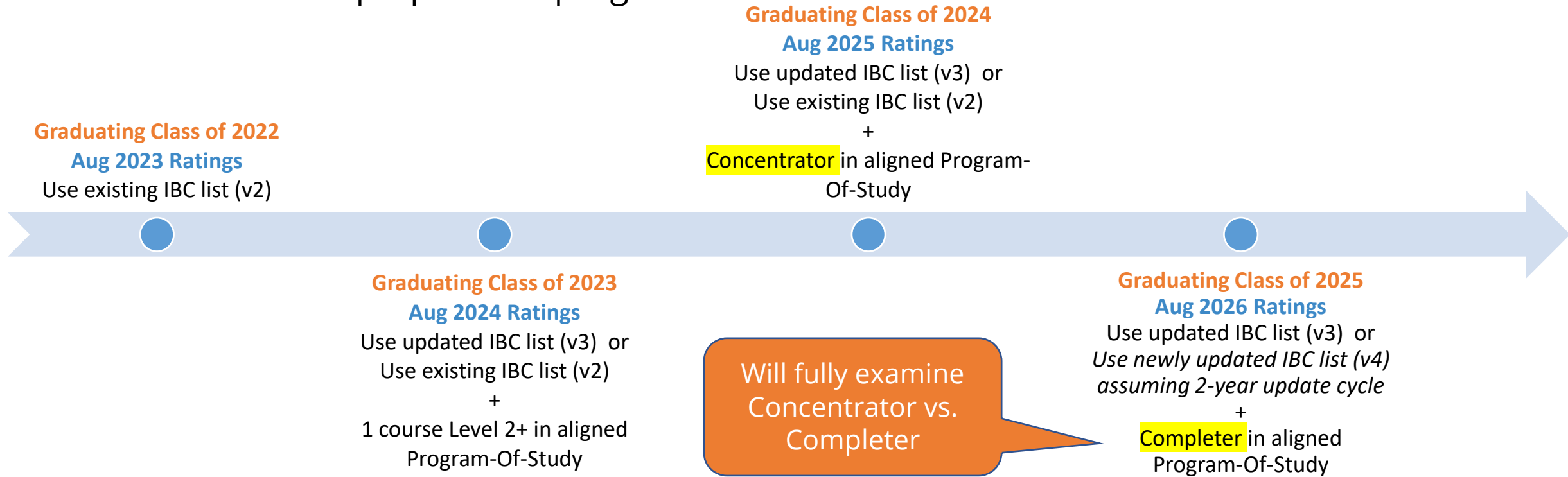
- ✓ Alignment of programs and credentials to labor market needs
- ✓ Classroom integration of both academic and technical skills
- ✓ Reinforcement and application of skills through quality work-based learning experiences
- ✓ Assessment and validation of skills with a credential of immediate value
- ✓ Ability to stack credentials along a career and education pathway

3. CCMR: IBCs & Programs of Study Accountability

Transition Sequence



Sunset IBCs (v2) will continue to generate A-F credit for two more upcoming graduating classes, and program-of-study requirements are phased in over three years, to allow school systems to transition their career preparation programs



While students may earn any certification to prepare for college and careers, only those on the published IBC list are reported to TEA.

3. CCMR: Military Enlistment Data Collection



Beginning with **2023 annual graduates**, TEA will award CCMR credit to graduates for whom the district uploads the required military enlistment documentation.

This also documents TX National Guard enlistment.

1. Districts must obtain a **completed DD Form 4 Enlistment/ Reenlistment Document-Armed Forces of the United States** from a student who has enlisted.
2. The DD Form 4 must include **all required signatures** by the student and the enlistment officer.
3. Districts must **submit** the completed DD Form 4 **via a secure upload** process in the spring of 2024 for 2023 graduates.
4. Graduates for whom a completed DD Form 4 is submitted will receive **CCMR credit** for military enlistment in both the academic **accountability** system and in **CCMR Outcomes Bonus** calculations.

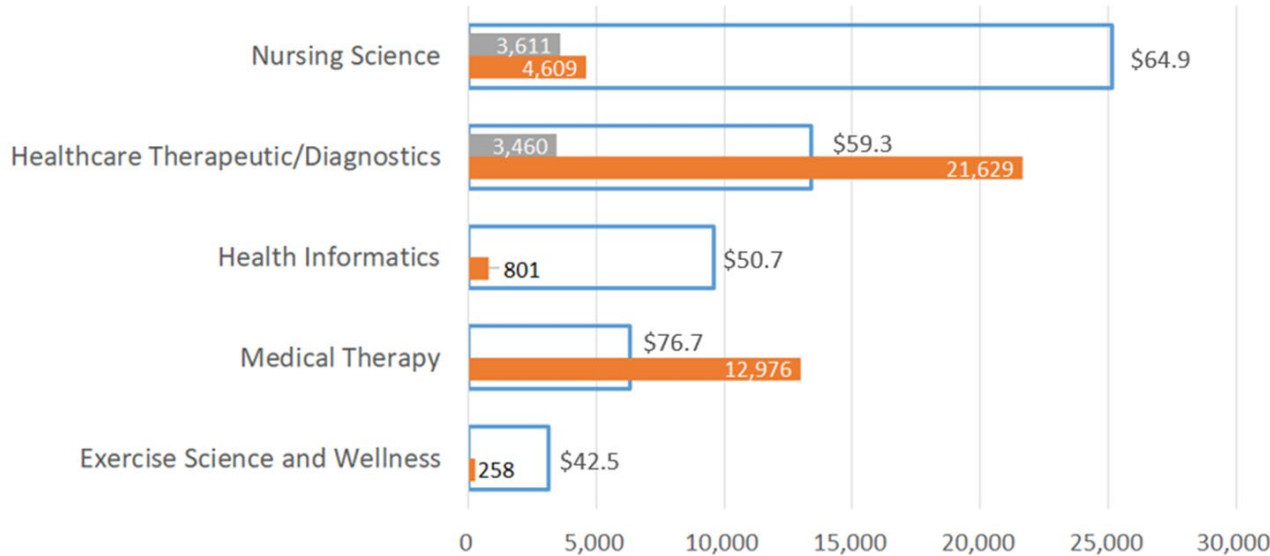
3. CCMR: College Readiness Indicators Persistence Evidence

CCMR Indicator	Percentage of 2019 annual HS graduates who demonstrated CCMR via one indicator and not in any other way	Percentage of those 2019 HS graduates that enrolled in IHE fall 2019	Percentage of those 2019 HS graduates that not enrolled in IHE 2019 but in 2020	Total of those 2019 HS graduates who enrolled in IHE within 2 years	Percentage of the 2019 annual HS graduates that enrolled in IHE in fall 2019 and persisted through fall 2020
College Prep	1.80%	32.00%	3.70%	35.70%	15.40%
SAT	3.30%	53.80%	6.10%	59.90%	42.10%
ACT	0.40%	41.40%	6.80%	48.20%	30.30%
TSIA	4.30%	63.50%	4.40%	67.80%	43.20%
AP/IB	2.60%	33.80%	4.30%	38.10%	22.60%
Dual Credit	3.90%	53.20%	5.30%	58.50%	38.10%
OnRamps	0.10%	43.60%	7.20%	50.80%	32.90%

- TEA explored validity concerns for both AP/IB and College Prep. Further research has ruled out the need for changes to AP/IP, but validity concerns remain for college prep courses.
- TEA is collaborating with the Texas Higher Education Coordinating Board to better define college prep course requirements statewide.
- Additional information will be shared as it becomes available, and the new requirements would be implemented for **future graduating classes** to allow districts time to update and align local programming.

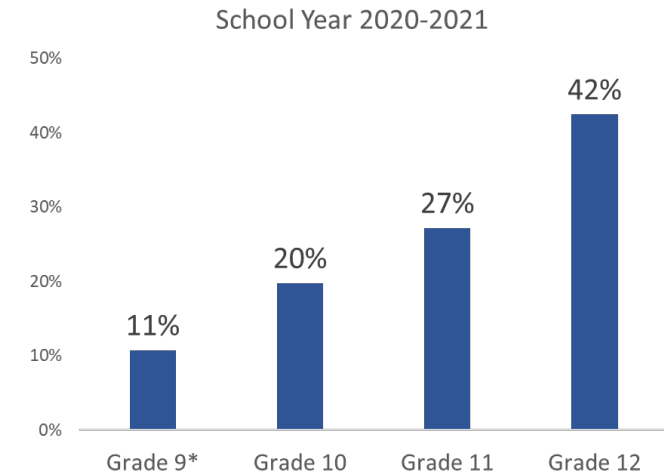
3. CCMR: Career Readiness Indicators Analysis

Career Readiness Indicators and Market Data



■ Total Annual Openings (Demand)
 ■ Total IBCs Earned (Supply)
 ■ 2018 CTE Completers (Supply)

\$ Median salaries in thousands of dollars, weighted by annual openings.



Top IBCs Earned by Grade 9 Students	Earned
MICROSOFT OFFICE SPECIALIST WORD	3718
NCCER CORE LEVEL ONE	1661
TEXAS STATE FLORAL ASSOCIATION FLORAL SKILLS KNOWLEDGE BASED	1292
MICROSOFT OFFICE SPECIALIST EXCEL	733
GOOGLE ANALYTICS INDIVIDUAL QUALIFICATION	677

Based on stakeholder feedback and analyses:

- TEA is continuing analysis on validity differences for IBCs. Any adjustments for non-sunsetting IBCs would be pursued for future graduating classes.
- TEA is continuing to conduct research into subset of high-usage sunseting IBCs to determine potential adjustment.

4. Closing the Gaps: Increase Focus

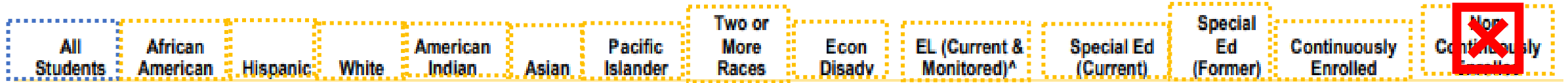
- A. Student Groups:** Previously, in Closing the Gaps, there were up to 14 distinct student groups, and any given student could count in between 2 and 6 of them, creating tremendous variability between how campuses are rated based on small enrollment differences.
- TEA is adjusting how **groups** are categorized, to improve focus on more at-risk students whose performance is potentially not otherwise reflected in Domains 1 & 2.
 - Baselines rates will be established by school type: elementary, middle, and high school/K-12.
 - Based on feedback, TEA will continue to report outcomes for all 14 original groups and is reducing the minimum size to 10.
- B. Gradation of Targets:** Additionally, the approach to scoring within any given component of Closing the Gaps is pass/fail, which can inadequately recognize significant performance improvements that remain below or above the pass/fail targets, and which ignores any distinction between reaching interim and long-term goals.
- TEA is creating a **graded** scoring methodology to better reflect performance difference.

4A. Closing the Gaps: Super Groups

We'll still report out data on all student groups.

X Reminder: currently, there are 14 different student groups:

Redefine:
Highly Mobile



✓ Update: Replace 14 student groups with 6 student “super groups”

Proposed Highly Mobile Definition:
*Homeless
Migrant
Foster*

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			

Reduce the current 25 student group minimum size to **10**.

We'll talk more about this on slides 124-125.

4B. Closing the Gaps: Gradated Points

- Long-term (10 year) target setting is aligned with significantly reducing achievement gaps.
- Interim (5 year) target setting is based on getting roughly 1/3rd of the way toward the long-term target over the next 5 years.

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

We'll talk more about growth definitions on slide 128 .

4. Closing the Gaps: Refresh Methodology

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			
Academic Achievement (RLA & Mathematics)										
0-4	0-4		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)										
0-4	0-4		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)										
0-4	0-4		0-4		0-4		0-4	0-4	0-4	
English Language Proficiency ¹										
							0-4			

The max group count declines:
71 to 23

ELP=
Current
EB only

6. District Ratings: Improve Alignment with Campus Ratings

School	Grades				Overall	
Type	Served	Total Students	Alt Ed	Eco Dis	Rating	Score
District		2,859	No	73.6%	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

- Existing methodology for districts looks at all students in the district and evaluates it as a single K-12 campus.
- TEA is shifting to a district calculation that uses a weighted average of campus ratings.
- Based on feedback and analysis, TEA is keeping the proposed June proportional methodology.

School	Grades				Overall	
Type	Served	Total Students	Alt Ed	Eco Dis	Rating	Score
District		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

6. District Ratings: Improve Alignment with Campus Ratings

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.

6. District Ratings: Improve Alignment with Campus Ratings

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.

Let's chat:
Why did we not include grades K–2?
Why did we include grades 9–12?

6. District Ratings: Improve Alignment with Campus Ratings

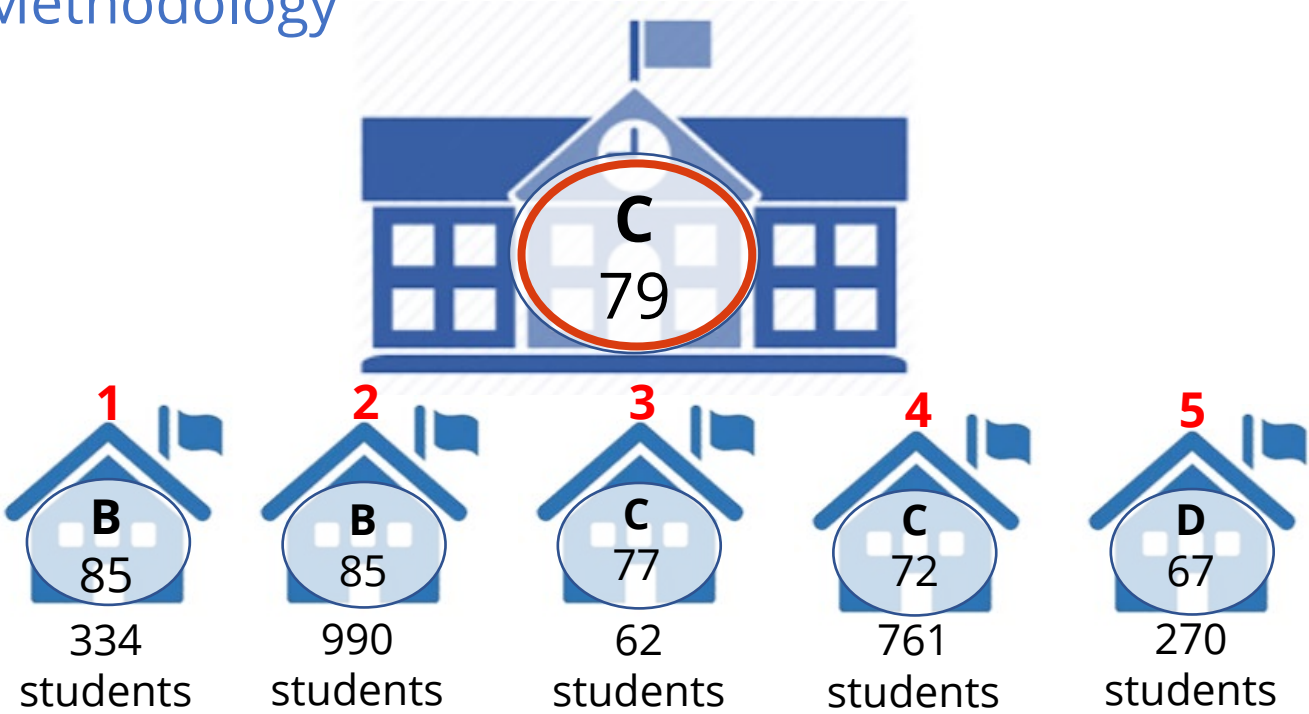
Example using Proportional Weighting Methodology

Campus	Grade 3–12 Enrollment	Calculation	Weight
Campus 1	334	$334 / 2,417$	13.8%
Campus 2	990	$990 / 2,417$	41.0%
Campus 3	62	$62 / 2,417$	2.6%
Campus 4	761	$761 / 2,417$	31.5%
Campus 5	270	$270 / 2,417$	11.2%
<i>District 3–12 Enrollment=2,417</i>			

6. District Ratings: Improve Alignment with Campus Ratings

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



6. District Ratings: Improve Alignment with Campus Ratings

Calculating an Overall Rating

Once a scaled score is calculated for each domain, the district overall rating calculation would follow the existing methodology.

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

7. Unique AEA System: Evaluate DRS Differently

Dropout Recovery Schools (DRS) serve a distinct role, requiring distinct goals

- Focus achievement and progress outcomes on re-testers
- Include previous dropouts in CCMR and graduation indicators as a hold-harmless (i.e., they can increase the numerator when success is achieved, but aren't included in the denominator)

Based on stakeholder feedback, TEA is moving forward with the proposal to create a unique AEA system for dropout recovery schools

8. A-F and RDA: Improve Alignment

- RDA has functioned as a separate special education & special populations accountability system.
- When A-F was launched initially, the state also had separate and misaligned federal & state accountability systems. The launch of A-F solved that problem.
- TEA will unify the two systems, similar to the unification 5 years ago of federal & state accountability requirements.
- **This will be REPORT ONLY for A-F for the next 5 years.**
 - TEA will develop a “REPORT ONLY” version of Closing the Gaps that includes Part A and Part B, where Part B reflects much of what is currently in RDA. This would not impact A-F ratings during this 5-year cycle but would be finalized to do so in the next 5-year A-F cycle (starting in 2028).

8. *A-F* and RDA: Improve Alignment



Include RDA on *A-F* reports
(one report location)



Determine what alignments can be made
(non-duplicating measurements)



Focus on closing gaps with special populations
(emphasis on progress and improvement)



Integrate RDA into *A-F* system
(by 2028 with stakeholder input and data modeling)

TEA will work with stakeholders to align data sources and methodologies where possible.

Required RDA determinations and interventions will continue during this report-only period

9. Distinction Designations: Possible Additions

- The Badges and Distinction Designations committee was charged with developing recommendations for refining distinction designations and implementing badges.
- The agency will continue to work with stakeholders through early spring to establish additional reporting opportunities through TXschools.gov to highlight district efforts and to update indicators within Distinction Designations.
- Based on this feedback, additional distinction designations may be available for the 2023 ratings. New distinction designations would be published in the proposed *2023 Accountability Manual* for further stakeholder feedback before being finalized.
- These could evolve over time, even within the 5-year accountability cycle.

10. Extracurriculars: Still Under Consideration

- The extra- and co-curricular (ECC) report is due to the legislature in December 2022.
- An ECC student participation accountability indicator may be adopted if it is found to be appropriate.
- Data from Phases 1 & 2 (2016–2022, 7 districts, 300k+ students) indicate increased ECC participation is correlated with improved student outcomes in academics, attendance, and discipline, with comparable benefits for at-risk and economically-disadvantaged students. Phase 1 & 2 data also indicate considerable variation in participation rates across districts, especially for economically-disadvantaged students.
- Phase 3, if approved (tentatively 2023-2028), may include a 2-year ECC pilot to work with districts and ESCs to gather additional data and refine the ECC process and materials.
- If adopted, the indicator would likely be report-only for several years to allow time to build reliable data collections of ECC participation necessary to evaluate methodology and modeling options for review before full implementation.

11. Accelerated Testers: Give high schools credit for Algebra I EOC middle school scores

- TEA receive feedback that high schools should also receive credit for STAAR Algebra I end-of-course (EOC) assessments taken in middle schools by accelerated testers.
 - For students who take Algebra I EOC before high school, their score would be included in the middle school calculations for the year tested and then included again at the high school they attend the following year.
 - The federal requirement for accelerated testers to be administered a mathematics SAT/ACT before graduation for inclusion in Closing the Gaps would remain in place to meet ESSA requirements.
- TEA will run data and gather stakeholder feedback on this new proposal before finalizing.

12. Early Graduation: Add an early graduation incentive

- Stakeholder feedback expressed concern that schools may be discouraging students who would benefit from graduating early given other requirements.
- The agency proposes creating an early graduation incentive to award additional state graduation rate points for early graduates to encourage schools to allow students to graduate early.
- This proposal would not impact federal graduation rates used in Closing the Gaps and will require data modeling and stakeholder consultation.

13. Overall Rating: Update to better align with SB 1365

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


- This aligns with the changes made to *Ds* 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 is consistent with the current 3 of 4 *Fs* rule.



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



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

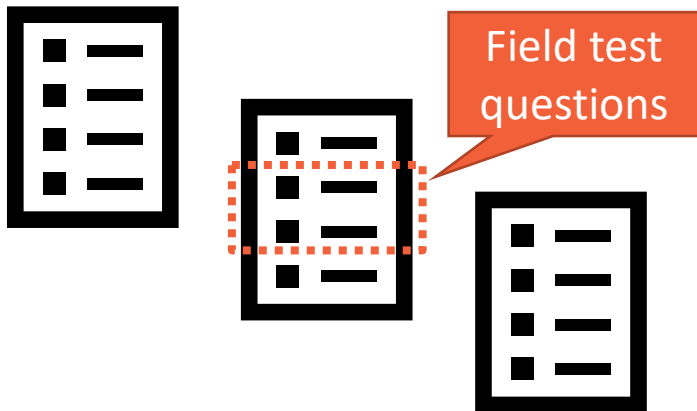


Let's Talk about the STAAR Redesign: How Does the STAAR Redesign Impact Accountability?

The redesign does not mean the test will be harder

While individual items may be easier or harder within a given year, the mix of item difficulty is balanced across years by using field test results

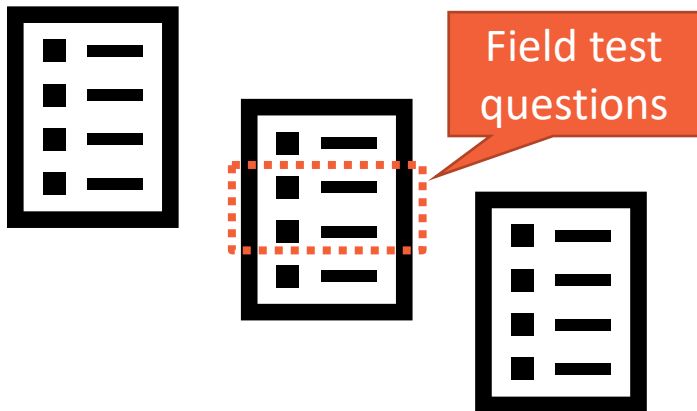
On each STAAR test, a small number of questions do not count towards the student's score. These are **field test questions**.



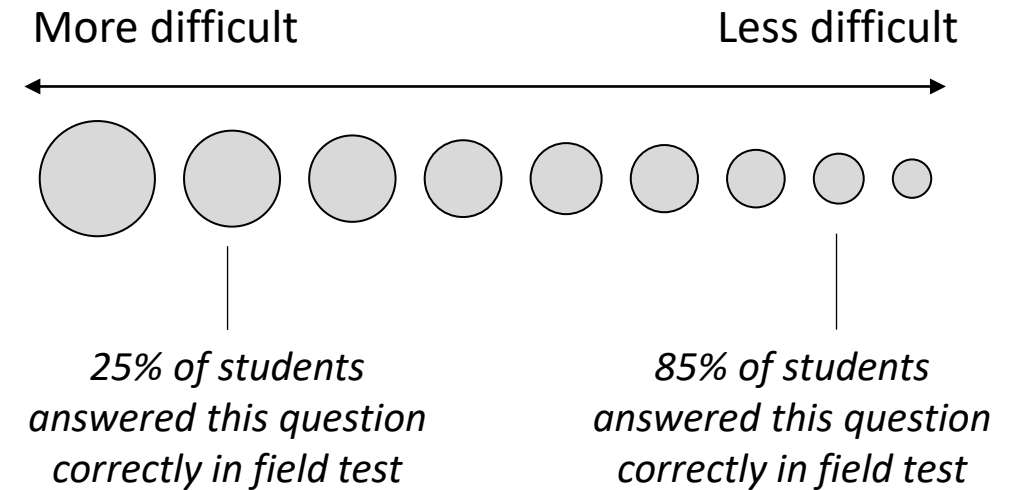
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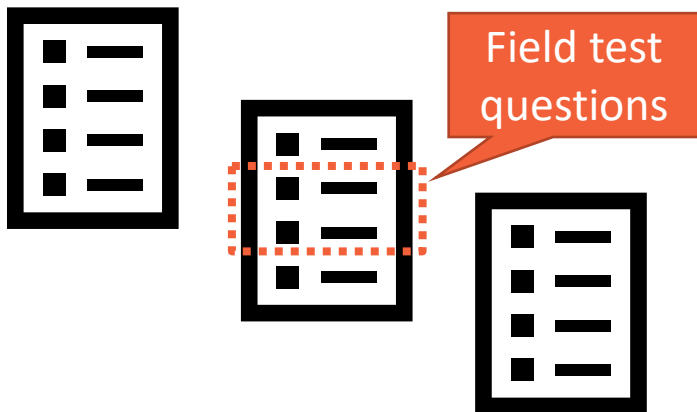
Through field testing, we determine how hard a question is (e.g., 80% of students got the question right).



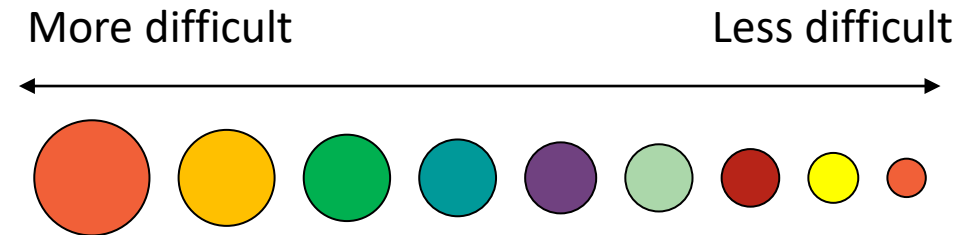
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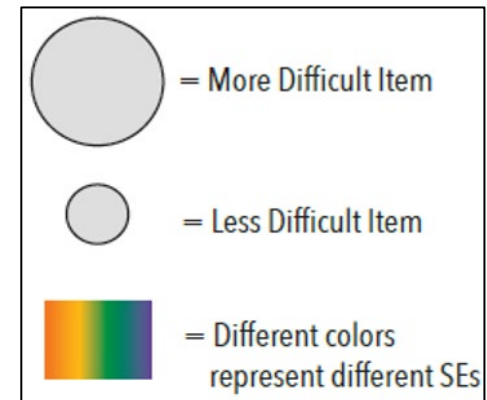
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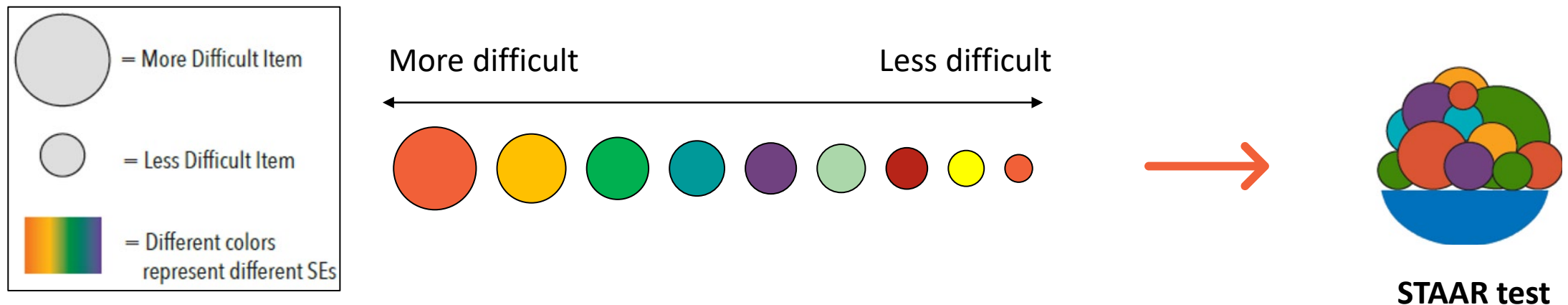
Questions also represent a variety of different student expectations



The redesign does not mean the test will be harder

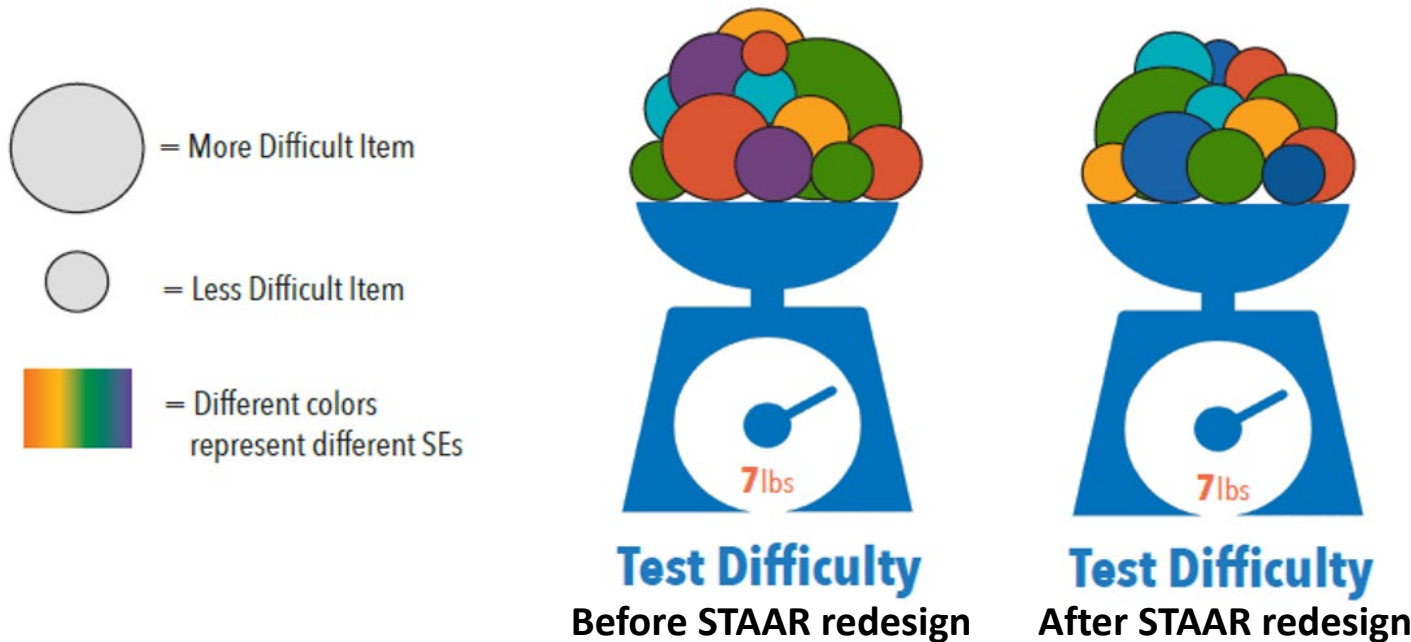
While individual items may be easier or harder within a given year, the mix of item difficulty is balanced across years by using field test results

After questions have been field tested, they can be used to build STAAR tests



The redesign does not mean the test will be harder

While individual items may be easier or harder within a given year, the mix of item difficulty is balanced across years by using field test results



Texas educators are key to designing and building high quality assessments

Classroom teachers, instructional coaches, campus and district content specialists, and campus administrators can serve in a variety of ways:

Assessment Design and Standard-Setting:

- **Subject-area advisory groups** – groups of educators are convened to provide feedback on subject-area-specific assessment design topics
- **STAAR redesign focus groups** – groups of educators are convened to provide input on implementation of the components of the STAAR redesign
- **Standard-setting meetings** – groups of educators are convened to provide recommendations on cut scores for performance standards

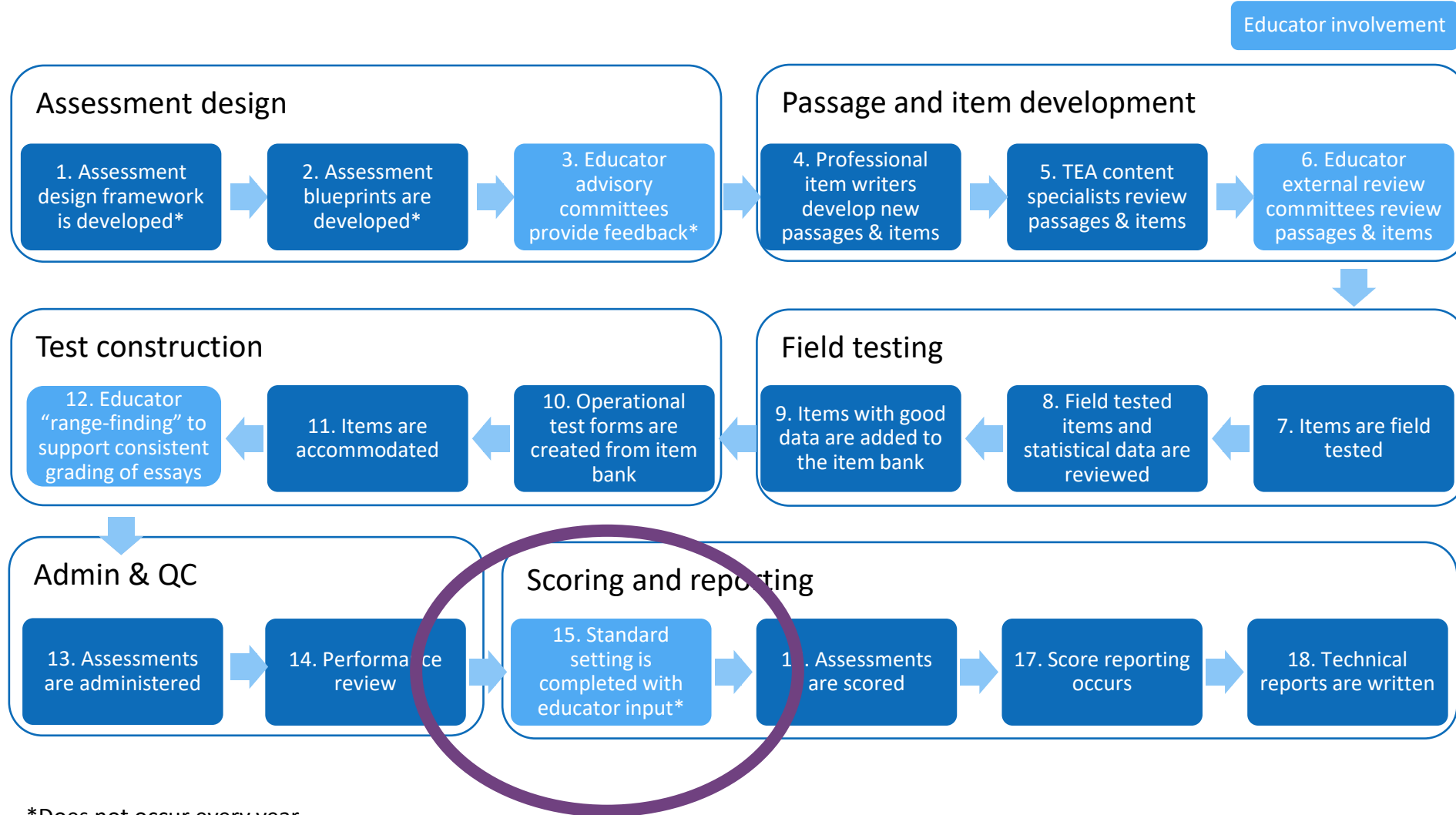
Passage and Item Development and Test Construction:

- **Educator passage review** – each potential passage for the RLA test is reviewed and approved by a committee of Texas educators
- **Educator item review** – each potential question for a state test is reviewed and approved by a committee of Texas educators
- **Constructed response range-finding** – educators are convened to set the scoring boundaries for student essays based on the rubric

Visit the [Texas Assessment Learning Management System](#) to apply



Creating High-Quality Assessments is a Rigorous Process



Standard Setting

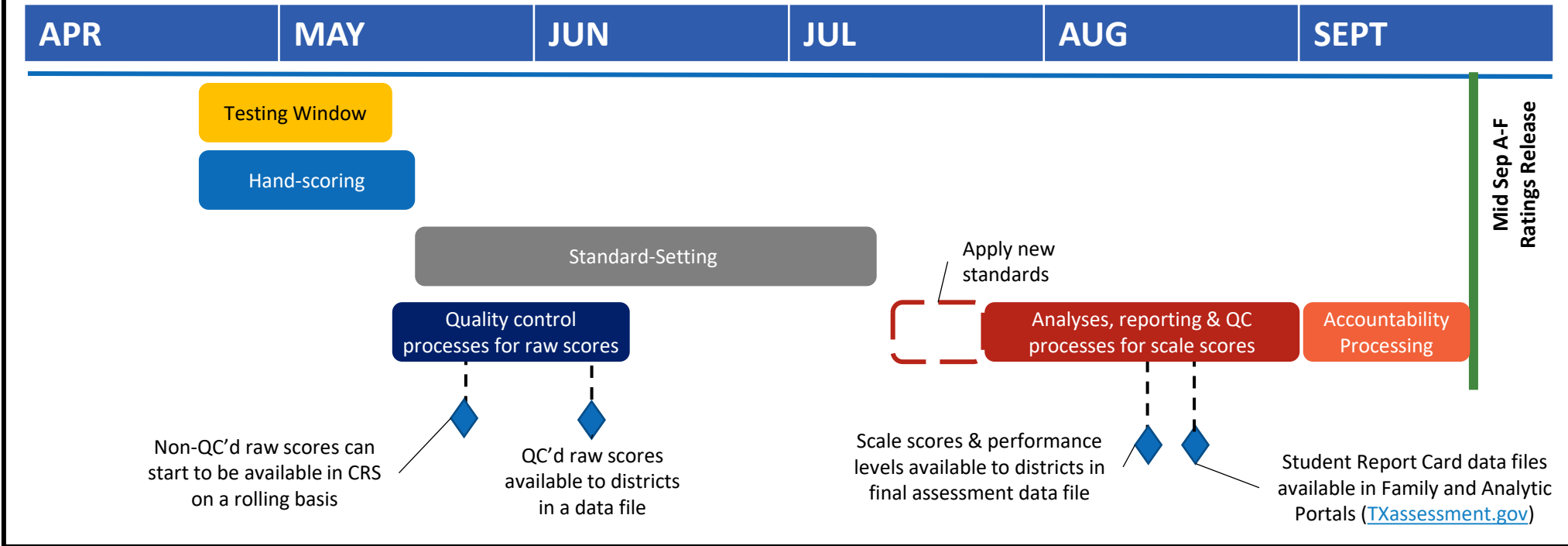
Standard setting is the process for defining what it means to be on grade level. The process includes scaling and linking studies and teacher committees.

Standard-setting is conducted when the assessment changes significantly (e.g., when TEKS are revised), and periodically in-between significant changes to validate the continued accuracy of results.



In future years, results will be faster. But in the 2023 redesign year, results for 3-8 will be later than usual.

Tentative 2023 STAAR 3-8 Scoring and Reporting Internal Process Timeline



A TAA on 10/20 describes the specific timeline, and how to plan for possible summer support under HB 4545.

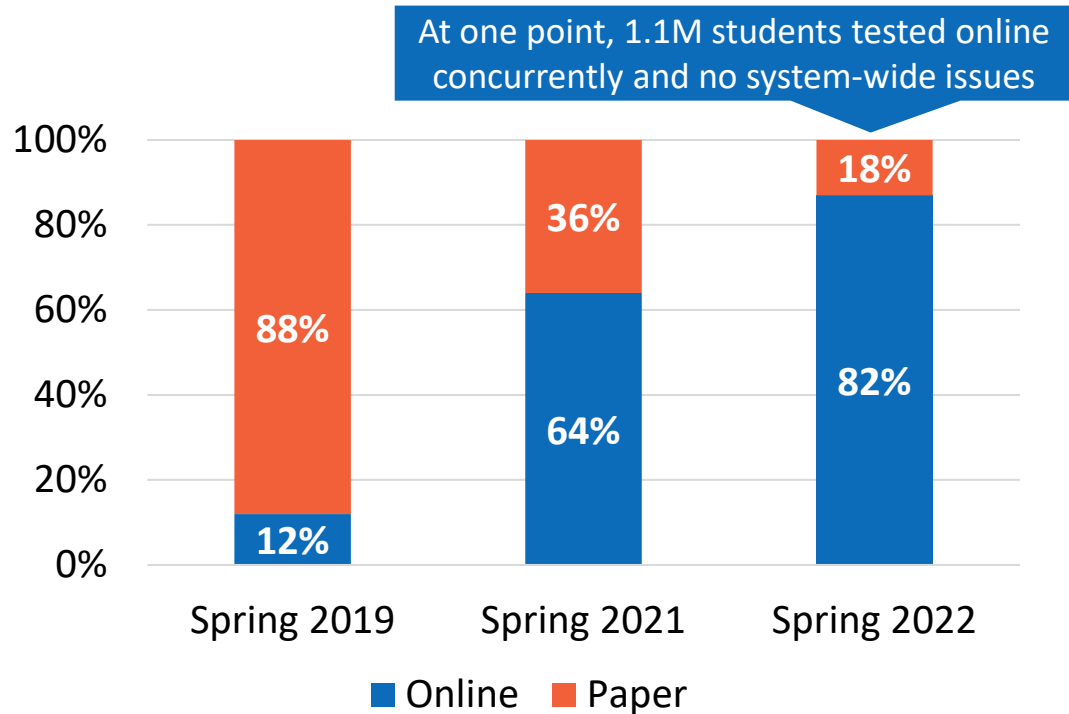
TEA process improvements have led to faster results. For example, in 2015, when new math TEKS were implemented and standard-setting was conducted for all Math STAAR tests, results weren't available to districts and families until October.

All dates are tentative



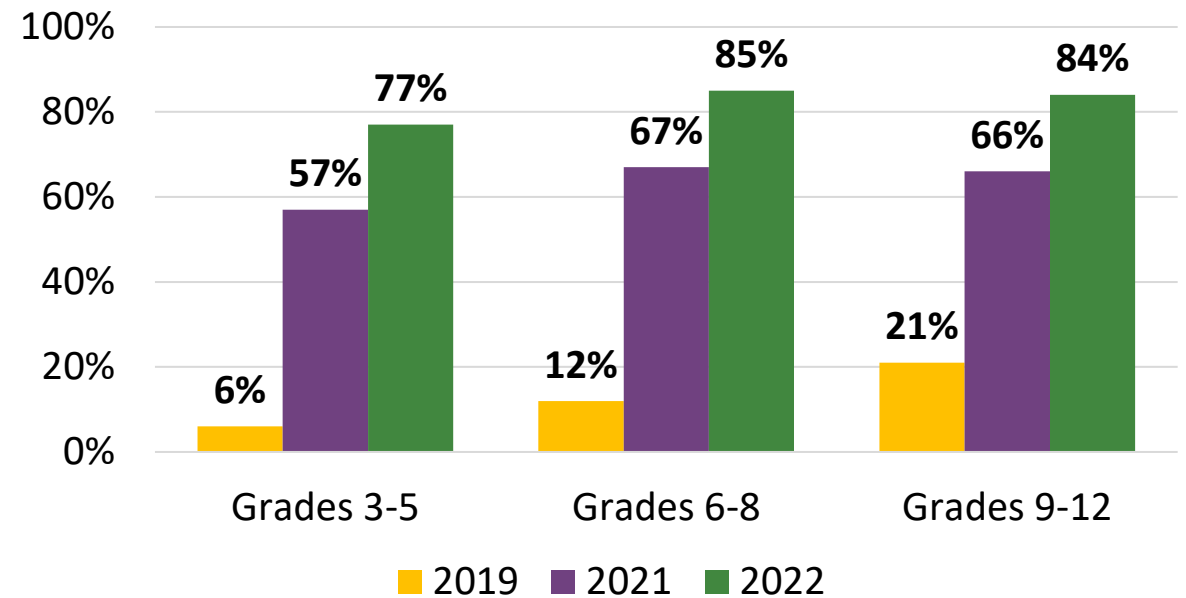
Online testing has steadily increased since 2019 with 82% of students testing online in 2022

STAAR online participation increased by **70 percentage points** since 2019.



Click to see STAAR FAQ video: [“How will the transition to fully online testing affect students’ performance on STAAR?”](#)

We saw increases in students testing online **across all grade bands**.



Click to see STAAR FAQ video: [“How do we know that young students will be able to type constructed responses on the redesigned STAAR tests?”](#)



Actions to Prepare for Success in the Spring

We'd like to provide ways for students to meaningfully interact with the online testing platform before online testing in Spring 2023

- Ideally, we want these interactions to be existing assessments, not additional assessments that take up valuable instructional time
- We don't want educators to create assessments just for the sake of giving students practice with the system
- The data generated by the assessment should be actionable

As a result, we are providing multiple ways for LEAs to administer meaningful assessments in the online testing platform:

Beginning-of-Year Diagnostic Assessment

LEAs can administer **released STAAR tests** as beginning-of-year diagnostics (this ended on 10/21/22).

This should only be used if the LEA plans to use the resulting data.

Interim Assessments

LEAs can administer **STAAR interim assessments** 1-2 times per year to monitor student progress.

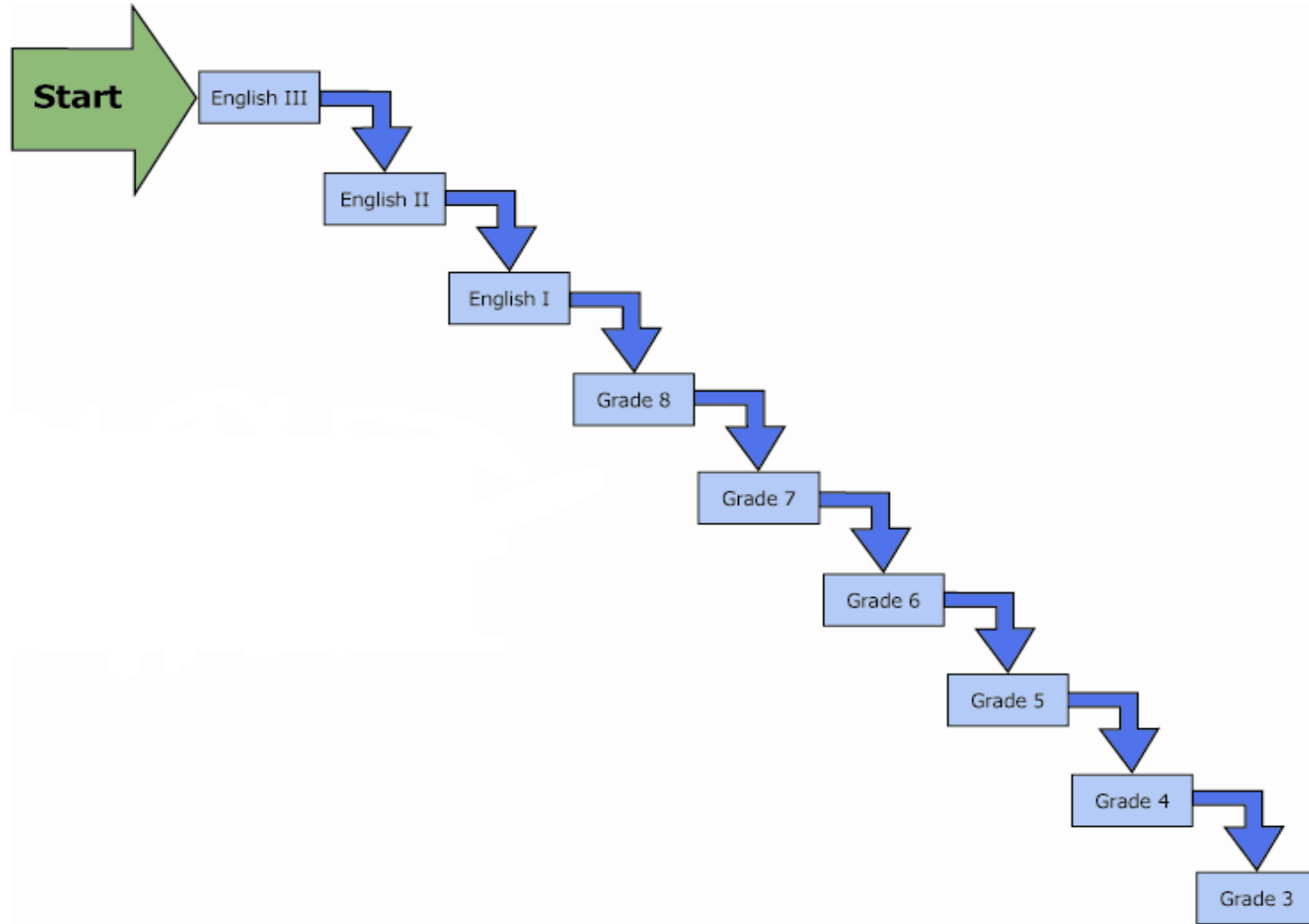
These shouldn't be used if the LEA uses other interims or benchmarks.

Formative Curricular-embedded Assessments

LEAs that have adopted **TEA's core OER instructional materials** can administer curricular-embedded assessments in **TFAR**. Other LEAs can recreate their existing unit tests in **TFAR**.

These should be aligned to instructional materials.

STAAR History Lesson: How Grade-Level Cut Scores Were Set



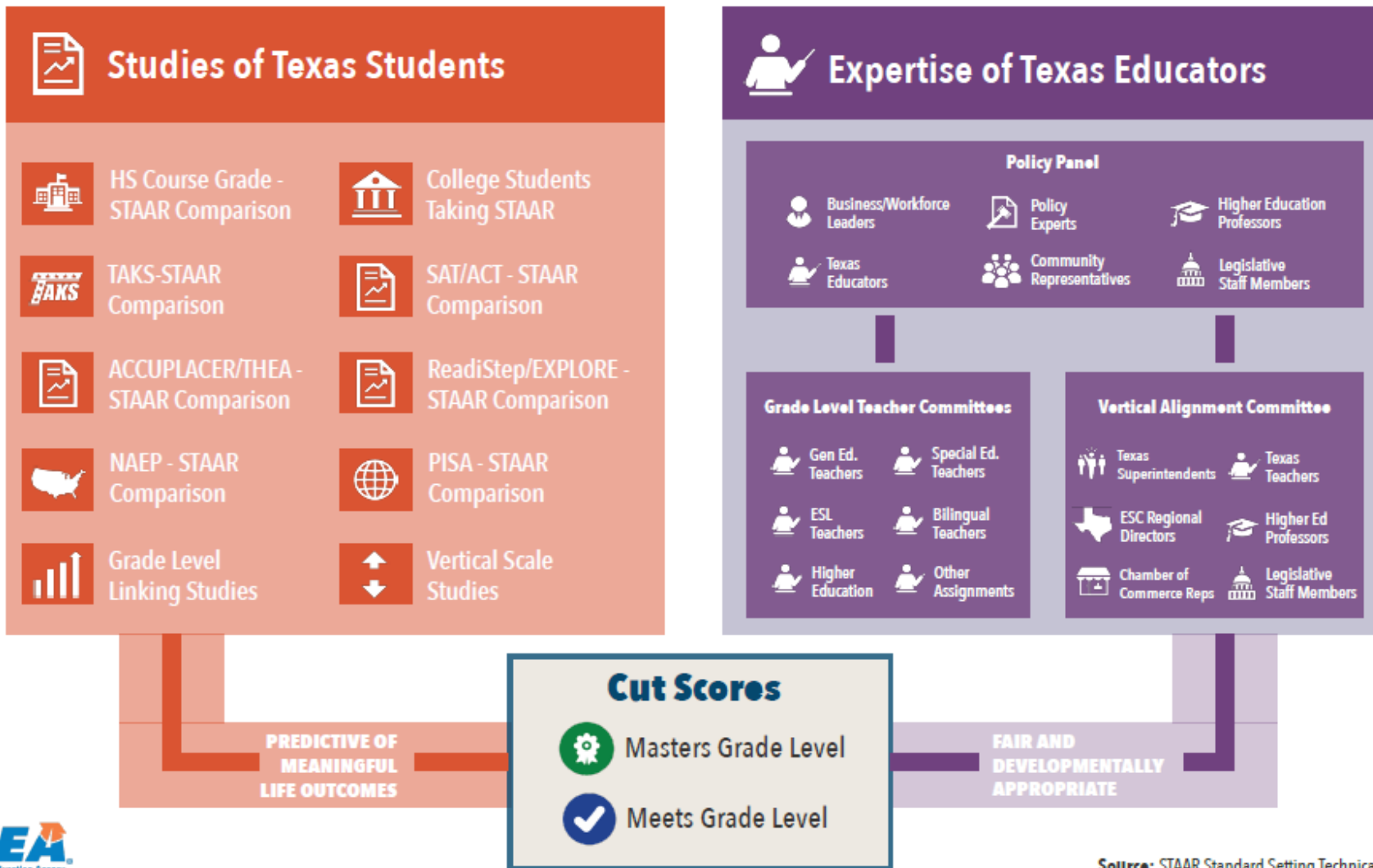
Grade Level Linking Studies

1. Goals were established for students in English III.
2. Studies analyzed how performance in English II predicted performance in English III. The analysis was used to inform Texas educators who then recommended cut scores in English II based on their experience with students.
3. This process was repeated down to 3rd grade.

How Did We Arrive At Accurate Grade Level Cut Scores For STAAR?

STAAR History Lesson: How Grade-Level Cut Scores Were Set

When setting the expectations for what it means to be on grade level, TEA used a mix of both **empirical studies** and **human judgement** to set cut scores.



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.
- For students at the end of high school, this is associated with a **75% chance of passing freshman level college courses**.

- **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.
- For students at the end of high school, this is associated with a **60% chance of passing freshman level college courses**.

- **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.
- This is the **passing standard** (applied to EOCs to meet graduation requirements).

Some STAAR Redesign Key Takeaways

- Redesign STAAR goes live this school year, Spring 2023.
- The STAAR redesign was informed by an unprecedented stakeholder input process, including over 700 Texas educators and 200 Texas students. In addition, all STAAR items continue to be reviewed and approved by groups of current Texas teachers.
- Based on the input of educators, the new STAAR is more reflective of quality instructional practices, while continuing to serve as an accurate summative assessment of the TEKS.
- As part of typical development processes, the test is equated so that, as a whole, it is neither easier nor harder than before (in reading). But we are newly assessing writing and will engage in standard setting to ensure we have accurate definitions of what it means to be on grade level.
- Because we must do standard setting, test results will be reported to both district staff and families later than usual. Also because of this, A–F scores will be issued about a month later than usual.
- The Agency has provided some tools to help ensure a smooth experience for your students in the spring, including Interims and TFAR on the same testing platform.


Learn More: The Technical Digest

Annually, the Technical Digest provides descriptions of the technical processes TEA follows to promote fairness, accuracy, validity, and reliability in the Texas Assessment Program.

<https://tea.texas.gov/student-assessment/testing/student-assessment-overview/assessment-reports-and-studies>

Chapter 3 of the Technical Digest provides details on the Standard Technical Processes.

<https://tea.texas.gov/sites/default/files/techdigest-2020-2021-chapter3.pdf>



Domain by Domain: The Technical Details

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: Refresh Components

STAAR

- Updated scaling cut points.
- New proposal: Include accelerated Algebra I EOC at middle school and high school (see slide 101).

CCMR

- Updated scaling cut points.
- Phase-in programs of study and industry-based certification updates.
- Use DD Form 4 for US Armed Forces and Texas National Guard enlistment.

Graduation Rate

- Updated scaling cut points based on five years of graduation data.
- Create early graduation incentive (see slide 110).

Student Achievement: STAAR Scaling

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

Student Achievement: Algebra I EOC Update

- The agency will run data and gather stakeholder feedback on the impact of including the STAAR Algebra I EOC in the middle school calculations for the year tested and then including the Algebra I EOC result again at the high school the accelerated tester attends the following year.
- This Algebra I EOC STAAR component adjustment would only be made in the Student Achievement and School Progress, Part B domains.
- The federal requirement for accelerated testers to be administered a mathematics SAT/ACT before graduation for inclusion in Closing the Gaps would remain in place to meet ESSA requirements.

Student Achievement: Calculating a Score



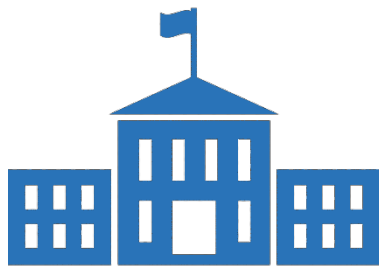
Elementary Schools

- **100%** STAAR



Middle Schools

- **100%** STAAR



High Schools & K-12s

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

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

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

Student Achievement: CCMR Scaling

- Feedback five years ago recommended 90 percent as the percentage of CCMR graduates that should generate an A. Very few campuses performed at that level at that time (average performance in the baseline year was 47 percent), so the cut point was set at 60 percent, which was nominally consistent with the state's 60x30 goals.
- There has been rapid improvement in CCM readiness 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 plans to set a cut score of 88 percent for an *A* in CCMR, pending final modeling, with evidence suggesting that would ensure 60 percent of Texas students would be prepared for postsecondary success consistent with college or career persistence at least one year after graduation.
- Given class of 2021 CCMR rates averaged 65 percent, the agency will use 65 percent as a baseline for a mid-*C* moving forward.
- Cut points will be released by January 1, 2023.

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 ([more detail to follow](#))
- 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** ([Updated](#))
- 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](#))



Let's chat: What is the difference between an industry-based certification and a Level I/II certificate?

Student Achievement: CCMR Updates

- **College Prep Courses**

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

Student Achievement: CCMR Updates

■ Industry-Based Certifications

- The agency is continuing to gather feedback and analyze data on the Concentrator versus Completer requirement and will provide more information when it becomes available; if the Concentrator standard is used, the phase-in plan would be final for the graduating class of 2024.
- Based on differences in feedback, the agency is continuing analyses on the validity differences among IBCs. Any adjustments for non-sunsetting IBCs would be pursued for future graduating classes.
- There is also a subset of sunsetting IBCs with very high usage for which the agency is conducting additional research and analysis to determine if this subset of IBCs should face an adjustment.

Student Achievement: CCMR Methodology

One point is given for each annual graduate who accomplishes one or more CCMR indicators.

Number of Graduates Who Accomplish One or More CCMR Indicators
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

Student Achievement: Potential State Graduation Update

Potential State Graduation Rate Update

- Stakeholder feedback expressed concern that schools may be discouraging students who would benefit from graduating early given other requirements.
- The agency proposes creating an early graduation incentive to award additional state graduation rate points for early graduates to encourage schools to allow students to graduate early.
- This proposal would not impact federal rates used in Closing the Gaps and will require data modeling and stakeholder consultation.



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.

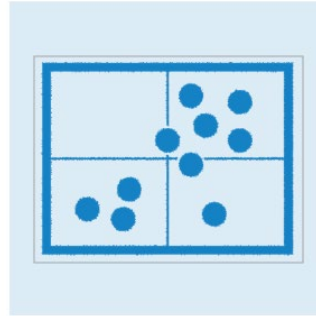
School Progress: Two Aspects of Progress

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:

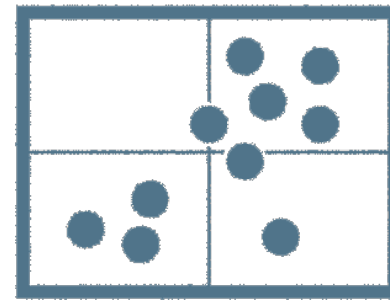
- The number of students that grew at least one year academically and number of students that were accelerated as measured by STAAR results
- The achievement of students relative to campuses with similar economically disadvantaged percentages

School Progress: Two Aspects of Progress

Part A: Academic Growth



Part B: Relative Performance



Academic Growth: Refreshed Methodology

- School Progress, Part A: Academic Growth will measure growth using a transition table method.
- Campuses earn credit for results that maintain performance or demonstrated growth on STAAR in RLA/mathematics.
- As the USDE rejected the agency's proposal to place an Accelerated Learning component in Closing the Gaps, the accelerated learning component is being embedded within Academic Growth. Campuses will earn credit for students in grades 4–8 who earned Did Not Meet Grade Level in the prior year and Approaches Grade Level or above in the current year.
- 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 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
- Transparent
- Easy to duplicate at the local level

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

Academic Growth: Calculation

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

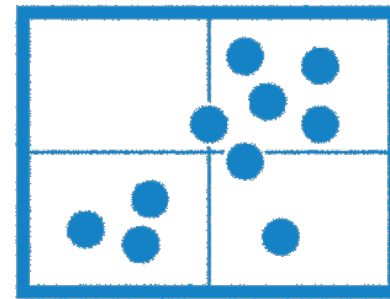
C will be anchored on statewide average by campus type.

School Progress: Two Aspects of Progress

Part A: Academic Growth



Part B: Relative Performance

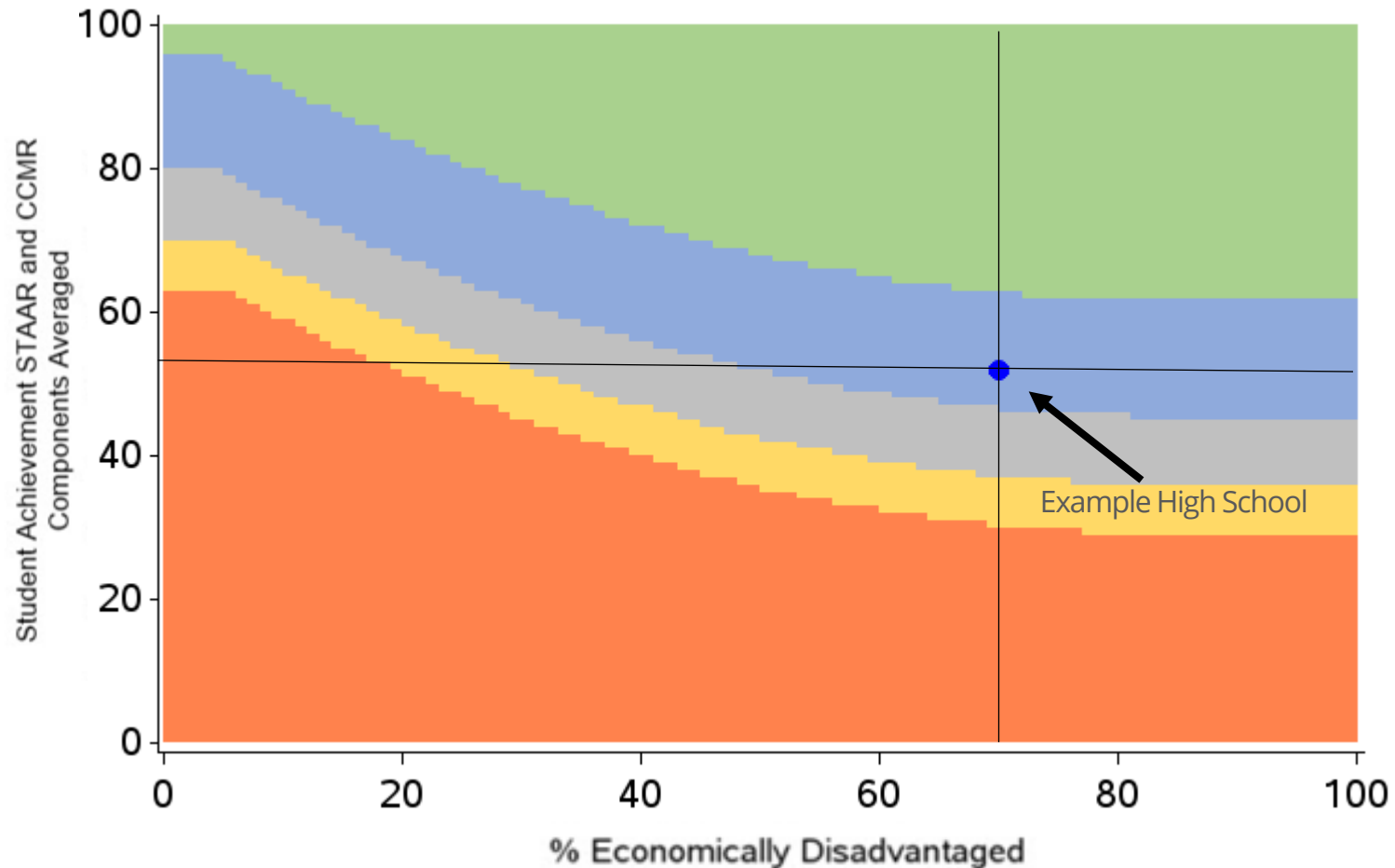


Relative Performance: Refresh Methodology

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

- There are no changes currently proposed for the Relative Performance domain methodology.
- TEA will conduct further modeling to determine whether additional demographic factors besides the percentage of students who are economically disadvantaged should be used.
- Cut points will be adjusted to account for 2022 economically disadvantaged percentages and updated baseline STAAR and CCMR outcomes.

Relative Performance: Example



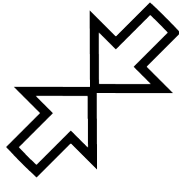
At this high school, 70.0% of students were identified as economically disadvantaged on the TSDS PEIMS October snapshot. The campus earned a 52 averaged Student Achievement STAAR (47 component score) and CCMR (57 component score).

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.

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.

Closing the Gaps: Super Groups

- Continue annual reporting of each student group's progress toward interim and long-term targets.
- Shift methodology for awarding points and identifying campuses for federal school improvement to focus on underperforming student groups by “super grouping”.
 - High Focus—an unduplicated grouping of students identified as emergent bilingual, economically disadvantaged, served by special education programs, and/or highly mobile.
 - Highly mobile—Students who are identified as homeless, foster, and/or migrant.
- Reduce the current 25 student group minimum size to **10**.

Closing the Gaps: Super Groups



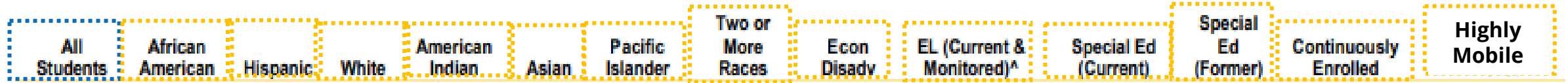
- **All Students**
- **Two Lowest Performing Racial/Ethnic Groups from Prior Year**
 - African American
 - Hispanic
 - White
 - American Indian
 - Asian
 - Pacific Islander
 - Two or More Races
- **High Focus Super Group**
 - Economically Disadvantaged
 - Current Special Education
 - Current and Monitored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

Proposed
Highly Mobile
Definition:
*Homeless
Migrant
Foster*

Closing the Gaps: Super Groups

Still report out data on all student groups.

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



✓ 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			

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)

Closing the Gaps: Gradated Points

- Long-term (10 year) target setting is unchanged. Targets are aligned with significantly reducing achievement gaps.
- Interim (5 year) target setting is based on getting roughly 1/3rd of the way toward the long-term target over the next 5 years.

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

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.

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

- 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: Calculating a Grade

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			
Academic Achievement (RLA & Mathematics)										
0-4	0-4		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)										
0-4	0-4		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)										
0-4	0-4		0-4		0-4		0-4	0-4	0-4	
English Language Proficiency ¹										
							0-4			

The max group
count declines:

71 to 23

Closing the Gaps: Calculating a Grade




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	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	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	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	

Accountability Refresh: 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.
70% of Total Grade		30% of Total Grade

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					<i>B</i>

Overall Rating: Update

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

- This aligns with the emphasis of tracking *Ds* 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 *Fs* rule.

NEW

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

Current

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

Alternative Education Accountability (AEA) System

AEA Student Achievement: STAAR Methodology

Award 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: CCMR and Completion Rates Methodology

- 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: CCMR Methodology

Adjust CCMR to include previous dropouts in the numerator only.

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

AEA Student Achievement: Completion Rate

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

Completers PLUS Previous Dropouts who Complete
Completers MINUS Previous Dropouts who Return

AEA School Progress: Academic Growth

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

AEA School Progress: Relative Performance

Retester Growth

- Add a better of Part A or B by creating a unique AEA Part B: Retest Growth methodology.
- Rate of retests at Approaches Grade Level or above (current AEA bonus points indicator)

1 pt for Approaches or above STAAR EOC retests

Count of STAAR EOC Retests

AEA Closing the Gaps: Components

Academic Achievement

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

Graduation Rate

- 4-year federal graduation rate
- If no graduation rate, default to Growth in RLA/mathematics

English Language Proficiency

School Quality/Student Success (SQSS)

- CCMR (HS)
- If no CCMR, default to SQSS: STAAR (All subjects, all performance levels)

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.

1. 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.
2. 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.

CSI: Super Groups and Lowest 5%

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)														
0-4	0-4			0-4				0-4			Earned ÷ Possible	30%	50%	Whole Number
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)														
0-4	0-4			0-4				0-4			Earned ÷ Possible	50%	10%	Whole Number
0-4	0-4			0-4				0-4						
SQSS: STAAR ONLY (EL/MS) or CCMR (HS/K-12)														
0-4	0-4			0-4				0-4	0-4	0-4	Earned ÷ Possible	10%	30%	Whole Number
English Language Proficiency ¹														
								0-4			Earned ÷ Possible	10%	10%	Whole Number
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 2px solid red; border-radius: 50%; padding: 10px; width: 60%; text-align: center;"> <p>CSI is based on lowest 5% scaled score by campus type.</p> </div> <div style="border: 2px solid red; border-radius: 50%; padding: 10px; width: 30%; text-align: center;"> <p>Closing the Gaps Score</p> </div> </div>														
Sum of Weighted Points														

CSI: Graduation Rate

CSI Identification

Additionally, if any Title I or non-Title I campus **does not attain a 66.7 percent six-year federal graduation rate** for the All Students group, the campus is identified for CSI.

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 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 66.7 percent for two consecutive years to exit CSI status.

Targeted Support and Improvement (TSI) Identification

- TSI identifies campuses with at least one consistently underperforming student group.
- TSI and ATS must evaluate each federally required group—no super groups.
- A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered “consistently underperforming.”
- 2019, 2022, and 2023 are considered three consecutive years.
 - Methodology updated to identify student groups that received a NO in 2019 and 2022 and a 0/1 in 2023.
- Yearly identification, so there is no exit criteria.

Need to model data to determine if only 0s or 0s/1s.

TSI/ATS: No Super Groups

	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

TSI: Example

Red cells indicate underperforming student groups.

The white student group **missed three indicator targets for three consecutive years.**

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)	Special Education (Current)
Academic Achievement (RLA)										
2019	39%	37%	56%	-	59%	-	-	37%	36%	36%
2022	25%	35%	50%	-	61%	-	-	32%	40%	28%
2023	2	0	0	-	2	-	-	0	3	2
Academic Achievement (Mathematics)										
2019	35%	31%	50%	-	76%	-	-	34%	44%	39%
2022	22%	47%	51%	-	73%	-	-	36%	54%	30%
2023	0	2	0	-	3	-	-	3	2	2
Growth (RLA)										
2019	68	71	69	-	76	-	-	68	75	78
2022	68	76	84	-	84	-	-	73	84	-
2023	2	2	3	-	2	-	-	2	3	-
Growth (Mathematics)										
2019	70	60	62	-	85	-	-	64	74	73
2022	74	78	89	-	90	-	-	80	84	-
2023	2	2	2	-	2	-	-	2	3	-
SQSS: STAAR ONLY (EL/MS)										
2019	37	40	50	-	63	-	42	38	45	34
2022	34	41	53	-	62	-	30	40	50	29
2023	2	2	0	2	2	2	2	2	2	2
English Language Proficiency ¹										
2019									45	
2022									50	
2023									3	

ATS: Identification

- ATS identification is based on the subset of TSI-identified campuses.
- Any TSI-identified campus has its identification escalated to ATS if it has at least one 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 and 2022 and a 0/1 in 2023.



Need to model data to determine if only 0s or 0s/1s.

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)

ATS: Identification

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 five minimum indicators requirement.*

ATS: Example

Red cells indicate underperforming student groups.

The White student group missed all their targets for all three years.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)	Special Education (Current)
Academic Achievement (RLA)										
2019	39%	37%	56%	-	59%	-	-	37%	36%	36%
2022	25%	35%	50%	-	61%	-	-	32%	40%	28%
2023	2	0	0	-	2	-	-	0	3	2
Academic Achievement (Mathematics)										
2019	35%	31%	50%	-	76%	-	-	34%	44%	39%
2022	22%	42%	51%	-	73%	-	-	36%	54%	30%
2023	0	2	0	-	3	-	-	3	2	2
Growth (RLA)										
2019	68	71	67	-	76	-	-	68	75	78
2022	68	76	68	-	84	-	-	73	84	-
2023	2	3	0	-	2	-	-	2	2	-
Growth (Mathematics)										
2019	70	60	62	-	85	-	-	64	74	73
2022	74	73	73	-	90	-	-	80	84	-
2023	2	3	0	-	3	-	-	2	3	-
SQSS: STAAR ONLY (EL/MS)										
2019	37	40	50	-	63	-	42	38	45	34
2022	34	41	53	-	62	-	30	40	50	29
2023	2	2	0	-	2	-	2	2	3	2
English Language Proficiency ¹										
2019									45	
2022									50	
2023									3	

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 student groups for that year.

Questions and Comments

Exit Ticket



Additional Feedback



- Please submit feedback using [this form](#) before February 1, 2023.

*Please submit a separate form response for each comment.

*A summary of comments will be posted publicly in spring 2023.

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