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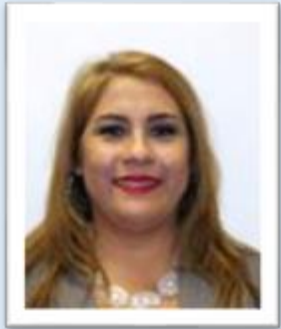


Workshop #267308
Remote Check-in Code:
REFRESH2023

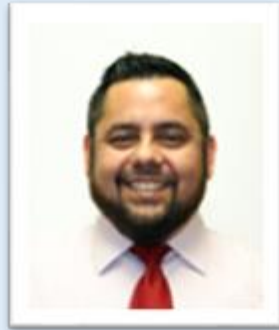


Supporting Student Success

2023 Accountability System Refresh Preliminary A-F Framework



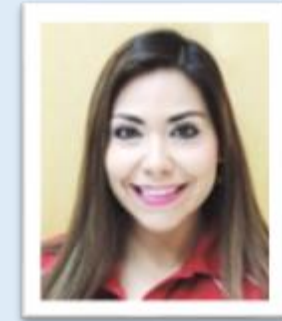
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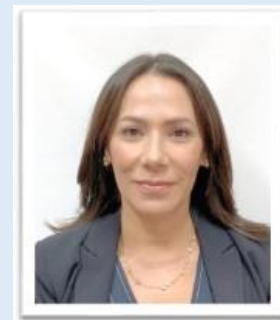
Meet Our **CENTER FOR EXCELLENCE & SCHOOL TURNAROUND** Team!



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Ice Breaker Activity

If music played each
time you entered a
room, what would be
your theme song?



Agenda

- I. Refresh Timeline
- II. Updating Cut Points
- III. Student Achievement Domain
- IV. School Progress Domain
- V. Closing the Gaps Domain
- VI. District Overall Rating
- VII. Federal School Improvement
- VIII. A-F and RDA Alignment
- IX. Other Refresh Considerations

Resources

<https://tinyurl.com/344m85bh>



Google Drive



Capture Notes and ideas
for Next Steps HERE



Texas State A-F Accountability System
Domains, Components, & Next Steps

Component		2022-2023 Considerations on Next Steps:
Domain Student Achievement	STAAR	
Domain School Progress	Part A: Academic Growth	
	Part B: Relative Performance	

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Norms

- Be an engaged participant
- Be an active listener
- Be BOLD and specific
- Be open to new ideas and new implementation
- Practice two-way confidentiality



2022-23 Release Schedule

2022–23 Release Schedule

Date	Event
December 8	SB 15 Virtual Program Ratings and Student Listings Released in TEAL
December 15	2022 TAPR (PDF) Report Released
December 30	2023 Preliminary Accelerated Testers Student Listing Released
Late December	2021–22 Federal Report Cards (FRC) Released
Early January	2023 Accountability System Targets and Cut Points Released
January 15	2021–22 School Report Card (SRC) Released
January 2, 2023	ESSA Amendment Posted & Public Comment Period Begins
January 2, 2023	2023 Scaling, Cut Points, and ESSA Student Targets Release

2022–23 Release Schedule

Date	Event
February 2023	Updated 2023 Framework Release
Spring 2023	What If Report (TEAL and Public Web) Release
April May 2023	Preliminary <i>2023 Accountability Manual</i> Release
August 2023	Final <i>2023 Accountability Manual</i> (All Chapters and Appendices) Release
September 2023	2023 Accountability Ratings Published (TEA and Txschools.gov)

2022 TAPR

- The PDF version of the 2022 TAPR is scheduled to be released on December 15. The TAPR Glossary, TAPR Guidelines, and data downloads will also be available.
- The TAPR Glossary contains definitions and methodologies for all items found in the TAPR. The TAPR Guidelines are intended to help districts fulfill their legal responsibilities regarding the TAPR and annual report of their educational performance.
- A batch PDF version of the reports including all campuses in a district will be available later in December through the Texas Education Agency Login (TEAL) Accountability application. The data are masked in TEAL and on the public website.
- Statute requires that each district's board of trustees hold a public hearing to discuss the district's annual report within 90 calendar days of receiving the PDF TAPR. Holiday breaks do not count toward the 90 days.

Refresh Timeline

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>



Additional **FEEDBACK**: Preliminary 2023 A–F Framework

NEW

- 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.

Updated Accountability Refresh Framework Feedback

*Please submit a separate form response for each comment.
*A summary of comments will be posted publicly in spring 2023.

First Name

Last Name

Email Address

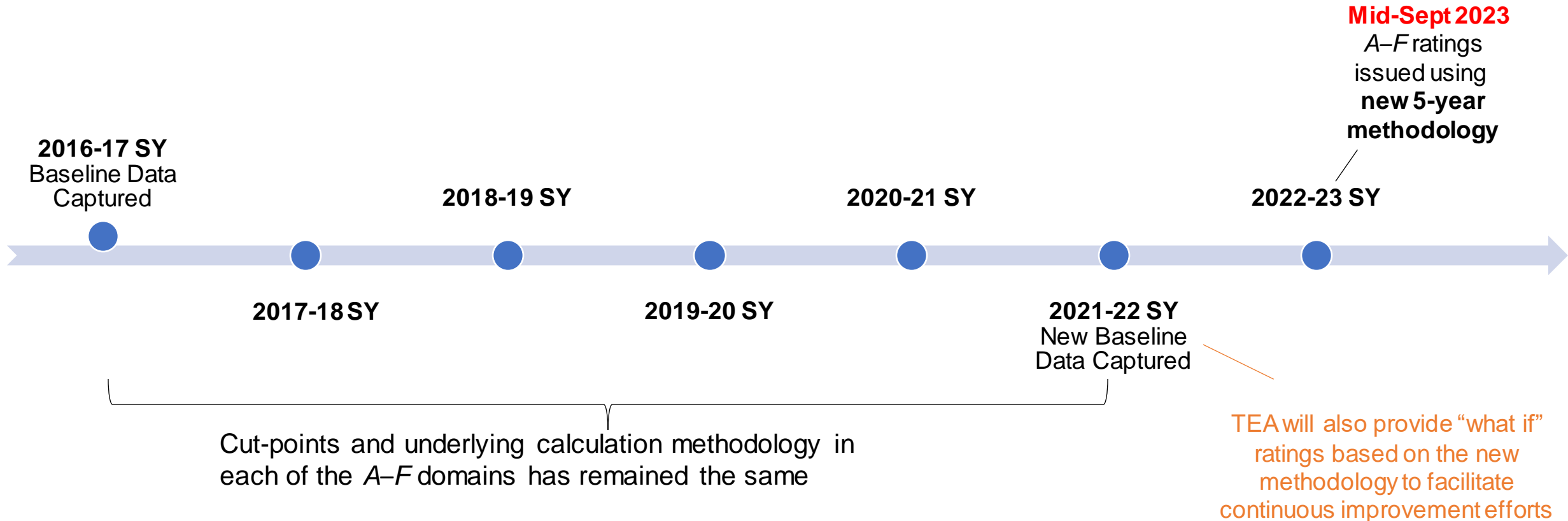
Select the Option that Best Represents You *

Select a Proposed Refresh Topic *

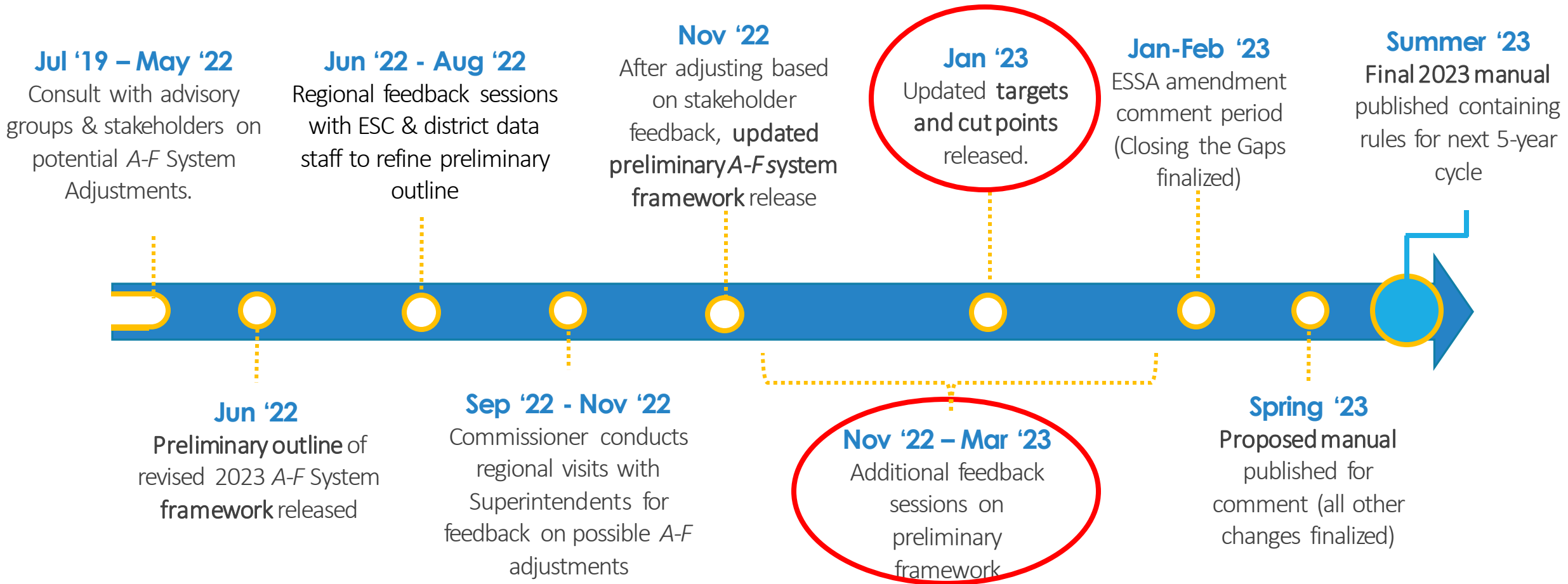
- College, Career, or Military Readiness (CCMR) Component: IBCs & Programs of Study
- CCMR Component: IBCs & College Prep Courses
- CCMR: Other
- School Progress: Academic Growth-Transition Tables
- School Progress: Academic Growth-Incorporate Accelerated Learning
- School Progress: Other
- Closing the Gaps: Super Groups



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



2023 A-F Refresh: Feedback Timeline

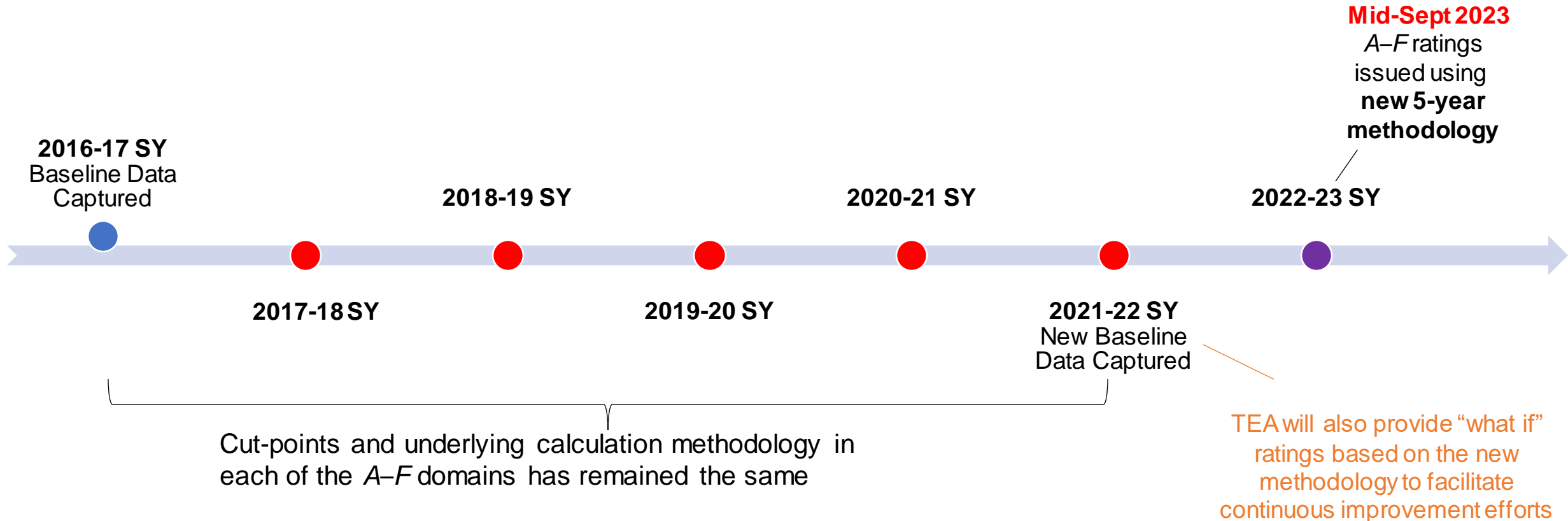


Dates for proposed and finalized rules

	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

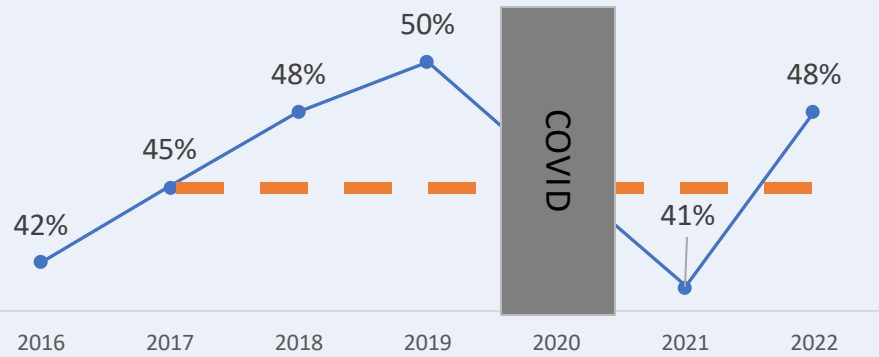
Scaling & Cut Points

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

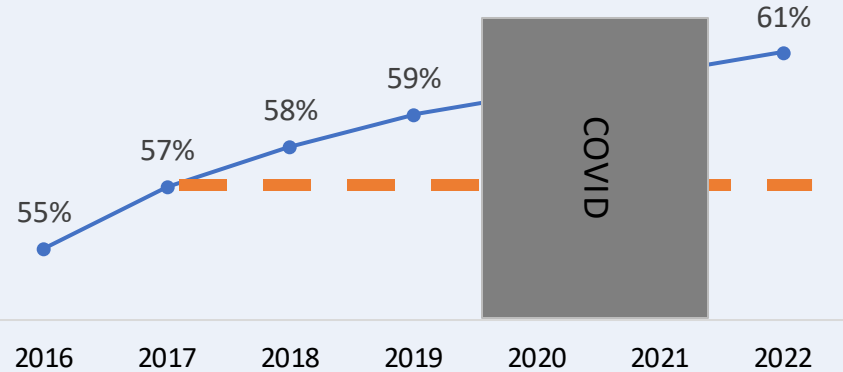


Updating Cut Points: Setting targets for C

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)



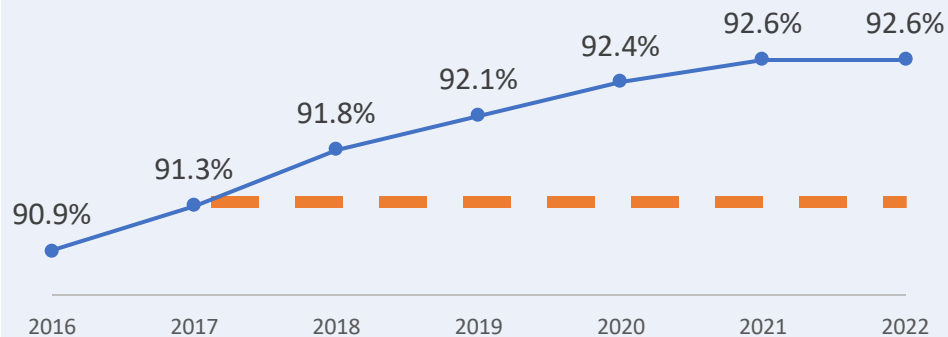
Five years ago, we anchored goalsetting for a mid C to average performance in the 2017 baseline year.

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.

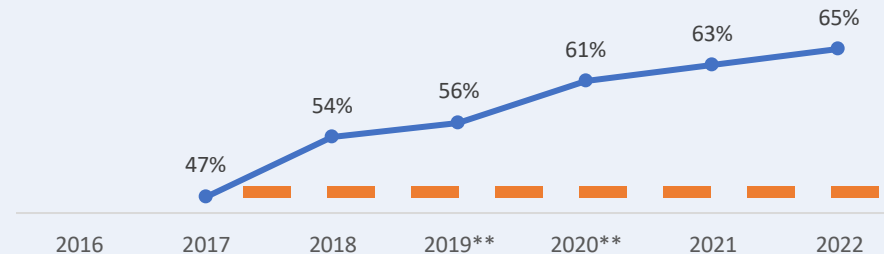
Final cut points are still being calculated by campus type and will be communicated by early January.

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

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

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.

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.**



Domain by Domain: The Technical Details

A-F Accountability Overview

**Better of Achievement or
Progress: 70%**

30%



**Student
Achievement**



**School
Progress**



**Closing
the Gaps**

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

Student Achievement



STAAR

- Scaling cut points.
- New proposal: Include accelerated Algebra I EOC at middle school and high school.

CCMR

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

Graduation Rate

- Updated scaling cut points based on five years of graduation data.
- New proposal: Create early graduation incentive.

Student Achievement: Calculating a Score



Elementary Schools

- **100%** STAAR



Middle Schools

- **100%** STAAR



High Schools & K-12s

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

Unchanged from 2018.

Student Achievement: STAAR



STAAR

- Scaling Cut Points **remain unchanged.**

Student Achievement

Student Achievement Domain: STAAR Component Score Cut Points

Rating	STAAR			
	Elementary	Middle	HS/K-12	AEA
A	60	60	60	*
B	53	49	53	*
C	41	38	41	*
D	35	32	35	*

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

Unchanged from 2018.

<https://tea.texas.gov/sites/default/files/preliminary-2023-a-f-refresh-cut-scores-and-scaling-resources.pdf>



Student Achievement Domain: STAAR Component Formula

$$\frac{\begin{array}{l} \% \text{ of Test Scoring} \\ \text{Approaches Grade Level or Above} \end{array} + \begin{array}{l} \% \text{ of Test Scoring} \\ \text{Meets Grade Level or Above} \end{array} + \begin{array}{l} \% \text{ of Test Scoring} \\ \text{Masters Grade Level or Above} \end{array}}{3}$$



+



+



+



Accelerated Testers: Credit for Algebra I EOC in MS & HS

- Current system may be disincentivizing schools from putting students in Algebra I in middle school.
- **Proposal for high schools to 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.
- Feedback before finalizing

STAAR Component: Implications & Next Steps

2023 A-F Accountability System Refresh Proposed Updates, Implications, and Next Steps Reflection Page

	Component	PROPOSED REFRESH CHANGES	IMPLICATIONS & NEXT STEPS
1	STAAR	<ul style="list-style-type: none">• New proposal to include Algebra I EOC results for accelerated testers in both the middle school in which they take it and their future high school's A-F calculation. Accelerated testers would still need to take SAT/ACT math for inclusion in Closing the Gaps.	



College, Career, & Military Readiness (CCMR)

Student Achievement: CCMR Scaling

- There has been rapid improvement in CCMR 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**, 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.
- *B–F* cut points are updated to align with baseline data (average of 2019 and 2022 STAAR growth) using the updated growth methodology

Student Achievement: A-F Cut Points Tables



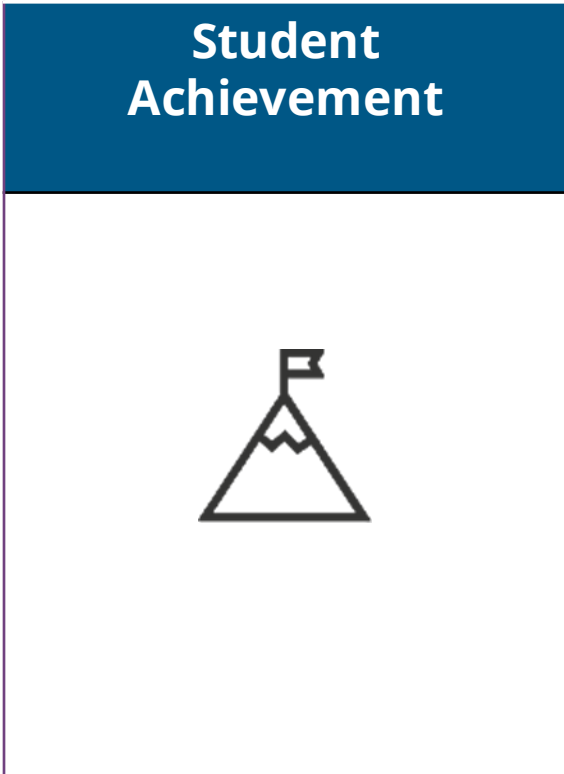
CCMR

- **Updated** scaling cut points.

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

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

<https://tea.texas.gov/sites/default/files/preliminary-2023-a-f-refresh-cut-scores-and-scaling-resources.pdf>



Student Achievement: CCMR Refresh Indicators



College Ready

- Meet criteria of 3 on AP or 4 on IB examinations
- Meet Texas Success Initiative (TSI) criteria (SAT; ACT; TSIA1 or TSIA2; or **College Prep course**) in reading and mathematics
- Complete a course for dual credit (9 hours or more in any subject or 3 hours or more in ELAR/mathematics)
- Earn an associate degree
- Complete a dual enrollment course and qualify for at least 3 OnRamps hours credit



Career Ready

- **Earn an IBC and complete an aligned program of study (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)**

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.

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.

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.

Student Achievement: CCMR Updates



Sunsetting Industry-Based Certifications (IBC)

Problem:

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

Proposed Solution:

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

Example:

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

Student Achievement: CCMR Updates



Phase-In IBC and Programs of Study Requirements

Problem:

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

Proposed Solution:

Push back the transition an additional year.

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

Rationale:

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



Student Achievement: IBC/Programs of Study

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

Graduating Class of 2024

Aug 2025 Ratings

Use updated IBC list (v3) or existing IBC list (v2)

+

1 course Level 2+ in aligned Program-Of-Study

Cap on sunsetting IBCs

Graduating Class of 2026

Aug 2027 Ratings

Use updated IBC list (v3) or newly updated IBC list (v4)

+

Completer in aligned Program-Of-Study

Graduating Class of 2022

Aug 2023 Ratings

Use existing IBC list (v2)

Cap on sunsetting IBCs

Graduating Class of 2023

Aug 2024 Ratings

Use updated IBC list (v3)

or

Use existing IBC list (v2)

Cap on sunsetting IBCs

Graduating Class of 2025

Aug 2026 Ratings

Use updated IBC list (v3) or newly updated IBC list (v4) assuming 2-yr update cycle

+

Concentrator in aligned Program-Of-Study

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

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



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.

Student Achievement: CCMR Methodology

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

Number of Graduates Who Accomplish at Least One CCMR Indicator
Number of Annual Graduates

CCMR Component: Implications & Next Steps

	Component	PROPOSED REFRESH CHANGES	IMPLICATIONS & NEXT STEPS
Domain I Student Achievement	CCMR	<ul style="list-style-type: none"> • Phase-in programs of study requirements, in alignment with IBC updates. • Work towards improved validity requirements for college prep courses and IBCs. • Bring back reliable data collection for military enlistment. 	





Student Achievement Domain: Graduation

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

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

Unchanged from 2018.



Student Achievement: Graduation Rate

Updated scaling cut points



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



Student Achievement: Graduation Rate Scaling



Graduation Rate

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

Student Achievement

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


<https://te>

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.
- This proposal would not impact federal graduation rates used in Closing the Gaps and will require data modeling and stakeholder consultation.

Graduation: Implications & Next Steps

	Component	PROPOSED REFRESH CHANGES	IMPLICATIONS & NEXT STEPS
stu	Graduation Rate	<ul style="list-style-type: none"> New proposal to create an early graduation incentive. The proposal would not impact graduation rate calculations in Closing the Gaps. 	

Student Achievement Domain

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

Updated Accountability Refresh Framework Feedback

*Please submit a separate form response for each comment.
*A summary of comments will be posted publicly in spring 2023.

First Name

Last Name

Email Address

Select the Option that Best Represents You *

Select a Proposed Refresh Topic *

College, Career, or Military Readiness (CCMR) Component: IBCs & Programs of Study

CCMR Component: IBCs & College Prep Courses


CCMR: Other

School Progress: Academic Growth-Transition Tables

School Progress: Academic Growth-Incorporate Accelerated Learning

School Progress: Other

Closing the Gaps: Super Groups



Accountability Refresh: School Progress Domain

School Progress



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

School Progress: Two Aspects of Progress

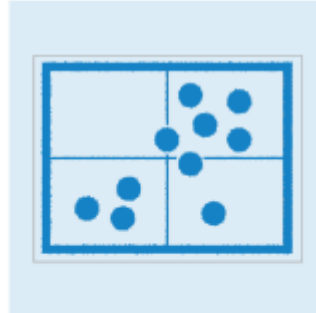
*Unchanged
from 2018.*

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

**Part A:
Academic Growth**



**Part B:
Relative Performance**



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

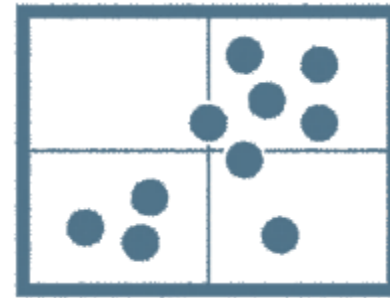
- The number of students that grew at least one year academically and number of students that were accelerated as measured by STAAR results
- The achievement of students relative to campuses with similar economically disadvantaged percentages

School Progress: Two Aspects of Progress

Part A: Academic Growth



Part B: Relative Performance



Academic Growth: Refreshed Methodology

- School Progress, Part A: Academic Growth 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 and end-of course testers who earned Did Not Meet Grade Level in the prior year and Approaches Grade Level or above in the current year.
- In order to have a growth score calculated, students must meet the accountability subset and have a non-zero STAAR assessment result in both the prior year and current year.



Academic Growth: Refreshed Methodology

- Feedback five years ago recommended a 90% growth rate for an A, but cut scores were set lower than that as a limited number of campuses were performing in that range. Given improvement in growth and the new methodology for calculating growth, **cut scores for A will be 85%.**
- B–F cut points are updated to align with baseline data (average of 2019 and 2022 STAAR growth) using the updated growth methodology described in the *January Updates to Preliminary A–F Refresh Framework* on the 2023 Accountability Development webpage.

Table 3: School Progress, Part A Domain

School Progress, Part A: Score Cut Points				
Rating	Elementary	Middle	HS/K–12	AEA
A	85	85	85	*
B	76	72	76	*
C	69	65	69	*
D	64	60	64	*



*AEA cut points will be available later this month

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 Update



TEA received feedback that students at Did Not Meet Grade Level in the previous year should not be “double-counted” in the denominator

Based on this feedback, continued modeling, and data analysis, TEA adjusted the proposed calculation to shift Accelerated Learning to a bonus points methodology



Academic Growth: Transition Table Proposal

Measuring Annual Growth **PLUS** Measuring Accelerated Learning

1

Annual Growth Points Methodology

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

2

Accelerated Learning Points Methodology

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

<p>Annual Growth (roughly % students that grew a year)</p>	<p>Sum of RLA & Math Points Earned for Annual Growth</p> <hr/> <p>Sum of Maximum RLA & Math Points for Annual Growth</p>
<p>Accelerated Learning (roughly % students that accelerated from DNM to approaches)</p>	<p>Sum of RLA & Math Points Earned for Accelerated Learning</p> <hr/> <p>Sum of Maximum RLA & Math Points for Accelerated learning</p>

1

2



Academic Growth: Transition Table Proposal

Measuring Annual Growth **PLUS** Measuring Accelerated Learning

1

Annual Growth Points Methodology

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

2

Accelerated Learning Points Methodology

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

1

Sum of RLA & Mathematics Points Earned for Annual Growth

2

(Sum of RLA & Mathematics Points Earned for Accelerated Instruction) X 0.25

Sum of Maximum RLA & Mathematics Points for Annual Growth

Academic Growth: Calculation

Sum of RLA &
Mathematics
Points Earned for
Annual Growth

+

(Sum of RLA & Mathematics Points Earned for
Accelerated Instruction)

X
0.25

Sum of Maximum RLA & Mathematics Points
for Annual Growth

Why 0.25 bonus points per accelerated student?

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



Academic Growth: Transition Table Proposal*

Measuring Annual Growth **PLUS** Measuring Accelerated Learning

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

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

* This table is meant to provide a general overview of the measurement of annual growth and accelerated learning from the prior year to the current year. The full methodology will be available Spring 2023.

¶ Students who took the same grade-level or EOC assessment in 2021-22 and 2022-23 are not included in growth calculations.

** Students who take STAAR assessments and have skipped grade level(s) between 2021-22 and 2022-23 will have a growth score calculated (e.g., Grade 6 mathematics -> Grade 8 mathematics will be measured for growth).

† For EOC assessments, growth is calculated only for the Algebra I, English I, and English II first-time test takers. Growth will be calculated from the first time the student takes English I to the first time the student takes English II.

‡ DNM = Did Not Meet Grade Level Performance

§ Accelerated learning includes results of students who were at Did Not Meet Grade Level in the prior year and take a 4-8 assessment or EOC assessment in the current year (e.g., DNM Grade 8 -> English I).



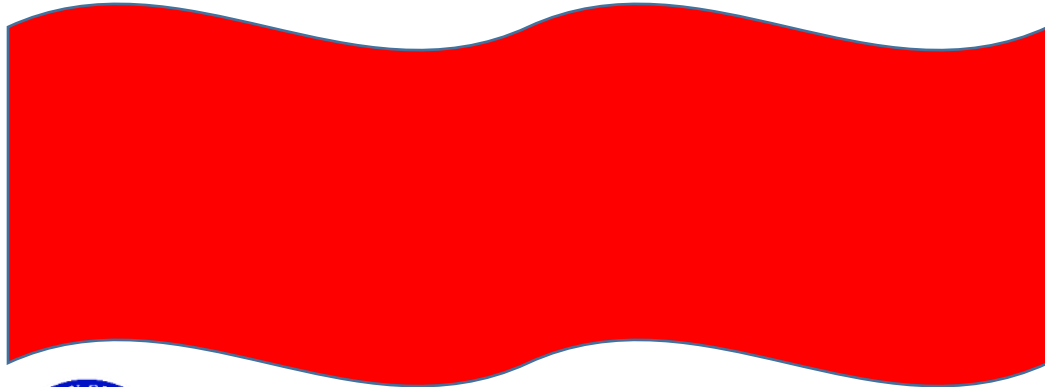
Academic Growth: Calculation Scenarios

January
1, 2023
Update

Scenario: Annual Growth Only



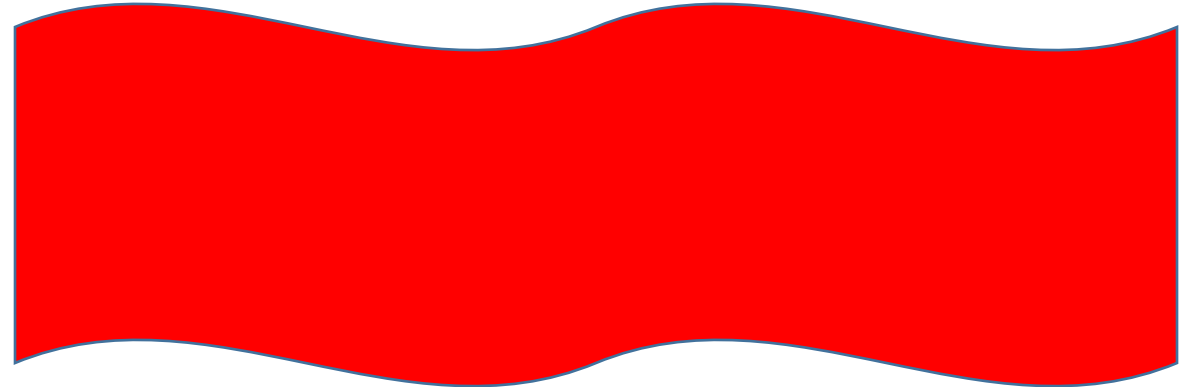
- Gael attained **Meets Grade Level** performance in the **Prior Year** math test.
- Gael attained **Masters Grade Level** in the **Current Year** math test.



Scenario: Annual Growth + Accelerated Learning



- Rosey attained **High Did Not Meet** performance in the **Prior Year** math test.
- Rosey attained **Low Approaches** in the **Current Year** math test.



Academic Growth: Calculation Scenarios

January
1, 2023
Update

Scenario: Annual Growth Only



- Gael attained **Meets Grade Level** performance in the **Prior Year** math test.
- Gael attained **High Approaches** in the **Current Year** math test.

Scenario: Annual Growth + Accelerated Learning



- Rosey attained **High Did Not Meet** performance in the **Prior Year** math test.
- Rosey attained **Low Did Not Meet** in the **Current Year** math test.



Academic Growth: Calculation Scenarios



Scenario: Annual Growth + Accelerated Learning



- Rosey attained **Low Did Not Meet** performance in the **Prior Year** math test.
- Rosey attained **High Did Not Meet** in the **Current Year** math test.

- Rosey attained **High Did Not Meet** performance in the **Prior Year** math test.
- Rosey attained **High Did Not Meet** in the **Current Year** math test.





Academic Growth: Transition Table Proposal

Measuring Annual Growth PLUS Measuring Accelerated Learning



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



Academic Growth: Transition Table Proposal

Measuring Annual Growth PLUS Measuring Accelerated Learning

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

Annual Growth Points		
	Assessments	Points
No Points	79	0.0
One-Half Point	80	40.0
One Point	395	395.0
Total	554	435.0



Academic Growth: Transition Table Proposal

Measuring Annual Growth PLUS Measuring Accelerated Learning

Annual Growth (Example)							
Prior Year	Current Year						Total
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level	
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Masters Grade Level	0	0	8	1	12	50	71
Total	27	88	70	92	140	137	554

Annual Growth Points		
	Assessments	Points
No Points	79	0.0
One-Half Point	80	40.0
One Point	395	395.0
Total	554	435.0



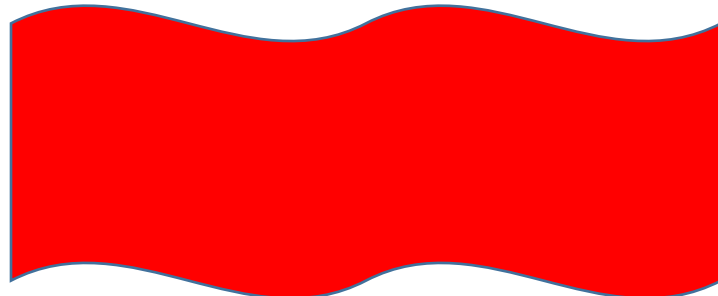


Academic Growth: Transition Table Proposal

Measuring Annual Growth **PLUS** Measuring Accelerated Learning

Annual Growth (Example)							
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One-Half Point	80	40.0
One Point	395	395.0
Total	554	435.0





Academic Growth: Transition Table Proposal

Measuring Annual Growth **PLUS** **Measuring Accelerated Learning**

Accelerated Learning Points Methodology				
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: Transition Table Proposal

Measuring Annual Growth **PLUS** Measuring Accelerated Learning

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

Accelerated Learning Points		
	Assessments	Points
No Points	95	0.0
One Point	75	75.0
Total	170	75.0





Academic Growth: Transition Table Proposal

Measuring Annual Growth **PLUS** Measuring Accelerated Learning

Annual Growth (Example)							
Prior Year	Current Year						Total
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level	
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High Approaches Grade Level	2	6	10	30	40	25	113
Meets Grade Level	0	2	2	1	50	45	100
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Total	27	88	70	92	140	137	554

Accelerated Learning Points		
	Assessments	Points
No Points	95	0.0
One Point	75	75.0
Total	170	75.0





Academic Growth: Transition Table Proposal

Measuring Annual Growth **PLUS** Measuring Accelerated Learning

Annual Growth (Example)							
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High Approaches Grade Level	2	6	10	30	40	25	113
Meets Grade Level	0	2	2	1	50	45	100
Masters Grade Level	0	0	8	1	12	50	71
Total	27	88	70	92	140	137	554

Accelerated Learning Points		
	Assessments	Points
No Points	95	0.0
One Point	75	75.0
Total	170	75.0





Academic Growth: Transition Table Proposal

Measuring Annual Growth PLUS Measuring Accelerated Learning

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



Establishing a Baseline

How successful was
your 2021-2022
Accelerated
Learning Program?

ASSESSMENT	2021 to 2022 CAMPUS Acceleration Results in MATHEMATICS									2021 to 2022 CAMPUS Acceleration Results in READING/ELA							2021 to 2022 CAMPUS Acceleration Results in ALL			
	2021 DNM TOTAL	DNM	APPROACHES	MEETS	MASTERS	CAMPUS PERCENT ACCELERATED	DISTRICT PERCENT ACCELERATED	REGION PERCENT ACCELERATED	2021 DNM TOTAL	DNM	APPROACHES	MEETS	MASTERS	CAMPUS PERCENT ACCELERATED	DISTRICT PERCENT ACCELERATED	REGION PERCENT ACCELERATED	2021 RDG & MATH DNM TOTAL	CAMPUS PERCENT ACCELERATED	DISTRICT PERCENT ACCELERATED	REGION PERCENT ACCELERATED
6	85	44	37	4		48	39	58	60	45	12	3		25	21	54	145	39	32	56
7	129	99	27	2	1	23	33	49	106	50	40	10	6	53	52	68	235	37	42	59
8	158	39	57	39	23	75	60	61	86	36	34	12	4	58	58	71	244	69	59	67
A1	1				1	100	71	74									1	100	71	74
ALL	373	182	121	45	25	51	56	63	252	131	86	25	10	48	46	65	625	50	53	63

Total Amount of 2021 MATH DNM Students

2021 to 2022 CAMPUS Acceleration Results in MATHEMATICS

Campus % Compared to District & Region %

Total Amount of 2021 Rdg/ELA DNM Students

2021 to 2022 CAMPUS Acceleration Results in READING/ELA

Campus % Compared to District & Region %

Total Amount of 2021 Rdg & Math DNM Students

Campus ALL % Compared to District & Region ALL %

Establishing a Baseline: 2021 to 2022 Accelerated Instruction Report

**Overall Accelerated Instruction %
for Campus, District, & Region**



2021 to 2022 Accelerated Instruction Report

ASSESSMENT	MATHEMATICS							
	2021 DNM TOTAL	DNM	APPROACHES	MEETS	MASTERS	CAMPUS PERCENT ACCELERATED	DISTRICT PERCENT ACCELERATED	REGION PERCENT ACCELERATED
6	85	44	37	4		48	39	58
7	129	99	27	2	1	23	33	49
8	158	39	57	39	23	75	60	61


Review Campus Accelerated Learning Report

Strengths / Gaps:

- Subject
- Grade Level
- Overall

ASSESSMENT	MATHEMATICS								READING/ELA							ALL				
	2021 DNM TOTAL	DNM	APPROACHES	MEETS	MASTERS	CAMPUS PERCENT ACCELERATED	DISTRICT PERCENT ACCELERATED	REGION PERCENT ACCELERATED	2021 DNM TOTAL	DNM	APPROACHES	MEETS	MASTERS	CAMPUS PERCENT ACCELERATED	DISTRICT PERCENT ACCELERATED	REGION PERCENT ACCELERATED	2021 RDG & MATH DNM TOTAL	CAMPUS PERCENT ACCELERATED	DISTRICT PERCENT ACCELERATED	REGION PERCENT ACCELERATED
6	85	44	37	4		48	39	58	60	45	12	3		25	21	54	145	39	32	56
7	129	99	27	2	1	23	33	49	106	50	40	10	6	53	52	68	235	37	42	59
8	158	39	57	39	23	75	60	61	86	36	34	12	4	58	58	71	244	69	59	67
A1	1				1	100	71	74									1	100	71	74
ALL	373	182	121	45	25	51	56	63	252	131	86	25	10	48	46	65	625	50	53	63

Academic Growth: Implications & Next Steps

	Component	PROPOSED REFRESH CHANGES	IMPLICATIONS & NEXT STEPS
Domain II School Progress	Part A: Academic Growth	<ul style="list-style-type: none"> • Use a transition table model to determine growth. Cut points with splits for “Did Not Meet” and “Approaches” into high and low, as well as point values to be determined. • Incorporate accelerated learning performance into the Academic Growth component calculation. 	

Academic Growth

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



Updated Accountability Refresh Framework Feedback

*Please submit a separate form response for each comment.
*A summary of comments will be posted publicly in spring 2023.

First Name

Last Name

Email Address

Select the Option that Best Represents You *


Select a Proposed Refresh Topic *

College, Career, or Military Readiness (CCMR) Component: IBCs & Programs of Study

CCMR Component: IBCs & College Prep Courses

CCMR: Other

School Progress: Academic Growth-Transition Tables

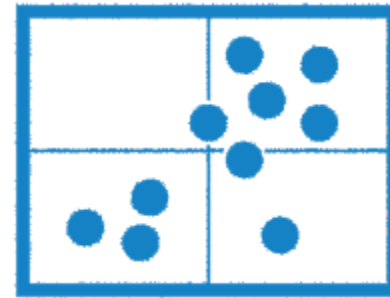


School Progress: Two Aspects of Progress

Part A: Academic Growth



Part B: Relative Performance



Relative Performance: Refresh Methodology

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

- **Elementary/Middle Schools**

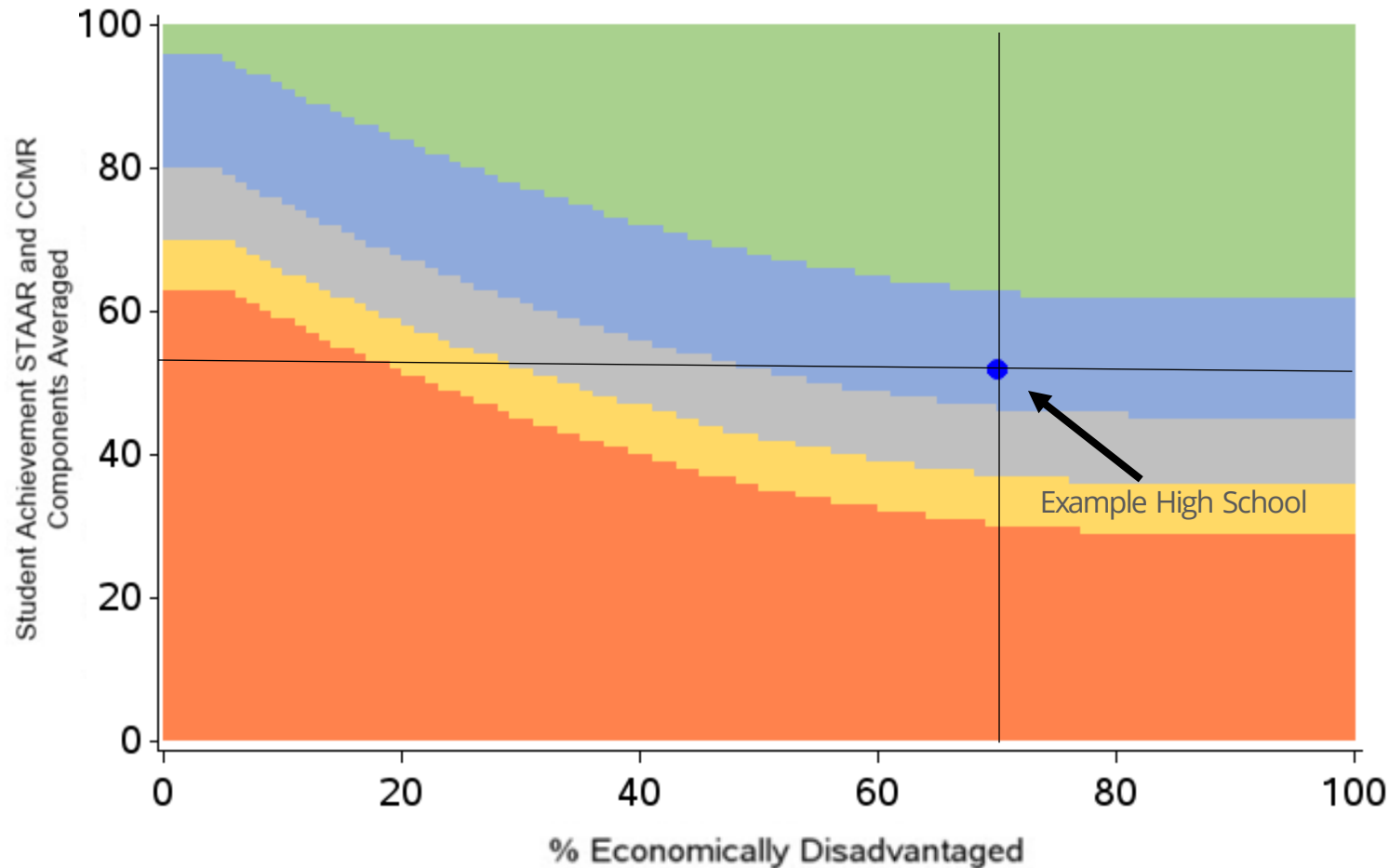
- There are no methodology or scaling changes.

*Unchanged
from 2018.*

- **High Schools**

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

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.



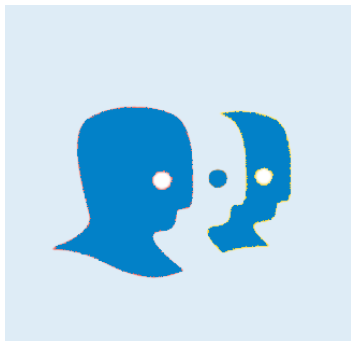
Closing the Gaps: Ensuring Educational Equity



All Students



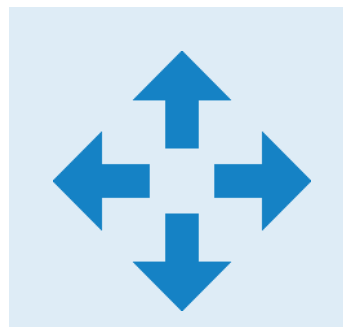
Race/Ethnicity



Special Education



Continuously Enrolled and Mobile



English Learners (ELs)



Economically Disadvantaged



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) (**Current** EB students)

School Quality/Student Success (SQSS)

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

Unchanged from 2018.

Closing the Gaps: Minimum Size



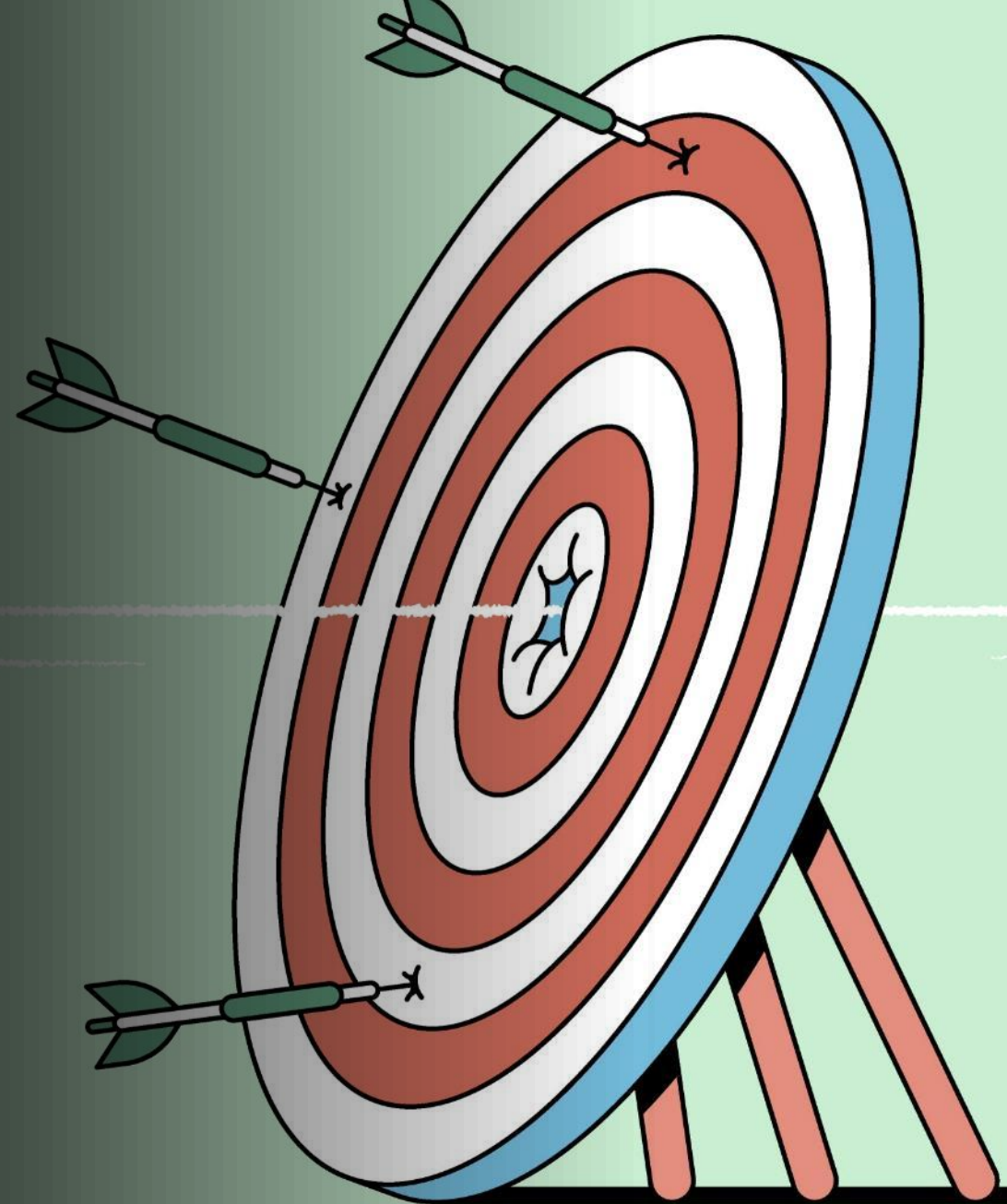
The current 25 student group minimum size is being reduced to **10**.



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



Components & Proposed ESSA Targets



Closing the Gaps: Student Group Targets

Overall

- To account for the impact of COVID-19, all long-term targets are pushed back five years to 2037–38.
- The first five years of interim targets align with each school type's baseline rates and increase at five-year increments until reaching the long-term targets.

Academic Achievement (Performance at Meets Grade Level disaggregated for RLA and mathematics)

- Academic Achievement used the original 2017 baseline dataset at Meets Grade Level with disaggregated targets by school type.

Growth or Graduation

- Academic Growth Status used an average of 2019 and 2022 growth outcomes incorporating the updated methodology from the School Progress, Part A domain. Long-term targets were adjusted to account for the updated methodology.
- Federal Graduation Status used the Class of 2021 statewide federal four-year graduation, disaggregated for each student group.
 - Long-term targets were updated to ensure all students groups could demonstrate growth to target.

Closing the Gaps: Student Group Targets

- English Language Proficiency (ELP)

- To account for the TELPAS writing change, ELP used 2021 and 2022 TELPAS baseline data for the listening, speaking, and reading domains only.
- For 2024, targets will be updated to include writing and will shift back to evaluating the composite rating.

- School Quality or Student Success

- The Student Achievement Domain Score: STAAR Component Only used the original 2017 baseline dataset with disaggregated targets by school type.
- CCMR Performance Status used the 2022 statewide outcomes (2021 annual graduates) disaggregated for each student group.

Closing the Gaps: Components

Academic Achievement



- STAAR performance (percentage at or above Meets Grade Level)
- Targets by subject area: RLA & Mathematics
- Targets stable for five years
- To account for the impact of COVID-19 and the STAAR redesign, Academic Achievement used the original 2017 baseline dataset at Meets Grade Level with disaggregated targets by school type [Summary of Proposed ESSA Amendment \(texas.gov\)](#)

2022–23 through 2036–37

HS/K-12 & AEA															
	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EL	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
Aca. Ach. Status: RLA	Baseline: 2016-17 Rates	44%	32%	36%	62%	43%	74%	45%	58%	32%	20%	33%	13%	30%	46%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	32%	20%	33%	13%	30%	46%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	43%	33%	44%	28%	42%	55%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	54%	46%	55%	43%	54%	64%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	66%	60%	67%	57%	65%	73%
Aca. Ach. Status: Math	Baseline: 2016-17 Rates	38%	26%	35%	48%	37%	72%	41%	44%	31%	31%	32%	15%	33%	40%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	31%	31%	32%	15%	33%	40%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	43%	43%	29%	44%	50%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	55%	55%	54%	43%	55%	60%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	66%	66%	58%	67%	70%

Academic Achievement



2022 Closing the Gaps Performance Targets

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

2022–23 through 2036–37 (Proposed)

[Appendix A: ESSA Long-Term and Interim Goals 2017-18 through 2036-37 \(texas.gov\)](#)

HS/K-12 & AEA

Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EL	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
Baseline: 2016-17 Rates	44%	32%	36%	62%	43%	74%	45%	58%	32%	20%	33%	13%	30%	46%
2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	32%	20%	33%	13%	30%	46%

Middle Schools

Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EL	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
Baseline: 2016-17 Rates	44%	32%	35%	59%	44%	74%	46%	56%	33%	28%	31%	19%	38%	45%
2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	33%	28%	31%	19%	38%	45%

Elementary Schools

Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EL	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
Baseline: 2016-17 Rates	46%	34%	39%	59%	44%	73%	46%	55%	37%	37%	35%	26%	38%	47%
2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	37%	37%	35%	26%	38%	47%

Closing the Gaps: Components

Growth

- Elementary and Middle Schools
 - Reading/Language Arts (School Progress domain)
 - Mathematics (School Progress domain)
- To account for the impact of COVID-19, Academic Growth Status used an **average of 2019 and 2022 growth outcomes** incorporating the updated methodology from the School Progress, Part A domain. Long-term targets were adjusted to account for the updated methodology.

[Summary of Proposed ESSA Amendment \(texas.gov\)](#)



Proposed Elementary Growth Targets

Growth Status: RLA	Baseline: Average of 2019 and 2022	72%	68%	71%
	2022-23 through 2026-27	72%	68%	71%
	2027-28 through 2031-32	80%	77%	79%
	2032-33 through 2036-37	88%	86%	87%
	2037-38	95%	95%	95%
Growth Status: Math	Baseline: Average of 2019 and 2022	72%	65%	71%
	2022-23 through 2026-27	72%	65%	71%
	2027-28 through 2031-32	80%	75%	79%
	2032-33 through 2036-37	88%	85%	87%
	2037-38	95%	95%	95%

[Appendix A: ESSA Long-Term and Interim Goals 2017-18 through 2036-37 \(texas.gov\)](#)

Closing the Gaps: Components

Graduation Rates


- High Schools, K-12
- Four-year Federal graduation rates (without state exclusions)



Targets


- Stable for five years
- Federal Graduation Status used the Class of 2021 statewide federal four-year graduation, disaggregated for each student group. Long-term targets were updated to ensure all students groups could demonstrate growth to target.



[Summary of Proposed ESSA Amendment \(texas.gov\)](https://www.texas.gov)




Federal Graduation Rate

Did the student group meet the **98%** four-year long-term target and demonstrate improvement of at least 0.1% over its baseline rate? 

Did the student group meet the 90.0% four-year interim target and make improvement of at least 0.1% over the prior year? 

Did the student group meet the four-year growth target?   

Closing the Gaps: Graduation Component

2022 Graduation Rate

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	EB Student/EL (Current and Monitored)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2022 Federal Graduation Status (High Schools, K-12s, and Districts)¹														
Interim Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a
Long-Term Target	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	n/a	n/a	n/a
Class of 2015 Statewide Baseline Rate														
	89%	85%	87%	93%	86%	95%	89%	92%	78%	86%	72%	n/a	n/a	n/a

PROPOSED 2023 Graduation Rate



Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EL	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
Baseline: 2021-22 Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.5%	80.0%	86.7%	79.7%	NA	NA
2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.5%	80.0%	86.7%	79.7%	NA	NA
2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.3%	86.0%	90.5%	85.8%	NA	NA
2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.1%	92.0%	94.3%	91.9%	NA	NA
2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	NA	NA

Appendix A: ESSA Long-Term and Interim Goals 2017-18 through 2036-37 (texas.gov)



Closing the Gaps: Components

English Language Proficiency Status

- TELPAS Progress Rate
- Current Els


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



Closing the Gaps: Components



English Language Proficiency Status

	HS/K-12 & AEA	MS	ELEM
Baseline: 2021-22 Rates	34%	44%	49%
2022-23 through 2026-27 	34%	44%	49%
2027-28 through 2031-32	36%	46%	51%
2032-33 through 2036-37	38%	48%	53%
2037-38	40%	50%	55%

[Appendix A: ESSA Long-Term and Interim Goals 2017-18 through 2036-37 \(texas.gov\)](https://www.texas.gov)



Closing the Gaps: Components



School Quality

- College, Career, and Military Readiness (CCMR) Performance Status used the 2022 statewide outcomes (2021 annual graduates) disaggregated for each student group.

2022 Closing the Gaps Performance Targets

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	EB Student/EL (Current and Monitored)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
College, Career, and Military Readiness Performance Status (High Schools, K–12s, and Districts)													
47%	31%	41%	58%	42%	76%	39%	53%	27%	39%	30%	43%	50%	31%

PROPOSED 2023 CCMR Targets

Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EL	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
Baseline: 2021-22 Rates	63%	47%	60%	71%	58%	84%	51%	63%	56%	51%	56%	64%	45%	67%
2022-23 through 2026-27	63%	47%	60%	71%	58%	84%	51%	63%	56%	51%	56%	64%	45%	67%
2027-28 through 2031-32	73%	57%	70%	79%	68%	88%	61%	73%	66%	61%	66%	74%	55%	76%
2032-33 through 2036-37	83%	67%	80%	87%	78%	92%	71%	83%	76%	71%	76%	84%	65%	85%
2037-38	93%	77%	90%	95%	88%	95%	81%	93%	86%	81%	86%	94%	75%	95%



Student Success – Elem & MS



- Student Achievement: STAAR Only Score
- Targets stable for five years
- The Student Achievement Domain Score: STAAR Component Only used the original 2017 baseline dataset with disaggregated targets by school type.

2022 Closing the Gaps Performance Targets

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	EB Student/EL (Current and Monitored)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
Student Achievement Domain Score: STAAR Component Only (Elementary and Middle Schools)													
47%	36%	41%	58%	46%	73%	48%	55%	23%	38%	37%	43%	48%	45%

PROPOSED 2023 Student Success Status Targets

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EL	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
EL	47%	36%	41%	58%	46%	72%	49%	55%	40%	37%	38%	23%	42%	48%
MS	47%	37%	41%	58%	45%	74%	49%	55%	38%	37%	38%	23%	42%	48%





Closing the Gaps: Super Groups

Closing the Gaps: Super Groups

Still report out data on all student groups.

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

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored) ^A	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Highly Mobile
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✓ Update: replace 14 student groups with 6 student “super groups”

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB ¹ , SpEd, Highly Mobile)	Special Education (Former)	Continuously Enrolled
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races			

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

Closing the Gaps: Super Groups

- TEA will shift methodology for awarding points and identifying campuses for federal school improvement to focus on underperforming student groups by “**super grouping**”.
 - **High Focus** Super Group—This is an unduplicated count of tests from students (or graduates in CCMR/graduation rates) identified as:
 - ✓ emergent bilingual = current & monitored (through year 4)
 - ✓ economically disadvantaged
 - ✓ served by special education programs
 - ✓ and/or highly mobile (homeless, foster, and/or migrant)

Closing the Gaps: Six Super Groups

1. All Students

2. & 3. Two Lowest Performing Racial/Ethnic Groups from Prior Year

- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races

4. High Focus Super Group

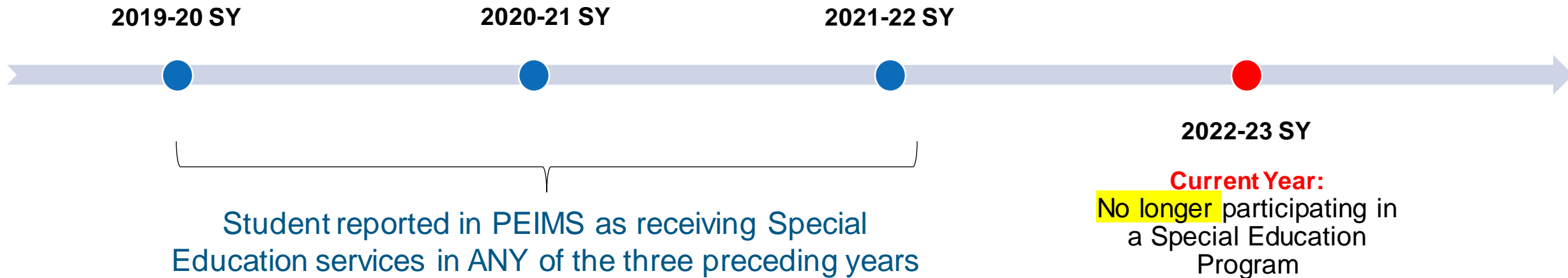
- Economically Disadvantaged
- Current Special Education
- Current and Monitored Emergent Bilingual/English Learners (through year 4)
- Highly Mobile defined as Homeless, Migrant, and Foster Care (*replaces Non-Continuously Enrolled*)

5. Former Special Education

6. Continuously Enrolled

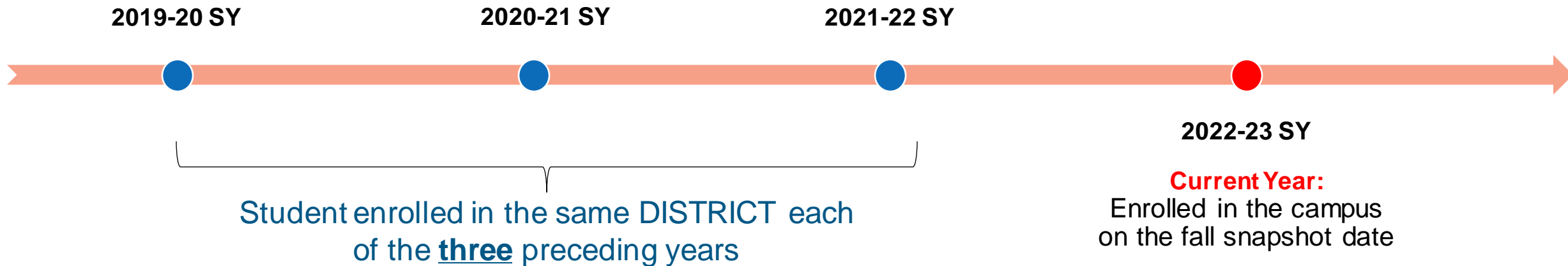
Closing the Gaps: Former Special Education Definition

- A student is identified as formerly receiving special education services if in **any of the preceding three years**, they were reported in TSDS PEIMS as receiving special instruction and related developmental, corrective, supportive, or evaluative services, but in the current year, as reported through TSDS PEIMS or on STAAR answer documents, are no longer participating in a special education program.



Closing the Gaps: Continuously Enrolled Definition

- For grades 4–12, a student is identified as continuously enrolled if the student was enrolled in the campus on the fall snapshot during the current school year and in the same district each of the **three preceding years**.
 - For grade 3, a student is identified as continuously enrolled if the student was enrolled in the campus on the current year fall snapshot and in the same district each of the preceding two years.



Closing the Gaps: Who is included where?

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

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB ¹ , SpEd, Highly Mobile)	Special Education (Former)	Continuously Enrolled
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races			

Closing the Gaps: Who is included where?

- Sofia is Hispanic.
- She exited special education last year.
- She has been enrolled in the district since kindergarten.

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: Determining Lowest Performing Groups

Two Lowest Performing Racial/Ethnic Groups from Prior Year						
African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races

Step 1: Determine which racial/ethnic groups met minimum size of 10 tests in both RLA and math in the 2022 Academic Achievement component.

Step 2: Sum the RLA/mathematics **numerators** for each group.

Step 3: Sum the RLA/mathematics **denominators** for each group.

Step 4: Determine the percentage for each group, rounded to a whole number.

Step 5: The two student groups with the lowest percentage outcomes will be those evaluated for 2023.

Closing the Gaps: Determining Lowest Performing Groups

EXAMPLE

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



Closing the Gaps: Evaluating the 2 Lowest Performing Groups

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
Academic Achievement							
Reading	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
Growth							
Reading	0-4	0-4	0-4	0-4	0-4		0-4
Math	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
English Language Proficiency							
Student Success							
	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

EXAMPLE

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

Closing the Gaps: Super Groups

- Closing the Gaps will continue to annually report each student group's progress toward interim and long-term targets.

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



Award Gradated Outcomes



Closing the Gaps: Gradated Points for Growth

- Award points for growth to target
- 0-4 points instead of Yes / No

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



Closing the Gaps: Gradated Points for Growth

Closing the Gaps: Proposed 0-4 Methodology	
0	Did Not Meet INTERIM TARGET and Did Not Show Growth
1	Did Not Meet INTERIM TARGET but Showed Minimal Growth
2	Did Not Meet INTERIM TARGET but Showed Expected Growth
3	Met INTERIM TARGET
4	Met LONG TERM TARGET

Closing the Gaps: Gradated Points for Growth

Targets	All Students	African American	Hispanic
Baseline: 2016-17 Rates	44%	32%	36%
2022-23 through 2026-27	44%	32%	36%
2027-28 through 2031-32	53%	43%	47%
2032-33 through 2036-37	62%	54%	58%
2037-38 Long Term	72%	66%	68%

Closing the Gaps: Proposed 0-4 Methodology	
0	Did Not Meet INTERIM TARGET and Did Not Show Growth
1	Did Not Meet INTERIM TARGET but Showed Minimal Growth
2	Did Not Meet INTERIM TARGET but Showed Expected Growth
3	Met INTERIM TARGET
4	Met LONG TERM TARGET

Expected growth to interim target (for 2 points) is defined as on-track growth to reach the next interim target. The denominator for 2023 is five years. The denominator for 2024 will be four years and so forth.



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



- 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.



- Did Not Show Growth (Regressed)



Based on the ESSA Proposal, can we determine the exact percentages a campus will need to earn 1, 2, 3, and 4 points?

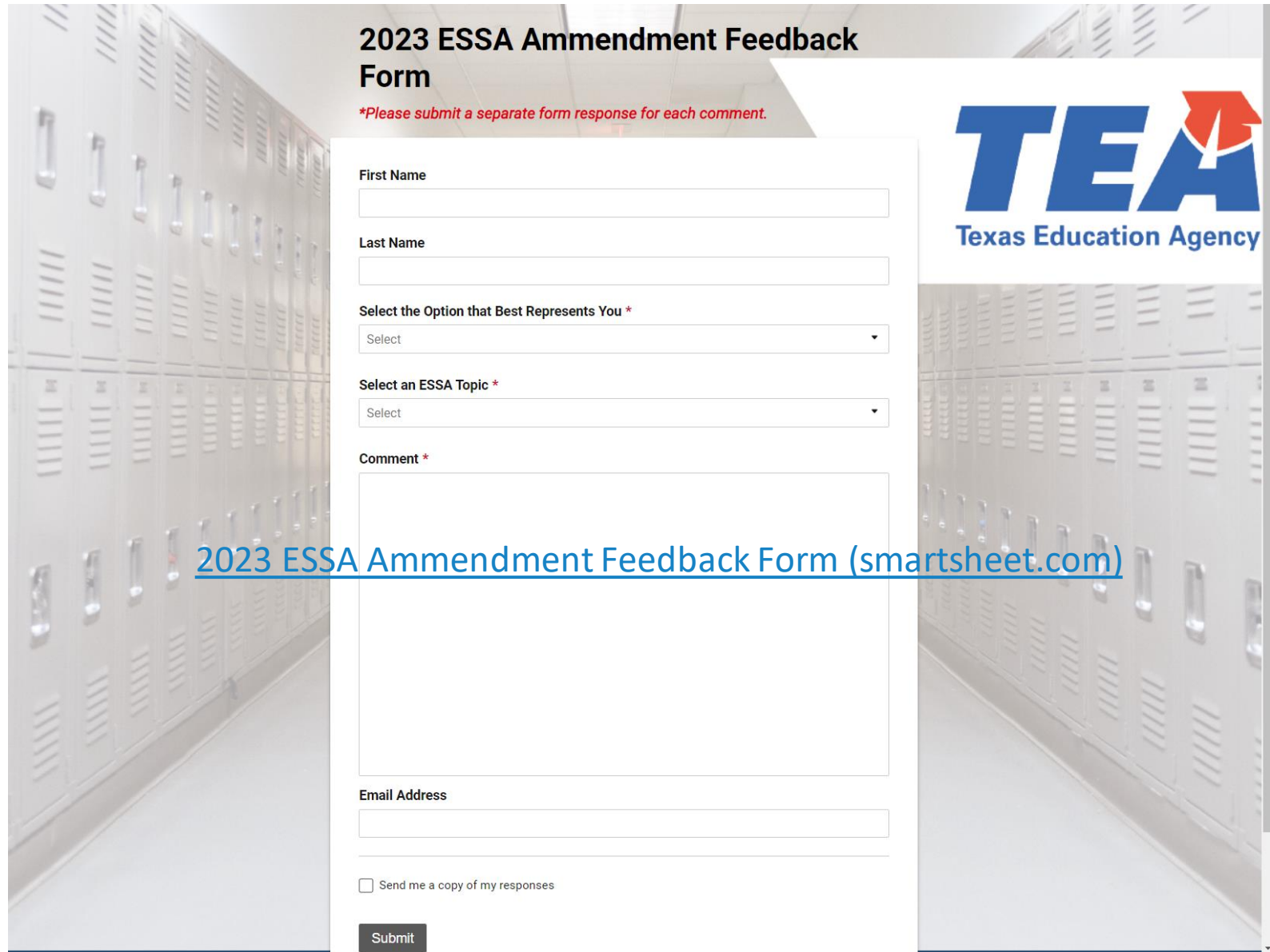
Closing the Gaps: Sample Score and CSI Data Table



All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB ¹ , SpEd, Highly Mobile)	Special Education (Former)	Continuously Enrolled	Component Points	EL/MS Weight	HS/K 12/AEA Weight	Weighted Points
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races							
Academic Achievement (RLA & Mathematics)											Earned ÷ Possible	30%	50%	Whole Number
0-4	0-4			0-4	0-4	0-4								
0-4	0-4			0-4	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 Score													<i>Sum of Weighted Points</i>	



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2023 ESSA Amendment Feedback Form

**Please submit a separate form response for each comment.*

TEA
Texas Education Agency

First Name

Last Name

Select the Option that Best Represents You *

Select an ESSA Topic *

Comment *




Email Address

Send me a copy of my responses

[2023 ESSA Amendment Feedback Form \(smartsheet.com\)](https://smartsheet.com)

Overall Rating

Calculating an Overall Rating: Methodology

Better Of:		Plus:
Student Achievement	School Progress	Closing the Gaps
 <p>Evaluates the performance across all subjects for all students, on STAAR, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.</p>	 <p>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.</p>	 <p>Uses disaggregated data to demonstrate differentials among racial or ethnic groups, socioeconomic backgrounds and other factors.</p>
70% of Total Grade		30% of Total Grade

Unchanged from 2018.



District Ratings: Improve Alignment with Campus Ratings

School Type	Grades 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 Type	Grades 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

Preliminary Accountability Refresh: District Ratings

Methodology using Proportional Weighting by Domain

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

The following steps describe the proposed methodology.

- 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 would contribute to the district domain score.
- 5) Multiply the campus domain scaled score by its weight to determine the points.
- 6) Sum the points for all campuses to determine the district's domain score.



District Ratings: Improve Alignment with Campus Ratings

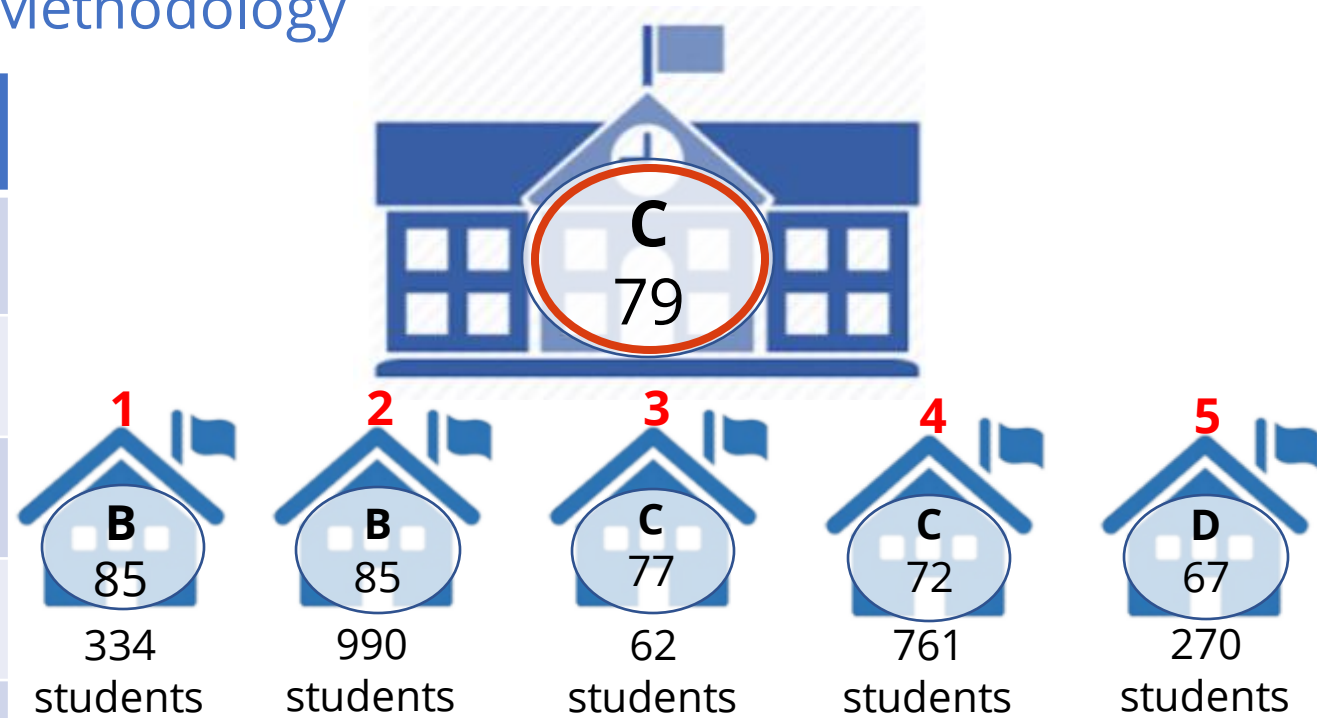
Methodology using Proportional Weighting by Domain (cont.)

- Why did we not include grades K–2? *Not every student is administered TELPAS, but the main reason deals with the wide variation in grade span configurations in Texas. In order to provide for a more uniform calculation, we're focusing on enrollment in grades 3-12.*
- Why did we include grades 9–12? *Although students are not tested in high school consecutively on STAAR, students are progressing each year towards eventual graduation and working towards being college, career, and military ready by the time they graduate.*

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 School Progress, Part B: Domain Rating				79



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.



Proportional Domain Rating	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	89		89	70%	62.3
School Progress, Part A	84	84			
School Progress, Part B	79				
Closing the Gaps	81			30%	24.3
District Overall Score					87
District Overall Rating					B

Roll up both parts for each campus.

Overall Rating: Update

Expand the 3 out of 4 *F*s rule to include *D*s.

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



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

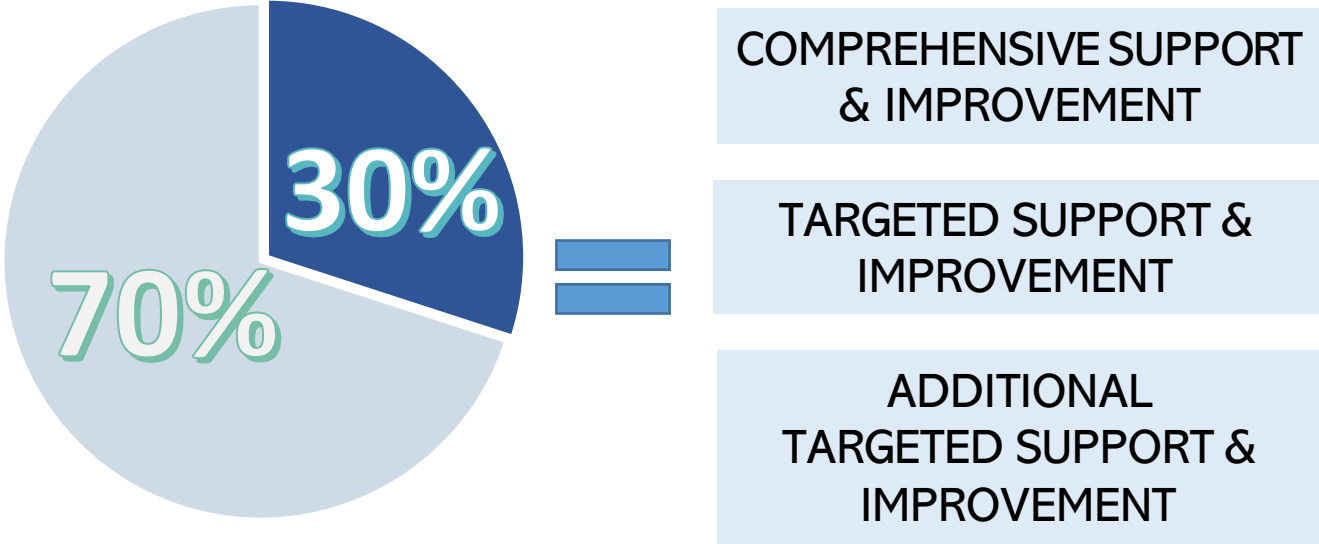


If a campus or district earns 3 or more *F*s, they cannot earn above 59.

Federal School Improvement Identifications



FEDERAL SCHOOL IMPROVEMENT



January
1, 2023
Update

Comprehensive Support & Improvement

Bottom 5%

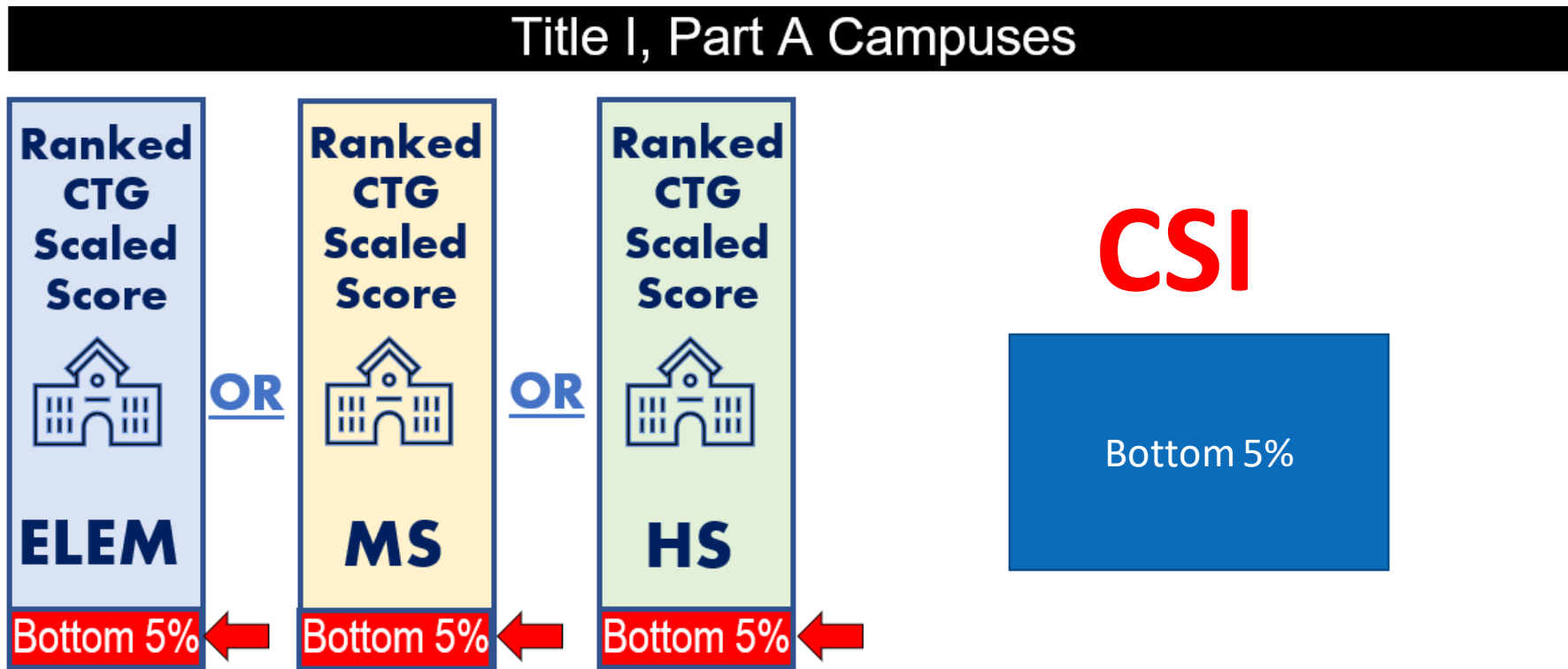
**Federal Grad
Below 66.7%**



Comprehensive Support and Improvement (CSI) Identification



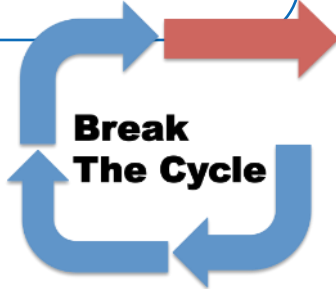
TEA will rank order Closing the Gaps scaled scores of Title I campuses by school type.
TEA will identify the lowest five percent of each school type for CSI.



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 a Closing the Gaps domain score that exceeded the campus' baseline score when originally identified for CSI are considered as having successfully exited.



Criteria for CSI EXIT in 2023			
	2018 or 2019	2022	2023
Bottom 5%	Yes	No	No
CTG Domain	39	54	76
Identification	CSI Identified	CSI Progress	CSI EXIT

For 2 Consecutive Years and Exceed Initial Base



EXAMPLE

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 orange; padding: 5px; font-weight: bold; color: white;"> CSI is based on lowest 5% scaled score by campus type. </div> <div style="border: 2px solid red; border-radius: 50%; padding: 10px; font-weight: bold; color: white;"> Closing the Gaps Scaled Score </div> </div>														
														Sum of Weighted Points



2022 Closing the Gaps Results


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2022 Accountability Reports

Select a School Year
2021-22 

Select a Report Level
Campus

Select a Search Method
Campus Name

Enter a Campus Name

Search Reset

1

[Texas Education Agency - Accountability Reports](#)

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Overview Student Achievement School



Accountability Ratings Overall Summary

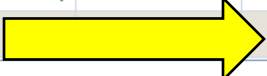
A-F Accountability Listing

Accountability Ratings Domain Overview

2

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		84	B
Student Achievement		86	B
STAAR Performance	48	76	
College, Career and Military Readiness	69	92	
Graduation Rate	99.2	95	
School Progress		87	B
Academic Growth	67	76	C
Relative Performance (Eco Dis: 67.1%)	59	87	B
Closing the Gaps		77	C



3

CSI Identification

Graduation Rate

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.

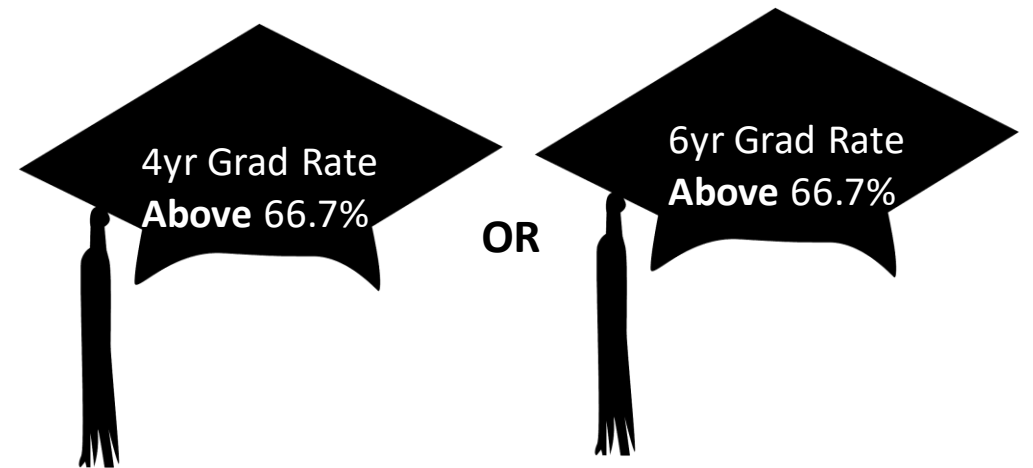


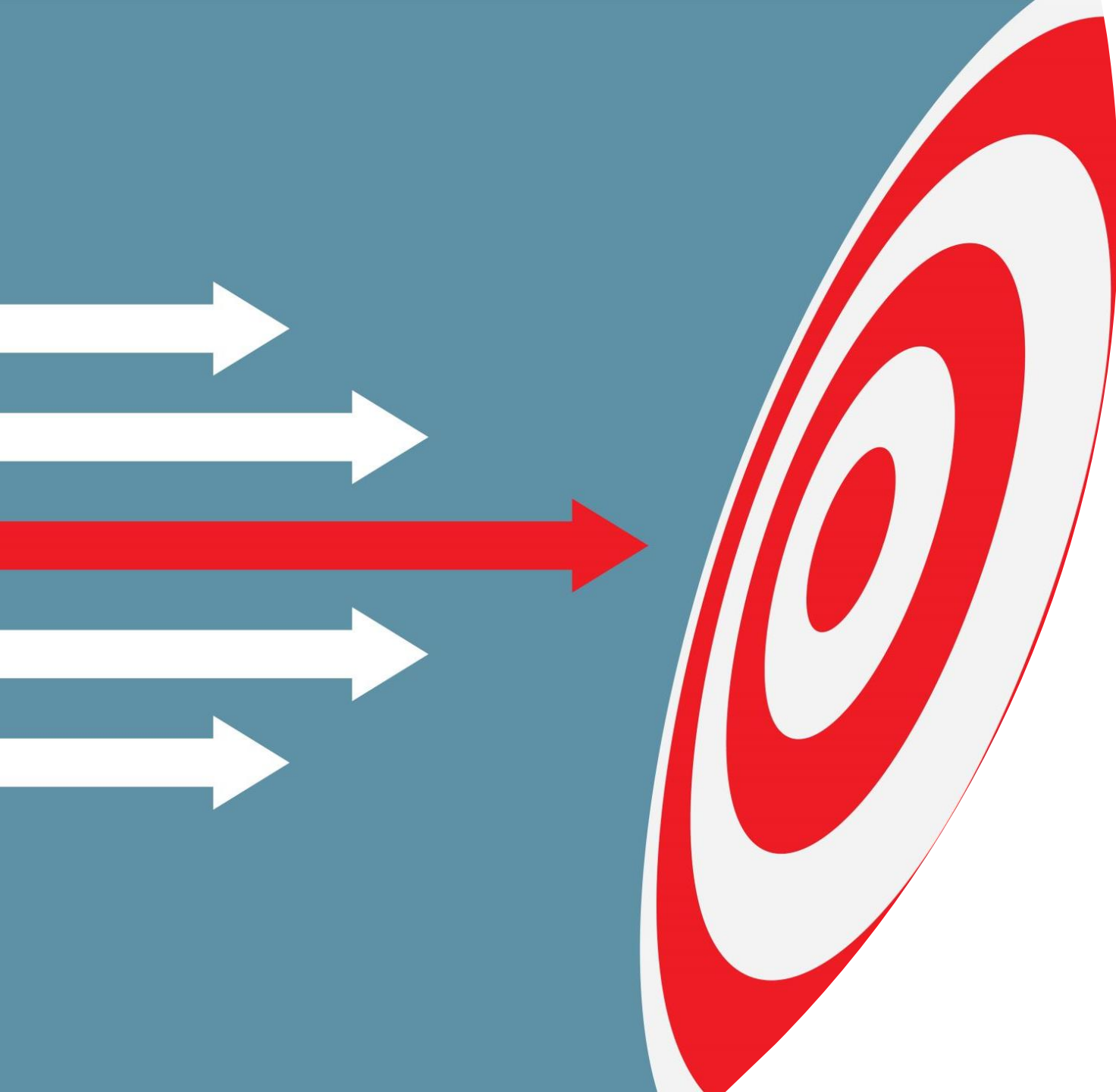
CSI: Exit Criteria for Graduation Identification

Campuses must have a four or six-year federal graduation rate of at least 66.7 percent for **two consecutive years** to exit CSI status.

EXAMPLE

EXIT: 66.7% or above for 2 Consecutive Years





**Targeted
Support and
Improvement**

TSI: No Super Groups

10

	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

Continuously Enrolled and Former SpEd are not used in TSI/ATS identifications.

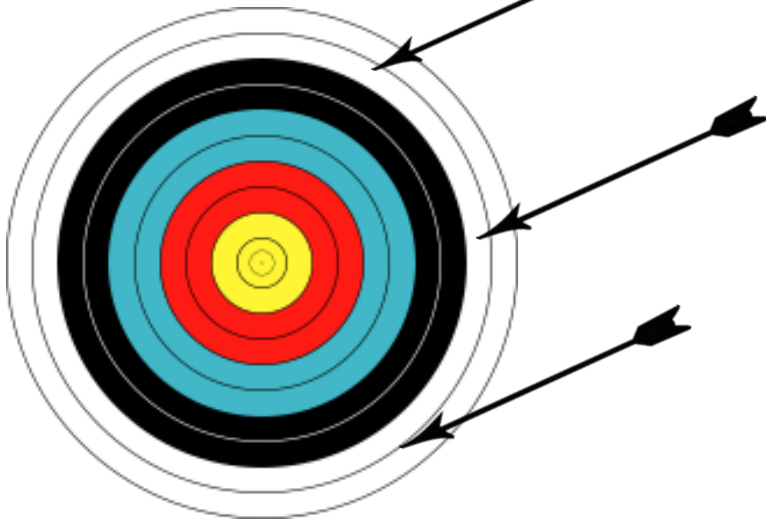
Only the ESSA required groups are used to identify TSI/ATS.

Targeted Support Identification

A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered "consistently underperforming."

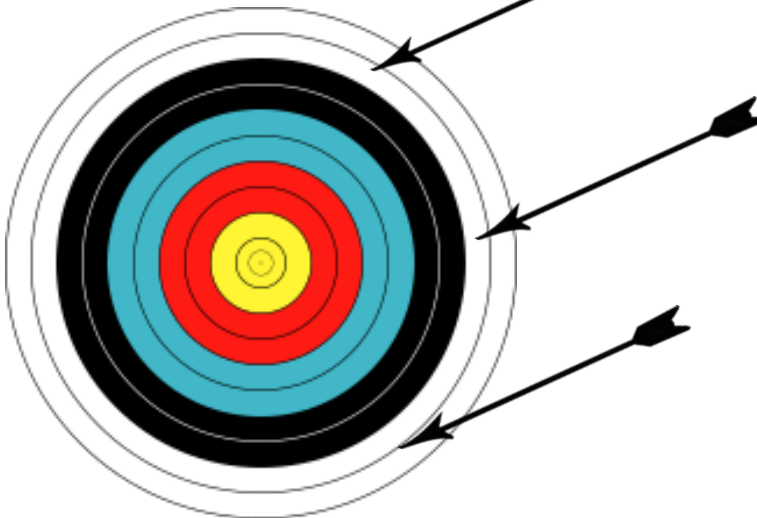


STUDENT GROUP A



YEAR 1

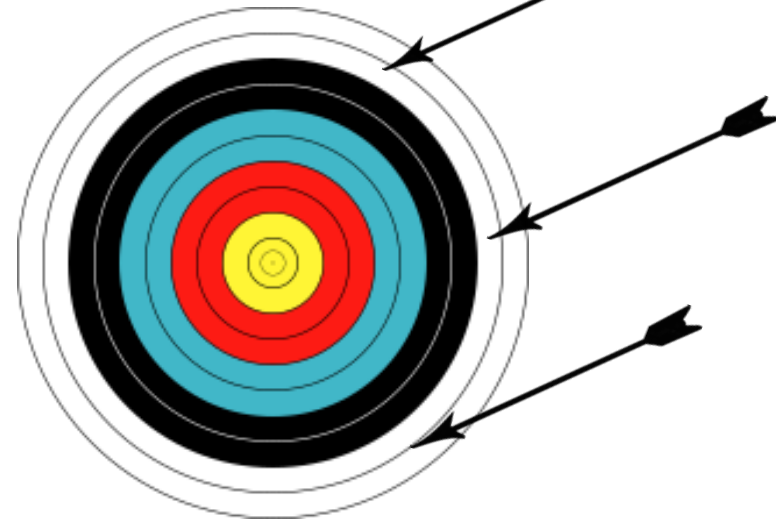
STUDENT GROUP A



YEAR 2

CONSISTENTLY UNDERPERFORMING

STUDENT GROUP A



YEAR 3 = TSI

TSI: Example

Red cells indicate underperforming student groups.

A student group that misses the targets in at least the **same three indicators**, for **three consecutive years**, is considered “consistently underperforming.”

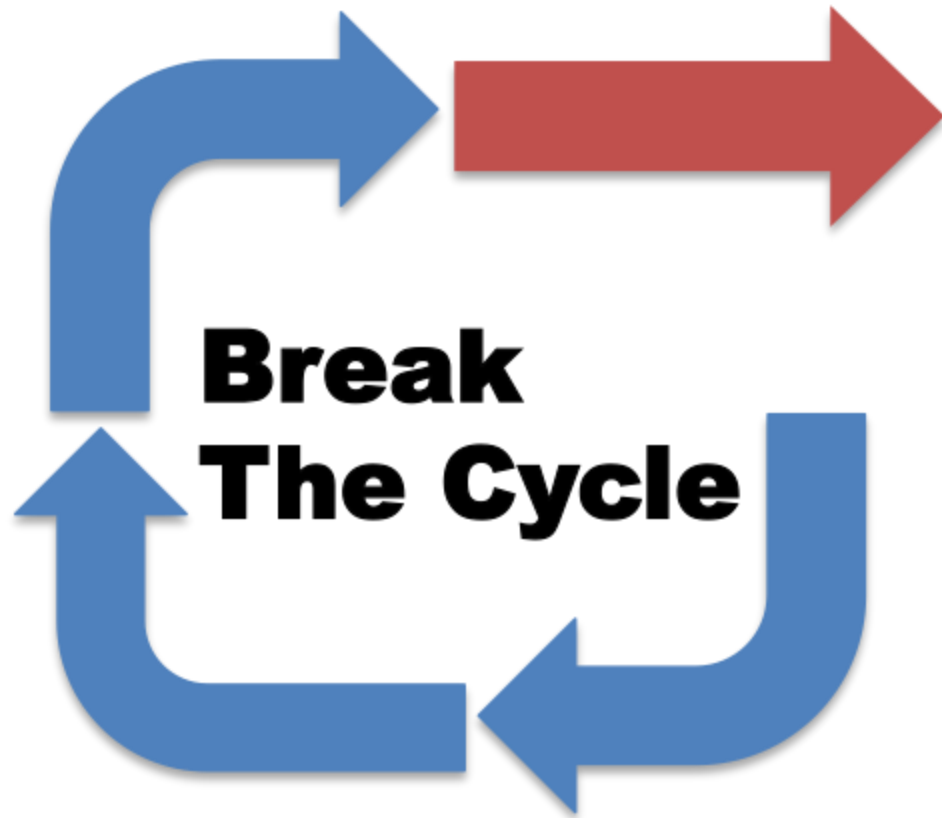
The white student group missed three indicator targets for three consecutive years.

	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%	41%	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	73	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	



Exit: Break the cycle. TSI is a yearly identification

Targeted Support EXIT CRITERIA



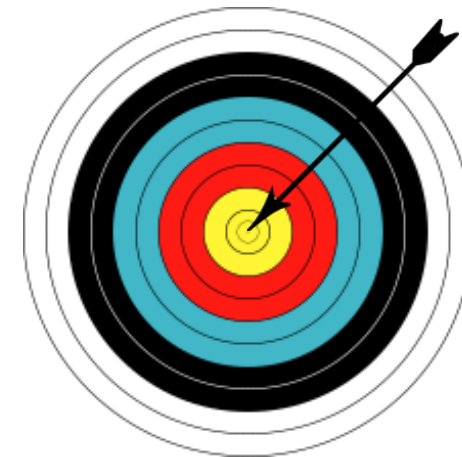
3

X

3

**CONSISTENTLY
UNDERPERFORMING**

STUDENT GROUP





Additional Target Support and Improvement

Additional Targeted Support & Improvement Identification



	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored) ⁺	Special Ed (Current)
Count of Indicators Missed for Three Consecutive Years*										
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.										
	-	0	-	-	-	-	-	0	0	5
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	-	35%	-	-	-	-	-	33%	35%	16%
2019	-	37%	-	-	-	-	-	36%	35%	14%
2022	-	38%	-	-	-	-	-	37%	37%	12%
Mathematics Target	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2018	-	36%	-	-	-	-	-	34%	35%	16%
2019	-	45%	-	-	-	-	-	43%	44%	17%
2022	-	27%	-	-	-	-	-	26%	26%	14%
Growth (Academic Growth)										
Reading Target	62	65	69	67	77	67	68	64	64	59
2018	-	65	-	-	-	-	-	63	63	51
2019	-	63	-	-	-	-	-	63	62	49
2022	-	74	-	-	-	-	-	74	73	52
Mathematics Target	67	69	74	71	86	74	73	68	68	61
2018	-	59	-	-	-	-	-	57	58	54
2019	-	68	-	-	-	-	-	68	67	53
2022	-	77	-	-	-	-	-	77	76	54
Student Success (Student Achievement Domain Score (STAAR Component Only))										
Target	36	41	58	46	73	48	55	38	37	23
2018	-	42	-	-	-	-	-	39	41	16
2019	-	41	-	-	-	-	-	40	41	17
2022	-	39	-	-	-	-	-	38	37	16

1.

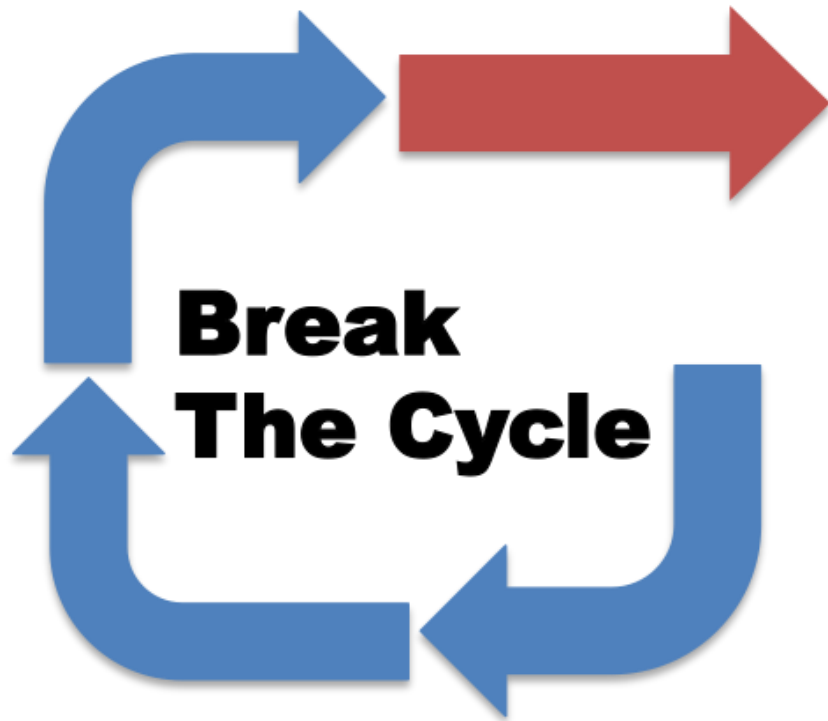
Meets TSI criteria by having at least one “consistently underperforming student group”

2.

The “consistently underperforming student group” did not meet ANY of its evaluated indicators for 3 consecutive years

Exit: Break the cycle. ATS is a yearly identification





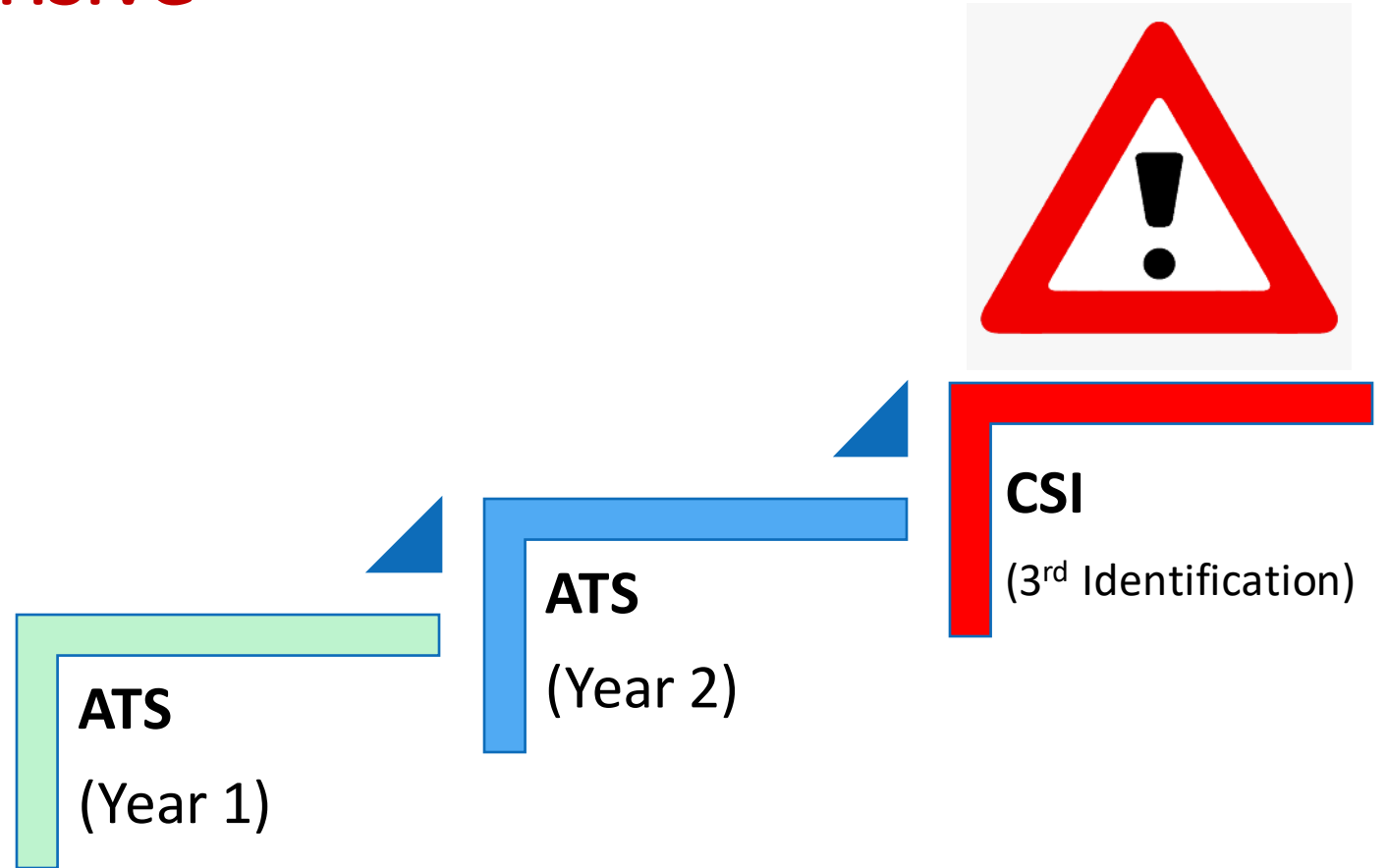
Additional Targeted Support & Improvement: **EXIT**

- To exit ATS, the campus must not be reidentified for ATS
- 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.
- To exit ATS, the campus must demonstrate improvement by the identified student group increasing its proficiency and/or growth outcomes by earning at least two points in one indicator.



Additional Targeted Support & Improvement: Escalation to Comprehensive

- Any Title I campus identified for ATS for three consecutive years will be identified for CSI the following school year.
- **Pending ESSA amendment:** campuses will be escalated from ATS to CSI based on 2022, 2023, and 2024 ratings



Targeted Support and Improvement (TSI) Identification



TSI and ATS must evaluate each federally required group—**no super groups**.

For 2023-2024 SY identification, TEA will use 2018-19, 2021-22 and 2022-23 data.

Methodology updated to identify student groups that received a NO in 2019 and 2022 and a **0/1** in 2023.

ATS identification is based on a subset of TSI-identified campuses

Any TSI-identified campus has its identification escalated to ATS if it has at least one consistently underperforming student group that did not meet **ANY** of its evaluated indicators for three consecutive years

May EXIT using yearly criteria:
Yearly identification

2022 Identification of Schools for Improvement Report

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2022 Accountability Reports

1

Select a School Year
2021-22 ← 2021-2022

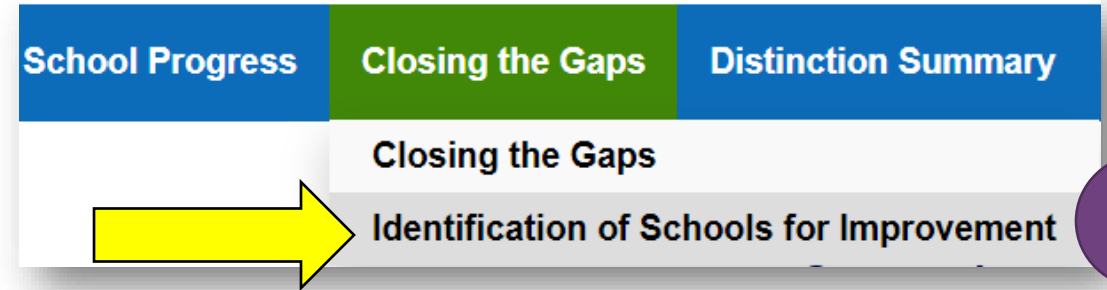
Select a Report Level
Campus

Select a Search Method
Campus Name

Enter a Campus Name

Search Reset

Texas Education Agency - Accountability Reports



This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support. The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

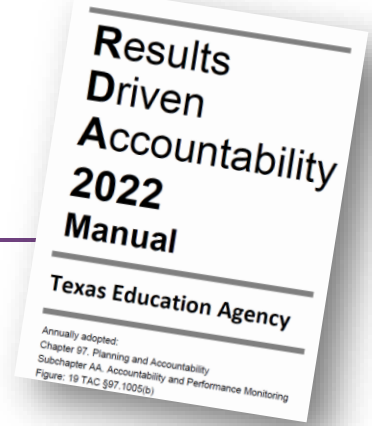
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)*	Special Ed (Current)
Count of Indicators Missed for Three Consecutive Years*											
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.											
	0	0	0	0	-	-	-	-	0	-	0
Academic Achievement (Percent at Meets Grade Level or Above)											
Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2017	68%	37%	53%	87%	-	-	-	74%	39%	26%	18%
2018	72%	39%	61%	86%	-	-	-	88%	42%	29%	26%
2019	74%	40%	60%	86%	-	-	-	85%	42%	27%	24%
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2017	64%	37%	56%	82%	-	-	-	-	49%	57%	29%
2018	73%	46%	65%	86%	-	-	-	-	59%	-	50%
2019	78%	50%	78%	82%	-	-	-	-	64%	-	35%
Graduation (Federal Graduation Rate)											
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
2017	94.2%	92.5%	92.0%	96.2%	-	-	-	-	89.7%	-	86.2%
2018	94.2%	89.7%	93.5%	95.4%	-	-	-	-	89.1%	-	73.0%
2019	96.2%	92.2%	94.0%	98.4%	-	-	-	-	94.8%	-	94.6%
School Quality (College, Career, and Military Readiness Performance)											
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%
2017	66%	43%	59%	76%	-	-	-	-	44%	-	14%
2018	75%	57%	67%	83%	-	-	-	-	59%	-	14%
2019	79%	53%	75%	89%	-	-	-	-	60%	-	46%



What's
Next?

- **A-F and RDA Alignment**
- **Distinction Designations**
- **Other Pending Considerations**
- **Feedback**

A-F and RDA: Improve Alignment



- RDA has functioned separately (Sped & Special pops)
- When A-F was launched, the state had separate and misaligned federal & state accountability systems. The launch of A-F solved that problem.
- TEA **will unify the two systems** (unification 5 years ago of federal & state)
- This will be **REPORT ONLY** for A-F for the next 5 years.
 - TEA will develop a “*REPORT ONLY*” version of Closing the Gaps-Part A and B
 - 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).



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

Distinction Designations: Possible Additions

- Badges and Distinction Designations Committee
- The agency will continue to work with stakeholders through early Spring.
- Based on this feedback, additional distinction designations may be available for the 2023 ratings.
- Published in the proposed *2023 Accountability Manual* for feedback before being finalized.



Possible Ideas for Designations and Badges



Ideas for Additional Distinction Designations

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

**Based on Campus Comparison Group*

Ideas for Badges

- Participation in Agency initiatives (e.g., Lesson Study, HQIM, LSG)
- Blue Ribbon/Purple Star
- PTECH, New TECH, ECHS T-STEM
- Civics
- Access to various courses (e.g., Art, PE, Music, AP courses)

Badges do **NOT use Campus Comparison Groups*

**These could evolve over time*

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***.
- Phase 3, if approved (tentatively 2023-2028), may include a 2-year ECC pilot.
- If adopted, the indicator would likely be report-only for several years.



January 2023 Update: Extra and Co-curricular

- House Bill (HB) 22 (85th Texas Legislature, 2017) charged the commissioner of education with studying the feasibility of incorporating for evaluating school district and campus performance an indicator that accounts for extracurricular and cocurricular student activity.
- Based on the information and data collected during the ECC study, the ECC Advisory Committee believes that an ECC student activity indicator has the potential to meet accountability requirements, would yield additional positive outcomes for students, and can build on existing processes, such that implementation may be possible within five years.

10. January 2023 Update: Extra and Co-curricular

- Should legislators wish to proceed with a change to incorporate an ECC indicator into accountability, the legislature would need to fund a five-year ECC student activity indicator phase-in plan.
- [For additional details, see the Extracurricular and Cocurricular Student Activity Accountability Indicator Study.](#)

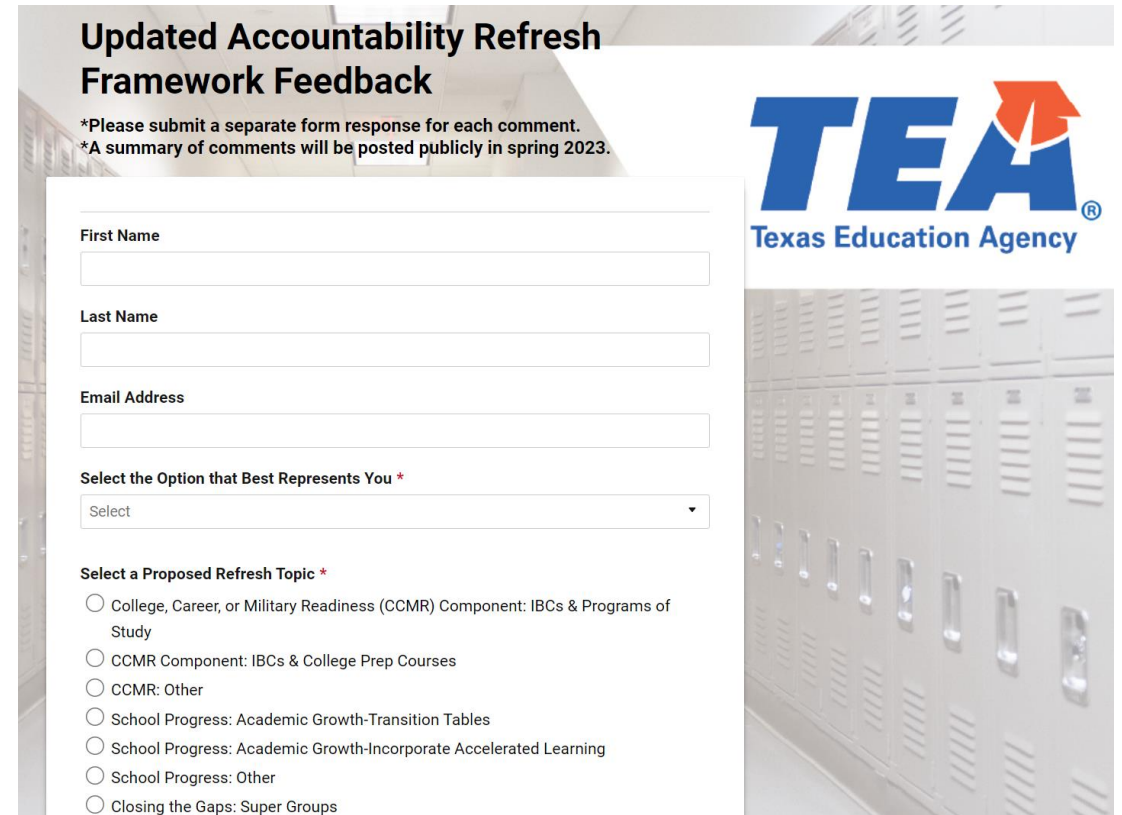
Additional **FEEDBACK**: Preliminary 2023 A–F Framework

NEW

- 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.



Updated Accountability Refresh Framework Feedback

*Please submit a separate form response for each comment.
*A summary of comments will be posted publicly in spring 2023.

First Name
[Text Input Field]

Last Name
[Text Input Field]

Email Address
[Text Input Field]

Select the Option that Best Represents You *

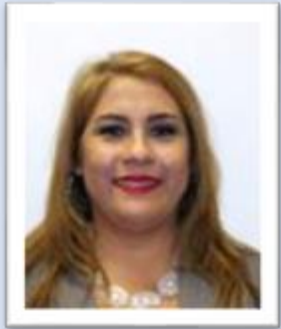
Select [Dropdown Menu]

Select a Proposed Refresh Topic *

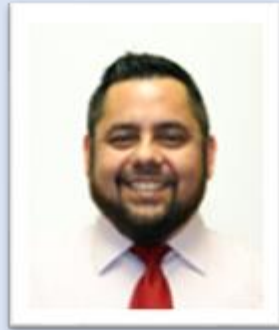
- College, Career, or Military Readiness (CCMR) Component: IBCs & Programs of Study
- CCMR Component: IBCs & College Prep Courses
- CCMR: Other
- School Progress: Academic Growth-Transition Tables
- School Progress: Academic Growth-Incorporate Accelerated Learning
- School Progress: Other
- Closing the Gaps: Super Groups

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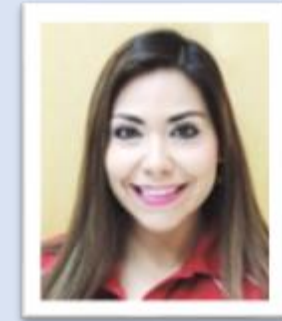
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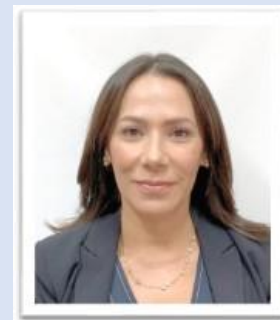
We are here to serve. Please do not hesitate to reach out with questions.



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