



Accountability System Update April 21, 2022

Heather Smalley
Performance Reporting | Texas Education Agency

A young Black male student is shown in profile, sitting at a desk and working on a silver laptop. He is wearing a blue and white plaid shirt and has a focused expression. His right hand is on the keyboard, and his left hand is resting on his chin. The background is a bright, out-of-focus indoor setting. To the right of the laptop, there is a white coffee cup on a saucer and a stack of books. The overall lighting is warm and natural.

2023 Accountability Reset

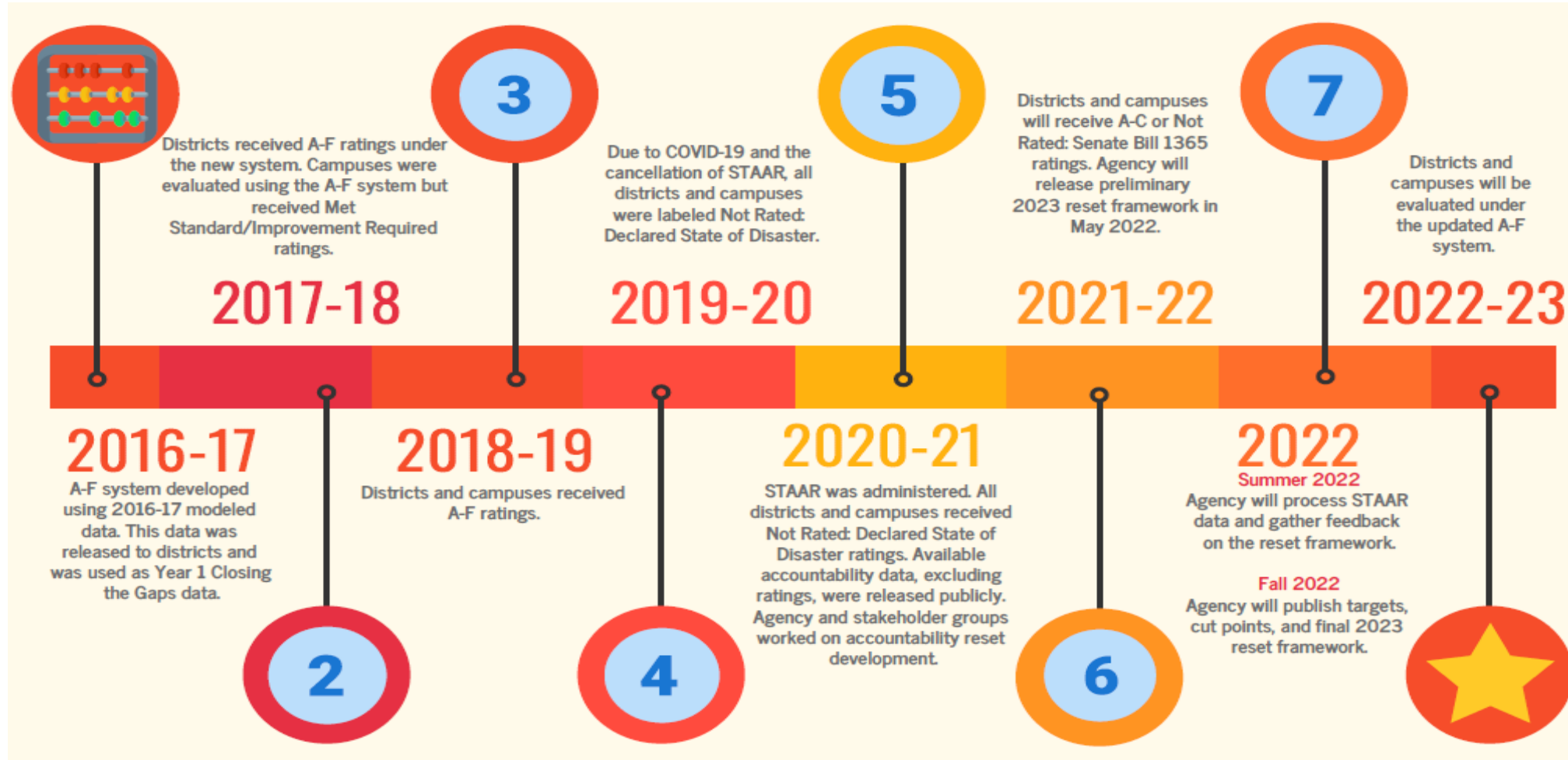
2023 Accountability Development Page

- Follow the development of the reset at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2023-accountability-development-materials>
- REMINDER: These are ideas that are being discussed. Decisions are not final. The framework is not final.

Why Reset the Accountability System?

- A reset of the A–F system is necessary
 - to account for the impact of COVID;
 - to incorporate a unique accountability system for dropout recovery schools;
 - to incorporate legislative changes; and
 - to align with the STAAR Reading/Language Arts redesign.

Accountability System Reset Timeline



Accountability Reset: Big Picture Goals

- Ensure cut points and targets reflect appropriate goals for students post-COVID.
- Increase alignment of district outcomes with campus outcomes.
- Add Badges to recognize district efforts.
- Expand Distinction Designations to align with new initiatives.
- Improve alignment between A–F accountability and special education goal setting (Results Driven Accountability [RDA]).
- Recognize success with learning acceleration.
- Create a unique alternative education accountability (AEA) system for dropout recovery schools (DRS).

Targets, Cut Points, and Scaling

- Federal student group targets and A–F cut points will be adjusted to account for 2021 and 2022 outcomes.
- The preliminary accountability system reset framework will be released in late May 2022 to gather additional stakeholder feedback through the fall.
- Targets and cut point updates will be released fall 2022 after processing 2022 STAAR data.
- The final framework will be released in fall 2022 for implementation in the 2022–23 school year.
- Scaling methodology is expected to remain steady with an update to the source data (2017 to 2022).

A young Black male student is seated at a desk, looking at a laptop screen with a focused expression. He is wearing a blue and white plaid shirt. His right hand is on the laptop keyboard, and his left hand is resting on his chin. The laptop is silver and open. To the right of the laptop, there is a white coffee cup on a saucer. The background is a bright, out-of-focus indoor setting with a window and some furniture. The text "District Ratings" is overlaid in the center of the image in a large, bold, dark blue font.

District Ratings

District Ratings

- Currently there is a disconnect between approximately 30 percent of district ratings and the ratings of their campuses.
- The impact of CCMR and graduation rate weighting at the district-level has contributed to the disconnect.

District Ratings

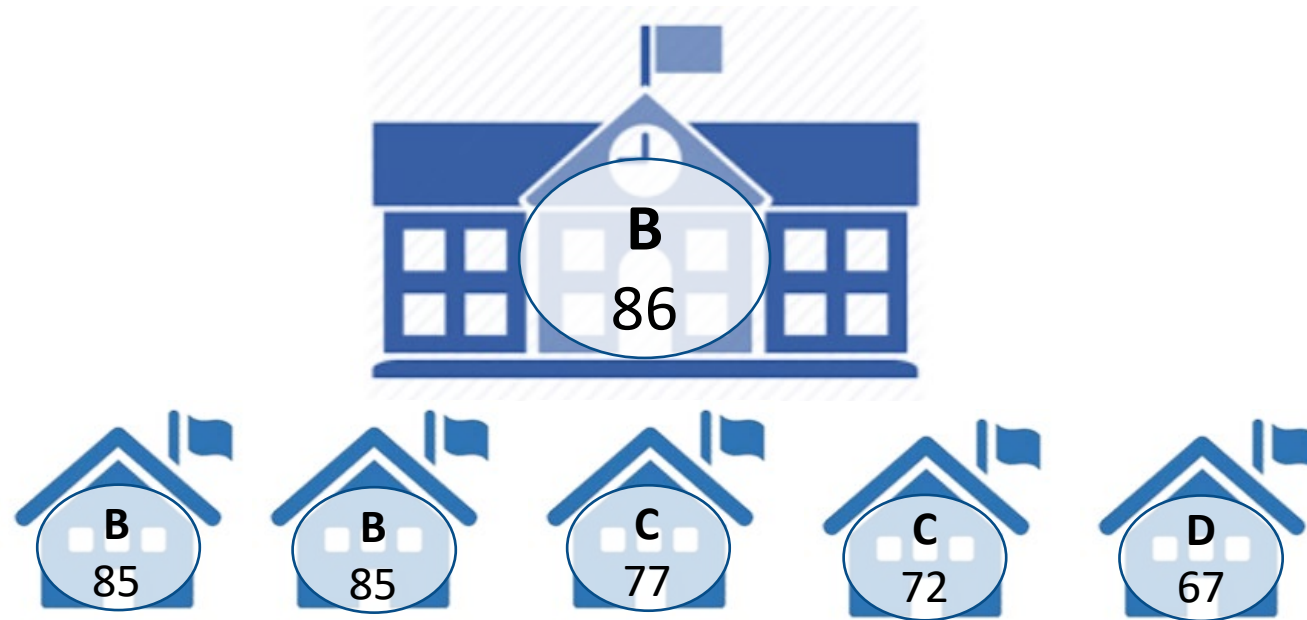
School	Grades				Overall	
Type	Served	Total Students	Alt Ed	Eco Dis	Rating	Score
		2,859	No	73.8%	B	80
Elementary	01 - 02	389	No	80.7%	D	68
Elementary	03 - 04	400	No	77.0%	D	68
Elementary	EE - KG	352	No	85.5%	D	68
Middle School	06 - 08	468	No	72.9%	C	75
Middle School	05 - 06	429	No	76.9%	C	74
High School	09 - 12	821	No	62.1%	C	78

School	Grades				Overall	
Type	Served	Total Students	Alt Ed	Eco Dis	Rating	Score
		11,043	No	70.5%	B	80
Elementary	PK - 04	776	No	77.4%	D	67
Elementary	EE - 04	768	No	86.2%	C	71
Elementary	PK - 04	707	No	63.9%	D	62
Elementary	PK - 04	665	No	86.8%	F	59
Elementary	EE - 04	650	No	56.8%	B	81
Elementary	PK - 04	626	No	84.7%	F	54
Middle School	05 - 06	825	No	68.0%	C	75
Middle School	07 - 08	820	No	62.0%	C	77
Middle School	05 - 06	930	No	77.7%	D	64
Middle School	07 - 08	920	No	77.1%	C	72
High School	09 - 12	1,466	No	55.5%	B	80
High School	09 - 12	1,572	No	67.3%	B	81
High School	09 - 12	206	No	60.2%	A	98
High School	09 - 12	112	Yes	87.5%	C	71

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

District Ratings

Example using Current Methodology



District Ratings: Proportional Weighting by Domain

Possible Methodology using Proportional Weighting by Domain

1. Determine the number of students enrolled in grades 3–12 at each campus.
2. Sum the number of students enrolled in grades 3–12 at the district.
3. Divide the number of grades 3–12 students at the campus by the district total.
4. The resulting percentage is the weight that each campus will contribute to the district domain score.
5. Multiply the campus domain scaled score by its weight to determine the points.
6. Sum the points for all campuses to determine the domain's district score.

District Ratings: Proportional Weighting by Domain

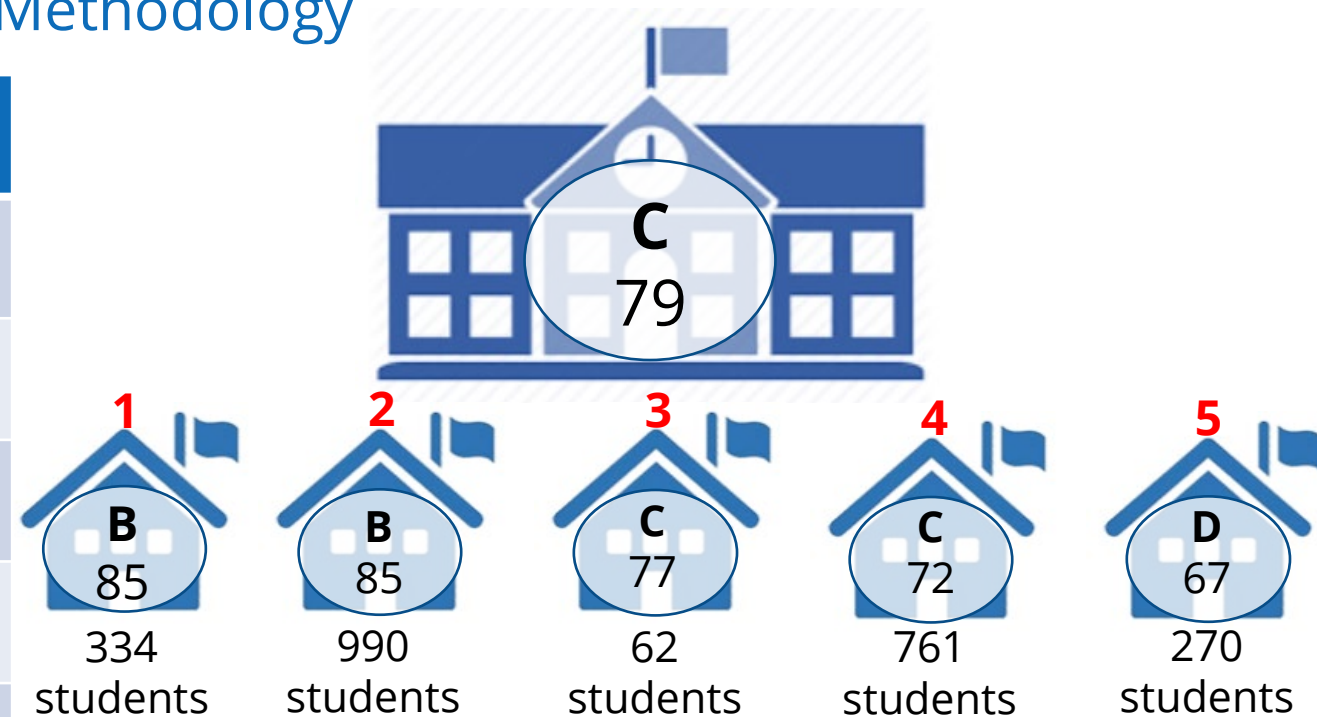
Possible Methodology using Proportional Weighting by Domain

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

District Ratings: Proportional Weighting by Domain

Example using Proportional Weighting Methodology

Campus	3-12 Enrollment	Score	Weight	Points
Campus 1	334	85	13.8%	11.7
Campus 2	990	85	41.0%	34.9
Campus 3	62	77	2.6%	2.0
Campus 4	761	72	31.5%	22.7
Campus 5	270	67	11.2%	7.5
District Domain Rating				79



A young Black male student is shown in profile, smiling and looking at a laptop screen. He is wearing a blue and white plaid shirt. His hands are on the laptop keyboard. The laptop is silver and open. To the right of the laptop, there is a white coffee cup on a saucer. The background is a bright, out-of-focus indoor setting with a window and some furniture. The overall tone is positive and educational.

Badges and Distinction Designations

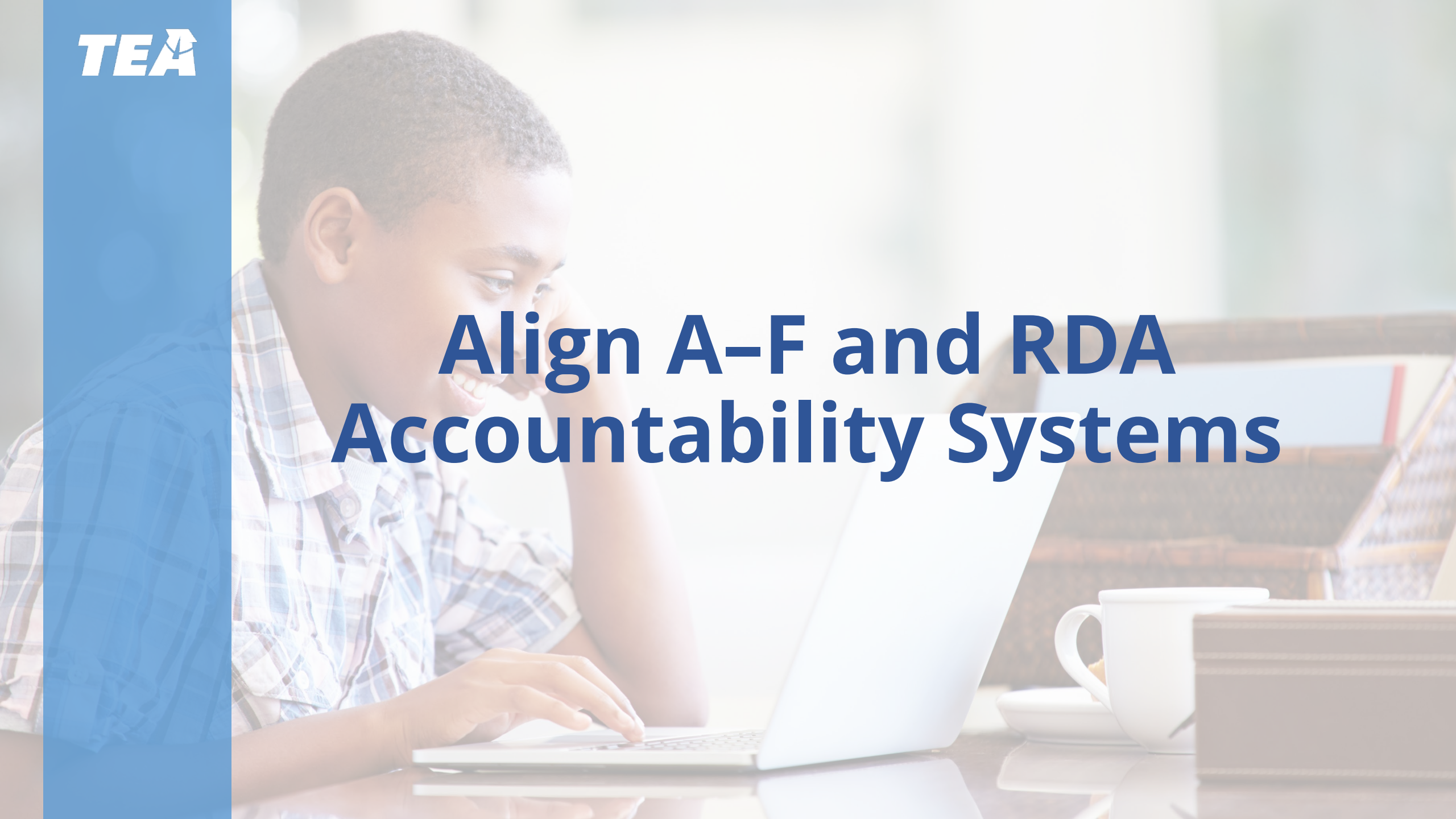
Badges: Recognizing District Efforts

- In addition to Distinction Designations, add Badges to recognize district efforts.
- Ideas for Badges
 - Participation in Agency initiatives (e.g., Lesson Study, HQIM, LSG)
 - Blue Ribbon/Purple Star
 - PTECH, New TECH, ECHS T-STEM
 - Access to various courses (e.g., Art, PE, Music, AP courses)

Distinction Designations: Incorporate New Initiatives

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

A young Black male student is sitting at a desk, smiling and looking at a laptop screen. He is wearing a blue and white plaid shirt. His hands are on the laptop keyboard. To his right, there is a white coffee cup on a saucer and a stack of books. The background is a bright, out-of-focus indoor setting.

Align A–F and RDA Accountability Systems

A-F and RDA: Align Accountability Systems

Ideas for Alignment

- Include RDA as a fourth domain for districts.
- Align data sources and methodologies where possible.
- Increase alignment between A-F ratings, RDA performance levels, and school improvement identifications.
- Report only the fourth domain for accountability purposes for several years (likely to the next reset).
- RDA interventions would continue during the accountability report only period.

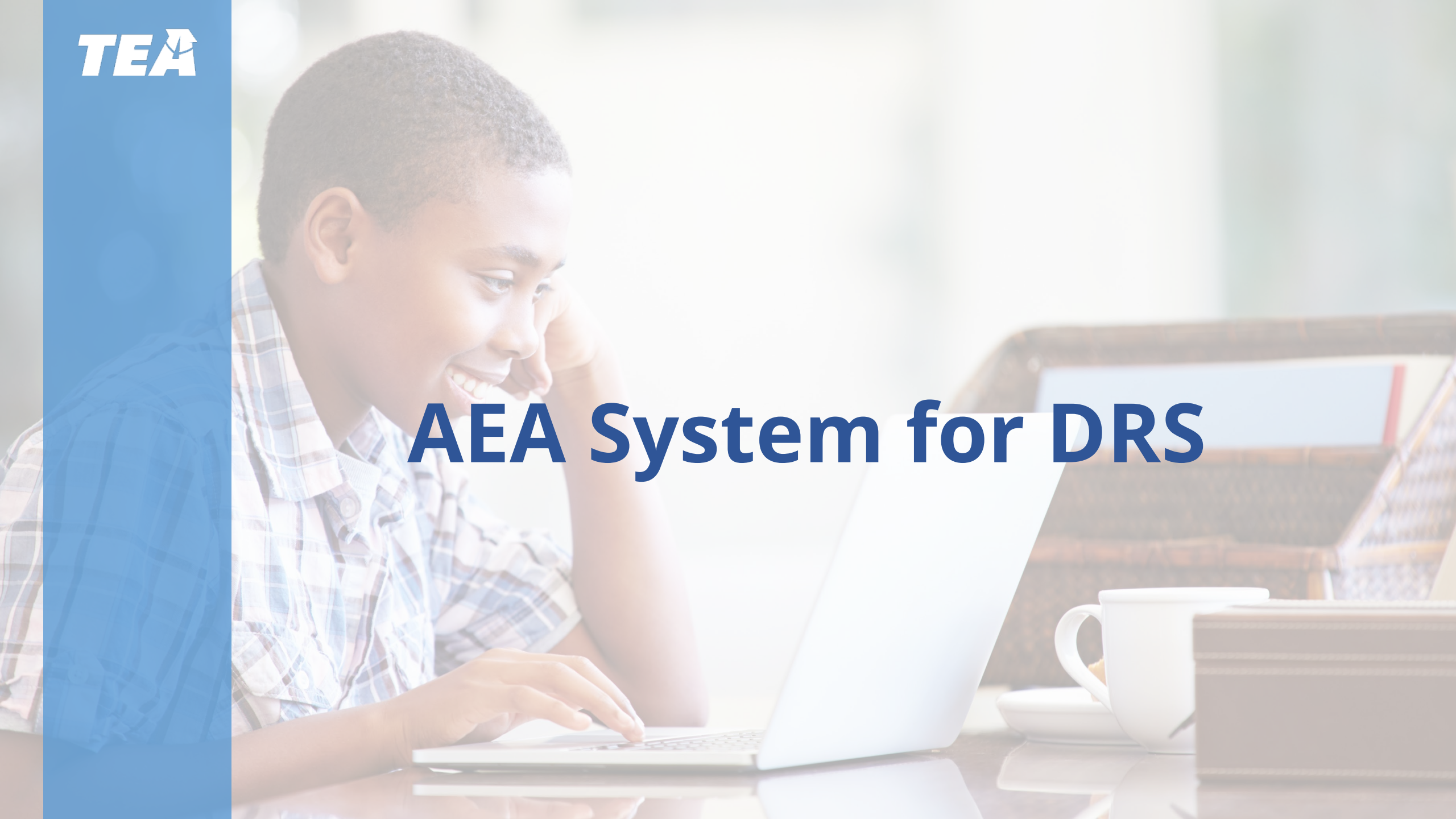
A young Black male student is shown in profile, smiling and looking at a laptop screen. He is wearing a blue and white plaid shirt. His hands are on the laptop keyboard. The laptop is silver and open. To the right of the laptop, there is a white coffee cup on a saucer. The background is a bright, out-of-focus indoor setting with a window and some furniture. The overall tone is positive and educational.

Recognize Learning Acceleration

Recognize Learning Acceleration

Update the Closing the Gaps Domain

- Replace the current Student Success component for elementary and middle schools (STAAR Only component)
- Would measure accelerated instruction for any student who did not pass STAAR grades 3–8 as required under House Bill 4545

A young boy with short dark hair, wearing a blue and white plaid shirt, is sitting at a desk and smiling while using a silver laptop. His left hand is resting on his chin. To his right, on the desk, is a white coffee cup on a saucer and a stack of books. The background is a bright, out-of-focus indoor setting. The text "AEA System for DRS" is overlaid in the center of the image in a large, bold, dark blue font.

AEA System for DRS

Unique AEA System: Evaluate DRS Differently

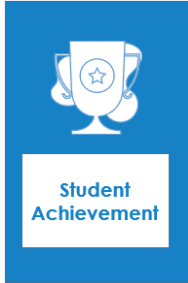
Update Indicators Across All Domains

- Measure DRS-specific indicators
- Focus on outcomes for retesters and previous dropouts; completion rates; and CCMR
- Identify DRS for school improvement separately from traditional high schools

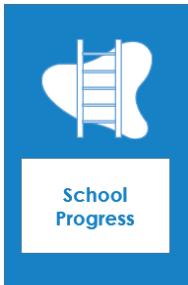
A young Black male student is shown in profile, smiling and looking at a laptop screen. He is wearing a blue and white plaid shirt. The laptop is open on a dark wooden desk. To the right of the laptop, there is a white coffee cup on a saucer. The background is a bright, out-of-focus indoor setting. The title text is overlaid on the right side of the image.

A-F Accountability System Reset Overview

Overview of the Accountability System



Student Achievement evaluates performance across all subjects for all students, on both general and alternate assessments; CCMR indicators; and graduation rates.

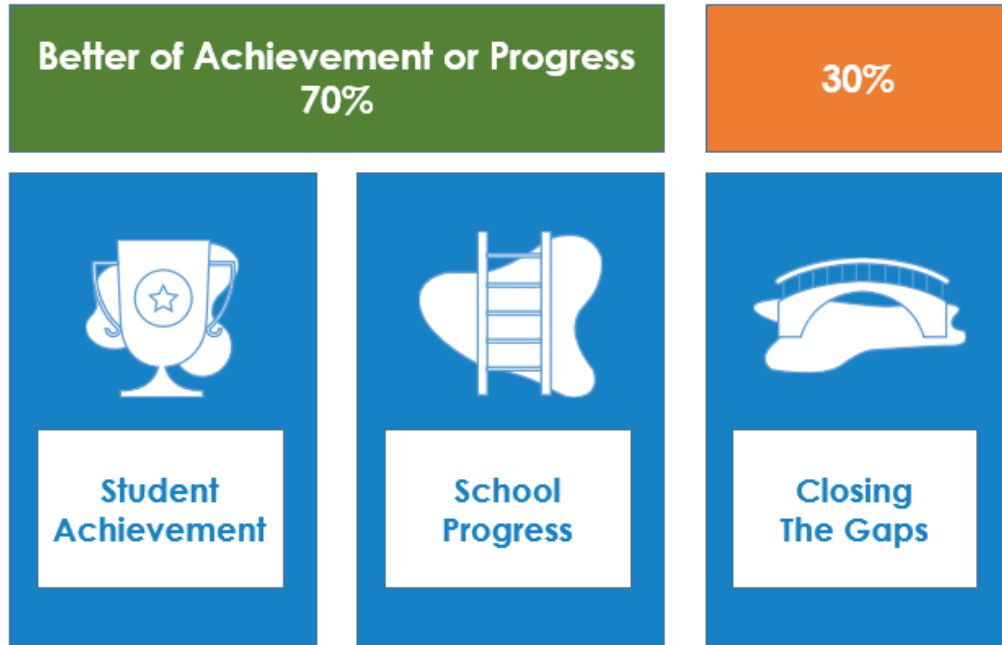


School Progress measures district and campus outcomes in two areas: the students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.



Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA).

Three Domains: Calculating an Overall Rating



Districts and campuses receive an overall rating, as well as a rating for each domain.

A = scaled score 90–100

B = scaled score 80–89

C = scaled score 70–79

D* = scaled score 60–69

F* = scaled score ≤ 59

*Not applicable for 2022

Accountability Reset: Student Achievement Domain



Student Achievement: Reset

- STAAR
 - Reset scaling cut points (fall 2022).
- CCMR
 - Reset scaling cut points (fall 2022).
 - Incorporate programs of study and industry-based certification updates (TBD).
 - Incorporate Texas National Guard enlistment (pending data).
- Graduation Rate
 - No changes.

Student Achievement: Calculating a Score



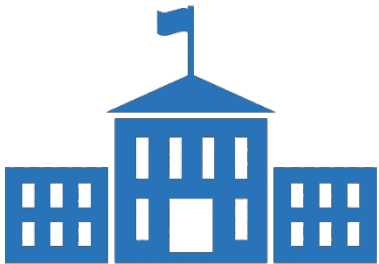
Elementary Schools

- **100%** STAAR



Middle Schools

- **100%** STAAR



High Schools & K-12s

- **40%** STAAR
- **40%** CCMR
- **20%** Graduation Rates

STAAR Performance Levels

- **MASTERS GRADE LEVEL:** Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar
- **MEETS GRADE LEVEL:** Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.
- **APPROACHES GRADE LEVEL:** Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.
- **DID NOT MEET GRADE LEVEL:** Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

Student Achievement: STAAR Methodology

- One point is given for each percentage of STAAR results that are at or above the following:
 - Approaches Grade Level or above
 - Meets Grade Level or above
 - Masters Grade Level
- The STAAR component score is calculated by dividing the total points (cumulative performance for the three performance levels) by three.

$$\frac{\begin{array}{l} \text{Percentage of Assessments at Approaches Grade Level or above} + \\ \text{Percentage of Assessments at Meets Grade Level or above} + \\ \text{Percentage of Assessments at Masters Grade Level} \end{array}}{\text{Three}}$$

Student Achievement: CCMR Methodology



College Ready

- Meet criteria of 3 on AP or 4 on IB examinations
- Meet Texas Success Initiative (TSI) criteria (SAT/ACT/TSIA/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 an OnRamps dual enrollment course and quality for at least 3 hours credit



Career Ready

- Earn an industry-based certification
- Complete a program of study
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)
- Earn a level I or level II certificate
- Graduate under an advanced diploma plan and be identified as a current special education student



Military Ready

- Enlist in the United States Armed Forces*
- Enlist in the Texas National Guard (pending data)



*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and TSDS PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.

Student Achievement: CCMR Methodology

CCMR

One point is given for each annual graduate who accomplishes any one of the CCMR indicators.

Number of Graduates Who Accomplish Any One of the CCMR Indicators
Number of Annual Graduates

Student Achievement: Graduation Rate Methodology

Graduation Rate

High school graduation rates include the four-year, five-year, or six-year longitudinal graduation rate (with state exclusions) or annual dropout rate, if the graduation rate is not available.

Example Calculation: Graduation Rate	
Graduation Rate	All Students
Class of 2022, 4-year	95.2%
Class of 2021, 5-year	97.3%
Class of 2019, 6-year	95.0%
Graduation Rate Score	97.3

Accountability Reset: School Progress Domain



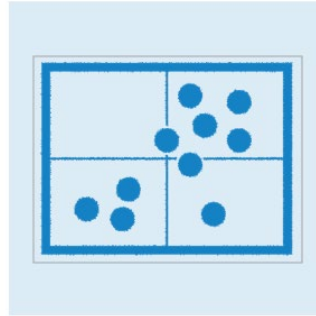
School Progress: Two Aspects of Progress

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

**Part A:
Academic Growth**



**Part B:
Relative Performance**



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

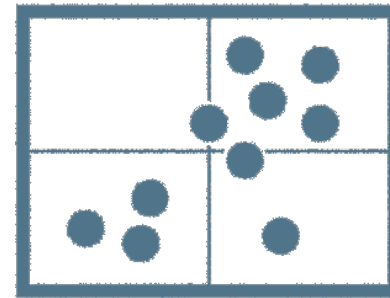
- the number of students that grew at least one year academically (or maintained performance) as measured by STAAR results
- the achievement of students relative to districts or campuses with similar economically disadvantaged percentages

School Progress: Two Aspects of Progress

Part A: Academic Growth



Part B: Relative Performance



Academic Growth: Existing Methodology

Part A: Academic Growth

- School Progress, Part A: Academic Growth includes all assessments with a STAAR progress measure.
- Districts and campuses (including high schools) earn credit for results that maintain performance or meet growth expectations on STAAR.

Academic Growth: Existing Methodology

STAAR

Current Year

Previous Year

	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
Approaches Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
Meets Grade Level	0 pts	0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt
Masters Grade Level	0 pts	0 pts	0 pts	1 pt

Academic Growth: Reset Methodology

Transition (categorical) tables define growth by transitions among status categories (PLDs).

Performance Grade 3	Performance Grade 4					
	Masters Grade Level	Meets Grade Level	High Approaches Grade Level	Low Approaches Grade Level	High Did Not Meet Grade Level	Low Did Not Meet Grade Level
Masters Grade Level						
Meets Grade Level						
High Approaches Grade Level						
Low Approaches Grade Level						
High Did Not Meet Grade Level						
Low Did Not Meet Grade Level						

Academic Growth: *Potential* Point Methodology

Prior Year	Current Year					
	Low Did Not Meet Grade Level	High Did Not Met Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	2	3	4	5
High Did Not Meet Grade Level	0	1/2	1	2	3	4
Low Approaches Grade Level	0	0	1/2	1	2	3
High Approaches Grade Level	0	0	0	1/2	1	2
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

Academic Growth: Transition Table Advantages

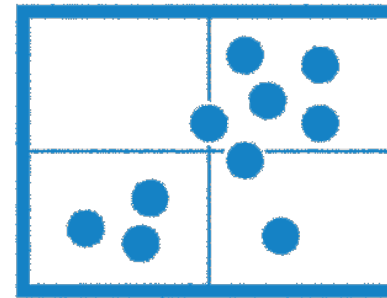
- Easy to understand
- Can be used for assessments with scores reported on different scales
 - Spanish to English transition
 - Grade 8 Reading to English I EOC
 - Additional growth opportunities for retesters
- Transparent
- Easy to duplicate at local level

School Progress: Two Aspects of Progress

Part A: Academic Growth



Part B: Relative Performance

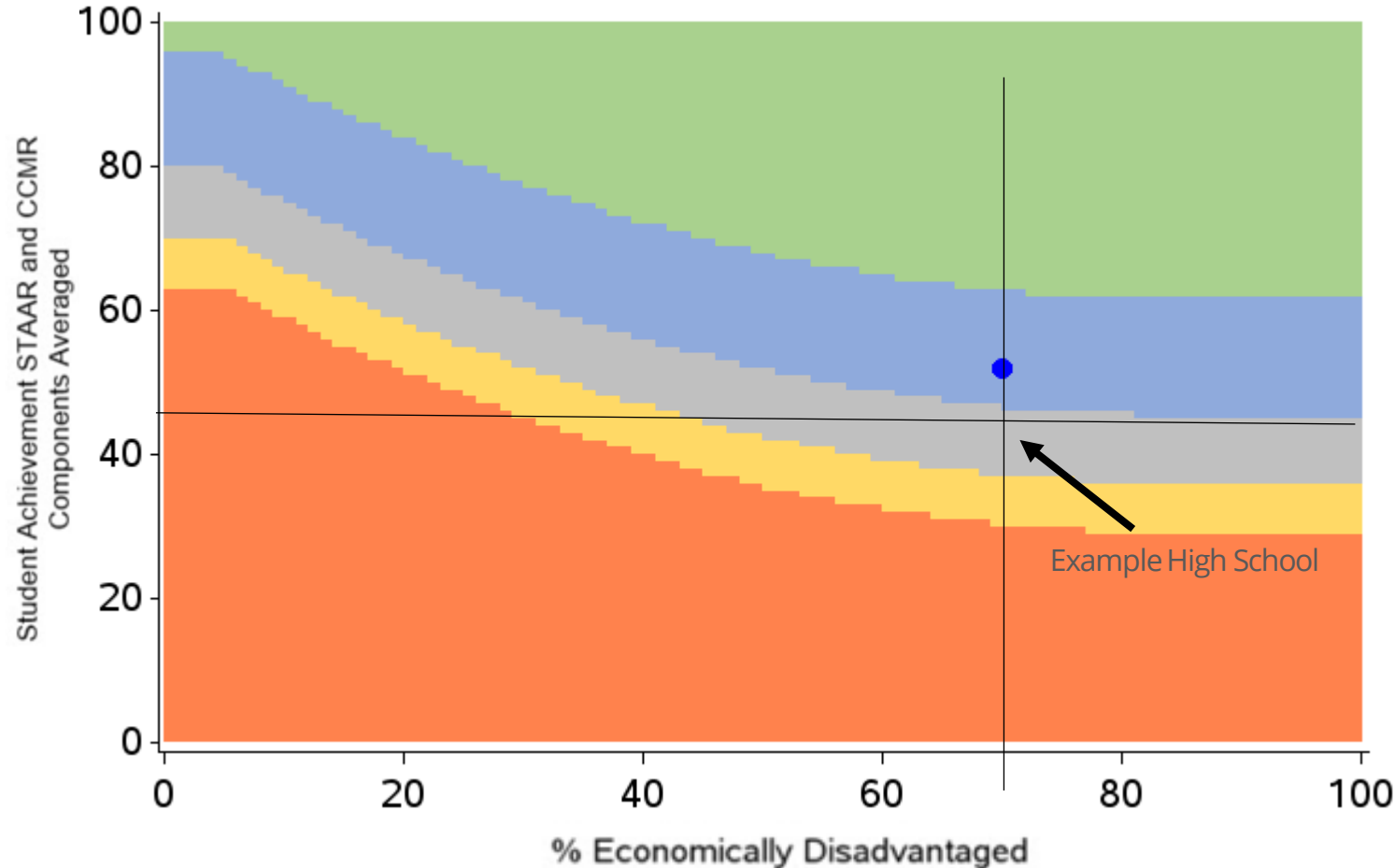


Relative Performance: Methodology

Part B: Relative Performance

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

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).

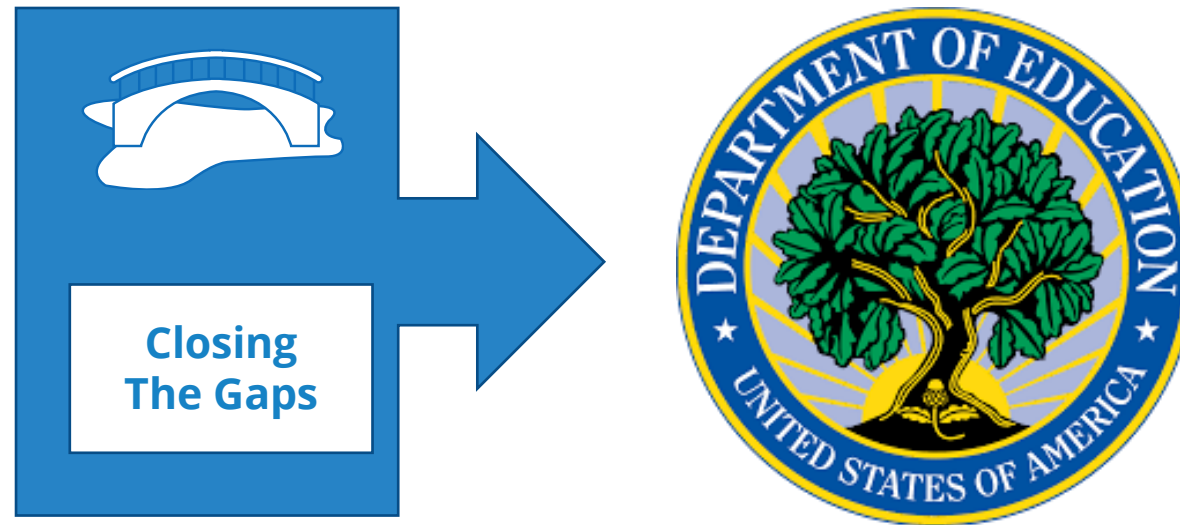
In this case, the high school would earn a *B* in School Progress, Part B: Relative Performance.*

* 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.

Relative Performance: Methodology

- Methodology remains unchanged.
- Cut points will be adjusted in fall 2022 to account for 2022 economically disadvantaged percentages and STAAR/CCMR outcomes.

Accountability Reset: Closing the Gaps Domain



Closing the Gaps: Ensuring Educational Equity



Student Groups

- All Students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Current Special Education
- Former Special Education
- Current and Monitored English Learners
- Continuously Enrolled
- Non-Continuously Enrolled



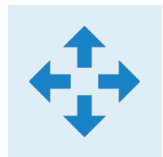
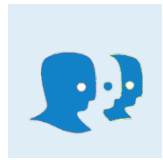
Components

- Academic Achievement in Reading and Mathematics (At Meets Grade Level or Above)
- Growth in Reading and Mathematics (Elementary and Middle Schools)
- 4-year Federal Graduation Rate (High Schools, K-12, and Districts)
- College, Career, and Military Readiness (High Schools, K-12, and Districts)
- Student Achievement Domain Score: STAAR Component Only (Elementary and Middle Schools)
- English Language Proficiency Status

Closing the Gaps: Methodology

Student Group

Achievement Target



**% of Student Groups
that Meet Target**

**Overall
Domain
Grade**

Closing the Gaps: Current Student 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.	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%
Mathematics	46%	31%	40%	59%	45%	82%	50%	54%	23%	36%	40%	44%	47%	45%

Subject	Academic Growth Status (Elementary and Middle Schools)													
ELA/Reading	66%	62%	65%	69%	67%	77%	67%	68%	59%	64%	64%	65%	66%	67%
Mathematics	71%	67%	69%	74%	71%	86%	74%	73%	61%	68%	68%	70%	71%	70%

Federal Graduation Status (High Schools, K-12s, and Districts) ¹														
90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a

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%

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%

English Language Proficiency Status ²														
											36%			

Closing the Gaps: Methodology Updates

- Set student group targets by campus type.
- Award gradated outcomes for [student group targets](#).
 - 0–4 points awarded instead of yes/no.
 - Include growth to target methodology like existing graduation rate methodology.
- Replace Student Success component for elementary and middle schools with an accelerated learning component.
- Update TSI and ATS identification and exit methodologies to align with 0–4 points and focus on lowest performing groups and campuses.

Closing the Gaps: Student Group Targets

- TEA will analyze 2022 STAAR outcomes to determine if and how student group targets should be reset.
- Working with stakeholders, adjusted targets will be shared in fall 2022.
- TEA will submit an amendment to its ESSA state plan in early 2023 to incorporate any proposed changes.

Potential 0-4 Point Methodology

Points	Requirement
4	met long-term target and improved from baseline
3	met long-term target but did not improve from baseline OR met interim target and improved from baseline
2	met interim target but did not improve from baseline OR did not meet interim target but improved towards the interim target
1	did not meet interim target and showed minimal improvement
0	did not meet interim target and did not show minimal improvement

	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: Accelerated Learning Component

Component for Elementary and Middle Schools

- House Bill 4545 requires accelerated instruction for any student who did not pass STAAR grades 3-8 or EOC assessments.
- Campuses would receive credit for students who earned Did Not Meet in the prior year and Approaches Grade Level or above in the current year.
- 2020–21 data are available in TPRS. 2021–22 will be added in summer 2022.
- If implemented in 2023, districts and campuses would have access to two years of report-only data.

Closing the Gaps: Still Under Consideration

- Incorporate a non-STAAR Student Success indicator such as chronic absenteeism for elementary/middle schools (COVID interruptions delayed this work.)
- The extra- and cocurricular advisory group's report is due in December 2022.
 - An extra/cocurricular student activity indicator may be adopted if it is found to be appropriate.
 - The data would likely be report-only for several years.

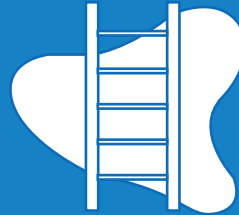
Calculating an Overall Rating

**Better of Achievement or
Progress
70%**

30%



**Student
Achievement**



**School
Progress**

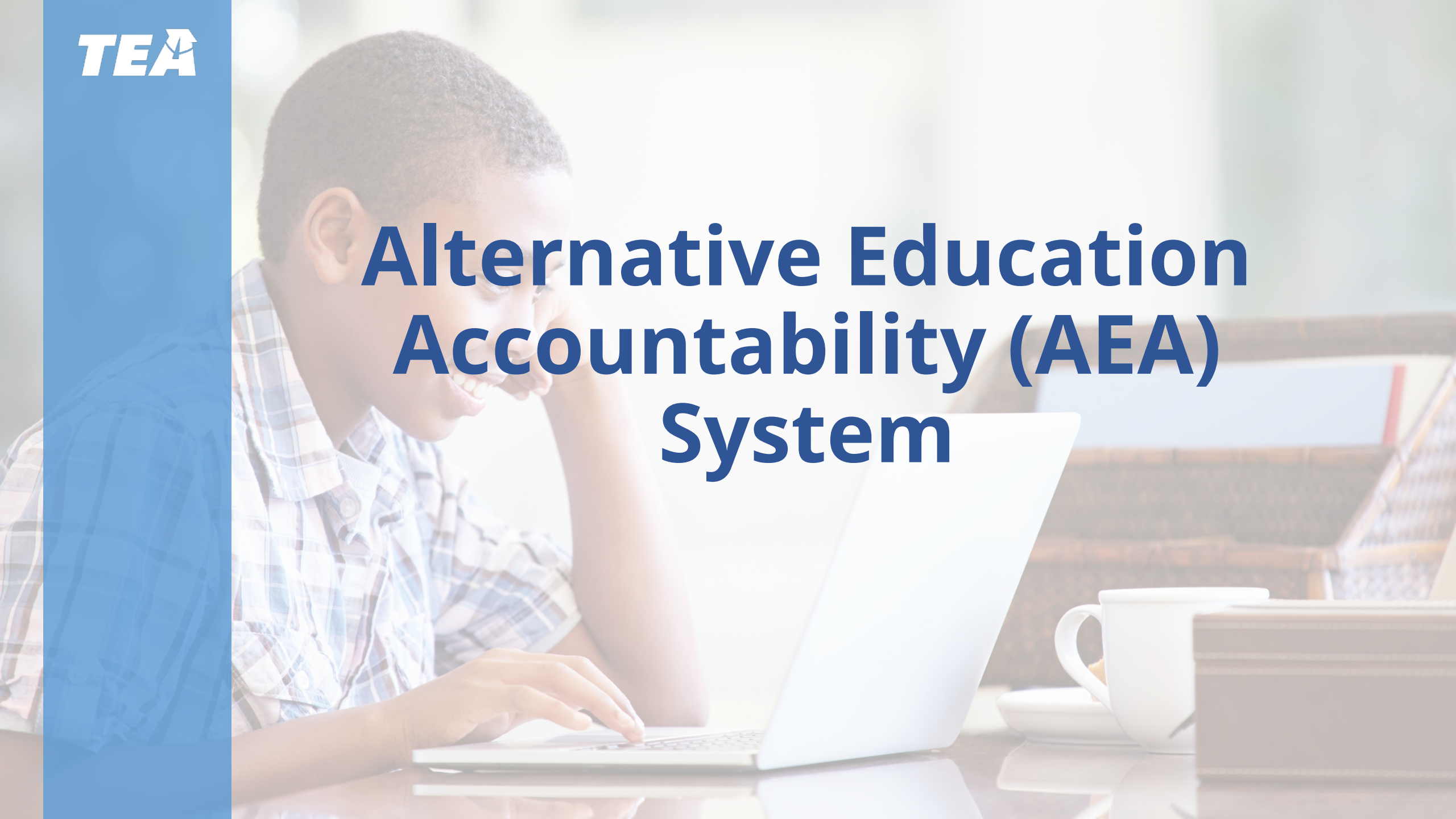


**Closing
The Gaps**

Calculating an Overall Rating: Example

Scaled scores are created to align letter grades and scores used in the A–F academic accountability system to the common conception of letter grades.

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	89		89	70%	62.3
School Progress, Part A	84	84			
School Progress, Part B	72				
Closing the Gaps	81			30%	24.3
Overall Score					87
Overall Rating					B

A young Black male student is shown from the chest up, sitting at a desk and working on a silver laptop. He is wearing a blue and white plaid button-down shirt and is smiling while looking at the screen. His right hand is on the keyboard. To his right, on the desk, is a white coffee cup on a saucer and a stack of books. The background is a bright, out-of-focus indoor setting. Overlaid on the right side of the image is a large, bold, dark blue text block.

Alternative Education Accountability (AEA) System

AEA: Student Achievement

Student Achievement: STAAR

- Weight STAAR outcomes by performance level at 1, 2, and 3 points.

1 pt Approaches, 2 pts Meets, 3 pts Masters

Number of STAAR Assessments (All Subjects)

AEA: Student Achievement

Student Achievement: CCMR & Completion Rates

- Maintain existing methodology with the addition of a hold harmless previous dropout credit.
- Include previous dropouts in numerator but exclude from denominator.
 - Completion rate credit
 - CCMR rate credit

AEA: Student Achievement

Student Achievement: CCMR

- Adjust CCMR to include previous dropouts in the numerator only.

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

AEA: Student Achievement

Student Achievement: Completion Rate

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

Longitudinal Graduates PLUS Previous Dropouts who Return
Longitudinal Graduates MINUS Previous Dropouts who Return

AEA: School Progress

School Progress: Academic Growth

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

AEA: Relative Performance

School Progress, Part B: Retest Growth

- Add a better of Part A or B by creating a unique AEA Part B: Retest Growth methodology.
- Rate of retests from prior years at Approaches Grade Level or higher in current year (current AEA bonus points methodology)

1 pt for Approaches and above STAAR EOC retests

Count of STAAR EOC Retests

AEA: Closing the Gaps

- Academic Achievement (50%)
 - STAAR Reading/Math at Meets Grade Level (5%)
 - STAAR Student Achievement data (95%)
- Graduation Rate (10%)
 - 4-year federal rate with growth built in (5%)
 - 4-year completion rate with growth built in (95%)
 - Default to Retest Growth data if no 4-year rates
- English Language Proficiency (10%)
- SQSS (30%)
 - CCMR

Questions and Comments