

A faded background image of a high school prom homecoming court. The court consists of seven students standing in a line on a stage. From left to right: a young woman in a dark dress holding a bouquet; a young man in a red shirt and crown with a sash that reads "H. MEADOWS"; a young woman in a light-colored dress and tiara; a young man in a red and white robe and crown; a young woman in a red and white dress and tiara holding a bouquet; a young man in a red shirt and crown with a sash that reads "HOMECOMING DUKE"; and a young woman in a dark dress. Other students are visible in the background.

2023 Accountability System Reset Preliminary Framework Overview *Spring/Summer 2022*

2023 Preliminary Framework

- Complete the exit ticket at the end of this presentation.
- Email additional feedback to performance.reporting@tea.texas.gov before October 1, 2022.

Accountability Reset: Considerations Thus Far

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

District Ratings

District Ratings: Disconnect Examples

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

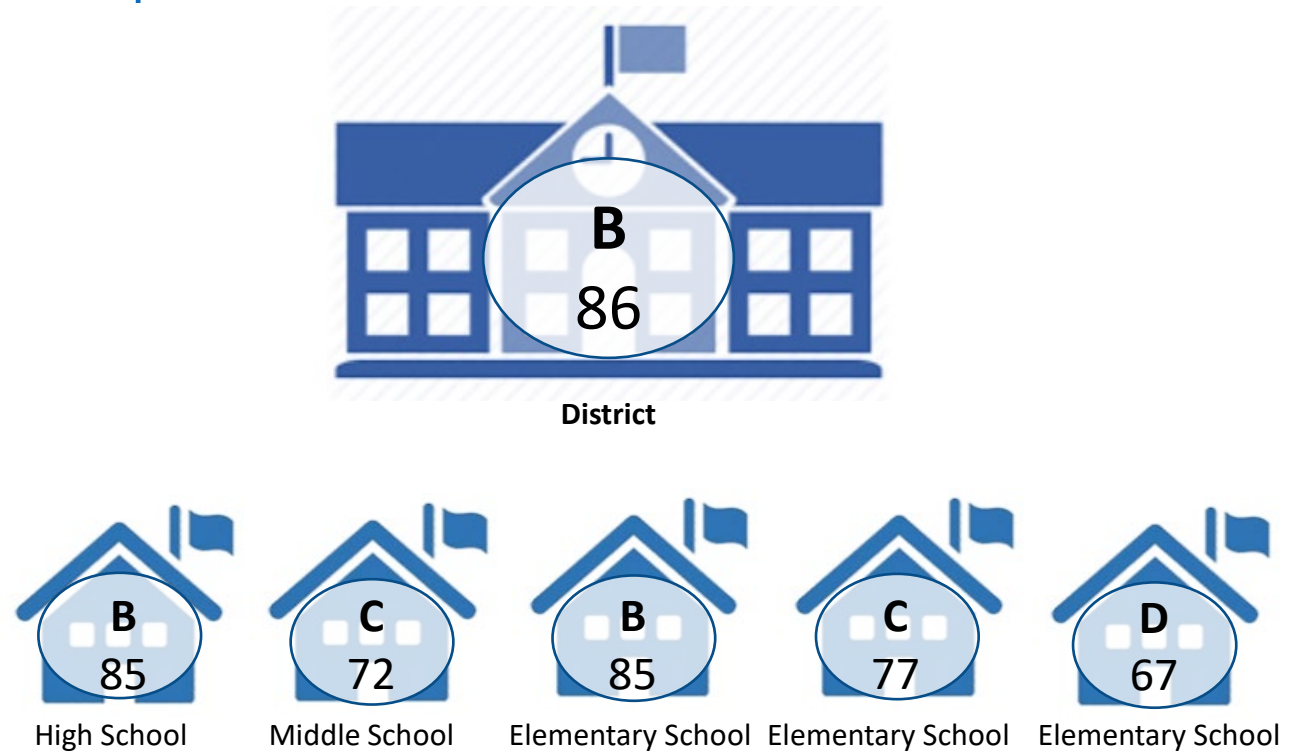
School	Grades				Overall	
Type	Served	Total Students	Alt Ed	Eco Dis	Rating	Score
		11,043	No	70.5%	B	80
Elementary	PK - 04	776	No	77.4%	D	67
Elementary	EE - 04	768	No	86.2%	C	71
Elementary	PK - 04	707	No	63.9%	D	62
Elementary	PK - 04	665	No	86.8%	F	59
Elementary	EE - 04	650	No	56.8%	B	81
Elementary	PK - 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: Existing Methodology

- Currently there is a disconnect between approximately 30 percent of district ratings and their campuses' ratings.
- Districts are rated with the same weighting methodology as high schools.
- CCMR and graduation rate weighting at the district-level has contributed to the disconnect.

Example



District Ratings: Reset Proposed Methodology



Methodology using Proportional Weighting by Domain

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

District Ratings: Reset Proposed Methodology



Methodology using Proportional Weighting by Domain (cont.)

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

District Ratings: Reset Proposed Methodology

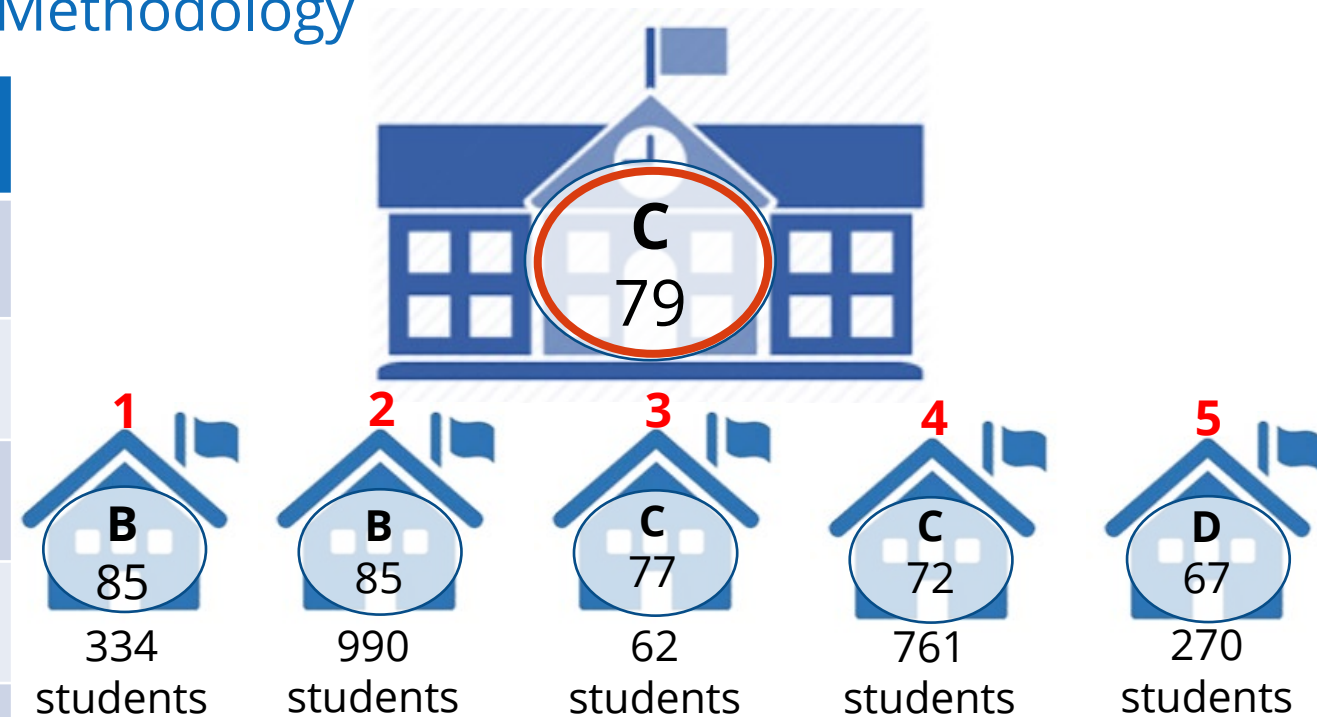
Example using Proportional Weighting Methodology

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

District Ratings: Reset Proposed Methodology

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



District Ratings: Methodology

Calculating an Overall Rating

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

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

Align *A-F* and Results Driven Accountability (RDA) Systems

A–F and RDA: Align Accountability Systems

Ideas for Alignment

- Phase in a potential Closing the Gaps, Part B: RDA domain for districts.
- Increase alignment between A–F ratings and RDA performance levels.
- Part B: RDA would not be used to identify schools for improvement under the Every Students Succeeds Act (ESSA).
- Align data sources and methodologies where possible.
- Align federal reporting requirements, reduce duplication of data reporting, and streamline data analyses across agency divisions.

A-F and RDA: Align Accountability Systems



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)

A–F and RDA: Align Accountability Systems

Ideas for Alignment

- For the first five years, the Part B: RDA subdomain would be report only for accountability and would not impact a district's rating or accountability identifications and/or reporting under ESSA.
- Required RDA staging and interventions would continue during this report only period.
- The agency will work with stakeholders during this time to align data sources and methodologies where possible.

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).
- Measure accelerated learning for grade 4–8 students who did not “pass” STAAR reading/mathematics in the prior year as required under House Bill 4545 (scored below Approaches Grade Level).

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 college, career, and military readiness (CCMR).
- Identify DRS for school improvement separately from traditional high schools.

Update CCMR Indicators

Update CCMR Indicators

Update Indicators

- Incorporate programs of study as required by statute, in alignment with industry-based certification updates.
 - Refreshed IBC list will be available summer of 2022.
 - Some form of phase-in for aligned programs of study course completion requirements is likely necessary to give schools time to adjust.
- Incorporate Texas National Guard enlistment as required by statute.
- Evaluate evidence of college readiness indicators on college enrollment and persistence and make any adjustments needed to ensure consistency of the college-readiness standard.

CCMR: College Readiness Indicators

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%

6. Expand Growth Recognition

Academic Growth: Expand Recognition of Growth

- The current growth calculation relies solely on analysis of vertical scale scores.
- This prevents growth analysis if students switch from Spanish-language to English-language testing.
- It also prevents growth calculations for freshmen taking STAAR English I EOC because of the difference in EOC vertical scaling.
- TEA is analyzing ways to calculate student growth that ensures more opportunities for growth.

7. Narrow Focus in Closing the Gaps

Closing the Gaps: Narrow Focus

- Currently, in Closing the Gaps, there are up to 14 distinct student groups, and any given student could count in between 2 and 6 of them, creating tremendous variability between how campuses are rated based on small enrollment differences.
- TEA is considering ways to potentially adjust how **groups** are categorized, to improve focus on more at-risk students whose performance is potentially not otherwise reflected in the first two domains.
- Additionally, the approach to scoring within any given component of Closing the Gaps is pass/fail, which can inadequately recognize significant performance improvements that remain below or above the pass/fail targets, and which ignores any distinction between reaching interim and long-term goals.
- TEA is considering ways to create a **gradated** scoring methodology to better reflect performance differences.

8. Update Cut Points and Targets

Update Cut Points: Target Setting

- TEA will set interim (5 year) and long-term (15 year) targets for each component of Closing the Gaps.
- TEA must also set cut scores across all domains that correspond to *A*, *B*, *C*, *D*, and *F*.
 - TEA will analyze 2022 STAAR outcomes to determine where cut points should be set.
 - TEA currently plans to use the same logic in setting cut points as used previously, specifically:
 - cut points for achieving an *A* (90 or above) should reflect performance equivalent to our long-term goals for student postsecondary success; and
 - average growth and proficiency demonstrated during the 2021–22 SY will determine the cut point to achieve a high *C* (78).
- Adjusted targets will be shared in fall 2022.

9. Badges and Distinction Designations

Badges and Distinctions: Recognizing District Efforts

- Our Badges and Distinction Designations Subcommittee is convening monthly throughout the spring and summer.
- They are charged with developing recommendations for refining distinction designations and implementing badges.
- Subcommittee recommendations will be shared in August 2022.

10. Extra- and Cocurricular Indicators

Extra-Curriculars: Still Under Consideration

- The extra- and cocurricular advisory group's report is due in December 2022.
 - An extra/cocurricular student leadership indicator may be adopted if it is found to be appropriate.
 - The data would likely be report-only for several years, as there would be a need to give districts time to build reliable data collections on extra/cocurricular.

A–F Accountability System Overview

Calculating an Overall Rating: Methodology

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

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

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

Accountability Reset: 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: Reset Components

STAAR

- Reset scaling cut points (fall 2022).

CCMR

- Reset scaling cut points (fall 2022).
- Incorporate programs of study and industry-based certification updates.
- Incorporate Texas National Guard enlistment (pending data).

Graduation Rate

- No changes

Student Achievement: Calculating a Score



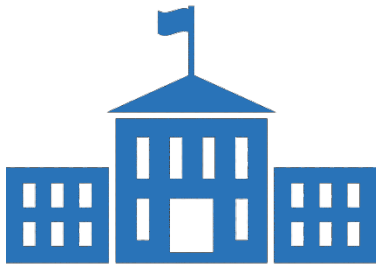
Elementary Schools

- **100%** STAAR



Middle Schools

- **100%** STAAR



High Schools & K-12s

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

Student Achievement: STAAR Methodology

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

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

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

Student Achievement: CCMR Existing 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/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 qualify for at least 3 hours credit



Career Ready

- Earn an industry-based certification
- 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*



*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 Reset Indicators



College Ready

- **Meet criteria of 3 on AP or 4 on IB examinations (pending)**
- **Meet Texas Success Initiative (TSI) criteria (SAT/ACT/TSIA1 or TSIA2/College Prep course) in reading and mathematics (College Prep course pending)**
- 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 dual enrollment course and qualify for at least 3 OnRamps hours credit



Military Ready

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



Career Ready

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

*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

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

$$\frac{\text{Number of Graduates Who Accomplish One or More CCMR Indicators}}{\text{Number of Annual Graduates}}$$

Student Achievement: Graduation Rate Methodology

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 2020, 6-year	95.0%
Graduation Rate Score	97.3

Accountability Reset: School Progress Domain

School Progress



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

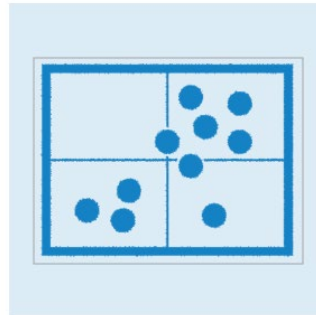
School Progress: Two Aspects of Progress

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

**Part A:
Academic Growth**



**Part B:
Relative Performance**



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

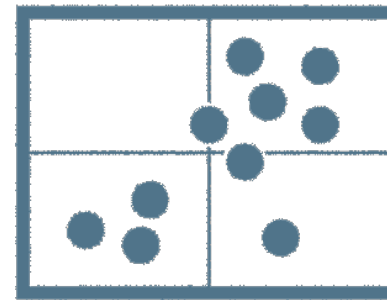
- The number of students that grew at least one year academically (or maintained performance) as measured by STAAR results
- The achievement of students relative to campuses with similar economically disadvantaged percentages

School Progress: Two Aspects of Progress

Part A: Academic Growth



Part B: Relative Performance



Academic Growth: Existing Methodology

- 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 across performance levels.

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						
High Did Not Meet Grade Level						
Low Approaches Grade Level						
High Approaches Grade Level						
Meets Grade Level						
Masters Grade Level						

Academic Growth: *Potential* Points

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	3	3
High Did Not Meet Grade Level	0	1/2	1	2	3	3
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

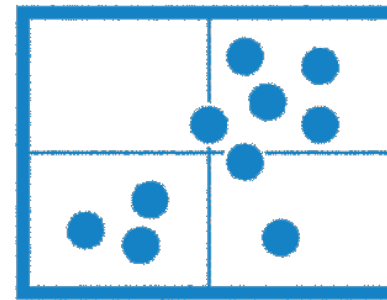
- Easy to understand
- Can be used for assessments with scores reported on different scales
 - Spanish to English transition
 - Grade 8 Reading to English I EOC
 - Additional growth opportunities for retesters
- Transparent
- Easy to duplicate at the local level

School Progress: Two Aspects of Progress

Part A: Academic Growth



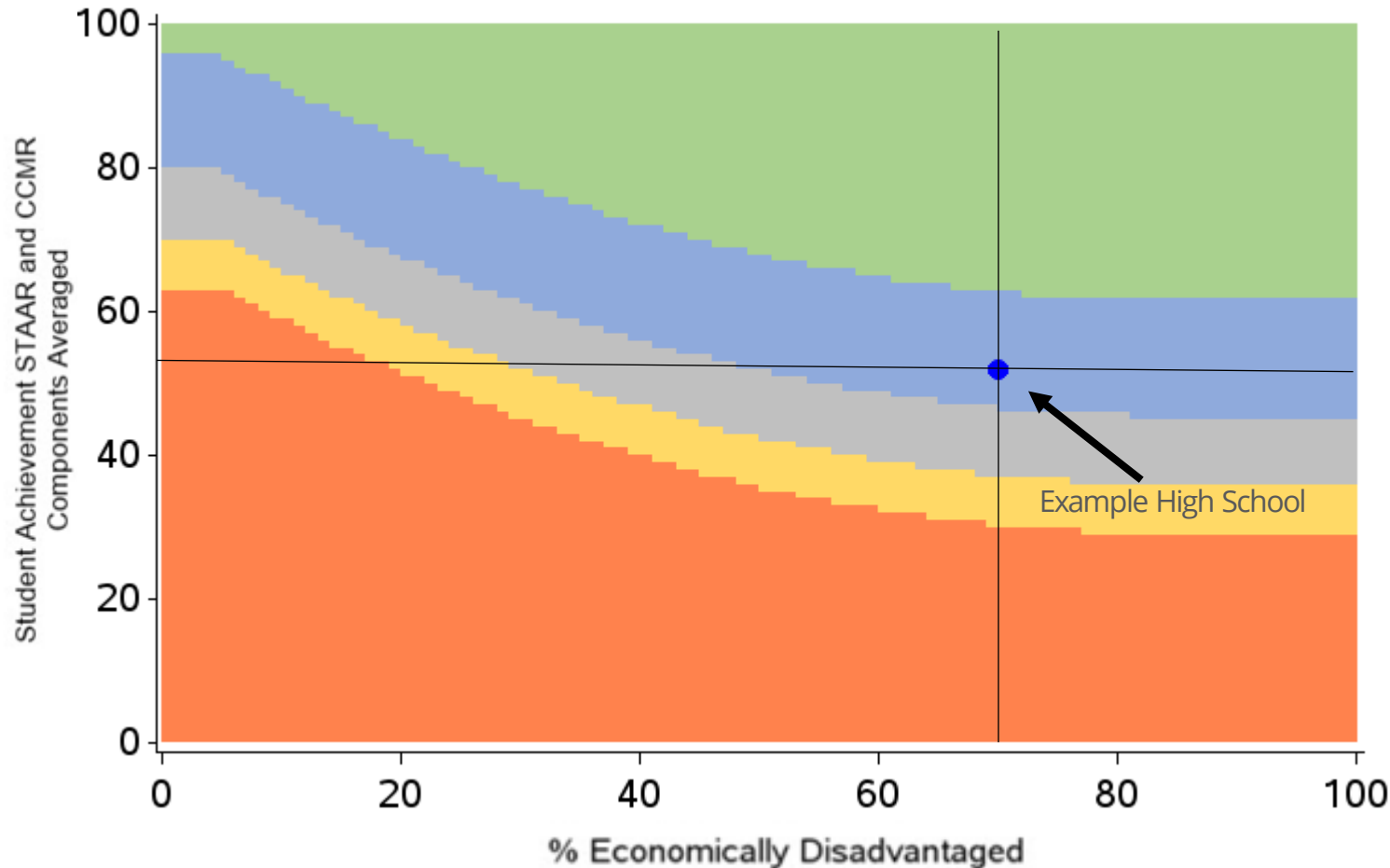
Part B: Relative Performance



Relative Performance: Existing Methodology

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.*

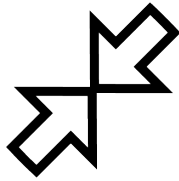
* This image is for illustrative purposes only and is only meant to provide a general idea of the methodology used for School Progress, Part B.

Relative Performance: Reset 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



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: Existing Student Group 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: Target Setting

- TEA will analyze 2022 STAAR outcomes to determine if and how student group targets should be reset.
- 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.

Closing the Gaps: Reset Proposals

- Set student group targets by campus type.
- Award gradated outcomes for achievement toward [student group targets](#).
 - 0–4 points instead of yes/no
 - Award points for growth to target.
- Replace Student Success component for elementary and middle schools with the Accelerated Learning component.
- Explore the use of super groups to narrow the focus on lowest performing groups.
- Update targeted and additional targeted identification and exit methodologies to align with 0–4 points.

Closing the Gaps: Proposed Gradated Points



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

Proposed Points Definitions

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

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

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

Closing the Gaps: Proposed Gradated Points

	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

Accelerated Learning 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 (scored below Approaches Grade Level).
- Campuses would receive credit for students in grades 4–8 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.

Closing the Gaps: Super Groups

- Continue annual reporting of each student group's progress toward interim and long-term targets.
- Shift methodology for awarding points and identifying campuses for federal school improvement to focus on underperforming student groups by "super grouping".
 - High Focus—an unduplicated grouping of students identified as emergent bilingual, economically disadvantaged, and/or served by special education programs
 - Gather feedback from stakeholders and the U.S Department of Education on the most effective way to narrow the focus of Closing the Gaps to the lowest performing groups.
- The agency will model data and gather feedback on potential adjustments to the current 25 student group minimum size.

Closing the Gaps: Potential Super Groups

Example Super Groups

- High Focus
- Lowest Performing Group #1
- Lowest Performing Group #2

Components	Current Count	3 Super Groups + All Students
Academic Achievement Reading/Math	28	8
Growth Reading/Math	28	8
ELP	1	1
CCMR	14	4
Grad Rate	11	4
Accelerated Learning (combine reading/math)	14	4
Total Possible Indicators (HS)	54	17
Total Possible Indicators (EL/MS)	71	21

Accountability Reset: Overall Rating

Calculating an Overall Rating: Methodology

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

We also include *how well districts and campuses are closing performance gaps* among different student groups (Closing the Gaps).

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

Calculating an Overall Rating: Example

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

Alternative Education Accountability (AEA) System

AEA Student Achievement: STAAR Methodology



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

1 pt Approaches, 2 pts Meets, 3 pts Masters
Number of STAAR Assessments (All Subjects)

AEA Student Achievement: CCMR and Completion Rates Methodology



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

AEA Student Achievement: CCMR Methodology



Adjust CCMR to include previous dropouts in the numerator only.

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

AEA Student Achievement: Completion Rate



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

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

AEA 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 School Progress: Relative Performance

Retester Growth

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

1 pt for Approaches or above STAAR EOC retests

Count of STAAR EOC Retests

AEA Closing the Gaps: Potential Weights

Academic Achievement (50%)

- STAAR Reading/Math at Meets Grade Level (5%)
- STAAR Student Achievement data (95%)

Graduation Rate (10%)

- 4-year federal rate (5%)
- 4-year completion rate (95%)
- Default to Retest Growth data if no 4-year rates

English Language Proficiency (10%)

SQSS (30%)

- CCMR

Federal School Improvement Identifications

Federal School Improvement Identifications

Comprehensive Support and Improvement (CSI) Identification

A Title I campus with a **Closing the Gaps (CTG) scaled score in the bottom five percent and an overall scaled score in the lowest percentile** is identified for CSI.

1. TEA determines the bottom five percent of CTG outcomes by rank ordering the scaled scores of Title I campuses by school type—elementary, middle, high school/ K-12, and alternative education accountability. TEA then determines which campuses fell in the bottom five percent for each school type.
2. TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify five percent of Title I campuses.

Federal School Improvement Identifications

CSI Identification Example

1. Rank order Title I campuses' CTG scaled scores to determine the bottom 5% cut point by school type—
 - a. Elementary
 - b. Middle
 - c. High school/ K–12
 - d. AEA
2. Rank order the **overall** scaled scores for *all* Title I campuses statewide to find cut point to identify at least 5% of Title I campuses.
 - a. If there are 6,400 Title I campuses in 2022, we must identify and/or reidentify at least 320 campuses as CSI.
 - b. By rank ordering overall scaled scores, TEA would identify the campuses that fall within the lowest overall percentile.

Federal School Improvement Identifications

CSI Identification [Example](#) (cont.)

3. Identify the Title I campuses that fall both within their school type CTG bottom 5% and have an overall scaled score in the lowest percentile.
 - a. Elementary ($\leq$ bottom 5% CTG scaled score and $\leq$ lowest percentile overall scaled score)
 - b. Middle ($\leq$ bottom 5% CTG scaled score and $\leq$ lowest percentile overall scaled score)
 - c. High school/ K-12 ($\leq$ bottom 5% CTG scaled score and $\leq$ lowest percentile overall scaled score)
 - d. AEA ($\leq$ bottom 5% CTG scaled score and $\leq$ lowest percentile overall scaled score)

Federal School Improvement Identifications

CSI Identification

Additionally, if any Title I or non-Title I campus **does not attain a 67 percent six-year federal graduation rate** for the all students group, the campus is identified for CSI.

Federal School Improvement Identifications

CSI Exit Criteria

- Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile exit.
- Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Federal School Improvement Identifications

Targeted Support and Improvement (TSI) Identification

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

Federal School Improvement Identifications

TSI Example

Red cells indicate consistently underperforming student groups. The white student group missed three indicator targets for three consecutive years.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco Dis	EL Current and Monitored	SPED Current
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.										
Years Missed			3							
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	39%	37%	56%	-	59%	-	-	37%	36%	36%
2019	25%	35%	50%	-	61%	-	-	32%	40%	28%
2022	34%	33%	52%	-	74%	-	-	31%	38%	28%
Mathematics Target	31%	40%	59%	44%	82%	50%	54%	36%	40%	23%
2018	35%	31%	50%	-	76%	-	-	34%	44%	39%
2019	22%	42%	51%	-	73%	-	-	36%	54%	30%
2022	26%	45%	51%	-	83%	-	-	36%	54%	30%
Growth (Academic Growth)										
Reading Target	62	65	69	67	77	67	68	64	64	59
2018	68	71	69	-	76	-	-	68	75	78
2019	68	75	84	-	84	-	-	73	84	-
2022	63	68	82	-	85	-	-	70	81	-
Mathematics Target	67	68	74	71	86	74	73	68	68	61
2018	70	60	62	-	85	-	-	64	74	73
2019	74	78	89	-	90	-	-	80	84	-
2022	72	78	86	-	91	-	-	78	81	-
Student Success (Student Achievement Domain Score (STAAR Component Only))										
Target	36	41	58	46	73	48	55	38	37	23
2018	37	40	50	-	63	-	42	38	45	34
2019	34	41	53	-	62	-	30	40	50	29
2022	36	41	54	-	73	-	56	40	52	25

Federal School Improvement Identifications

Additional Targeted Support (ATS) Identification

- ATS identification is based on the subset of TSI-identified campuses.
- Any TSI-identified campus has its identification escalated to ATS if it has at least one student group that did not meet **any** of its evaluated indicators for three consecutive years.
- Methodology will be updated to identify student groups that received a NO in 2019 and 2022 and a 0/1 in 2023.

Federal School Improvement Identifications

ATS Identification

- Minimum size
 - For elementary/middle schools the student group must meet minimum size for all three years in all five indicators
 - Academic Achievement Reading
 - Academic Achievement Mathematics
 - Academic Growth Reading
 - Academic Growth Mathematics
 - Student Success (STAAR Only)

Federal School Improvement Identifications

ATS Identification

- Minimum size
 - For high schools/K-12s the student group must meet minimum size for all three years in all four indicators
 - Academic Achievement Reading
 - Academic Achievement Mathematics
 - Graduation Rate
 - School Quality (CCMR)

**If the campus does not have a graduation rate, Academic Growth is used with the five minimum indicators requirement.*

Federal School Improvement Identifications

ATS Example

Red cells indicate consistently underperforming student groups. The circled student group missed all their targets for all three years.

If a consistently underperforming student group missed all evaluated indicators for three years, the campus is escalated to ATS.										
Years Missed			3							
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	39%	37%	56%	-	59%	-	-	37%	36%	36%
2019	25%	35%	50%	-	61%	-	-	32%	40%	28%
2022	34%	33%	52%	-	74%	-	-	31%	38%	28%
Mathematics Target	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2018	35%	31%	50%	-	76%	-	-	34%	44%	39%
2019	22%	42%	51%	-	73%	-	-	36%	54%	30%
2022	26%	45%	51%	-	83%	-	-	36%	54%	30%
Growth (Academic Growth)										
Reading Target	62	65	69	67	77	67	68	64	64	59
2018	68	71	67	-	76	-	-	68	75	78
2019	68	76	68	-	84	-	-	73	84	-
2022	63	68	68	-	85	-	-	70	81	-
Mathematics Target	67	69	74	71	86	74	73	68	68	61
2018	70	60	62	-	85	-	-	64	74	73
2019	74	78	73	-	90	-	-	80	84	-
2022	72	78	73	-	91	-	-	78	81	-
Student Success (Student Achievement Domain Score (STAAR Component Only))										
Target	36	41	58	46	73	48	55	38	37	23
2018	37	40	50	-	63	-	42	38	45	34
2019	34	41	53	-	62	-	30	40	50	29
2022	36	41	54	-	73	-	56	40	52	25

Federal Identifications Updates

ATS Exit Criteria

- A campus may exit ATS to TSI status if the campus continues to meet TSI criteria but does not have at least one consistently underperforming student group that did not meet any evaluated indicators.
- A campus may exit both ATS and TSI status if the campus has no consistently underperforming student groups for that year.

Exit Ticket



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