

Refreshed 2023 *A-F* Accountability Ratings

November 7, 2023
Texas Assessment Conference

Performance Reporting Division

Policy & Communications: Meet Your Presenters



Katherine Beck

Division Director



Melanie Robinson

*Accountability Communications
Coordinator*



Andrea Juarez

Director, Policy and Communications

Objectives

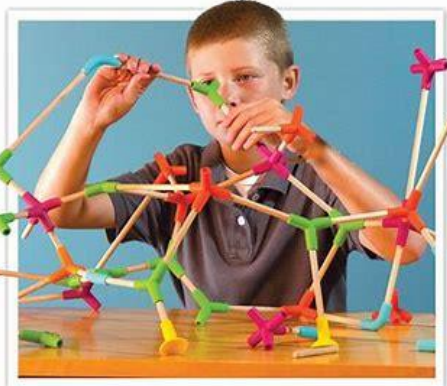
We're flexing, we're adjusting!

Presenters will:

- Guide attendees through each domain and component of the accountability system.
- Provide an overview of each change implemented in the 2023 A-F accountability ratings and federal identifications.

Attendees will:

- *Understand the impact of the 2023 refresh on district and campus outcomes.*
- Build their knowledge of how to review schools 2023 ratings *and how the refresh may have impacted them* to set a new baseline for the years ahead.
- Ask questions!



Today's Update

We're flexing, we're adjusting!

The final rule adopting the *2023 Accountability Manual* was filed on October 25, adopted, and posted on October 31.

[Home](#) / [About TEA](#) / [News and Multimedia](#) / [To The Administrator Addressed Correspondence](#)

2023 Accountability Manual

taa-2023-10-31-2023-accountability-manual.pdf399.4 KB

| | |
|-------------|------------------------------|
| Date: | October 31, 2023 |
| Subject: | 2023 Accountability Manual |
| Category: | Notice |
| Next Steps: | Share with appropriate staff |

The purpose of this communication is to inform school systems about the publication of the final rule adopting the *2023 Accountability Manual*. A few key points:

- The final Manual, which was filed on Wednesday, October 25th, is now [posted online](#). The manual is the result of two years of stakeholder feedback, a posted framework in January 2023, and feedback collected from the proposed rule posted in May.
- **The issuance of A-F ratings under this final rule is pending and subject to change based on judicial rulings or decisions from the 88th Legislature during a special called session.**
- The Manual also covers topics related to designations under the federal accountability system and Results Driven Accountability (RDA), which take effect per the final rule.

Today's Update

We're flexing, we're adjusting!

Today, November 7, the Final “*What If*” ratings for 2021-2022 are scheduled to be published for districts on TEAL.

This session will be used to highlight the key updates to the manual that was released, as reflected in the 2022 “*What If*” ratings.

Agenda

Agenda

- *A-F* Domains and Components
 - TEA Commitments
 - Domain Overview
- *A-F* 2023 Manual Changes
 - Preliminary Manual
 - Final Manual
- What is "What If"
 - What If Statewide Summary

A-F Domains and Components

A–F is going through a refresh for 2023, but
these commitments remain unchanged

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



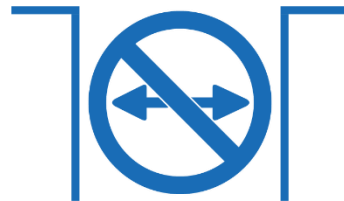
According to state law, the purpose of A-F accountability is:

- **to continuously improve student performance**
- **eliminating achievement gaps** based on race, ethnicity, and socioeconomic status
- to ensure this state is a national leader in **preparing students for postsecondary success.**

Improve Student
Performance



Eliminate
Achievement Gaps



Prepare Students for
Postsecondary Success



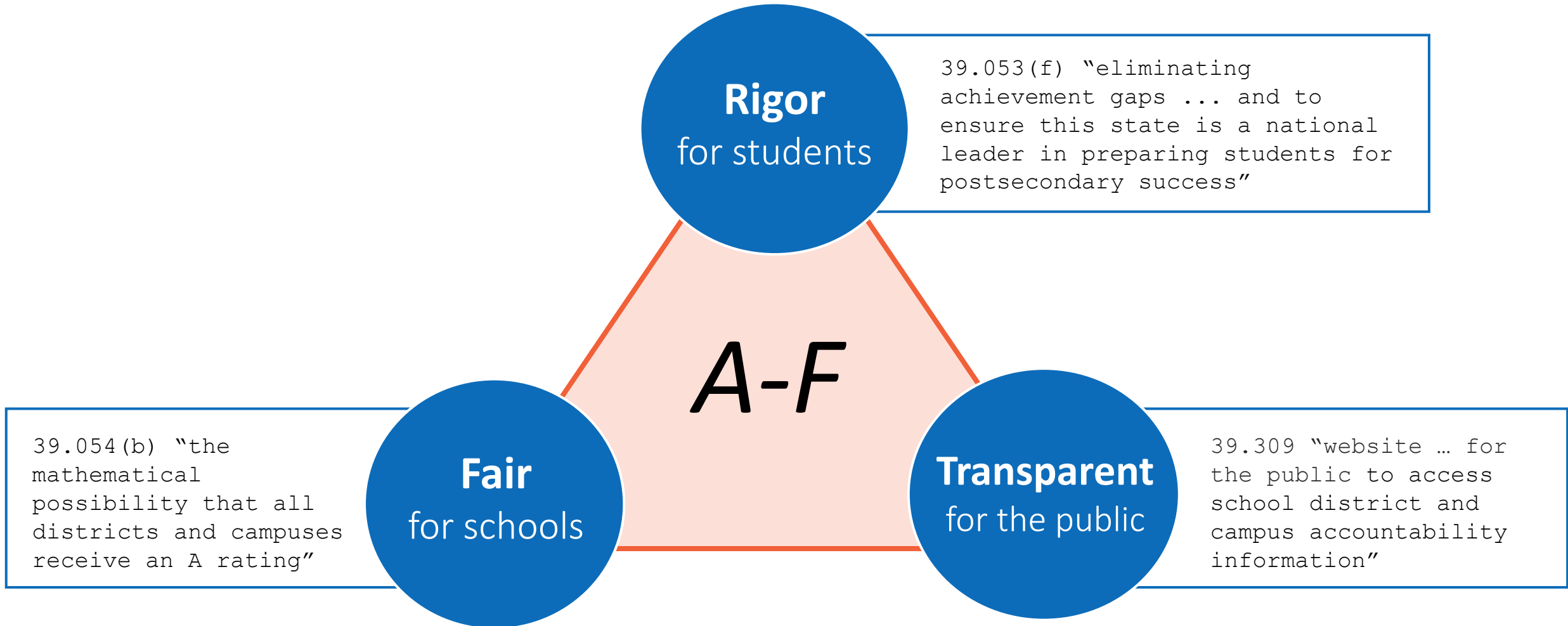
Fostering a **culture that supports growth** and continuous improvement when this performance information is public is a difficult but **critical task for education leaders.**

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

1. Ratings reflect better of achievement or progress
2. School performance is evaluated through multiple valid measures
3. Ratings are based on defined criteria, not a fixed distribution
 - “A” reflects performance consistent with reaching long term student goals
 - “C” reflects average performance for the baseline year
4. The system design remains static in most years

A–F is going through a refresh for 2023, but these commitments remain unchanged

Balancing competing objectives



The Better of Achievement or Progress and Student Group Results

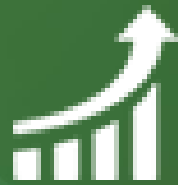
Better of Achievement or Progress: **70%**



Domain 1

**Student
Achievement**

This domain 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.



Domain 2

**School
Progress**

This domain is 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.

30%



Domain 3

**Closing
the Gaps**

This domain is 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.

**This design reflects a
commitment**

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

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

Domain 1

Student Achievement



Elementary



Middle



High Schools & K-12s

■ 100% STAAR

■ 100% STAAR

■ 40% STAAR

■ 40% College, Career,
Military Ready (CCMR)

■ 20% Graduation Rate
AEA Completion Rate

STAAR

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

Illustrative data

| # of Students | % |
|---------------|-------|
| 2,977 | 92.7% |
| 1,945 | 60.6% |
| 878 | 27.3% |

Average of 3

$$93 + 61 + 27 = 181 \div 3$$


College Ready

- Meet criteria on AP/IB exams
- Meet TSI criteria (SAT/ACT/TSIA) or complete a college prep course in reading and mathematics
- Complete dual credit course(s) or OnRamps course
- Earn an associate degree
- Graduate under an advanced diploma plan and be identified as a current special education student



Career & Military Ready

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



Domain 2

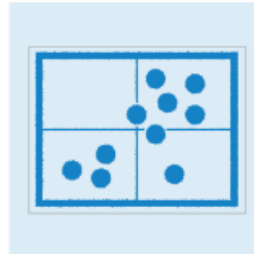
School
Progress

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

Part A:
Academic Growth



Part B:
Relative Performance

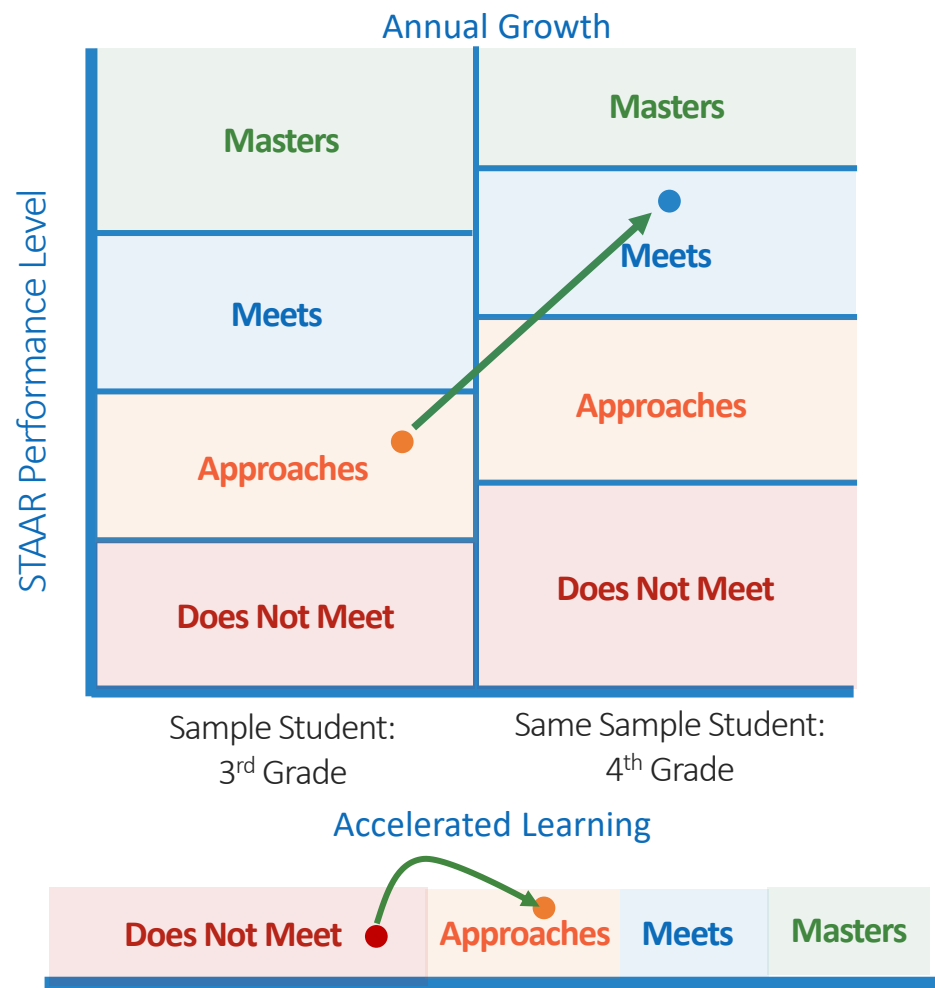


The School Progress domain measures district and campus outcomes in two areas:

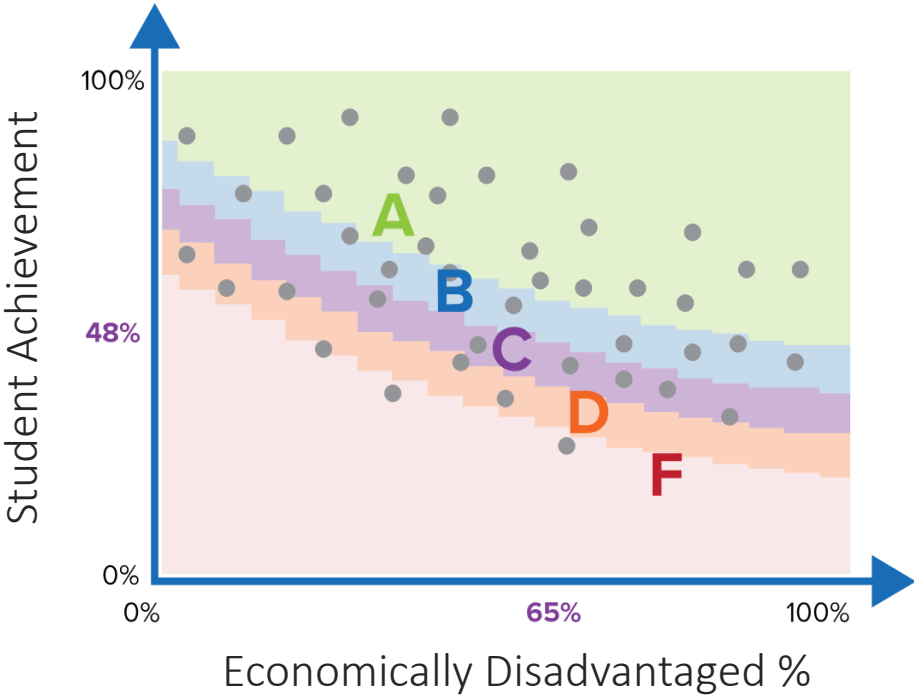
- The number of students that grew at least one year academically and number of students that were accelerated as measured by STAAR results
- The achievement of students relative to campuses with similar economically disadvantaged percentages

Domain 2: Student Progress

PART A: Academic Growth
Aggregating individual student year-over-year gains



PART B: Relative Performance
Approximating growth using baseline adjusted proficiency targets



Closing the Gaps Domain

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

Progress to English Language Proficiency (EL, MS, HS)

School Quality/Student Success (SQSS)

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



Closing the Gaps Domain

Student group targets are set by campus type.

2023 Closing the Gaps Performance Targets: High Schools, K–12s, and AEAs

| | Targets | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | High Focus | EB/EL ¹ (Current & Monitored) | Eco Dis | SpEd (Current) | SpEd (Former) | Cont Enrolled |
|------------------|---|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|---|---------|-------------------|------------------|------------------|
| Ac. Ach.: RLA | 2023 Target | 44% | 32% | 36% | 62% | 43% | 74% | 45% | 58% | 32% | 20% | 33% | 13% | 30% | 46% |
| | Next Interim Target (2027-28 through 2031-32) | 53% | 43% | 47% | 68% | 53% | 78% | 54% | 65% | 43% | 33% | 44% | 28% | 42% | 55% |
| | Long Term Target (2037-38) | 72% | 66% | 68% | 81% | 72% | 87% | 73% | 79% | 66% | 60% | 67% | 57% | 65% | 73% |
| Ac Ach.: Math | 2023 Target | 38% | 26% | 35% | 48% | 37% | 72% | 41% | 44% | 31% | 31% | 32% | 15% | 33% | 40% |
| | Next Interim Target (2027-28 through 2031-32) | 48% | 38% | 46% | 57% | 48% | 77% | 51% | 53% | 43% | 43% | 43% | 29% | 44% | 50% |
| | Long Term Target (2037-38) | 69% | 63% | 68% | 74% | 69% | 86% | 71% | 72% | 66% | 66% | 66% | 58% | 67% | 70% |

Closing the Gaps Domain

| 0–4 Points Definitions | |
|------------------------|--|
| 4 | Met long-term target (2037–2038 target) |
| 3 | Met interim target (2022–2023 through 2026–2027 target) |
| 2 | Did not meet interim target but showed expected growth toward next interim target (2027–2028 through 2031–2032 target) |
| 1 | Did not meet interim target but showed minimal growth |
| 0 | Did not meet interim target and did not show minimal growth |

- Expected growth is defined as on-track growth to reach the next interim target. The denominator for 2023 is six years. The denominator for 2024 will be five years and so forth.
- Minimal growth is defined as at least 1.0% growth for STAAR, CCMR, and ELP indicators. Minimal growth is at least 0.1% growth for graduation indicators.

| Expected Growth | |
|------------------------------|---------|
| 2022-2023 | 1 |
| 23-24 | 2 |
| 24-25 | 3 |
| 25-26 | 4 |
| 26-27 | 5 |
| Next Interim Target 27-28 | 6 years |

A–F Refresh Changes

2023 A–F Refresh: Changes

1. **Update cut points and targets (All Domains):** Ensure we are meeting statutory requirements and to reflect appropriate goals for students post-COVID.
2. **Update CCMR indicators (Domain 1):** Implement a phase-in period for updated industry-based certification (IBC) requirements, with a cap applied to sunseting-IBCs in 2023.
3. **Improve ability to recognize growth (Domain 2):** Recognize growth for more students through a transition table and include recognition of successful learning acceleration.
4. **Narrow the focus within Closing the Gaps (Domain 3):** Narrow the focus on students most in need with super groups and better differentiation through a 0-4 points rather than a yes/no methodology.
5. **Update overall district rating methodology (Districts):** Calculate district ratings using a proportional weighted average of campus ratings to increase alignment of district outcomes with campus outcomes.
6. **Create a unique alternative education accountability (AEA) system:** Include previous dropouts in CCMR and graduation numerators, but not denominators as part of a unique system for dropout recovery schools.
7. **Add new performance data to TXschools.gov and TPRS:** Recognize district efforts through additional programmatic and data highlights on TXschools.gov and TPRS.

1. Update cut points and targets – *every 5 years*

What: Establish new baseline data and update cut points and targets where appropriate. (STAAR achievement and relative performance cut points are not changing.)

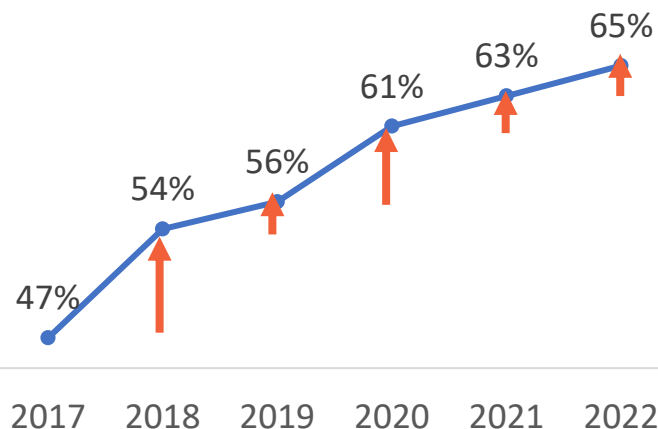
Why: To ensure we are meeting statutory requirements and to reflect appropriate goals for students post-COVID

Annual Review (before A–F)

Prior to HB 22, rating methodology changed every year, typically with small increases in cut scores.

Pro: There are not dramatic changes in how schools are rated in any given year.

Con: It is harder to do year-over-year performance comparisons, and a sense of “continually moving goal posts”.



State law requires updates to **standards to continuously improve** student performance and ensure Texas is a national leader in preparing students for postsecondary success.

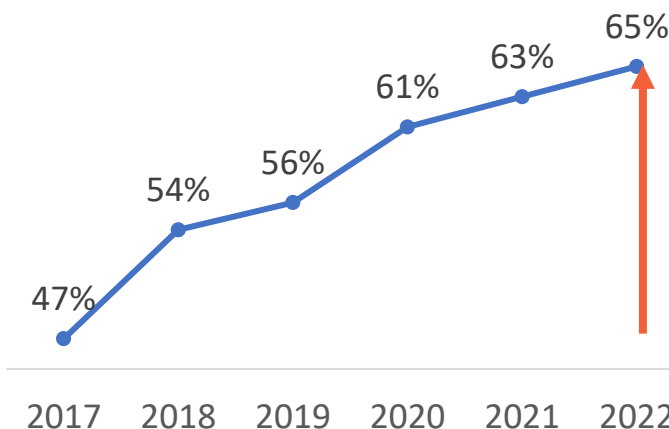
Note: CCMR data is from the previous year's graduating class (e.g., 2022 data is from Class of 2021)

Periodic Review (A–F)

Since HB 22, rating methodology must be changed periodically. In a year when that happens, methodologies and cut points change at a level generally equivalent to the accumulation of a series of small annual changes.

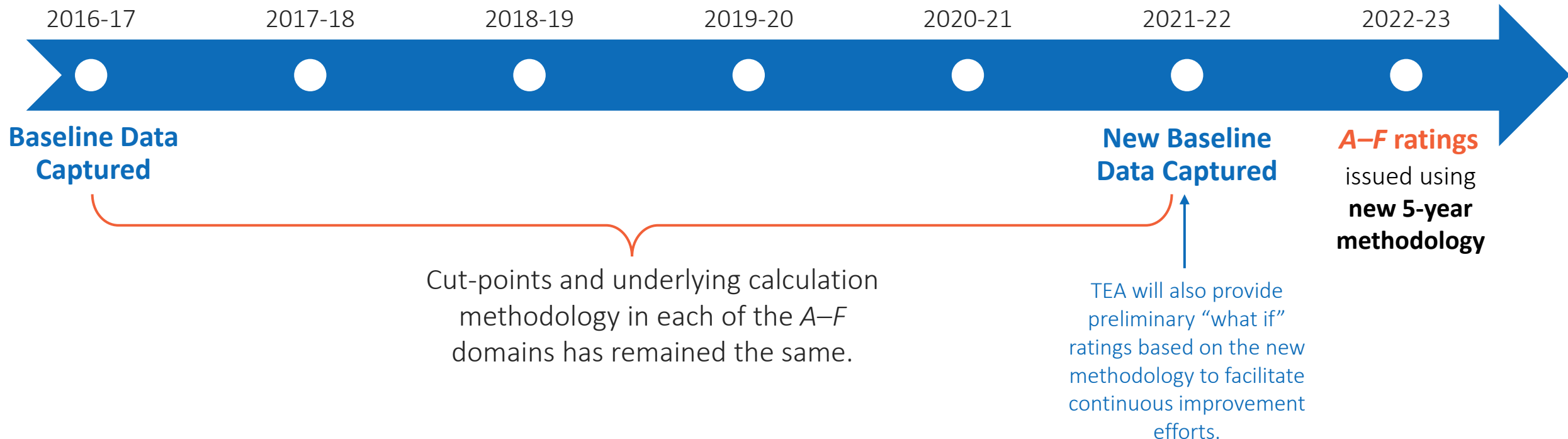
Pro: In most years, this allows for an apples-to-apples year-over-year comparison of performance.

Con: In a year when indicators are changed, there is a more dramatic change in school ratings. Statewide efforts must be made to communicate this to ensure appropriate performance comparisons are made in those years.



Periodic change to allow year-over-year comparisons

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



Setting Targets for a C

Five years ago, goalsetting for a mid C was anchored 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.

The first set of proposed cut points by campus type were released in early January.

Setting Targets for an A

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

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

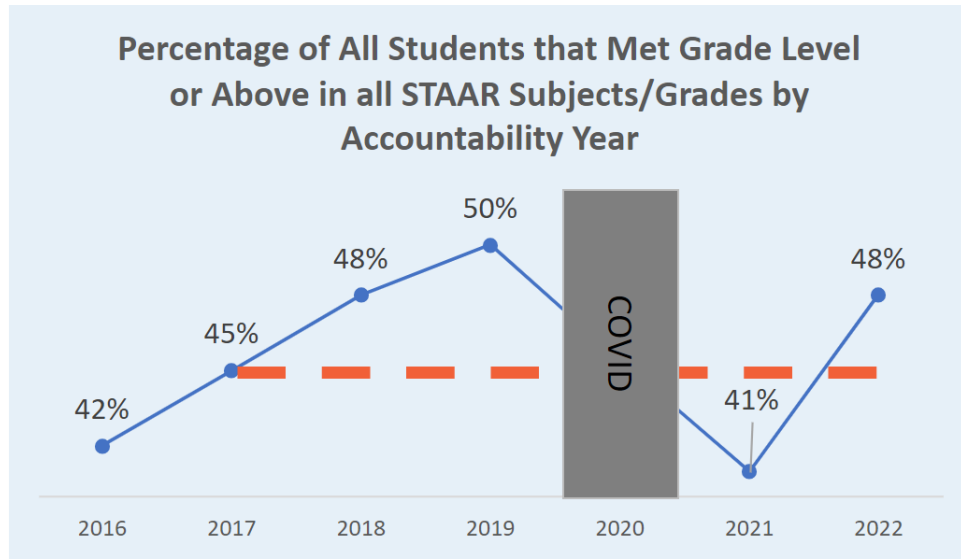
No Fixed Distribution

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



Make updates where appropriate (i.e., not STAAR Achievement Domain Cut Points)

STAAR proficiency has increased since 2017



To account for COVID-19 and the STAAR redesign, A-F cut points did not change

Cut points set in 2017
(2018 to 2022)

| Scaled Score | STAAR | | |
|--------------|------------|--------|---------|
| | Elementary | Middle | HS/K-12 |
| 90-100 | 60 | 60 | 60 |
| 80-89 | 53 | 49 | 53 |
| 70-79 | 41 | 38 | 41 |
| 60-69 | 35 | 32 | 35 |

2023 Final Manual
(unchanged)

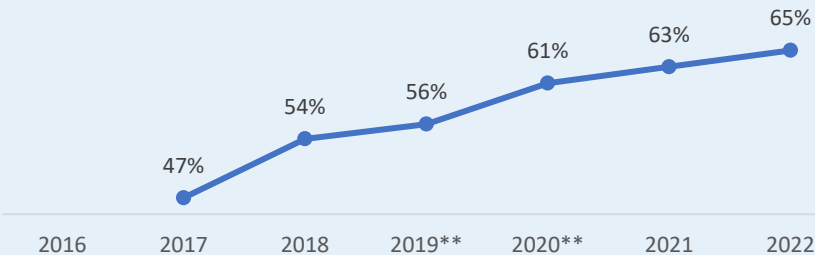
| Rating | STAAR | | |
|--------|------------|--------|---------|
| | Elementary | Middle | HS/K-12 |
| A | 60 | 60 | 60 |
| B | 53 | 49 | 53 |
| C | 41 | 38 | 41 |
| D | 35 | 32 | 35 |

Anchored to long-term goals for an A (60%)

By **2030**, at least **60%** of Texans will have a certificate or degree.

Make updates where appropriate (i.e., CCMR and graduation)

CCMR Rate*** by Accountability Year



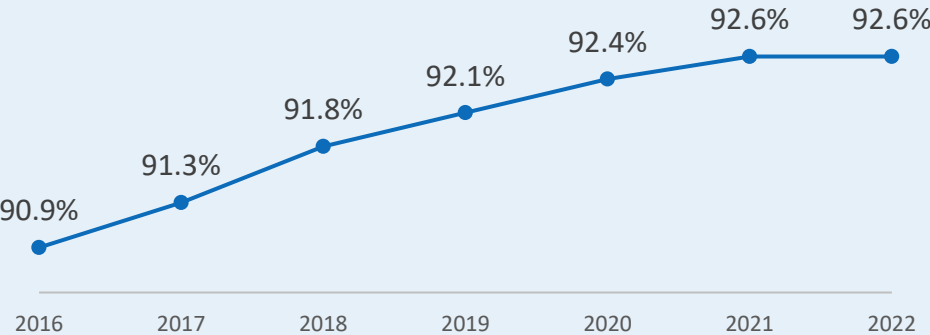
CCMR scores have improved by 38% since cut scores were initially set

| Rating | Non-AEA |
|---|-----------------|
| A | 8860 |
| B | 7848 |
| C | 6439 |
| NR-Senate Bill 1365D | 5126 |

Anchored to long-term goals for an A (90%)

Anchored to newest year of average performance for a mid C (65%)

Graduation Rate* by Accountability Year

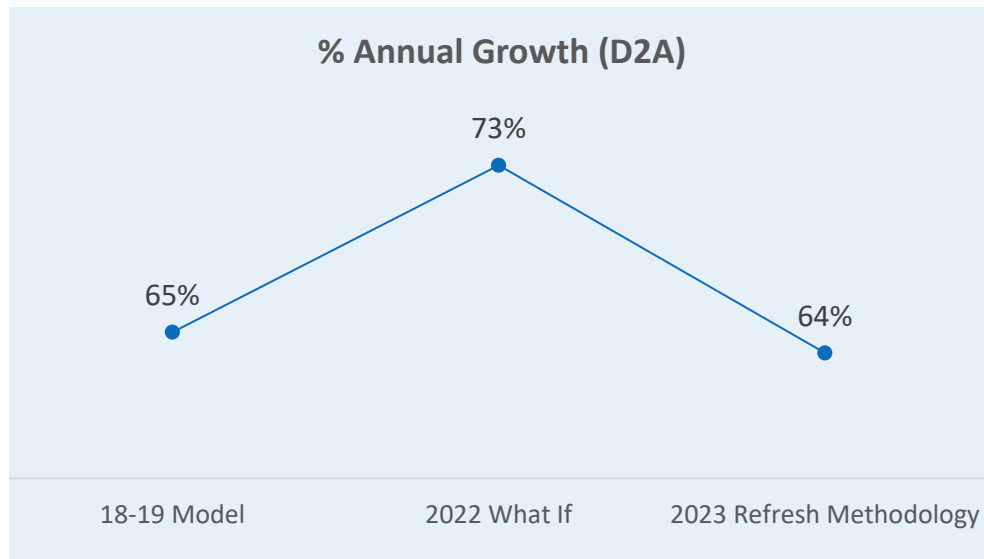


| Scaled Score | Non-AEA | |
|--------------|-----------------|---------------------|
| | Low | High |
| 100 | 100 | - |
| 95 | 9998 | 99.999.9 |
| 90 | 9896 | 98.997.9 |
| 85 | 9795 | 97.995.9 |
| 80 | 9694 | 96.994.9 |
| 75 | 9593 | 95.993.9 |
| 70 | 9492 | 94.992.9 |
| 65 | 9188 | 93.991.9 |
| 60 | 8886 | 90.987.9 |
| 55 | 7270 | 87.985.9 |
| 50 | 5050 | 71.969.9 |
| 40 | 30 | 49.9 |
| 30 | 0 | 29.9 |

Make updates based on the data and our commitments (i.e., the Delay to review our STAAR Growth Cut Points)

2022 STAAR growth was a greater anomaly than expected.

To account for an anomalous 2022, A-F cut points were updated to be based on 2019 only.



Preliminary Manual

| Campus School Progress, Part A: Score Cut Points | | | | |
|---|------------|--------|---------|-----|
| Rating | Elementary | Middle | HS/K-12 | AEA |
| <i>A</i> | 85 | 85 | 85 | 80 |
| <i>B</i> | 76 | 72 | 76 | 68 |
| <i>C</i> | 69 | 65 | 69 | 58 |
| <i>D</i> | 64 | 60 | 64 | 47 |

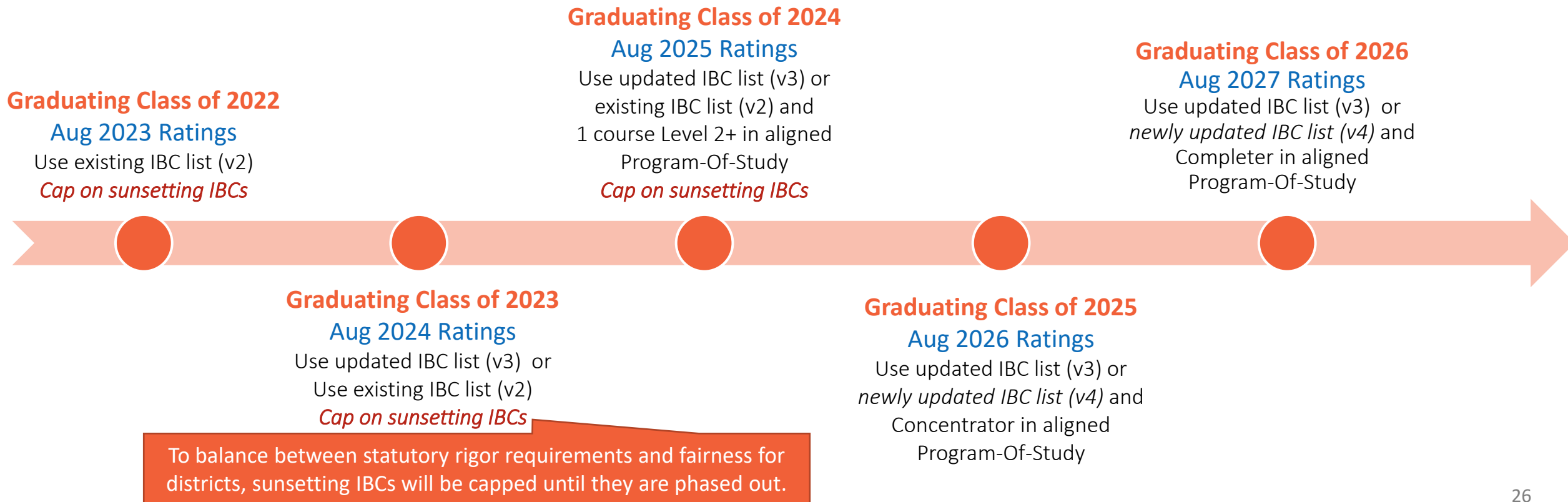
2023 Final Manual (updated)

| Campus School Progress, Part A: Score Cut Points | | | | |
|---|------------|--------|---------|-----|
| | Elementary | Middle | HS/K-12 | AEA |
| <i>A</i> | 80 | 80 | 85 | 80 |
| <i>B</i> | 71 | 68 | 74 | 62 |
| <i>C</i> | 63 | 61 | 68 | 51 |
| <i>D</i> | 56 | 55 | 62 | 35 |

2. Update CCMR indicators

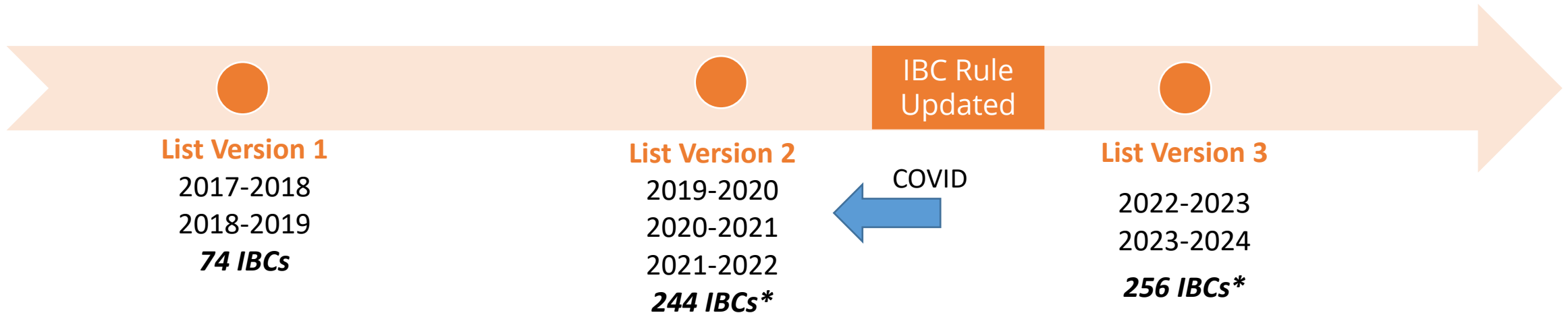
What: Implement a phase-in period for updated industry-based certification (IBC) requirements, including sunsetting certifications and aligning with programs of study.

Why: With the evolving economy, TEA revises the list every 2 years; the phase-in allows districts time to update CTE programs of study offerings.



Make updates based on the economy – use revised list

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



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

Make updates based on the data – apply a sunseting cap

- IBCs prepare students for in-demand jobs within the current workforce.
- The six evaluation criteria established in 19 TAC §74.1003 were developed to meet requirements in TEC §39.053, that the commissioner adopt a set of indicators, improving student preparedness for success in entering the workforce, the military, or postsecondary education.
- IBCs are reviewed on a regular cycle, and IBCs that do not meet all six criteria are sunset.

The sunseting IBC limit allows up to 20 percent of graduates who earned a sunseting IBC as their ONLY CCMR credit to count toward CCMR.

- Find [more information about IBCs and sunseting.](#)
- [List of Sunseting IBCs](#) - used for 2023 accountability (2021-22 graduates).

Make updates based to military next year



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



Military Ready

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



Career Ready

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

3. Improve ability to recognize growth

What: Within Domain 2a, Academic Growth, move to a transition table and include learning acceleration

Why: To include more students in the calculation for growth and recognize successful learning acceleration.

Annual Growth

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

Accelerated Learning

| Prior Year | Current Year | | | |
|--------------------------|--------------------------|------------------------|-------------------|---------------------|
| | Did Not Meet Grade Level | Approaches Grade Level | Meets Grade Level | Masters Grade Level |
| Did Not Meet Grade Level | 0 | 1 | 1 | 1 |

Including a measure for accelerated learning

Transition table methodology allows us to include more students, including students moving from grade 8 to English I and students moving from a Spanish to an English test.

Improve ability to recognize growth with more transitions included

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 | |

¶ 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).

Improve ability to recognize growth by rewarding acceleration

Continue to report separate raw scores for Annual Growth and Accelerated Learning to facilitate meaningful interpretation

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

To calculate an Academic Growth score, Accelerated Learning added as “bonus points” to calculation

$$\begin{array}{l} \text{Sum of RLA \& Mathematics Points Earned for Annual Growth} \\ + 0.25 \times \text{Sum of RLA \& Mathematics Points Earned for Accelerated Instruction} \end{array}$$

Sum of Maximum RLA & Mathematics Points for Annual Growth

Any raw score over 100 will be scaled to a 100.

For each test that Did Not Meet previously and was accelerated to Approaches or above, a campus will get ¼ or 0.25 bonus points added to the numerator of their Academic Growth calculation.

4. Narrow the focus within Closing the Gaps

What: Within Domain 3, Closing the Gaps, rather than giving all groups equal weight, use super groups. Reduce the minimum size to 10, and move from yes/no to 0-4 points methodology

Why: Super groups allow us to focus on students most in need. Size and point methodology changes allow us to include more students and improve differentiation.

| 0–4 Points Definitions | |
|------------------------|--|
| 4 | Met long-term target (2037–2038 target) |
| 3 | Met interim target (2022–2023 through 2026–2027 target) |
| 2 | Did not meet interim target but showed expected growth toward next interim target (2027–2028 through 2031–2032 target) |
| 1 | Did not meet interim target but showed minimal growth |
| 0 | Did not meet interim target and did not show minimal growth |

| Student Groups Evaluated in Closing the Gaps | |
|---|---|
| Closing the Gaps Rating | 4 Super Groups <ul style="list-style-type: none">• All Students• Two lowest performing racial/ethnic groups from the prior year• High focus (includes economically disadvantaged, Emergent Bilingual (EB), current special education, highly mobile) |
| Comprehensive Support and Improvement (CSI) Determinations | |
| Targeted Support and Improvement (TSI) & Additional Targeted Support (ATS) Determinations | 12 Disaggregated Groups <ul style="list-style-type: none">• 7 racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or more races• Economically disadvantaged• Special education• Emergent Bilingual• Continuously enrolled (beginning with 2023)• Former special education (beginning with 2023) |
| Evaluated & Reported | 18 Groups (see above) |

Narrow the focus by using “super groups”

- Closing the Gaps will continue to annually report each student group’s progress toward interim and long-term targets.
- Closing the Gaps points will be based on underperforming student groups by “super grouping”.
 - High Focus—This is an unduplicated count of tests from students (or graduates in CCMR/graduation rates) identified as emergent bilingual, economically disadvantaged, served by special education programs, and/or highly mobile.
 - Highly mobile=homeless, foster, and/or migrant.

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

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

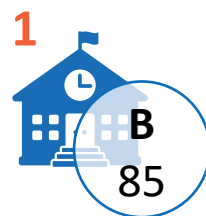
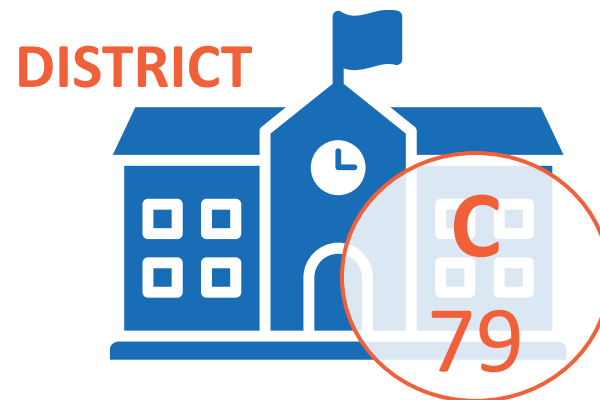
- The reasoning for this change is to evaluate the outcomes for as many students as possible in Closing the Gaps in order to close achievement gaps.
- Reminder: 10 tests or 10 graduates
 - Minimum size is based on test counts for STAAR/TELPAS indicators.
 - Minimum size is based on graduate counts for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

5. Update overall district rating methodology

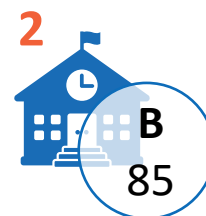
What: Rather than calculating districts as a single K-12 campus, calculate district ratings using a proportional weighted average of campus ratings. Include Ds in the 3 out of 4 rule (Domains 1, 2a, 2b, 3).

Why: To increase alignment of district outcomes with campus outcomes and align the definition of unacceptable performance with SB 1365.

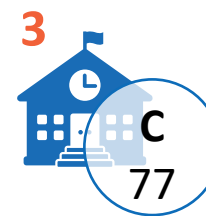
| Campus | 3–12 Enrollment | Score | Weight | Points |
|------------------------|-----------------|-------|--------|--------|
| Campus 1 | 334 | 85 | 13.8% | 11.7 |
| Campus 2 | 990 | 85 | 41.0% | 34.9 |
| Campus 3 | 62 | 77 | 2.6% | 2.0 |
| Campus 4 | 761 | 72 | 31.5% | 22.7 |
| Campus 5 | 270 | 67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



334
students



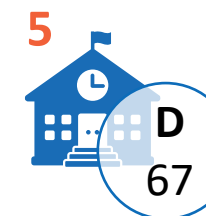
990
students



62
students



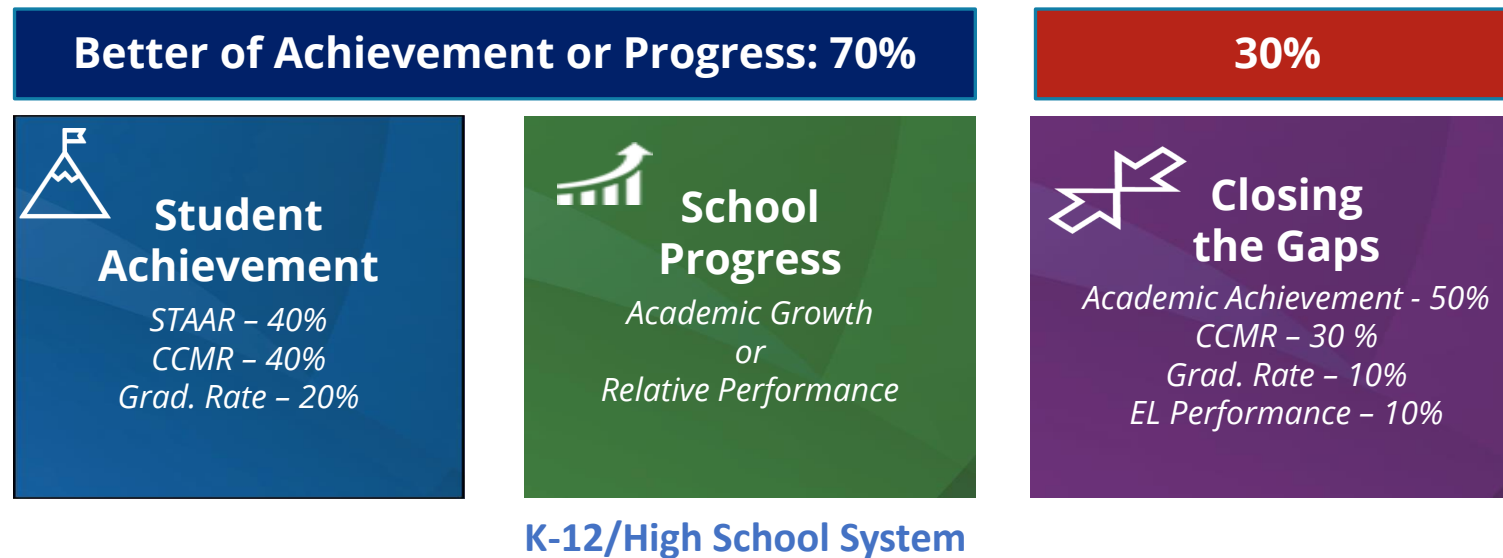
761
students



270
students

Change from a K-12/HS system to new district rating system

- Prior to 2023, district ratings mirrored the K-12/High School campus system.



- In the 2023 Accountability Manual, district ratings are instead weighted by enrollment of grade 3-12 students on each campus. The campus weight determines how much a campus grade proportionally impacts the district rating.

Update district ratings to better align campuses and districts

- **Increases alignment of district outcomes with campus outcomes:** In 2019, 30% of district ratings were not aligned with their campuses' ratings.

A district could be A-Rated even when no campus was A-Rated, because of the higher outcomes of one High School.

| School Type | Grades Served | 2022 Rating | 2022 Score | Proportional Rating | Proportional Score |
|-----------------|---------------|-------------|------------|---------------------|--------------------|
| DISTRICT | | A | 90 | B | 81 |
| Elementary | PK - PK | B | 82 | B | 82 |
| Elementary | KG - 02 | B | 82 | B | 82 |
| Elementary | 03-05 | B | 82 | B | 82 |
| Middle School | 06-08 | C | 76 | C | 76 |
| High School | 09-12 | B | 88 | B | 86 |

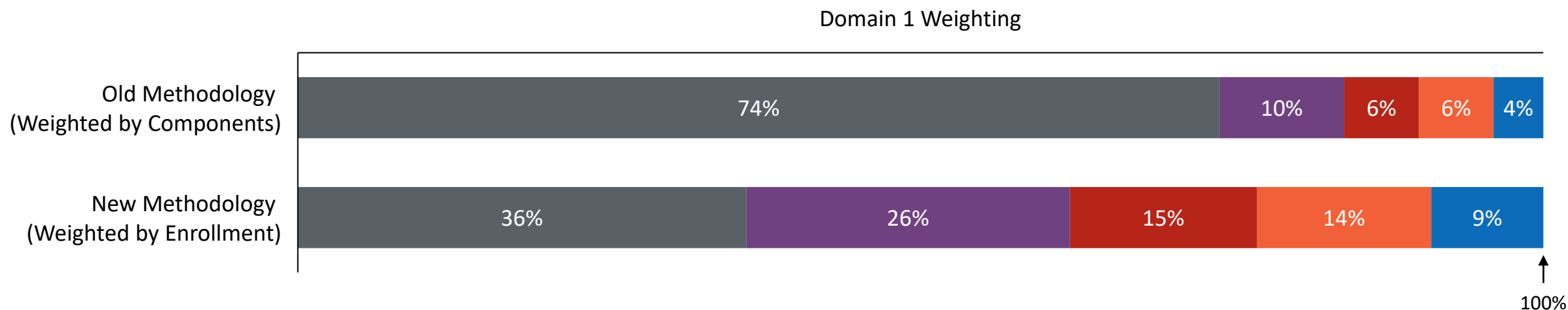
- **Decreases disproportionate emphasis on high school performance:** Specifically, high school CCMR and graduation rates were 60% of Domain 1: Student Achievement scores and an additional 40% of Domain 3: Closing the Gaps scores, making them a significant factor in district ratings that was not reflective of all students within a district.

Example of disproportionate emphasis on HS performance

Under the previous methodology, **high school performance was over-represented** for both Domain 1: Student Achievement and Domain 3: Closing the Gaps.

The following illustrates over-representation in Domain 1 for an example high school with 36% of the total district enrollment. For this example, Armadillo HS had a “C” rating, Big Bend MS received a “B”, and all 3 elementary schools received an “A”.

Under the old methodology, the district would receive a “C” rating because of the influence of low CCMR performance and graduation rates at Armadillo HS (**which affects 60% of the Domain 1 score**). Under the new methodology, the district would receive a “B” rating because the weight is based on enrollment and Armadillo HS is only 36% of the student enrollment.



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

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

Current

If a campus or district earns 3 or more *Fs*, they cannot earn above 59. *If the Student Achievement domain scaled score is 60 or higher, this provision will not be applied.*

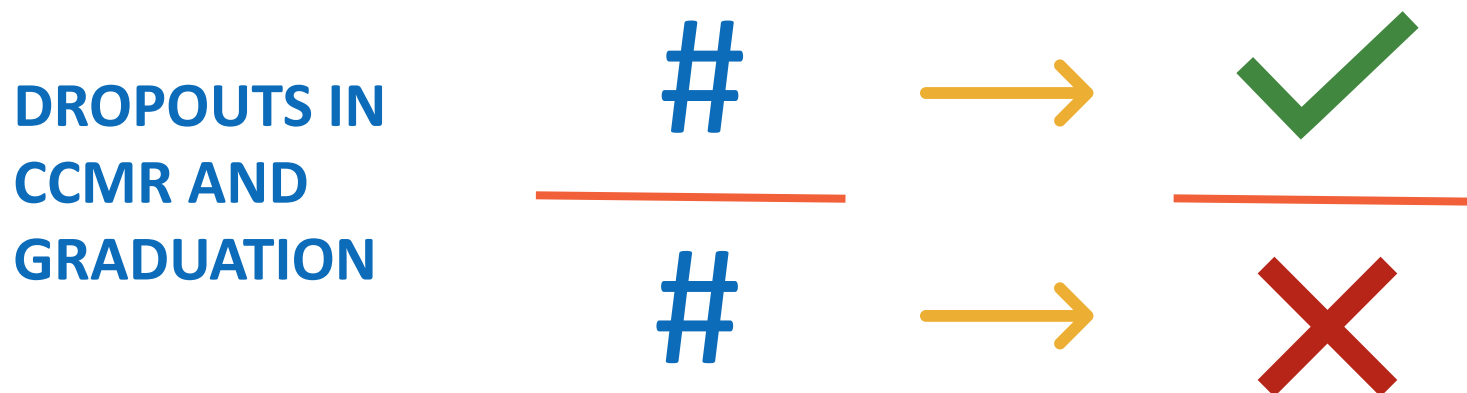
NEW

If a campus or district earns 3 or more *Ds* (or *Ds* & *Fs*), they cannot earn above 69. *Again, if D1 is 70 or higher, this is not applied.*

6. Create a unique AEA system

What: Include previous dropouts in CCMR and graduation numerators, but not denominators

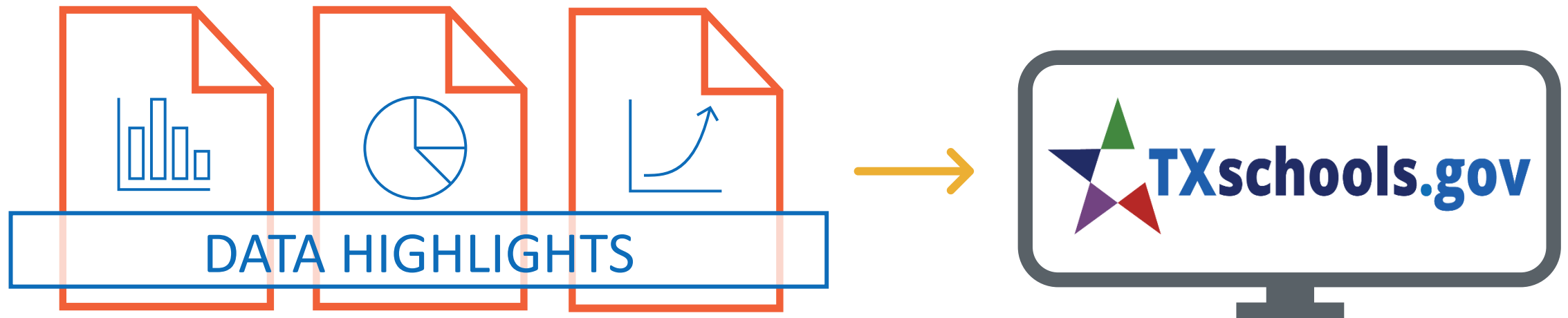
Why: To create a unique system to serve the unique needs of dropout recovery schools



7. Add performance data to TXschools.gov and TPRS

What: Add data highlights and reports on TXschools.gov and TPRS (e.g., attendance and chronic absenteeism, advanced math pathways)

Why: To recognize district efforts to adopt evidence-based systems/programs that lead to improved outcomes



2023 A–F Refresh: Changes after Public Comment

- **School Progress Domain, Part A Cut Points:** The Domain 2, Part Cut Points table and the Closing the Gaps Domain Cut Points have been changed to align with using a baseline of student growth from the 2018–19 school year.
- **Closing the Gaps Performance Targets:** The targets for both Growth: RLA and Growth: Math components (2023 Target, Next Interim Target, Long Term Target for each student group, for all campus types) have been updated to align with using a baseline of student growth from the 2018–19 school year.
- **Alternative Education Accountability (AEA) STAAR Methodology:** Within Domain 1, the STAAR methodology for AEA campuses has been updated to better reflect the intention of AEA Taskforce recommendations.
- **Minimum Indicators for Student Achievement Domain Score:** STAAR Component Only: Within Domain 3, the minimum number of indicators were reduced from four to three to allow campuses with only one lowest performing racial/ethnic group to be evaluated.
- **Progress to English Language Proficiency:** Within Domain 3, progress in TELPAS Writing is now allowed to count towards the current calculation.
- **Identification of Schools for Improvement:** Additional Targeted Support (ATS) campuses will be identified based on student groups' performance relative to the cut point established for Comprehensive Support and Improvement (CSI) campus identification (bottom 5% of Title I schools' Closing the Gaps Scale Scores, by school type).

What is “What If”?

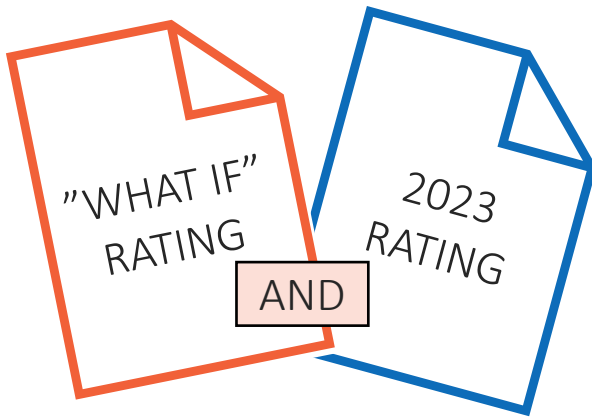
Evaluating performance will be different this year

- 2022 ratings and 2023 ratings are using different methodologies.
 - SY 2022-23 ratings are based on a different set of rules than previous *A-F* ratings.
 - 2022 ratings and 2023 ratings cannot be compared side-by-side.
- The 2023 *A-F* Refresh methodology shows more differences in campus performance, with a more distributed result.
 - It is possible a campus with an *A* rating in 2022 may improve in 2023 and yet receive a *B* rating.
 - It is also possible that a campus with an *A* rating in 2022 may decline in 2023 and yet maintain an *A* rating.

It's not a **simple apples-to-apples comparison** this year.

Because of this, TEA is providing 2021-2022 “What If” ratings to districts

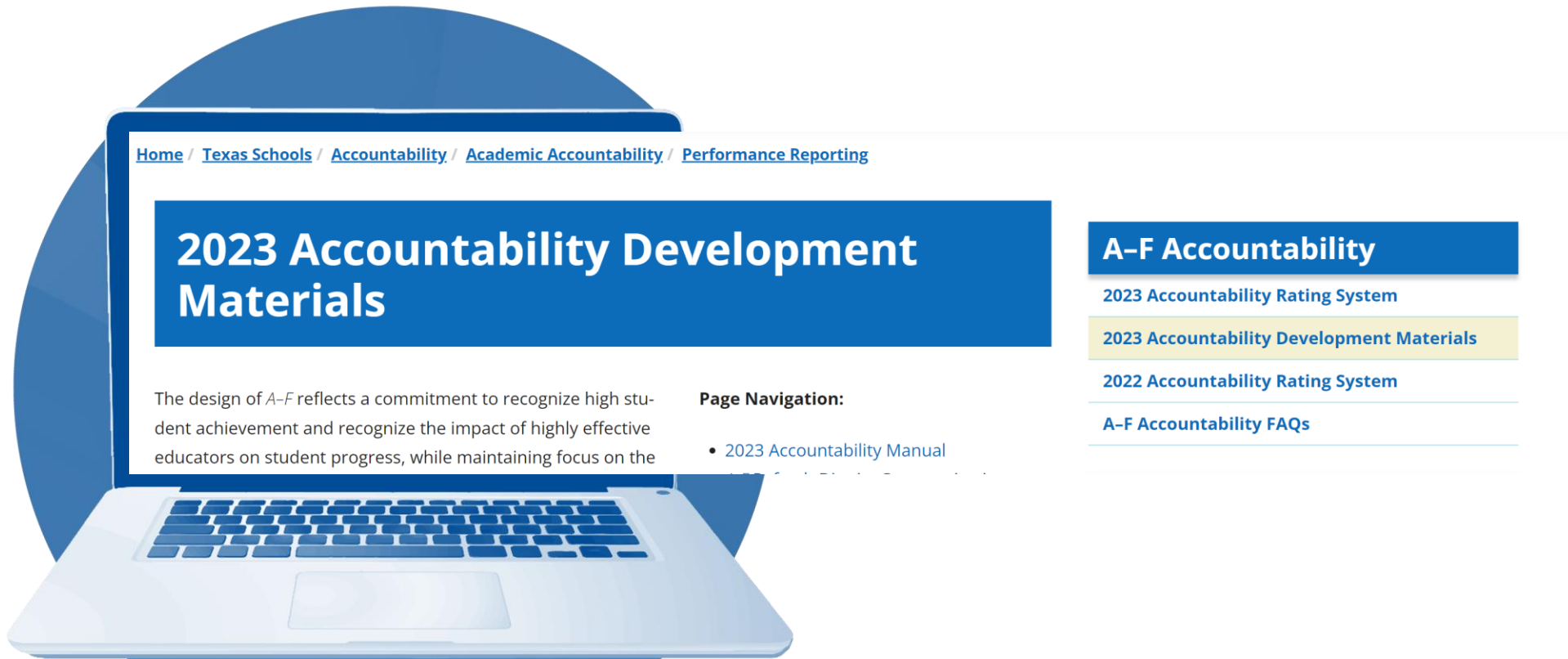
- 2022 “What If” ratings use the new *A-F Refresh* methodology in order to view 2021-2022 results under the refreshed framework.
- 2022 “What If” ratings **do not** replace 2022 Official ratings. They are another tool to support continuous improvement moving forward.
- Previously released preliminary 2022 “What If” ratings apply the methodology from the **proposed** *2023 Accountability Manual*
- Final 2022 “What If” ratings released November 7, 2023 apply the methodology from the **final** adopted *2023 Accountability Manual*



- “What If” versions of campus and district ratings from 2022, using the new *A-F* methodology will be shared alongside 2023 ratings.
- This will allow board members, educators, parents and the public to get a sense of whether performance ratings issued in 2023 represent higher, lower, or similar performance as ratings issued in 2022 to support continuous improvement moving forward.

[TXSchools.gov](https://txschools.gov) provides an **apples-to-apples comparison** of ratings under the refreshed cut points & methodology.

“What If” Statewide Summary



Thank you!

- Questions
- Contact Information
 - Email: performance.reporting@tea.Texas.gov
 - Phone: 512.463.9704
 - Website: [Performance Reporting | Texas Education Agency](#)

