# 2024 Accountability System Overview

# Meet your Presenters

**Katherine Beck**

*Division Director*

*Performance Reporting Division*

**Andrea Juarez, Ph.D.**

*Director of Policy & Communications*

*Performance Reporting Division*

# Session Objectives

- Participants will leave this session with a detailed knowledge of the A-F academic accountability system.

- Participants will be able to share knowledge of the 2024 accountability system with staff and other leaders.

- Participants will leave the session with the knowledge of available performance data to support student learning.

Why Accountability Matters

TEA | Texas Education Agency | TEXAS ASSESSMENT

Supporting Student Success

We believe that all students can learn and achieve at high levels.

College, Career & Military Readiness

# Clear Performance Information Helps Students

You can't improve what you can't see. To serve all students well, educators, parents, businesses leaders, and community members need easy access to information regarding how schools and districts are doing.

Monitoring performance with school ratings has been shown to have long term benefits for students:

"Our analysis reveals that pressure on schools to avoid a low performance rating led low-scoring students to score significantly higher on a high-stakes math exam in 10th grade. These students were also more likely to accumulate significantly more math credits and to graduate from high school on time.
**Later in life, they were more likely to attend and graduate from a four-year college, and they had higher earnings at age 25."**

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

7
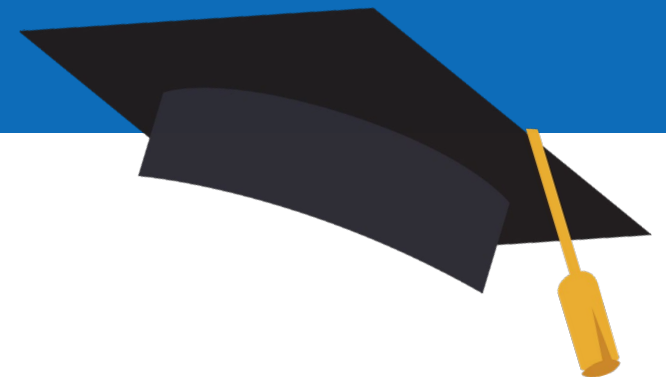
# 2024 Underlying Accountability Subset Data

- Due to a pending lawsuit, the issuance of 2023 and 2024 A-F ratings and are pending and subject to change based on judicial rulings.
  - *Some districts have contacted TEA to verify predictions of their ratings based on these underlying data*
  - *Some districts have publicly released their own rating predictions*
- The following are available to districts without ratings or scale scores:
  - **2024 Accountability Reports and Data Tables**
  - **2024 Accountability Data Downloads**
  - **2024 STAAR, Growth, AEA Retest Growth and EL Student Listings**
  - **2024 Federal School Improvement Designations**

Available data for LEAs and the public

TEA | Texas Education Agency | TEXAS ASSESSMENT

Supporting Student Success

# Data available to LEAs in TEAL Accountability application

# 2024 Campus Component Score Report

- The screenshot below is an example of the 2024 Campus Component Score Report. In conjunction with the 2024 Scaling Tool, available on the 2024 Accountability System, page can be used to verify internal calculations.

- Column heading explanations can be found at Master Reference File of Accountability Data Elements inside TEAL



Grade Span

Component Scores

Campus Weighting

Eco Dis %

# Using the Scaling Tool

# Texas Performance Reporting System

- Purpose
  - Integrates state and federal reporting requirements into a single reporting system that can be viewed at the campus, district, region, and state level.

- Included Data
  - Updated for most recent data from the 2023-2024 school year.

- Where to find it
  - https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-performance-reporting-system (TPRS Landing Page)
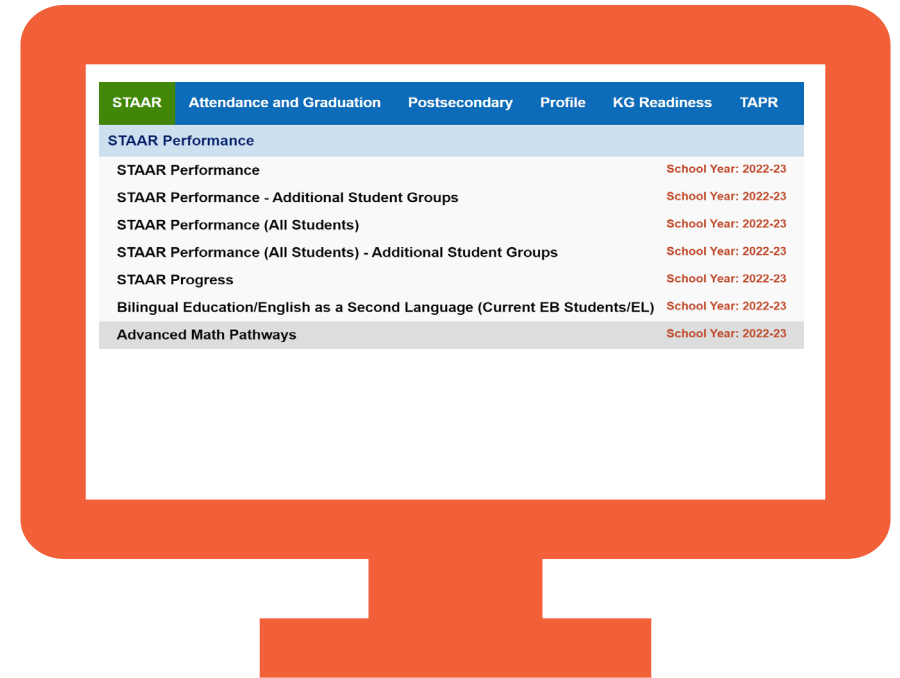
# Analytic Tools

- ## Purpose
  - Allows for the creation of customized reports for stakeholders to better understand campus, district, and state performance.

- ## Included Data
  - Analytic Tools include data from the 2016-17 school year to the 2023-24 school year.

- ## Where to find it
  - TPRS Other Links → Analytic Tools
  - TXSchools Report Card Website: https://txschools.gov/
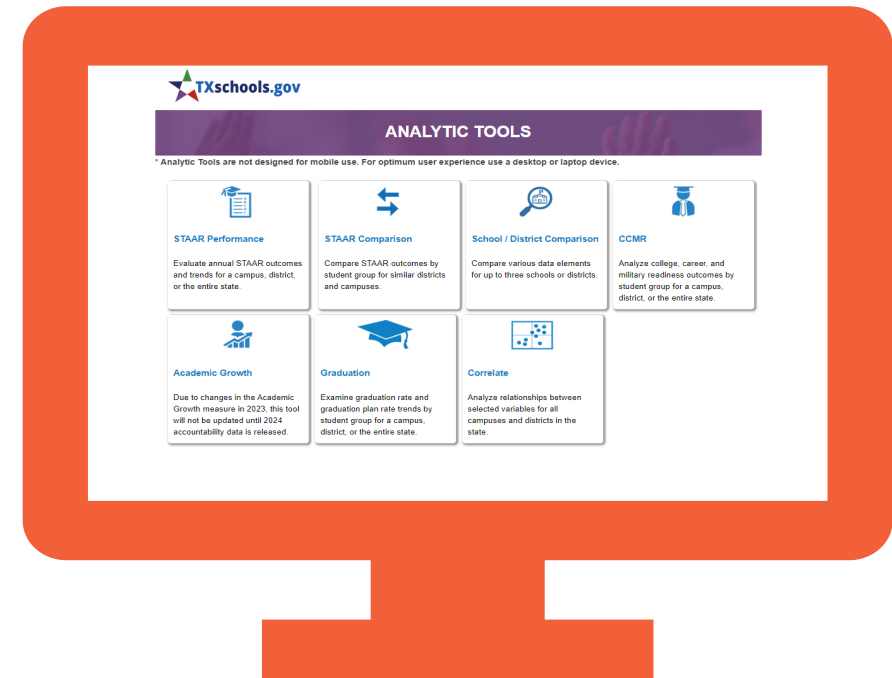
**A-F Accountability Explained**
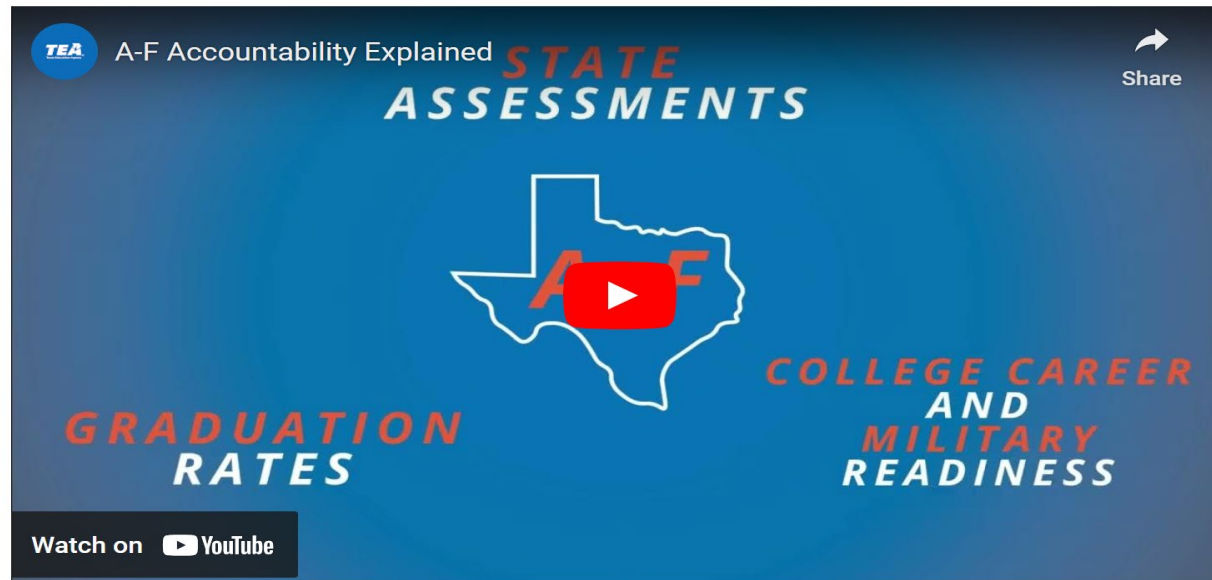
Visit **TXschools.gov** today to see how Texas schools and districts perform. To learn more about how account-ability ratings are calculated for schools and districts in Texas, visit the How Accountability Ratings Work website.

# *A-F* in 30 second video

- **Purpose**
  - Provide clear and easy to follow video that gives a short overview of the *A-F* system.

**Included Resources**
  - English and Spanish versions available

- **Where to find it**
  - A–F Accountability - https://tea.texas.gov/texas-schools/accountability/academic-accountability/a-f-accountability
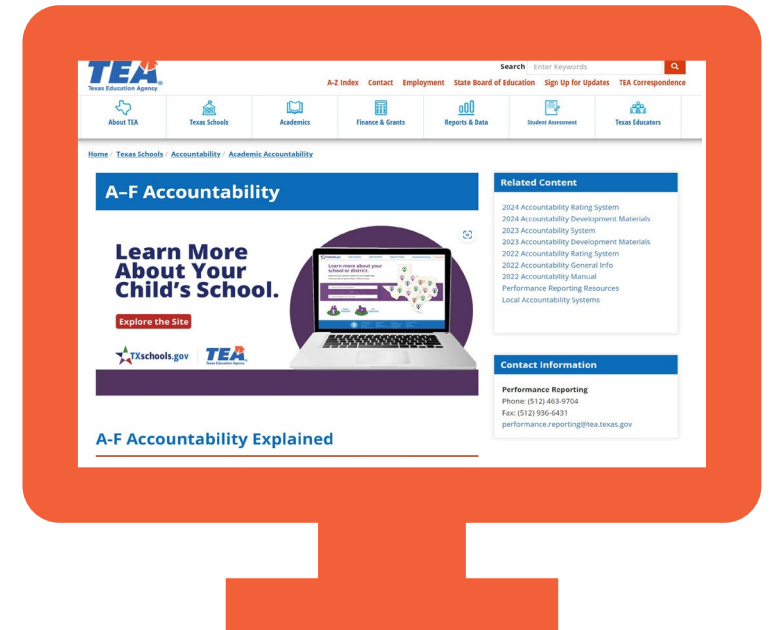
# *A-F* Introductory Resources

▪ **Purpose**
- ■ Provide clear and easy to follow visuals that explain A-F domains and scoring

▪ **Included Resources**
- • English
- • Spanish (Coming Soon)

▪ **Where to find it**
- • TXschools Report Card Website: https://txschools.gov/

https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/how-accountability-works

Parent Resources
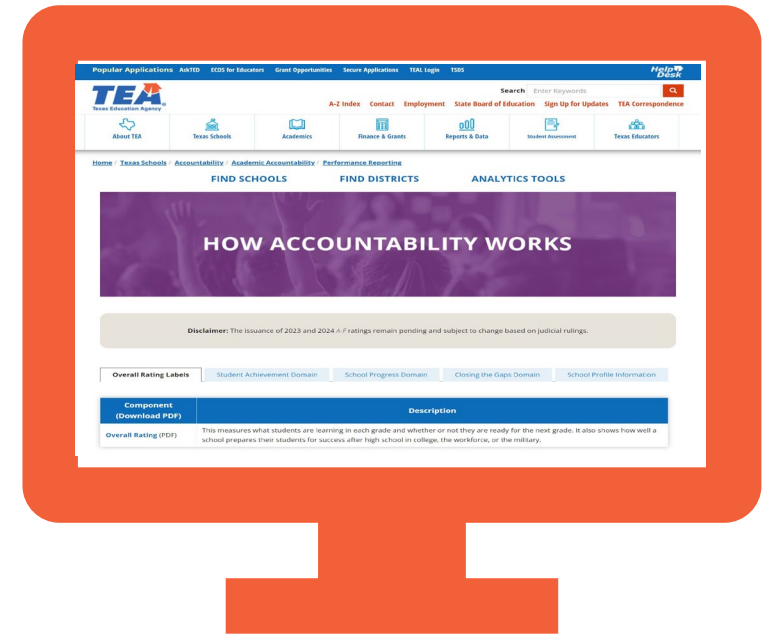
# Texas Accountability System

# The *A–F* system remains the same in 2024, 2025, 2026 & 2027.

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

**A–F Refresh Year**

| 2016-17 | 2017-18 | 2018-19 | 2019-20* | 2020-21* | 2021-22 | 2022-23 | 2023-24 | **2024-25** | 2025-26 | 2026-27 |

**New 5-year methodology**

Cut points and underlying calculation methodology in each of the *A–F* domains remained the same.

**We are here.**

Cut points and underlying calculation methodology in each of the *A–F* domains remain the same.

* No ratings issued due to COVID-19
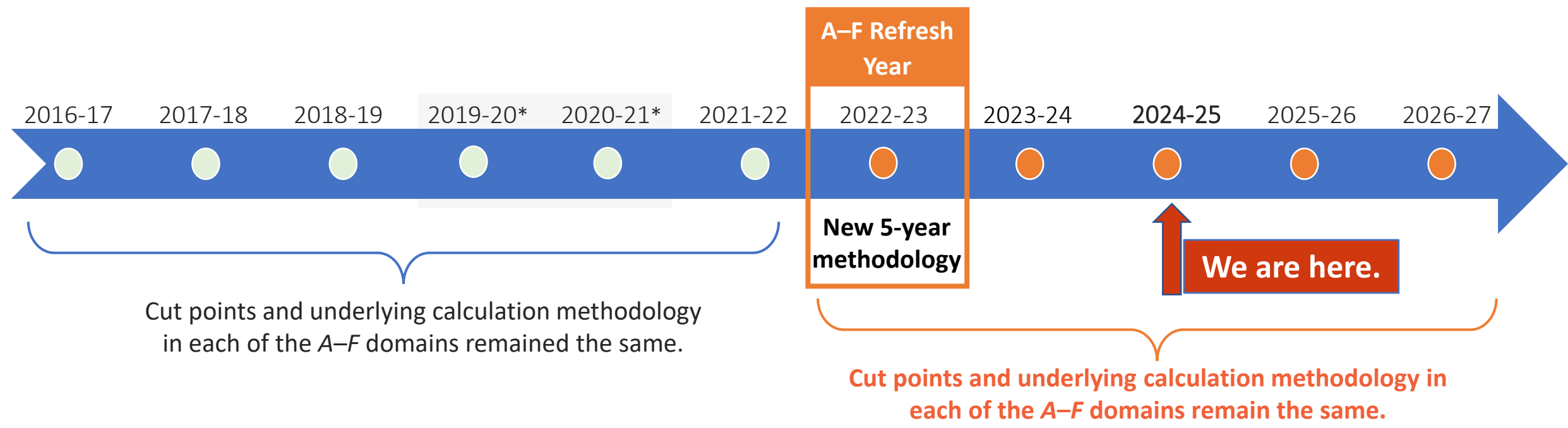
# *A-F* is a tool to drive continuous improvement for students

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

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

| Improve Student Performance | Eliminate Achievement Gaps | Prepare Students for Postsecondary Success |
|---|---|---|
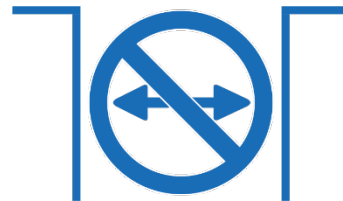
Fostering a **culture that supports growth** and continuous improvement when this performance information is public is a difficult but **critical task for education leaders.**

# *A-F* Balances Competing Objectives



**Rigor**
for students

A-F

**Fair**
for schools

**Transparent**
for the public

39.053(f) "eliminating achievement gaps ... and to ensure this state is a national leader in preparing students for postsecondary success"

39.054(b) "the mathematical possibility that all districts and campuses receive an A rating"

39.309 "website … for the public to access school district and campus accountability information"

# *A-F* maintains 4 core design commitments

1. Ratings reflect the 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 goals
   - "C" reflects average performance for the baseline year

4. The system design **remains static in most years**

# The Better of Achievement or Progress and Student Group Results

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

**30%**

## Domain 1

### Student Achievement

This domain shows how much students know and are able to do by the end of the school year.

## Domain 2

### School Progress

This domain assesses performance in two key areas: student academic growth and achievement relative to economically similar campuses.

## Domain 3

### Closing the Gaps

This domain evaluates student groups individually, awarding higher grades when all groups show strong academic growth and 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 I: Student Achievement

# Domain I: Student Achievement

Ratings in this domain are based on how many students are approaching, meeting, and mastering grade level on STAAR as a well as how many students graduate and whether graduates are ready for college, a career, or the military.

**Domain 1**

**Student Achievement**

**Elementary**
- **100%** STAAR

**Middle**
- **100%** STAAR

**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

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

**High Schools & K–12s**
- **40%** STAAR
- **40%** College, Career, Military Ready (CCMR)
- **20%** Graduation Rate
  *AEA Completion Rate*

**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)

# Student Achievement Calculation Examples

| HIGH SCHOOL EXAMPLE | | | | |
|---|---|---|---|---|
| Component | Component Score | Scaled Score | Weight | Weighted Points |
| STAAR | 60 | 90 | 40% | 36.0 |
| CCMR | 76 | 78 | 40% | 31.2 |
| Graduation Rate | 97.3 | 85 | 20% | 17.0 |
| Student Achievement Scaled Score | | | | 84 |
| High School Student Achievement Domain Rating | | | | B |

| ELEMENTARY/MIDDLE SCHOOL EXAMPLE | | | |
|---|---|---|---|
| Component | Component Score | Scaled Score | Domain I Rating |
| STAAR | 60 | 84 | B |

## Reminders

- STAAR – (%Approaches + %Meets + %Masters) ÷ 3
- CCMR (**HS Only**) – Percent of Graduating students that earned at least 1 CCMR indicator.
- Graduation Rate (**HS Only**) – Better of 4-, 5-, or 6-year rates.

Domain II: School Progress

# Domain II: School Progress Part A & B

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**

**School Progress**

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

Part A:
Academic Growth

Part B:
Relative Performance

TEA | TEXAS ASSESSMENT
Texas Education Agency

Supporting Student Success
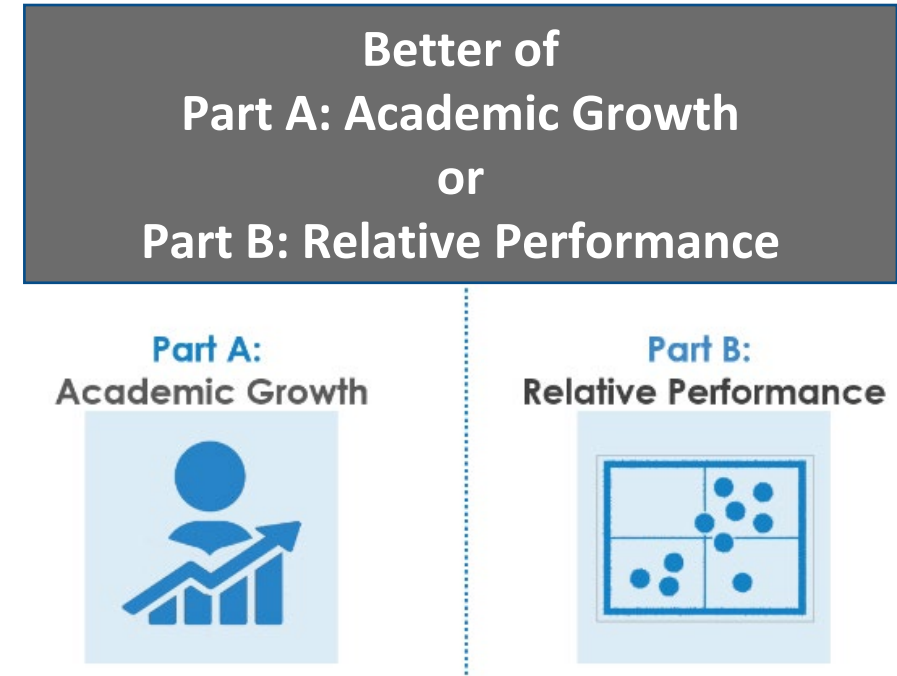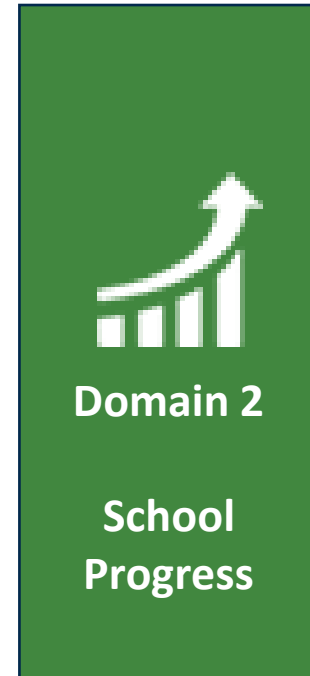
# Domain II: School Progress Part A & B

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

Annual Growth

| STAAR Performance Level | |
|---|---|
| Masters | Masters |
| Meets | ● Meets |
| High Approaches | High Approaches |
| ● Low Approaches | Low Approaches |
| High Does Not Meet | High Does Not Meet |
| Low Does Not Meet | Low Does Not Meet |

Sample Student: 3rd Grade    Same Sample Student: 4th Grade

Accelerated Learning

| Does Not Meet ● | Approaches ● | Meets | Masters |
|---|---|---|---|

**Better of Part A or Part B**
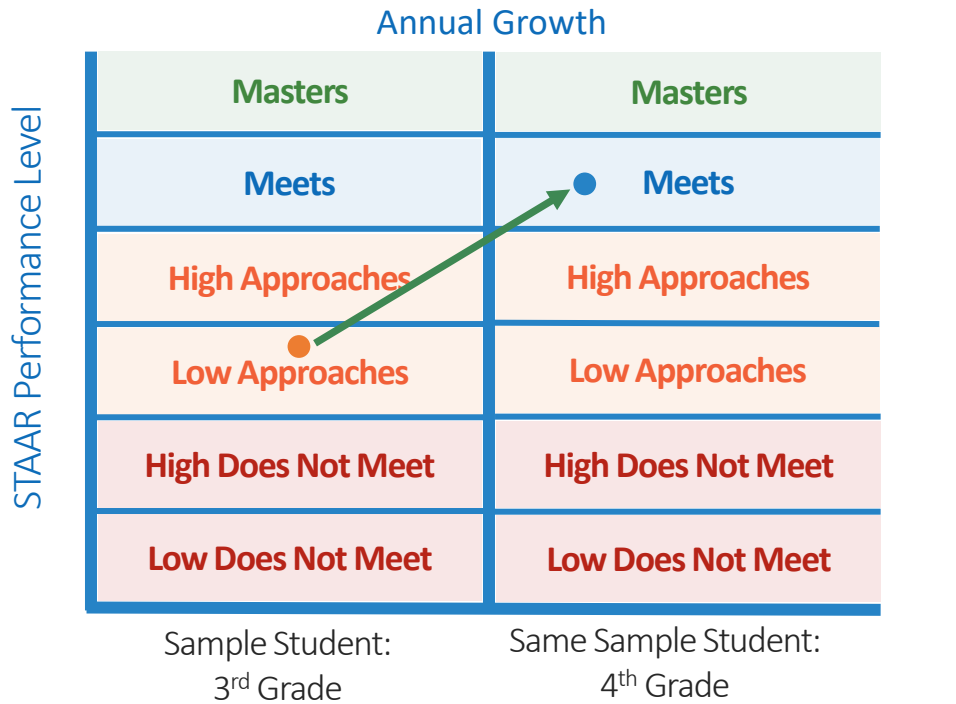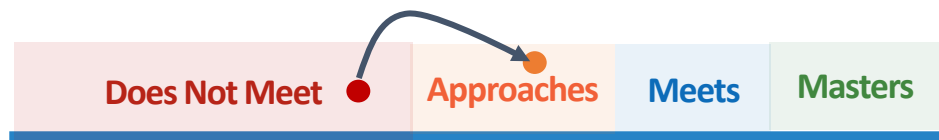
**PART B:** **Relative Performance**
*Approximating growth using baseline adjusted proficiency targets*

Student Achievement

- 100%
- 48%
- 0%

A
B
C
D
F

Economically Disadvantaged %

0%    65%    100%

TEA | TEXAS ASSESSMENT
Texas Education Agency

Supporting Student Success
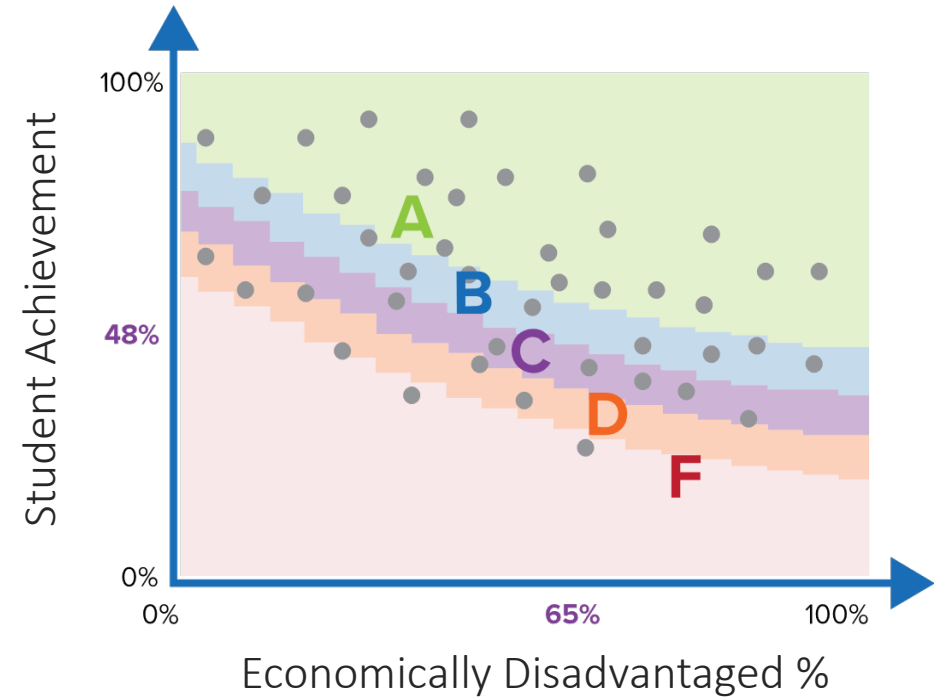
# Domain II: Part A – Calculating a Score

## *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 |

## To calculate an Academic Growth score

$$\frac{\text{Sum of RLA \& Mathematics Points Earned for Annual Growth} + 0.25 \times \text{Sum of RLA \& Mathematics Points Earned for Accelerated Learning}}{\text{Sum of Maximum RLA \& Mathematics Points for Annual Growth}}$$

## *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 |

# Domain II: Part A – Calculating a Score Example

## Annual Growth Points Example

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

## Accelerated Learning Points Example

| Prior Year | Current Year | | | | Total |
|---|---|---|---|---|---|
| | Did Not Meet Grade Level | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Total |
| Did Not Meet Grade Level | 95 | 50 | 18 | 7 | 170 |

| | | | |
|---|---|---|---|
| Assessments Earning 0.5 points | 80 | X 0.5 | 40 |
| Assessments Earning 1 point | 395 | X 1 | 395 |
| Annual Growth Points Earned | | | 435.0 |

| | | | |
|---|---|---|---|
| Annual Growth Points Earned | | | 435.0 |
| Accelerated Learning Points Earned | 75 | X 0.25 | 18.75 |
| Sum of Annual Growth plus Accelerated Learning Points | | | 453.75 |
| Total Assessments | | | 554 |
| School Progress, Part A: Academic Growth Raw Score | | | **82** |

# Domain II: Part B – Calculating a Score

- For elementary and middle school campuses, the raw Student Achievement STAAR component score is scaled using Relative Performance scaling found in Chapter 5 of the 2024 Accountability Manual.

- For high schools and K-12 campuses, the raw Student Achievement STAAR and CCMR scores from the Student Achievement domain are each scaled using Relative Performance scaling. The two scale scores are then averaged and rounded to the nearest whole number.

Domain III: Closing the Gaps

# Domain III is aligned to Federal requirements

Domain III evaluates and reports the performance of **18 student groups** across several categories

- **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)

**Student Groups Evaluated and Reported**

- All Students
- Seven racial/ethnic groups
- Economically Disadvantaged
- Current EB/EL
- Current and monitored EB/EL
- Current special education
- Former special education
- Continuously enrolled
- Highly mobile
- Foster care
- Homeless
- Migrant

While 18 student groups are evaluated and reported **ratings are based upon 4 Super Groups**

# Domain III – Super Groups and Scoring

Domain III ratings are based on the performance of **4 Super Groups**
- All Students
- Two lowest preforming racial/ethic groups from prior year
  - Minimum size of 10 students/assessments
- High Focus
  - An unduplicated count of economically disadvantaged, Emergent Bilingual (EB), current special education, and/or **highly mobile** students
    - Highly mobile refers to students that are **homeless, migrant, or in foster care**.

Each group is scored 0-4
- 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**

# Domain III – Component Score Example

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | High Focus | Total Earned Points | Total Possible Points |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Growth RLA** | | | | | | | | | | | |
| **2024 Target** | **63%** | **58%** | **59%** | **69%** | **63%** | **79%** | **63%** | **68%** | **58%** | | |
| **Next Interim Target (2027-28 through 2031-32)** | **73%** | **86%** | **69%** | **78%** | **73%** | **84%** | **73%** | **77%** | **68%** | | |
| **Long Term Target (2037-38)** | **93%** | **88%** | **89%** | **95%** | **93%** | **95%** | **93%** | **95%** | **88%** | | |
| **Points Earned** | **4** | **3** | **4** | | | | | | **3** | | |
| 2023 % Assessments Meeting Growth | 86 | 74 | 81 | 86 | * | 98 | 50 | 79 | 71 | | |
| 2024 % Assessments Meeting Growth | 93 | 84 | 91 | 93 | * | 98 | – | 89 | 85 | | |
| 2024 # Assessments Meeting Growth | 536 | 48 | 121 | 197 | * | 153 | – | ** | 163 | | |
| 2024 Total Assessments | 577 | 57 | 133 | 211 | * | 156 | – | ** | 191 | | |
| **Total Points** | | | | | | | | | | **14** | **16** |

# Domain III – Score Calculation Example

## Component Score = Earned Points ÷ Possible Points

| Component | *Earned* Component Points | *Possible* Component Points | Component Score | Weight | Total Points |
|---|---|---|---|---|---|
| Academic Achievement | 12 | 16 | 75.0 | 30% | **22.5** |
| Academic Growth Status | 13 | 16 | 81.3 | 50% | **40.7** |
| Progress in Achieving English Language Proficiency | 4 | 4 | 100 | 10% | **10** |
| Student Achievement Domain Score: STAAR Component Only | 10 | 16 | 62.5 | 10% | **6.3** |
| **Closing the Gaps Domain Raw Score** | | | | | 80 |

# Calculating Overall Ratings

# The Better of Achievement or Progress and Student Group Results

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

**30%**

## Domain 1

## Student Achievement

This domain shows how much students know and are able to do by the end of the school year.

## Domain 2

## School Progress

This domain assesses performance in two key areas: student academic growth and achievement relative to economically similar campuses.

## Domain 3

## Closing the Gaps

This domain evaluates student groups individually, awarding higher grades when all groups show strong academic growth and 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.

# Overall Rating School Example

| Domain | Scaled Score | Better of Domain II Part A or B | Better of Domain I or II | Weight | Weighted Points |
|---|---|---|---|---|---|
| Domain I | 71 | | 89 | 70% | 62.3 |
| Domain II: Part A | 89 | 89 | | | |
| Domain II: Part B | 84 | | | | |
| Domain III | 81 | | | 30% | 24.3 |
| Overall Score | | | | | 87 |
| 2024 Overall Rating | | | | | B |

# Proportional weighting aligns District and Campus outcomes

Calculating district ratings using a proportional weighted average of campus ratings 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.

Prior to proportional weighting 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 | Scale Score | Proportional Rating | Scale 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 | 88 |

TEA | TEXAS ASSESSMENT    Supporting Student Success
Texas Education Agency

# District Ratings Proportional Weighting Example

| | Weight | Domain I | | Domain II A | | Domain II B | | Domain III | | Overall | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Elementary 1 | 14% | 86 | *12.04* | 87 | *12.18* | 72 | *10.08* | 81 | *11.34* | 85 | B |
| Elementary 2 | 9% | 67 | *6.03* | 65 | *5.85* | 65 | *5.85* | 67 | *6.03* | 67 | D |
| Elementary 3 | 15% | 71 | *10.65* | 79 | *11.85* | 90 | *13.50* | 72 | *10.80* | 85 | B |
| Middle School | 26% | 65 | *16.90* | 70 | *18.20* | 75 | *19.50* | 75 | *19.50* | 75 | C |
| High School | 36% | 88 | *31.68* | 84 | *30.24* | 80 | *28.80* | 78 | *28.08* | 85 | B |
| **District** | | 77 | | 78 | | 77 | | 76 | | **77** | **C** |

## Application of Proportional Weighting Methodology

1. Determine the number of students enrolled in grades 3–12 at each campus.
2. Sum the number of students enrolled in grades 3–12 at the district.
3. Divide the number of grades 3–12 students at the campus by the district total.
   - The resulting percentage is the weight that each campus contributes to domain scores for the district.
4. Multiply the campus domain scaled score by its weight to determine points.
5. Sum the points for all campuses to determine the district's domain score.
6. Apply "best of" process outlined in *Chapter 5 of Accountability Manual*

# Overall Ratings – 3Ds or 3Fs Rule

3Ds or 3Fs Rule

- If a scaled score less than 70/60 is received in three of the four areas of Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score possible for the overall rating is a 69/59.
  - In order for this provision to be applied, the district, open-enrollment charter school, or campus must be evaluated in all four areas.
  - If the Student Achievement domain scaled score is 70/60 or higher, this provision will not be applied.

| Domain | Scaled Score |
|---|---|
| Domain I | 67 |
| Domain II: Part A | 68 |
| Domain II: Part B | 71 |
| Domain III | 69 |
| **Final would be 70, however the 3Ds Rule applied so the score is capped at 69** | |

| Domain | Scaled Score |
|---|---|
| Domain I | 71 |
| Domain II: Part A | 68 |
| Domain II: Part B | 67 |
| Domain III | 69 |
| **Final is 70 and since Domain I is not a "D" the 3Ds Rule NOT applied** | |

# 2024 School Improvement: Identification and Exit Criteria

# Comprehensive Support and Improvement (CSI) Criteria

- Title I Campuses

- Must be in the bottom 5% based on the Closing the Gaps outcomes.

- Ranked by school type: elementary, middle, high school/ K–12, and alternative education accountability.

- Exception: any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all student groups, the campus is identified for CSI.

# Targeted Support and Improvement (TSI) Criteria

- Title I and non-Title I campuses

- Based on the Closing the Gaps domain data.

- A student group that misses the targets in at least the same 3 indicators, for 3 consecutive years, is considered "consistently underperforming".

- For 2023 and beyond, a student group that earns either a zero or one point for the indicator is considered as missing the target.

- Evaluated annually for TSI identification.

| Consecutive Years of Underperformance | School Year Implementation |
|---|---|
| 2019, 2022, 2023 | 2023-24 |
| 2022, 2023, 2024 | 2024-25 |
| 2023, 2024, 2025 | 2025-26 |
| 2024, 2025, 2026 | 2026-27 |

TEA | TEXAS ASSESSMENT
Texas Education Agency

Supporting Student Success

# Additional Target Support Criteria

- Title I and non-Title I campuses.

- Must first meet TSI criteria with one consistently underperforming student group.

- The Closing the Gaps score for at least one consistently underperforming student group must be lower than the score used to identify the lowest performing 5% of each school type. (Same cut point used to identify CSI)

# SI Exit Criteria

**Exit Criteria for Comprehensive Support and Improvement**

- 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 Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited.
- Campuses previously identified as CSI based solely on a low graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.
- The four-year federal graduation rates for the Class of 2023 and Class of 2022 are evaluated to determine if a campus has two consecutive years of a four-year graduation rate to exit. The six-year federal graduation rates for the Class of 2021 and Class of 2020 are evaluated to determine if a campus has successfully met exit criteria in 2024.
  - Note that the four-year federal graduation rate was used for CSI identification in 2018 and 2019.

**Exit Criteria for Additional Targeted Support Schools**

- To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type.
- A campus may exit ATS to TSI status if the campus continues to meet TSI criteria.

- For additional information, questions, etc., contact School Improvement at SIDivision@TEA.Texas.Gov

Update to A-F for 2024 Ratings

# In 2024, cut points, domain and indicator methodology, and the overall system are not changing

**Resources**
Summary of Changes
Public Comment

There were 2 previously communicated changes

There were 2 changes necessary due to changes in the source data

TEA gathered feedback from TAAG (Texas Accountability Advisory Group) and EAG (ESC Accountability Group) on update to A-F system

# Two additional ways to demonstrate CCMR in 2024

## Military Enlistment option for Class of 2023

- As previously announced, 2023 graduates and non-graduating 12th graders with a completed and submitted DD Form 4 (DDF4) for military enlistment (both US and TX National Guard) receive CCMR credit for military enlistment.
  - LEAs are responsible for the collection of DDF4s

## Approved IBC List (v3) option for Class of 2023

- As previously announced, the updated list (v3) of Industry Based Certifications (IBCs) will be applicable for 2023 graduates, and a v2 or v3 approved IBC receives CCMR credit on 2024 accountability.
  - IBCs that were on the (v2) list but were not renewed on the (v3) list will continue to generate A-F credit for two graduating classes and are subject to a sunsetting period.
  - Class of 2024 is the last year to report sunsetting IBCs from the 2019-22 list.

# New policy or data changes that impact 2024 Accountability

## Policy Change

- THECB amended rule §4.54 to change the TSI exemption criteria benchmarks for ACT based on updated data from ACT, Inc.
- To account for this change, ACT score criteria for CCMR credit have been updated to allow a student's best score combination to meet either the previous or current THECB criteria.

## Data Change

- 2023 Accountability did not use the TELPAS Composite score as there were changes to the scoring of the writing section. The intent was this was a one-year change, and the 2024 TELPAS results would be used to calculate new Closing the Gaps student group targets however, 2024 results were not available in time for manual adoption to set fully-informed targets.
- To account for this, the domain score methodology remained for 2024 and kept the same targets as in the 2023 accountability manual.

# Annual Edits to Improve Clarity of Accountability Manual

Every year, there are edits to **improve clarity and understanding**.

- These **edits have no impact** on A-F System or Ratings.

Edits to the *2024 Accountability Manual* are made to support educators and to reflect stakeholder feedback.

Early Communication of Future Changes to A-F Accountability

TEA | Texas Education Agency | TEXAS ASSESSMENT

Supporting Student Success

# Shifts in Future Programs of Study and IBC Timelines

Supporting Student Success

# CCMR Aligned Program of Study

IBCs & Programs of Study (PoS) work together to ensure strong career preparation and reinforces an **alignment of programs and credentials to labor market**.

| Annual Graduates | Accountability Year | IBC List | Program of Study |
|---|---|---|---|
| Class of 2022 | 2023 | 2019-2022 list with sunsetting limit | -- |
| Class of 2023 | 2024 | 2019-2022 and 2022-2025 lists with sunsetting limit | -- |
| Class of 2024 | 2025 | 2019-2022 and 2022-2025 lists with sunsetting limit | **1 course** in aligned program of study[1] |
| Class of 2025 | 2026 | 2022-2025 list | **Concentrator** in aligned program of study[2] |
| Class of 2026 | 2027 | 2022-2025 and 2025-2030 list with sunsetting limit | **Completer** in aligned program of study[3] |
| Class of 2027 | 2028 | 2025-2030 list | Completer in aligned program of study |

[1]One course that is level two or higher (excludes Career Prep I, Extended Career Prep I, Project Based Research, and/or Scientific Research and Design).
[2]Two or more courses for at least two credits in the same program of study.
[3]Three or more courses for four or more credits including one level three or four course in same program of study

**Required by HB 773 (2021) TEC §39.053**

**CCMR IBC & PoS Resources**
- 2019-2022 IBC List (v2)
- 2022-2025 IBC List (v3)
- Aligned PoS Crosswalk

# We are improving cyclical components of CCMR

Three important cycles interact in CCMR:
- The industry-based certification list is currently updated every two years
- The programs of study are currently updated every four years
- The accountability system is refreshed every five years

For future cycles we intend to adjust these timelines to enable a more coherent planning and implementation cycle for LEAs
- Move to 5-year cycle for both IBCs and Programs of Study
- Offset with CCMR's 5-year cycle.
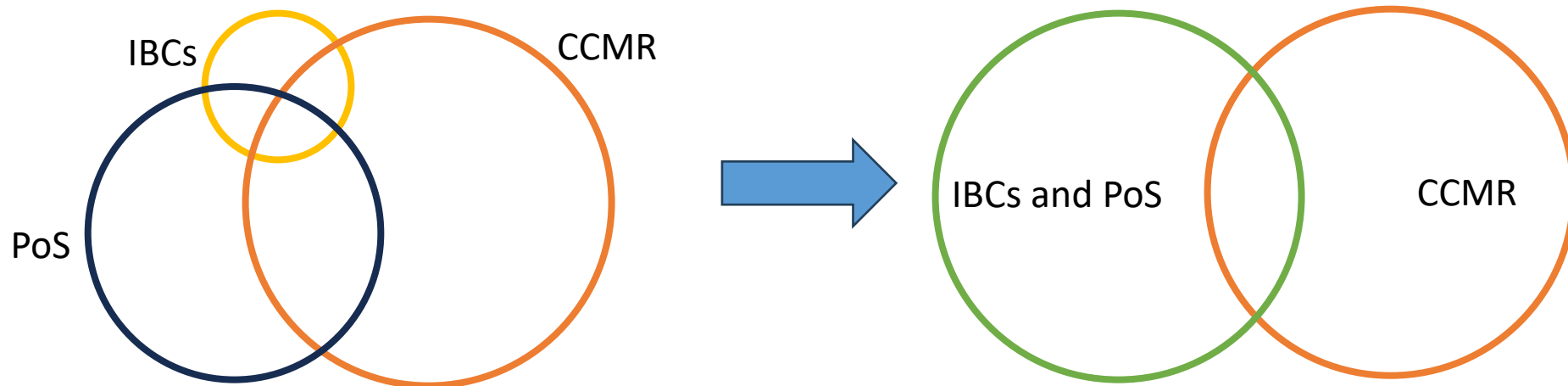
# Updated IBC and PoS Review Cycle Aligns to Accountability

| 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 | 2031-32 | 2032-33 | 2033-34 | 2034-35 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

## IBC list review cycle

| 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 | 2031-32 | 2032-33 | 2033-34 | 2034-35 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| IBC v3 | IBC v3 | IBC v3 | | | | | | | | | | |
| | | IBC v4 Published | IBC v4 | IBC v4 | IBC v4 | IBC v4 | | | | | | |
| | | | | | | IBC v5 Published | IBC v5 | IBC v5 | IBC v5 | IBC v5 | IBC v5 | |
| | | | | | | | | | | | IBC v6 Published | IBC v6 |

## Programs of Study Review Cycle

| 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 | 2031-32 | 2032-33 | 2033-34 | 2034-35 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PS v1 | PS v1 | | | | | | | | | | | |
| | PS v2 Published | PS v2 | PS v2 | PS v2 | PS v2 | PS v2 | | | | | | |
| | | | | | | PS v3 Published | PS v3 | PS v3 | PS v3 | PS v3 | PS v3 | |
| | | | | | | | | | | | PS v4 Published | PS v4 |

## Tentative IBC and Programs of Study for Accountability

| 2023 Rating Class of 2022 | 2024 Rating Class of 2023 | 2025 Rating Class of 2024 | 2026 Rating Class of 2025 | 2027 Rating Class of 2026 | 2028 Rating Class of 2027 | 2029 Rating Class of 2028 | 2030 Rating Class of 2029 | 2031 Rating Class of 2030 | 2032 Rating Class of 2031 | 2033 Rating Class of 2032 | 2034 Rating Class of 2033 | 2035 Rating Class of 2034 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| IBC v2 | IBC v2 Sunset | IBC v2 Sunset | IBC v3 | IBC v3 Possible Sunset | IBC v4 | IBC v4 | IBC v4 | IBC v4 Possible Sunset | IBC v5 | IBC v5 | IBC v5 | IBC v5 |
| | IBC v3 | IBC v3 | IBC v4 | IBC v4 | | | IBC v5 | IBC v5 | | | | IBC v6 |
| | | PS v2 1 Course | PS v2 Concentrator | PS v2 Completer | PS v2 | PS v2 | PS v2 | PS v2 Possible Sunset | PS v3 | PS v3 | PS v3 | PS v3 |
| | | | | | | | PS v3 | PS v3 | | | | PS v4 |

**A-F Refresh** (2022-23)          **A-F Refresh** (2027-28)          **A-F Refresh** (2032-33)

College Preparatory Courses

TEA | Texas Education Agency | TE★AS ASSESSMENT

Supporting Student Success

# 2021, 2020, 2019, Annual Grads IHE Persistence

| CCMR Component | Percentage of annual HS graduates who demonstrated CCMR via one indicator and not in any other way | | | Percentage of those annual HS graduates who enrolled in IHE the fall after graduation | | | Percentage of annual high school graduates who were not enrolled in an IHE the year they graduated but enrolled the following year | | | Percentage of those annual HS graduates who enrolled in IHE within 2 years | | | Percentage of annual HS graduates who enrolled in an IHE the fall after graduation and persisted through the following fall | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2021 | 2020 | 2019 | 2021 | 2020 | 2019 | 2021 | 2020 | 2019 | 2021 | 2020 | 2019 | 2021 | 2020 | 2019 |
| College Prep | 3.1% | 2.8% | 1.8% | 37.0% | 32.2% | 32.0% | 6.0% | 6.2% | 3.7% | 43.0% | 38.3% | 35.7% | 22.0% | 17.7% | 15.4% |
| SAT | 2.5% | 3.2% | 3.3% | 69.8% | 72.9% | 53.8% | 6.1% | 5.3% | 6.1% | 75.9% | 78.1% | 59.9% | 57.7% | 58.3% | 42.1% |
| ACT | 0.2% | 0.3% | 0.4% | 74.6% | 79.3% | 41.4% | 5.9% | 4.0% | 6.8% | 80.5% | 83.3% | 48.2% | 59.9% | 63.8% | 30.3% |
| TSIA | 2.1% | 2.6% | 4.3% | 72.8% | 64.6% | 63.5% | 5.0% | 5.8% | 4.4% | 77.9% | 70.5% | 67.8% | 55.6% | 45.3% | 43.2% |
| AP/IB | 2.7% | 2.6% | 2.6% | 53.6% | 47.3% | 33.8% | 7.6% | 7.4% | 4.3% | 61.2% | 54.7% | 38.1% | 41.7% | 33.3% | 22.6% |
| Dual Credit | 4.6% | 4.3% | 3.9% | 66.3% | 63.4% | 53.2% | 5.6% | 5.7% | 5.3% | 71.8% | 69.1% | 58.5% | 51.8% | 47.9% | 38.1% |
| OnRamps | 0.3% | 0.3% | 0.1% | 51.8% | 52.2% | 43.6% | 10.0% | 7.8% | 7.2% | 61.9% | 60.0% | 50.8% | 41.3% | 37.5% | 32.9% |

Data reflects both THECB IHE and NSC for 1st and 2nd fall post-secondary enrollment.

TEA | TEXAS ASSESSMENT
Texas Education Agency

Supporting Student Success

# Implementing Course Approval Process for College Prep Courses

- Throughout the refresh, the agency reviewed validity concerns in college prep courses and responded to better define college prep course requirements statewide, including additions to the 2023 Accountability Manual

- According to statute, **TEC §28.014**, college prep courses are designed for students at the 12th grade level who have not succeeded on EOCs or are otherwise observed as not ready for entry-level college coursework.

- To support districts to meet the existing statutory the College, Career, and Military Preparation division is working on a **review and approval process for college prep courses for CCMR credit**.

- The process and criteria for approved College Prep courses will be developed with the support of advisory groups, including higher education faculty. **During the 2024-2025 school year, the TEA will initiate a process to review and approve college preparatory courses provided by eligible institutions to demonstrate college readiness as part of the public-school accountability system.** Additional information can be found <u>here</u>.
    - Partnering IHEs will apply for approval of College Prep courses in Fall 2024.
    - The Class of 2026 (2027 accountability) will be the first required to complete a college prep course from the approved College Prep Course list to earn CCMR credit.

Phase-in below:

| Annual Graduates | Accountability Year | College Prep List | Grade of Course |
|---|---|---|---|
| Class of 2023 | 2024 | any course meeting requirements aligned between district and the partnering IHE(s) | Any Grade (9-12) |
| Class of 2024 | 2025 | | Any Grade (9-12) |
| Class of 2025 | 2026 | | 11th and 12th Grade (SY23-24, 24-25) |
| Class of 2026 | 2027 | TEA College Prep Approved List | 12th Grade Only (SY25-26) |

# Thank you

**Scan for
Quick Survey**

Email: performance.reporting@tea.Texas.gov

Phone: 512.463.9704

Website: https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting

TEA | TE★AS ASSESSMENT
Texas Education Agency®