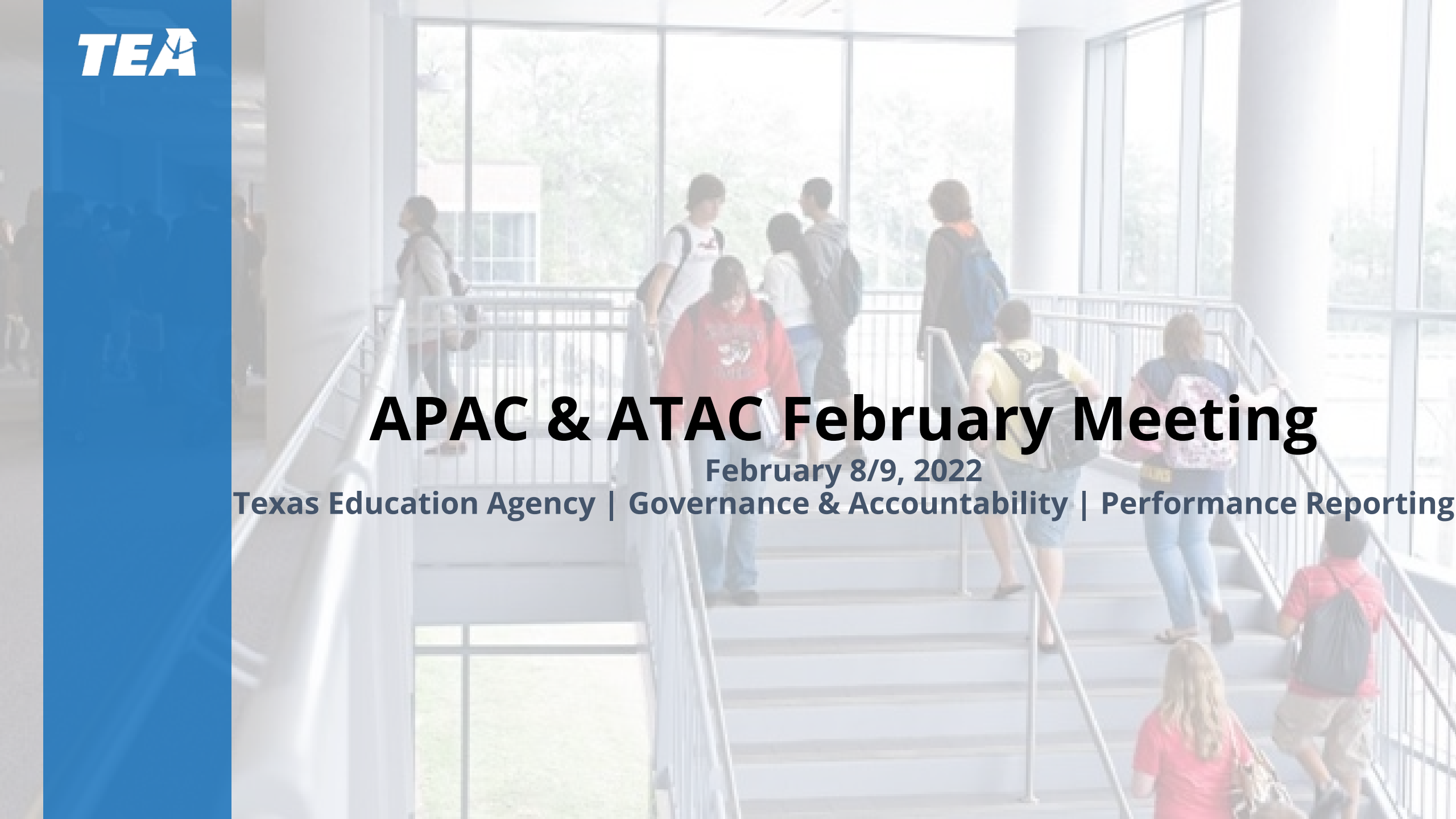

APAC & ATAC February Meeting

February 8/9, 2022

Texas Education Agency | Governance & Accountability | Performance Reporting

Zoom Meeting Norms and Information

- **Mute your microphone when necessary.**
  - Zoom has a “Mute Microphone” option that cuts down on ambient feedback for the audience. When there is a lot of back-and-forth discussion you will turn this off, but you should mute yourself when listening to a presenter.

- **Use Zoom’s chat function.**
  - You can send a question or statement to everyone or privately to a participant.

- **Feel free to come and go as needed.**

- **Please remember your role as an APAC or ATAC member.**
  - Provide accountability recommendations and feedback to the commissioner.
  - Keep discussions on topic.

- **Meeting notes will be provided** for your review before being posted on 2023 Accountability Development Materials.

Agenda

Topic	Time
Welcome and Agenda	9:00 – 9:05 a.m.
2022 Accountability System	9:05 – 10:00 a.m.
2023 Accountability System	10:00 – 12:00 p.m.

2022 Accountability System

Federal Identifications Updates

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.
- First, TEA will determine 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.
- Next, TEA will rank order 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.
- 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 will be identified for CSI.

Federal Identifications Updates

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 Identifications Updates

CSI Identification Example (continued)

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 (≤ bottom 5% CTG scaled score and ≤ lowest percentile overall scaled score)
   b. Middle (≤ bottom 5% CTG scaled score and ≤ lowest percentile overall scaled score)
   c. High school/ K–12 (≤ bottom 5% CTG scaled score and ≤ lowest percentile overall scaled score)
   d. AEA (≤ bottom 5% CTG scaled score and ≤ lowest percentile overall scaled score)

CSI Modeling (Identified & Reidentified Counts)

Modeled with 2019 Data

Closing the Gaps bottom 5%:

- Elementary: 47
- Middle: 36
- HS/K12: 66
- AEA: 30

Title I Overall Lowest Percentile Scaled Score: 59

	CSI 2019	Modeling
Elementary	256	266
Middle	133	83
High School/K-12	42	41
AEA	101	91
Total	532	481

Federal Identifications Updates

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** will 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 Identifications Updates

Targeted Support and Improvement (TSI) Identification

- No changes to methodology.
- 2018, 2019, and 2022 will be considered three consecutive years.
- Yearly identification, so there is no exit criteria.

Federal Identifications Updates

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%	48%	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	76	84	-	84	-	-	73	84	-
2022	63	68	82	-	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	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 Identifications Updates

Additional Targeted Support (ATS) Identification

- ATS identification will be based on the subset of TSI-identified campuses.
- Any TSI-identified campus has its identification escalated to ATS if it meets both ATS identification criteria.
  - First, the campus must meet the identification for TSI by having **at least one consistently underperforming student group**.
  - Second, the campus must also have **at least one consistently underperforming student group that did not meet any of its evaluated indicators for three consecutive years.**

Federal Identifications Updates

Additional Targeted Support (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 Identifications Updates

Additional Targeted Support (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 Identifications Updates

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

ATS Modeling: Modeled with 2019 Data

	2019	Modeling
TSI	2,563	2,167
ATS	712	394

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.

ESSA Plan Amendment

- TEA will submit an amendment to the state ESSA plan including these federal identification changes this spring.

2023 Accountability System

Closing the Gaps: Targets by Campus Type

- Given our current long-term targets (shown in Appendix A) and current performance, what should we consider when setting long-term targets?
- Where do we want Texas students to be in 2032–33?

Closing the Gaps: Targets by Campus Type

Given the varying levels of performance across campus types, is it appropriate to set interim targets by campus type?

	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)	Continu-ously Enrolled	Non-Continu-ously Enrolled
Academic Achievement Status														
ELA/Reading Target (Current)	**44%**	**32%**	**37%**	**60%**	**43%**	**74%**	**45%**	**56%**	**33%**	**29%**	**19%**	**36%**	**46%**	**42%**
Elementary														
2021	40%	28%	32%	55%	38%	66%	37%	48%	29%	30%	22%	37%	41%	37%
2019	47%	35%	41%	59%	44%	75%	47%	55%	37%	40%	26%	43%	48%	44%
Middle														
2021	42%	31%	33%	56%	40%	73%	43%	51%	30%	27%	19%	41%	43%	37%
2019	47%	36%	40%	61%	46%	78%	49%	58%	36%	33%	21%	43%	49%	43%
HS/K-12														
2021	53%	41%	45%	69%	53%	82%	56%	65%	41%	29%	20%	43%	55%	47%
2019	50%	38%	43%	66%	49%	79%	49%	64%	39%	27%	16%	38%	52%	45%
Mathematics Target (Current)	**46%**	**31%**	**40%**	**59%**	**45%**	**82%**	**50%**	**54%**	**36%**	**40%**	**23%**	**44%**	**47%**	**45%**
Elementary														
2021	37%	22%	28%	53%	37%	69%	35%	44%	25%	29%	23%	39%	38%	33%
2019	52%	36%	47%	62%	48%	83%	54%	57%	43%	49%	30%	51%	53%	47%
Middle														
2021	38%	23%	28%	55%	38%	77%	39%	46%	25%	25%	19%	41%	40%	33%
2019	53%	38%	46%	66%	52%	87%	57%	61%	42%	43%	25%	52%	55%	48%
HS/K-12														
2021	38%	24%	30%	53%	38%	77%	35%	46%	27%	23%	19%	30%	41%	29%
2019	51%	40%	50%	56%	47%	79%	47%	53%	46%	46%	24%	46%	53%	46%

Closing the Gaps: Targets by Campus Type

Given the varying levels of performance across campus types, is it appropriate to set interim targets by campus type?

	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)	Continu-ously Enrolled	Non-Continu-ously Enrolled
Growth Status														
ELA/Reading Target (Current)	**66%**	**62%**	**65%**	**69%**	**67%**	**77%**	**67%**	**68%**	**64%**	**64%**	**59%**	**65%**	**66%**	**67%**
Elementary														
2019	70%	67%	69%	71%	69%	81%	68%	70%	68%	70%	63%	70%	70%	69%
Middle														
2019	67%	64%	65%	70%	67%	79%	66%	69%	64%	65%	57%	65%	67%	66%
HS/K-12														
2019	69%	69%	68%	70%	68%	76%	69%	71%	67%	65%	61%	66%	69%	68%
Mathematics Target (Current)														
Elementary														
2019	74%	69%	72%	76%	72%	88%	74%	75%	71%	73%	70%	74%	74%	72%
Middle														
2019	68%	64%	65%	72%	68%	85%	69%	71%	64%	65%	56%	68%	68%	67%
HS/K-12														
2019	68%	63%	69%	69%	67%	84%	67%	68%	66%	67%	47%	66%	69%	66%

Closing the Gaps: Targets by Campus Type Breakout

- Given our current long-term targets (shown in Appendix A) and current performance, what should we consider when setting long-term targets?
- Where do we want Texas students to be in 2032–33?
- Given the varying levels of performance across campus types, is it appropriate to set interim targets by campus type?
- Given the varying levels of performance across student groups, is it appropriate to continue to set targets by student group? Should the long-term target be the same for everyone?

Growth: Transition Table Options

- Should the growth model award additional points for additional growth?
- Should it award points for maintenance?

Growth: Transition Table Options

		2019						Total
		Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meet	Master	
2018	Did Not Meet Low	48.1%	34.4%	9.4%	4.8%	3%	0.4%	376,101
	Did Not Meet High	17.5%	36.9%	19.7%	15.3%	9.4%	1.2%	712,243
	Approaches Low	5.7%	22.1%	22.3%	25.1%	21%	3.8%	563,237
	Approaches High	1.9%	10.8%	15.6%	26%	35.1%	10.6%	774,963
	Meet	0.7%	3%	6.1%	15.3%	47%	27.9%	1,175,039
	Master	0.1%	0.4%	1.1%	4.7%	25.9%	67.8%	1,041,496
	Total	**7.8%**	**13.8%**	**10.9%**	**15%**	**27.8%**	**24.7%**	**4,643,079**

This table shows how students performed in all subjects from 2018 to 2019.

Should the growth model award additional points for additional growth?

Option 1: 1 Point Per Transition (No Credit for Maintenance)

		Current Year					
		Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meet	Master
Prior Year	Did Not Meet Low	0	1	2	3	4	5
	Did Not Meet High	0	0	1	2	3	4
	Approaches Low	0	0	0	1	2	3
	Approaches High	0	0	0	0	1	2
	Meet	0	0	0	0	0	1
	Master	0	0	0	0	0	0

Growth: Transition Table Options

		2019						Total
		Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meet	Master	
2018	Did Not Meet Low	48.1%	34.4%	9.4%	4.8%	3%	0.4%	376,101
	Did Not Meet High	17.5%	36.9%	19.7%	15.3%	9.4%	1.2%	712,243
	Approaches Low	5.7%	22.1%	22.3%	25.1%	21%	3.8%	563,237
	Approaches High	1.9%	10.8%	15.6%	26%	35.1%	10.6%	774,963
	Meet	0.7%	3%	6.1%	15.3%	47%	27.9%	1,175,039
	Master	0.1%	0.4%	1.1%	4.7%	25.9%	67.8%	1,041,496
	Total	**7.8%**	**13.8%**	**10.9%**	**15%**	**27.8%**	**24.7%**	**4,643,079**

This table shows how students performed in all subjects from 2018 to 2019.

Should the growth model award points for maintenance?

Option 2: 1 Point Per Transition (Half Point for Maintenance w/the Exception of DNM Low)

		Current Year					
		Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meet	Master
Prior Year	Did Not Meet Low	0	1	2	3	4	5
	Did Not Meet High	0	1/2	1	2	3	4
	Approaches Low	0	0	1/2	1	2	3
	Approaches High	0	0	0	1/2	1	2
	Meet	0	0	0	0	1/2	1
	Master	0	0	0	0	0	1/2

Growth: Transition Table Breakout

- Should the growth model award additional points for additional growth?
- Should it award points for maintenance?

SQSS: Accelerated Learning Component

Potential Closing the Gaps Component for Elementary and Middle Schools

- Chronic absenteeism may not be appropriate to implement at this time given the current Covid-19 circumstances.
- House Bill 4545 requires accelerated instruction for any student who did not pass STAAR grades 3-8 or EOC assessments.
- Campuses could receive credit for students who earned Did Not Meet in the prior year and Approaches Grade Level or above in the current year.
- 2020–21 and 2021–22 data will be added to TPRS. If implemented in 2023, districts and campuses will have seen two years of data.

SQSS: Accelerated Learning Component

DRAFT

Texas Education Agency
2020-21 Accelerated Instruction
State

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Econ Disadv	Non-Econ Disadv	EB/EL (Current)
Grade 4 Reading													
Students from spring 2020 accelerated to Approaches Grade Level spring 2021		N/A											
Grade 5 Reading													
Students from spring 2019 accelerated to Meets Grade Level spring 2021	2021	6%	5%	5%	10%	7%	11%	4%	8%	6%	5%	10%	5%
Students from spring 2020 accelerated to Approaches Grade Level spring 2021		N/A											
Grade 6 Reading													
Students from spring 2019 accelerated to Meets Grade Level spring 2021	2021	2%	2%	2%	4%	3%	6%	2%	4%	3%	2%	4%	1%
Students from spring 2020 accelerated to Approaches Grade Level spring 2021		N/A											
Grade 7 Reading													
Students from spring 2019 accelerated to Meets Grade Level spring 2021	2021	3%	2%	2%	4%	2%	9%	9%	3%	4%	3%	4%	2%
Students from spring 2020 accelerated to Approaches Grade Level spring 2021		N/A											
Grade 8 Reading													
Students from spring 2019 accelerated to Meets Grade Level spring 2021	2021	8%	6%	7%	11%	11%	17%	9%	9%	4%	7%	11%	6%
Students from spring 2020 accelerated to Approaches Grade Level spring 2021		N/A											
Grade 4 Mathematics													
Students from spring 2020 accelerated to Approaches Grade Level spring 2021		N/A											
Grade 5 Mathematics													
Students from spring 2019 accelerated to Meets Grade Level spring 2021	2021	6%	4%	5%	10%	7%	15%	9%	6%	6%	5%	9%	5%
Students from spring 2020 accelerated to Approaches Grade Level spring 2021		N/A											
Grade 6 Mathematics													
Students from spring 2019 accelerated to Meets Grade Level spring 2021	2021	4%	2%	3%	8%	3%	10%	2%	5%	4%	3%	7%	2%
Students from spring 2020 accelerated to Approaches Grade Level spring 2021		N/A											
Grade 7 Mathematics													
Students from spring 2019 accelerated to Meets Grade Level spring 2021	2021	2%	2%	2%	4%	1%	8%	6%	3%	4%	2%	3%	1%
Students from spring 2020 accelerated to Approaches Grade Level spring 2021		N/A											
Grade 8 Mathematics													
Students from spring 2019 accelerated to Meets Grade Level spring 2021	2021	4%	3%	4%	8%	6%	11%	5%	5%	3%	4%	7%	3%
Students from spring 2020 accelerated to Approaches Grade Level spring 2021		N/A											

- Indicates there are no students in the group.
* Indicates results are masked due to small [illegible] student [illegible] identiality.

TEA | Governance and Accountab[illegible] | Pe[illegible]nance

SQSS: Accelerated Learning Component

Potential Closing the Gaps Component for Elementary and Middle Schools

- If used, the Accelerated Learning Component would replace the Closing the Gaps STAAR component and would carry a 10% weight.
- Would a “super-group” be appropriate to use due to small numbers?

Connecticut (CT) uses “super-grouping” to create a High Needs student group to ensure all students are evaluated due to small numbers in their state. The High Needs group consists of students who are economically disadvantaged, emergent bilingual, and/or served by a special education program. CT Department of Education staff noted that the evaluation of the High Needs group has brought heightened awareness to the vulnerable student populations within their districts/schools.

ATAC/APAC Survey Recap

- We received 26 responses from the 49 members. The survey responses and Performance Reporting feedback are summarized in the December 2021: ATAC/APAC Survey Takeaways document.
- Are there any specific topics you would like to revisit?

AEA Taskforce Recommendations

Change Dropout Recovery School (DRS) Eligibility (SB 879)

- Lower “17 years of age” in DRS definition from 50% at age 17+ enrollment criteria to 60% at age 16+ (TEC §39.0548).
- This change stabilizes the annual fluctuation of campuses between AEC of choice and DRS solely based on the age 17+ criteria.
- Rebrand AEA campuses as “Dropout Prevention and/or Recovery Schools” (DPRS) to more accurately reflect their mission. Eliminate AECs of Choice.
- Implement an application process for campuses that do not meet the age criteria for DPRS but meet other AEA criteria. All AEA campuses will now meet the criteria or demonstrate eligibility for designation as a DPRS.

AEA Taskforce Recommendations

- Updated the identification criteria for AEA in the *2021 Accountability Manual*
- Based on modeled data, increased the enrollment requirement in grades 6–12 from 50% to 90%.
- This adjustment aligns with the original intent of limiting AEA provisions to middle and high schools.
- Increasing the grades 6–12 enrollment requirement affected 13 campuses' AEA eligibility, 5 of which had not received ratings for the past 3 years due to minimal data.

AEA Taskforce Recommendations

- For 2022, AEA registration will include the DRS application process for those alternative campuses that do not meet the age criterion but meet all the other AEA criteria.
- All 2022 AEA registered campuses will be identified as either DRS or residential treatment facilities (RTFs).

AEA Taskforce Recommendations

Student Achievement: STAAR

- Based on DRS data, the Taskforce recommends the STAAR component weight performance level weights of 1, 2, and 3 points.
  - More appropriate for DRS
  - Same number of campuses evaluated
  - Most closely aligned to current system
  - Simple to communicate and understand

$$\frac{\text{1 pt Approaches, 2 pts Meets, 3 pts Masters}}{\text{Number of STAAR Assessments (All Subjects)}}$$

AEA Taskforce Recommendations

Student Achievement: CCMR & Completion Rates

- For CCMR and completion rates, the Taskforce recommends maintaining current 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
- *Encourages dropout recovery with no penalty.*
- *Recovering dropouts is a significant achievement.*

AEA Taskforce Recommendations

Student Achievement: CCMR

- The Taskforce recommends adjusting CCMR to include previous dropouts in the numerator only.
  - 75 DRS had at least 1 previous dropout earning CCMR.
  - 52% of DRS had a CCMR rate gain of 1 point, with the maximum rate gain of 22.
  - Average rate gain is 3 points.

$$\frac{\text{Annual Graduates PLUS Previous Dropouts that Accomplish CCMR}}{\text{Annual Graduates MINUS Previous Dropouts}}$$

AEA Taskforce Recommendations

Student Achievement: Completion Rate

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

	DRS impacted	Average increase
4 Year Class of 2020	62%	4 points
5 Year Class of 2019	65%	5 points
6 Year Class of 2019	58%	4.7 points

Longitudinal Graduates PLUS Previous Dropouts who Return

Longitudinal Graduates MINUS Previous Dropouts who Return

AEA Taskforce Recommendations

School Progress: Academic Growth

- Maintain Part A: Academic Growth methodology and update with standard accountability reset updates.
- Allows for AEAs to keep the better of methodology.

AEA Taskforce Recommendations

School Progress: Relative Performance

- Add a better of Part A or B by creating a unique AEA Part B: Retest Growth methodology.
- Due to the limited growth opportunities for growth in Part A, focus on retester growth.
  - Rate of retests from prior years at Approaches Grade Level or higher in current year
  - Methodology used in current AEA system
  - Growth/progress metric
  - Reflects DRS population by placing emphasis on retester outcomes
  - 79 more campuses evaluated than with current growth
  - Simple to communicate and understand

1 pt for Approaches and above STAAR EOC retests

STAAR EOC Retests

AEA Taskforce Recommendations

Closing the Gaps

Academic Achievement (weight TBD)

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

Graduation Rate (weight TBD)

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

English Language Proficiency (weight TBD)

SQSS (weight TBD)

- CCMR

Distinction Designations and Badges

Distinction Designations and Badges

- As mentioned in previous meetings, we would like to form a subcommittee to revisit Distinction Designations and develop Badges.
- The subcommittee will meet virtually for two hours in March, April, and May to develop recommendations for 2023 inclusion.
- If you would like to participate, please email us at performance.reporting@tea.texas.gov

Ideas for Additional Distinction Designations

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

Ideas for Badges

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

Questions and Comments