2023 *A–F* System Framework

Updated March 2023

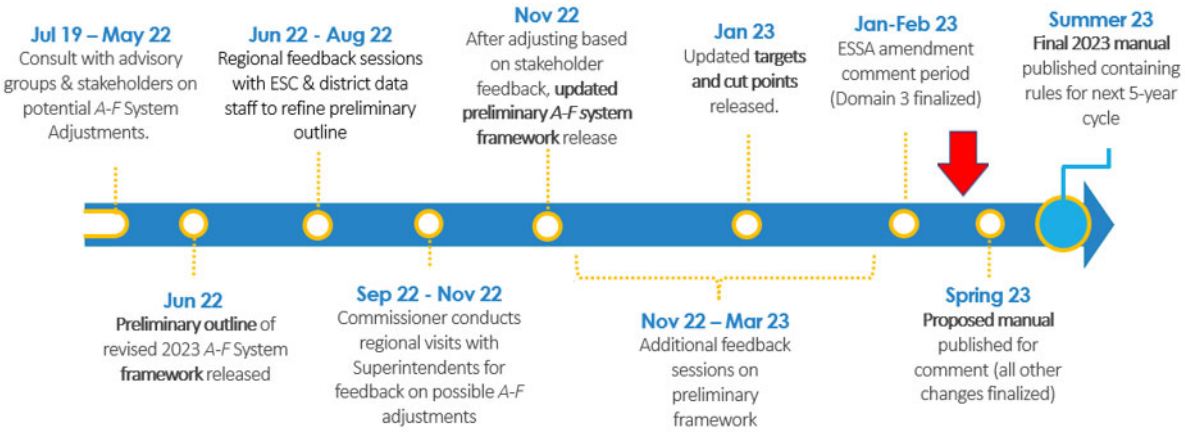
What is the *A–F* Accountability System Refresh?

The Texas *A–F* accountability system, passed via House Bill (HB) 22 (85th Regular Session) in 2017, is a tool to help continuously improve student performance to achieve the goals of eliminating achievement gaps based on race, ethnicity, and socioeconomic status and ensuring Texas is a national leader in preparing students for postsecondary success. Valid, reliable, comparable, and objective measures of student outcomes are key to ensuring *A–F* ratings are fair, rigorous, and transparent to properly empower parents and educators to celebrate successes while improving student supports. The three-domain design of *A–F* reflects a commitment to recognize the better of student achievement or school progress, while maintaining focus on the students most in need.

Before *A–F*, Texas accountability rules were changed every year, with goals for students constantly increasing. With *A–F*, a commitment was made to maintain the same calculations and cut scores for up to five consecutive years without annual changes, to allow for better year-over-year performance comparisons. As schools emerge from the impact of COVID-19 both with new challenges and having achieved tremendous successes, we must set new goals for our students to ensure our state is a national leader in preparing students for postsecondary success. Cut scores continue to be based on specific criteria so that ratings are never a fixed distribution, and it is mathematically possible for all schools in Texas to earn an *A* rating.

What is the Timeline for the *A–F* Refresh?

The refreshed accountability system will be implemented with fall 2023 accountability ratings. This document provides an overview of the updates proposed for the 2023 system. This framework reflects the original 10 considerations, adjustments to the proposals in the November and January frameworks, impact of stakeholder feedback between November and March, and reflects the contents of the proposed rule. Scaling, cut points, and Closing the Gaps student targets were released January 2, 2023. The proposed rule, the *2023 Accountability Manual*, will be published in mid-April for an additional feedback window prior to becoming rule in summer 2023.



Overview of Considerations

Based on stakeholder feedback, the agency focused on ten original key feedback areas aligned with the preliminary framework and expanded those considerations in November. A summary of feedback and adjustments to the framework may be found on the 2023 Accountability Development webpage.

1. Establish new baseline data to ensure cut points and targets reflect appropriate goals for students given the educational disruption of COVID-19.
2. Improve our ability to recognize growth.

3. Update College, Career, and Military (CCMR) indicators.
4. Narrow focus within Closing the Gaps.
5. Recognize successful learning acceleration.
6. Increase alignment of district outcomes with campus outcomes.
7. Create a unique alternative education accountability (AEA) system for dropout recovery schools (DRS).
8. Improve alignment between the *A–F* system and special populations goal setting (Results Driven Accountability [RDA]).
9. Refine and develop new distinction designations and/or badges that recognize district efforts.
10. If feasible, incorporate extracurricular leadership.
11. Give high schools credit for Algebra I accelerated testers
12. Create an incentive for early graduation.
13. Update overall rating methodology to better align with Senate Bill (SB) 1365.

Overall 2023 Academic Accountability System Design

The overall design of the accountability system evaluates performance according to three domains and will not change as part of the *A–F* refresh:

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

School Progress measures district and campus outcomes in two areas: the number of students that demonstrated growth as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

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

Proposed Domain Updates: Student Achievement

STAAR Component

The STAAR component uses a methodology in which scores are calculated based on students' performance at Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standards.

A–F cut points remain unchanged from 2017 to account for the impact of COVID-19 and the upcoming STAAR redesign.

Graduation Rate Component

The graduation rate component includes the four-year, five-year, and six-year high school graduation rates or the annual dropout rate if no graduation rate is available. The graduation rate that results in the highest score is used to calculate the graduation rate score.

Graduation rates have steadily improved in Texas since 2017. Using Class of 2021 as a baseline, *A–F* cut points have been increased by 2 percent.

CCMR Component

Feedback five years ago recommended 90 percent as the percentage of CCMR graduates that should generate an *A*. Very few campuses performed at that level at that time (average performance in the

baseline year was 47 percent), so the cut point was set at 60 percent which was nominally consistent with the state's 60x30 goals. CCMR performance has skyrocketed, with average performance now at 65 percent. Given these improvements and the statutory objective of *A–F* to make Texas a national leader in preparing students for postsecondary success, cut scores for *A* are 88 percent, with analysis suggesting this would ensure 60 percent of graduates achieve initial postsecondary success.

B–F cut points are updated to align with baseline data (Class of 2021) and to reflect the impact of any differences in the CCMR indicators (e.g., the sunsetting IBC limit).

The CCMR component measures graduates' preparedness for college, the workforce, or the military. Annual graduates can demonstrate college, career, or military readiness in any one of the following ways:

- *Meet Texas Success Initiative (TSI) Criteria in ELA/Reading and Mathematics.* A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics.
- *Earn Dual Course Credits.* A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject.
- *Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.* A graduate meeting the criterion score on AP or IB examinations at a level that is predictive of college enrollment and persistence consistent with other college ready indicators.
- *Earn an Associate Degree.* A graduate earning an associate degree by August 31 immediately following high school graduation.
- *Complete an OnRamps Dual Enrollment Course.* A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area.
- *Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness.* A graduate receiving a graduation type code of 04, 05, 54, or 55, which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.
- *Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student.* A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA).
- *Earn a Level I or Level II Certificate.* A graduate earning a level I or level II certificate in any workforce education area.
- ***(Updated)*** *Earn an Industry-Based Certification (IBC) and Complete an Aligned Program of Study.* A graduate earning an IBC under 19 TAC §74.1003 who also completes a career and technical education program of study aligned with that IBC.

  As was shared in the January 2023 updated framework, two updates are made to the IBC indicator.

  1. Beginning with 2023 ratings, limit the percentage of graduates who only meet CCMR criteria via a sunsetting IBC to five graduates, or 20 percent, of graduates, whichever is higher. This

limit is applied within Student Achievement and School Progress, Part B: Relative Performance and is not applied within Closing the Gaps. This limit was taken into account when modeling CCMR cut scores.

2. The IBC/Program of Study phase-in has been extended an additional year, so that the requirement to earn an IBC plus an aligned Level 2^+ course will apply for the Class of 2024, the concentrator requirement will apply for the Class of 2025, and the completer requirement would apply for the Class of 2026. Based on data analysis and statutory requirements, the transition plan maintains the completer requirement when fully implemented.

- *Enlist in the Armed Forces or Texas National Guard.* A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines or the Texas National Guard.

  As was shared in the September 9 To the Administrator Addressed correspondence, districts may earn credit for a graduate who has enlisted in the U.S Armed Forces or Texas National Guard by submitting appropriate documentation beginning with the 2023 graduating class for use in 2024 accountability.

Rationale: The agency believes in aligning college-ready and career-ready indicators to a consistent level that is predictive of college enrollment and persistence and provide graduates with the best opportunity for career readiness that aligns with the state's postsecondary goals for 2030.

Student Achievement Domain Calculation

No changes are proposed for the Student Achievement domain calculation for campuses. For dropout recovery schools, please refer to the Proposed Alternative Education Accountability section on page 13. For district domain outcomes, please refer to the Proposed District Proportional Domain Ratings section on page 11.

School Type	Component	Weight
Elementary School	STAAR	100%
Middle School	STAAR	100%
High School and K–12	STAAR	40%
	CCMR	40%
	Graduation Rate/Annual Dropout Rate	20%

Proposed Domain Updates: School Progress

School Progress, Part A: Academic Growth

Academic Growth measured student academic growth in reading/language arts (RLA) and mathematics. Beginning in 2023, the methodology shifts to a transition table model to determine academic growth. Cut points for high/low Did Not Meet and Approaches Grade Level were established for each applicable grade level and subject area.

The tables below provide the 2023 methodology for awarding growth points, updated based on stakeholder feedback. In order to have a growth score calculated, students must meet the accountability subset and have a non-zero STAAR assessment result in both the prior year and current year. Assessments with outcomes in the chance score range are included in calculations.

Annual Growth

Prior Year Performance on STAAR	Current Year Performance on STAAR					
	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	½	1	1	1	1
Low Approaches Grade Level	0	0	½	1	1	1
High Approaches Grade Level	0	0	0	½	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

Accelerated Learning

Prior Year Performance on STAAR	Current Year Performance on STAAR			
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	0	1	1	1

Annual Growth (STAAR Alternate 2)

Prior Year Performance on STAAR Alternate 2	Current Year Performance on STAAR Alternate 2			
	Low Level I: Developing	High Level I: Developing	Level II: Satisfactory	Level III: Accomplished
Low Level I: Developing	0	1	1	1
High Level I: Developing	0	½	1	1
Level II: Satisfactory	0	0	1	1
Level III: Accomplished	0	0	0	1

Accelerated Learning (STAAR Alternate 2)

Prior Year Performance on STAAR Alternate 2	Current Year Performance on STAAR Alternate 2		
	Level I: Developing	Level II: Satisfactory	Level III: Accomplished
Level I: Developing	0	1	1

Rationale: The transition table model is transparent, easy to understand, and easy to duplicate at the local level. Transition tables can also be used to evaluate assessments with scores reported on different scales, such as when changes are made to STAAR assessments. By using the transition table model, additional assessments are eligible for evaluation such as STAAR RLA in grade 8 to English I EOC and Spanish to English RLA. Additionally, incorporating a narrowed focus on accelerated instruction for

students who did not earn at least Approaches Grade Level on STAAR RLA and/or mathematics provides actionable data in alignment with the requirements of House Bill 4545 (87th Regular Legislative Session).

School Progress, Part A: Academic Growth Example Calculation

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

The total is expressed as a percentage: total points earned divided by number of assessments, rounded to the nearest whole number. For example, 453.75 total earned points divided by 554 assessments is 81.9 percent, which is rounded to 82 percent.

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

Given improvement in growth and the new methodology for calculating growth, cut scores for *A* are 85 percent. *B–F* cut points are updated to align with baseline data (average of 2019 and 2022 STAAR growth) using the updated growth methodology.

School Progress, Part B: Relative Performance

There are no changes proposed for the Relative Performance domain methodology.

- Elementary/Middle Schools
  - *A–F* cut points remain unchanged from 2017 to account for the impact of COVID-19 and the upcoming STAAR redesign.
- High Schools/K–12s
  - STAAR
    - *A–F* cut points calculated based on 2017 data to account for the impact of COVID-19 and the upcoming STAAR redesign.
  - CCMR
    - *A–F* cut points and scaling table for CCMR is calculated based on baseline data (Class of 2021 CCMR and school year 2022 economically disadvantaged data sets) and to reflect the impact of any differences in the CCMR indicators (e.g., the sunsetting IBC limit).
  - For high schools with STAAR and CCMR data, scaled scores are calculated for both parts and then averaged.

School Progress Domain Calculation

No changes are proposed for the School Progress domain calculation for districts or campuses. For dropout recovery schools, please refer to the Alternative Education Accountability section on page 13.

Step 1: Calculate a scaled score for both School Progress, Part A and Part B.

Step 2: Take the higher scaled score for either School Progress, Part A or Part B. The higher scaled score is used to calculate the School Progress domain rating.

Proposed Domain Updates: Closing the Gaps

As part of the 2023 *A–F* System Refresh, the Texas Education Agency (TEA) submitted an amendment to the state's Every Student Succeeds Act (ESSA) plan to adjust the methodology within the Closing the Gaps domain.

(Updated) Student Group Targets

The agency updated federal student group targets and set them by school type: elementary, middle, and high school. The targets are available in Appendix A on TEA's ESSA webpage.

- Overall
  - To increase fairness and accuracy of ratings, all targets are differentiated by school type.
  - To account for the impact of COVID-19, all long-term targets are pushed back five years to 2037–38.
  - The first five years of interim targets align with each school type's baseline rates and increase at five-year increments until reaching the long-term targets.
- Academic Achievement (Performance at Meets Grade Level disaggregated for reading/language arts [RLA] and mathematics)
  - To account for the impact of COVID-19 and the STAAR redesign, Academic Achievement used the original 2017 baseline dataset at Meets Grade Level with disaggregated targets by school type.
- Growth or Graduation
  - To account for the impact of COVID-19, Academic Growth Status used an average of 2019 and 2022 growth outcomes incorporating the updated methodology from the School Progress, Part A domain. Long-term targets were adjusted to account for the updated methodology.
  - Federal Graduation Status used the Class of 2021 statewide federal four-year graduation, disaggregated for each student group. Long-term targets were updated to ensure all students groups could demonstrate growth to target.
- English Language Proficiency (ELP)
  - To account for the TELPAS Writing change, ELP used 2021 and 2022 TELPAS baseline data for the listening, speaking, and reading domains only.
  - For 2024, targets will be updated to include writing and will shift back to evaluating the composite rating.
- School Quality or Student Success
  - The Student Achievement Domain Score: STAAR Component Only used the original 2017 baseline dataset with disaggregated targets by school type.
  - College, Career, and Military Readiness (CCMR) Performance Status used the 2022 statewide outcomes (2021 annual graduates) disaggregated for each student group.

Gradated Points Methodology

In addition to updating interim student group targets, the agency is awarding gradated outcomes for performance and growth toward these targets. The methodology used between 2018 and 2022 evaluated group performance on a yes/no basis; using a 0–4 points methodology provides further differentiation for groups demonstrating growth but not yet achieving target performance. The gradated point methodology follows.

0-4 Points Definitions

Points	Definition
4	Met long-term target
3	Met interim target
2	Did not meet interim target but showed expected growth toward next interim 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 to interim target (for 2 points) is defined as on-track growth to reach the next interim target. The expected growth calculation is rounded to one decimal point. The denominator for 2023 is six years. The denominator for 2024 will be five years and so forth.

$$\text{Current year rate} - \text{prior year rate} \geq \frac{\text{Next interim target} - \text{prior year rate}}{6}$$

Minimal growth (for 1 point) is defined as at least 1.0 percent growth for STAAR and CCMR indicators. Minimal growth is at least 0.1 percent growth for graduation indicators.

Student Groups Reported and Student Groups Evaluated

As part of changes to narrow the focus to the lowest-performing groups, the agency is using super groups to calculate the Closing the Gaps domain score. Super groups consist of an unduplicated count of students from the state's traditionally underperforming student groups. If a student meets one or more of the following criteria, s/he is included in the new super group. The Highly Mobile super group replaces the current non-continuously enrolled student group. Based on feedback and analysis, the agency is reducing the current 25 student group minimum size to 10 to measure the outcomes for additional students and to monitor achievement gaps more closely.

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	

- High Focus—an unduplicated grouping of students identified as emergent bilingual/English learner, economically disadvantaged, highly mobile, and/or served by special education programs
    - Highly Mobile–an unduplicated grouping of students identified as homeless, migrant, and/or foster
- Two Lowest-Performing Racial Ethnic Groups—determined by averaging the Academic Achievement RLA and mathematics indicators. 2022 data are used to determine the two 2023 groups.
    - The minimum size of 10 is applied to 2022 data when identifying the two groups.
    - For a new campus, the prior year two lowest-performing racial/ethnic groups at the state-level are evaluated.
    - If a campus only has one racial/ethnic group that meets minimum size, that group is evaluated.

Closing the Gaps: Components

- No changes are proposed for the Academic Achievement component (Meets Grade Level standard or above in RLA and mathematics) methodology.

- No changes are proposed for the Four-Year Graduation Rate (without state exclusions) component methodology for high schools and K–12s with graduation rates.
- No changes are proposed for the CCMR Performance component for high schools and K–12s. This component continues to evaluate non-graduating twelfth graders to align with ESSA requirements.
- The Academic Growth in RLA and Mathematics component for elementary and middle schools is updated to align with growth methodology changes made in the School Progress, Part A: Academic Growth domain. To be included, students must meet the accountability subset and have a non-zero STAAR assessment result in both the prior year and current year.
- No changes are proposed for the Student Achievement Domain Score: STAAR Component Only methodology for elementary and middle schools.
- As the TELPAS writing domain is being updated for 2023, TEA is evaluating the ELP component differently for 2023 accountability.
    - TELPAS results are evaluated at the domain level in place of the composite rating.
    - A student is considered having made progress if the student advances, or is scored as Advanced High or Basic Fluency, in at least two of the three domains from the prior year (2022) to the current year (2023).
    - The three evaluated domains are listening, speaking, and reading.
    - Only students evaluated in all three domains in both 2022 and 2023 are evaluated.
    - For 2024, the ELP methodology will return to the use of the TELPAS composite rating.

Closing the Gaps Domain Calculation

TEA reduced the minimum number of indicators that meet minimum size to be included in the Closing the Gaps calculation from five to four for the following components:

- Academic Achievement
- Academic Growth Status
- Student Achievement Domain Score: STAAR Component Only

The remaining components, Federal Graduation Status and CCMR Performance Status, only require one evaluated indicator.

To calculate a score for each of the Closing the Gaps components, sum the total points earned for each evaluated indicator. Divide the number of earned points by the number of possible points (those indicators that met minimum size). The points earned for each component are then weighted based on the following table.

Component points are rounded to one decimal place. Total points for each component are determined by multiplying the points earned by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number. The domain score is then scaled based on school type.

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Updated March 2023

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB[1], SpEd, Highly Mobile)	Component Points	EL/MS Weight	HS/K-12 Weight	Weighted Points
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races					
Academic Achievement (RLA)									Earned ÷ Possible (rounded to 0.1)	30%	50%	Academic Achievement Points (rounded to 0.1)
0-4	0-4				0-4			0-4				
Academic Achievement (Mathematics)												
0-4	0-4				0-4			0-4				
Federal Graduation Status (HS/K-12)									Earned ÷ Possible (rounded to 0.1)		10%	Graduation Rate Points (rounded to 0.1)
0-4	0-4				0-4			0-4				
Academic Growth in RLA (EL/MS)									Earned ÷ Possible (rounded to 0.1)	50%		Growth Points (rounded to 0.1)
0-4	0-4				0-4			0-4				
Academic Growth in Mathematics (EL/MS)												
0-4	0-4				0-4			0-4				
SQSS: CCMR (HS/K-12)									Earned ÷ Possible (rounded to 0.1)		30%	SQSS Points (rounded to 0.1)
0-4	0-4				0-4			0-4				
SQSS: STAAR ONLY (EL/MS)									Earned ÷ Possible (rounded to 0.1)	10%		SQSS Points (rounded to 0.1)
0-4	0-4				0-4			0-4				
English Language Proficiency[1]									Earned ÷ Possible (rounded to 0.1)	10%	10%	ELP Points (rounded to 0.1)
								0-4				
Closing the Gaps Score												***Sum of Weighted Points*** (whole number)

[1]*EB=Current & Monitored (through year 4); ELP=Current EB only*

Rationale: Using super groups and reducing the minimum sizes includes thousands of vulnerable students in accountability calculations who have previously been excluded, as the group did not meet minimum size requirements. The creation of these groups will provide valuable information for school leaders to improve outcomes and reduce achievement gaps for all vulnerable students.

A–F cut points are updated to align with the baseline data for each component, the new 0-4 methodology, and the targets differentiated by campus type

- Academic Achievement: To account for the impact of COVID-19 and the upcoming STAAR redesign, using 2017 baseline data
- Growth: To account for the impact of COVID-19, using average of 2019 and 2022 and updating based on new methodology
- Graduation: Updated to align with baseline data (Class of 2021)
- EL Proficiency: To account for TELPAS writing change, using Speaking, Listening, Reading results only for 2022 TELPAS compared to 2021 TELPAS. Targets will be updated next year to include writing.
- School Quality or Student Success:
    - STAAR component only: Because of the impact of COVID-19 and the upcoming STAAR redesign, using 2017 baseline data
    - CCMR: Updated to align with baseline data (Class of 2021) and to reflect the impact of any differences in the CCMR indicators

Closing the Gaps, Part B: Results Driven Accountability for Districts

- In addition to the components detailed above, the agency will phase in an additional subdomain within Closing the Gaps for districts—Closing the Gaps, Part B: Results Driven Accountability (RDA). This subdomain will report indicators and data previously reported in Results Driven Accountability. RDA is one part of the agency's annual evaluation of a district's performance and program

effectiveness focusing on special populations. The addition of this subdomain will eliminate the separate RDA reporting system. Part B: RDA will not be used to identify schools for improvement under ESSA.

- For the first five years, the Part B: RDA subdomain will only be reported for accountability purposes and will not impact a district's *A–F* rating or accountability reporting under ESSA. The agency will work with stakeholders to align data sources and methodologies where possible. Required RDA determinations and interventions will continue during this report-only period.
- Given that RDA is calculated solely at the district level (and not for campuses), this proposed Part B will apply only to district ratings (and not campus ratings).

Rationale: The incorporation of the RDA system into accountability will align federal reporting requirements, reduce duplication of data reporting, and create consistent focus across the state on special population performance improvements.

District Rating Methodology: Proportional Domain Ratings

District domain ratings are calculated using a proportionality method. This methodology only considers campus enrollment counts for grades 3–12, excludes *Not Rated* and paired campuses, is applied to each domain, and includes campuses evaluated under alternative education accountability.

Step 1: Determine the number of students enrolled in grades 3–12 at each campus.

Step 2: Sum the number of students enrolled in grades 3–12 at the district.

Step 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 the district domain score. If a campus is not rated in a domain, the weights are determined by only those campuses with a domain rating.

Step 4: Multiply the campus domain scaled score by its weight to determine the points.

Step 5: Sum the points for all campuses to determine the district's domain score.

Step 6: Determine the better outcome of the School Progress, Part A and Part B scores. Use the better as the district's School Progress domain scaled score. If either Part A or Part B's scaled score results in a scaled score less than 60, the highest scaled score that can be used is an 89.

Example District Proportional Student Achievement Domain Rating Calculation

Step 1: Determine the Proportional Weight for Each Campus

Campus	Grade 3–12 Enrollment	Calculation	Weight
Campus 1	334	334 ÷ 2,417	**13.8%**
Campus 2	990	990 ÷ 2,417	**41.0%**
Campus 3	62	62 ÷ 2,417	**2.6%**
Campus 4	761	761 ÷ 2,417	**31.5%**
Campus 5	270	270 ÷2,417	**11.2%**
District 3–12 Enrollment	2,417		

Step 2: Determine the Proportional Points Each Campus Contributes to the District Domain Score

Campus	Student Achievement Domain Scaled Score	Weight	Points
Campus 1	85	13.8%	11.7
Campus 2	85	41.0%	34.9
Campus 3	77	2.6%	2.0
Campus 4	72	31.5%	22.7
Campus 5	67	11.2%	7.5
District Student Achievement Domain Scaled Score			**79**

Rationale: Calculating district ratings proportionately using the outcomes of the campuses they serve increases the alignment of district and campus ratings.

Overall Rating Methodology for Districts and Campuses

Step 1: Determine the better outcome of the Student Achievement and the School Progress domain scaled scores. If either domain's scaled score results in a scaled score less than 60, the highest scaled score that can be used is an 89.

Step 2: Weight the better outcome of the Student Achievement or the School Progress domain scaled score at 70 percent.

Step 3: Weight the Closing the Gaps domain scaled score at 30 percent. For districts and campuses lacking a Closing the Gaps domain score, weight the better outcome of the Student Achievement or School Progress domain scaled score at 100 percent.

Step 4: Total the weighted outcome of the two scaled scores to calculate the overall score.

Step 5: If a scaled score less than 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 a district, open-enrollment charter school, or campus can receive for the overall rating is a 59. In order for this provision to be applied, the district, open-enrollment charter school, or campus must be evaluated in all four areas. This provision is not applied to a dropout recovery school. If the Student Achievement domain scaled score is 60 or higher, this provision will not be applied.

Step 6: If a scaled score less than 70 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 a district, open-enrollment charter school, or campus can receive for the overall rating is a 69. In order for this provision to be applied, the district, open-enrollment charter school, or campus must be evaluated in all four areas. This provision is not applied to a dropout recovery school. If the Student Achievement domain scaled score is 70 or higher, this provision will not be applied.

A district may not receive an overall or domain rating of *A* if the district includes any campus with a corresponding overall or domain scaled score less than 70. In this case, the highest scaled score a district can receive for the overall or in the corresponding domain is an 89. If the campus is registered and

evaluated under alternative education accountability (AEA) provisions, this provision is not applied if the AEA campus has an overall or corresponding domain scaled score of at least 60. The provision is applied, if the AEA campus has an overall or corresponding domain scaled score less than 60.

Weighted domain outcomes are rounded to the nearest decimal point. Overall rating scores are rounded to the nearest whole number.

Proposed AEA System Updates

The following updates apply to each domain solely for campuses identified as dropout recovery schools (DRS) registered for AEA.

(Updated) AEA Student Achievement Domain: STAAR Component

There are no proposed changes to the STAAR component for AEAs.

AEA Student Achievement Domain: Completion Rate Component

The AEA Completion Rate adjusts the longitudinal completion rate (best of 4-, 5-, or 6-year) to include previous dropouts who complete in the numerator only.

$$\frac{\text{Number of Graduates + Continuers + TxCHSE Recipients + Previous Dropouts who Complete in the Class}}{\text{Number of Students in the Class}}$$
(Graduates + Continuers + TxCHSE Recipients + Dropouts [– Previous Dropouts who Returned])

Rationale: As the goal of dropout prevention and recovery campuses is to bring previous dropouts back into the school system to complete their secondary schooling, awarding points for this achievement incentivizes the recovery of at-risk students.

AEA Student Achievement Domain: CCMR Component

The AEA CCMR component adjusts the existing CCMR methodology to include previous dropouts in the numerator but exclude them from the denominator.

$$\frac{\text{Number of Graduates Who Accomplished at least One of the CCMR Indicators}}{\text{+ Previous Dropouts Who Accomplished at least One of the CCMR Indicators}}$$
Number of 2022 Annual Graduates

Rationale: Data demonstrate that recovering a previous dropout is a significant achievement, and this adjustment will encourage dropout recovery with no penalty to the CCMR rate.

AEA School Progress Domain, Part A: Academic Growth

The agency will maintain Part A: Academic Growth methodology for AEA and adjust this domain to align with updates to the standard Academic Growth methodology.

Rationale: This allows DRS to use the better of Student Achievement or School Progress methodology.

AEA School Progress Domain, Part B: Retest Growth

As DRS are not evaluated for Relative Performance, AEAs are evaluated under a unique Part B: Retest Growth. This methodology incorporates the current AEA bonus points indicator into the accountability system for DRS and allows them to benefit from a better of Part A or Part B in the School Progress domain.

$$\frac{\text{1 pt for Approaches and above STAAR EOC retests}}{\text{STAAR EOC Retests}}$$

Rationale: As DRS campuses serve higher rates of STAAR retesters for which Part A growth opportunities are limited, adding this new Part B focuses on the DRS population by emphasizing retester outcomes.

AEA Closing the Gaps Domain

The Closing the Gaps domain for AEAs will follow the same 0–4 methodology, super grouping, and rating calculation as is proposed for traditional campuses.

Distinction Designations and Badges

The agency will continue to work with stakeholders through early spring to establish additional reporting opportunities through TXschools.gov to highlight district efforts and to update indicators within Distinction Designations. Based on feedback, no additional distinction designations are available for the 2023 ratings. New indicators within the distinction designations would be published in the proposed *2023 Accountability Manual* for further stakeholder feedback before being finalized.

Extra and Cocurricular Advisory Group

TEA collected data and conducted analyses on the potential incorporation of extracurriculars to the *A–F* system. The Extra and Cocurricular Advisory Group reported their findings to the Texas Legislature in December 2022.

Federal School Improvement

Comprehensive Support and Improvement (CSI)

To identify schools for CSI, TEA rank orders Closing the Gaps scaled scores of Title I campuses by school type—elementary, middle, high school/K–12, and alternative education accountability. TEA identifies the lowest five percent of each school type for CSI.

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 a scaled score that is higher than when originally identified are considered as having successfully exited.

With the shift to the 0–4 points methodology in Closing the Gaps, TEA does not use the overall scaled score as either a CSI identification or exit criterion.

TEA updated the threshold for CSI identification based on the six-year federal graduation rate from 67.0 percent to 66.7 percent for the all students group to align with reporting graduation rates to the tenth of a percentage.

Targeted Support and Improvement (TSI) and Additional Targeted Support (ATS)

TSI and ATS methodologies are updated to focus on campuses with student groups that earn zeros and ones in the Closing the Gaps domain. No changes are being made to the existing three, consecutive years methodologies. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI and ATS identifications.

Per ESSA, TSI and ATS identifications are determined using the outcomes of the following student groups. Super groups are not evaluated for TSI or ATS.

- African American
- American Indian
- Asian
- Hispanic
- Pacific Islander

- White
- Two or more races
- Economically disadvantaged
- Special education
- Emergent bilingual (EB) students/English learners(EL)
- Continuously Enrolled (beginning with 2023)
- Former Special Education (beginning with 2023)

The continuously enrolled and former special education groups will be evaluated for ATS/TSI for the first time in 2023. These two groups could potentially be identified as "consistently underperforming" in August 2025 based on data from 2023, 2024, and 2025.