2023 A-F Accountability PROPOSED UPDATES

Assessment • Research • Evaluation
Gifted & Talented Department

Presenter: Beatriz Hernandez
Brownsville ISD
January 20, 2022

AGENDA

- Proposed 2023 A-F Updates
- Accelerated Testers
- CCMR
- EL Proficiency
- TELPAS Plan
- STAAR Plan
- Benchmark Testing Calendar
- STAAR/EOC 2023 Testing Calendar

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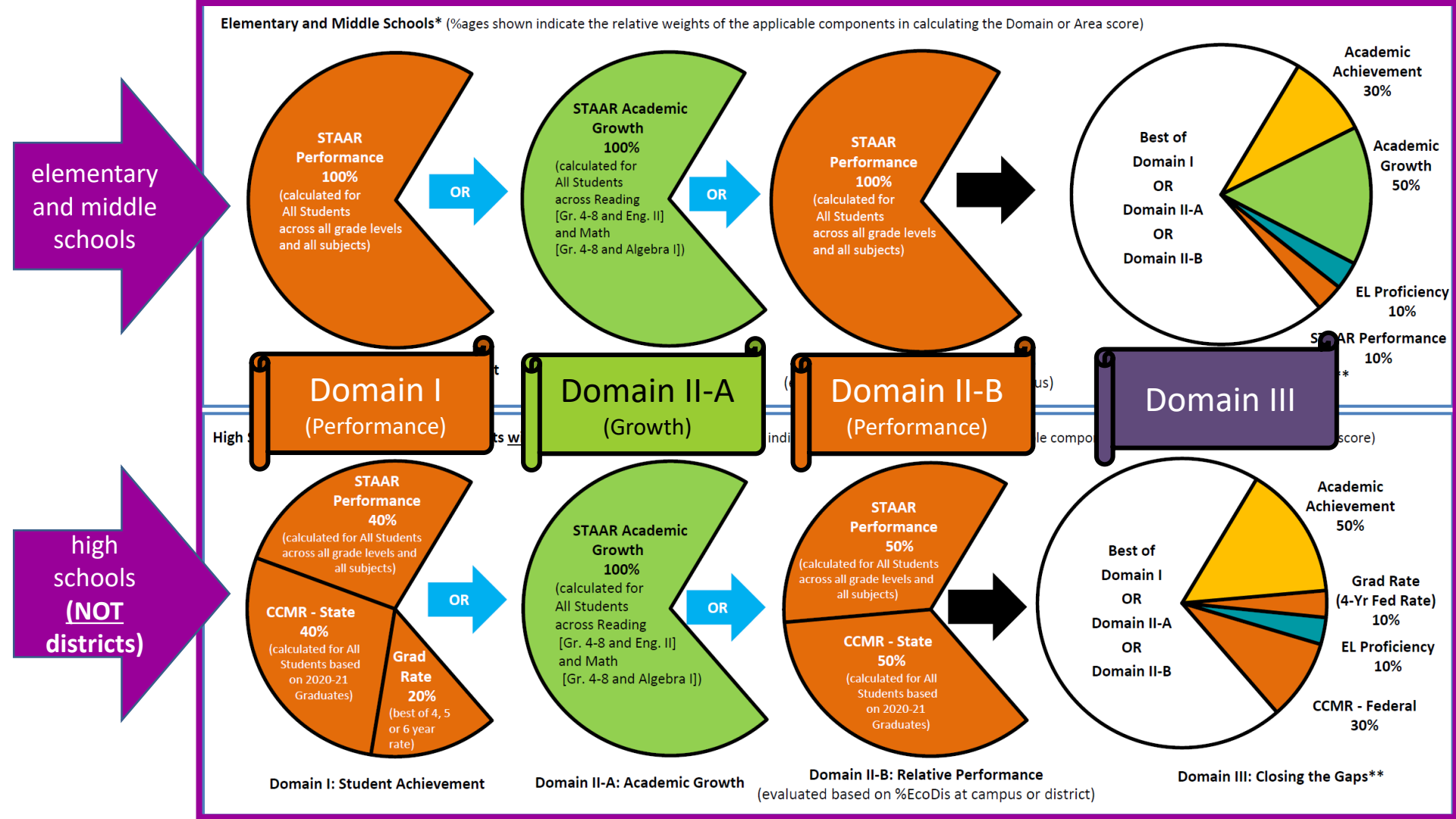
Domain by Domain- The Technical Details

Preliminary 2023 A–F Refresh Cut Scores and Scaling Resources (texas.gov)

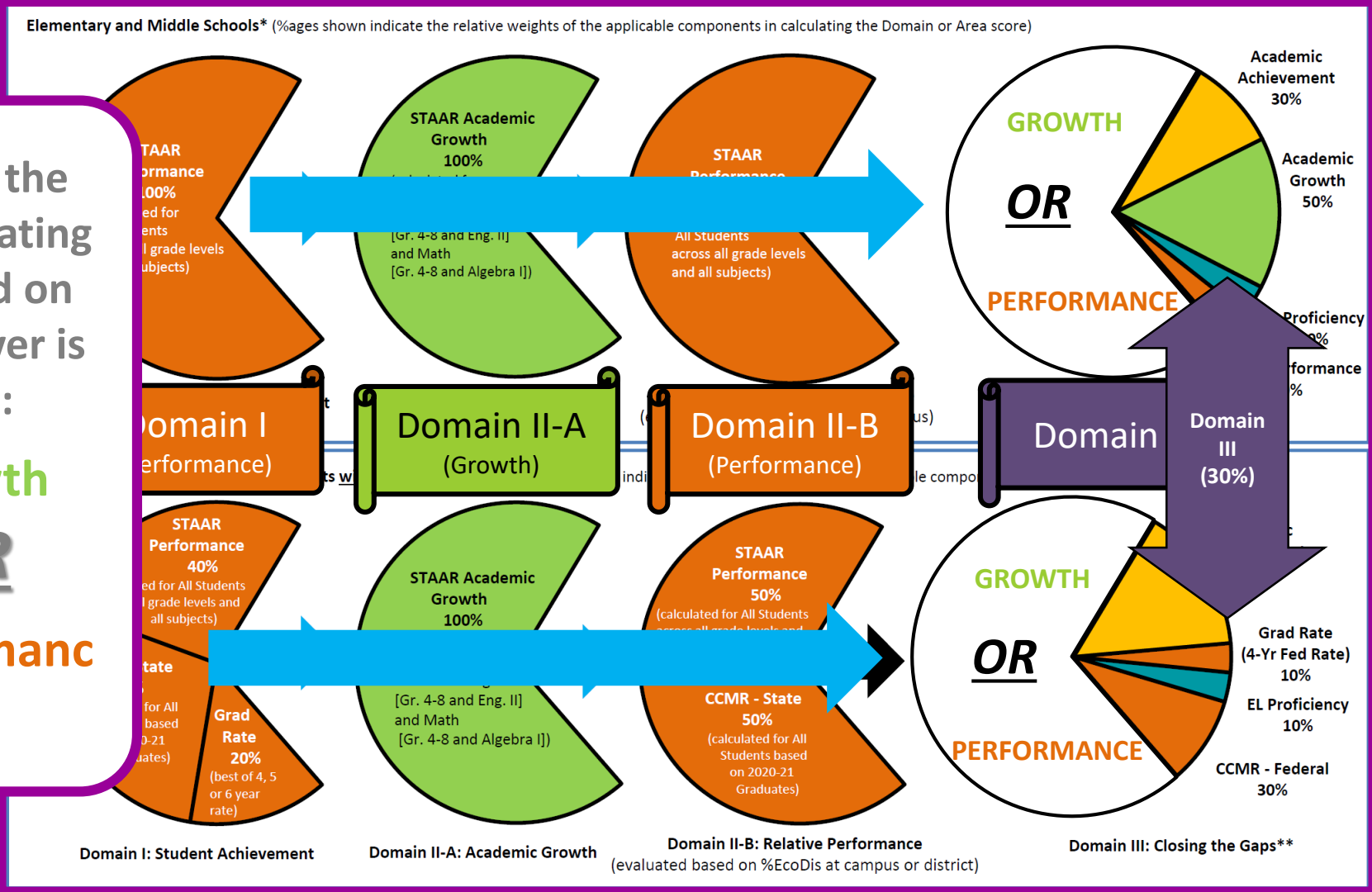

elementary and middle schools
Elementary and Middle Schools* (%ages shown indicate the relative weights of the applicable components in calculating the Domain or Area score)
STAAR Performance 100% (calculated for All Students across all grade levels and all subjects)
OR
STAAR Academic Growth 100% (calculated for All Students across Reading [Gr. 4-8 and Eng. II] and Math [Gr. 4-8 and Algebra I])
OR
STAAR Performance 100% (calculated for All Students across all grade levels and all subjects)
Academic Achievement 30%
Best of Domain I OR Domain II-A OR Domain II-B
Academic Growth 50%
EL Proficiency 10%
STAAR Performance 10%
Domain I (Performance)
Domain II-A (Growth)
Domain II-B (Performance)
Domain III
high schools (NOT districts)
STAAR Performance 40% (calculated for All Students across all grade levels and all subjects)
CCMR - State 40% (calculated for All Students based on 2020-21 Graduates)
Grad Rate 20% (best of 4, 5 or 6 year rate)
OR
STAAR Academic Growth 100% (calculated for All Students across Reading [Gr. 4-8 and Eng. II] and Math [Gr. 4-8 and Algebra I])
OR
STAAR Performance 50% (calculated for All Students across all grade levels and all subjects)
CCMR - State 50% (calculated for All Students based on 2020-21 Graduates)
Academic Achievement 50%
Best of Domain I OR Domain II-A OR Domain II-B
Grad Rate (4-Yr Fed Rate) 10%
EL Proficiency 10%
CCMR - Federal 30%
Domain I: Student Achievement
Domain II-A: Academic Growth
Domain II-B: Relative Performance (evaluated based on %EcoDis at campus or district)
Domain III: Closing the Gaps**

70% of the overall rating is based on whichever is best:

Growth

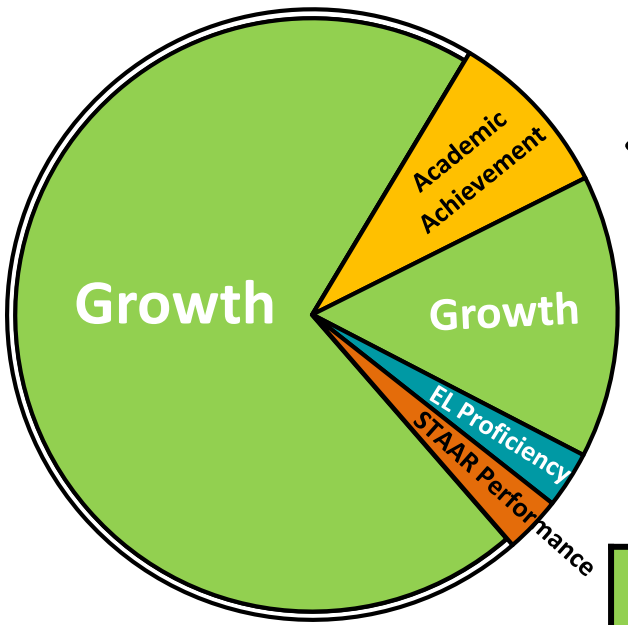
OR

Performance



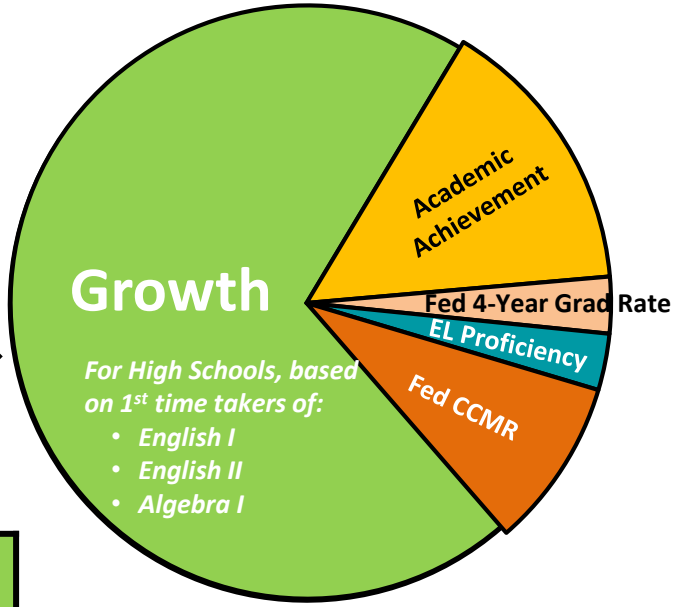
A-F in 2023 is **still** a **STRENGTHS-BASED** system …

Example: if GROWTH is what we do best …



85%

70%



elementary and middle schools

Growth
RLA (Gr. 4 through Eng. II) Math (Gr. 4 through Algebra I)

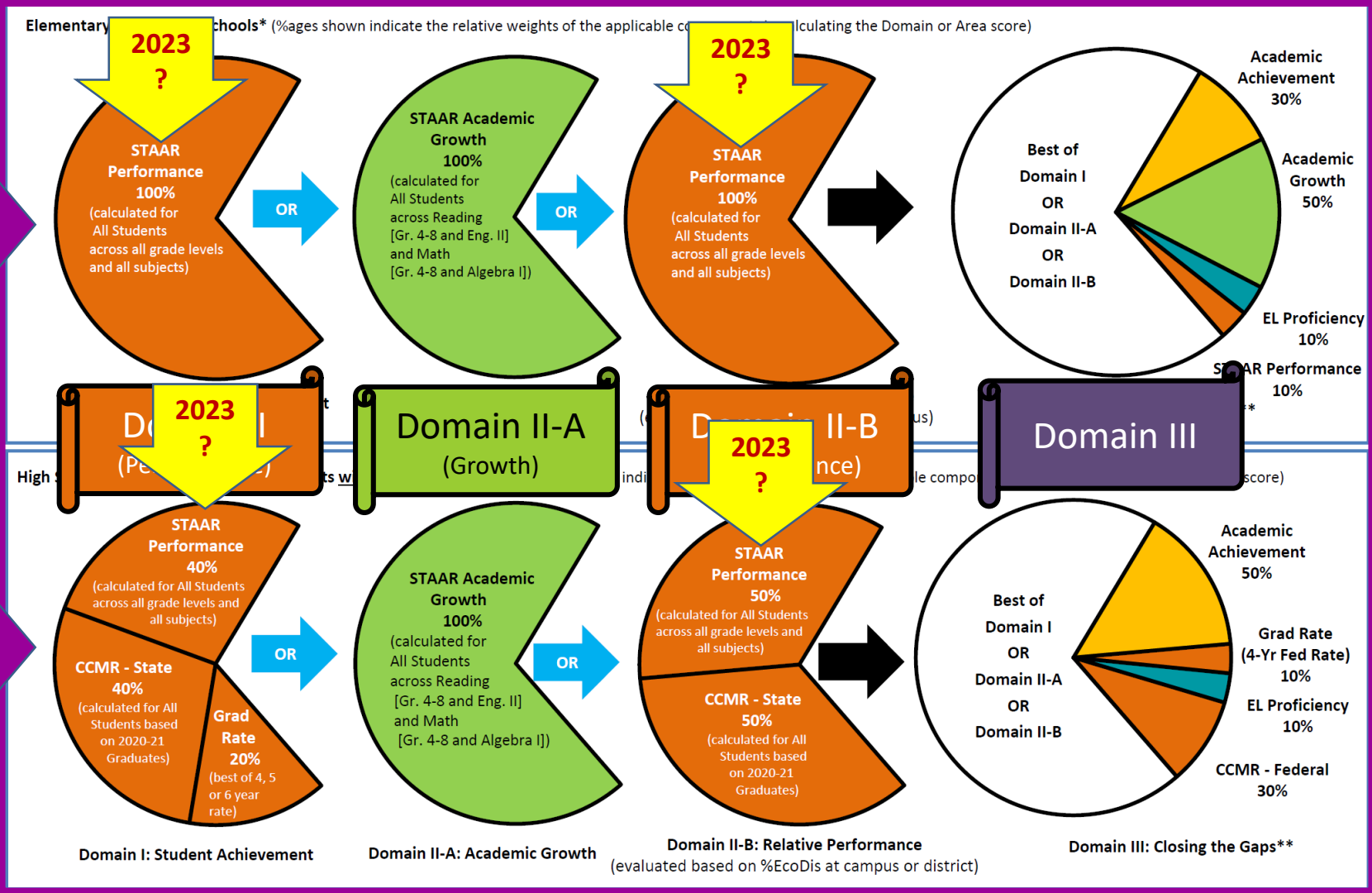
high schools

Domain I- Student Achievement

STAAR Performance

elementary and middle schools

high schools **(NOT districts)**



in the world of A-F accountability …

STAAR Performance

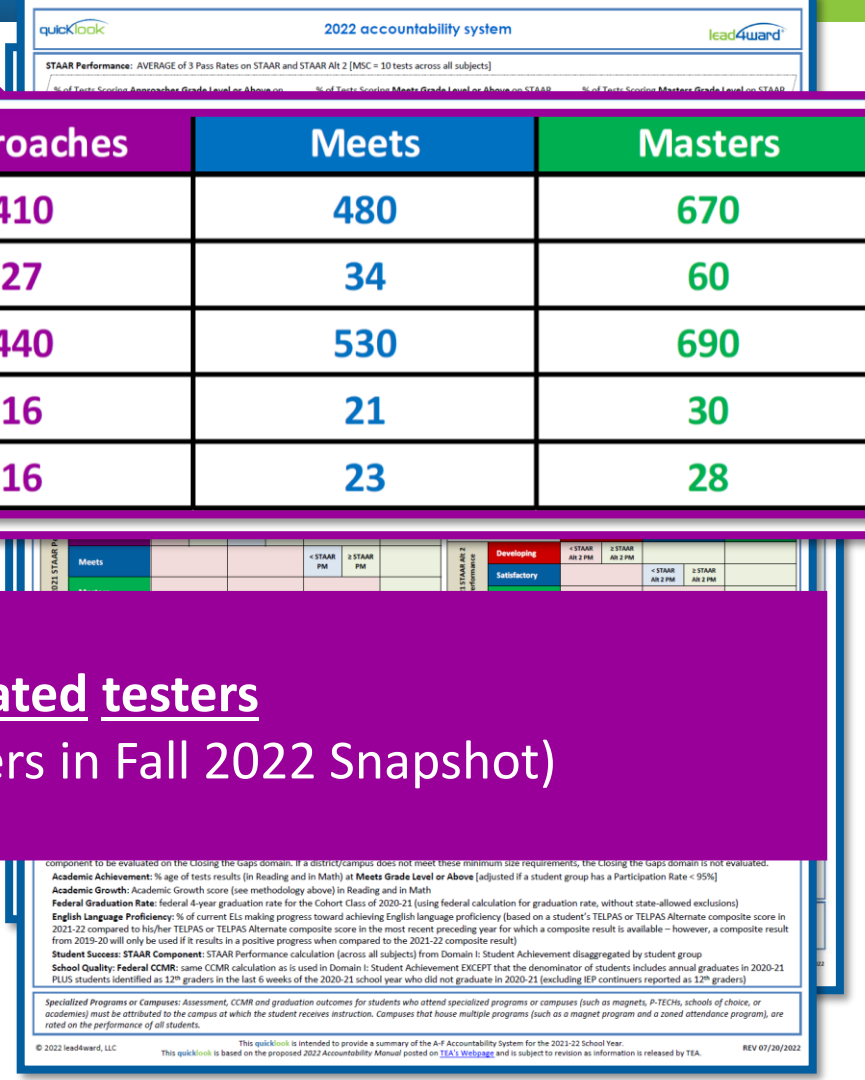
=

$$\frac{\text{\% Approaches Grade Level or Above} + \text{\% Meets Grade Level or Above} + \text{\% Masters Grade Level}}{3}$$

Subject	Test	Approaches	Meets	Masters
Reading	SAT (EBRW)	410	480	670
	ACT (English and Reading)	27	34	60
Math	SAT	440	530	690
	ACT	16	21	30
Science	ACT	16	23	28

2023 accountability

Will include **accelerated testers**
(who were reported as 12th graders in Fall 2022 Snapshot)



Accelerated Testers: Credit for Algebra I EOC in MS & HS

Feedback ....

- Current system may be disincentivizing schools from putting students in Algebra I in middle school.
- Proposal for high schools to also receive credit for STAAR Algebra I end-of-course (EOC) assessments taken in middle schools by accelerated testers.
  - For students who take Algebra I EOC before high school, their score would be included in the middle school calculations for the year tested and then included again at the high school they attend the following year.
  - The federal requirement for accelerated testers to be administered a mathematics SAT/ACT before graduation for inclusion in Closing the Gaps would remain in place to meet ESSA requirements.

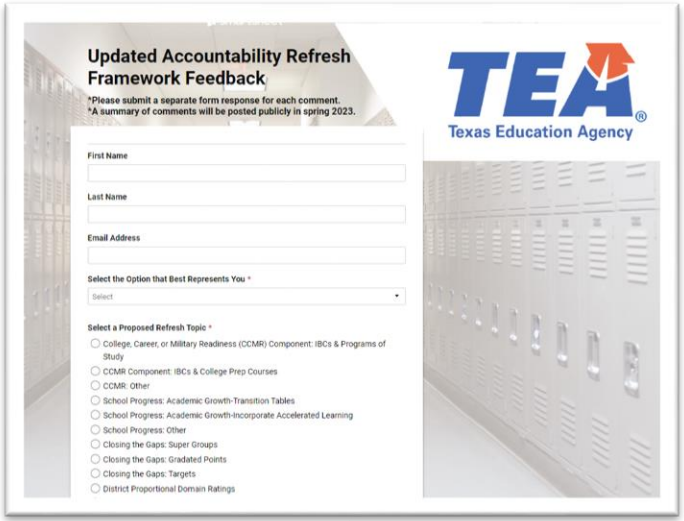
Proposed changes- Accelerated Testers
3 minute table discussion

	Component	PROPOSED REFRESH CHANGES	IMPLICATIONS & NEXT STEPS
evement	STAAR	• New proposal to include Algebra I EOC results for accelerated testers in both the middle school in which they take it and their future high school's A-F calculation. Accelerated testers would still need to take SAT/ACT math for inclusion in Closing the Gaps.	

FEEDBACK FROM AUDIENCE-

Preliminary 2023 A-F Framework Feedback

- Please submit feedback using this form.
- Submit a separate form response for each comment.
- Deadline to submit feedback: February 1, 2023



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Graduation Rate

Student Achievement- Graduation Rate Methodology

- High school graduation rates evaluate the best of the four-year, five-year, or six-year longitudinal graduation rate (with state exclusions) or annual dropout rate, if the graduation rate is not available.

Example Calculation: Graduation Rate	
Graduation Rate	All Students
~~**Class of 2022, 4-year**~~	~~95.2%~~
Class of 2021, 5-year	**97.3%**
~~**Class of 2020, 6-year**~~	~~95.0%~~
Graduation Rate Score	97.3

Student Achievement: Graduation Rate
Updated scaling cut points

- 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. (96 to 98 to scale to an A)

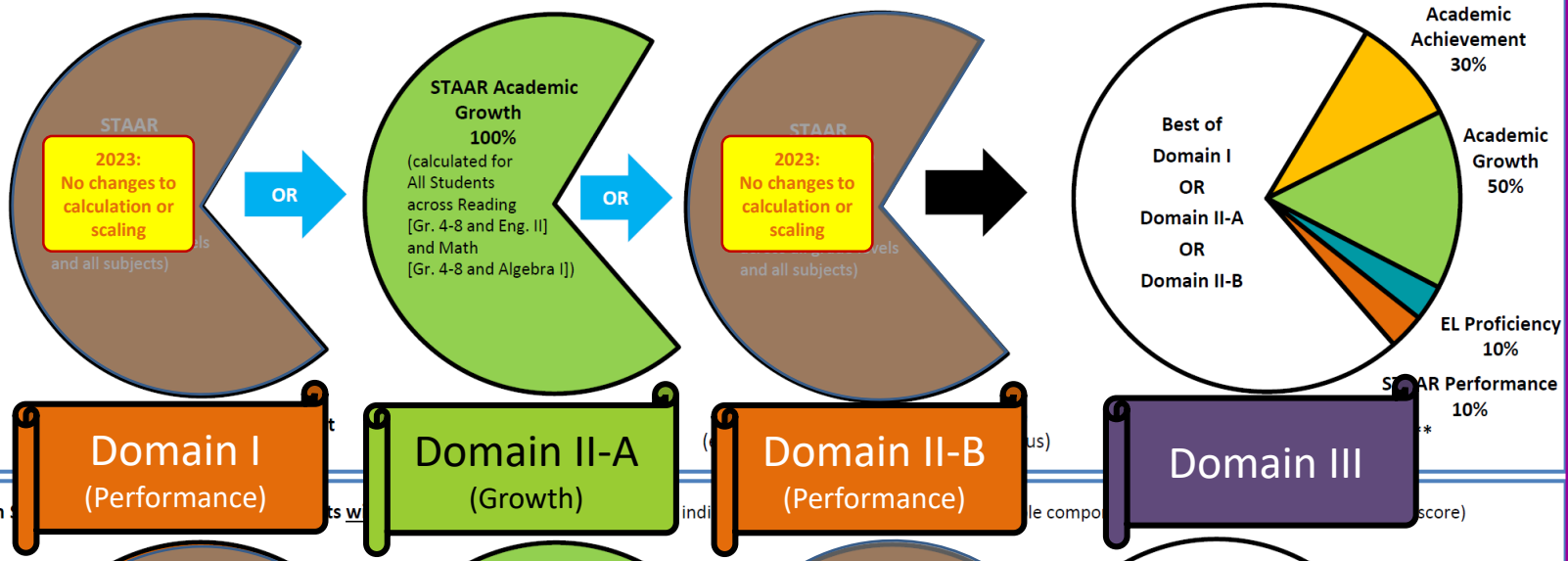
January 1, 2023 Update

Early Graduation- Add an early graduation incentive

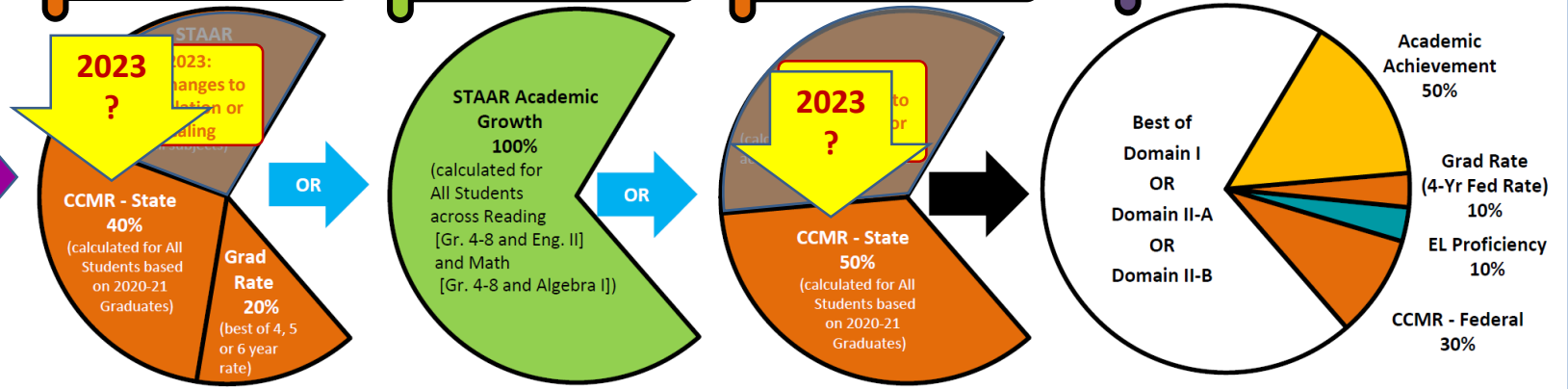
- The agency proposes creating an early graduation incentive.
- This proposal would not impact federal graduation rates used in Closing the Gaps and will require data modeling and stakeholder consultation.

Elementary and Middle Schools* (%ages shown indicate the relative weights of the applicable components in calculating the Domain or Area score)

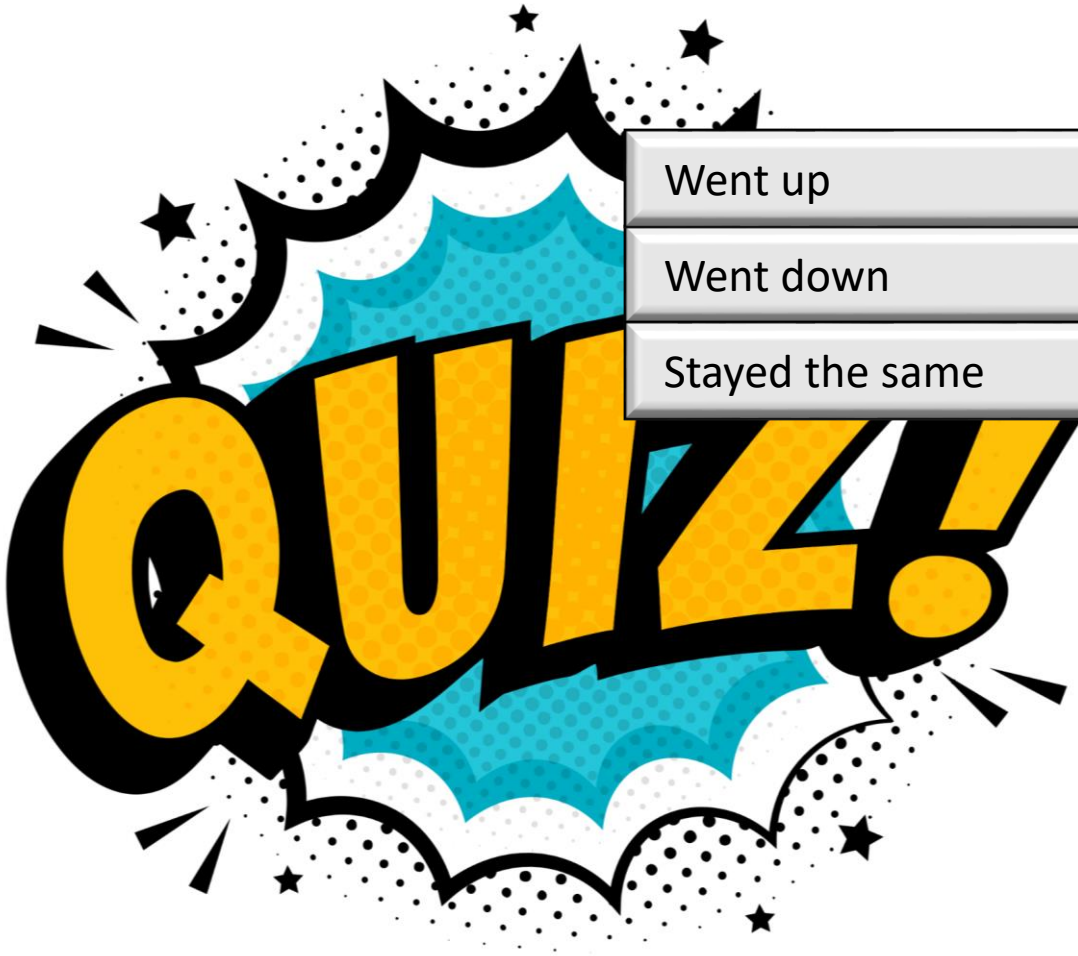
elementary and middle schools



high schools **(NOT districts)**



CCMR



Went up

Went down

Stayed the same

From 2018 to 2022,

I think CCMR scores

_____

because

_____

CCMR-Updating Scaling points

- 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.
- There has been rapid improvement in CCMR for Texas graduates over the past five years, 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, **the agency plans to set a cut score of 88 percent for an *A* in CCMR**, with evidence suggesting that would ensure 60 percent of Texas students would be prepared for postsecondary success consistent with college or career persistence at least one year after graduation.

CCMR-Updating Scaling points

Student Achievement

CCMR

- **Updated** scaling cut points.

January 1, 2023 Update

A–F Cut Points Tables

Table 1: Student Achievement Domain: STAAR and CCMR Components

Student Achievement Domain: STAAR and CCMR Component Score Cut Points						
Rating	STAAR				CCMR	
	Elementary	Middle	HS/K–12	AEA	Non-AEA	AEA
A	60	60	60	*	88	*
B	53	49	53	*	78	*
C	41	38	41	*	64	*
D	35	32	35	*	51	*

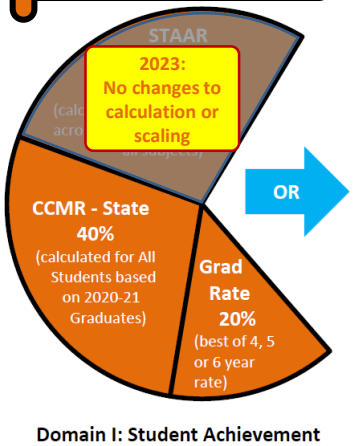
**AEA cut points will be available later this month*

elementary and middle schools

high schools **(NOT districts)**

CCMR for 2023

- TEA has proposed a minor change in calculation, but a **MAJOR** change in scaling
- From 2019 through 2022, a CCMR score of 60 scaled to a 90 (A)
- For 2023, TEA has proposed that a CCMR score of an **88 will scale to a 90 (A)**
- Example:
  - *in 2022 a high school's CCMR score of 51 scaled to an 82 (B)*
  - *in 2023 that same CCMR score of 51 would scale to a 60 (D)*



Domain I: Student Achievement

Domain II-A: Aca

Proposed Scaling Changes for CCMR	CCMR Raw Score Cutpoints High Schools	
	2018-22	2023
90 (A)	60	88
80 (B)	48	78
70 (C)	39	64
60 (D)	26	51

CCMR- Military Enlistment

Beginning with ***2023 annual graduates***, TEA will award CCMR credit to graduates for whom the district uploads the required military enlistment documentation.

This also documents TX National Guard enlistment.

1. Districts must obtain a **completed DD Form 4** *Enlistment/ Reenlistment Document-Armed Forces of the United States* from a student who has enlisted.

2. The DD Form 4 must include **all required signatures** by the student and the enlistment officer.

3. Districts must **submit** the completed DD Form 4 **via a secure upload** process in the spring of 2024 for 2023 graduates.

4. Graduates for whom a completed DD Form 4 is submitted will receive **CCMR credit** for military enlistment in both the academic **accountability** system and in **CCMR Outcomes Bonus** calculations.

Industry Based Certifications and Programs of Study- Proposal

- TEA proposes pushing back the transition an additional year so that the requirement to earn an **IBC plus an aligned Level 2+ course** would apply for the **Class of 2024**, the concentrator requirement would apply for the **Class of 2025**, and the **completer requirement** would apply for the **Class of 2026**.

Industry Based Certifications and Programs of Study- Proposal

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 would be applied within:

- **Student Achievement**
- **School Progress, Part B: Relative Performance**
- Closing the Gaps (would not be applied)

Example: Texas High School has 200 graduates. 50 graduates earned ONLY a sunsetting IBC as their CCMR credit.

Texas High School would receive credit for:

40 of these graduates (20% of 200)

10 of these graduates would not generate CCMR credit.

CCMR Class of 2022 (2023 Accountability)

*CCMR Summary - 2021-22 Graduates & 12th for 2023 Accountability

Campus Name:	Brownsville ISD

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CCMR Rate
Domain I: Student Achievement

	BISD	B'ville Early College Hs	Hanna High School	Lopez High School	Pace High School	Porter High School	Rivera High School	Veterans Memorial H S
# of CCMR Points	3067	68	602	423	536	458	506	474
# Students	3177	68	620	436	543	482	532	496
CCMR Estimate (%)	97	100	97	97	99	95	95	96
CCMR Scaled	99	100	99	99	99	99	99	99

Campus	Domain I: Student Achievement CCMR Indicator (% of Graduates)							
	Graduates And 12th	*Met TSI ELAR & Math	*AP/IB	*Dual Course Credits	*Indust. Based Cert	*Assoc Deg	*IEP Grad (04.05, 54,55)	*SpEd Adv. Grad. Plan
BISD	3178	32.6%	20.0%	34.7%	85.0%	0.0%	1.5%	1.1%
B'ville Early College Hs	68	92.6%	73.5%	100.0%	51.5%	0.0%	0.0%	0.0%
Hanna High School	620	31.5%	9.8%	26.1%	95.3%	0.0%	3.5%	1.3%
Lopez High School	436	25.5%	13.5%	25.5%	92.7%	0.0%	0.9%	0.2%
Pace High School	543	39.4%	23.9%	44.2%	74.4%	0.0%	2.6%	0.7%
Porter High School	482	21.2%	21.4%	31.1%	84.2%	0.0%	1.5%	4.4%
Rivera High School	532	26.1%	17.1%	32.1%	91.2%	0.0%	0.2%	0.4%
Veterans Memorial H S	496	42.5%	28.6%	40.3%	75.6%	0.0%	0.0%	0.0%

*Pending Data For Current Year

FEDERAL CCMR Rate - Domain III Closing the Gaps
(Minimum Size Criteria: 10 for All Students group | 25 for other student groups)

Class of 2022		All Students	Af Amer	Hisp	White	Amer Ind	Asian	Pac Isl	2 or More Races	SpEd	EcoDis	EL Ever in HS	Former Sped	Cont Enroll	Non-cont Enroll
	Target	47%	31%	41%	58%	46%	76%	39%	53%	27%	39%	30%	43%	50%	31%
Brownsville ISD	Points	3067.0	7.0	3038.0	16.0	0.0	6.0	0.0	0.0	281.0	2656.0	619.0	0.0	0.0	0.0
	# in Class	3177	7	3146	18	0	6	0	0	352	2757	641	0	0	0
	CCMR %	97%		97%						80%	96%	97%			
B'ville Early College Hs	Points	68.0	2.0	64.0	0.0	0.0	2.0	0.0	0.0	0.0	63.0	1.0	0.0	0.0	0.0
	# in Class	68	2	64	0	0	2	0	0	0	63	1	0	0	0
	CCMR %	100%		100%							100%				
Hanna High School	Points	602.0	3.0	592.0	6.0	0.0	1.0	0.0	0.0	60.0	523.0	111.0	0.0	0.0	0.0
	# in Class	620	3	610	6	0	1	0	0	72	541	114	0	0	0
	CCMR %	97%		97%						83%	97%	97%			
Lopez High School	Points	423.0	0.0	422.0	1.0	0.0	0.0	0.0	0.0	52.0	390.0	80.0	0.0	0.0	0.0
	# in Class	436	0	435	1	0	0	0	0	61	403	80	0	0	0
	CCMR %	97%		97%						85%	97%	100%			
Pace High School	Points	536.0	0.0	533.0	3.0	0.0	0.0	0.0	0.0	51.0	491.0	119.0	0.0	0.0	0.0
	# in Class	543	0	540	3	0	0	0	0	57	498	120	0	0	0
	CCMR %	99%		99%						89%	99%	99%			
Porter High School	Points	458.0	0.0	457.0	1.0	0.0	0.0	0.0	0.0	38.0	425.0	159.0	0.0	0.0	0.0
	# in Class	482	0	480	2	0	0	0	0	47	448	170	0	0	0

CCMR Activity

- Find CCMR 2023 summary report (2 page stapled)
- Find the Preliminary 2023 A-F Refresh Cut Scores and Scaling Resources CCMR Component Score handout
- Find your campus' Adjusted CCMR % in the CCMR 2023 Summary Report
- Locate your CCMR percentage in the CCMR Component Score column of the Preliminary 2023 Scaling Resources handout
- Next to your % you will find the scaled score

Campus Name:	Brownsville ISD

CCMR Rate Domain I: Student Achievement	BISD	B'ville Early College Hs	Hanna High School	Lopez High School	Pace High School	Porter High School	Rivera High School	Veterans Memorial H S
# of CCMR Points as of June 2022	3068	68	603	423	536	458	506	474
# Students	3177	68	620	436	543	482	532	496
CCMR Estimate (%) as of June 2022	**97**	**100**	**97**	**97**	**99**	**95**	**95**	**96**
CCMR Scale Score	**99**	**100**	**99**	**99**	**100**	**99**	**99**	**99**
Count of Grads with Only Sunset IBC and No Other CCMR	1301	0	282	254	198	167	234	166
20% of Grads	635	14	124	87	109	96	106	99
Count of Grads with Only Sunset IBC Exceeds 20% of Grads	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
Adjusted CCMR with applied 20% cap on Grads having only Sunset IBC and no other CCMR point	2402	68	445	256	447	387	378	407
Adjusted CCMR %	**76**	**100**	**72**	**59**	**82**	**80**	**71**	**82**

CCMR- 5 minute table discussion

		PROPOSED REFRESH CHANGES	IMPLICATIONS & NEXT STEPS
Domain I: Student Achi	CCMR	• For cut point modeling, and 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 would be applied within Student Achievement and School Progress, Part B: Relative Performance and would not be applied within Closing the Gaps. • TEA proposes pushing back the transition an additional year, so that the requirement to earn an IBC plus an aligned Level 2+ course would apply for the Class of 2024, the concentrator requirement would apply for the Class of 2025, and the completer requirement would apply for the Class of 2026.	

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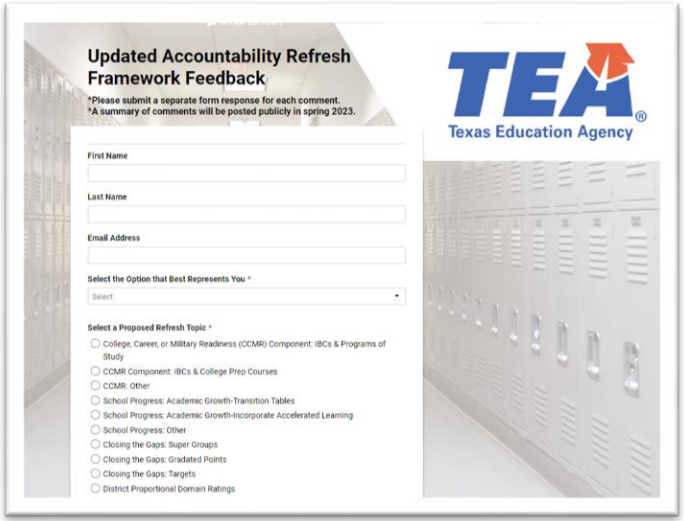

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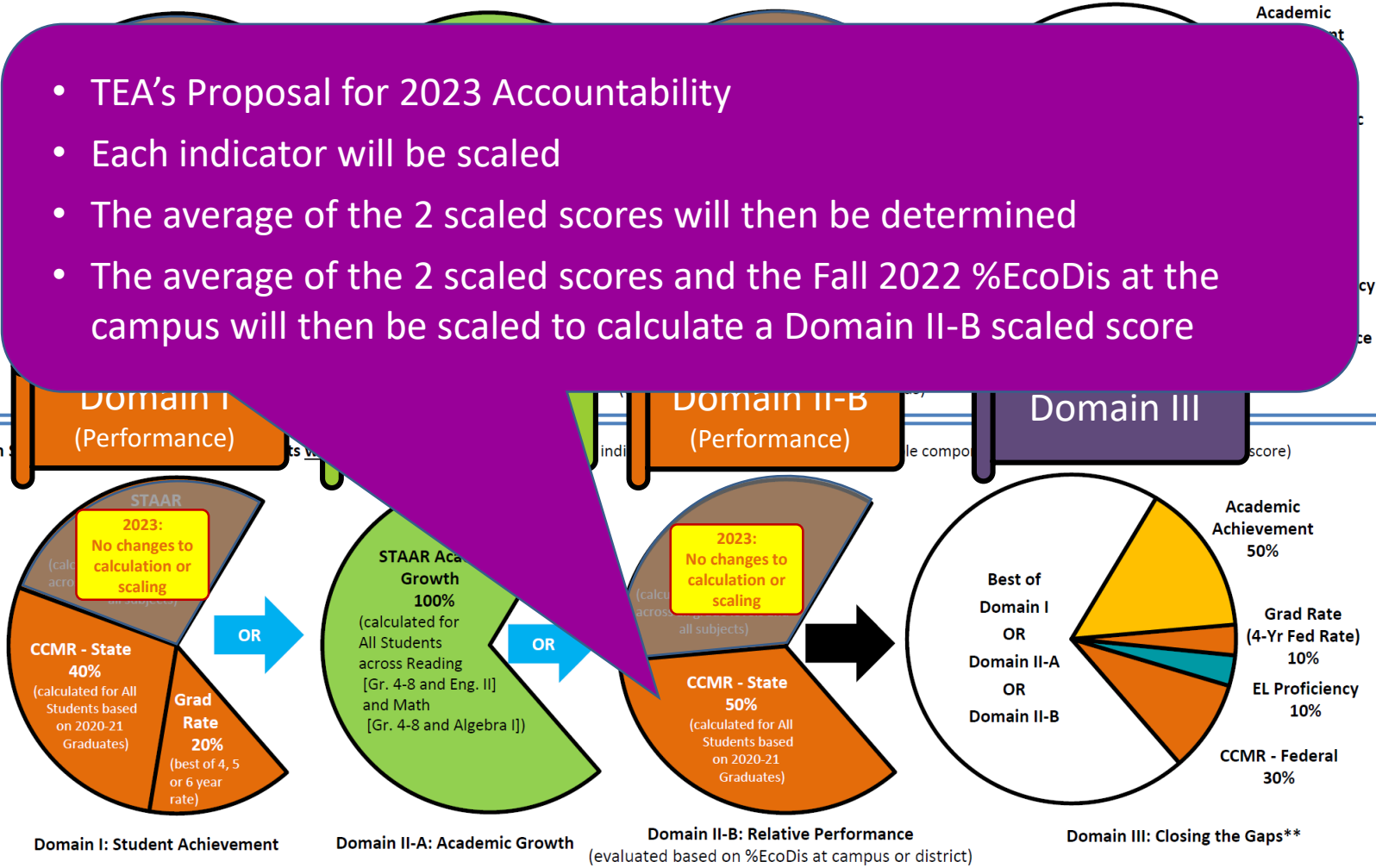
elementary and middle schools

high schools **(NOT districts)**

- TEA's Proposal for 2023 Accountability
- Each indicator will be scaled
- The average of the 2 scaled scores will then be determined
- The average of the 2 scaled scores and the Fall 2022 %EcoDis at the campus will then be scaled to calculate a Domain II-B scaled score

Elementary and Middle Schools* (%ages shown indicate the relative weights of the applicable components in calculating the Domain or Area score)



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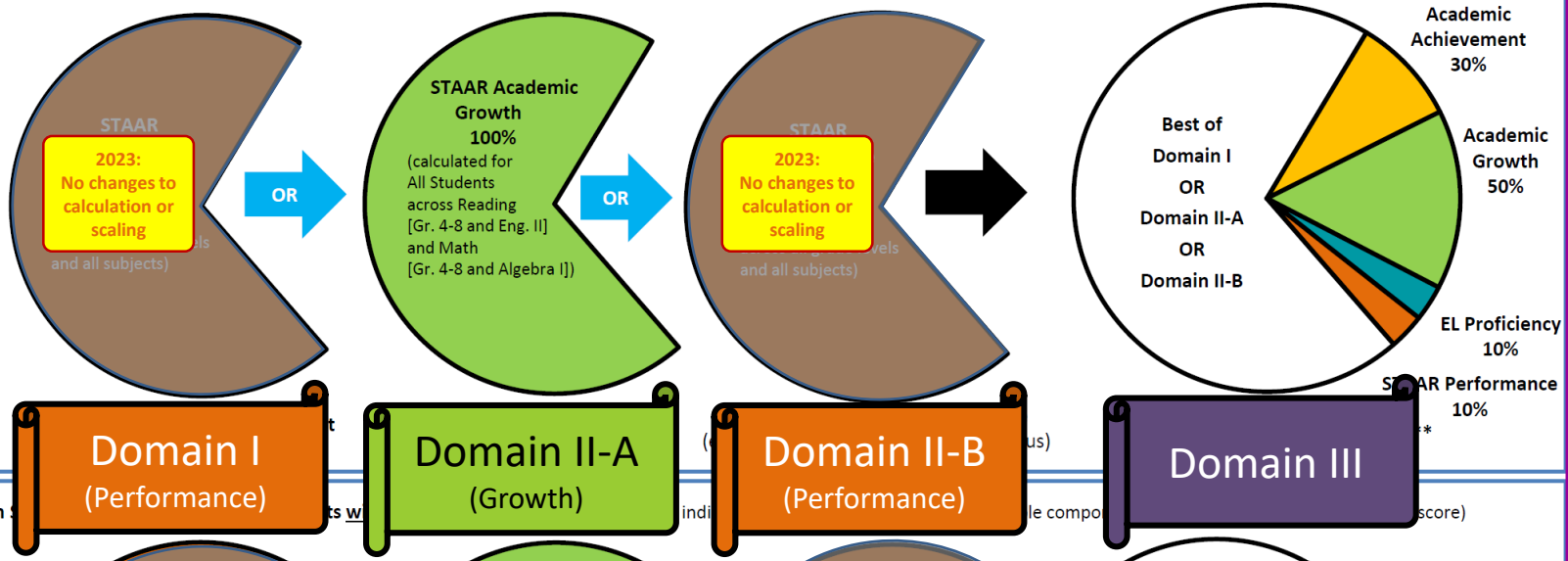
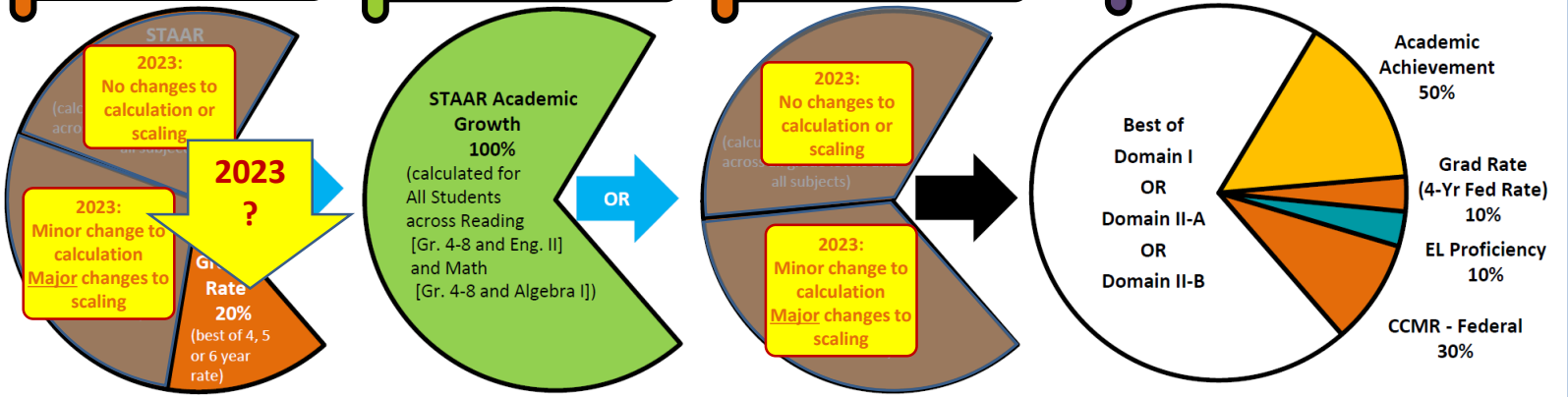


High schools **(NOT districts)**



Domain I: Student Achievement

Domain II-A: Academic Growth

Domain II-B: Relative Performance
(evaluated based on %EcoDis at campus or district)

Domain III: Closing the Gaps**

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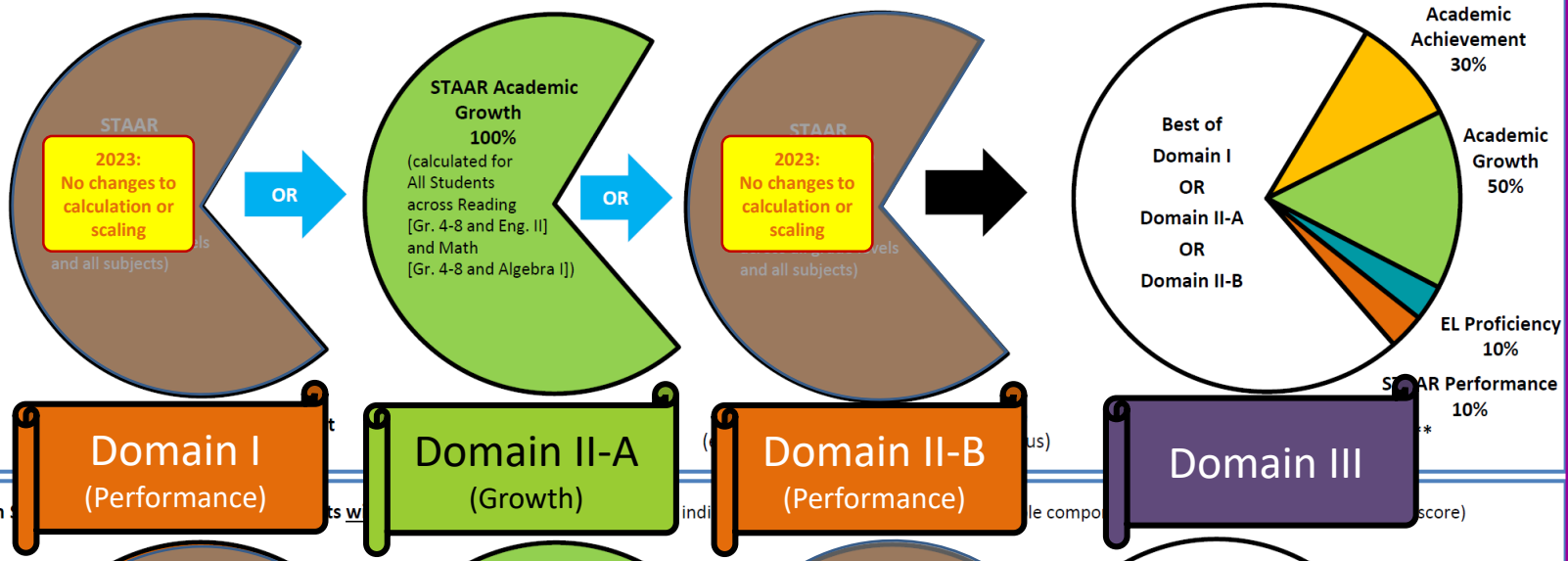

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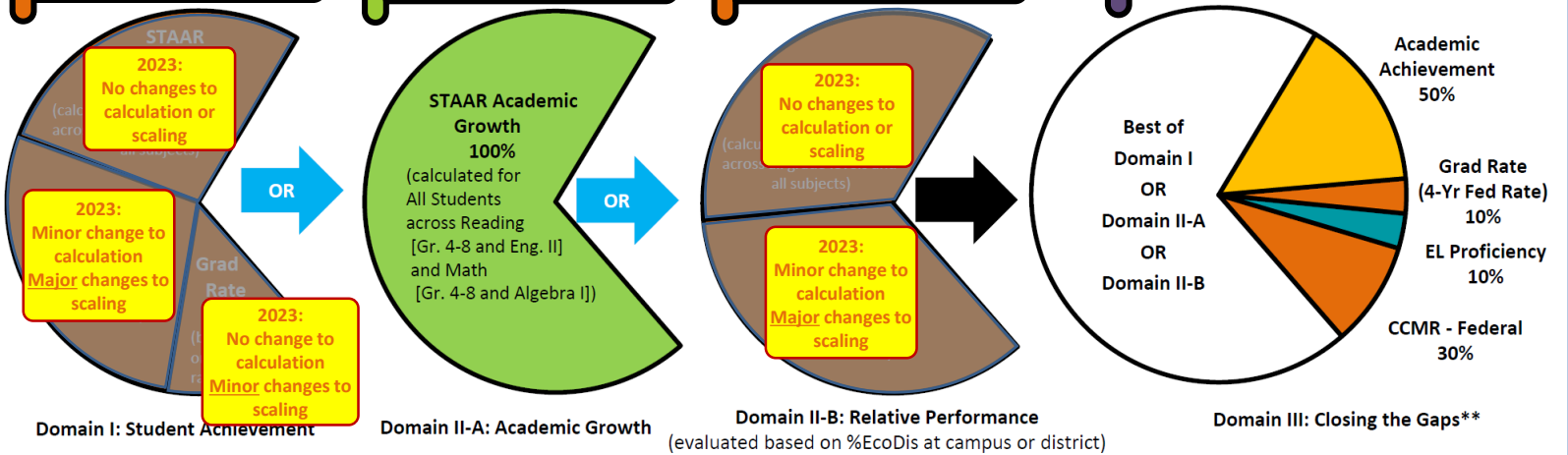

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(evaluated based on %EcoDis at campus or district)

Domain III: Closing the Gaps**

Domain 2A- Academic Growth

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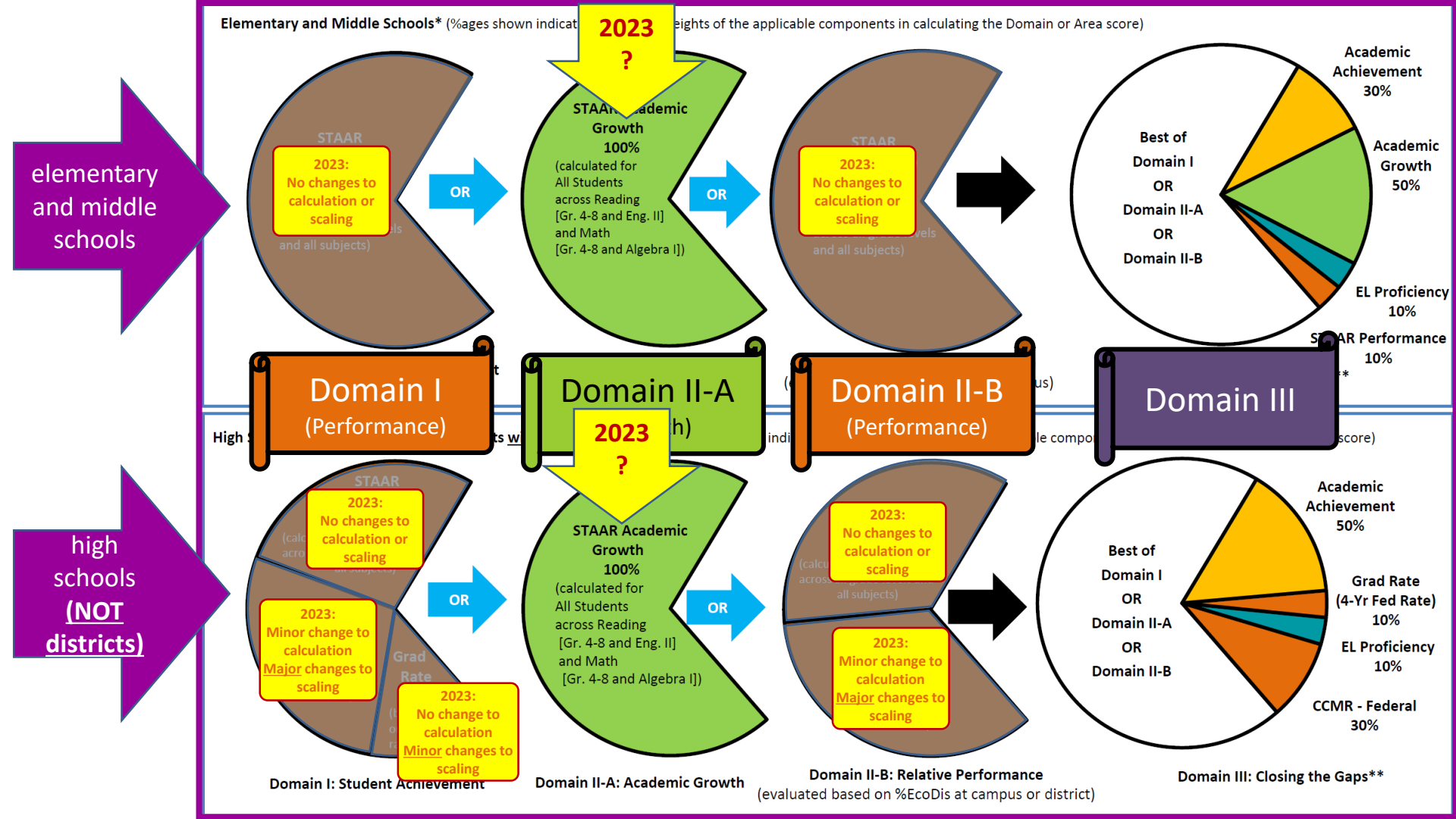
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Domain I (Performance)
Domain II-A
Domain II-B (Performance)
Domain III
high schools (NOT districts)
High
2023 ?
STAAR
2023: No changes to calculation or scaling
2023: Minor change to calculation Major changes to scaling
Grad Rate
2023: No change to calculation Minor changes to scaling
OR
STAAR Academic Growth 100%
(calculated for All Students across Reading [Gr. 4-8 and Eng. II] and Math [Gr. 4-8 and Algebra I])
OR
2023: No changes to calculation or scaling
all subjects)
2023: Minor change to calculation Major changes to scaling
Academic Achievement 50%
Best of Domain I OR Domain II-A OR Domain II-B
Grad Rate (4-Yr Fed Rate) 10%
EL Proficiency 10%
CCMR - Federal 30%
Domain I: Student Achievement
Domain II-A: Academic Growth
Domain II-B: Relative Performance
(evaluated based on %EcoDis at campus or district)
Domain III: Closing the Gaps**

Academic Growth- Refreshed Methodology

- Feedback five years ago recommended a 90% growth rate for an *A*, but cut scores were set lower than that as a limited number of campuses were performing in that range. Given improvement in growth and the new methodology for calculating growth, cut scores for *A* will be 85%.

- *B–F* cut points are updated to align with baseline data (average of 2019 and 2022 STAAR growth) using the updated growth methodology described in the *January Updates to Preliminary A–F Refresh Framework* on the 2023 Accountability Development webpage.

Table 3: School Progress, Part A Domain

School Progress, Part A: Score Cut Points				
Rating	Elementary	Middle	HS/K–12	AEA
A	85	85	85	*
B	76	72	76	*
C	69	65	69	*
D	64	60	64	*

**AEA cut points will be available later this month*

Academic Growth-Refreshed Methodology

- School Progress, Part A: Academic Growth will measure growth using a transition table method.
- Campuses earn credit for results that maintain performance or demonstrated growth on STAAR in RLA/mathematics.
- As the USDE rejected the agency's proposal to place an Accelerated Learning component in Closing the Gaps, the accelerated learning component is being embedded within Academic Growth. Campuses will earn credit for students in grades 4–8 and end-of course testers who earned Did Not Meet Grade Level in the prior year and Approaches Grade Level or above in the current year.

Student Growth: Measuring Advancement

Tests Evaluated

Annual Growth ** ¶ †	
Reading	Mathematics
Prior Year -> Current Year	Prior Year -> Current Year
Grade 3 -> Grade 4	Grade 3 -> Grade 4
Grade 4 -> Grade 5	Grade 4 -> Grade 5
Grade 5 -> Grade 6	Grade 5 -> Grade 6
Grade 6 -> Grade 7	Grade 6 -> Grade 7
Grade 7 -> Grade 8	Grade 7 -> Grade 8
Any Grade -> English I	Any Grade -> Algebra I
Any Grade -> English II	

Accelerated Learning ‡ §	
Reading	Mathematics
Prior Year -> Current Year	Prior Year -> Current Year
DNM Grade 3 -> Grade 4	DNM Grade 3 -> Grade 4
DNM Grade 4 -> Grade 5	DNM Grade 4 -> Grade 5
DNM Grade 5 -> Grade 6	DNM Grade 5 -> Grade 6
DNM Grade 6 -> Grade 7	DNM Grade 6 -> Grade 7
DNM Grade 7 -> Grade 8	DNM Grade 7 -> Grade 8
DNM Any Grade -> English I	DNM Any Grade -> Algebra I
DNM Any Grade -> English II	

* This table is meant to provide a general overview of the measurement of annual growth and accelerated learning from the prior year to the current year. The full methodology will be available Spring 2023.
¶ Students who took the same grade-level or EOC assessment in 2021–22 and 2022–23 are not included in growth calculations.
* * Students who take STAAR assessments and have skipped grade level(s) between 2021–22 and 2022–23 will have a growth score calculated (e.g., Grade 6 mathematics -> Grade 8 mathematics will be measured for growth).
† For EOC assessments, growth is calculated only for the Algebra I, English I, and English II first-time test takers. Growth will be calculated from the first time the student takes English I to the first time the student takes English II.
‡ DNM = Did Not Meet Grade Level Performance
§ Accelerated learning includes results of students who were at Did Not Meet Grade Level in the prior year and take a 4-8 assessment or EOC assessment in the current year (e.g., DMN Grade 8 -> English I).

Yes, students who take STAAR assessments and have skipped grade level(s) between 2021–22 and 2022–23 will have a growth score calculated (e.g., Grade 6 mathematics -> Grade 8 mathematics will be measured for growth).

Let me know if you have any questions.

Take care,

Cindy Phelps
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Academic Growth- Transition Table Proposal

Measuring Annual Growth PLUS Measuring Accelerated Learning

1

Annual Growth Points Methodology

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

2

Accelerated Learning Points Methodology

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

$$\frac{1 \quad \text{Sum of RLA \& Mathematics Points Earned for Annual Growth} \; + \; 2 \quad \text{(Sum of RLA \& Mathematics Points Earned for Accelerated Instruction)} \times 0.25}{\text{Sum of Maximum RLA \& Mathematics Points for Annual Growth}}$$

Academic Growth- Calculation Scenarios

- Gael attained **Meets Grade Level** performance in the **Prior Year** math test.
- Gael attained **Masters Grade Level** in the **Current Year** math test.

- Rosey attained **High Did Not Meet** performance in the **Prior Year** math test.
- Rosey attained **Low Approaches** in the **Current Year** math test.

Academic Growth- Calculation Scenarios

- Rosey attained **Low Did Not Meet** performance in the **Prior Year** math test.
- Rosey attained **High Did Not Meet** in the **Current Year** math test.

- Rosey attained **High Did Not Meet** performance in the **Prior Year** math test.
- Rosey attained **High Did Not Meet** in the **Current Year** math test.

Kentro Data Wall Report

Trends

Assessment Type: District

G08 Math 2-6W 2223 - 2nd 6 Weeks - A2 Series - **Fuentes, Sandra**

L RUMBA MIDDLE D 08-15-2022 thru 11-13-2022 S TEA 2021-22 Standard

Record Count	Class Period	Student Groups	Student Reference	2022 STAAR Score	Minimum Goal Target	Previous Assessment	Current Assessment	2023 D2A Annual Growth Points	2023 D2A Accelerated Learning Points
1	1	RS	G08-6049	28	40	35	32	0	0
2	1	ERS	G08-6123	25	38	82	37	0	0
3	1	ERS	G08-6162	34	45	100	37	0	0
4	1	ERS	G08-6287	18	30	88	42	1	0
5	4	ERS	G08-6267	20	33	76	26	0	0
6	4	ERS	G08-6262	24	37	88	26	0	0
7	4	DR	G08-6359	35	45	41	26	0	0
8	4	ER	G08-6461	28	40	35	32	0	0
9	5	RS	G08-6201	38	48	53	11	0	0
10	5	ER	G08-6362	35	45	24	21	0	0
11	5	ERS	G08-6453	30	43	76	32	0	0
12	9	ER	G08-6592	28	40	76	26	0	0
13	9	ER	G08-6578	28	40	47	37	0	0
14	9	RS	G08-6772	30	43	76	42	1	0
15	9	RS	G08-6054	33	43		42	.5	0

Demographic Codes

- E Emergent Bilingual
- D Dyslexia
- M Monitored Reference
- R At Risk

Record Count	Class Period	Student Groups	Student Reference	2022 STAAR Score	Minimum Goal Target	Previous Assessment	Current Assessment	2023 D2A Annual Growth Points	2023 D2A Accelerated Learning Points
1	1	R	G08-7117	40	48	53	47	.5	
2	1		G08-7158	45	53	41	53	1	
3	1		G08-7774	50	58	71	58	.5	
4	1	R	G08-7147	35	45	47	63	1	1
5	4	ERS	G08-7660	30	43	41	53	1	1
6	4	ER	G08-7664	38	48	88	58	1	1
7	4	R	G08-7675	25	38	59	63	1	1
8	4	R	G08-7130	35	45	59	63	1	1
9	4	ER	G08-7857	53	60	76	63	.5	
10	5	ER	G08-7304	15	28	41	53	1	1
11	5	R	G08-7304	35	45	47	53	1	1
12	5	ER	G08-7636	37	45	41	53	1	
13	5	ER	G08-7591	35	45	65	58	1	1
14	5	DR	G08-8962	58	65	76	58	.5	
15	8		G07-7084				71	58	
16	8		G07-7183	71	76	65	63	0	
17	8		G07-7152	79	82	82	63	0	
18	9	ER	G08-7573	30	43	53	53	1	1
19	9	ER	G08-7364	38	48	65	53	1	1
20	9	R	G08-7321	30	43	82	58	1	1
21	9		G08-7295	23	35	65	63	1	1
22	9	ER	G08-7742	23	35	65	63	1	1
23	9	R	G08-7531	35	45	59	63	1	1
24	9	ER	G08-7464	40	48	47	63	1	

Record Count	Class Period	Student Groups	Student Reference	2022 STAAR Score	Minimum Goal Target	Previous Assessment	Current Assessment	2023 D2A Annual Growth Points	2023 D2A Accelerated Learning Points
1	1	DR	G08-8642	35	45	82	68	1	1
2	1	ERS	G08-8619	35	45	82	68	1	1
3	1	R	G08-8728	45	53	88	68	1	
4	1		G08-8409	50	58	88	68	1	
5	1	ER	G08-8373	58	65	65	68	1	
6	1	ER	G08-8474	80	83	88	74	0	
7	1	R	G08-8843	25	38	76	79	1	1
8	1	R	G08-8869	28	40	71	79	1	1
9	1	R	G08-8077	53	60	88	84	1	
10	4	ERS	G08-8727	33	43	82	74	1	1
11	4	M3R	G08-8750	71	76	100	74	1	
12	4	R	G08-8904	55	63	82	79	1	
13	4	ER	G08-8162	60	68	88	79	1	
14	4	ERS	G08-8358	23	35		84	1	1
15	4	R	G08-8163	70	78	100	84	1	
16	4	R	G08-8193	73	78	82	84	1	
17	5	ER	G08-8081	60	68	88	68	1	
18	5	RS	G08-8995	18	30	82	74	1	1
19	5	R	G08-8524	38	48	59	74	1	1
20	5	ER	G08-8894	58	65	71	74	1	
21	5		G08-8670	53	60	94	84	1	
22	5	R	G08-8222	55	63		84	1	
23	8	DM3	G07-8921	79	82	100	68	0	
24	8		G07-8878	79	82	41	68	0	

Record Count	Class Period	Student Groups	Student Reference	2022 STAAR Score	Minimum Goal Target	Previous Assessment	Current Assessment	2023 D2A Annual Growth Points	2023 D2A Accelerated Learning Points
29	9	ER	G08-9298	48	55	56	74	1	
30	9		G08-9109	58	65	88	84	1	
31	9		G08-8199	60	68	82	84	1	

Record Count	Class Period	Student Groups	Student Reference	2022 STAAR Score	Minimum Goal Target	Previous Assessment	Current Assessment	2023 D2A Annual Growth Points	2023 D2A Accelerated Learning Points
1	1		G08-9780	38	48	65	89	1	1
2	1	R	G08-9745	45	53	88	89	1	
3	4	R	G08-9370	80	83	100	95	1	
4	8		G07-9875	63	71	59	89	1	
5	8	ER	G07-9748	71	76	76	89	1	
6	8		G07-9908	79	82	94	89	1	
7	8		G07-9646	84	84	88	89	1	
8	8		G07-9252	71	79	76	100	1	
9	9	ER	G08-9211	45	53	76	89	1	
10	9		G08-9476	70	78	100	95	1	

Record Count	Class Period	Student Groups	Student Reference	2022 STAAR Score	Minimum Goal Target	Previous Assessment	Current Assessment	2023 D2A Annual Growth Points	2023 D2A Accelerated Learning Points
1	4	R	G08-9937	78	83				

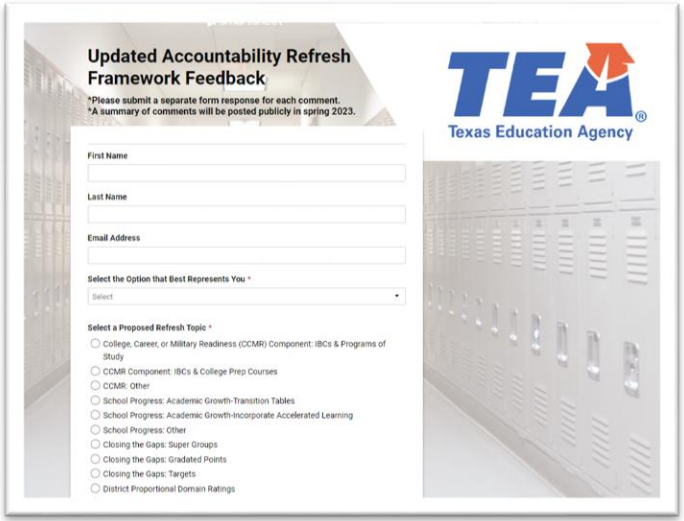
Academic Growth- Proposed Changes 5 minute table discussion

	Component	PROPOSED REFRESH CHANGES	IMPLICATIONS / NEXT STEPS
Domain II: Student Achievement	Part A: Academic Growth	• Use a transition table model to determine growth. Cut points with splits for "Did Not Meet" and "Approaches" into high and low, as well as point values to be determined. • Incorporate accelerated learning performance into the Academic Growth component calculation. • TEA adjusted the proposed calculation to shift Accelerated Learning to a bonus points methodology. To calculate the Academic Growth score, each successfully accelerated test would count as 0.25 "bonus points" in the numerator of the annual growth calculation	

FEEDBACK FROM AUDIENCE-

Preliminary 2023 A-F Framework Feedback

- Please submit feedback using this form.
- Submit a separate form response for each comment.
- Deadline to submit feedback: February 1, 2023



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Domain III- Closing the Gaps

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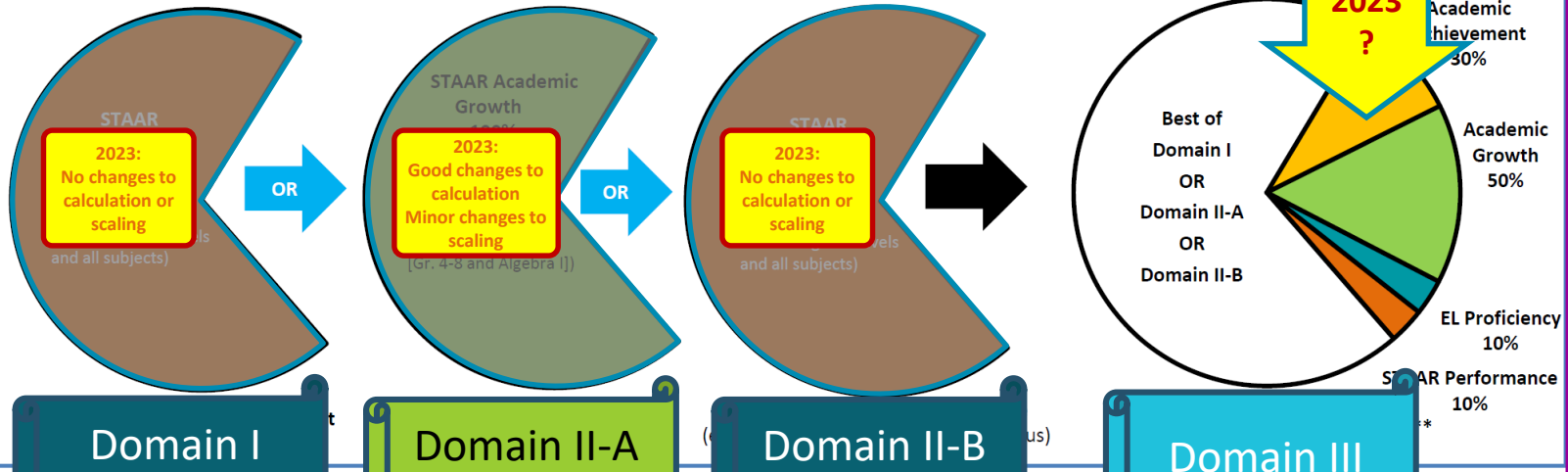
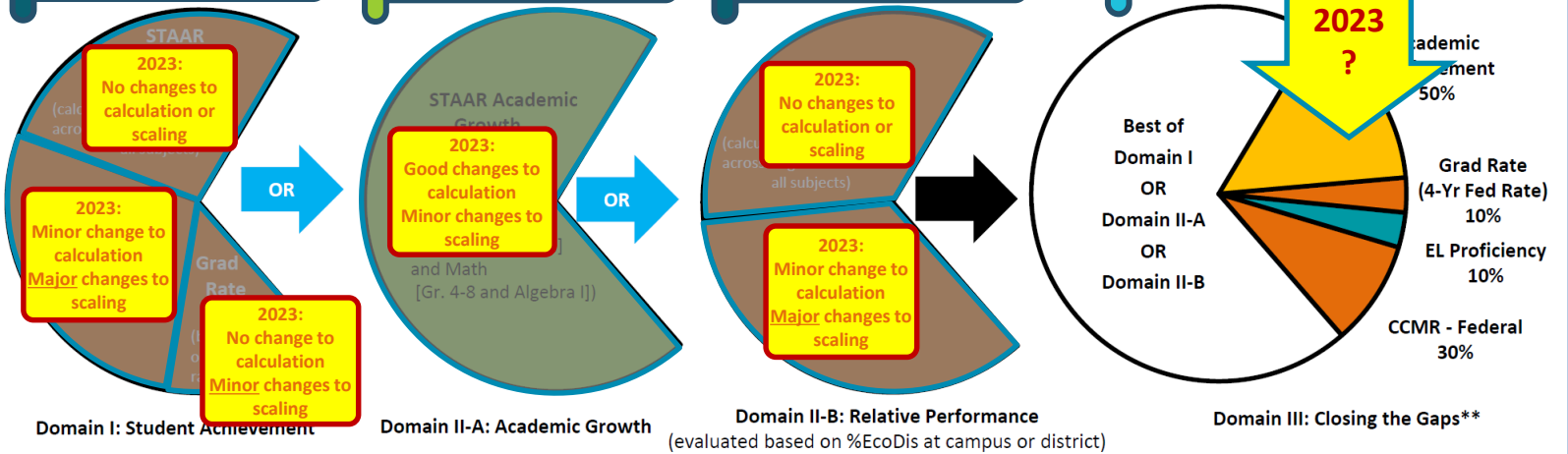
elementary and middle schools

high schools **(NOT districts)**

Elementary and Middle Schools* (%ages shown indicate the relative weights of the applicable components in calculating the Domain or Area score)

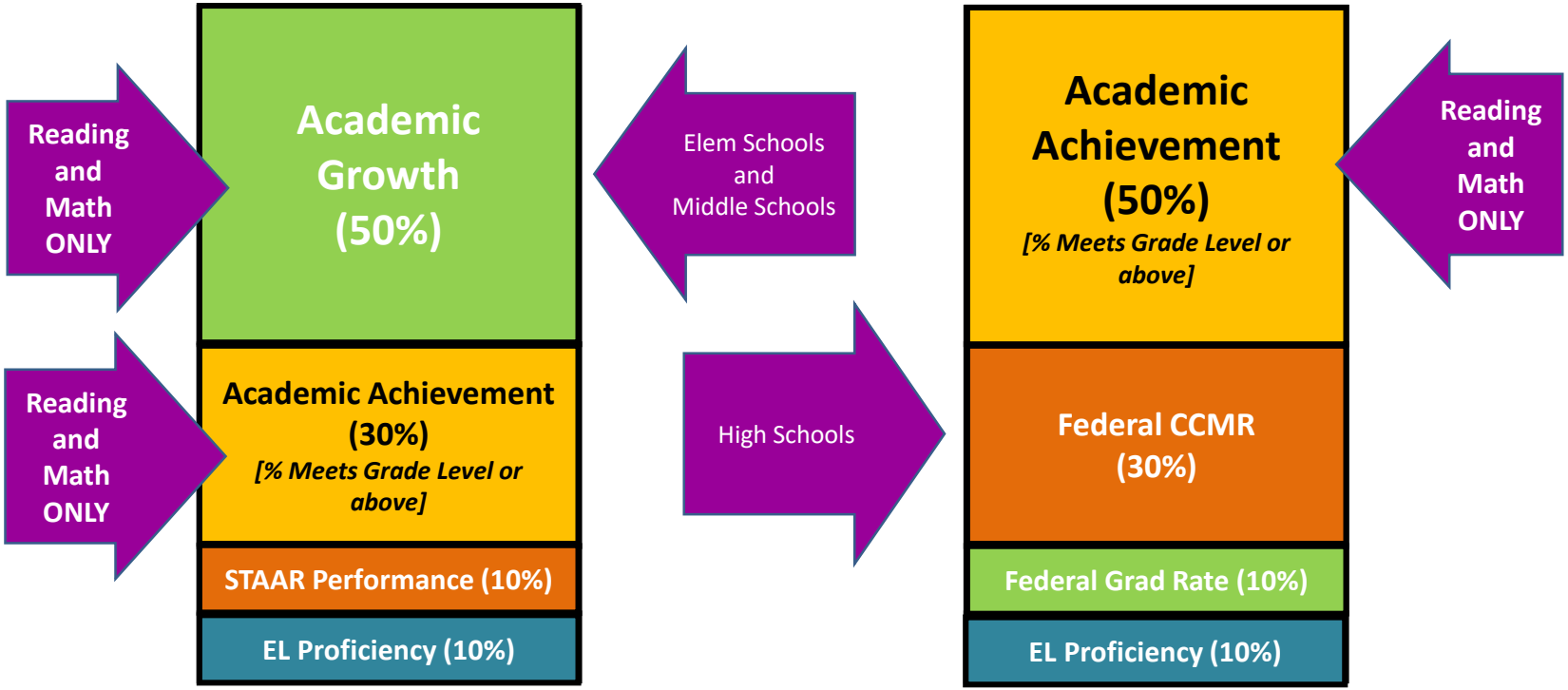


Domain I (Performance) | Domain II-A (Growth) | Domain II-B (Performance) | Domain III



Domain I: Student Achievement | Domain II-A: Academic Growth | Domain II-B: Relative Performance (evaluated based on %EcoDis at campus or district) | Domain III: Closing the Gaps**

The 4 components of Domain III



Proposed 1-year adjustment for calculating EL Proficiency

- TELPAS Writing domain is being updated for 2023
- So, for 2023 TEA is proposing to evaluate EL Proficiency **at the domain level instead of the composite level**
- The three evaluated domains are **listening, speaking, and reading**
- **A student is considered to have made progress if the student advances, or is scored as Advanced High/Basic Fluency, in at least 2 of the 3 domains from 2022 to 2023**
- Only students evaluated in all three domains in both 2022 and 2023 are evaluated
- For 2024, the EL Proficiency methodology will return to the use of the TELPAS composite rating

EL PROFICIENCY

2023 PROPOSED UPDATES

2021-2022	2022-2023	2023-2024
EL Proficiency Evaluated using the Composite Rating	EL Proficiency Evaluated at the Domain Level in place of the Composite Rating	For 2024 Accountability ELP Methodology will return to the use of the TELPAS Composite Rating
Domains	**Domains**	
Listening / **Speaking** / **Reading** / **Writing**	**Listening** / **Speaking** / **Reading** / **Writing**	
Proficiency Level		
B / **I** / **A** / **AH**	2 out of 3 Domains	
Composite Rating		
A student is considered having made progress if the student advances by at least one score of the composite rating from the prior year to the current year, or the student's 2021 result is Advanced High or Basic Fluency.	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 three domains from the prior year (2022) to the current year (2023)	**Writing Domain will not be used for accountability purposes.**

TELPAS Proposed Targets		
Campus Level	**2022 Targets**	**2023 Target**
Elementary	36%	**49%**
Middle School	36%	**44%**
High School	36%	**34%**

EL Proficiency

EL Proficiency Proposed Targets		
Campus Level	2022 Targets	**2023 Targets**
Elementary	36%	**49%**
Middle School	36%	**44%**
High School	36%	**34%**

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Activity- EL Proficiency

- Review and analyze your TELPAS student list
- List includes student performance in Listening, Speaking and Reading in 2022 TELPAS
- Blank rows/columns are for your planning/goal setting
- Complete EL Proficiency 20 day plan handout (10 minutes)
- Presentations-

Student Name	Local ID	Grade Level	Snapshot Campus	Snapshot Fall 2022	TELPAS 2022			Projected Ratings TELPAS 2023			Projected Progress (Do Not Type In These Columns)			
					Listening Proficiency Rating	Speaking Proficiency Rating	Reading Proficiency Rating	2023 Listening	2023 Speaking	2023 Reading	Listening Progress	Speaking Progress	Reading Progress	Domains With Progre
Alvarado	4E+06	01	Aiken Elementary	Yes	Intermediate	Intermediate	Beginning	Advanced High	Advanced	Advanced High	Yes	Yes	Yes	3
Alvarez,	4E+06	01	Aiken Elementary	Yes	Advanced	Advanced	Intermediate	Advanced	Advanced	Intermediate	No	No	No	0
Alviar, S	4E+06	01	Aiken Elementary	Yes	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate	No	No	No	0
Benavid	4E+06	01	Aiken Elementary	Yes	Intermediate	Intermediate	Intermediate	Advanced	Intermediate	Intermediate	Yes	No	No	1
Blanco, J	4E+06	01	Aiken Elementary	Yes	Advanced High	Advanced	Advanced High	Intermediate	Intermediate	Intermediate	Yes	No	Yes	2
Castillo,	4E+06	01	Aiken Elementary	Yes	Beginning	Beginning	Beginning	Intermediate	Intermediate	Intermediate	Yes	Yes	Yes	3
Cervante	4E+06	01	Aiken Elementary	Yes	Intermediate	Intermediate	Intermediate	Advanced High	Advanced High	Advanced High	Yes	Yes	Yes	3
Cisneros	4E+06	01	Aiken Elementary	Yes	Advanced	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate	No	No	No	0
Contrera	4E+06	01	Aiken Elementary	Yes	Intermediate	Intermediate	Intermediate	Advanced	Advanced	Advanced	Yes	Yes	Yes	3
Corral, S	4E+06	01	Aiken Elementary	Yes	Intermediate	Intermediate	Intermediate	Advanced High	Advanced High	Advanced	Yes	Yes	Yes	3
Cuellar,	4E+06	01	Aiken Elementary	Yes	Advanced High	Advanced High	Advanced High							No data
Davila, A	4E+06	01	Aiken Elementary	Yes	Intermediate	Intermediate	Intermediate							No data
Flores, A	4E+06	01	Aiken Elementary	Yes	Advanced	Advanced	Advanced							No data
Garcia, J	4E+06	01	Aiken Elementary	Yes	Advanced High	Advanced High	Advanced							No data
Garza Ga	4E+06	01	Aiken Elementary	Yes	Beginning	Beginning	Beginning							No data
Garza, Sc	4E+06	01	Aiken Elementary	Yes	Advanced	Advanced	Intermediate							No data
Gonzale	4E+06	01	Aiken Elementary	Yes	Beginning	Beginning	Beginning							No data
Gonzale	4E+06	01	Aiken Elementary	Yes	Advanced High	Advanced	Advanced High							No data
Guerra, I	5E+06	01	Aiken Elementary	Yes	Intermediate	Intermediate	Beginning							No data
Heras, Bi	4E+06	01	Aiken Elementary	Yes	Advanced High	Advanced High	Advanced High							No data

EL Proficiency 20 Day Plan- 10 minutes

EL Proficiency 20 Day Plan

Elementary

Total Emergent Bilingual Students (K-5): _____

How many of your kids will need to show progress to attain the 49% goal? _____

Multiply your total EB students by .49. Example: 100 x .49= 49.

Guiding Questions

Which teachers/staff will be responsible for targeting the different EB groups?
What supplemental instructional resources will your campus use?
What will you do diffferently these last 20 days?
Will the targeted instruction take place before school, during school, after school or Saturdays?

Kinder & 1st Grades	
Reminder: K-1 are holistically rated.	
What will be your campus strategy for the next 20 days?	
Kinder	1st Grade

2nd-5th Grades		
What will be your campus strategy for the next 20 days?		
3rd Grade	4th Grade	5th Grade

- **Presentations**

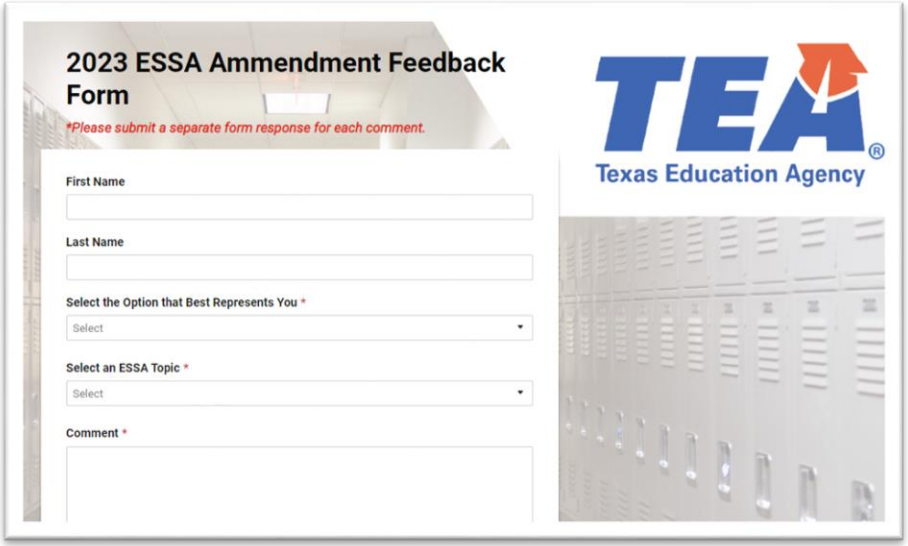
EL Proficiency Proposed Changes- 5 minute table discussion

PROPOSED REFRESH CHANGES	IMPLICATIONS / NEXT STEPS
• TEA is proposing to evaluate EL Proficiency at the domain level instead of the composite level. The three evaluated domains are listening, speaking, and reading. A student is considered to have made progress if the student advances, or is scored as Advanced High/Basic Fluency, in at least 2 of the 3 domains from 2022 to 2023. • 2023 EL Proficiency Targets: Elementary- 49%, Middle School- 44%, High School- 34%	

FEEDBACK FROM AUDIENCE-

ESSA Amendment Feedback

- Submit ESSA Amendment Feedback here.
- Submit a separate form response for each comment.



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Domain III- Closing the Gaps continued…

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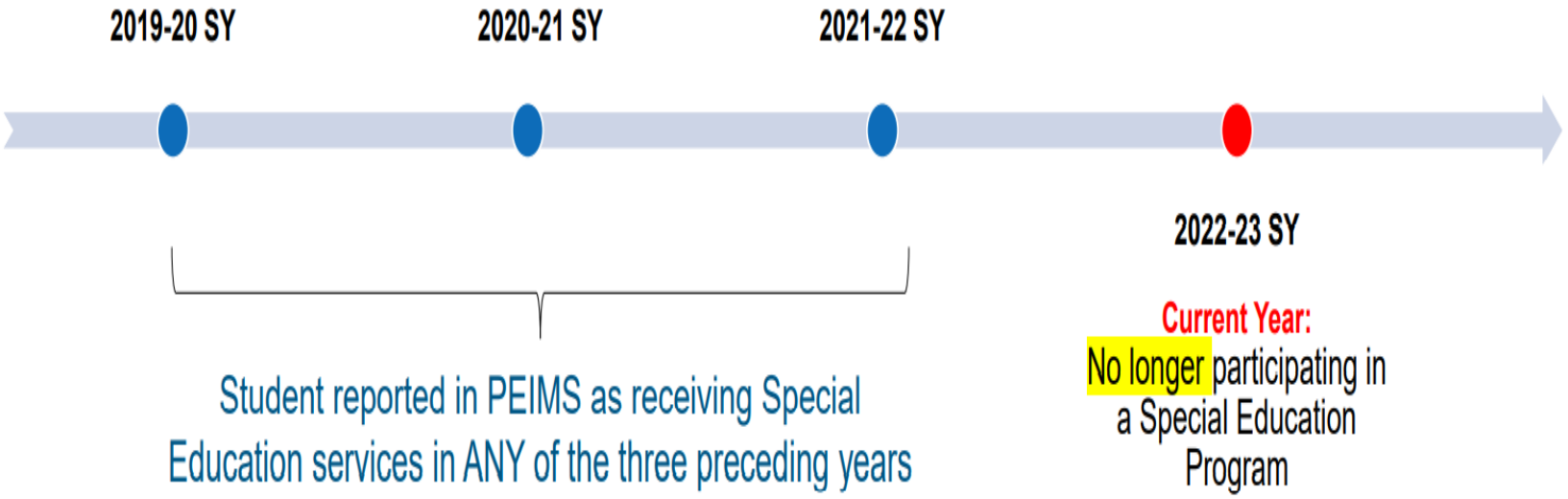
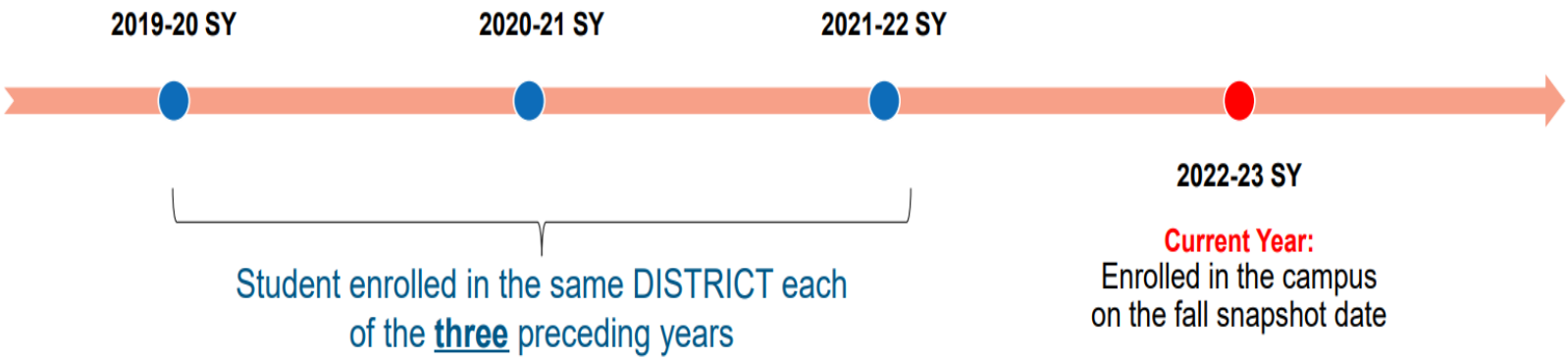
Closing the Gaps Proposed Changes- 6 Super Groups

1. **All Students**
2. & 3. **Two Lowest Performing Racial/Ethnic Groups from Prior Year**
   - African American
   - Hispanic
   - White
   - American Indian
   - Asian
   - Pacific Islander
   - Two or More Races
4. **High Focus Super Group**
   - Economically Disadvantaged
   - Current Special Education
   - Current and Monitored Emergent Bilingual/English Learners (through year 4)
   - Highly Mobile defined as Homeless, Migrant, and Foster Care *(replaces Non-Continuously Enrolled)*
5. **Former Special Education**
6. **Continuously Enrolled**

Closing the Gaps- Former Special Education Definition



Closing the Gaps-Continuously Enrolled Definition



Closing the Gaps: Super Groups

Still report out data on all student groups.

☒ Reminder: previously, there were 14 different student groups:

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)^	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Highly Mobile

☑ Update: replace 14 student groups with 6 student "super groups"

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB[1], SpEd, Highly Mobile)	Special Education (Former)	Continuously Enrolled
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races			

Only evaluated in SQSS: CCMR/STAAR Only (all subjects/all levels). Not evaluated in Academic Achievement, Growth/Grad, or ELP.

Closing the Gaps- WHO IS INCLUDED?

- Mary is Asian.
- She is in foster care.
- She is a third-year monitored EB.
- She is served by special education services.
- She moved into the district at the start of this school year.

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB[1], SpEd, Highly Mobile)	Special Education (Former)	Continuously Enrolled
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races			

Closing the Gaps- WHO IS INCLUDED?

- Sofia is Hispanic.
- She exited special education last year.
- She has been enrolled in the district since kindergarten.

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB[1], SpEd, Highly Mobile)	Special Education (Former)	Continuously Enrolled
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races			

Closing the Gaps: Gradated Points for Growth

Closing the Gaps: Proposed 0-4 Methodology	
0	Did Not Meet **INTERIM TARGET** and Did Not Show Growth
1	Did Not Meet **INTERIM TARGET** but Showed **Minimal Growth**
2	Did Not Meet **INTERIM TARGET** but Showed **Expected Growth**
3	Met **INTERIM TARGET**
4	Met **LONG TERM TARGET**

Closing the Gaps- Sample Score Data Table

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

ESSA Long Term and Interim Goals-

https://tea.texas.gov/sites/default/files/january-2023-essa-appendix-a.pdf

Appendix A: ESSA Long-Term and Interim Goals
2017-18 through 2036-37

2022–23 through 2036–37

HS/K-12 & AEA

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EL	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
Aca. Ach. Status: RLA	Baseline: 2016-17 Rates	44%	32%	36%	62%	43%	74%	45%	58%	32%	20%	33%	13%	30%	46%
	2022-23 through 2026-27	**44%**	**32%**	**36%**	**62%**	**43%**	**74%**	**45%**	**58%**	**32%**	**20%**	**33%**	**13%**	**30%**	**46%**
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	43%	33%	44%	28%	42%	55%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	54%	46%	55%	43%	54%	64%
	2037-38	**72%**	**66%**	**68%**	**81%**	**72%**	**87%**	**73%**	**79%**	**66%**	**60%**	**67%**	**57%**	**65%**	**73%**
Aca. Ach. Status: Math	Baseline: 2016-17 Rates	38%	26%	35%	48%	37%	72%	41%	44%	31%	31%	32%	15%	33%	40%
	2022-23 through 2026-27	**38%**	**26%**	**35%**	**48%**	**37%**	**72%**	**41%**	**44%**	**31%**	**31%**	**32%**	**15%**	**33%**	**40%**
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	43%	43%	29%	44%	50%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	55%	55%	54%	43%	55%	60%
	2037-38	**69%**	**63%**	**68%**	**74%**	**69%**	**86%**	**71%**	**72%**	**66%**	**66%**	**66%**	**58%**	**67%**	**70%**
Growth Status: RLA (Only if no Grad Rate)	Baseline: Average of 2019 and 2022	70%	66%	68%	73%	69%	81%	72%	72%	66%	62%	67%	48%	65%	71%
	2022-23 through 2026-27	**70%**	**66%**	**68%**	**73%**	**69%**	**81%**	**72%**	**72%**	**66%**	**62%**	**67%**	**48%**	**65%**	**71%**
	2027-28 through 2031-32	78%	76%	77%	80%	78%	86%	80%	80%	76%	72%	76%	58%	75%	79%
	2032-33 through 2036-37	86%	86%	86%	87%	87%	91%	88%	88%	86%	82%	85%	68%	85%	87%
	2037-38	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**92%**	**95%**	**78%**	**95%**	**95%**
Growth Status: Math (Only if no Grad Rate)	Baseline: Average of 2019 and 2022	74%	73%	76%	72%	72%	86%	75%	72%	73%	77%	74%	62%	71%	76%
	2022-23 through 2026-27	**74%**	**73%**	**76%**	**72%**	**72%**	**86%**	**75%**	**72%**	**73%**	**77%**	**74%**	**62%**	**71%**	**76%**
	2027-28 through 2031-32	81%	80%	82%	80%	80%	89%	82%	80%	80%	83%	81%	72%	79%	82%
	2032-33 through 2036-37	88%	87%	88%	88%	88%	92%	89%	88%	87%	89%	88%	82%	87%	88%
	2037-38	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**92%**	**95%**	**95%**
EL Proficiency Status	Baseline: 2021-22 Rates										34%				
	2022-23 through 2026-27										**34%**				
	2027-28 through 2031-32										36%				
	2032-33 through 2036-37										38%				
	2037-38										**40%**				
Student Success Status (Only if no CCMR Rate)	Baseline: 2016-17 Rates	47%	36%	42%	58%	45%	74%	47%	56%	39%	38%	38%	23%	43%	49%
	2022-23 through 2026-27	**47%**	**36%**	**42%**	**58%**	**45%**	**74%**	**47%**	**56%**	**39%**	**38%**	**38%**	**23%**	**43%**	**49%**
	2027-28 through 2031-32	57%	46%	52%	68%	55%	81%	57%	66%	49%	48%	48%	33%	53%	59%
	2032-33 through 2036-37	67%	56%	62%	78%	65%	88%	67%	76%	59%	58%	58%	43%	63%	69%
	2037-38	**77%**	**66%**	**72%**	**88%**	**75%**	**95%**	**77%**	**86%**	**69%**	**68%**	**68%**	**53%**	**73%**	**79%**

ESSA LONG TERM AND INTERIM GOALS

Elementary

Academic Achievement RLA	All Students	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	High Focus	EL	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	37%	37%	35%	26%	38%	47%
Campus														

Academic Achievement Math	All Students	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	High Focus	EL	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	42%	45%	40%	29%	45%	51%
Campus														

Growth Status RLA	All Students	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	High Focus	EL	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
2022-23 through 2026-27	72%	68%	71%	75%	71%	86%	72%	74%	69%	70%	69%	56%	73%	73%
Campus														

Growth Math	All Students	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	High Focus	EL	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
2022-23 through 2026-27	72%	65%	71%	75%	71%	89%	74%	73%	70%	73%	69%	59%	73%	73%
Campus														

EL Proficiency Status	All Students	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	High Focus	EL	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
2022-23 through 2026-27										49%				
Campus														

Student Success	All Students	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	High Focus	EL	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
2022-23 through 2026-27	47%	36%	41%	58%	46%	72%	49%	55%	40%	37%	38%	23%	42%	48%
Campus														

2023 STAAR/EOC Review and Plan

2023 STAAR Plan- Elementary

Domain I	Domain 2A	Domain 2B	Domain 3
Student Achievement	**Academic Growth + Bonus Points for Accelerated Learners**	**Relative Performance**	**Closing the Gaps**
70%	**70%**	**70%**	**30%**
STAAR Performance (100%)	Academic Growth (100%)	STAAR Performance 100%	Academic Achievement 30%
Approaches, Meets, Masters	4th and 5th Grades RLA & Math + Accelerated Learning Bonus Points (DNM 2022→Approaches 2023)	Approaches, Meets, Masters + Eco Dis %	Meets & Masters: 3-5 RLA & Math
			Academic Growth 50%
			4th and 5th Math & RLA
			EL Proficiency 10%
			Target 49%
			STAAR Performance 10%
			Math, RLA, Science, 3-5

Guiding Questions

Where will 70% of your campus rating come from?
How do you plan to meet your target?
What is your plan to meet the different targets in Closing the Gaps?

“Talking is not doing. Planning is not doing. Goal setting is not doing. Even directing resources to support a plan is not doing. It is not until people are doing differently that any organization can expect different results.”

- Rick DuFour

Spring Benchmark Testing Calendar

March 2023
MIDDLE SCHOOL

February '23

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

April '23

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	1	2	3	4
	TELPAS/TELPAS Alt. February 20 - March 28					
5	6	7	8	9	10	11
	TELPAS/TELPAS Alt. February 20 - March 28					
	DBM #2 Reading Language Arts March 6-10					
12	13	14	15	16	17	18
	Spring Break					
19	20	21	22	23	24	25
	TELPAS/TELPAS Alt. February 20 - March 28					
	STAAR ALTERNATE 2 PREVIEW WINDOW MARCH 20 - APRIL 25					
	DBM #2 Math, Science, Social Studies, EOCs English I, Algebra I and Biology March 20 - 24					
26	27	28	29	30	31	1
	TELPAS/TELPAS Alt. Make-Ups February 20 - March 28					
	STAAR ALTERNATE 2 PREVIEW WINDOW MARCH 20 - APRIL 25					
	STAAR ALTERNATE 2 TESTING WINDOW MARCH 27 - APRIL 25					
2	3	Notes				

NAEP (Selected Sample)
Late Jan.–Early Mar.

1/10/2023

STAAR 2023 Testing Calendar

2023 STAAR Elementary

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
24-Apr	25	26	27	28
	RLA Grade 3	RLA Grade 4 ***Make-Ups***	RLA Grade 5 ***Make-Ups***	**Final day for RLA testing.** ***Make-Ups*** All data entry in the TIDE DEI must be complete by 3:30 PM
1-May	2	3	4	5
	Science Grade 5	***Make-Ups***	**Final day for Science testing.** ***Make-Ups*** All data entry in the TIDE DEI must be complete by 3:30 PM	
8-May	9	10	11	12
	Math Grade 3	Math Grade 4 ***Make-Ups***	Math Grade 5 ***Make-Ups***	**Final day for Math testing.** ***Make-Ups*** All data entry in the TIDE DEI must be complete by 3:30 PM

Make-up Testing begins the day after the test is originally scheduled.

All data entry ***in the TIDE DEI must be complete by 3:30 PM*** **on the scheduled date. This includes score codes, verification of demographics and, if applicable, transcribing student responses into the system.**

STAAR 2023 Testing Calendar

2023 STAAR Middle School

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
24-Apr	25 RLA Grade 6	26 RLA Grade 7 ***Make-Ups***	27 RLA Grade 8 English I EOC ***Make-Ups***	28 **Final day for RLA/English I testing.** ***Make-Ups*** All data entry in the TIDE DEI must be complete by 3:05 PM
1-May	2 Science Grade 8 Biology EOC	3 Social Studies Grade 8 ***Make-Ups***	4 ***Make-Ups***	5 **Final day for Science, Bio and Social Studies testing.** ***Make-Ups*** All data entry in the TIDE DEI must be complete by 3:05 PM
8-May	9 Math Grade 6	10 Math Grade 7 ***Make-Ups***	11 Math Grade 8 Algebra I ***Make-Ups***	12 **Final day for Math/Alg I testing.** ***Make-Ups*** All data entry in the TIDE DEI must be complete by 3:05 PM

Make up Testing begins the day after the test is originally scheduled.

All data entry in the TIDE DEI must be complete by 3:05 PM on Friday of the same week in which the test is scheduled. This includes score codes, verification of demographics and, if applicable, transcribing student responses into the system.

STAAR 2023 Testing Calendar

2023 STAAR High School

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
24-Apr	25	26	27	28
English I	English I ***Make-Ups***	English II ***Make-Ups***	English II ***Make-Ups***	**Final day for English I & English II testing** ***Make-Ups*** All data entry in the TIDE DEI must be complete by 4:20 PM
1-May	2	3	4	5
Biology	Biology ***Make-Ups***	U.S. History ***Make-Ups***	U.S. History ***Make-Ups***	**Final day for Bio & USH testing** ***Make-Ups*** All data entry in the TIDE DEI must be complete by 4:20 PM
8-May	9	10	11	12
Algebra I	Algebra I ***Make-Ups***	Algebra I ***Make-Ups***	Algebra I ***Make-Ups***	**Final day for Algebra I testing** ***Make-Ups*** All data entry in the TIDE DEI must be complete by 4:20 PM

Make-up Testing begins the day after the test is originally scheduled.

All data entry in the TIDE DEI must be complete by 4:20 PM on Friday of the same week in which the test is scheduled. This includes score codes, verification of demographics and, if applicable, transcribing student responses into the system.

Links and Resources

Preliminary 2023 A–F Refresh Cut Scores and Scaling Resources (texas.gov)

Summary of Proposed ESSA Amendment (texas.gov)

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Take the Next Step
ARE+GT
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Gifted & Talented Department