

Campus Accountability – By Campus Type

	Domain I Student Achievement	Domain II-A Academic Growth	Domain II-B Relative Performance <small>(evaluated based on campus Fall 2022 Snapshot %EcoDis)</small>	Domain III Closing the Gaps
Elementary Middle Schools				
High Schools K-12 with CCMR				
High Schools K-12 without CCMR				
AEA Campuses with CCMR				
AEA Campuses without CCMR				

Scale Scores: In order to align letter grades and scores used in the A–F academic accountability system to the common conception of letter grades, campus raw domain and component scores are converted to “scale scores”. Scale score conversions differ by campus type. For more information, see TEA’s document: [2023 A–F Refresh Cut Scores and Scaling Resources](#)

STAAR Performance: AVERAGE of 3 Pass Rates on STAAR and STAAR Alt 2 [MSC = 10 tests across all subjects]

$$\frac{\% \text{ of Tests Scoring Approaches Grade Level or Above on STAAR or Level II Satisfactory or Above on STAAR Alt 2} + \% \text{ of Tests Scoring Meets Grade Level or Above on STAAR or Level II Satisfactory or Above on STAAR Alt 2} + \% \text{ of Tests Scoring Masters Grade Level on STAAR or Level III Accomplished on STAAR Alt 2}}{3}$$

Methodology Rules

1. Accountability subset applies to any test result used
2. For EOCs, TEA uses best result from Summer 2022, Fall 2022, Spring 2023
3. ELs (including unschooled asylees, unschooled refugees, and SIFEs) are included in accountability calculations beginning in their 2nd year in US schools
4. Eligible ELs in Year 2 in US Schools included at EL Performance Measure standard
5. For accelerated testers reported as 12th graders in Fall 2022 snapshot, TEA uses best SAT/ACT result (at Approaches, Meets or Masters) taken while in high school based on cutpoints listed in table to the right

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

CCMR: % of 2021-22 graduates meeting any one or more of the following criteria [MSC = 10 annual graduates in 2021-22 with small number analysis if <10 graduates]

1. TSI criteria in Reading and Mathematics (SAT/ACT/TSIA1 or TSIA2/College Prep course)
2. 3 on an AP or a 4 on an IB examination
3. Level I or Level II Certificate
4. OnRamps Dual Enrollment Course Credit
5. Dual credit course requirements (≥ 3 hours in ELAR OR Mathematics or ≥ 9 hours total across subjects)
6. Industry-Based Certification (based on list of 245 IBCs – see limitation below)
7. Associate’s Degree
8. Completed IEP and workforce readiness (graduation type code of 04, 05, 54, or 55)
9. SpEd Graduate with RHSP, DAP, FHSP-E, or FHSP-DLA
10. Enlist in US Armed Forces or Texas National Guard [suspended until 2024]

Cap on IBCs: the number of graduates who only meet CCMR criteria via a sunseting IBC is capped at the higher of 5 graduates or 20% of all graduates

AEA CCMR: includes previous dropouts in the numerator but excludes them from the denominator:
$$= \frac{\# \text{ of Graduates meeting any CCMR indicator} + \# \text{ of Previous Dropouts meeting any CCMR indicator}}{\# \text{ 2021-22 Graduates}}$$

Graduation Rate: % of students in cohort class reported as “Graduates” [MSC = 10 students in class with small number analysis if <10 students in class]

Best of 4-year, 5-year or 6-year Graduation Rate of All Students group (with state exclusions) or converted 2021-22 Annual Dropout Rate of All Students group (if campus has a CCMR rate but not a graduation rate)

AEA Grad Rate:

Based on Completion Rate (which includes Graduates + Continuers + TxCHSE Recipients). Beginning in 2023, previous dropouts who are Completers are included in the numerator but excluded from the denominator

$$= \frac{\# \text{ of Completers} + \# \text{ of Previous Dropouts who are Completers}}{\# \text{ in Class (Graduates + Continuers + TxCHSE Recipients + Dropouts)} - \text{Previous Dropouts who Returned}}$$

Academic Growth: calculated based on 2 separate scores: **Annual Growth** and **4545 Performance (Accelerated Learners)** [MSC = 10 assessment results across RLA and Math]

Both scores are based on assessments included in the **Transition Table Model** – which includes assessments which meet the following requirements:

- 2023 STAAR or STAAR Alt 2 non-zero assessment result (first time attempt for an EOC) in Reading or Math (grade 4 or above) in the 2023 accountability subset
- 2022 STAAR or STAAR Alt 2 non-zero assessment result (first time attempt for an EOC) in the same subject but lower grade level (one exception: assessments are included if the student takes BOTH English I and English II for the first time in 2023)

Annual Growth: points are earned based on the student’s performance in 2022 and the student’s performance in 2023, as indicated in the following tables:

Annual Growth		2023 STAAR Performance					
		Low Does Not Meet GL	High Does Not Meet GL	Low Approaches GL	High Approaches GL	Meets GL	Masters GL
2022 STAAR Performance	Low Does Not Meet GL	0	1	1	1	1	1
	High Does Not Meet GL	0	1/2	1	1	1	1
	Low Approaches GL	0	0	1/2	1	1	1
	High Approaches GL	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

Annual Growth: STAAR Alt 2		2023 Performance			
		Low Level I: Developing	High Level I: Developing	Level II: Satisfactory	Level II: Accomplished
2022 Performance	Low Level I: Developing	0	1	1	1
	High Level I: Developing	0	1/2	1	1
	Level II: Satisfactory	0	0	1	1
	Level II: Accomplished	0	0	0	1

$$\text{Annual Growth} = \frac{\text{Total \# of Annual Growth Points Earned}}{\text{Total Number of Tests Evaluated for Annual Growth}}$$

4545 Performance: points are earned based on the student’s performance in 2022 and the student’s performance in 2023, as indicated in the following tables:

4545 Performance: STAAR		2023 Performance					
		Low Does Not Meet GL	High Does Not Meet GL	Low Approaches GL	High Approaches GL	Meets GL	Masters GL
2022	Low Does Not Meet GL	0	0	1	1	1	1
	High Does Not Meet GL	0	0	1	1	1	1

4545 Performance STAAR Alt 2		2023 Performance			
		Low Level I: Developing	High Level I: Developing	Level II: Satisfactory	Level II: Accomplished
2022	Low Level I: Developing	0	0	1	1
	High Level I: Developing	0	0	1	1

$$4545 \text{ Performance} = \frac{\text{Total \# of 4545 Points Earned}}{\text{Total Number of Tests Evaluated for 4545 Performance}}$$

$$\text{Academic Growth} = \frac{\text{Total \# of Annual Growth Points Earned} + (\text{Total \# of 4545 Points Earned} \times .25)}{\text{Total Number of Tests Evaluated for Annual Growth}}$$

Relative Performance: STAAR Performance and CCMR scores from Domain I re-evaluated based on campus Fall 2022 Snapshot %EcoDis

Elementary | Middle | High Schools without CCMR data:

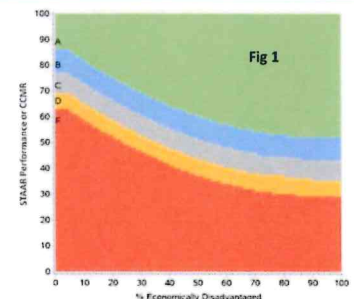
1. STAAR Performance score from Domain I re-evaluated based on campus %EcoDis (resulting in a scale score) [see Fig. 1]

High Schools and K-12 Schools with CCMR data

1. STAAR Performance score from Domain I evaluated based on campus %EcoDis (resulting in a scale score) [see Fig. 1]
2. CCMR score from Domain I evaluated based on campus %EcoDis (resulting in a scale score) [see Fig. 1]
3. Scale scores from 1 and 2 averaged (50% each)

AEA Relative Performance: STAAR EOC Retesters Success Rate [MSC = 10 tests across all subject areas]

$$\% \text{ age of EOC retest assessments for the All Students group at Approaches, Meets, or Masters} = \frac{1 \text{ pt for Approaches GL and above STAAR EOC retests}}{\# \text{ STAAR EOC Retests}}$$



- Domain III – Closing the Gaps:** [MSC: 10 RLA and 10 Math assessments for the All Students group and meet MSC for at least 4 indicators in the Academic Achievement component]
- consists of 4 components for each campus type (see page 1 of this quicklook)
 - performance of up to 4 student groups is evaluated against specified targets that differ by campus type for each group for each component (*assigning graded points: see below*)
 - performance is calculated for each of 4 components, then rolled into a single score based on weights assigned to each component (if a component does not meet MSC, then the weight of that component is distributed proportionally among the remaining components)
 - to calculate a score for component, sum the total points earned for each evaluated indicator, then divide the number of earned points by the number of possible points (those indicators that met minimum size) – see example below

Academic Achievement: % age of tests results (in Reading and in Math) at Meets Grade Level or Above [adjusted if a student group has a Participation Rate < 95%]

Academic Growth: Academic Growth score (see methodology above) in Reading and in Math

Federal Graduation Rate: federal 4-year graduation rate for the Cohort Class of 2021-22 (using federal calculation for graduation rate, without state-allowed exclusions)

English Language Proficiency: % of current ELs making progress toward achieving English language proficiency. For 2023, TELPAS results are evaluated at the domain level. A student is considered to have made progress if the student advances, or is scored at Advanced High or Basic Fluency, in at least 2 of the 3 domains from 2022 to 2023. The 3 evaluated domains are Listening, Speaking, and Reading. Only students evaluated in all 3 domains in both 2022 and 2023 are evaluated.

Student Success: STAAR Component: STAAR Performance calculation from Domain I (disaggregated by student group)

School Quality: Federal CCMR: CCMR calculation from Domain I (EXCEPT there is no cap on the number of students meeting CCMR based on a sunseting IBC and the denominator includes annual graduates in 2021-22 plus students identified as 12th graders in the last 6 weeks of the 2021-22 school year who did not graduate in 2021-22 (excluding IEP continuers))

Student Groups Evaluated: All Students, 2 Lowest Race/Ethnicity Groups based Academic Achievement in 2022, High Focus Group (unduplicated count of students who are EcoDis, SpEd, EB, Foster, Homeless or Migrant – a student is only included once regardless of the number of categories in which the student is identified)

Graded Points Methodology

Points	Definition
4	Met long-term target (2037-38 target)
3	Met current interim target (2022-23-to 2026-27 target)
2	Did not meet current interim target (2022-23 to 2026-27) but showed "expected growth" toward next interim target (2027-28 to 2021-32): $\text{Group's current year rate} - \text{group's prior year rate} \geq \frac{\text{Next interim target} - \text{group's prior year rate}}{6}$
1	Did not meet current interim target (2022-23 to 2026-27) but showed minimal growth (defined as at least 1.0 point improvement for STAAR and CCMR indicators and 0.1 point improvement for Graduation Rate)
0	Did not meet current interim target (2022-23 to 2026-27) and did not show minimal growth

	All Students	Hispanic	White	High Focus	EB	% Exceed	% Meets	Score	Weight	Weighted Points
Academic Achievement (in domains or items)	2022-27 Interim	48	35	69	39					
	2020-22 Year Interim	23	10	60	40					
	2020-22 Year Interim	72	66	60	67					
	2023 Points	42	41	55	29					
Academic Growth	2022-27 Interim	47	39	43	21			14	32	43.0
	2020-22 Year Interim	56	49	69	47					
	2020-22 Year Interim	74	66	69	60					
	2023 Points	42	38	51	25					
STAAR Performance (in domains)	2022-27 Interim	49	68	74	48			24	32	75
	2020-22 Year Interim	28	26	41	25					
	2020-22 Year Interim	78	75	79	81					
	2023 Points	5	1	1	1					
EL Proficiency (in domains)	2022-27 Interim	68	68	70	62			8	14	10
	2020-22 Year Interim	27	22	40	40					
	2020-22 Year Interim	20	22	40	40					
	2023 Points	41	40	51	31					
Domain III Closing the Gaps Component Score										66

Domain III – Part B: Results Driven Accountability District level ONLY (REPORT ONLY)

- Will eliminate separate release of RDA reports, but will not impact A-F scores or ratings

District Accountability

Proportional Weighting Methodology: 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/area, and includes campuses evaluated under AEA.

1. Determine the number of students enrolled in grades 3–12 at each campus
2. In each domain/area, sum the number of students enrolled in grades 3–12 in campuses that are rated in that domain/area to determine the district total for that domain/area (if a campus is not rated in a domain/area it does not contribute to the district total students enrolled in in grades 3–12 in that domain/area)
3. Divide the number of grades 3–12 students at the campus by the district total (the resulting %age is the weight that each campus contributes to the district domain/area score)
4. Multiply the campus domain/area scale score by its weight to determine the points it contributes to the district's score for that domain/area
5. Sum the points contributed by each campus in the domain/area to determine the district's domain/area score

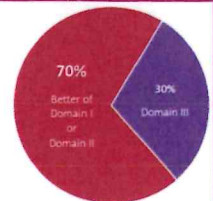
Campus	Campus Type	All Students	Hispanic	White	High Focus	Domain I		Domain II		Domain III		District Domain I Score	District Domain II Score	District Domain III Score	District Overall Score	
						Scale Score	Weighted Points	Scale Score	Weighted Points	Scale Score	Weighted Points					
District's 2022 "What If?" Domain Scores Based on Proportional Weighting																
													79	87	77	81
District's 2022 "What If?" Overall Grade																
8																

Overall and Domain Ratings: Districts and Campuses

1. Determine the Domain II score: better of Part A or Part B (if either scale score is < 60, the highest scale score that can be used is 89)
2. Determine the better outcome of the Domain I and Domain II (if either score is < 60, the highest scale score that can be used is 89)
3. Weight the better outcome of Domain I and Domain II at 70%
4. Weight Domain III at 30% (for districts and campuses lacking a Domain III score, weight the better of Domain I and Domain II at 100%)
5. Total the weighted outcome of the two scale scores to calculate the overall score

Forced F Rule: Highest Overall Scale Score a district/campus can earn is a 59 IF
 1. District/campus is rated in all 4 Areas (Domains I, II-A, II-B and III) AND
 2. 3 of the 4 ratings have a Scale Score < 60
 N/A if Domain I Scale Score ≥ 60

Forced D Rule: Highest Overall Scale Score a district/campus can earn is a 69 IF
 1. District/campus is rated in all 4 Areas (Domains I, II-A, II-B and III) AND
 2. 3 of the 4 ratings have a Scale Score < 70
 N/A if Domain I Scale Score ≥ 70



Impact of Campus-level Scale Scores < 70:

- If the Overall Scale Score of any non-AEA campus in a district is < 70 (or < 60 for an AEA campus), then the highest Overall Scale Score the district can receive is an 89
- If the Domain Scale Score of any non-AEA campus in a district is < 70 (or < 60 for an AEA campus), then the highest Scale Score the district can receive in that Domain is an 89