

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	STAAR Performance 100%	OR	STAAR Academic Growth 100%	OR	STAAR Performance 100%	Best of Domain I OR Domain II-A OR Domain II-B	<ul style="list-style-type: none"> Academic Achievement 30% Academic Growth 50% EL Proficiency 10% STAAR Performance 10%
High Schools K-12 with CCMR	<ul style="list-style-type: none"> STAAR Performance 40% CCMR 40% Grad Rate 20% 	OR	STAAR Academic Growth 100%	OR	<ul style="list-style-type: none"> STAAR Performance 50% CCMR 50% 	Best of Domain I OR Domain II-A OR Domain II-B	<ul style="list-style-type: none"> Academic Achievement 50% 4-Yr Fed Grad Rate 10% EL Proficiency 10% Fed CCMR 30%
High Schools K-12 without CCMR	STAAR Performance 100%	OR	STAAR Academic Growth 100%	OR	STAAR Performance 100%	Best of Domain I OR Domain II-A OR Domain II-B	<ul style="list-style-type: none"> Academic Achievement 50% Academic Growth 10% EL Proficiency 10% STAAR Performance 30%
AEA Campuses with CCMR	<ul style="list-style-type: none"> STAAR Performance 40% AEA CCMR 40% AEA Grad Rate 20% 	OR	STAAR Academic Growth 100%	OR	<ul style="list-style-type: none"> STAAR EOC Retesters Success 100% 	Best of Domain I OR Domain II-A OR Domain II-B	<ul style="list-style-type: none"> Academic Achievement 50% 4-Yr Fed Grad Rate 10% EL Proficiency 10% Fed CCMR 30%
AEA Campuses without CCMR	STAAR Performance 100%	OR	STAAR Academic Growth 100%	OR	STAAR Performance 100%	Best of Domain I OR Domain II-A OR Domain II-B	<ul style="list-style-type: none"> Academic Achievement 50% Academic Growth 10% EL Proficiency 10% STAAR Performance 30%

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
	High Does Not Meet GL	0	1/2	1	1	1
	Low Approaches GL	0	0	1/2	1	1
	High Approaches GL	0	0	0	1/2	1
	Meets Grade Level	0	0	0	0	1
	Masters Grade Level	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
	High Level I: Developing	0	1/2	1
	Level II: Satisfactory	0	0	1
	Level II: Accomplished	0	0	0

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

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
	High Does Not Meet GL	0	0	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
	High Level I: Developing	0	0	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:

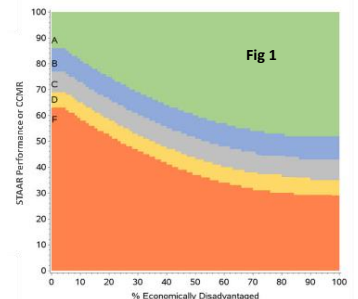
1. STAAR Performance score from Domain I re-evaluated based on campus %EcoDis (resulting in a scale score) [see Fig. 1]

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	Pts Earned	Pts Possible	Score	Weight	Weighted Points
Academic Achievement (in Reading and in Math)	2022-27 Interim	44	35	53	22					
	2020-32 Next Interim	53	45	65	44					
	2020-32 Long Term	72	69	80	67					
	2023	42	41	55	29					
Academic Growth (in Reading and in Math)	2023 Points	3	3	6	2					
	2022-27 Interim	47	39	62	36					
	2020-32 Next Interim	56	49	68	47	14	32	43.8	30%	13.1
	2020-32 Long Term	74	70	81	68					
STAAR Performance (in Reading and in Math)	2023	42	38	57	25					
	2023 Points	3	3	3	2					
	2022-27 Interim	69	66	74	65					
	2020-32 Next Interim	79	76	83	79					
EL Proficiency (in Reading and in Math)	2020-32 Long Term	85	85	95	95					
	2023	78	75	79	81					
	2023 Points	5	4	5	3	24	32	75	50%	37.5
	2022-27 Interim	66	63	70	62					
Domain III Closing the Gaps Component Score	2020-32 Next Interim	76	74	78	73					
	2020-32 Long Term	85	85	95	95					
	2023	79	81	79	82					
	2023 Points	4	4	4	4	4	4	100	100%	10
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

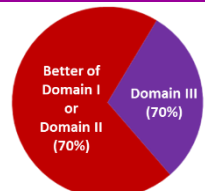
Proportional Weighting Methodology: District domain ratings are calculated using a proportionality method. This methodology only considers campus enrollment counts for grades 3–12, excludes Not Rated and paired campuses, is applied to each domain/area, and includes campuses evaluated under AEA.

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 EL	Scale Score	to RLA Benchmark	Total Enrollment	Domain I				Domain II-A				Domain II-B				Domain III					
						to RLA Benchmark	Proportional Weight	Campus Scale Score	Proportional Points	to RLA Benchmark	Proportional Weight	Campus Scale Score	Proportional Points	to RLA Benchmark	Proportional Weight	Campus Scale Score	Proportional Points	to RLA Benchmark	Proportional Weight	Campus Scale Score	Proportional Points		
Fleming 011	Fleming	N	87	88	9%	86	3.7%	FR	3.7	95%	4.5%	FR	3.7	95%	4.5%	FR	3.7	95%	4.5%	FR	3.7	95%	4.5%
Fleming 012	Fleming	N	82	83	3%	146	4.3%	FR	3.7	95%	4.5%	FR	3.7	95%	4.5%	FR	3.7	95%	4.5%	FR	3.7	95%	4.5%
Fleming 013	Fleming	N	81	84	5%	146	4.3%	FR	3.7	95%	4.5%	FR	3.7	95%	4.5%	FR	3.7	95%	4.5%	FR	3.7	95%	4.5%
Fleming 014	Fleming	N	84	85	3%	171	5.8%	FR	6.1	97%	10.5%	FR	6.1	97%	10.5%	FR	6.1	97%	10.5%	FR	6.1	97%	10.5%
Blount 020	Blount	N	84	85	2%	276	2.2%	FR	3.8	27%	7.8%	FR	3.8	27%	7.2%	FR	3.8	27%	7.2%	FR	3.8	27%	7.2%
Blount 021	Blount	N	86	87	2%	620	14.2%	FR	13.6	82%	18.7%	FR	13.6	82%	18.2%	FR	13.6	82%	18.2%	FR	13.6	82%	18.2%
High School	High School	N	86	88	7%	792	16.2%	FR	13.0	79%	18.5%	FR	13.0	79%	18.4%	FR	13.0	79%	18.4%	FR	13.0	79%	18.4%
High School	High School	N	88	89	1%	1,089	10.2%	FR	10.0	1,089	42.3%	FR	1,089	42.3%	FR	1,089	42.3%	FR	1,089	42.3%	FR	1,089	42.3%
HS High School	High School	Y	89	92	1%	12	0.3%	FR	0.1														
3,853						4,190	5,855	100.0%	79.1	3,758	100.0%	87.0	3,823	99.4%	76.9	3,855	100.0%	82.8					
District's 2022 "What If?" Domain Scores Based on Proportional Weighting						District Domain I Score	79	District Domain II-A Score	87	District Domain II-B Score	77	District Domain III Score	83										
						76% of District Rating (Better of Part B)				87	+ 30				60.9								
						88% of District Rating (Domain III)				83	+ 30				24.9								
						District's 2022 "What If?" Overall Score						96											
						District's 2022 "What If?" Overall Letter Grade						B											

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