Overview of Considerations

The overall design of the academic A-F accountability system will remain largely unchanged from the 2023 A-F Refresh. In response to changes in data availability and cross-agency policy, adjustments to certain indicators are necessary for 2024. This document provides a summary of the proposed changes. The 2024 Accountability Manual will be published in the Texas Register for public comment in February- March and will incorporate these updates along with additional, less substantive revisions to improve clarity and increase understanding. The manual will also include early communication of changes that would impact future accountability cycles beyond 2024 accountability, thus allowing it to remain relevant for more accountability cycles.

Overall Design of 2024 Academic Accountability System

The overall design of the accountability system evaluates performance according to three domains:

The **Student Achievement** domain evaluates performance across all subjects for all students, on both general and alternate assessments; College, Career, and Military Readiness (CCMR) indicators; and graduation rates.

The **School Progress** domain measures outcomes in two areas:
• Part A: Academic Growth
  ▪ Percentage of students who grew at least one year academically as measured by STAAR results in reading/language arts (RLA) and mathematics (Annual Growth).
  ▪ Percentage of students who demonstrated more than one year of academic growth as defined by progressing from a Did Not Meet Grade Level standard in the prior year to an Approaches Grade Level standard or above in the current year as measured by STAAR results in reading/language arts (RLA) and mathematics (Accelerated Learning).
• Part B: Relative Performance
  ▪ The achievement of students relative to campuses with similar economically disadvantaged percentages.
  ▪ For AEA campuses, Part B: Retest Growth is the percentage of students who earned Approaches Grade Level or above on an EOC retest during the accountability cycle.

The **Closing the Gaps** domain uses disaggregated data to demonstrate differentials in progress to interim and long-term goals among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain

CCMR Component

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

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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.

    o   **(Update)** The updated IBC list revision cycle <u>timeline</u> will be added. This will enable a more coherent planning and implementation cycle for LEAs.

x   **(Update** in effect 2024**)** **Enlist in the Armed Forces or Texas National Guard.** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, Space Force, or the Texas National Guard. For 2024 accountability, verification of enlistment for students who graduated or were non-graduating 12th graders in 2023 is submitted by the district using DD Form 4.

School Progress Domain

School Progress, Part A: Academic Growth

No changes are proposed for the School Progress, Academic Growth component. Academic Growth provides an opportunity for campuses to receive credit for STAAR results in reading/language arts (RLA) and mathematics that show annual growth and if applicable demonstrate accelerated learning.

School Progress, Part B: Relative Performance

No changes are proposed for the School Progress, Relative Performance component. Relative Performance measures the achievement of all students relative to campuses with similar economically disadvantaged percentages.

School Progress, Part B: Retest Growth (AEA)

No changes are proposed for the School Progress, Retest Growth (AEA) component. Retest Growth measures the percentage of students who earned Approaches Grade Level or above on an EOC retest during the accountability cycle.

CCMR Component

(Update) Same changes proposed as the CCMR component in the Student Achievement Domain.

Closing the Gaps Domain

The Closing the Gaps domain uses disaggregated data to demonstrate differentials in progress to interim and long-term goals among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA). The following changes are proposed for the Progress in Achieving EL Proficiency component and the School Quality or Student Success component of the Closing the Gaps domain:

x   Academic Achievement (Performance at Meets Grade Level disaggregated for reading/language arts [RLA] and mathematics)

x   Growth or Graduation

x   **(Update)** English Language Proficiency (ELP)

    o   The ELP methodology will remain unchanged (domain score methodology from 2023 will continue to be used). The domain score methodology will remain in place for one more year with the same targets as in the 2023 accountability manual. The agency intends to resume the composite score for 2025 accountability and beyond.

x   **(Update)** School Quality or Student Success

    o   The Student Achievement Domain Score: STAAR Component Only

    o   College, Career, and Military Readiness (CCMR) Performance Status component will propose the same changes to criteria for demonstrating readiness as the CCMR component in the Student Achievement Domain.

Accountability Rating Labels

Districts, open-enrollment charter schools, and campuses, including alternative education campuses (AECs), with students enrolled in the accountability year are assigned an overall state accountability rating and as well as a rating for each domain. The rating labels for districts and campuses are either a letter grade (A, B, C, D, or F), Data Under Review, or Not Rated for the reason(s) specified. The methodology for calculating rating labels remains unchanged.

Overall Rating Methodology for Districts and Campuses

District domain ratings are calculated using a proportionality method. The campus weight determines how much a campus grade proportionally impacts the district rating. 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.

Distinction Designations and Badges

Districts and campuses that receive acceptable accountability ratings (A, B, or C) are eligible to earn distinction designations. Distinction designations are awarded for achievement in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics.

Federal School Improvement

To align identification of schools for improvement under the Every Student Succeeds Act (ESSA) with the state's accountability system, TEA utilizes the Closing the Gaps domain performance to identify comprehensive support and improvement (CSI), targeted support and improvement (TSI), and additional targeted support (ATS) schools.

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.

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

TSI and ATS methodologies 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 2022, 2023, and 2024 are considered consecutive years for 2024 TSI and ATS identifications.

Results Driven Accountability (RDA)

The methodology will be unchanged. Detailed language regarding the change of report only to performance level assignment indicators for Bilingual Education/ English as a Second Language/ Emergent Bilingual (BE/ESL/EB) will   X ®

Alternative Education Accountability (AEA) Identification

All campuses identified on the final list of 2024 AEA campuses will be identified either as residential treatment facilities or dropout recovery schools.

Public Education Grant (PEG) Identification

Campuses that receive an overall F rating are placed on the PEG List for the following school year. The criteria remain unchanged.

Summary of Changes
CCMR Component

x **(Updated) Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics.** A graduate meeting the TSI college readiness standards in <u>both</u> RLA 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.

   o For 2024 and 2025 accountability, successfully completing and earning credit for a college prep course in grades 9-12 will still earn CCMR credit. For 2026 accountability, courses completed in the 11th or 12th grades will be eligible for CCMR credit. For 2027 accountability and