

Preliminary 2023 Academic Accountability System Framework

Why is the Agency Changing the Academic Accountability System?

In the wake of COVID-19, we must set meaningful goals for students that help guide Texas schools back on track for success. We must leverage lessons learned over the years to improve the rigor, transparency, and fairness of the accountability system, while maintaining a design that allows all schools in the state the opportunity to earn an A

As part of the continuous improvement process, the agency spent two years consulting with stakeholders on enhancements designed to provide parents, community members, and educators with the data essential to

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4. Create a unique alternative education accountability (AEA) system for dropout recovery schools (DRS).
5. Update College, Career, and Military Readiness (CCMR) indicators.
6. Improve our ability to recognize growth.
7. Increase focus on underserved populations within Closing the Gaps.
8. If feasible, incorporate extracurricular leadership.
9. Use 2021-22 STAAR data to ensure cut points and targets reflect appropriate goals for students given the educational disruption of COVID.
10. Refine and develop new distinction designations and/or badges that recognize district efforts.

Overall 2023 Academic Accountability System Design

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

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

School Progress measures district and campus outcomes in two areas: the number of students that demonstrated growth as measured by STAAR results and the achievement of all students relative to

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Example District Proportional Student Achievement Domain Rating Calculation

Campus	Grade 3–12 Enrollment	Calculation	Weight
Campus 1	334	$334 \div 2,417$	13.8%
Campus 2	990	$990 \div 2,417$	41.0%
Campus 3			

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The agency will determine if additional adjustments to domain and overall rating provisions are

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

AEA Closing the Gaps Domain

The AEA Closing the Gaps domain would follow the same 04 methodology super grouping and rating calculation as is proposed for traditional campuses. The proposed changes for this domain are to incorporate the AEA Student Achievement and School Progress proposals

The proposed AEA Closing the Gaps components are as follows:

- Academic Achievement (50%)
 - STAAR Academic Achievement Reading/Mathematics at Meets Grade Level (5%)
 - AEA Student Achievement Domain STAAR Component (95%)
- Graduation Rate (10%)
 - Four-year Federal Graduation Rate (5%)
 - AEA Four-year Completion Rate (95%)
 - If a DRS does not have graduation data, Part B: Retest Growth is used, if available.
- English Language Proficient (10%)
- School Quality: CCM (30%)

Distinction Designations and Badges

A Badges and Distinction Designations Subcommittee is convening monthly throughout spring and summer 2022. They are charged with developing recommendations for refining distinction designations and implementing badges. Subcommittee recommendations will be shared in August 2022, and the October framework will include any necessary revisions to distinction designations and provide detail on badges.

Extra and Cocurricular Advisory Group

In 2017, House Bill 22 authorized a study of student participation in extra and cocurricular activities to determine their feasibility as an addition to campus and district performance evaluation. A team of more than 30 district, community, and organizational representatives from across the state developed an initial list of possible ECC indicators and gathered available data from the 2019-20, 2020

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Exact cutpoints will be informed based on performance during the 2021–22 school year. To the extent possible, those cutpoints will remain static over five-year intervals, so that as campuses improve statewide, campus ratings also improve. This allows for easier year-over-year performance comparisons and ensures it remains mathematically possible for all campuses to achieve an A in the first year of this reset.