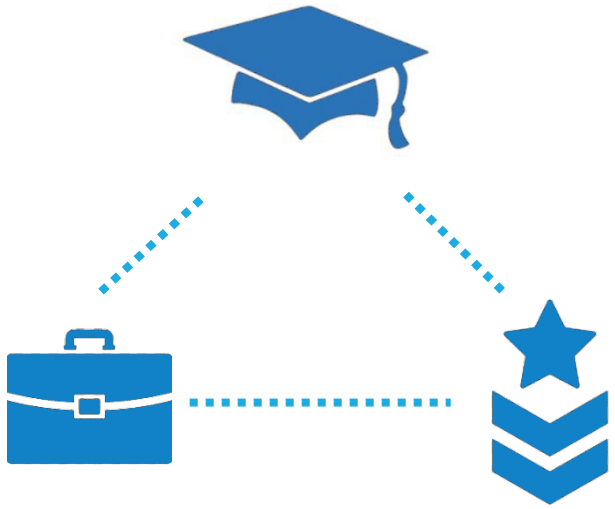
Appendix E:
ESSA Accountability Alignment

CCMR Indicators



Computational Logic

- Denominator consists of yearly annual graduates and all non-annual graduate 12th graders in the same year.
- Student who accomplishes any one is in numerator.
- All CCMR indicators lag by one year. (CCMR data used in 2022–23 accountability will be from the 2021–22 school year.)

CCMR Indicators

College Ready

- Meet criteria on AP/IB exams
- Meet TSI criteria (SAT/ACT/TSIA) or complete a college prep course in reading and mathematics
- Complete dual credit or OnRamps course(s)
- Earn an associate's degree
- Graduate under an advanced degree plan and be identified as a current special education student

Career Ready

- Earn an industry-based certification and complete a Program of Study
- Earn a Level I or Level II certificate
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)

Military Ready

Enlist in the United States Armed Forces

STAAR: Test Inclusion Methodology

Methodology

- **Includes all tests**

  (STAAR with and without accommodations and STAAR Alternate 2)
- **Combines reading language arts and mathematics**
- **Includes ELs**

  (except in their first year in US schools)

Student Growth: Measuring Advancement

Measuring Annual Growth **PLUS** Measuring Accelerated Learning

Annual Growth						
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

Accelerated Learning				
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

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).

Student Growth: Measuring Advancement

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

Closing the Gaps: Ensuring Educational Equity

Student Achievement

School Progress

Closing The Gaps

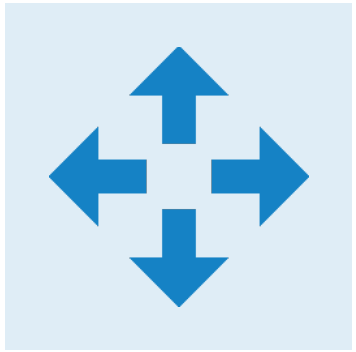
Closing the Gaps: Ensuring Educational Equity

All Students

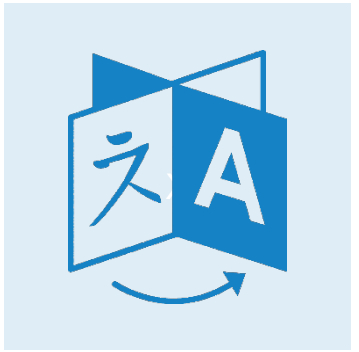
Race/Ethnicity

Special Education

Continuously Enrolled and Mobile



English Learners (ELs)



Economically Disadvantaged

Closing the Gaps: Minimum Size

The current 25 student group minimum size is being reduced to **10**.

- The reasoning for this change is to evaluate the outcomes for as many students as possible in Closing the Gaps in order to close achievement gaps.
- Reminder: 10 tests or 10 graduates
  - Minimum size is based on test counts for STAAR/TELPAS indicators.
  - Minimum size is based on graduate counts for CCMR/graduation rate indicators.

Closing the Gaps: Components

Academic Achievement (EL, MS, HS)

- STAAR RLA at Meets Grade Level
- STAAR mathematics at Meets Grade Level

Growth (EL, MS)

- Growth RLA
- Growth mathematics

Graduation Rate (HS)

- 4-year federal graduation rate

English Language Proficiency (EL, MS, HS)

School Quality/Student Success (SQSS)

- SQSS: STAAR (All subjects, all performance levels) (EL, MS)
- CCMR (HS)

Closing the Gaps: Components

Academic Achievement

- STAAR performance (percentage at or above Meets Grade Level)
- Targets by subject area
  - Reading/Language Arts
  - Mathematics
- Targets stable for five years

Closing the Gaps: Components

Growth

- Elementary and Middle Schools
  - Reading/Language Arts (School Progress domain)
  - Mathematics (School Progress domain)

Graduation Rates

- High Schools, K–12
- Four-year Federal graduation rates (without state exclusions)

Targets

- Stable for five years

Closing the Gaps: Components

English Language Proficiency Status

- TELPAS Progress Rate
- Current ELs

Closing the Gaps: Components

School Quality or Student Success

- High Schools and K–12: College, Career, and Military Readiness (Student Achievement domain)
- Elementary and Middle Schools: Student Achievement: STAAR Only Score
- Targets stable for five years

Closing the Gaps: Grade Methodology

- Indicators are weighted as described below:

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30 percent
	Growth	50 percent
	English Learner Language Proficiency	10 percent
	Student Achievement Domain Score	10 percent
High Schools and K12	Academic Achievement	50 percent
	4-Year Graduation Rate	10 percent
	English Learner Language Proficiency	10 percent
	College, Career, and Military Readiness	30 percent

- Grade determined using the total of points earned for each student group compared to total points evaluated.
- Indicators are only evaluated for student groups that meet minimum size requirements.

Closing the Gaps: Sample Score and CSI 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 Proficiency[1]											Earned ÷ Possible	10%	10%	Whole Number
								0-4						
Closing the Gaps Score														***Sum of Weighted Points***

Closing the Gaps: Sample Annual ATS/TSI Data Table

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)[A]	Special Ed (Current)
Academic Achievement										
Reading	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
Math	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
Growth										
Reading	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
Math	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
Federal Graduation										
	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
English Language Proficiency										
									0-4	
Student Success										
	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
School Quality										
	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4

Closing the Gaps: Sample Data Table for Each Group

	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored	Special Education (Current)	High Focus	Highly Mobile	Foster	Homeless	Migrant	Special Education (Former)	Continuously Enrolled
Academic Achievement (RLA)																		
2022	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%		
2023	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%		
Academic Achievement (Mathematics)																		
2022	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%		
2023	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%		
Growth (RLA) (EL/MS)																		
2022	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75		
2023	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75		
Growth (Mathematics) (EL/MS)																		
2022	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75		
2023	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75		
Federal Graduation Rate (HS)																		
2022	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
2023	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
SQSS: STAAR ONLY (EL/MS)																		
2022	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
2023	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
SQSS: CCMR (HS/K-12)																		
2022	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
2023	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
English Language Proficiency[1]																		
2022										50								
2023										50								