



# Appendix E: ESSA Accountability Alignment

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# STAAR: Test Inclusion Methodology

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## Methodology

- Includes all tests
  - STAAR with and without accommodations
  - STAAR Alternate 2
- Combines reading language arts (RLA) and mathematics
- Includes ELs
  - except in their first year in US schools

**New:** Writing is no longer a separately tested subject.

**Test Inclusion Methodology is unchanged.**

EB students/ELs who are in their second year in U.S. schools are included in the STAAR component using the EL performance measure.

# 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

**Unchanged:** Growth on STAAR assessments in reading and Mathematics over a two-year period.

**Unchanged:** Growth is credited for those who maintain high performance levels as well as those who fail to meet the proficiency standard but exhibit growth from one year to the next.

**Unchanged:** Measure will account for all students as well as student groups by subject.

**New:** Annual growth is measured by a **transition table** (no longer a scaled score of "expected growth").

**New:** Individual student progress is calculated as the change between **Low Did Not Meet Grade Level**, **High Did Not Meet Grade Level**, **Low Approaches Grade Level**, **High Approaches Grade Level**, **Meets Grade Level**, and **Masters Grade Level** performance.

**New: Accelerated Learning** is measured for students who earned **Did Not Meet Grade Level** in the prior year and were accelerated to **Approaches Grade Level** or above in the current year.

# Student Growth: Measuring Advancement

**Unchanged:** All test/grade level transitions that were previously measured remain.

**New:** Newly included English-->Spanish, English I.

## Tests Evaluated

Annual Growth ** † ‡	
RLA	Mathematics
<u>Prior Year -&gt; Current Year</u>	<u>Prior Year -&gt; Current Year</u>
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 ‡ §	
RLA	Mathematics
<u>Prior Year -&gt; Current Year</u>	<u>Prior Year -&gt; Current Year</u>
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	

¶ Students who took the same grade-level or EOC assessment in the prior and current year are not included in growth calculations.

\* \* Students who take STAAR assessments and have skipped grade level(s) between prior year and current year 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., DNM Grade 8 -> English I).

School Type	Indicator	Weight
Elementary and Middle Schools	Academic Growth	50 percent
High Schools and K-12s	High Schools do not include Academic Growth as a Closing the Gaps Component	

# Student Growth: Measuring Advancement



Sum of Points  
Earned for  
Annual Growth

+

(Sum of Points Earned for  
Accelerated Instruction)  
X  
0.25

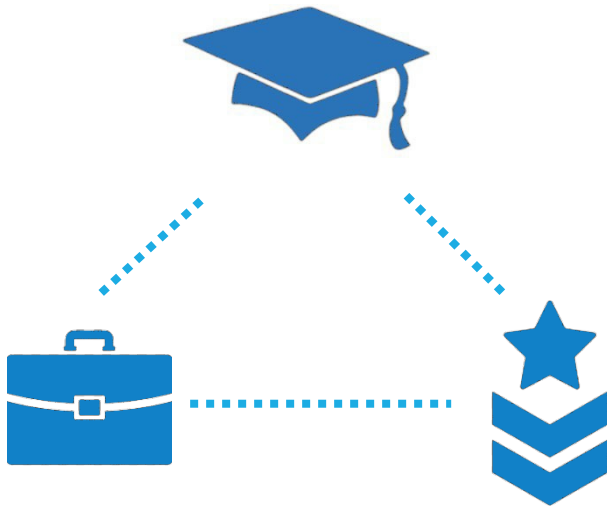
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Sum of Maximum Points Possible for Annual Growth

This result cannot be more than the number of maximum points, and will be capped at the maximum, even if the sum of the points earned from growth and accelerated instruction exceed the maximum points possible.

**Unchanged:** Measure will account for all students as well as student groups by subject.

**New:** Academic Growth score denominator is the number of eligible assessments. If an assessment is eligible for annual growth and accelerated learning, it will only count once in the denominator.



## Computational Logic

- Denominator consists of yearly annual graduates and all non-annual graduate 12<sup>th</sup> 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.)

Computational Logic Methodology is **unchanged**.



## 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 degree
- Graduate under an advanced diploma 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
- Enlist in the Texas National Guard


CCMR indicators are **unchanged**.

IBC List is now at v2 and v3 [Industry-Based Certifications | Texas Education Agency](#)


# Closing the Gaps: Ensuring Educational Equity



Student  
Achievement



School  
Progress



Closing  
The Gaps



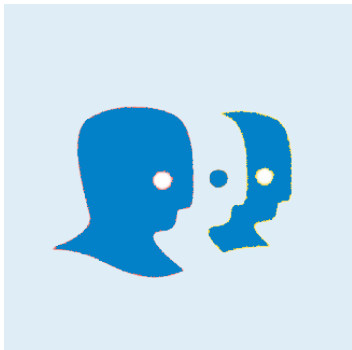
# Closing the Gaps: Ensuring Educational Equity



All Students



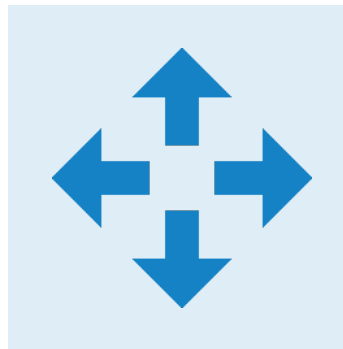
Race/Ethnicity



Special Education



Continuously Enrolled & Highly Mobile



Emergent Bilingual (EB)/English Learners (ELs)



Economically Disadvantaged



At a high level, student groups are **unchanged**.

# Closing the Gaps: Minimum Size

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**New:**

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

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## **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)**

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

At a high level, components are **unchanged. (See following slides)**

# Closing the Gaps: Components

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## Academic Achievement

- STAAR performance (percentage at or above Meets Grade Level)
  - RLA
  - Mathematics

## Targets

- By subject area
- By school type
- By student group
- Stable for five years

# Closing the Gaps: Components

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## Growth

**New:** Growth updated methodology

- Elementary and Middle Schools
  - RLA (School Progress domain)
  - Mathematics (School Progress domain)

## Graduation Rates

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

## Targets

- By school type
- By student group
- By subject area for Growth
- Stable for five years

# Closing the Gaps: Components

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## Progress in English Language Proficiency

- TELPAS Progress Rate
- Current EBs/ELs

**New:** TELPAS progress will be evaluated at the domain level in place of the composite rating. A student is considered having made progress if the student advances, or is scored as Advanced High or Basic Fluency, in at least two of four domains from the prior year (2022) to the current year (2023). Only students evaluated in all four domains in both 2022 and 2023 are evaluated. For 2024, the ELP methodology will return to the use of the TELPAS composite rating.

## School Quality or Student Success

- High Schools and K–12s: College, Career, and Military Readiness (Student Achievement domain)
- Elementary and Middle Schools: Student Achievement: STAAR Only Score

## Targets

- By school type
- By student group
- Stable for five years

# Closing the Gaps: Grade Methodology



- Indicators are weighted as described below:

School Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30 percent
	Academic Growth	50 percent
	Progress in English Language Proficiency	10 percent
	Student Achievement Domain Score	10 percent
High Schools and K-12s	Academic Achievement	50 percent
	4-Year Graduation Rate	10 percent
	Progress in English 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 & CSI Data Table



All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB <sup>1</sup> , SpEd, Highly Mobile)	Component Points	EL/MS Weight	HS/K-12 Weight	Weighted Points
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races					
<b>Academic Achievement (RLA)</b>												
0-4	0-4		0-4		0-4			Earned ÷ Possible <i>(rounded to 0.1)</i>	30%	50%	Academic Achievement Points <i>(rounded to 0.1)</i>	
<b>Academic Achievement (Mathematics)</b>												
0-4	0-4		0-4		0-4			Earned ÷ Possible <i>(rounded to 0.1)</i>		10%	Graduation Rate Points <i>(rounded to 0.1)</i>	
<b>Federal Graduation Status (HS/K-12)</b>												
0-4	0-4		0-4		0-4			Earned ÷ Possible <i>(rounded to 0.1)</i>	50%		Growth Points <i>(rounded to 0.1)</i>	
<b>Academic Growth in RLA (EL/MS)</b>												
0-4	0-4		0-4		0-4			Earned ÷ Possible <i>(rounded to 0.1)</i>	10%		SQSS Points <i>(rounded to 0.1)</i>	
<b>Academic Growth in Mathematics (EL/MS)</b>												
0-4	0-4		0-4		0-4			Earned ÷ Possible <i>(rounded to 0.1)</i>	10%		SQSS Points <i>(rounded to 0.1)</i>	
<b>SQSS: CCMR (HS/K-12)</b>												
0-4	0-4		0-4		0-4			Earned ÷ Possible <i>(rounded to 0.1)</i>	10%	10%	ELP Points <i>(rounded to 0.1)</i>	
<b>SQSS: STAAR ONLY (EL/MS)</b>												
<b>English Language Proficiency<sup>1</sup></b>												
								0-4	Closing the Gaps Score	<b>Sum of Weighted Points <i>(whole number)</i></b>		
<sup>1</sup> ELP=current EB students/ELs only												



# Closing the Gaps: Sample Annual ATS/TSI Data Table (EL/MS)



	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)	Special Education (Current)	Special Education (Former)	Continuously Enrolled
Academic Achievement (RLA)												
2019	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N		
2022	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N		
2023	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
Academic Achievement (Mathematics)												
2019	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N		
2022	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N		
2023	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
Growth (RLA)												
2019	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N		
2022	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N		
2023	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
Growth (Mathematics)												
2019	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N		
2022	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N		
2023	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
SQSS: STAAR ONLY (EL/MS)												
2019	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N		
2022	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N		
2023	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
English Language Proficiency <sup>1</sup>												
2019									Y/N			
2022									Y/N			
2023									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	Essa Disadv	EP (Career & Modified)	Special Education (Career)	High Passes	Highly Mobile	Foster	Homeless	Migrant	Special Education (Former)	Continuously Enrolled
<b>Academic Achievement (RLA)</b>																		
2022	50%	50%	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%	50%	50%
<b>Academic Achievement (Mathematic)</b>																		
2022	50%	50%	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%	50%	50%
<b>Growth (RLA) (EL/MS)</b>																		
2022	75	75	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	75	75
<b>Growth (Mathematic) (EL/MS)</b>																		
2022	75	75	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	75	75
<b>Federal Graduation Rate (HS)</b>																		
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%		
<b>SQSS: STAAR ONLY (EL/MS)</b>																		
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
<b>SQSS: OCMR (HS/K-12)</b>																		
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
<b>English Language Proficiency<sup>1</sup></b>																		
2022										50								
2023										50								