AGENDA

Welcome
Paulette Caston, Director
Strategic Planning and Compliance
DAC Facilitator

Raise Your Hand Texas
Natalia Gomez Ramback
Regional Advocacy Director – Central
Houston

Graduation/Drop-out Rates/
STAAR/Accountability
B. Robert Reeves, Senior Manager
Research and Accountability

Closing
Paulette Caston

NEXT MEETING:
January 27, 2022
5:00 PM
The meeting was called to order at 5:02 PM

- **Welcome** – Paulette Caston, Director, District Strategic Planning and Compliance, welcomed the District Advisory Committee (DAC) members and presenters
  - Revisited Norms
- **Presentations:**
  - Raise Your Hand Texas
    - Natalia Gomez Ramback, Regional Advocacy Director - Central Houston

Ms. Ramback shared that Raise Your Hand Texas (RYHT) is a foundation that is solely funded by Charles Butt, CEO of H-E-B. The organization is reinventing public education for the future. RYHT supports public policy solutions that invest in our students, encourage innovation and autonomy, and improve college and workforce readiness.

RYHT will partner/help school districts:
- Build relationships
- Train school leaders
- Train advocates
- Make policy recommendations
- Inform on education issues and legislation

The organization supports research-based improvements in teaching programs. Therefore, RYHT not only educates teachers but also gives a scholarship to aspiring teachers that are currently enrolled in college. Regarding accountability, RYHT wants the accountability system to reflect social and emotional learning.

Ms. Ramback encouraged the committee to get involved and host a listening circle so that all voices may be heard.

Questions/Answers:
• It was mentioned in your presentation that RYHT is concerned with wanting to reform assessments. With you having a background in teaching what type of assessments?

*It’s not so much about a specific assessment. It’s the organization being able to give some input and as a community, we want to raise enough voices so that when the topic comes up we can start to say.*

• Why is there a concern about provisional teacher certifications?

*It is not a concern. It is looking at how teachers are certified and how they are allowed to go into certification.*

• What are some of the objections in terms of changes?

*We have seen policy changes at each legislative session. We have different priorities. One of the things that we’re focusing on this time is accountability and assessment.*

Research and Accountability  
B. Robert Reeves, Senior Manager  
Research and Accountability

**Graduation & Dropout rates:**

Over the last year, for all students and most of our student groups, we have seen an increase in our graduation rates. The one group that we have seen an actual drop in graduation rates is our Asian student population. As far as our English Learners, the rate has gone up for the past ten years, about 10 percentage points. The rate for students with disabilities has gone up about eight percentage points.

When we move to dropout rates, we see that most of our student groups have a decrease in their dropout rates going from 2019 to 2020.

Questions/Answers:

• Do you know how this compares with other local school districts?

*For the COVID year, we have been following a number of the state trends.*

• Has there been any sort of study conducted on the reasons why individuals drop out?

*Not within our department, but there are quite a few national studies that are out there.*

• During the Fall semester, we go back to reach out to our potential dropouts. Why isn’t this done more than once a year?

*We have a date of September 30th to recover them before they are coded as a dropout, but year-round, campuses are reaching out to families who have not been in attendance.*

**STAAR Results:**

2021 STAAR testing was conducted in person and remote learners could opt out without penalty. The participation ranges ranged from 57% in social studies up to 72% in reading for all grades. Whereas, in 2019, 99% of our students actively tested. Therefore, making a direct comparison to 2019 is going to be a challenge.
Accountability:
We have not received accountability ratings since 2019. The ratings we do have are based on three different domains: Student Achievement, School Progress, and Closing the Gaps. In 2023, we are moving towards an accountability reset. We are hoping to have a draft of the rules in Spring 2022.

At the end of the meeting, Ms. Caston thanked everyone for their commitment and for being a member of the District Advisory Committee (DAC). She also mentioned that the newly elected DAC members will receive an email by 5:00 PM, December 16, 2021, notifying members they have been elected to the 2022 DAC.

- The meeting adjourned at 6:39 PM
- Minutes submitted by Paulette Caston, DAC Facilitator
The Future of Texas Testing and School Accountability

Natalia GÔmez Rambback | Regional Advocacy Director – Central Houston
A little about me…

My abuelitos who raised me, Maria & Ramon Gómez

Little Natalia in Kindergarten

Senior Year
### Who are the Regional Advocacy Directors?

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISSY BENDER</td>
<td>Trustee in Residence and Regional Advocacy Director - Collin and Denton Counties</td>
<td><a href="mailto:MBender@ryht.org">MBender@ryht.org</a></td>
</tr>
<tr>
<td>KAYLAN DIXON SMITH</td>
<td>Regional Advocacy Director – Dallas County</td>
<td><a href="mailto:KdixonSmith@ryht.org">KdixonSmith@ryht.org</a></td>
</tr>
<tr>
<td>AMY DODSON, M.ED.</td>
<td>Senior Regional Advocacy Director - West Texas</td>
<td><a href="mailto:ADodson@ryht.org">ADodson@ryht.org</a></td>
</tr>
<tr>
<td>GIOVANNI ESCOBEDO</td>
<td>Regional Advocacy Director – South Texas</td>
<td><a href="mailto:GEscobedo@ryht.org">GEscobedo@ryht.org</a></td>
</tr>
<tr>
<td>SKYLAR GALLOP</td>
<td>Regional Advocacy Director – Panhandle</td>
<td><a href="mailto:SGallop@ryht.org">SGallop@ryht.org</a></td>
</tr>
<tr>
<td>JACKSON GRIFFON</td>
<td>Regional Advocacy Director - East Houston/Gulf Coast</td>
<td><a href="mailto:jgrifon@ryht.org">jgrifon@ryht.org</a></td>
</tr>
<tr>
<td>MATTHEW HALL</td>
<td>Senior Regional Advocacy Director - Greater Fort Worth</td>
<td><a href="mailto:MHall@ryht.org">MHall@ryht.org</a></td>
</tr>
<tr>
<td>JOLISA HOOVER, M.ED.</td>
<td>Senior Regional Advocacy Director - Central Texas</td>
<td><a href="mailto:JHoover@ryht.org">JHoover@ryht.org</a></td>
</tr>
<tr>
<td>DEANN LEE</td>
<td>Regional Advocacy Director - East Texas</td>
<td><a href="mailto:dlee@ryht.org">dlee@ryht.org</a></td>
</tr>
<tr>
<td>ROBERT LONG III, ED.D.</td>
<td>Senior Regional Advocacy Director - West Houston</td>
<td><a href="mailto:RLong@ryht.org">RLong@ryht.org</a></td>
</tr>
<tr>
<td>LARRY JOHN PORRAS</td>
<td>Regional Advocacy Director - El Paso/Trans-Pecos</td>
<td><a href="mailto:liporras@ryht.org">liporras@ryht.org</a></td>
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<tr>
<td>SOPHIE TORRES</td>
<td>Regional Advocacy Director – San Antonio</td>
<td><a href="mailto:storres@ryht.org">storres@ryht.org</a></td>
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</table>
RYHT Advocacy: What do our Regional Advocacy Directors Do?

EDUCATE
Increase understanding about public education

ENGAGE
Express support for public education

ACTIVATE
Motivate others to ask a policymaker to support public education and/or favor or oppose specific legislation

24 Month Timeline

Primary Elections

General Elections

Legislative Session
The future of Texas — our communities, our economy, our citizenry — depends on how well we prepare all students today. Supporting and strengthening our schools takes all of us.

OUR REGIONAL ADVOCACY TEAM IS WORKING TO GROW A PRO-PUBLIC EDUCATION CONSTITUENCY ACROSS TEXAS. WE ARE WORKING TO HELP EDUCATORS, FAMILIES, STUDENTS, AND BUSINESS LEADERS RAISE THEIR VOICES REGARDING THE IMPORTANCE OF PUBLIC EDUCATION.

WHAT CAN RAISE YOUR HAND TEXAS DO TO HELP SCHOOL DISTRICTS?

*We can partner with school districts to influence education policy outcomes.*

- We build relationships
- We train school leaders
- We involve students
- We train advocates
- We amplify local voices
- We convene organizations
- We elevate the teaching profession
- We connect advocates with legislators
- We inform on education issues and legislation

OUR REGIONAL ADVOCACY WORK STRIVES TO:

- Shift the narrative around public education
- Build coalitions of support for public education
- Ensure that every legislative session is a public education session
- Connect lawmakers and education stakeholders – including educators, students, families, and trustees - to one another
Policy Recommendations:

- Support programs and practices proven to recruit diverse candidates into the field
- Support research-based improvements in Texas’ teacher preparation programs, including enhanced clinical practice prior to certification
- Increase transparency and accountability in the state’s educator data system
# 2022-23 State Budget

<table>
<thead>
<tr>
<th>MOF Type (in millions)</th>
<th>2020 – 21</th>
<th>2022 – 23</th>
<th>Biennial Change</th>
<th>% Change</th>
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<td>General Revenue Funds</td>
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<td>$116,368.2</td>
<td>$6,098.6</td>
<td>5.5%</td>
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<td>General Revenue – Dedicated Funds</td>
<td>$6,563.2</td>
<td>$6,315.2</td>
<td>($248.0)</td>
<td>(3.8%)</td>
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<td>Other Funds</td>
<td>$44,990.3</td>
<td>$41,100.0</td>
<td>($3,890.3)</td>
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<td><strong>TOTAL, GR / GR - D / Other Funds</strong></td>
<td><strong>$161,823.1</strong></td>
<td><strong>$163,783.4</strong></td>
<td><strong>$1,960.3</strong></td>
<td><strong>1.2%</strong></td>
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<td>Federal Funds</td>
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<td>$84,767.1</td>
<td>($15,514.3)</td>
<td>(15.5%)</td>
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<td><strong>ALL FUNDS</strong></td>
<td><strong>$262,104.5</strong></td>
<td><strong>$248,550.5</strong></td>
<td><strong>($13,554.0)</strong></td>
<td><strong>(5.2%)</strong></td>
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2020-21 amounts above include the impact of supplemental appropriations made in House Bill 2.

The future of Texas is in our public schools.
The Future of Texas Testing and Accountability

So much has changed about what we know are the best ways to learn, test and measure all that goes into a world-class education system.

And Texas, as a long-standing leader in school accountability reform, is uniquely positioned to lead the way toward a more useful, fair way to test our students and hold our schools accountable to federal, state, and community standards.

Over the next 12 months, Raise Your Hand Texas will bring experts, researchers, policymakers, and communities together to ask questions and provide recommendations on how to design a stronger and more innovative school testing and accountability system.
Thoughts we need to consider...

- What makes a school great?
- What are parents really looking for in a high-quality school?
- What do teachers think is most important?
- What do students want and need?
What Gets Measured?
Student Achievement Domain

**Elementary/Middle Schools**

- STAAR (Approaches, Meets & Masters Grade Level) 100%

**High Schools**

- STAAR 40%
- College, Career, and Military Readiness (CCMR) 40%
- Graduation Rate 20%

Source: TEA
What Doesn’t Get Measured?

All Levels

- Student Climate and Safety Survey – a statewide survey for students, parents, and educators
- Teacher quality indicators
- Health and Wellness indicators
- Student access to and completion of advanced coursework (e.g. high school student enrolled in calculus)
- Access to arts and other programs
- Suspensions / expulsions by student group
- Teacher absenteeism
- Teacher certifications – percent highly qualified, percent provisionally certified, percent with advanced degrees
- Enrichment course completion rates for fine arts, P.E. and second language acquisition
- Extra-curricular participation rates
- Chronic Absenteeism
We Can Build a Better Accountability System

- Empower Teachers
- Reflect Social Emotional Learning
- Encourage Real Life Problem Solving
- Promote Extracurricular Activities
- Support After School Activities
What’s Next?

1. Our students’ academic and social and emotional recovery are our primary concerns. The federal stimulus dollars and programs will impact our public education system in ways we must track, understand, and develop.

2. Raise Your Hand Texas is embarking on a campaign to reimagine assessment and accountability.

3. Sessions end, but politics doesn’t. Keep engaged.
Thank you for listening!
Please take a moment to complete our accountability survey:

https://bit.ly/3jg3EWa
Class of 2020 Graduation And Dropout Results

Date: 12/8/2021
Presenter: B. Robert Reeves
Senior Manager, Research and Accountability
Outline

• 2020 Graduation and Dropout Results
• STAAR Results
• Accountability Update and Methodology
HISD Four-Year Longitudinal Graduation Rates
by Student Group: Grades 9–12
With Exclusions: 2011–2020

Source: TEA Class of 2020 Longitudinal Summary Report, June 2021
HISD Four-Year Longitudinal Dropout Rates by Student Group: Grades 9–12 With Exclusions: 2011–2020

Source: TEA Class of 2020 Longitudinal Summary Report, June 2021

<table>
<thead>
<tr>
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<td>All Students</td>
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<td>11.3</td>
<td>11.1</td>
<td>10.8</td>
<td>10.9</td>
<td>12.6</td>
<td>12.6</td>
<td>12.9</td>
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<td>3.3</td>
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<td>2.4</td>
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<td>11.0</td>
<td>11.7</td>
<td>11.5</td>
<td>12.6</td>
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<td>12.3</td>
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<td>20.5</td>
<td>20.7</td>
<td>19.2</td>
<td>18.8</td>
<td>24.5</td>
<td>24.3</td>
<td>24.3</td>
<td>26.2</td>
<td>23.5</td>
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<td>SWD</td>
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<td>16.8</td>
<td>16.6</td>
<td>16.8</td>
<td>19.4</td>
<td>17.9</td>
<td>19.6</td>
<td>20.1</td>
<td>17.0</td>
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</table>

Source: TEA Class of 2020 Longitudinal Summary Report, June 2021
STAAR Results

• Using 2021 STAAR 3–8 Data
• STAAR 3–8 Results
• Using Spring 2021 STAAR EOC Data
• STAAR EOC Results
Using STAAR 3–8 Data: Caution

• All 2021 testing was in person.
  – Remote learners could opt-out without penalty.
  – Participation ranged from 57% in Social Studies to 72% in Reading for all grades.

• Comparisons between 2019 and 2021 should not be made.

• Results should not be viewed as a new baseline.
Using STAAR 3–8 Data: Value

• District Level: Can view overall trends to identify potential areas of concern.
• Campus/classroom level: Identify student expectations/TEKS in need of accelerated instruction.
STAAR 3–8 Results: All Grades

Source: TEA-Pearson-ETS STAAR Student Data Files; Various Years. Texas Assessment Management System Analytic Portal.
Note: No students tested during Spring 2020 due to the COVID-19 pandemic. Comparisons to prior years should not be made.
All points reflect the most current data available and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used.
Excludes STAAR Alt. 2 Test.
STAAR 3–8 Results: SWDs

[Graph showing STAAR results for SWDs in various subjects, including Reading, Mathematics, Writing, Science, and Social Studies. The data is represented by percentage bars for %Approaches, %Meets, and %Masters, with years 2017 to 2021 indicated.]
Elementary Performance by Race/Ethn. At or Above Approaches Grade Level Standard

[Graph showing performance data by race/ethnicity for reading, mathematics, writing, science, and social studies. The data is presented from 2017 to 2021, with markers indicating performance levels for different ethnic groups (Asian, African American, Hispanic, White). The graph includes a note that no social studies were tested in 3rd-5th grade.]
Middle School Performance by Race/Ethn. At or Above Approaches Grade Level Standard

[Graph showing performance by race/ethnicity in various subjects over years, with data points indicating trends and changes due to COVID-19.]
Using STAAR EOC Data: Caution

• Spring 2020 assessments were canceled.
  – EOC credit given to students that completed corresponding course.
  – Resulted in a decrease in the number of retesters.

• Comparisons of all students tested should not be made across years.

• Results should not be viewed as a new baseline.
Using STAAR EOC Data: Value

• District Level: Comparisons can be made with caution with 1st time testers.
• Campus/classroom level: Identify student expectations/TEKS in need of accelerated instruction to ensure students are on track to be a global graduate.
EOC Results: Overall Results

First-Time Tested - All Grade Levels All Students

<table>
<thead>
<tr>
<th></th>
<th>Algebra I</th>
<th>Biology</th>
<th>English I</th>
<th>English II</th>
<th>U.S. History</th>
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<td>% Met Standard</td>
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<td></td>
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<td>2017</td>
<td>79</td>
<td>81</td>
<td>82</td>
<td>63</td>
<td>89</td>
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<td>81</td>
<td>82</td>
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</tr>
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<td>2019</td>
<td>52</td>
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<td>57</td>
<td>64</td>
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</tr>
<tr>
<td>2020</td>
<td>52</td>
<td>52</td>
<td>57</td>
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<td>2021</td>
<td>46</td>
<td>46</td>
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<td>54</td>
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<td>52</td>
<td>57</td>
<td>49</td>
<td>54</td>
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% Approaches
% Meets
% Masters
EOC Results: SWDs vs Non-SWDs
First-Time Tested Only
### EOC Results: Race/Ethn. Performance Gaps
First-Time Tested Only – Meets Grade Level

<table>
<thead>
<tr>
<th>EOC Subject</th>
<th>% At or Above Meets 2019</th>
<th>2019 Percentage Point Gap</th>
<th>% At or Above Meets 2021</th>
<th>2021 Percentage Point Gap</th>
<th>Two Year Change 2019 to 2021</th>
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<td>White</td>
<td>Af. Amer.</td>
<td></td>
<td>White</td>
<td>Af. Amer.</td>
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<td>Algebra I</td>
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<td>20</td>
<td>55%</td>
<td>20%</td>
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<td>Biology</td>
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<td>31</td>
<td>76%</td>
<td>39%</td>
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<td>English I</td>
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<td>49%</td>
<td>29</td>
<td>81%</td>
<td>49%</td>
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<td>U.S. History</td>
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<td>65%</td>
<td>24</td>
<td>88%</td>
<td>51%</td>
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# EOC Results: Race/Ethn. Performance Gaps

**First-Time Tested Only – Meets Grade Level**

<table>
<thead>
<tr>
<th>EOC Subject</th>
<th>2019 % At or Above Meets</th>
<th>2021 % At or Above Meets</th>
<th>Two Year Change 2019 to 2021</th>
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<td></td>
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<td>Hispanic</td>
<td>Percentage Point Gap</td>
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<td>70%</td>
<td>56%</td>
<td>14</td>
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<tr>
<td>Biology</td>
<td>81%</td>
<td>54%</td>
<td>27</td>
</tr>
<tr>
<td>English I</td>
<td>81%</td>
<td>48%</td>
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<td>78%</td>
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<tr>
<td>U.S. History</td>
<td>89%</td>
<td>68%</td>
<td>21</td>
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A–F Accountability
A – F: Ratings Timeline

- Districts and campuses received A-F ratings in 2019.
- All ratings are based on the 3 domains:
  - Student Achievement
  - School Progress
  - Closing the Gaps

Due to the disruptions caused by COVID-19, all campuses and districts were labeled Not Rated: Declared State of Disaster for both 2020 and 2021.
2023+ Accountability

- Accountability Reset
- Draft rules Spring 2022
Ratings Scale

Grade Descriptions and Scaled Scores:

A = 90 – 100 = Exemplary Performance
B = 80 – 89 = Recognized Performance
C = 70 – 79 = Acceptable Performance
D = 60 – 69 = In Need of Improvement
F = 0 – 59 = Unacceptable Performance

F- and D-Rated campuses are subject to interventions comparable to Improvement Required campuses in prior years. Interventions escalate if the rating does not improve.

Scale scores and letter grades were not reported in 2021.
Domain 1 – Student Achievement

Elementary and Middle Schools (1 Component):

- STAAR

Districts, High Schools, AEAs, and K-12 Campuses (3 Components):

- STAAR (40%)
- College, Career, Military Ready (CCMR) (40%) – Annual Measure
- Graduation Rate (20%) – Cohort Measure
Domain 1 - Graduation Rate Component

High Schools, K-12 Schools, and the District are evaluated on the best of:

- 4-year grad rate for Class of 2020
- 5-year grad rate for Class of 2019
- 6-year grad rate for Class of 2018

Alternative Education Accountability (AEA) campuses are evaluated on the best of the three rates as well, but their rates count continuers and TxCHSE (formerly GED) recipients as graduates.
Domain 1 – STAAR Component

Average of the three performance levels across all grades, subjects, and test versions.

– At or Above STAAR Approaches Grade Level standard
– At or Above STAAR Meets Grade Level standard
– At STAAR Masters Grade Level standard
# Domain 1 – Cut Points

<table>
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<tr>
<th>Scaled Score</th>
<th>Rating</th>
<th>STAAR</th>
<th>CCMR</th>
<th>Graduation Rate</th>
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<td>80 – 89</td>
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<td>70 – 79</td>
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<td>38</td>
<td>41</td>
</tr>
<tr>
<td>60 – 69</td>
<td>D</td>
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<td>32</td>
<td>35</td>
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<tr>
<td>0 – 59</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any score below the cut point for a scaled score of 60.

Scale scores and letter grades were not reported in 2021.
Domain 1 – STAAR Component
Accelerated Testers

- Students who took Algebra I, English II, or Biology prior to grade 9
- Must test in SAT/ACT exam in high school
- Count in domain 1 in grade 12

<table>
<thead>
<tr>
<th>Standard</th>
<th>SAT Evidence-Based Reading and Writing (EBRW)</th>
<th>SAT Math</th>
<th>ACT English and Reading</th>
<th>ACT Math</th>
<th>ACT Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches Grade Level or above</td>
<td>410 – 470</td>
<td>440 – 520</td>
<td>27 – 33</td>
<td>16 – 20</td>
<td>16 – 22</td>
</tr>
<tr>
<td>Meets Grade Level or above</td>
<td>480 – 660</td>
<td>530 – 680</td>
<td>34 – 59</td>
<td>21 – 29</td>
<td>23 – 27</td>
</tr>
<tr>
<td>Masters Grade Level</td>
<td>670 – 800</td>
<td>690 – 800</td>
<td>60 – 72</td>
<td>30 – 36</td>
<td>28 – 36</td>
</tr>
</tbody>
</table>
Domain 1 – CCMR Component

Computational Logic for 2021 Ratings

- Denominator is 2019-2020 annual graduates.
- Student who accomplishes any one is in numerator.
- All CCMR indicators lag by at least one year. (CCMR data used in 2020–21 accountability will be from the 2019–20 school year or earlier.)
CCMR Component – Annual Measure

• Identify all students who received a diploma from in 2020-21
• For each student, determine if the student met at least 1 CCMR indicator
• CCMR Rate = # of students who met at least 1 CCMR indicator ÷ # of graduates

If we award the diploma, we own the CCMR
Domain 1 – CCMR Component

College Ready
– Meet TSI criteria (SAT/ACT/TSIA/College Prep Course with IHE) in reading and mathematics
– Meet criteria on AP/IB exams (3 on AP, 4 on IB) in 16-17, 17-18, 18-19, or 19-20 school year.
– Dual credit course completion (3 hours in ELAR or Math OR 9 hours in any subject in 16-17, 17-18, 18-19, or 19-20 school year)
– OnRamps course completion – qualify for college credit in at least one course
– Earn an associate’s degree
Domain 1 – CCMR Component

Career Ready

– Earn industry certification from TEA-approved list of exams
– Earn a Level I or II certificate in any workforce education area
– Graduate with IEP and Workforce Readiness (Grad Type codes 04, 05, 54, or 55).
– Special Education student graduating with RHSP, DAP, FHSP-E, or FHSP-DLA

  Complete CTE Coherent Sequence including at least one course aligned to an approved industry certification (one-half point toward CCMR score) (Discontinued as of 2021)

Military Ready

– Enlist in the United States Armed Forces
(Discontinued as of 2021)
## Domain 1 – Cut Points

Scale scores and letter grades were not reported in 2021.
Domain 2 – School Progress

Two Components:
– Part A: Academic Growth
– Part B: Relative Performance

The better of the two components determines the grade.

AEA campuses are not evaluated on Part B: Relative Performance.
Domain 2, Part A – Academic Growth

- Uses the STAAR Progress Measure only (i.e. no EL Performance Measure)
- Grades 4 - 8: Reading and Math
- EOC: Algebra I, English II
- Students who change testing language do not receive a STAAR Progress Measure in Reading but may receive one in Math.
- STAAR Alternate 2 results will be included using the STAAR Alternate 2 Progress Measure

Academic Growth was not reported in 2021.
# Domain 2, Part A – Cut Points

<table>
<thead>
<tr>
<th>Scaled Score</th>
<th>Rating</th>
<th>Domain 2 Student Growth Cut Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ES</td>
</tr>
<tr>
<td>90 – 100</td>
<td>A</td>
<td>82</td>
</tr>
<tr>
<td>80 – 89</td>
<td>B</td>
<td>75</td>
</tr>
<tr>
<td>70 – 79</td>
<td>C</td>
<td>69</td>
</tr>
<tr>
<td>60 – 69</td>
<td>D</td>
<td>64</td>
</tr>
<tr>
<td>0 – 59</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

Scale scores and letter grades were not reported in 2021.
# Domain 2, Part A – Academic Growth

<table>
<thead>
<tr>
<th>Current Year</th>
<th>Does Not Approach Grade Level</th>
<th>Approaches Grade Level</th>
<th>Meets Grade Level</th>
<th>Masters Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Met/Exceeded Growth Measure = 1 pt</td>
<td>Met/Exceeded Growth Measure = 1 pt</td>
<td>1 pt</td>
<td>1 pt</td>
</tr>
<tr>
<td></td>
<td>Did not meet = 0 pts</td>
<td>Did not meet = 0.5 pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Previous Year</td>
<td>Does Not Approach Grade Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Met/Exceeded Growth Measure = 1 pt</td>
<td>Met/Exceeded Growth Measure = 1 pt</td>
<td>1 pt</td>
<td>1 pt</td>
</tr>
<tr>
<td></td>
<td>Did not meet = 0 pts</td>
<td>Did not meet = 0.5 pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meets Grade Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 pts</td>
<td>0 pts</td>
<td>1 pt</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Masters Grade Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 pts</td>
<td>0 pts</td>
<td>0 pts</td>
<td>1 pt</td>
</tr>
</tbody>
</table>
Domain 2, Part B – Relative Performance

A campus with fewer economically disadvantaged students on average has higher levels of student achievement.

A campus with more economically disadvantaged students tends to have lower levels of student achievement.

Includes STAAR and CCMR for districts and campuses that have that data.

Higher Levels of Student Achievement

STAAR and CCMR Results for All Students

% Economically Disadvantaged Students

Higher Rates of Economically Disadvantaged Students
## Domain 3 - Closing the Gaps

### Elementary/Middle Schools

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement (Reading &amp; Math: % Meets Grade Level)</td>
<td>30%</td>
</tr>
<tr>
<td>STAAR Growth (From Domain 2, Part A)</td>
<td>50%</td>
</tr>
<tr>
<td>Domain 1: STAAR Component</td>
<td>10%</td>
</tr>
<tr>
<td>English Language Proficiency (TELPAS composite rating)</td>
<td>10%</td>
</tr>
</tbody>
</table>

The STAAR Growth component were not reported in 2021.
## Domain 3 - Closing the Gaps

### High Schools, K-12, Districts

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement (Reading &amp; Math: % Meets Grade Level)</td>
<td>50%</td>
</tr>
<tr>
<td>Graduation Rate (4-yr, no state exclusions)</td>
<td>10%</td>
</tr>
<tr>
<td>College, Career, Military Readiness (Includes 12th graders who did not graduate)</td>
<td>30%</td>
</tr>
<tr>
<td>English Language Proficiency (TELPAS composite rating)</td>
<td>10%</td>
</tr>
</tbody>
</table>
Domain 3 - Closing the Gaps

Closing the Gaps – Student Groups:
Minimum size = 10 (All Students) and 25 (Student Groups) Tested
- All Students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Current and Former Special Education
- English Learners (current and monitored combined)
- Continuously Enrolled/Non-Continuously Enrolled
## Domain 3 – Cut Points

<table>
<thead>
<tr>
<th>Scaled Score</th>
<th>Rating</th>
<th>Domain 3 Cut Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>A</td>
<td>ES: 95</td>
</tr>
<tr>
<td>70 – 79</td>
<td>C</td>
<td>ES: 48</td>
</tr>
<tr>
<td>60 – 69</td>
<td>D</td>
<td>ES: 23</td>
</tr>
<tr>
<td>0 – 59</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

Scale scores and letter grades were not reported in 2021.
Overall Grades

The overall grade will be a weighted average of the following scaled scores:

• The better* of Domain 1 Student Achievement or Domain 2 School Progress (70%)

• Domain 3 Closing the Gaps (30%)

*If a district or campus receives an F in either domain, the maximum grade assigned for the composite of the two will be a B.

Scale scores and letter grades were not reported in 2021.
Thank you

Date: 12/8/2021
Presenter:
B. Robert Reeves
Senior Manager,
Research and Accountability