EL PASO INDEPENDENT
SCHOOL DISTRICT

El Paso ISD
Annual Summary Report
&
Texas Academic Performance Report
(TAPR) 2021-22

March 2023

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EL PASO ISD MISSION, VISION, AND CORE BELIEFS

MISSION

In partnership with our families and community, we will uphold the highest standards to provide inclusive and fair learning experiences that support the whole child.

VISION

INSPIRE and EMPOWER learners to THRIVE.

CORE BELIEFS

Whole Child
We champion a well-rounded educational experience to ensure all students are healthy, safe, valued, engaged, and academically challenged.

Opportunity
We honor and cultivate the unique needs and interests of all learners through relationships and personalization.

Excellence
We embrace a culture of creativity, exploration, and innovation to sustain our growth and improvement.

Equity
We commit to removing barriers to ensure our schools and programs are inclusive and equitable.
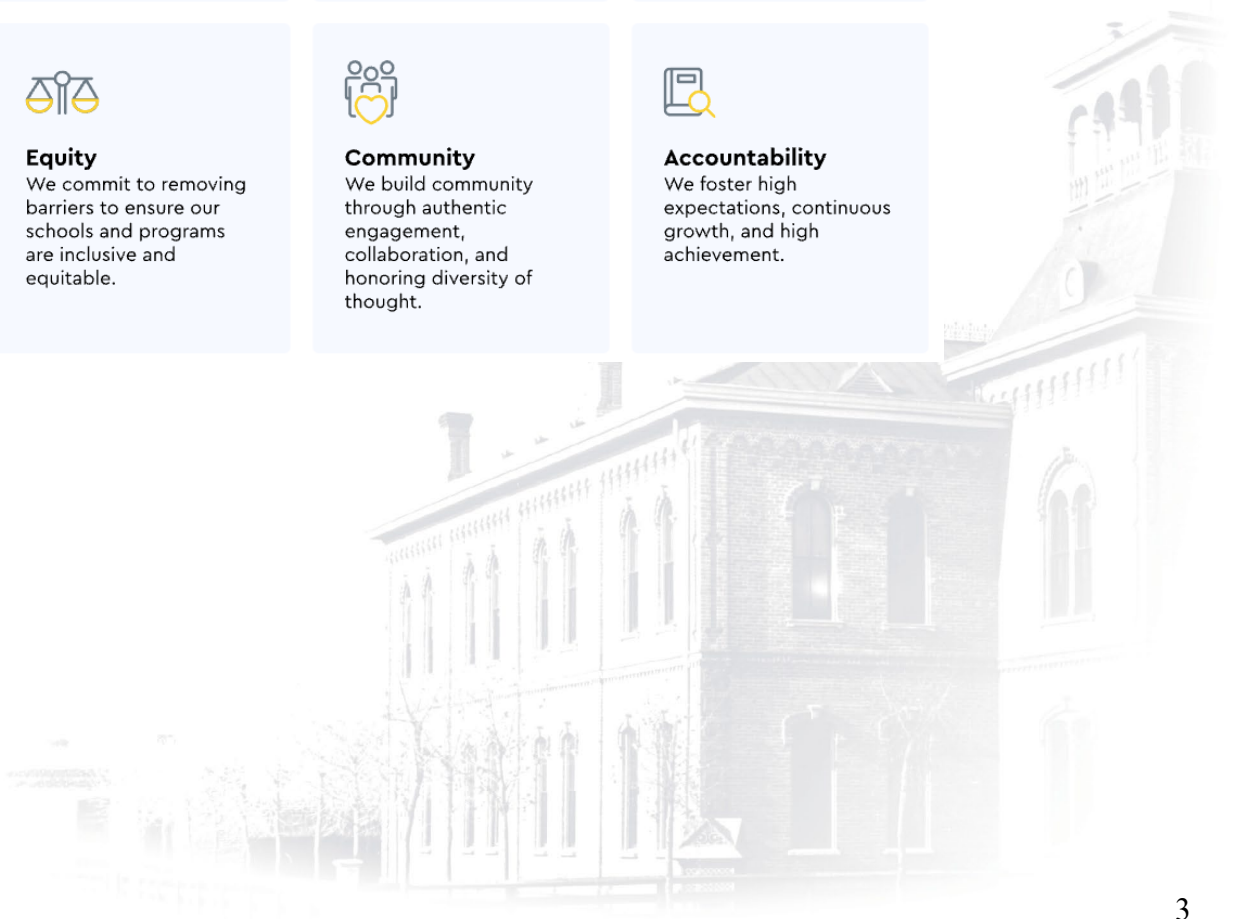
Community
We build community through authentic engagement, collaboration, and honoring diversity of thought.

Accountability
We foster high expectations, continuous growth, and high achievement.

EL PASO ISD STRATEGIC BLUEPRINT

El Paso ISD's Strategic Blueprint is anchored on our mission, vision, and core beliefs. In partnership with our families and community we seek to uphold the highest standards to provide inclusive and fair learning experiences that support the whole child. We will accomplish this theory of action through whole child development, delivery of instructional excellence, fostering a transparent culture of accountability, and intentional equity design to thereby make El Paso ISD a destination district.

I   Whole Child Development
El Paso ISD schools foster learning environments for the whole child to thrive.

II   Academic Excellence
El Paso ISD empowers all learners to excel in current and future pursuits.

III   Destination District
El Paso ISD solidifies its position as El Paso's destination district.

IV   Culture of Accountability
El Paso ISD cultivates a culture of transparency, care, and service.

V   Equity by Design
El Paso ISD champions a targeted approach to universal access and system equity.

Strategic Levers
Broad, thematic bodies of work that support the district in achieving its mission, vision, and anchor back to the district's core values.

Essential Actions
Focus areas that will yield the most impactful gains for the school system.

Key Targets
Measurable and realistic targets that define concrete outcomes and determine how progress will be measured.

ACKNOWLEDGMENTS

The administration appreciates the commitment of the Board of Trustees to provide an educational system that will enable all students to reach their full potential. This has been demonstrated by focusing instructional leadership on the use of accountability data on the identification of overarching trends and patterns at the campus and district levels allowing for analysis and implementation of systems that support continuous improvement and academic growth among all student groups. We thank the members of the Board of Trustees for their leadership and support.

The TAPR update represents a collaborative effort between the departments of Organizational Transformation and Equity, Academics and School Leadership. The data and system updates outlined in this report represent a comprehensive look at currently available information and the patterns that they represent.

EXECUTIVE SUMMARY

The annual performance report includes an analysis of the following components:

Key Indicator	Performance
Accountability	Overall "B"
Special Education Status	Level 2 -Needs Assistance
	Level 1 Meets Requirements
	Level 2 Needs Assistance
	Level 3 Needs Intervention
	Level 4 Needs Substantial Intervention
Accreditation	Accredited
Financial Report	Total Revenue
Campus Performance Objectives	Campus Performance Objectives can be found at: https://www.episd.org/Page/15384
Violent or Criminal Incidents	0 campuses identified on TEA list of "Persistently Dangerous"
TAPR	TAPR for El Paso ISD can be found at: https://www.episd.org/Page/1044
HB3 Goals Progress	Early Literacy: Progressing
	Early Mathematics: Lagging
	CCMR: Progressing
Performance in Postsecondary Institutions	51% Enrolling (above state & region)
Academic and School Improvement Response Plan	Summary of actions and support identified

ACCOUNTABILITY RATING 2021-22

2021-2022 Texas Academic Performance Reports (TAPR)
The Texas Education Agency (TEA) released the annual [Texas Academic Performance Report](#) (TAPR) in December 2022. TEA previously released state and federal accountability student achievement and growth data and ratings publicly on August 15, 2022. The Texas Academic Performance Report (TAPR) presents a wide range of information on the performance of students in each school and district in Texas every year.

Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status. The report also provides extensive information on school and district staff, programs, and student demographics.

The [Texas Performance Reporting System](#) (TPRS) integrates state and federal reporting requirements into a single reporting system that can be viewed at the campus, district, region, and state level. As the most comprehensive reporting system published by TEA, TPRS provides additional performance reports, results, and indicators for student groups not previously reported on [state accountability data tables](#), the [Texas Academic Performance Reports (TAPR),](#) or the [School Report Card](#).

State Accountability A-F
State accountability is reflected in the overall rating and domain ratings for 1: Student Achievement, 2A: Student Growth, 2B: Relative Performance, and 3: Closing the Gaps. Domain 3 also reflects federal accountability.

- **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 grew at least one year academically (or are on track) as measured by STAAR (State of Texas Assessments of Academic Readiness) results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.
- **Closing the Gaps** uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic background, and other factors.

EPISD State Accountability

District Rating	- EPISD received a "B" as an overall rating. - The district achieved an overall score of 87. The score included a Domain 2 score capped at 89 due to having one or more campuses earning below a "C" this year. - When comparing the data to pre-pandemic levels, data in reading shows the district is reaching pre-pandemic levels; the data in math shows the district has not yet reached pre-pandemic levels but has increased significantly from 2021. - When comparing the overall average results, district data is: - At or above the state and region in Early Literacy and Math. - Above both state and region in CCMR - At or below region and state in secondary STAAR and EOC

Campus Ratings	• Seventy-three of seventy-six campuses earned an "A," "B," or "C."
	• Three campuses were designated "not rated" due to an overall "D." There were no campuses with an overall Fs. The campuses designated as "not rated" are:
	o Morehead Middle School (closed org due to consolidation)
	o Canyon Middle School
	o Magoffin Middle School
	• EPISD has no Public Education Grant (PEG) campuses.

SPECIAL EDUCATION DETERMINATION STATUS

Results Driven Accountability (RDA)

The RDA is a local education agency (LEA) level, data-driven framework developed and implemented annually by the Division of Review and Support in coordination with other departments within the Texas Education Agency (TEA). The RDA Manual, formerly the Performance-Based Monitoring Analysis System (PBMAS), is intended to serve as a comprehensive technical resource used by the TEA as one part of its annual evaluation of LEAs' performance and program effectiveness.
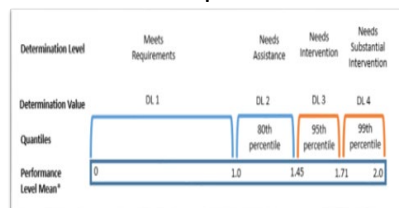
Program Areas:
- Bilingual Education/English as a Second Language,
- Other Special Populations *(Foster Care, Military, and Homeless)*, and
- Special Education.

Domains:
- Domain I captures indicators of Academic Achievement
- Domain II captures indicators of Post-Secondary Readiness
- Domain III captures indicators of Disproportionate Analysis

RDA indicators include a range of Performance Levels (PLs), and each PL range has an established set of cut points. Throughout the RDA indicators, the higher the PL is, the lower the LEA's performance is. EPISD received a Needs Assistance Determination Level for Special Education for 2022.

Program Area	Program Indicator	Determination Level (DL)
BE/ESL/EB (6/11 Indicators)	PL 2 STARR EOC Passing Rate – Biology (*ii*) and English I and II (*iv*) PL 2 TELPAS Reading Beginning Proficiency Level Rate PL 1 TELPAS Composite Rating Level for Students in U.S. Schools Multiple Years PL 2 Graduation Rate PL 2 Annual Dropout Rate (Grades 7-12)	Needs Assistance (DL 2)
Other Special Populations (OSP) (2/6 Indicators)	PL 1 OSP Graduation Rate PL 2 Annual Dropout Rate (Grades 7-12)	Needs Assistance (DL 2)
Special Education (14/18 Indicators)	PL 2 STAAR 3-8 Passing Rate – Mathematics (*i*) and Reading (*ii*) PL 3 STAAR 3-8 Passing Rate – Science (*iii*) and Social Studies (*iv*) PL 2 Year-After-Exit (YAE) STAAR 3-8 Passing Rate – Social Studies (*iv*) PL 2 STAAR EOC Passing Rate – Algebra I (*i*) and US History (*iii*) PL 3 STAAR EOC Passing Rate – Biology (*ii*) and English I and II (*iv*) PL 2 Graduation Rate PL 2 Annual Dropout Rate (Grades 7-12) PL 1 Regular Early Childhood Program (preschool-aged) PL 1 Regular Class ≥80% Rate (school-aged) PL 2 Regular Class <40% Rate (school-aged)	Needs Assistance (DL 2)

ACCREDITATION STATUS

TEA accredits public schools in Texas at the district level for grades K-12. The accreditation status is based on the academic accountability rating and financial ratings for the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school. El Paso ISD Accreditation Status is "Accredited". The following link provides more details related to accreditation https://tea.texas.gov/texas-schools/accountability/accreditation/accreditation-status.

CDN	DISTRICT NAME ▲	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status
071902	EL PASO ISD	19	A - Superior Achievement	B	ACCREDITED

PEIMS FINANCIAL STANDARD REPORT

The following summarizes the PEIMS Financial Standard Report. A complete report is provided in Appendix B. The following link includes the full PEIMS Financial Standard Report. https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_service=appserv&_debug=0&_program=sfadhoc.actual_report_2021.sas&who_box=&who_list=071902

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues Operating Revenue									
Subtotal: Operating and Other Revenue	$529,977,290	100.00%	$10,486	$697,326,419	100.00%	$13,798	$72,062,361,443	100.00%	$13,447
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	$465,276	1.57%	$9	$465,276	0.15%	$9	$41,133,764	0.21%	$8
Non-Operating Expenditures by Function (1x-9x) (65xx)	$3,359,778	11.36%	$66	$61,602,958	20.33%	$1,219	$9,364,911,548	47.35%	$1,748
Non-Operating Expenditures by Function (1x-9x) (66xx)	$25,749,027	87.07%	$509	$240,901,821	79.51%	$4,767	$10,372,278,176	52.44%	$1,936
Total Non-Operating Expenditures by Function	$29,574,081	100.00%	$585	$302,970,055	100.00%	$5,995	$19,778,323,488	100.00%	$3,691
Grand Total: Operating and Non-Operating Expenditures by Function	$529,078,179	100.00%	$10,469	$901,461,708	100.00%	$17,837	$79,294,505,532	100.00%	$14,797

CAMPUS PERFORMANCE OBJECTIVES

El Paso ISD campuses have developed performance objectives and strategies aligned to campus comprehensive needs assessments as well as district strategic plan. El Paso ISD campus and district performance objectives were approved by the Board of Trustees in November 2022. El Paso ISD Campus Improvement teams monitor progress quarterly using the platform Plan for Learning. Campus performance objectives are available on campus webpages and can also be accessed with the following link. https://www.episd.org/Page/1044

VIOLENT OR CRIMINAL INCIDENTS

Texas Education Agency (TEA) publishes an annual list of campuses identified as "Persistently Dangerous" or "Watch List". El Paso ISD has 0 campuses identified as "Persistently Dangerous" or "Watch List".

In reviewing data related to Disciplinary and Criminal Incidents, there two areas of focus for El Paso ISD. They include Controlled Substance and fighting/mutual combat. Below summarizes key actions taken to address these areas.

Controlled Substance
- Outreach & Education with DEA presenters

Fighting/Mutual Combat
- Information sharing with law enforcement partners (EPDD Gang Taskforce)
- Training and campus supports (Ex: De-escalation/Calm Spaces, Restorative Chats, Supportive Classroom Environments, Community Circles, …)

The following are prevention policies related to school violence.

Student Welfare: Safety
- El Paso ISD Student Welfare: Safety (FFF LOCAL)
- El Paso ISD Student Welfare: Safety (FFF LEGAL)

Student Welfare: Freedom From Bullying
- El Paso ISD Student Welfare: Freedom From Bullying (FFI LOCAL)
- El Paso ISD Student Welfare: Freedom From Bullying (FFI LEGAL)

Student Welfare: Freedom from Discrimination, Harassment, and Retaliation
- El Paso ISD Student Welfare: Freedom from Discrimination, Harassment, and Retaliation (FFH LOCAL)
- El Paso ISD Student Welfare: Freedom from Discrimination, Harassment, and Retaliation (FFH LEGAL)
- El Paso ISD Student Welfare: Freedom from Discrimination, Harassment, and Retaliation (FFH REGULATION)

TAPR DATA OVERVIEW

Below highlights a few key data pieces from the December released 22021-022 EPISD Texas Academic Performance Report (TAPR).

STAAR Overall Meets: Data shows an overall increase from the 2020-21 year, but not quite at the level of pre-pandemic (2018-19). Data shows similar results with the region, but four (4) percentage points below state level.
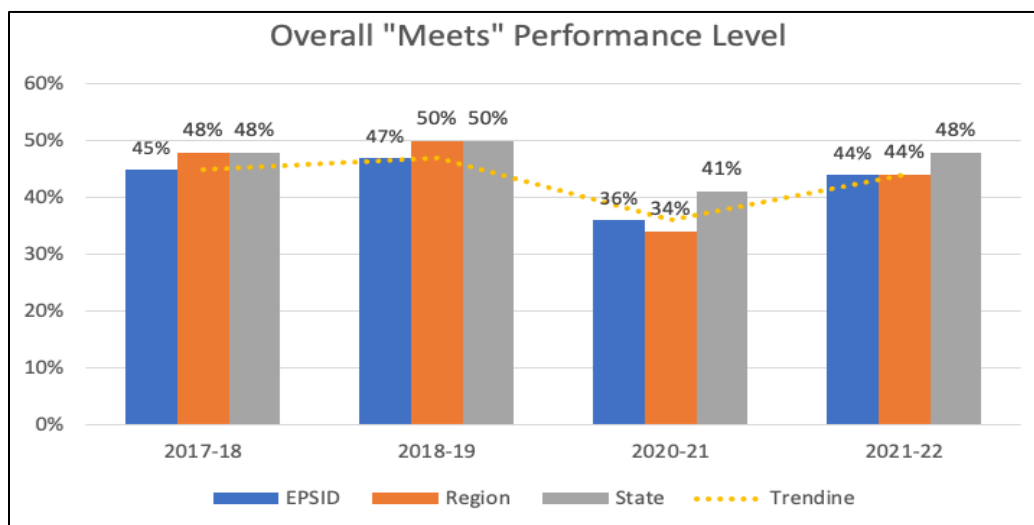
STAAR Reading and Math: Data shows reading data has exceeded both 2020-21 as well as pre-pandemic (2018-19). Reading data is similar to the region but four (4) percentage points below state level. Math data shows an increase from 2020-21, but still significant gaps from 2018-19. Math overall is four (4) percentage points below the state.
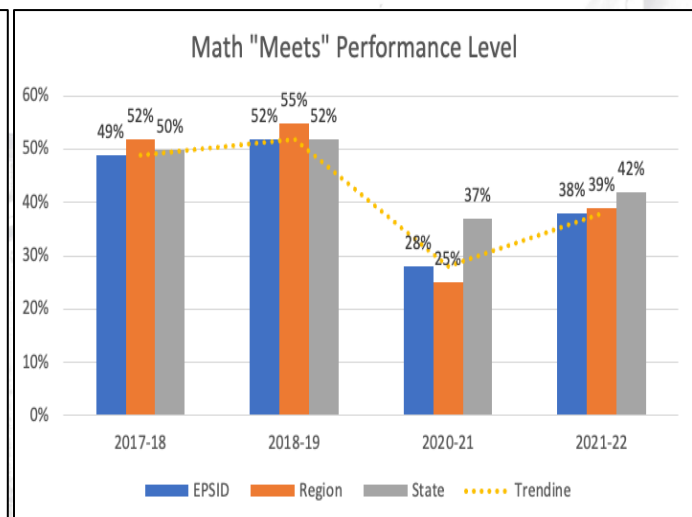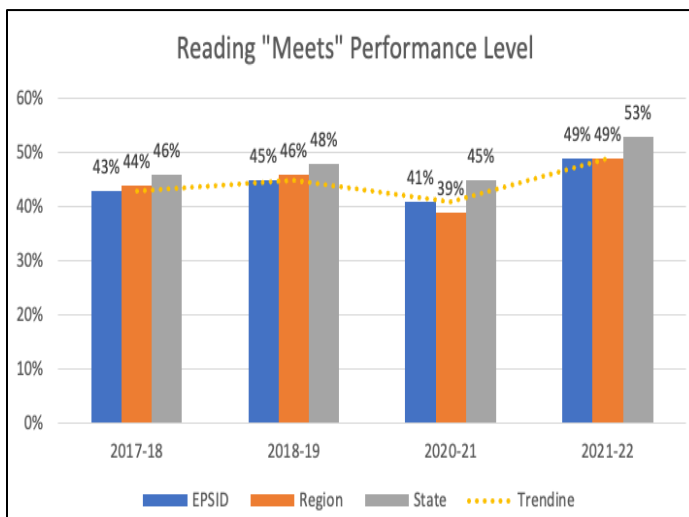
STAAR Science and Social Studies: Data shows science is lagging behind state and region and has not made a full recovery following the pandemic. Social Studies data is accessed in only grade 8 and US History. It did not have a significant decline during the pandemic but lagged in 2021-22.
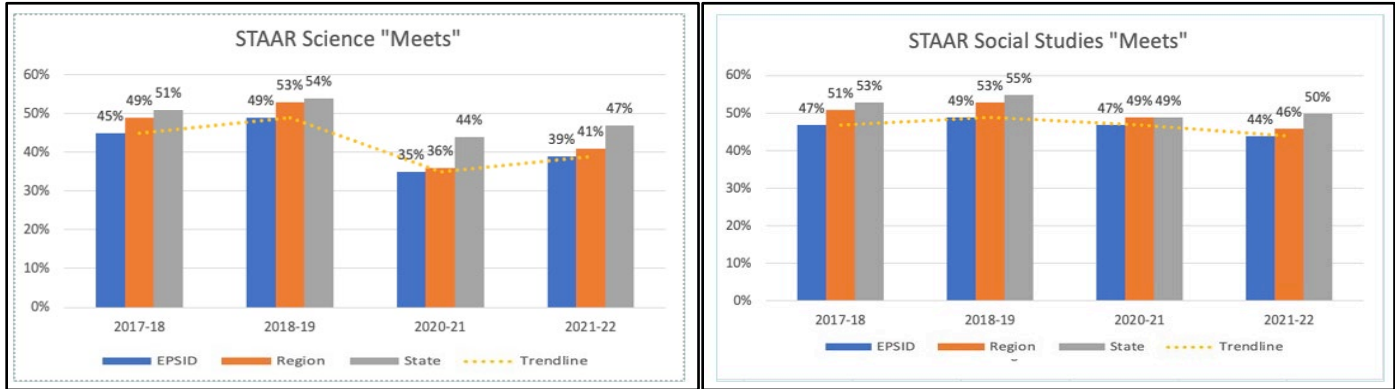
STAAR Emergent Bilinguals and Special Education: Data shows emergent bilinguals and special education students made significant gains in reading and are above the federal target. In math however, both emergent bilinguals and special education students dropped below the federal target during the pandemic and although gains were made, students are not yet above federal targets.

Emergent Bilinguals
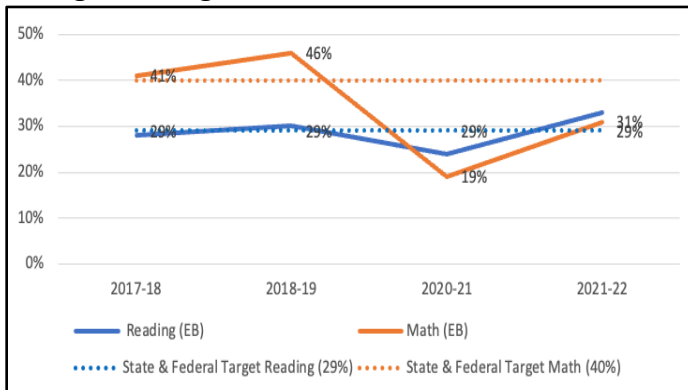
Special Education
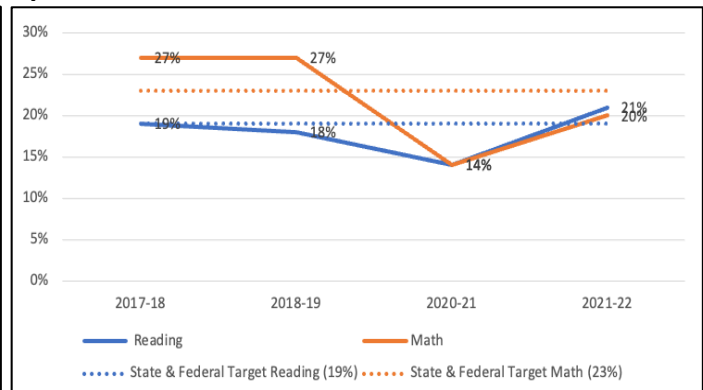
Attendance: 2022 TAPR data for attendance is reflective of 2020-21 attendance. Data shows EPISD is below the region and slightly below the state.
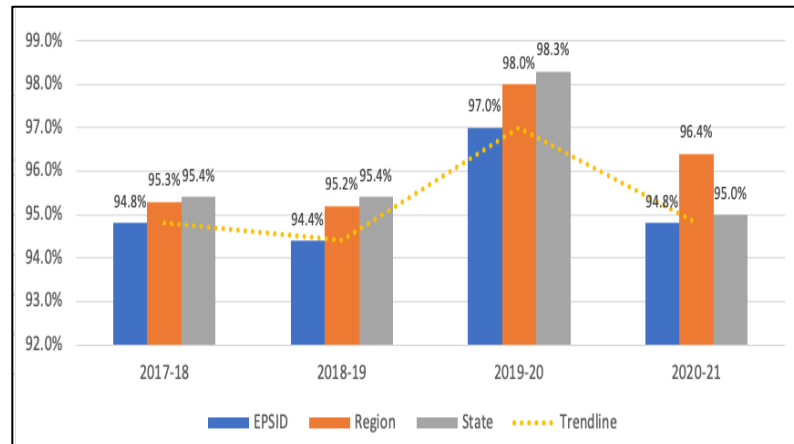
Graduation: Data shows 4-year graduation rates have decreased and are below state and federal targets. SPED graduation rates show the largest decline. Five campuses show need opportunity for improvement with graduation.
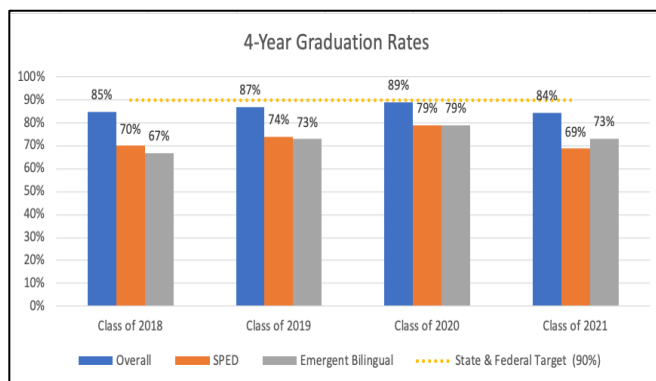
	Graduation rate	2022 A-F scale
EPISD*	91.6% (5yr)	65% (D)
Andress	87.8% (6yr)	60% (D)
Austin	88.8% (6yr)	65% (D)
Bowie	80.1% (5yr)	55% (F)
Burges	96.1% (6yr)	65% (A)
Chapin	93.2% (6yr)	75% (C)
Coronado	97.7% (5yr)	90% (A)
El Paso	96.8% (6yr)	90% (A)
Franklin	97.6% (5 yr)	90% (A)
Irvin	86.9% (5 yr)	60% (D)
Jefferson	85.7% (5 yr)	55% (F)
Silva	100% (4 yr)	100% (A)
TMECHS	100% (4 yr)	100% (A)

HB3 PROGRESS

STAAR 3rd grade Reading and Math (HB3): Data for 2021-2022 shows EPISD is scoring at or above the region and state in Early Childhood Reading. EPISD is scoring similar to the region and slightly below state in Early Childhood Math.
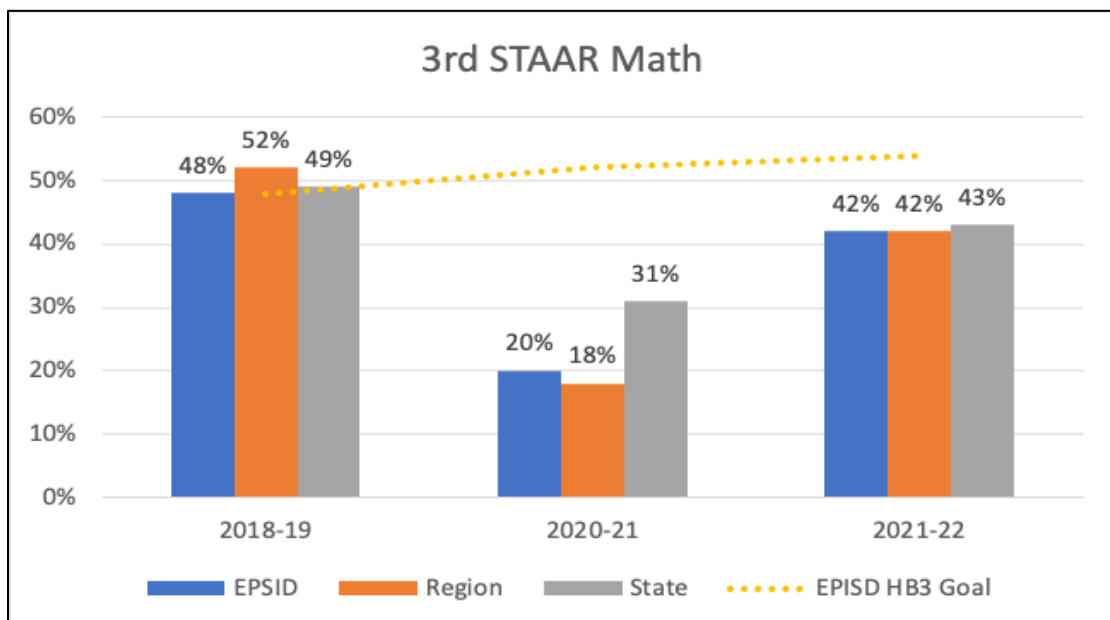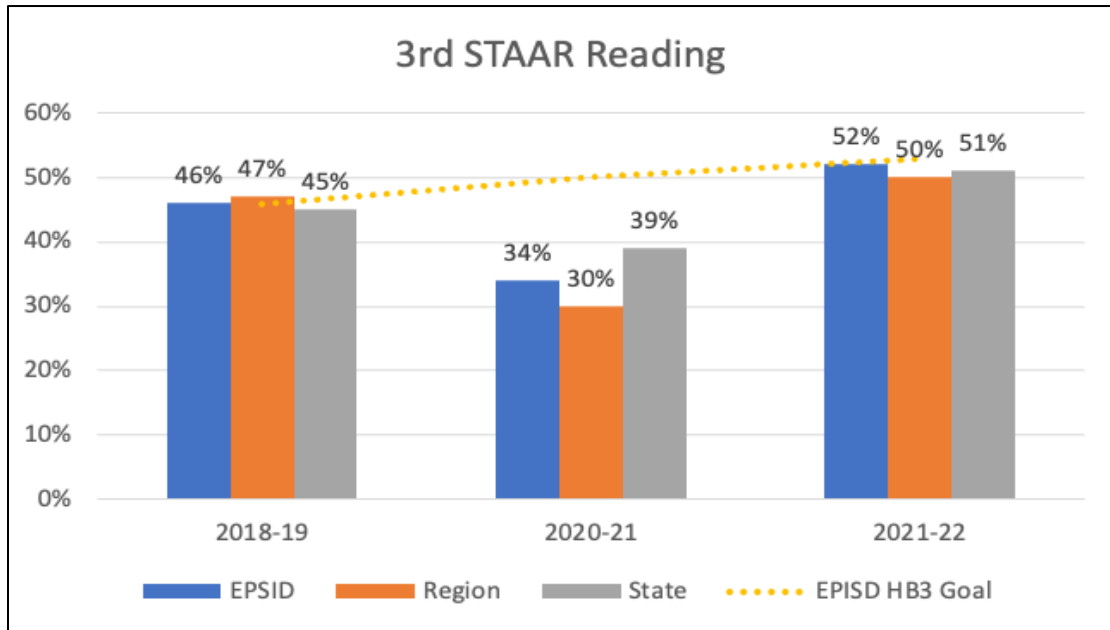
CCMR: The chart below compares EPISD with the region and state in overall CCMR. Data shows overall EPISD is scoring 13% above the state and 6% above the region in CCMR.
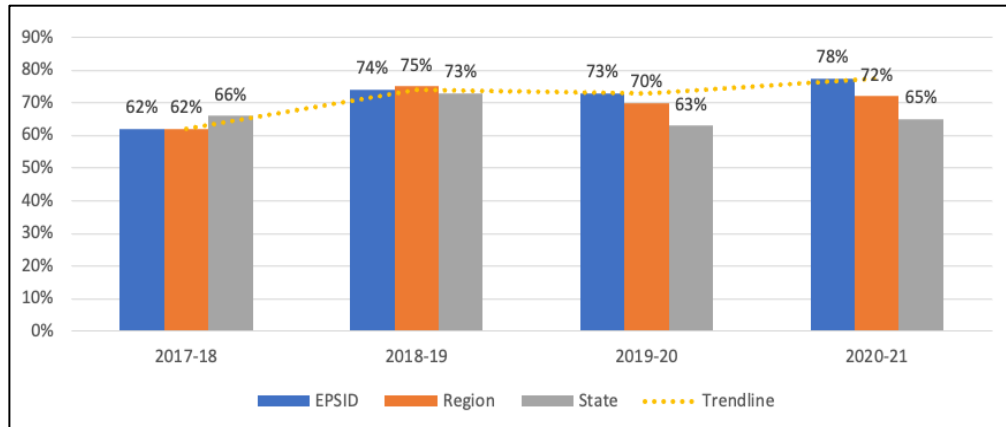
CCMR Indicators: Data in the tables below shows each of the areas of CCMR compared to the state. Data shows EPISD is above the state in college readiness and college credit indicators but below the state in Industry Based Certifications (IBC) and Level 1 Certificates.
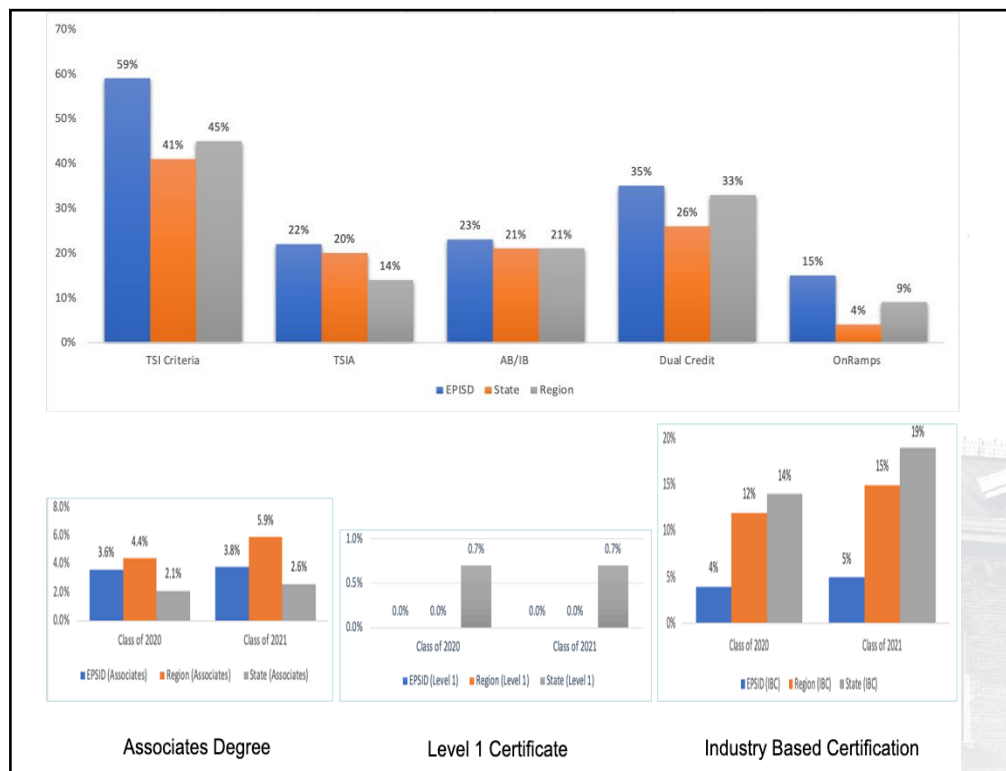
STUDENT PERFORMANCE IN POST-SECONDARY INSTITUTIONS

Enrolled In Texas Institutes of Higher Education (TX-IHE): Data shows that overall, there was a decline in 2020 graduate students enrolling in TX-IHE (year of pandemic). Data shows that EPISD is 2% above the region and 5% above the state in enrollment in Texas Institutes of Higher Education.
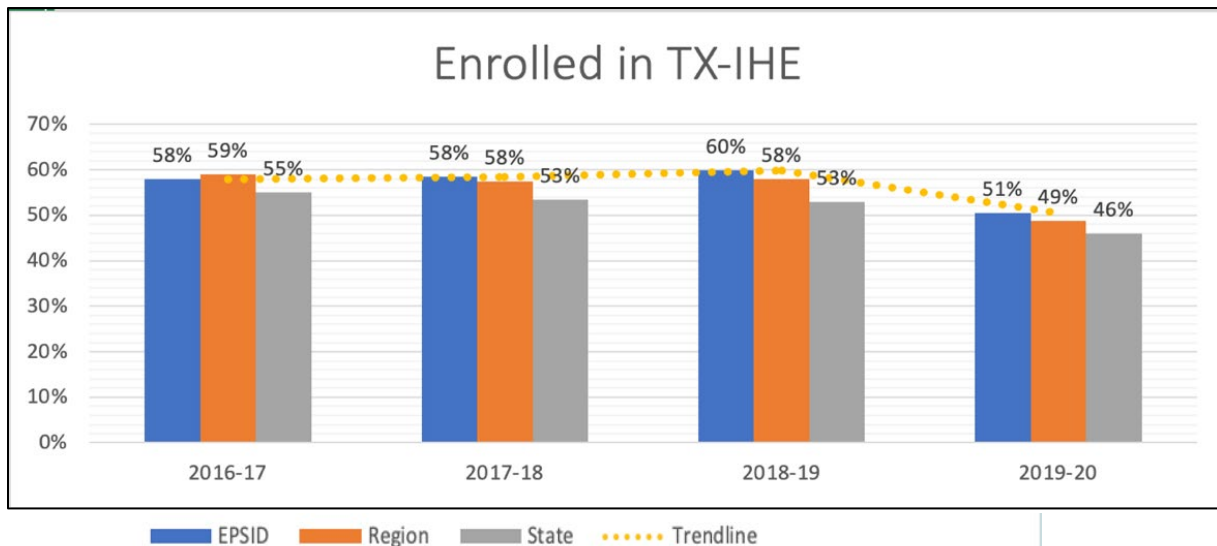
Completing one-year TXIHE without a developmental course: Data shows El Paso ISD is above the state and region in students completing a year of college without a development course.
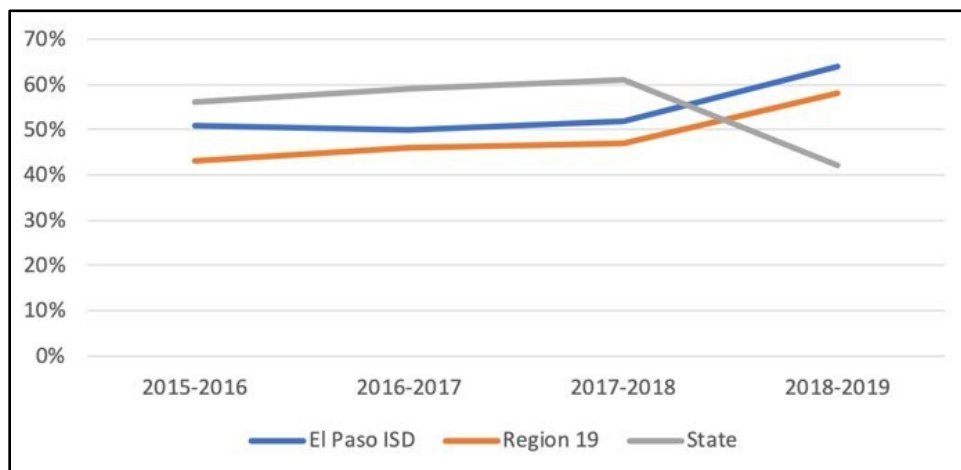
School Leadership: Principals and assistant principals participate in monthly professional development anchored in Tier I instruction, monitoring, observation and feedback cycles. Principals and assistant principals also engage in campus visits and calibrate on learning walks and providing feedback. Principals are also participating in a monthly leadership series and receiving professional development around Leader Shift by John C. Maxwell. (The artifact below is the 22-23 learning progression for principals and assistant principals).

Principal and Assistant Principal Learning Progression

	September 2022	October 2022	November 2022	January 2023	February 2023	March 2023	April 2023
EPISD Leadership Learning Progression 2022-2023							
Principals	Tier 1: Core Instruction • Tier 1, 2, 3/MTSS • Standards Based Instruction • Explicit Instruction • Flexible Grouping • Differentiated Instruction • Active Student Engagement • Classroom Behavior and SEL Practices	Standards Based Instruction • TEKS RS Documents Explicit Instruction • 16 Elements of Explicit Instruction	Flexible Grouping • Mixed ability • Partner work • Independent practice Differentiated Instruction • Content • Process • Product	Active Student Engagement Classroom Behavior and SEL Practices	Campus Visits Monitoring Instruction Walkthroughs & Feedback	Leadership Calibration walkthroughs	T-Tess Planning & Collection Quality Evidence
Assistant Principals	Tier 1: Core Instruction • Tier 1, 2, 3/MTSS • Standards Based Instruction • Explicit Instruction • Flexible Grouping • Differentiated Instruction • Active Student Engagement • Classroom Behavior and SEL Practices	Standards Based Instruction • TEKS RS Documents Explicit Instruction • 16 Elements of Explicit Instruction	Flexible Grouping • Mixed ability • Partner work • Independent practice Differentiated Instruction • Content • Process • Product	Active Student Engagement Classroom Behavior and SEL Practices	Campus Visits Monitoring Instruction Walkthroughs & Feedback	Leadership Calibration walkthroughs	T-Tess Planning & Collection Quality Evidence

Teaching and Learning: The Teaching and Learning department developed a professional development series for district Campus Teaching Coaches to support teacher teams anchored in core instruction. The series includes monthly sessions on building capacity with coaches on best practices and resources from The Art of Coaching written by Elena Aguilar. The Campus Teaching Coaches also receive support on leading and supporting teachers on campus on curriculum, pedagogy, and best practices. (The artifact below is the learning progression for Campus Teaching Coaches for the 2022-2023 school year).

Campus Teaching Coach Learning Progression

EPISD Leadership Learning Progression 2022-2023								
	September 2022	**October 2022**	**November 2022**	**December 2023**	**January 18, 2023**	**February 13, 2023**	**March 22, 2023**	**April 1, 2023**
CTC Instruction	Tier 1: Core Instruction • Tier 1, 2, 3/MTSS • Standards Based Instruction • Explicit Instruction • Flexible Grouping • Differentiated Instruction • Active Student Engagement Classroom Behavior and SEL Practices	Looking Ahead with DATA Spiraling, Embedding, and SEs	Flexible Grouping • Mixed ability • Partner work • Independent practice Differentiated Instruction • Content • Process • Product	Standards Based Instruction • TEKS RS Documents Explicit Instruction 16 Elements of Explicit Instruction	Written Constructed Response STAAR 2.0	Active Student Engagement Classroom Behavior and SEL Practices	Planning and Support: Countdown to STAAR	Curriculum Redesign Update and Preview
CTC Coaching The Art of Coaching by Elena Aguilar	The Art of Coaching: Part 1 Foundations of Coaching • Core Values • Behavior • Belief • Being Elementary – July and August Secondary - September	The Art of Coaching: Part 1 Foundations of Coaching Coaching Types: • Directive • Facilitative • Transformational • Coaching Lenses	The Art of Coaching: Part 2 Establishing Coaching with a Client Building Relationships and Goal Setting: • Phases of Coaching Role-Play: • Coaching Scenarios	The Art of Coaching: Part 2 Establishing Coaching with a Client SMARTe Goal Setting	The Art of Coaching: Part 3 The Coaching Dance Coaching Conversations and Activities	The Art of Coaching: Part 3 The Coaching Dance Reflection Coaching for Systems Change	The Art of Coaching: Part 4 Professional Development for Coaches Developing Reflective Practices	Needs Assessment and Planning for Coaching 2023 – 2024 —————— Clarifying roles and responsibilities

Teaching and Learning Campus Teaching Coaching newsletter: Below is the January 2023 campus teaching coach newsletter capturing the learning for the month to share with campus instructional leaders to connect the learning for teachers, principals, and assistant principals.

			January 2023	CTC MEETING UPDATES	EPISD Teaching &	
Content	**Grade**	**Assessment Type**	**Identified Campuses**	**Support**	**Date**	**Implementation Monitoring**
Math	3	2nd 9 Weeks	Douglass, Hart, Logan, Moye, Tinajero, Travis, Zavala & Rusk	Data Analysis, Strategies, Lessons, Reteaching & Planning Time	12/12/2022	Campus Admin. & CTCs
Math	4	2nd 9 Weeks	Aoy, Coldwell, Cooley, Hart, Moye, Murphree, Stanton & Tinajero	Data Analysis, Strategies, Lessons, Reteaching & Planning Time	12/13/2022	Campus Admin. & CTCs
Math	5	2nd 9 Weeks	Crocket, Hart, Hillside, Moye, Murphree, Rivera, Tinajero & Zavala	Data Analysis, Strategies, Lessons, Reteaching & Planning Time	12/14/2022	Campus Admin. & CTCs
RLA	3	2nd 9 Weeks	Douglass, Hart, Logan, Moye, Tinajero, Travis, Zavala & Rusk	Data Analysis, Strategies, Lessons, Reteaching & Planning Time	12/12/2022	Campus Admin. & CTCs
RLA	4	2nd 9 Weeks	Aoy, Coldwell, Cooley, Hart, Moye, Murphree, Stanton & Tinajero	Data Analysis, Strategies, Lessons, Reteaching & Planning Time	12/13/2022	Campus Admin. & CTCs
RLA	5	2nd 9 Weeks	Crocket, Hart, Hillside, Moye, Murphree, Rivera, Tinajero & Zavala	Data Analysis, Strategies, Lessons, Reteaching & Planning Time	12/14/2022	Campus Admin. & CTCs
Science	8	2nd 9 Weeks	Telles, Tinajero, Guillen, Navarrette & Canyon Hills	Data Analysis, Collaborative Planning	1/26/2023	Teachers & CTCs
US Hist	11	2nd 9 Weeks	Andress, Austin, Bowie, Jefferson & Irvin	Data Analysis, Strategies, Lessons, Reteaching & Planning Time	1/26/2023	Teachers & CTCs

El Paso Independent School District

TIER II Support: The Teaching and Learning Team designs professional learning to support teacher teams after reviewing district data and trends. The team uses district data to drill down to identify campuses, grade level and content to tailor support to address student achievement gaps by building capacity with teachers. Teachers work with district content facilitators to analyze student performance by curriculum standards, pacing, instructional strategies, and the development of re-teach plans to address student learning gaps.

The artifact below exemplifies a professional development series for teacher teams based on key assessments.

Content	Grade	Assessment Type	Identified Campuses	Support	Date	Implementation Monitoring
Math	3	2nd 9 Weeks	Douglass, Hart, Logan, Moye, Tinajero, Travis, Zavala & Rusk	Data Analysis, Strategies, Lessons, Reteaching & Planning Time	12/12/2022	Campus Admin. & CTCs
Math	4	2nd 9 Weeks	Aoy, Coldwell, Cooley, Hart, Moye, Murphree, Stanton & Tinajero	Data Analysis, Strategies, Lessons, Reteaching & Planning Time	12/13/2022	Campus Admin. & CTCs
Math	5	2nd 9 Weeks	Crocket, Hart, Hillside, Moye, Murphree, Rivera, Tinajero & Zavala	Data Analysis, Strategies, Lessons, Reteaching & Planning Time	12/14/2022	Campus Admin. & CTCs
RLA	3	2nd 9 Weeks	Douglass, Hart, Logan, Moye, Tinajero, Travis, Zavala & Rusk	Data Analysis, Strategies, Lessons, Reteaching & Planning Time	12/12/2022	Campus Admin. & CTCs
RLA	4	2nd 9 Weeks	Aoy, Coldwell, Cooley, Hart, Moye, Murphree, Stanton & Tinajero	Data Analysis, Strategies, Lessons, Reteaching & Planning Time	12/13/2022	Campus Admin. & CTCs
RLA	5	2nd 9 Weeks	Crocket, Hart, Hillside, Moye, Murphree, Rivera, Tinajero & Zavala	Data Analysis, Strategies, Lessons, Reteaching & Planning Time	12/14/2022	Campus Admin. & CTCs
Science	8	2nd 9 Weeks	Telles, Tinajero, Guillen, Navarrette & Canyon Hills	Data Analysis, Collaborative Planning	1/26/2023	Teachers & CTCs
US Hist	11	2nd 9 Weeks	Andress, Austin, Bowie, Jefferson & Irvin	Data Analysis, Strategies, Lessons, Reteaching & Planning Time	1/26/2023	Teachers & CTCs

Special Education Supports:

The Department of Special Education has scheduled training courses to address the needs of students with special needs. Trainings address different audiences to include teachers in both special education and general education settings, transitional specialists, coaches, diagnosticians, SLPs, paraprofessionals and campus administration.

Date	Time	Training Title	Audience	Location	Course Number
July 7, 2022	8:30-2:30	Cruising through visual supports	Self-Contained Teachers	SPED Office Training Room	204419
July 21, 2022	8:30-2:30	Differentiate like a Rockstar!	Self-Contained Teachers	SPED Office Training Room	204420
July 25, 2022	8:30-11:30 12:30-3:30	Writing Appropriate Measurable Postsecondary Goals	Transition to Career Specialists, Job Coaches, Diagnosticians, SLPs	SPED Office Training Room	204502
July 26 & 27, 2022	8:30-11:30 1:00-4:00	Paraprofessional Symposium	All Special Education Paraprofessionals	SPED Office Training Room	204493
July 27, 2022	8:00-4:00	EPISD Connect: Effective Co-Teach Practices	General and Special Education Teachers	Dr. Torres ES	204465
Aug 16, 2022	Self-Paced	Accommodations/Modifications/ SDI	SPED Teachers	Schoology	Schoology
Aug 18, 2022	8:00-4:00	Effective Co-Teach Practices	General and Special Education Teachers	SPED Office Training Room	204568
Aug. 18, 2022	8:30-11:30 1:00-4:00	Attainment Curriculum	Middle & High School CRC/SLC Teachers (26)	SPED Office C Wing Conference	204582
Aug. 23, 2022	8:30-11:30 1:00-4:00	TeachTown Encore	Elementary & Middle School CRC/SLC Teachers	SPED Office Training	23576 23342
Aug. 25, 2022	8:30-11:30 1:00-4:00	TeachTown Transition	Middle School CRC/SLC Teachers, Transition to Career Specialists	Virtual	23341
Sept. 27, 2022	8:00-4:00	Effective Co-Teach Practices	General and Special Education Teachers	SPED Office Training Room	204568
Oct. 3, 4, 5, & 6	8:00-3:30	Boys Town Day 1 & 2 Group A and B	BIC Teachers and Paraprofessionals	SPED Office Training Room	204657
Oct. 18, 2022	2:00-4:00 PM	SPED Instructional Coach PLC	SPED Instructional Coaches	SPED Office Training Room	204760
Oct. 26 &27, 2022	8:30-11:30 1:00-4:00	Vizzle	Middle & High School AIM/CRC	Virtual	24151, 24152, 24153, 24154
Oct. 27, 2022	8:00-4:00	Effective Co-Teach Practices	General and Special Education Teachers	SPED Office Training Room	204568
Nov. 1, 2, 3 & 4, 2022	8:00-3:30	Boys Town Day 3 & 4 Group A and B	BIC Teachers and Paraprofessionals	SPED Office Training Room	204726

The courses address different areas of instruction such as differentiation, effective co-teach practices as well as best instructional practices that bring classroom structure and support. Further, Special Education Support Staff provide support to campuses who are identified as in need of support. The Department of Special Education also collaborates with other academic teams such as teaching and learning as well as connecting languages to differentiate content to meet the needs of students.

Jan. 10, 11, 12, &13, 2023	8:00-3:30	Boys Town Day 1 & 2 Group C and D	BIC Teachers and Paraprofessionals	SPED Office Training Room	204835
Jan. 24, 25, 26, & 27, 2023	8:00-3:30	Boys Town Day 3 & 4, Group C and D	BIC Teachers and Paraprofessionals	SPED Office C Wing Conf.	204835
Feb. 6-10, 2023	8:00-3:30	Boys Town Consultation Workshop and Program Consultation/Technical Assistance	SPED Instructional Coaches	SPED Office C Wing Conf.	204836
Feb. 28, 2023	2:00-4:00	SPED Instructional Coach PLC	SPED Instructional Coaches	SPED Office Training Room	204880
March 30, 2023	2:00-4:00	SPED Instructional Coach PLC	SPED Instructional Coaches	SPED Office Training Room	204880
May 15-19, 2023	8:00-3:30	Boys Town TOT	SPED Facilitators	SPED Office C Wing Conf.	Pending

Emergent Bilingual Supports:

The Department of Connecting Languages has scheduled training courses to address the needs of students identified as emergent bilingual/ESL whose parents/guardians have opted to receive bilingual services. Trainings address audiences to include dual language teachers at different grade levels and campus administration.

Section No.	Date	Course Title
23275	7/13/2022	DLI- Immigrant Children and Youth (K-12)
23276	7/13/2022	DLI- Destrezas Esenciales en la aula Dual
23278	7/13/2022	DLI- Answer Blocks (K-5)
23279	7/13/2022	DLI- PreK 4 Frogstreet Make and Take Session (PK 4 teachers ONLY)
23288	7/13/2022	DLI- Teacher Created Material Resources: Get Ready for STAAR 2.0 (PK - 5)
23281	7/13/2022	DLI- The Essential Guide to Schoology - Secondary DL Curated Resources (Secondary)
23282	7/13/2022	DLI- Ellevation (K-5th)
23286	7/13/2022	DLI- Meet Me at the Bridge
23287	7/13/2022	DLI- Y Cul es tu punto?
23290	7/13/2022	DLI- 'Dual'ing it in Early Childhood (K-2nd Teachers)
23291	7/13/2022	DLI- El 'Max' de Schoology
23292	7/13/2022	DLI- The Inclusive Classroom
23293	7/13/2022	DLI- Amplify the Voices of Marginalized Communities through Sociocultural Competence in Social Studies (K-5)
23295	7/13/2022	DLI- You passed the Reading Academies! What comes next? (K-3)

Training courses address bilingualism and biliteracy best practices to include the bridge, strategies for cross-linguistic connections, instructional **strategies,** and resources available through Elevation and HMH. Connecting Languages Facilitator and Teacher Leaders provide support to campuses who are identified as in need of support.

Section No.	Date	Course Title
23296	7/13/2022	DLI- Language to Literacy (K-5)
23297	7/13/2022	DLI- Comprehension Connections (PK-5)
23299	7/13/2022	DLI- Riding the Wakelet Wave!
23301	7/13/2022	DLI- Gamify It, Storify It, Make it Social (3rd - 5th)
24200	7/26/2022	Dual Language Answer Blocks PD-Aoy ES
24589	7/26/2022	Dual Language Strategies and Procedures/Cross-Linguistic Connections
23555	7/27/2022	PreK Connect
23557	7/27/2022	EPISD Connect-LOTE 2022-2023
24590	7/27/2022	Dual Language EPISD Connect Dictado and Lotta Lara Training
24591	7/27/2022	Dual Language 101 Strategies
24592	8/15/2022	Dual Language Study Blocks Training
24622	8/15/2022	Dual Language Answer Blocks
23603	8/17/2022	CIRCLE Foundations Training PreK
23604	8/24/2022	CIRCLE Foundations Training PreK
24201	8/24/2022	Dual Language Finding Your Way Into HMH
24095	8/24/2022	Dual Language 101 BOY Quick Refresh
24417	8/24/2022	Dual Language Finding Your Way Into HMH
24593	8/24/2022	Dual Language 101/HMH and Other Resources
24096	8/25/2022	Dual Language 101 BOY Quick Refresh
23765	8/29/2022	The Dual Language Administrator (Elementary)
23768	8/30/2022	The Dual Language Administrator Secondary
24015	8/31/2022	C6 Framework with Dr. Jose Medina
24418	9/7/2022	Dual Language Answer Blocks
24407	9/26/2022	Dual Language 101 BOY Quick Refresh
24594	9/27/2022	Dual Language Parent Night
24376	9/28/2022	Dual Language Hitting The Learning Target-Wiggs (New Teachers)
24377	9/28/2022	Dual Language 101 BOY Quick Refresh (1st MakeUp Session)
24388	9/28/2022	Connecting Languages Ellevation Math Overview
23605	9/28/2022	CIRCLE Foundations Best Practice PreK
24419	9/28/2022	Dual Language Answer Blocks

SCHOOL IMPROVEMENT RESPONSE OVERVIEW

Our Commitment is to advance academic achievement by conducting comprehensive needs assessments, strategically prioritizing needs, implementing data-driven decision-making, building capacity, and supporting teacher and campus teams to create aligned objective-driven lesson plans with formative assessments. We partner with principals and campus teams to develop the capacity of their leadership team to improve teaching and learning in schools, through coaching and training, and directing district and School Improvement Grant (SIG) and ESF Focus Grant resources. The School Leadership Team focuses on best practices to drive instruction. Our focus for the 2022-2023 school year will center on ten practices:

- **ESF Campus Self-Reflection and Prioritization Tool:** Coordinate and facilitate the activity to support campuses in planning for implementation of their 2022-2023 TIP.

- **Comprehensive Needs Assessment:** Support the process campus teams engage in using data to identify areas of strengths and opportunities and determine the root causes of underperformance in student achievement. Utilize data to inform decisions and identify campus priorities and areas of focus.

- **2022-2023 Targeted Improvement Plans (TIP) and Campus Improvement Plans development:** Coordinate, facilitate and support the development, review and implementation of campus and targeted improvement plans with the campus Instructional Leadership Teams.

- **Professional Development:** Coordinate, participate and support Texas Instructional Leadership (TIL) professional development plans to include budgets, grant requirements, implementation, co-monitoring and coaching leadership teams.

- **Implementation Planning:** Support the development of communication tools, schedules and expectations for implementation of the SIG and ESF Focus Grant professional development and resources.

- **Monitoring:** Coordinate, schedule and conduct campus visits/Rounds to collect data for the purpose of adjusting support.

- **Feedback and Coaching:** Provide observation feedback and coaching to ILT members.

- **TEA Reporting:** Support the ILT team in the preparation of TEA reports and co-present with the Principal during TEA conferences.

- **Reflection and Analysis:** Support the ILT in the process of data collection and with the analysis of the data.

PROFESSIONAL DEVELOPMENT – SCHOOL LEADERSHIP

With improving student outcomes in mind, the School Leadership Team will work intentionally to collaborate with a wide variety of specialized training partners/ consultants to provide advanced professional learning intended to help administrators, teachers, and other district staff improve their professional knowledge, competence, skill, and effectiveness.

All training opportunities incorporate leadership support and monitoring through Lever 1: Strong School Leadership and Planning. Prioritized Lever 1: Strong School Leadership and Planning Prioritized Lever 4: High-Quality Instructional Materials & Assessments Prioritized Lever 5: Effective Instruction.

Texas Instructional Leadership Modules (TIL): a suite of professional development opportunities aligned to the Effective Schools Framework. ESC Region 19 provides these trainings and supports to district and campus instructional leaders as they transform their campuses through targeted capacity building of the educators within their leadership. TIL uses a cohort model to align with best practices in adult learning. A cohort is composed of campus and district instructional leaders who are trained to roll-out and implement these practices with their campus teams. Texas Instructional Leadership is built upon three pillars of support: face-to-face professional development, implementation support, and 1:1 coaching of the principal supervisor.

Data-Driven Instruction Module: This training will equip administrators with the skills and tools necessary to facilitate and coach data meetings. Topics covered in this training include breaking down the knowledge and skills required to master the TEKS, analyzing student work samples, and supporting teachers in making and executing reteach plans to quickly and effectively close learning gaps.

Lesson Planning and Formative Assessment Module: Administrators will learn how to coach teachers to develop strong lesson plans informed by data. This training provides a process for ensuring lesson plans are aligned, rigorous, and data driven. Administrators will also learn how to establish systems to support and monitor lesson planning.

Funding for Professional Development from the School Improvement Grant (SIG) and ESF Focus Grant:
The intent of the Texas Title I Priority Schools (TTIPS) grant program is to achieve lasting positive reforms in the state's most struggling campuses through highest-quality implementation of strong evidence-based interventions. EPISD campuses will implement the Whole School Reform model, which requires a partnership with an outside entity and must address, at a minimum and in a comprehensive and coordinated manner, the following components: School Leadership Teaching and Learning Non-Academic Supports for Students Family and Community Engagement.

2022 – 2023 Accountability Ratings
School Leadership Support

Category	School	Domain 1	Domain 2	Domain 3	Overall	Support Label	Assistant Sup
TEA	Canyon Hills	57	60	68	62	Comprehensive D or F in a Domain	Mark Paz
	CCTA	85	Not Measured	90	93	Comprehensive Reidentified	Mark Paz
TEA ESF Grant	Guillen	52	84	73	81	Targeted Support D or F in a Domain	Mark Paz
	Hart	57	82	75	80	D or F in a Domain	Dr. B. Garcia
District (Identified by State)	Andress	79	91	73	86	Targeted Support	Mark Paz
	Magoffin	58	66	67	66	Targeted Support D or F in a Domain	Mark Paz
	Powell	74	83	79	82	Targeted Support	Dr. B. Garcia
	Ross	75	82	75	80	Targeted Support	Mark Paz
	Wiggs	85	90	85	89	Targeted Support	Mark Paz
Local (Previous ORG Id by State)	Terrace Hills now Bobby Joe Hill	69	81	70	78	Additional Targeted Support D or F in a Domain	Anna Torres
	Morehead now Murphree	60	69	70	69	Targeted Support D or F in a Domain	Nancy Tovar
	Armendariz now Navarrete	54	74	68	72	Comprehensive D or F in a Domain	Mark Paz
	Bassett now Navarrete	62	72	72	72	Targeted Support D or F in a Domain	Mark Paz
	Henderson now Tinajero	60	80	71	77	Targeted Support D or F in a Domain	Dr. B. Garcia
	Clardy now Tinajero	56	83	73	80	D or F in a Domain	Dr. B. Garcia
Local	Douglass	60	96	76	90	D or F in a Domain	Dr. B. Garcia
	Moye	59	89	77	85	D or F in a Domain	Anna Torres
	Stanton	67	88	73	84	D or F in a Domain	Anna Torres
	Austin	74	87	71	82	Previously Targeted Support 3 years	Mark Paz
	Bowie	70	86	70	81	Previously Targeted Support 3 years	Mark Paz
	Irvin	73	87	72	83	Previously Targeted Support 3 years	Mark Paz
	Jefferson	71	83	71	79	Previously Targeted Support 3 years	Mark Paz

ACCOUNTABILITY REFRESH – WHAT IF SCENARIO

TEA is currently in development of "Refreshing" the A-F Accountability. Below indicates a timeline of this refresh. The refresh is designed to go into effect for the 2022-23 school year and will impact the letter grades a school/district receive.

Jul 2019-May 2022	Jun 2022	Jun 2022-Nov 2022	Nov 2022	Dec 2022-Mar 2023	Jan 2023	Feb 1, 2023	Spring 2023	Summer 2023	Sep 2023
Consult with advisory groups and stakeholders on potential A-F system adjustments.	Preliminary outline of accountability refresh framework published.	Regional feedback sessions with ESC and district data staff and superintendents.	Preliminary A-F refresh published, including feedback since June.	Gather additional feedback and train stakeholders on preliminary framework.	Release cut points and targets.	ESSA submission for Closing the Gaps.	Proposed 2023 Accountability Manual released for public comment and "What If" analysis provided.	Final 2023 Accountability Manual published.	Accountability ratings released. TXSchools. gov revised to caveat comparisons between 2022 and 2023.

Below indicates a timeline of this refresh. The refresh is designed to go into effect for the 2022-23 school year and will impact the letter grades a school/district receive.

"A" represents performance today that is at a level consistent with our long-term goals for students.	Approach to setting cut points for A (i.e., 90)	
	STAAR Proficiency	Five years ago, cut scores were anchored to 60%. Given the disruption of COVID, this will remain unchanged.
	STAAR Growth	Feedback five years ago recommended a 90% growth rate for an A, but cut scores were set lower than that because of the limited number of campuses performing in that range. Given improvement in growth, the refresh may come closer to that original recommendation, pending final modeling by campus type.
"C" represents performance today that is the same as what average was in the baseline year. Feedback so far suggests using a mix of pre- and post-COVID years as a baseline.	Graduation Rate	Graduation rates have improved in Texas, rising 1-2 percentage points higher than the original A–F baseline. Cut scores are likely to increase by a similar amount pending final modeling.
	CCMR	Feedback five years ago recommended 90% as the percentage of CCMR graduates that should generate an A. Very few campuses performed at that level at that time (average performance in the baseline year was 47%), so the cut point was set at 60% which was nominally consistent with the state's 60x30 goals. CCMR performance has skyrocketed, with average performance now at 65%. Given these improvements and the statutory objective of A–F to make Texas a national leader in preparing students for postsecondary success, cut scores will be anchored to 88% pending final modeling, with analysis suggesting that would ensure 60% of graduates achieve initial postsecondary success.

TEA | **TXschools.gov**   Proposed cut points are still being calculated by campus type and will be communicated by early January.

The chart below summarizes changes for High Schools in the new TEA Accountability Refresh.

Accountability Refresh (High School) 2023

Best of Domain 1, 2A or 2B = 70%						Domain 2				Domain 3 = 30%	
Domain 1						Domain 2				Domain 3	
						2A		2B			
40%		40%		20%		Better of A or B		Better of A or B			
STAAR Components	STAAR A-F scaling	CCMR Components	CCMR A-F scaling	Graduation Components	Graduation A-F scaling	Growth Components	Growth A-F scaling	Relative Performance Components	Relative Performance A-F scaling	Closing the Gaps Components	Closing the Gaps A-F scaling
Big change STAAR 2.0 (new test design)	No change 60% (Average of Appr., Meets, Masters) to earn A	Small changes (IBC, Military)	Big change (HS) +28% (88%) to earn A	No change (best of 4,5,or 6 yr graduation)	Big change (HS) +2% (98%) to earn A	Big changes (transition table, bonus points for Accelerated Learning)	Big change +9% (85%) for A	Some change High school changed to 2 look-up tables)	Big change (HS) increase +9 to earn A for HS. CCMR component 89% for A (73.1-74% Econ Dis)	Big change (new targets, new super groups, new methodology 0-4 points per indicator)	Big change 68% of possible points = A, 82% of possible point = A (HS), updated baseline

TEA has recently released new "cut points and targets" for the Accountability Refresh. When applying the new Accountability Refresh to 2021- 2022 data, schools, districts, and communities can see a "What if" Scenerio. In other words, What if the same performance was applied to the new Accountability. The chart below shows the what if scenario for CCMR for

What if scenario CCMR?

	% CCMR (Class of 2021)	Letter Grade	Preliminary Refresh What if?
El Paso	93%	A 98	A 94
Andress	92%	A 98	A 93
Burges	90%	A 98	A 92
Austin	83%	A 96	B 85
Bowie	83%	A 96	B 85
Irvin	81%	A 95	B 83
Coronado*	71%	A 93	C 75
Franklin*	69%	A 92	C 75
Chapin*	65%	A 91	C 71
Jefferson*	63%	A 91	D 69

	% CCMR (Class of 2021)	Letter Grade	Preliminary Refresh What if?
TMECHS	100%	A 100	A 100
Silva	83%	A 96	B 85

	% CCMR (Class of 2021)	Letter Grade	Preliminary Refresh What if?
CCTA	51%	A 94	B 87

What if scenario Domain 1?

	STAAR		CCMR			Graduation			Domain 1	
	2022 Average	2022 & 2023 A-F Scale	2022 %	2022 A-F scale	2023 scale What if?	Graduation rate	2022 A-F scale	2023 scale What if?	2022	2023 scale What if?
EPISD*	45	76% (C)	78%	95% (A)	79% (C) -16%	91.6% (5yr)	65% (D)	65% (D) 0%	81% (B)	75% (C) -6%
Andress	40	69% (D)	92%	98% (A)	93% (A) -5%	87.8% (6yr)	60% (D)	55% (F) -5%	79% (C)	76% (C) -3%
Austin	32	57% (F)	83%	96% (A)	85% (B) -11%	88.8% (6yr)	65% (D)	60% (D) -5%	74% (C)	69% (D) -5%
Bowie	26	52% (F)	83%	96% (A)	85% (B) -11%	80.1% (5yr)	55% (F)	55% (F) 0%	70% (C)	66% (D) -4%
Burges	42	71% (C)	90%	98% (A)	92% (A) -6%	96.1% (6yr)	65% (A)	80% (B) -10%	86% (B)	81% (B) -5%
CCTA	35	85% (B)	51%	94% (A)	87% (B) -7%	62.9% (4yr)	65% (D)	55% (F) -10%	85% (B)	80% (B) -5%
Chapin	46	74% (C)	65%	91% (A)	71% (C) -20%	93.2% (6yr)	75% (C)	65% (D) -10%	81% (B)	71% (C) -10%
Coronado	52	79% (C)	71%	93% (A)	75% (C) -18%	97.7% (5yr)	90% (A)	85% (B) -5%	87% (B)	79% (C) -8%
El Paso	49	77% (C)	93%	98% (A)	94% (A) -4%	96.8% (6yr)	90% (A)	80% (B) -10%	88% (B)	84% (B) -4%
Franklin	53	80% (B)	69%	92% (A)	73% (C) -19%	97.6% (5 yr)	90% (A)	85% (B) -5%	87% (B)	78% (C) -9%
Irvin	32	57% (F)	81%	95% (A)	83% (B) -12%	86.9% (5 yr)	60% (D)	55% (F) -5%	73% (C)	67% (D) -6%
Jefferson	34	59% (F)	63%	91% (A)	69% (D) -22%	85.7% (5 yr)	55% (F)	55% (F) 0%	71% (C)	62% (D) -9%
Silva	73	93% (A)	83%	96% (A)	85% (B) -11%	100% (4 yr)	100% (A)	100% (A) 0%	96% (A)	91% (A) -5%
TMECHS	74	94% (A)	100%	100% (A)	100% (A) 0%	100% (4 yr)	100% (A)	100% (A) 0%	98% (A)	98% (A) 0%
					-11%			-5%		-6%

Texas School Alliance (TSA) has create a preliminary model for "What if " that is applied to Domain 2 & 3 and Overall. Below summarized the What if Scenerio.

Campus	Domain 2			Domain 2A (growth)		Domain 2B (Relative Performance)					Domain 3				Overall A-F				
	TEA D2rating 2022	D2Rating Whatif	D2 Rating Diff	TEA D2Agrowth 2022	D2Agrowth Whatif (same value as 2022)	TEA D2Brelperf Staar rawscore 2022	TEA D2Brelperf ccmr rawscore 2022	TEA D2Brelperf 2022	D2BrelPerfwhatif	D2BrelPerf Diff	TEA D3 rawscore 2022	TEA D3rating 2022	D3rating Whatif	D3 Rating Diff	TEA OverallRating2 022	TEA OverallLetter20 22	OverallRating Whatif	OverallRatingLe tter Whatif	OverallRating Diff
ANDRESS H S	91	84	-7	79	pending	0.4	0.92	91	84	-7	0.42	73	62	-11	86	B	77	C	-9
AUSTIN H S	87	76	-11	76	pending	0.32	0.83	87	74	-13	0.33	71	55	-16	82	B	70	C	-12
BOWIE H S	86	71	-15	68	pending	0.26	0.83	86	71	-15	0.3	70	52	-18	81	B	65	D	-16
BURGES H S	91	84	-7	78	pending	0.42	0.9	91	84	-7	0.47	74	65	-9	86	B	78	C	-8
CHAPIN H S	85	76	-9	76	pending	0.46	0.65	85	76	-9	0.55	76	71	-5	82	B	75	C	-7
CORONADO H S	87	80	-7	79	pending	0.52	0.71	87	80	-7	0.76	83	86	3	86	B	82	B	-4
EL PASO H S	92	89	-3	84	pending	0.49	0.93	92	89	-3	0.65	78	78	0	88	B	86	B	-2
FRANKLIN H S	86	83	-3	83	pending	0.53	0.69	86	80	-6	0.66	79	79	0	85	B	82	B	-3
IRVIN H S	87	74	-13	73	pending	0.32	0.81	87	74	-13	0.37	72	58	-14	83	B	69	D	-14
JEFFERSON H S	83	83	0	83	pending	0.34	0.63	82	69	-13	0.34	71	55	-16	79	C	75	C	-4
SILVA HEALTH M	94	92	-2	92	pending	0.73	0.83	94	90	-4	1	100	100	0	97	A	94	A	-3
TRANSMOUNTA	96	97	1	95	pending	0.74	1	96	97	1	1	100	100	0	99	A	99	A	0

The chart below summaries key changes affecting Elementary and Middle Schools. At this time there is not a "What if" Scenario for Elementary and Middle schools.

Accountability Refresh (Elementary & Middle) 2023

Best of Domain 1, 2A or 2B = 70%						Domain 3 = 30%	
Domain 1		Domain 2				Domain 3	
		2A		2B			
40%		Better of A or B		Better of A or B			
STAAR Components	STAAR A-F scaling	Growth Components	Growth A-F scaling	Relative Performance Components	Relative Performance A-F scaling	Closing the Gaps Components	Closing the Gaps A-F scaling
Big change STAAR 2.0 (new test design)	No change 60% (Average of Appr., Meets, Masters) to earn A	Big changes (transition table, bonus points for Accelerated Learning)	Big change +9% (85%) for A	No Change (Elem & MS)	No Change (Elem & MS)	Big change (new targets, new super groups, new methodology 0-4 points per indicator)	Big change 68% of possible points = A,