El Paso ISD

Annual Summary Report

Texas Academic Performance Report (TAPR) 2021-2022

Academics, School Leadership, and
Organizational Transformation and Equity

March 2023

EL PASO INDEPENDENT SCHOOL DISTRICT

El Paso ISD Annual Report 2021-22

The Board shall publish an annual report describing the educational performance of the District and of each campus in the district.

Annual Summary Report
- PEIMS Financial Standard Reports (2020-2021 Financial Actual)
- District Accreditation Status
- Texas Academic Performance Report (TAPR)
- Campus Performance Objectives
- Report on Violent or Criminal Incidents
- Student Performance in Post-Secondary Education
- Progress toward Meeting HB3 Goals

Districts shall hold a hearing for public discussion of the annual report within 90 calendar days (not including winter break) of the date of the release of the PDF TAPR report (December 15, 2022). Within two weeks following the public meeting, Districts must publish the Annual Report on their Webpage (www.episd.org/Domain/202)

Annual Summary Report Overview

Accountability, Special Education Status, & Accreditation

Financial Report

Campus Performance Objectives
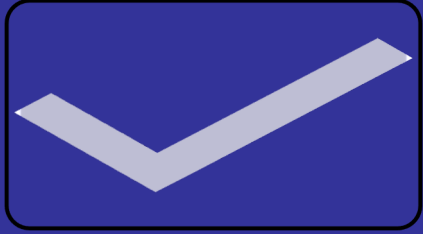
Report on Violent or Criminal Incidents

TAPR Data

HB3 Student Outcome Goals Progress

Performance in Postsecondary Institutions

Academic and School Improvement Response Plan

Accountability Refresh "What If?"

Overview

Accountability Overview

Special Education
Determination
Status

Accreditation Status

2022 State Accountability A-F System

Overall Rating
based on 3 Domains
(70% from best score in Domain 1, 2A or 2B; 30% from Domain 3)

Domain 1:
Student Achievement

STAAR average
Graduation
CCMR

Domain 2:
School Progress

2A: Academic Growth
Student Growth from one year to the next

2B: Relative Performance

Domain 3:
Closing the Gaps

Each subgroup
performance compared to target
(62 categories)

Domain 3 is also 100% of
Federal Accountability

2022 El Paso ISD Accountability Ratings

El Paso ISD Overall: 87 (B)

Domain 1:
Student Achievement

81 (B)

Domain 2:
School Progress

2A: Academic Growth - 90

2B: Relative Performance - 92
89 (B)
Earned 92, Capped at 89

Domain 3:
Closing the Gaps

82 (B)

Results Driven Accountability 2022 Manual

Texas Education Agency

Special Education Determination Status

Driven Accountability (RDA) formerly known as Performance-Based Monitoring Analysis System (PBMAS), is an automated data system that reports annually on the performance of school districts and charter schools.

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

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 Rate (preschool-aged) PL 1 Regular Class ≥80% Rate (school-aged) PL 2 Regular Class <40% Rate (school-aged)	Needs Assistance (DL 2)

PEIMS Financial Standard Report

El Paso ISD 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

- Total Revenue for 2020-21 was $557,958,504

- Web access to PEIMS Financial Standard Report 2020-21 Financial Actual 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

Campus Performance Objectives

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/15384*

Violent or Criminal Incidents

Violent or Criminal Incidents

- TEA publishes an annual list of "Persistently Dangerous" campuses or "Watch List"

- El Paso ISD has O campuses identified as "Persistently Dangerous" or "Watch List"

Report on Disciplinary and Criminal Incidents

Areas of focus include:

- **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, …)

School Violence Prevention Policies

Below includes information concerning school violence prevention and violence intervention policies and procedures that El Paso ISD is using to protect students;

- 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

STRENGTHS
- Data for STAAR will show that El Paso ISD has made gains in reading to levels at or above pre-pandemic

OPPORTUNITIES
- Data will show we still have work to do in mathematics, science and social studies supporting learning loss as demonstrated by STAAR

- Data will show we still have work to do supporting Graduation (particularly in five of our High school campuses)

- Data will show we still have work to do with Attendance rates
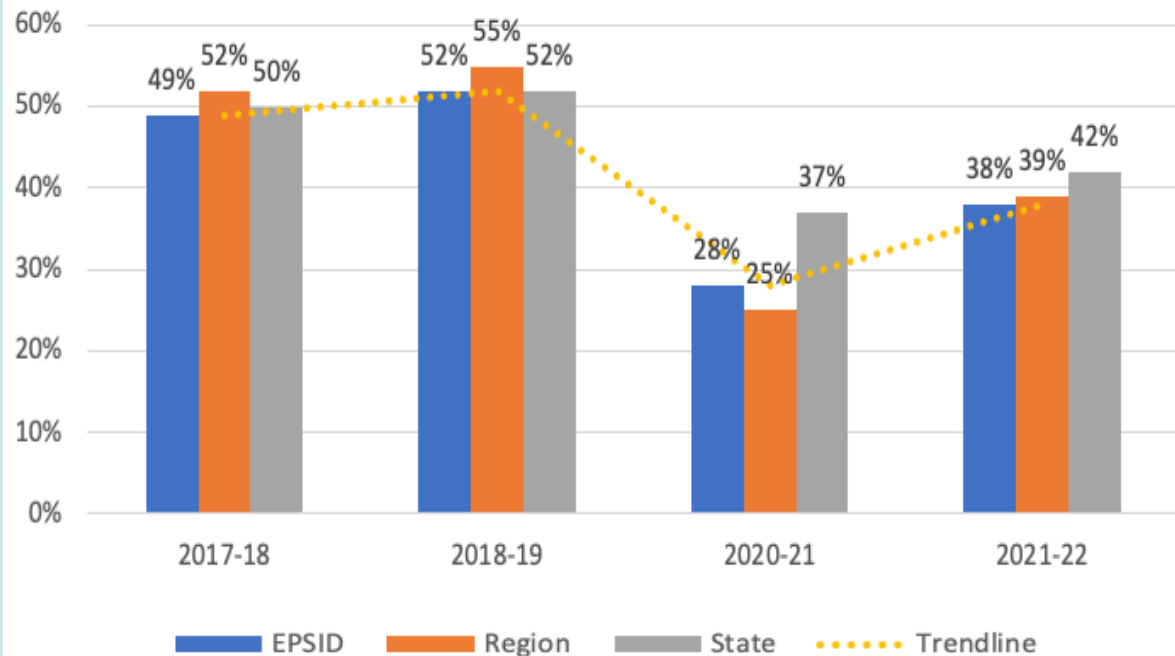
STAAR Academic Achievement
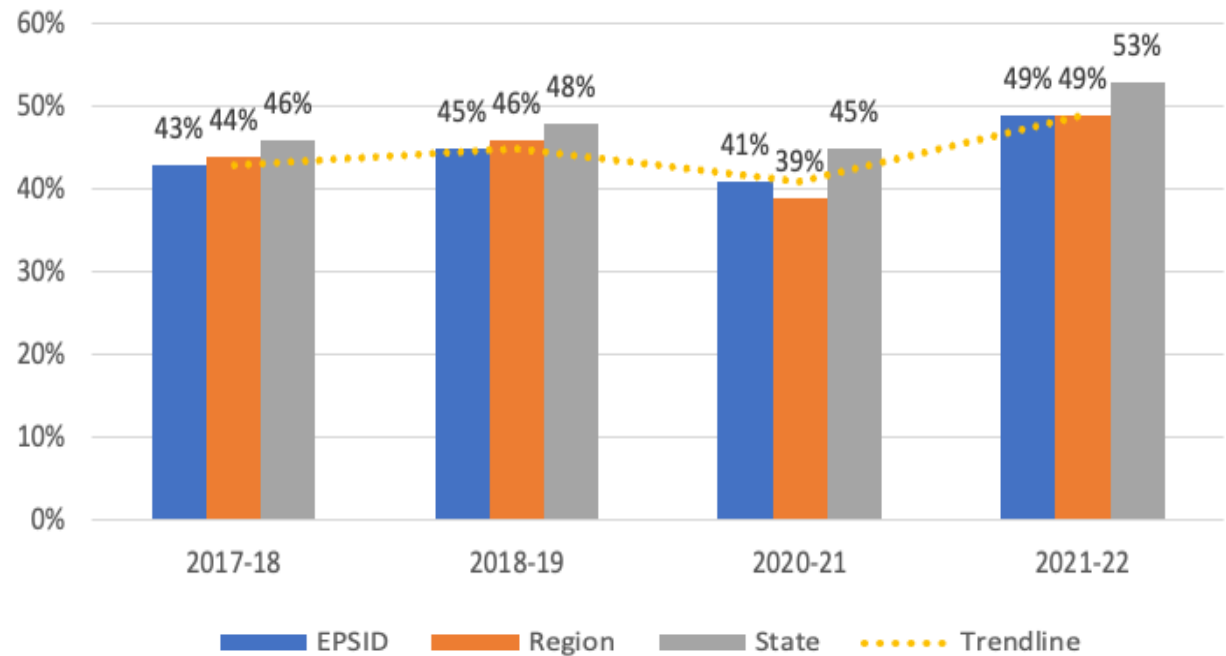

Overall "Meets" Performance Level
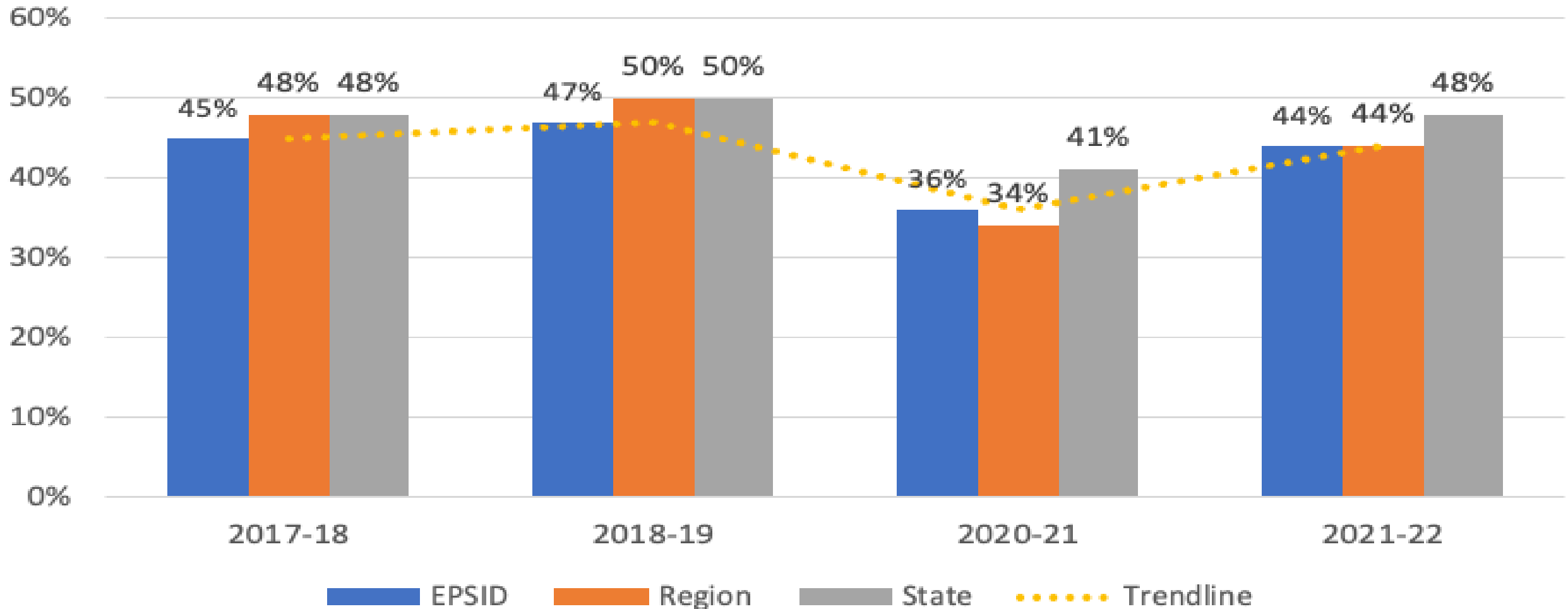
STAAR MATH

STAAR READING

Math "Meets" Performance Level
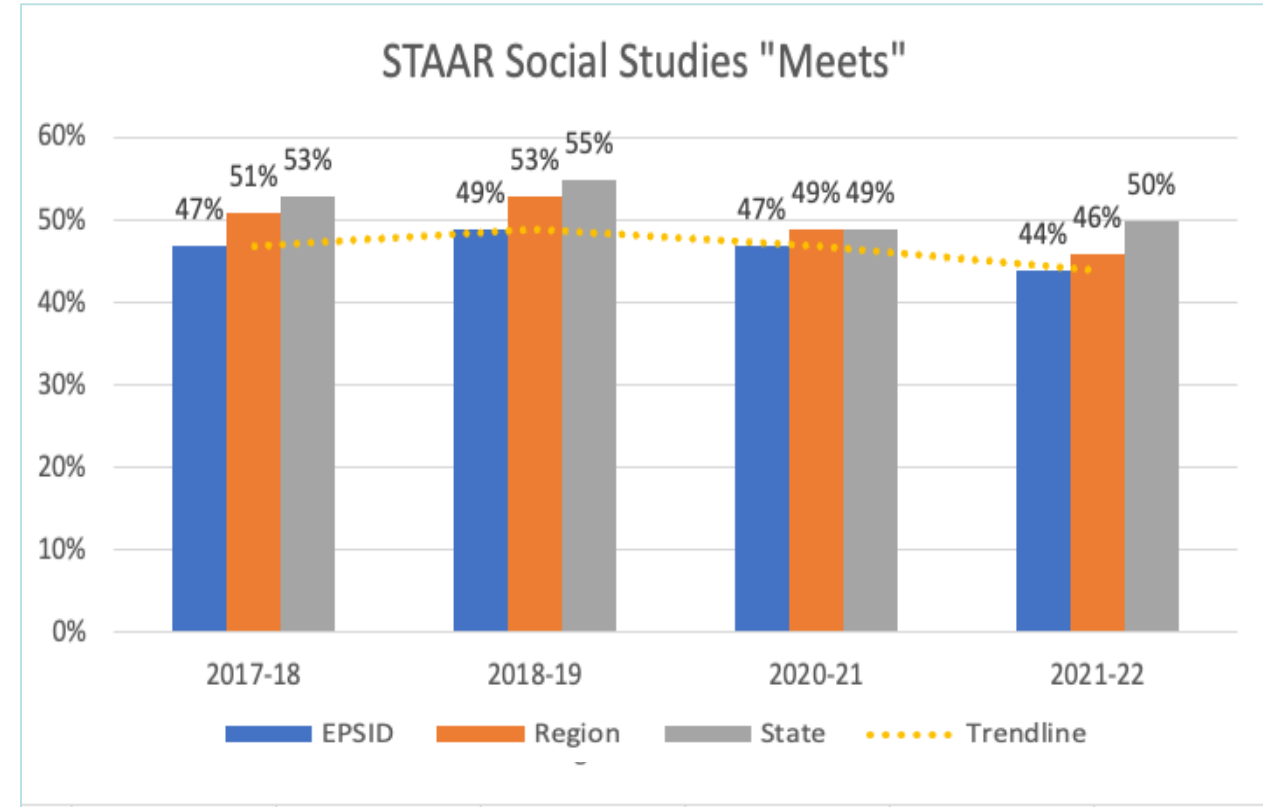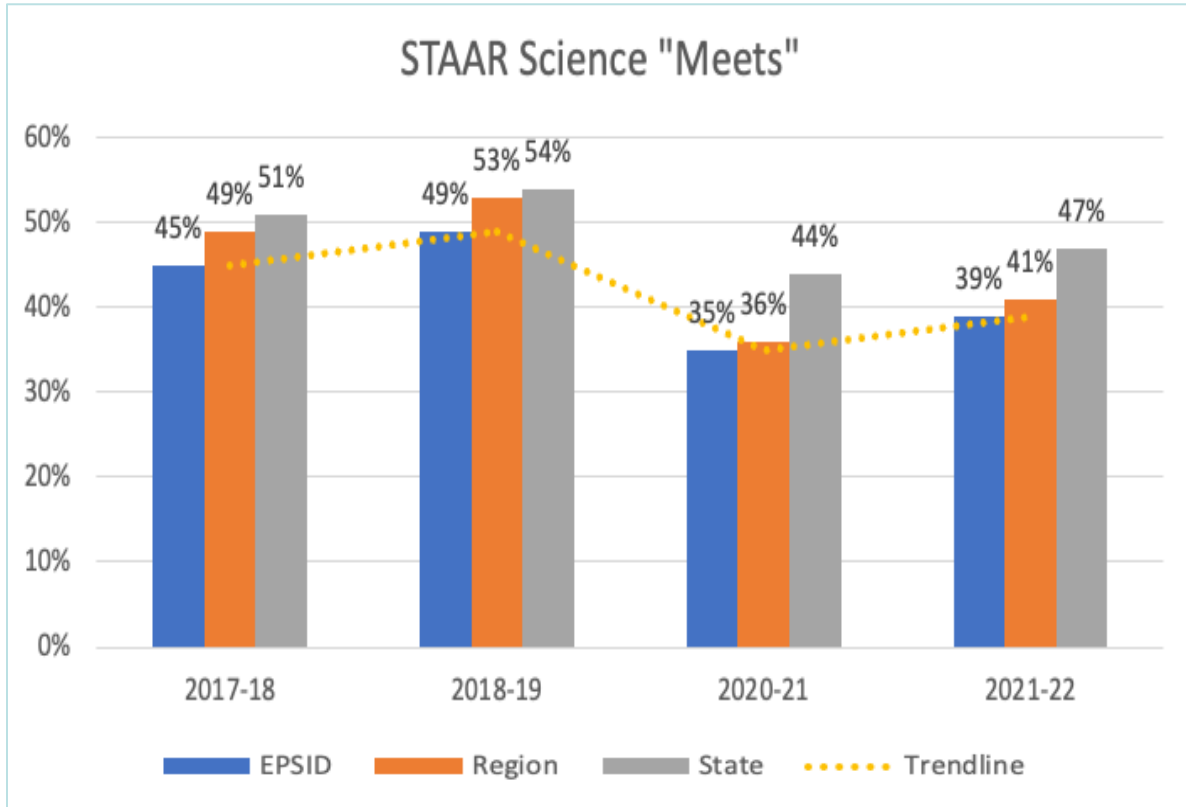
Reading "Meets" Performance Level

* 46% is Federal Target for "Meets Math"

* 44% is Federal Target for "Meets Reading"
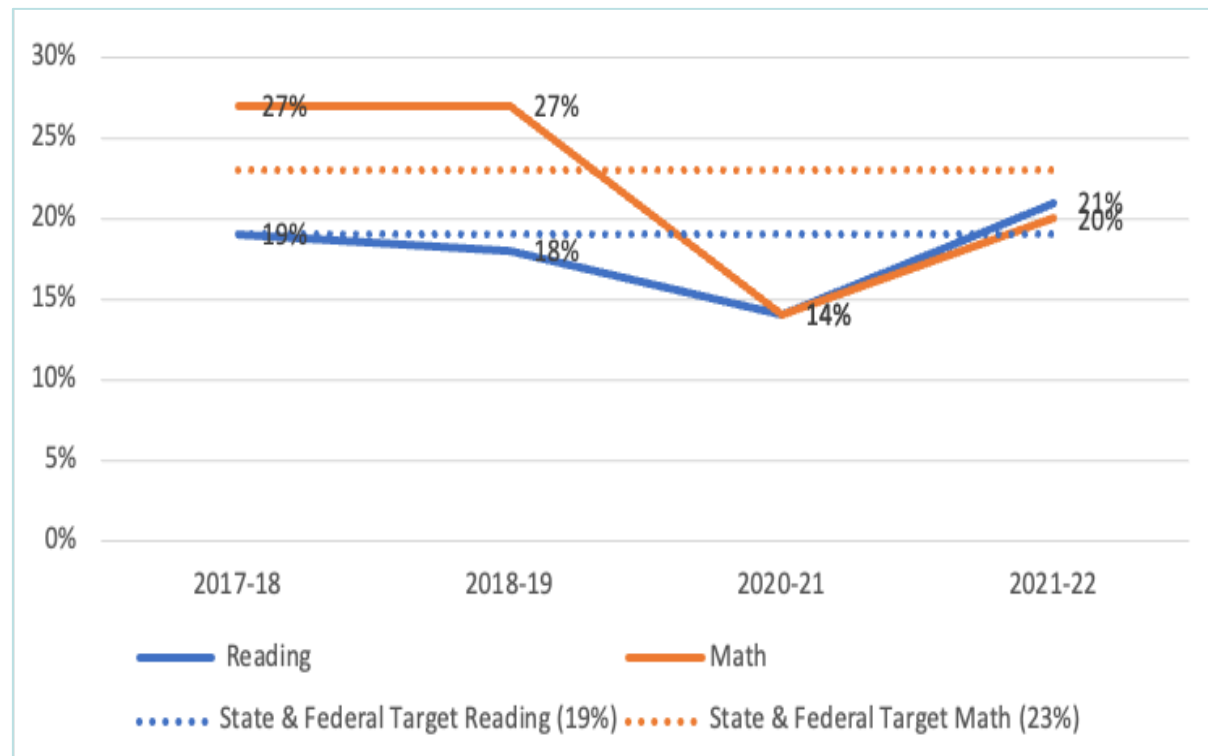
STAAR SCIENCE

STAAR SOC. ST.

STAAR Science "Meets"

STAAR Social Studies "Meets"

EMERGENT BILINGUALS (EB)

SPECIAL ED
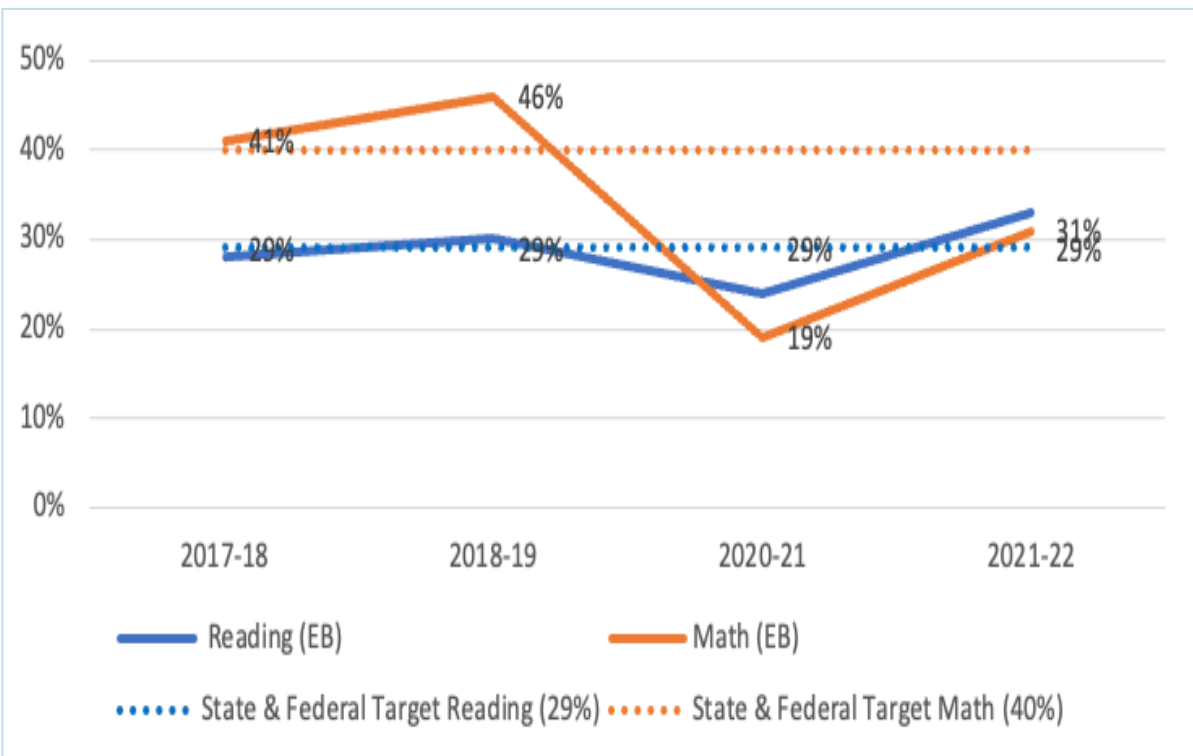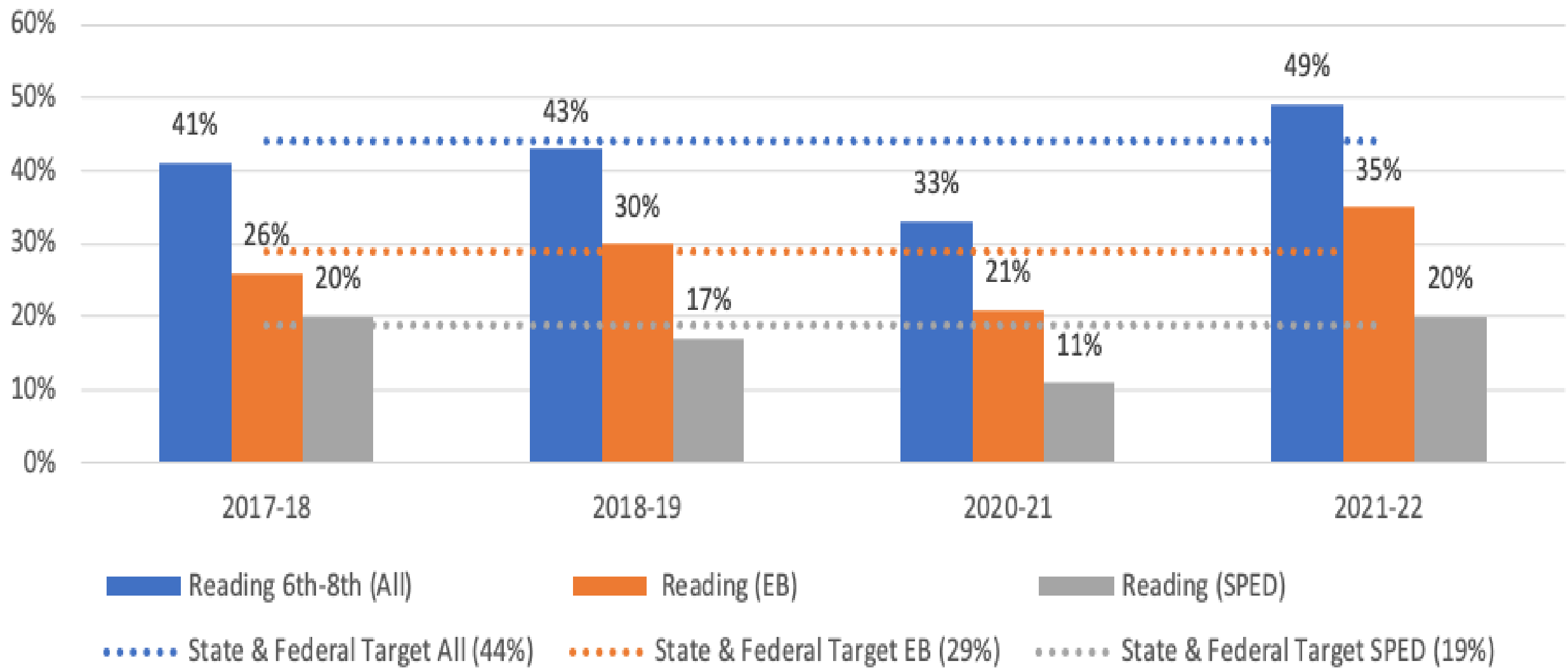
6th – 8th STAAR Math "Meets"

Attendance

TAPR: Page 18
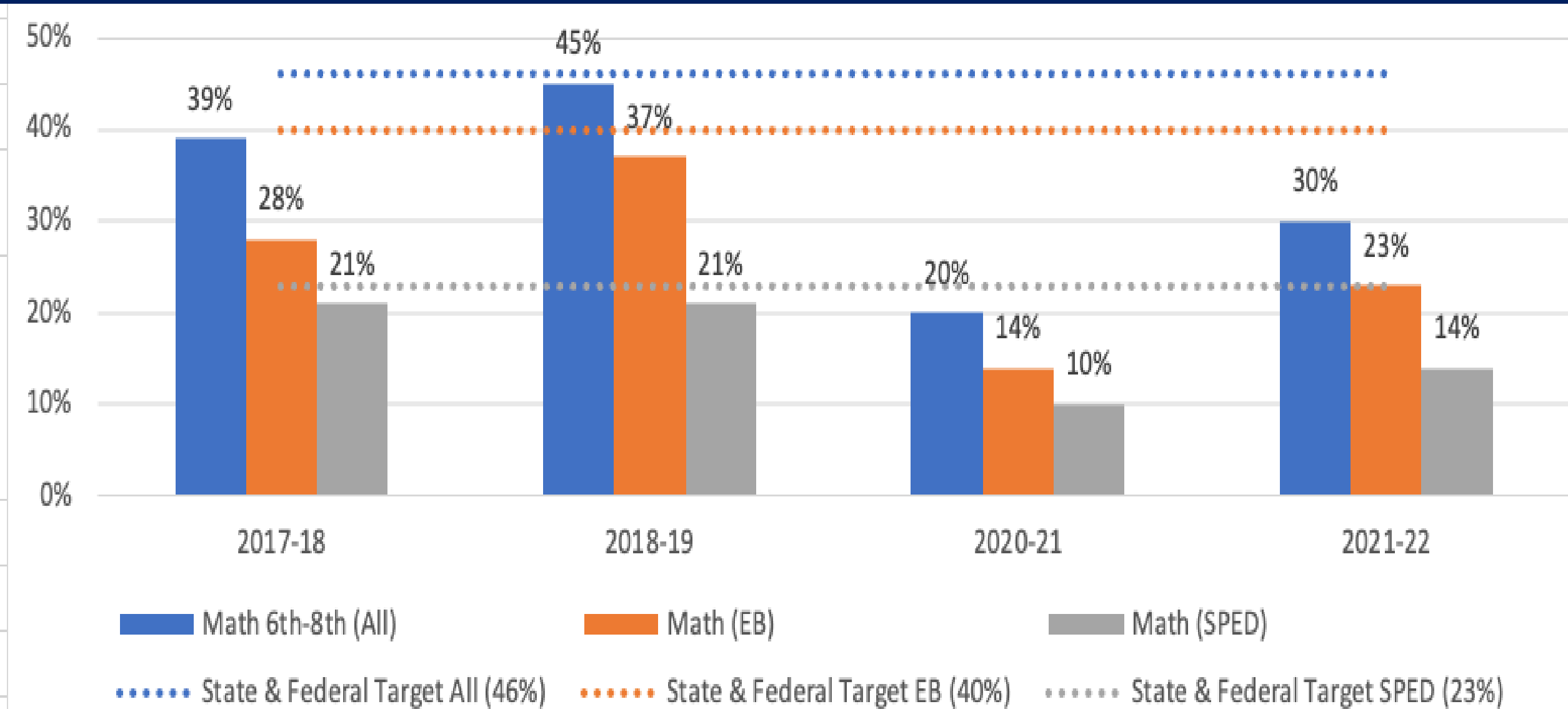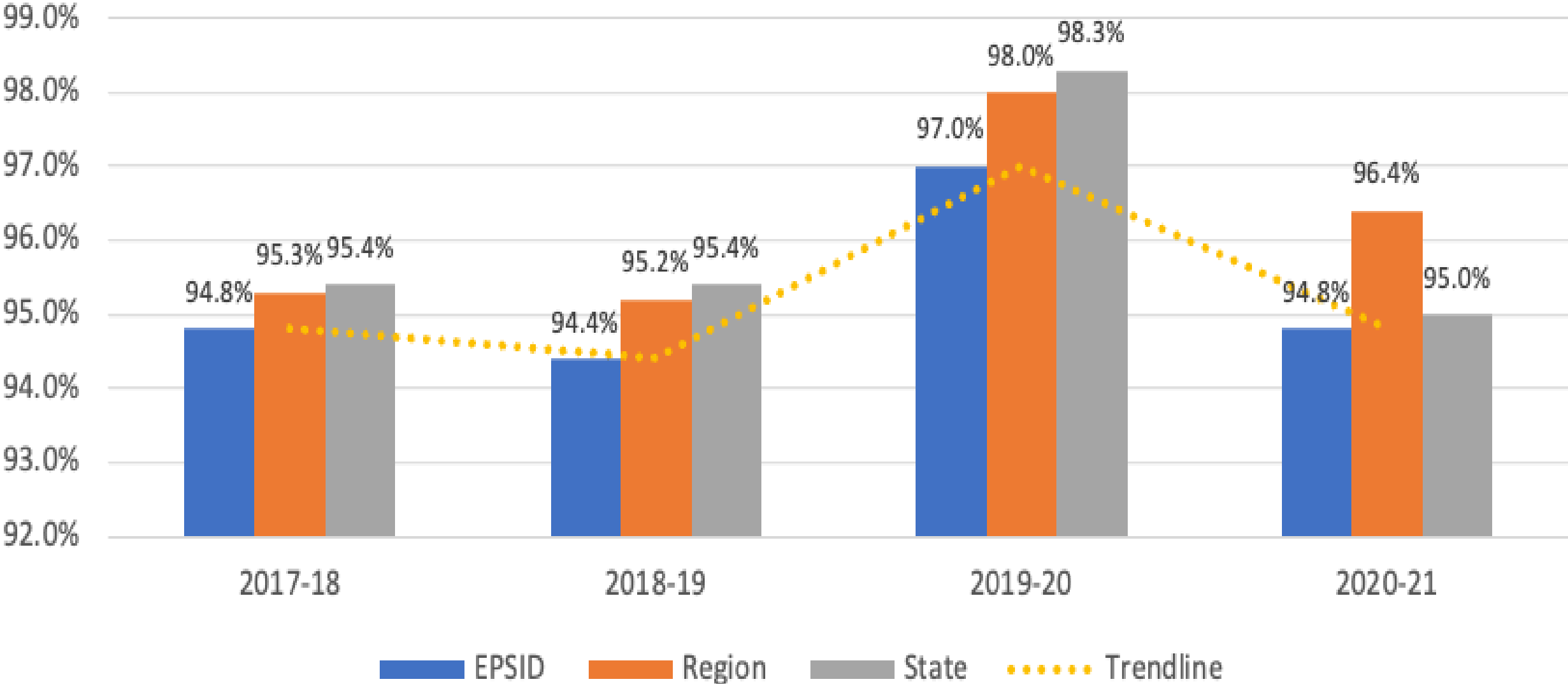
Graduation

4-Year Graduation Rates
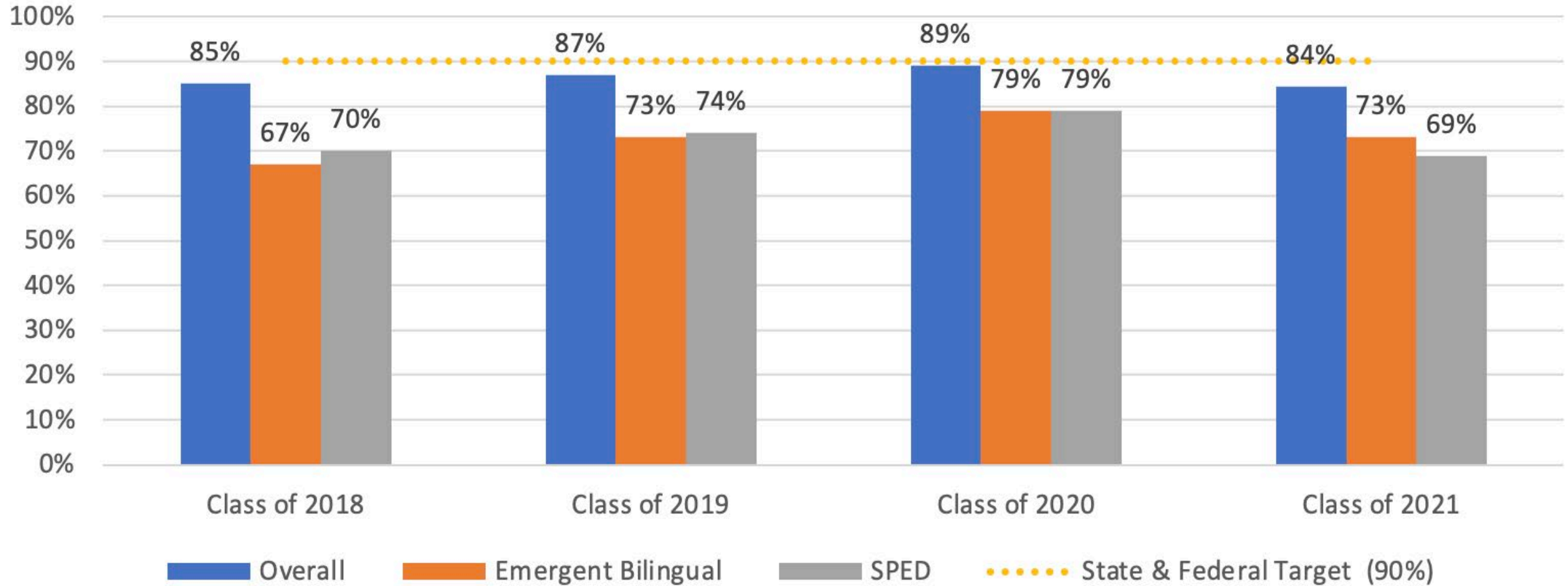
Graduation by Campus

		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)

Progress Toward Meeting HB3 Goals

STRENGTHS

- Data for STAAR will show that El Paso ISD has made gains Early Childhood Literacy

- Data will show El Paso ISD has made significant progress in in the areas of College Readiness

OPPORTUNITIES

- Data for STAAR will show that El Paso ISD has made gains Early Childhood Mathematics however is still below targets

- Data will show El Paso ISD has opportunities to improve in Career Readiness

HB3 Early Childhood Literacy Outcome:
EPISD outperformed the state and region in 2022

3rd STAAR Reading

"Meets" or above

	2018-19	2020-21	2021-22
EPSID	46%	34%	52%
Region	47%	30%	50%
State	45%	39%	51%

Legend: EPSID, Region, State, EPISD HB3 Goal

HB3 Early Childhood Math Outcome:
EPISD performed similarly to the state and region in 2022

3rd STAAR Math   "Meets" or above

Legend: EPSID (blue), Region (orange), State (gray), EPISD HB3 Goal (dotted yellow line)

Year	EPSID	Region	State
2018-19	48%	52%	49%
2020-21	20%	18%	31%
2021-22	42%	42%	43%
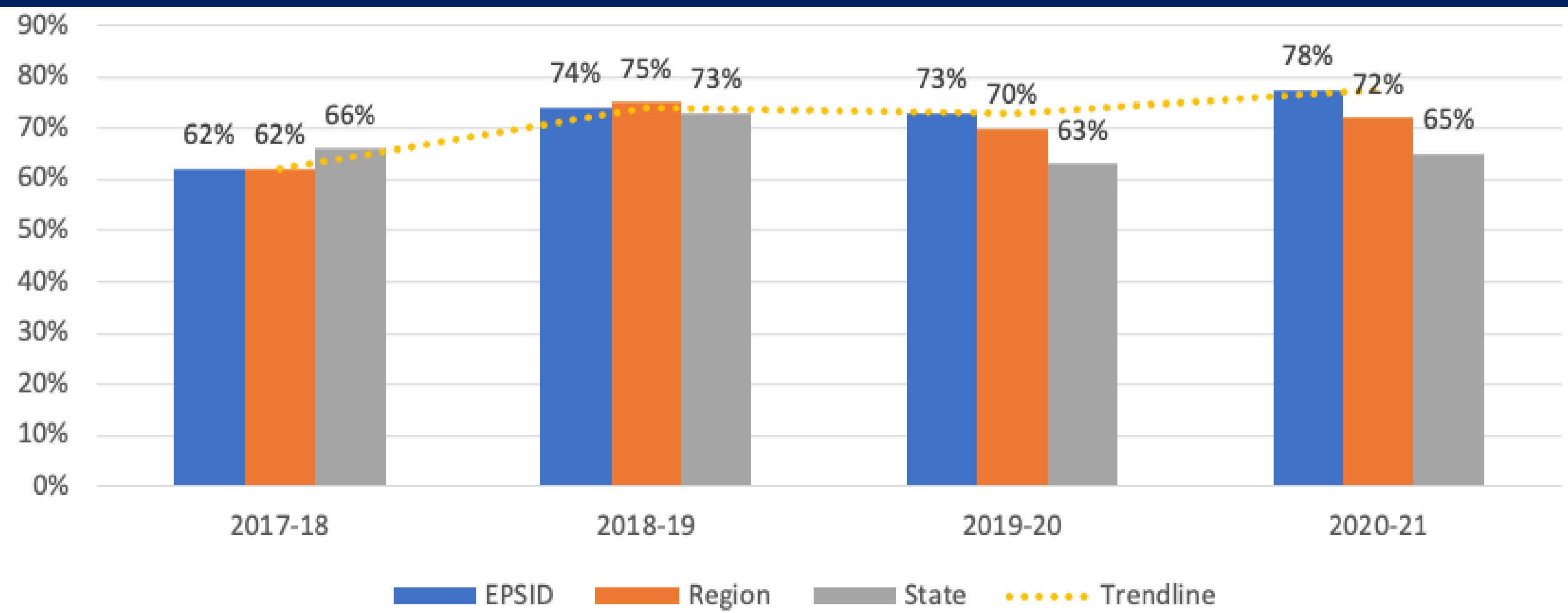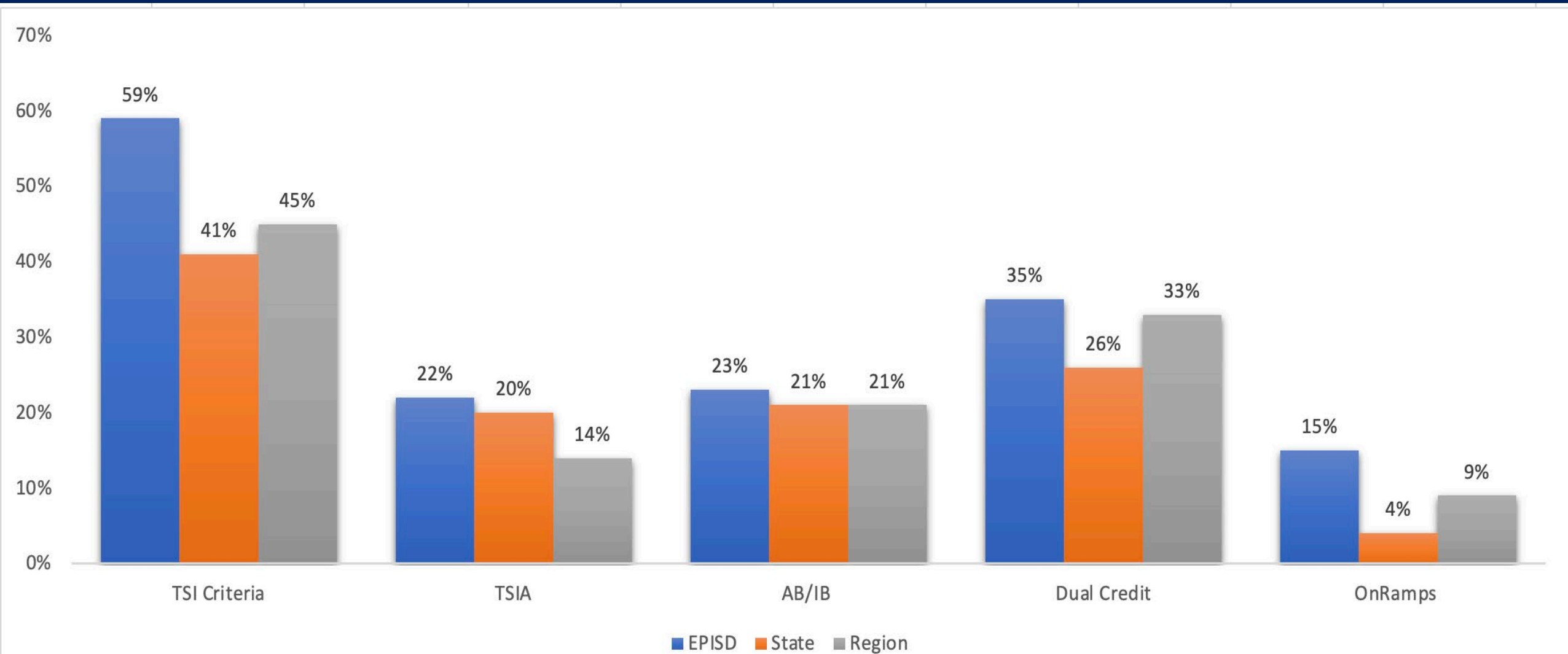
Post–Secondary Credentials
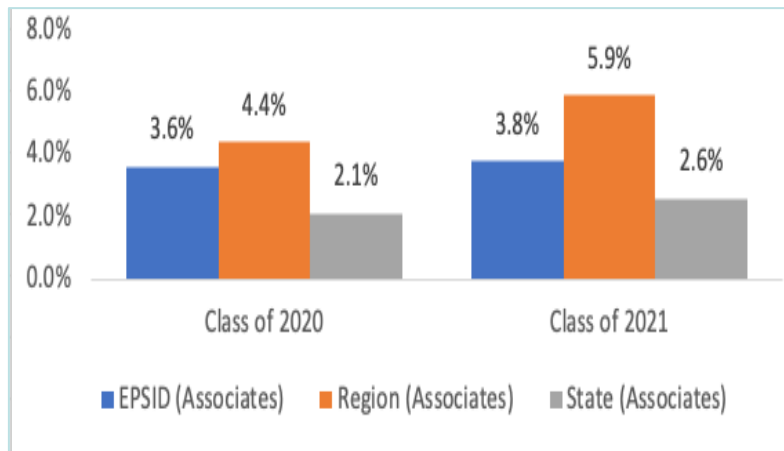
Associates Degree
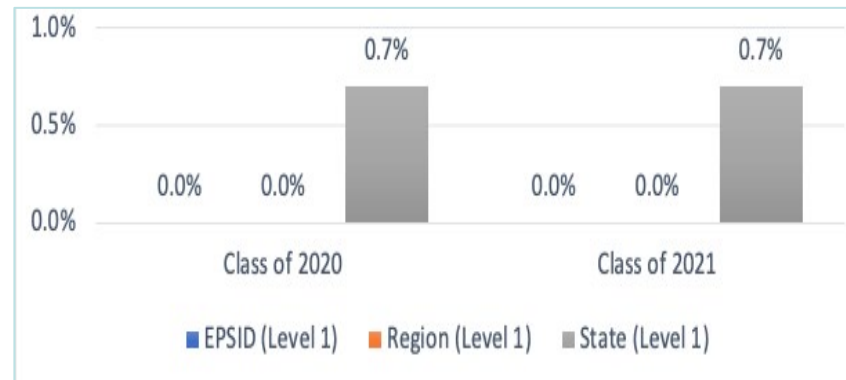
Level 1 Certificate
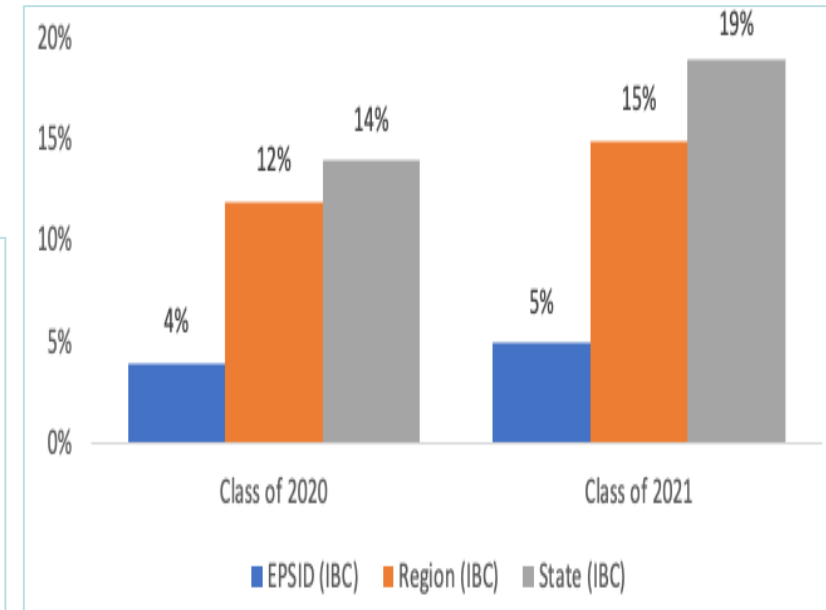
Industry Based Certification

HB3 Student Outcome Goals:
EPISD Tableau tracker shows data for all campuses and all student groups

Campus Breakdown

https://www.episd.org/domain/5534

Location

DISTRICT

Student Group Breakdown

https://www.episd.org/domain/5534

Student Group

All

Student Performance in Post-Secondary Institutions

STRENGTHS
- Data will show El Paso ISD is outperforming State and Region in Student Performance in Post-Secondary Institutions

OPPORTUNITIES
- Data will show a decline in enrollment during years of pandemic

Enrolled in Texas Institute of Higher Education (TX-IHE)

Enrolled in TX-IHE

	2016-17	2017-18	2018-19	2019-20
EPSID	58%	58%	60%	51%
Region	59%	58%	58%	49%
State	55%	53%	53%	46%
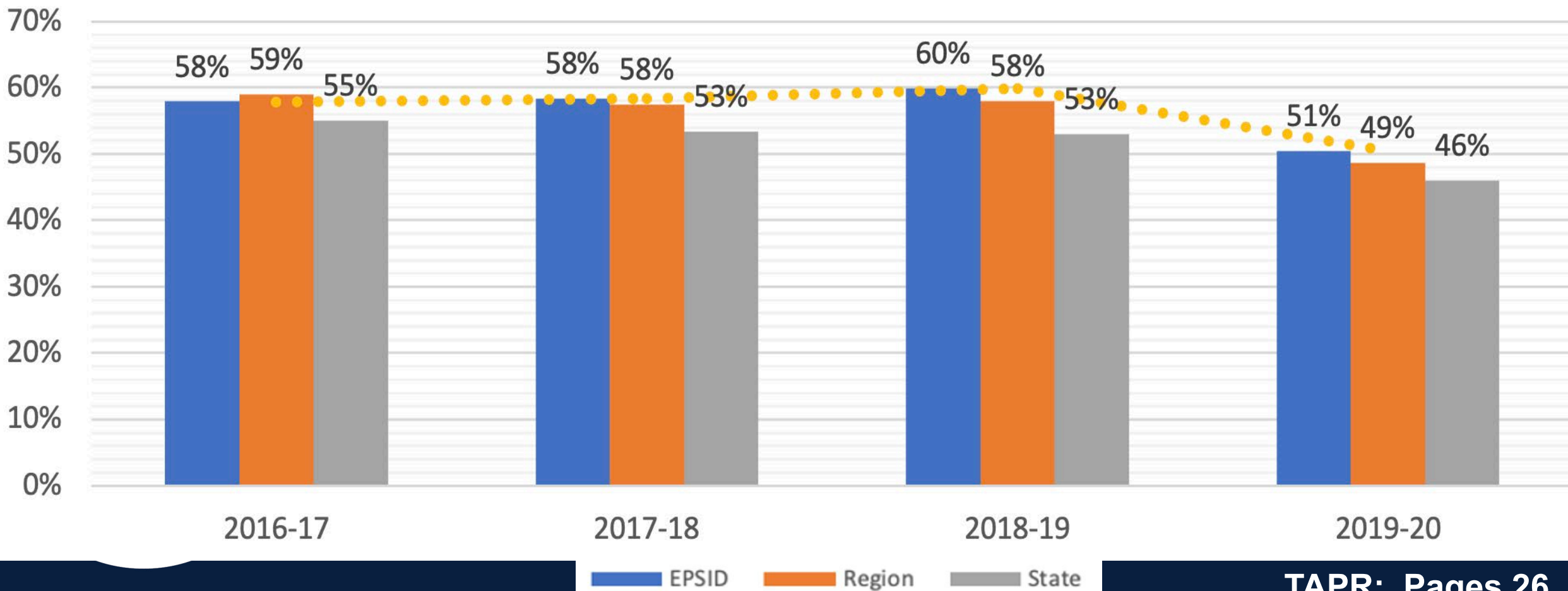
Student Performance in Post-Secondary Institutions

COMPLETING ONE YEAR TX IHE WITHOUT A DEVELOPMENTAL COURSE
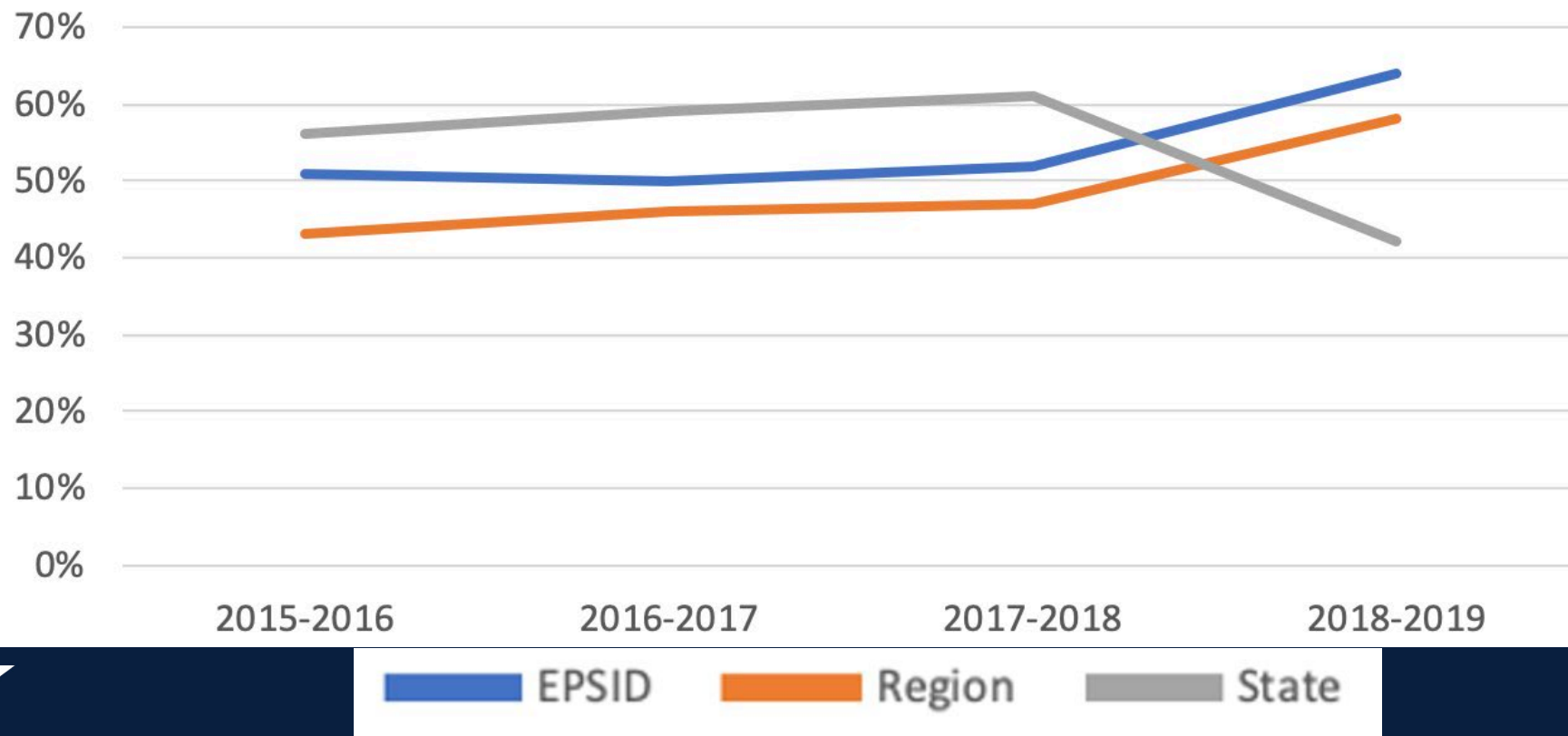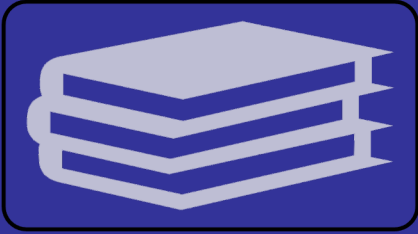
Instructional Response Overview

- Academic Services and School Leadership work to support student learning by building capacity with instructional leaders and teachers through professional learning

- The instructional response includes key approaches to support teachers and students in core content learning

- The instructional response also includes key activities to support students in areas related to graduation, CCMR, and postsecondary readiness

Shared Leadership Roles
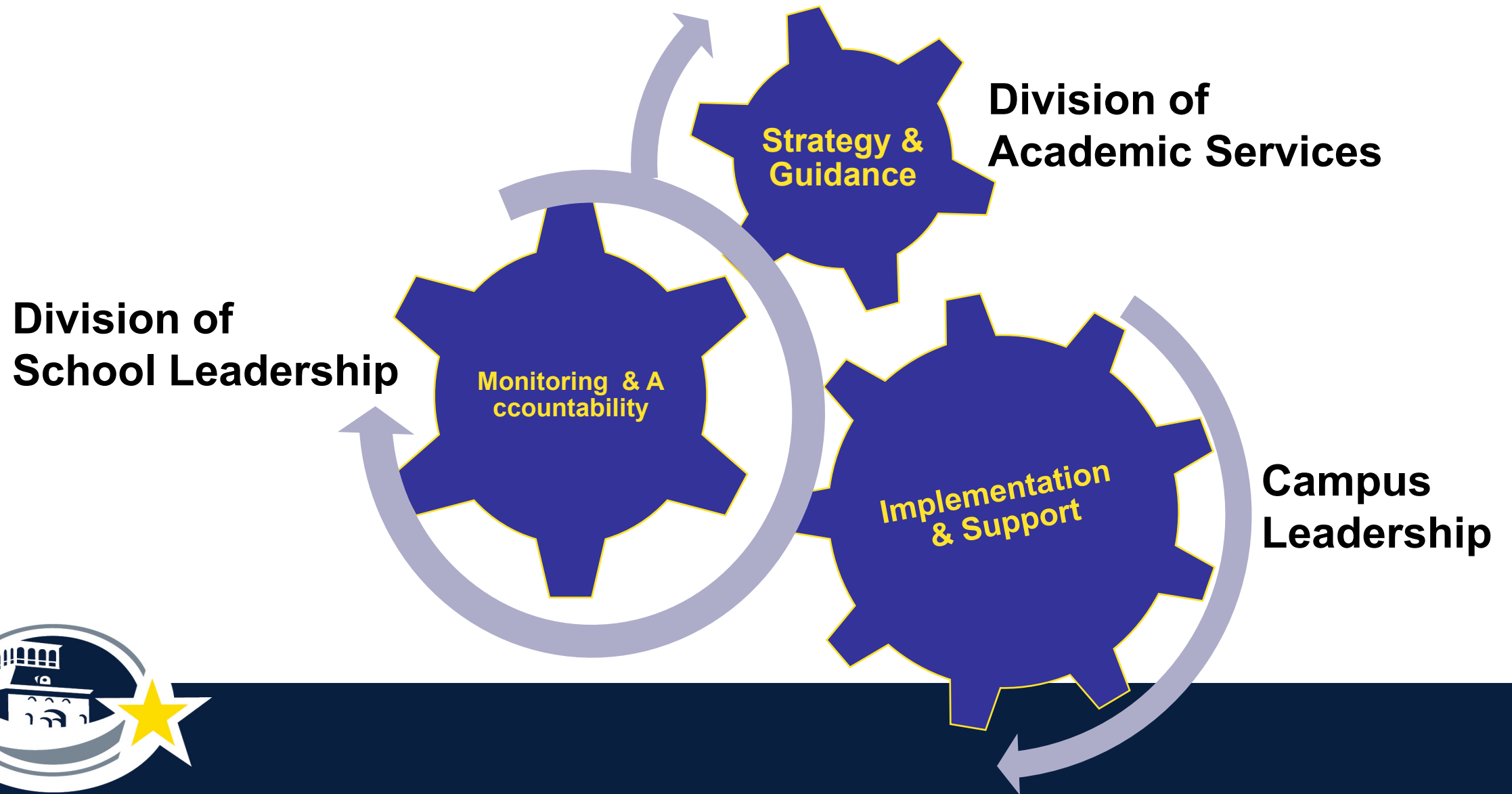
Tier 1 Core Instruction

Core classroom instruction is the instructional approach used routinely with *all* students in a general education setting **and** is considered the key component of tiered instruction.
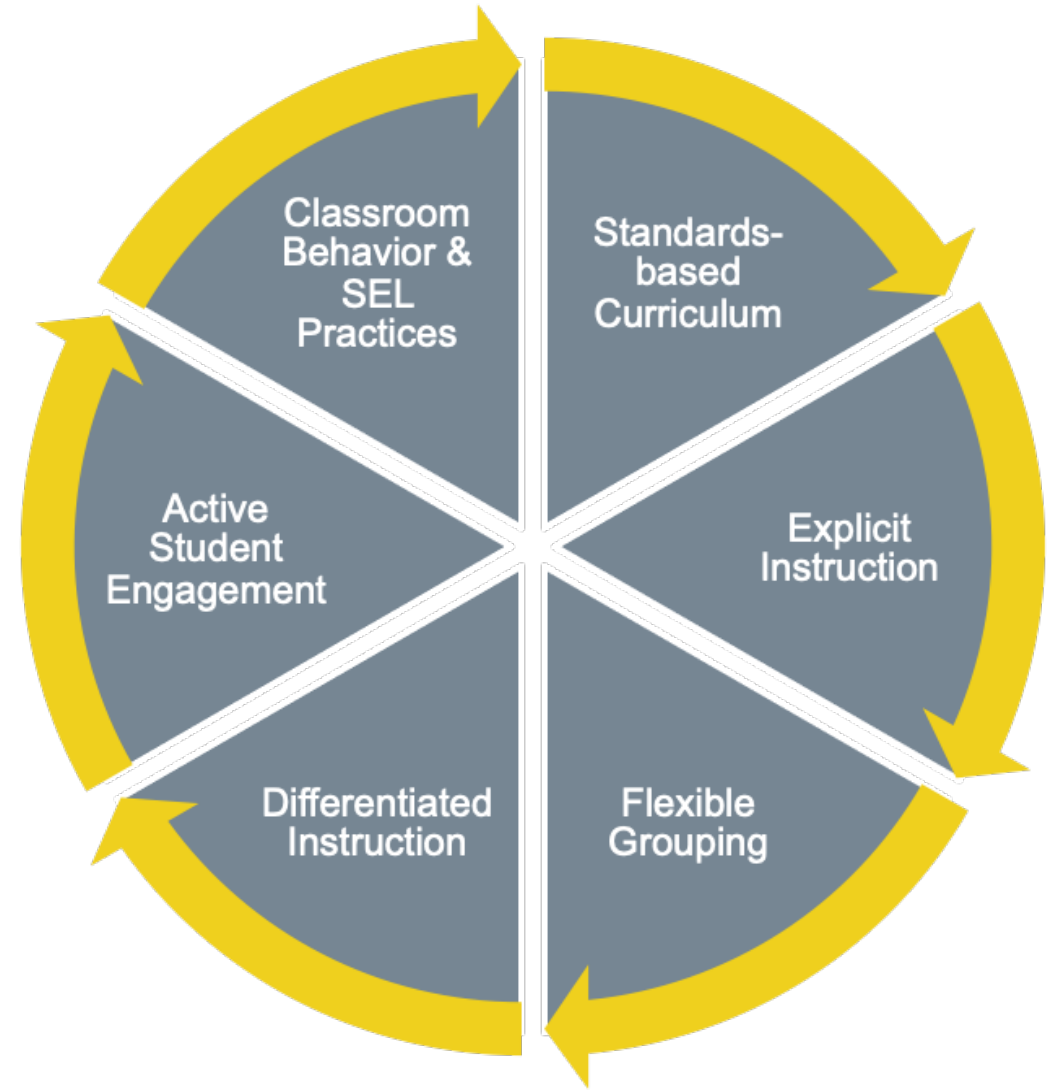
Principals and Assistant Principals

Core Instruction Series

Collective Learning Walks

Observations and Feedback

Change Leadership – Book Study

Campus Teaching Coaches

Core Instruction Series

Coaching and Feedback

Core Content Support Sessions

Job-embedded Professional Learning

Classroom Teachers

TEKS Alignment

Curriculum Essentials

Targeted Intervention Approaches

Checking for Understanding

Tier 2 Target Support

Targeted support is essential for students who are <u>not</u> successful with Tier 1 supports alone.

Using data, we identify student learning needs across campuses **<u>and</u>** identify what knowledge and skills teachers need to be able to help students improve.
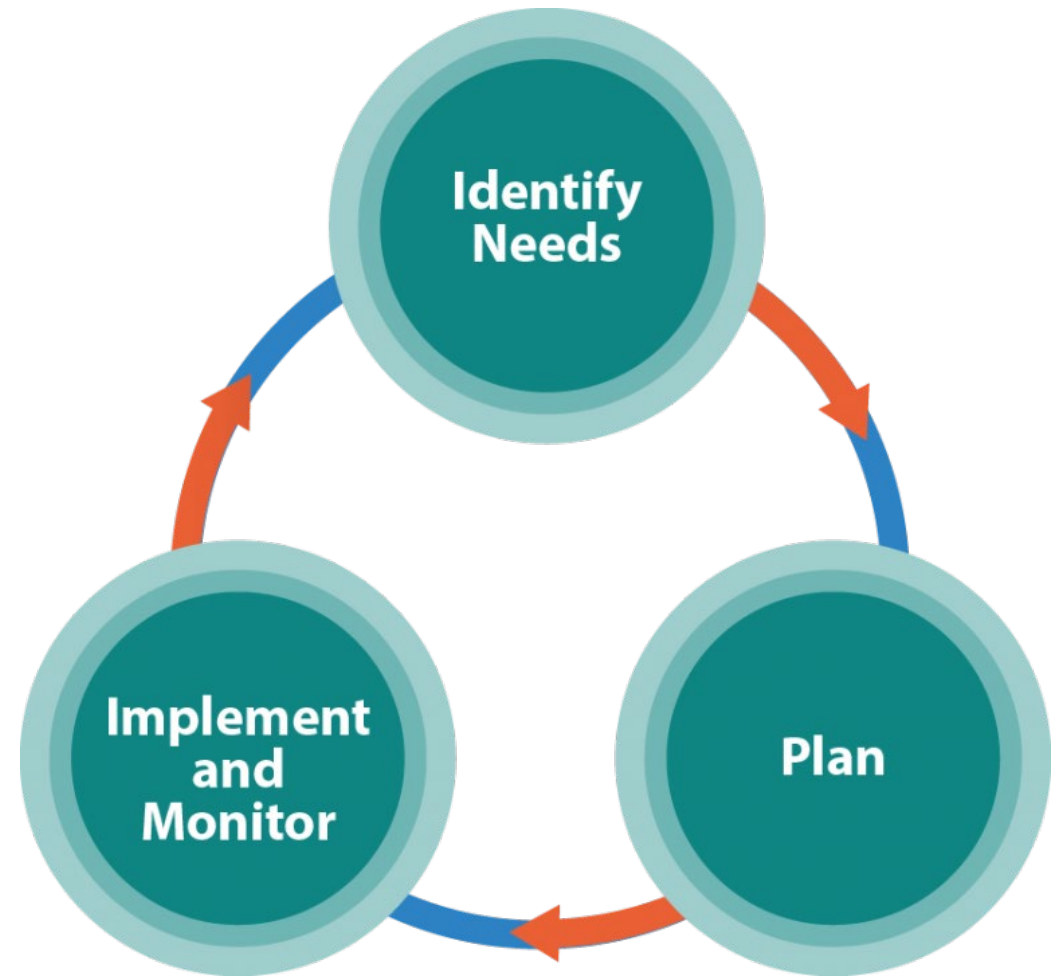
Teacher Team Support

Content Support Sessions

Demonstration Lessons in Math

Constructed Writing Responses

Collaborative Planning

Emergent Bilingual & Special Education Support

Guiding Principles for Dual Language

Literacy Routines

Positive Behavior Support Intervention

In-class Support and Coaching

College, Career, and Military Ready & Postsecondary Supports

- Coverage of Advanced Placement (AP) exam fees for *all* students.
- Addition of TSIA2 testing calendar for all grade levels.
- Increased opportunities thru P-TECH for *all* students to complete: an associate degree, college courses, IBCs and Level 1 Certifications.
- Comprehensive review and adjustment to CTE Programs of Study based on new state guidelines.
- Multiple IBC testing opportunities with a monthly monitoring process.
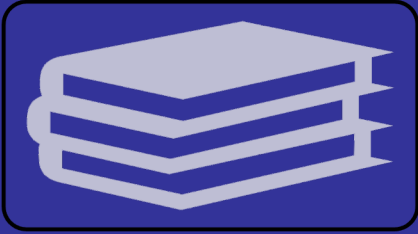
School
Improvement
Response
Overview

Tier 1, 2 & 3 Campus Groupings

Tiering Rules	Tier Type	ES	PK-8	MS	HS	Total	%
Support label of Targeted Support, Additional Targeted Support, Comprehensive; Not Rated;	Tier 3	9	2	4	4	19	26%
Overall rating of A - C; and score of B or C in Domain 1	Tier 2	23	2	5	4	34	47%
Overall rating of A or B; and an A or B score in Domain 1	Tier 1	13	0	1	5	19	26%
						72	100%

Tier 3: School Leadership Support 2022-2023

Comprehensive Support and Improvement (CSI)
TEA identified - submit TIPS to TEA
   Canyon Hills MS – Comprehensive Progress
   CCTA – Comprehensive Reidentified

CSI Identification for 2022 and Beyond

To identify schools for CSI, TEA proposes annually ranking all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA proposes also evaluating overall scaled scores to make final CSI determinations. Using a multi-step process, Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores would be identified for CSI.

TEA would:

1. determine the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type—elementary, middle, high school/ K–12, and alternative education accountability.

2. determine which campuses fell in the bottom five percent for each school type.

3. rank order the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point for the bottom five percent. A Title I campus with a Closing the Gaps scaled score in the bottom five percent and an overall scaled score in the lowest percentile would be identified for CSI.

Tier 3: School Leadership Support 2022-2023

Targeted Support and Improvement (TSI)

TEA Identified –submit TIPS to EPISD School Leadership

- Andress HS
- Magoffin MS
- Powell EL
- Ross MS
- Wiggs MS
- Murphree PK-8 (Morehead)
- Navarrete MS (Armendariz/ Bassett)
- Tinajero PK-8 (Henderson/ Clardy)
- *Guillen MS (ESF Focus Grant, submit to TEA)

TSI identifies both Title I and non-Title I campuses. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for CSI that has at least one consistently underperforming student group is identified for TSI. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification. TSI is an annual identification with no exit criteria.

Tier 3: School Leadership Support 2022-2023

Additional Targeted Support (ATS)

TEA Identified –submit TIPS to EPISD
School Leadership

Bobby Joe Hill PK-8 (Terrace Hills MS)

ATS identification is based on the subset of TSI-identified campuses. ATS identifies both Title I and non-Title I campuses. Any TSI-identified campus would have its identification escalated to ATS if it meets both ATS identification criteria. First, the campus would meet the identification for TSI by having at least one consistently underperforming student group. Second, the campus would also have at least one consistently underperforming student group that did not meet any of its evaluated indicators for those three consecutive years. The consistently underperforming student group must meet the minimum size in all indicators for all three years in order to be escalated to ATS.

Tier 3: School Leadership Support 2022-2023

D or F in a Domain

Submit TIPS to EPISD School Leadership

*Hart EL (ESF Focus Grant, submit to TEA)

Douglass EL

Moye EL

Stanton EL

Previously Targeted

Submit TIPS to EPISD School Leadership

Austin HS

Bowie HS

Irvin HS

Jefferson HS

School Improvement Response Overview
Our focus for the 2022-2023 school year will center on these practices:

- ESF Campus Self-Reflection and Prioritization Tool

- Comprehensive Needs Assessment

- 2022-2023 Targeted Improvement Plans (TIP) and Campus Improvement Plans development

- Professional Development

- Implementation Planning

- Monitoring

- Feedback and Coaching

- TEA Reporting

- Reflection and Analysis

Professional Development – School Leadership

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

Prioritized Lever 5: Effective Instruction

- **Texas Instructional Leadership Modules (TIL)**
  - **Data-Driven Instruction Module**
  - **Lesson Planning and Formative Assessment Module**

Funding for Professional Development from the School Improvement Grant (SIG) and ESF Focus Grant
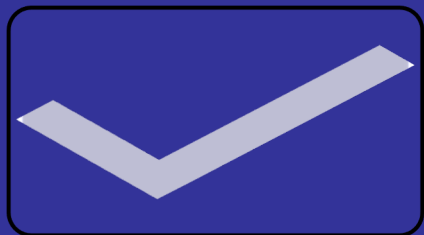
Accountability
Refresh "What If?"

TEA A-F Accountability Refresh Timeline

A-F Accountability Refresh: Cut Scores

"A" represents performance today that is at a level consistent with our long-term goals for students.

"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.

	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. **Old: 60% = "A", New: 60% = "A"**
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. **Old: 76% = "A", New 85% = "A"**
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. **Old: 96% = "A", New: 98% = "A"**
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. **Old 60% = "A", New 88% = "A"**

TEA | Texas Education Agency | ★TXschools.gov

Proposed cut points are still being calculated by campus type and will be communicated by early January.

High School

Accountability Refresh (High School) 2023

Best of Domain 1, 2A or 2B = 70%										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

CCMR : Campus Summary

All EPISD campuses received a rating of an "A" in CCMR with the 2022 A-F Accountability.   New cut scores from A-F Accountability Refresh are also indicated

	% 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*	62%	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

* Did not meet board target

High School What If Data?

	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%

High School "What if?"
Texas School Alliance (TSA) Projections"

Campus	Domain 2			Domain 2A (growth)		Domain 2B (Relative Performance)					Domain 3				Overall A-F				
	TEA D2 rating 2022	D2 Rating WhatIf	D2 Rating Diff	TEA D2 Agrowth 2022	D2 Agrowth WhatIf (same value as 2022)	TEA D2 Brel perf Staar rawscore 2022	TEA D2 Brel perf ccmr rawscore 2022	TEA D2 Brel perf 2022	D2 Brel Perf what If	D2 Brel Perf Diff	TEA D3 rawscore 2022	TEA D3 rating 2022	D3 rating WhatIf	D3 Rating Diff	TEA Overall Rating 2022	TEA Overall Letter 2022	Overall Rating WhatIf	Overall Rating Letter WhatIf	Overall Rating 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

Elementary & Middle School

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,

Public Forum