



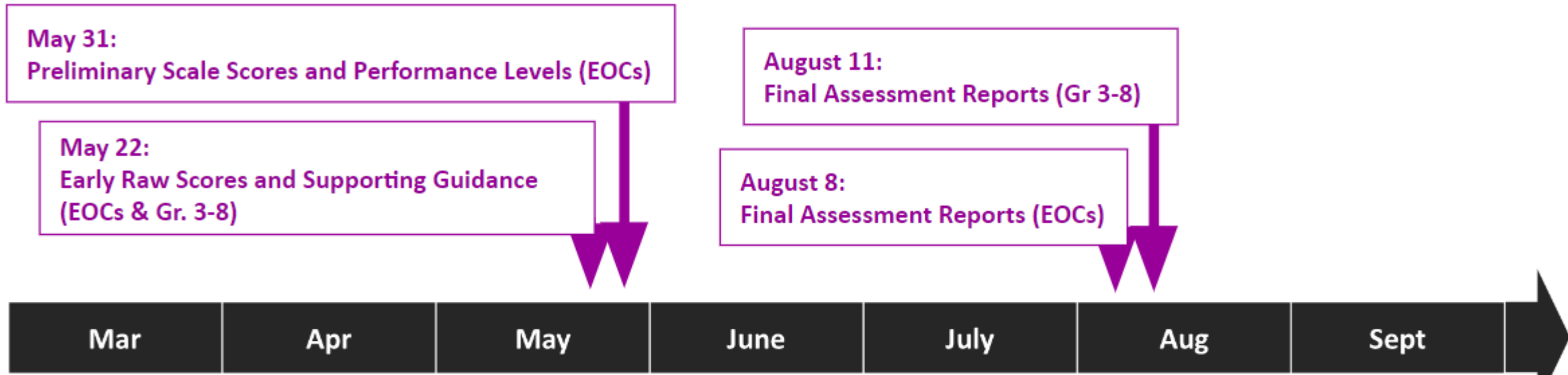
Proposed 2023 A-F Accountability

School Improvement

July 18, 2023



assessment



accountability (A-F Refresh)

Presentation Agenda



- Review the Proposed 2023 Accountability System – Refreshed A-F Framework
 - Domain I – STAAR Performance
 - Domain I – CCMR
 - Domain I – Graduation
 - Domain II-A – Academic Growth
 - Domain II-B – Relative Performance
 - Domain III – Closing the Gap
 - District-level Accountability (proportional weighting)
- Review TEA “What If Reports”
 - Proposed 2023 Accountability System applied to 2022 data

Proposed 2023 Accountability



- For each topic - -
 - Is there a change in **calculation**? (i.e., how a measure is calculated)
 - Is there a change in **grading/scaling**? (i.e., how a measure is scaled to an A-F letter)

- Key terms - -
 - **Performance**: How a student did on this year's test or measure.
 - **Growth**: How a student did on this year's test compared to last year's test at a lower grade level in the same subject area.

Campus Ratings

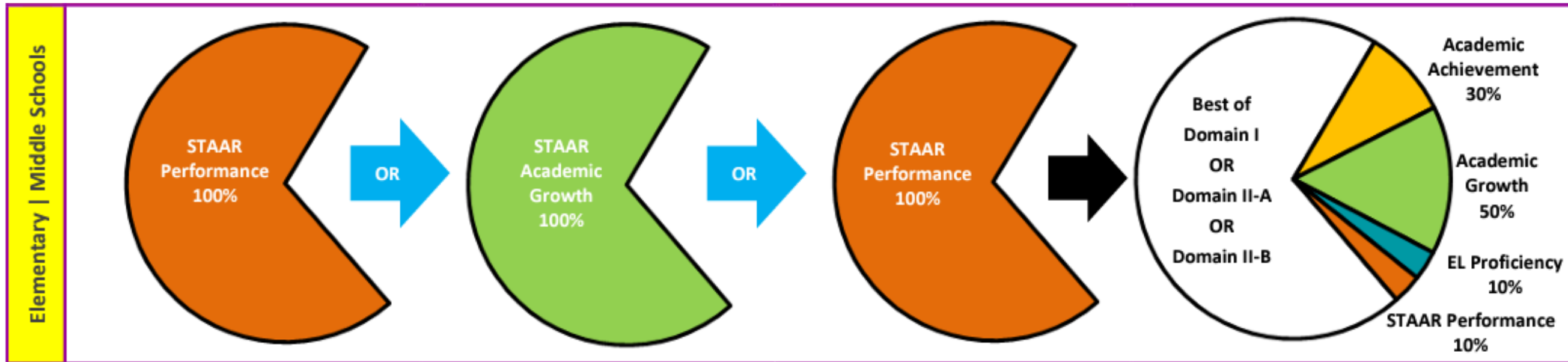


Domain I
Student Achievement

Domain II-A
Academic Growth

Domain II-B
Relative Performance

Domain III
Closing the Gaps



70% of the overall rating is based on whichever is the best

- Domain I
- Domain II-A
- Domain II-B

30% of the overall rating is based on Domain III

Campus Ratings

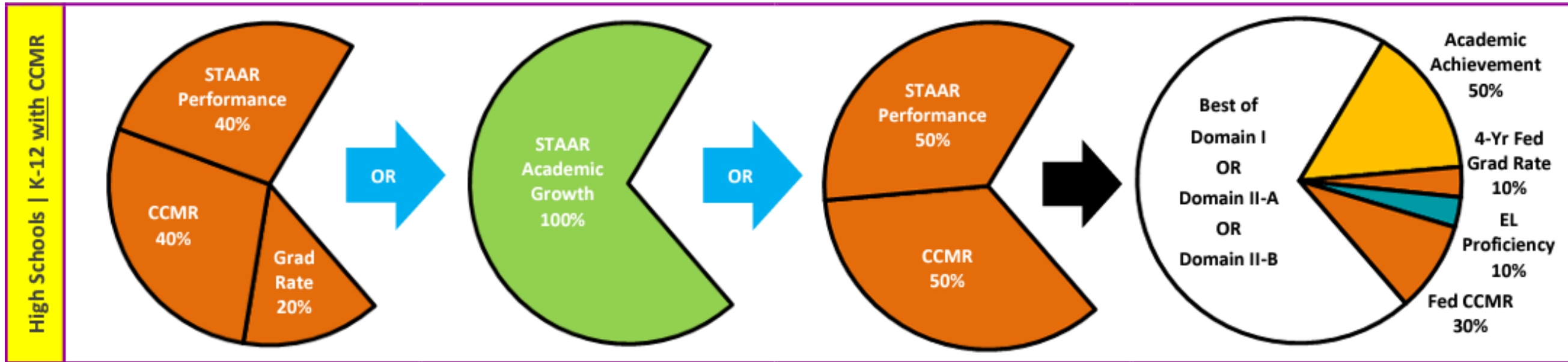


Domain I
Student Achievement

Domain II-A
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Domain II-B
Relative Performance

Domain III
Closing the Gaps



70% of the overall rating is based on whichever is the best

- Domain I
- Domain II-A
- Domain II-B

30% of the overall rating is based on Domain III

Campus Ratings

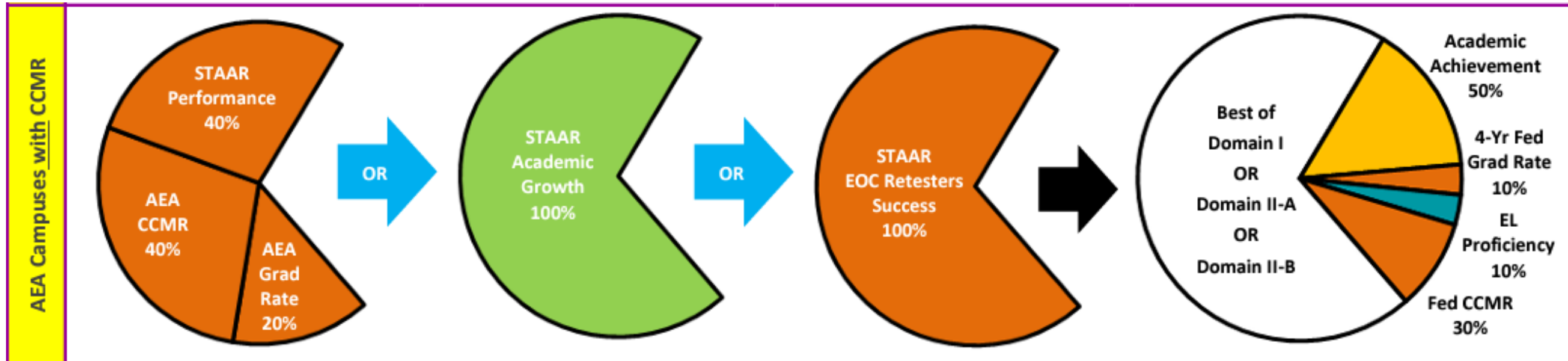


Domain I
Student Achievement

Domain II-A
Academic Growth

Domain II-B
Relative Performance

Domain III
Closing the Gaps



70% of the overall rating is based on whichever is the best

- Domain I
- Domain II-A
- Domain II-B

30% of the overall rating is based on Domain III

Domain I – STAAR Performance



$$\bullet \text{ STAAR Performance} = \frac{\begin{array}{l} \% \text{ Approaches Grade Level or Above} + \\ \% \text{ Meets Grade Level or Above} + \\ \% \text{ Masters Grade Level} \end{array}}{3}$$

- No changes to how STAAR Performance was calculated in 2022
- No changes in cut scores from 2017 to account for the impact of Covid-19 and STAAR Redesign
- Will include Accelerated Testers
 - Students who were reported as 12th graders in Fall 2022 Snapshot who took and passed any of the following EOCs while in middle school:
 - Algebra I / English II / Biology
 - TEA will use the best result from SATs/ACTs taken by the student in the applicable subject area while in high school
 - The best SAT/ACT result will be counted as Approaches GL, Meets GL, or Masters GL based on cut scores

Domain I – CCMR



College, Career, and Military Readiness (CCMR)

- Percentage of 2021-2022 graduates meeting any one or more of the following criteria
 - TSI criteria in Reading and Mathematics (SAT/ACT/TSIA1 or TSIA2/College Prep course)
 - 3 on an AP or 4 on an IB examination
 - Level I or Level II Certificate
 - OnRamps Dual Enrollment Course Credit
 - Dual credit course requirements (≥ 3 hours in ELAR or Math OR ≥ 9 hours total across subjects)
 - Industry-Based Certification
 - Associate's Degree
 - Completed IEP and workforce readiness
 - SpEd Graduate with RHSP, DAP, FHSP-E or FHSP-DLA
 - Enlist in US Armed Forces or Texas National Guard (suspended until 2024)

Domain I – CCMR



Calculation of CCMR for 2023

- Will be based on 2021-2022 graduates
- No significant changes to how CCMR was calculated for 2022 Accountability
- One Exception - - Industry-Based Certification (IBC) Cap
 - The number of 2021-2022 graduates who met CCRM solely based on a sunseting IBC is limited to higher of 5 graduates OR 20% of all graduates
- Alternative Education Accountability (AEA) campus CCMR includes previous dropouts in the numerator (if they met CCMR), but not in the denominator

Domain I – CCMR



Scaling of CCMR for 2023

- TEA has proposed **MAJOR** change in scaling
- From 2018-2022, a CCMR score of 60 scaled to a 90(A)
- For 2023, TEA has proposed that a CCMR score of an 88 will scale to a 90(A)

| Proposed Scaling Changes for CCMR | CCMR Raw Score Cutpoints High Schools | |
|-----------------------------------|---------------------------------------|------|
| | 2018-22 | 2023 |
| 90 (A) | 60 | 88 |
| 80 (B) | 48 | 78 |
| 70 (C) | 39 | 64 |
| 60 (D) | 26 | 51 |

Domain I – Graduation Rate



Calculation of Graduation Rate for 2023





- No changes to how Graduation Rate was calculated for 2022 Accountability
 - Percent of students in cohort class reported as “Graduates”
- **Best of** the 4-year, 5-year, or 6-year graduation rate ending with the 2021-2022 school year
 - 4-year cohort class started 9th grade in 2018-19
 - 5-year cohort class started 9th grade in 2017-18
 - 6-year cohort class started 9th grade in 2016-17
- AEA Graduation Rate is actually “Completion Rate”
 - “Completers” include Graduates and Continuers and Texas Certificate of High School Equivalency (TxCHS)E recipients

Domain I – Graduation Rate



Scaling of Graduation Rate for 2023

- TEA has proposed a change in scaling
- From 2018-2022, a Graduation Rate of 96.0 scaled to a 90(A)
- For 2023, TEA has proposed that a Graduation Rate of 98.0 will scale to a 90(A)

| <i>Proposed Scaling Changes for Graduation Rate</i> | Graduation Rate Cutpoints High Schools | |
|---|--|-------------|
| | 2018-22 | 2023 |
| 90 (A) | 96.0  | 98.0 |
| 80 (B) | 94.0  | 96.0 |
| 70 (C) | 92.0  | 94.0 |
| 60 (D) | 86.0  | 88.0 |

Domain II-A – Academic Growth



- Academic Growth will be based on a **new calculation** including -
 - Annual Growth
 - Total # of Annual Growth Points Earned ÷ Total Number of Tests Evaluated for Annual Growth
 - Accelerated Learner (HB 4545) Performance
 - Total # of 4545 Points Earned ÷ Total Number of Tests Evaluated for 4545 Performance
- The overall Academic Growth score is then scaled to a number to be used on an A-F grading scale

Domain II-A – Academic Growth



Proposed Transition Table Model will include the following assessments:

- In the 2023 Accountability Subset
 - 2023 STAAR or STAAR Alternate 2 non-zero assessment result (first time attempt for an EOC) in Reading or Math (grade 4 or above)
- In the 2022 Accountability Subset
 - 2022 STAAR or STAAR Alternate 2 non-zero assessment result (first time attempt for an EOC) in the same subject but lower grade level

Domain II-A – Academic Growth



Annual Growth: points are earned based on the student's performance in 2022 and the student's performance in 2023, as indicated in the following tables:

| Annual Growth | | 2023 STAAR Performance | | | | | |
|------------------------|-----------------------|------------------------|-----------------------|-------------------|--------------------|----------|------------|
| | | Low Does Not Meet GL | High Does Not Meet GL | Low Approaches GL | High Approaches GL | Meets GL | Masters GL |
| 2022 STAAR Performance | Low Does Not Meet GL | 0 | 1 | 1 | 1 | 1 | 1 |
| | High Does Not Meet GL | 0 | 1/2 | 1 | 1 | 1 | 1 |
| | Low Approaches GL | 0 | 0 | 1/2 | 1 | 1 | 1 |
| | High Approaches GL | 0 | 0 | 0 | 1/2 | 1 | 1 |
| | Meets Grade Level | 0 | 0 | 0 | 0 | 1 | 1 |
| | Masters Grade Level | 0 | 0 | 0 | 0 | 0 | 1 |

| Annual Growth: STAAR Alt 2 | | 2023 Performance | | | |
|----------------------------|--------------------------|-------------------------|--------------------------|------------------------|------------------------|
| | | Low Level I: Developing | High Level I: Developing | Level II: Satisfactory | Level II: Accomplished |
| 2022 Performance | Low Level I: Developing | 0 | 1 | 1 | 1 |
| | High Level I: Developing | 0 | 1/2 | 1 | 1 |
| | Level II: Satisfactory | 0 | 0 | 1 | 1 |
| | Level II: Accomplished | 0 | 0 | 0 | 1 |

$$\text{Annual Growth} = \text{Total \# of Annual Growth Points Earned} \div \text{Total Number of Tests Evaluated for Annual Growth}$$

4545 Performance: points are earned based on the student's performance in 2022 and the student's performance in 2023, as indicated in the following tables:

| 4545 Performance: STAAR | | 2023 Performance | | | | | |
|-------------------------|-----------------------|----------------------|-----------------------|-------------------|--------------------|----------|------------|
| | | Low Does Not Meet GL | High Does Not Meet GL | Low Approaches GL | High Approaches GL | Meets GL | Masters GL |
| 2022 | Low Does Not Meet GL | 0 | 0 | 1 | 1 | 1 | 1 |
| | High Does Not Meet GL | 0 | 0 | 1 | 1 | 1 | 1 |

| 4545 Performance STAAR Alt 2 | | 2023 Performance | | | |
|------------------------------|--------------------------|-------------------------|--------------------------|------------------------|------------------------|
| | | Low Level I: Developing | High Level I: Developing | Level II: Satisfactory | Level II: Accomplished |
| 2022 | Low Level I: Developing | 0 | 0 | 1 | 1 |
| | High Level I: Developing | 0 | 0 | 1 | 1 |

$$4545 \text{ Performance} = \text{Total \# of 4545 Points Earned} \div \text{Total Number of Tests Evaluated for 4545 Performance}$$

$$\text{Academic Growth} = \frac{\text{Total \# of Annual Growth Points Earned} + (\text{Total \# of 4545 Points Earned} \times .25)}{\text{Total Number of Tests Evaluated for Annual Growth}}$$

Domain II-A – Academic Growth



| Annual Growth | | |
|---|----|--------------|
| Tests that earned 0 points | 51 | 0 |
| Tests that earned .5 points | 24 | 12.0 |
| Tests that earned 1 point | 97 | 97 |
| Annual Growth Total Points Earned | | 109.0 |
| # of Tests included in Calculation | | 172 |
| Annual Growth Score <i>(Total Points Earned ÷ # of Tests Included in Calculation)</i> | | 63 |

| 4545 Summary | | |
|---|---------|-------------|
| | # Tests | Points |
| Tests earning 0 points | 41 | 0 |
| Tests earning 1 points | 28 | 28 |
| Total 4545 Points Earned | | 28.0 |
| # of Tests Included in Calculation | | 69 |
| 4545 Score | | 41 |

| Domain II-A: Academic Growth | |
|--|--------------|
| Annual Growth: Total Points Earned | 109.0 |
| Accelerated Learning: Total Points Earned x .25 | 7.0 |
| Academic Growth: Total Points Earned | 116.0 |
| # of Tests included in Calculation | 172 |
| Academic Growth Score | 67 |

Domain II-A – Academic Growth



Score Cut Points Comparison

| Rating | Elementary | | Middle | | HS/K-12 | | AEA | |
|----------------------|------------|------|--------|------|---------|------|------|------|
| | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 |
| A | 82 | 85 | 80 | 85 | 80 | 85 | 82 | 80 |
| B | 75 | 76 | 72 | 72 | 70 | 76 | 62 | 68 |
| C | 69 | 69 | 66 | 65 | 63 | 69 | 48 | 58 |
| D *NR 2022 | 64 | 64 | 62 | 60 | 56 | 64 | 41 | 47 |

Domain II-B – Relative Performance



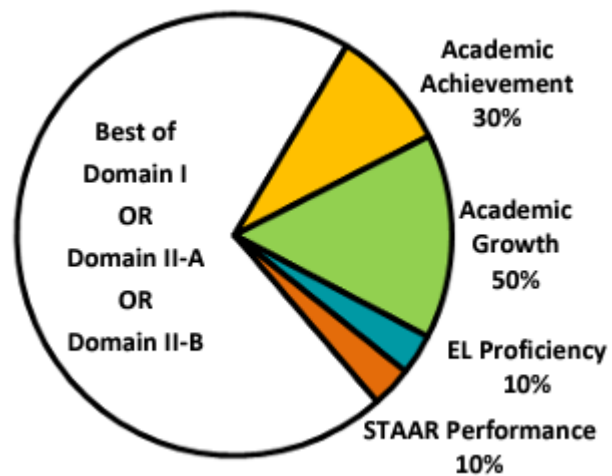
- Relative Performance measures the achievement of all students relative to campuses with similar economically disadvantaged percentages.
- Elementary and Middle Schools
 - No proposed changes to calculation OR scaling
 - STAAR Performance score for Domain I re-evaluated based on campus %Eco Dis resulting in a scale score
- High Schools
 - Each part (STAAR Performance and CCMR) will be scaled separately based on the %Eco Dis at the campus and then the two scale scores will be averaged
- AEA Campuses
 - Based on EOC Retesters Success Rate
 - % of EOC Retesters scoring Approaches or above
 - %Eco Dis is not applicable

Domain III – Closing the Gap

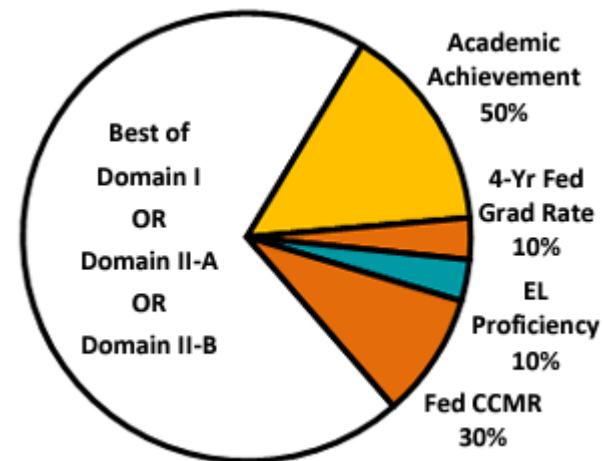


The Closing the Gap domain uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators in this domain, as well as the domain's construction align the state accountability system with the Every Student Succeeds Act (ESSA).

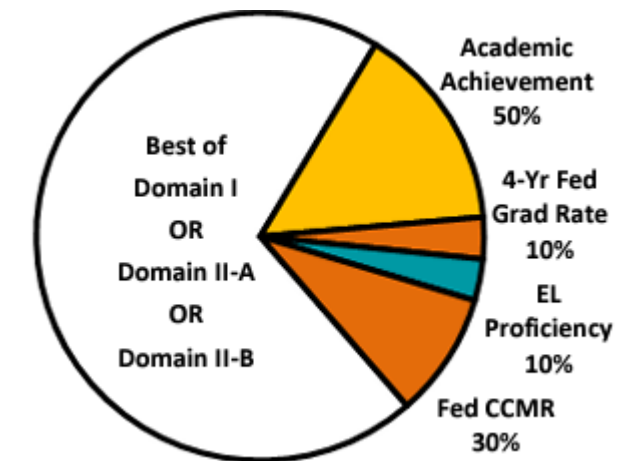
Elementary/Middle



High School



AEA



Domain III – Closing the Gap



Domain III Proposed Changes for 2023

- Each campus is evaluated on up to 4 student groups
 - All Students Group
 - Two Lowest Race/Ethnic Groups from 2022
 - High Focus Group
 - Unduplicated count of students who are Economically Disadvantaged, Special Education, Emergent Bilingual, Foster, Homeless or Migrant
- Reduce minimum size for each student group to be evaluated from 25 students to 10 students

Domain III – Closing the Gap



- Establish separate sets of targets for each campus type (elementary, middle, high school)
 - Interim targets for 2022-2023 to 2026-2027 = Interim Targets
 - Interim targets for 2027-2028 to 2031-2032 = Next Interim Targets
 - Interim targets for 2032-2033 to 2036-2037
 - Long-term targets for 2037-2038
- Change from a Yes/No methodology to awarding “graduated outcomes”

| <i>Points</i> | <i>Definition</i> |
|---------------|--|
| <i>4</i> | <i>Met long-term target</i> |
| <i>3</i> | <i>Met interim target</i> |
| <i>2</i> | <i>Did not meet interim target but showed expected growth toward next interim target</i> |
| <i>1</i> | <i>Did not meet interim target but showed minimal growth</i> |
| <i>0</i> | <i>Did not meet interim target and did not show minimal growth</i> |

Domain III – Closing the Gap



- One-year change in calculation of EL Proficiency
 - TELPAS Writing Domain is being updated for 2023
 - EL Proficiency at the domain level instead of the composite level
 - Three evaluated domains – listening, speaking, reading
 - Progress = student advances, or is scored as Advanced High in at least 2 of the 3 domains
 - Only students evaluated in all three domains in both 2022 and 2023 are evaluated
 - For 2024, the EL Proficiency methodology will return to the use of the TELPAS composite rating
- Domain III will be reported with three different table types
 - Table 1: State Accountability
 - Table 2: Federal Accountability
 - Table 3: Report of Student Group Performance/Growth
 - No evaluation; report only

District Ratings



Proportional Weighting Methodology

- District domain ratings are calculated using a proportionality method.
- This methodology only considers campus enrollment counts for grades 3-12
- Is applied to each domain/area
- Includes campuses evaluated under AEA

District Ratings – Proportional Weighting



Illustrating Proportional Weighting to Determine District Accountability | 2022 Accountability
(Using 2022 A-F Accountability Data)

| | | | | | | Domain I | | | | Domain II-A | | | | Domain II-B | | | | Domain III | | | | |
|-----------------|-------------|--------|------------|--------------------|------------------|--------------------|----------------------|--------------------|---------------------|--------------------|----------------------|--------------------|---------------------|--------------------|----------------------|--------------------|---------------------|--------------------|----------------------|--------------------|---------------------|--|
| Campus | Campus Type | Alt Ed | Grade Span | Gr 3-12 Enrollment | Total Enrollment | Gr 3-12 Enrollment | Proportional Weight* | Campus Scale Score | Proportional Points | Gr 3-12 Enrollment | Proportional Weight* | Campus Scale Score | Proportional Points | Gr 3-12 Enrollment | Proportional Weight* | Campus Scale Score | Proportional Points | Gr 3-12 Enrollment | Proportional Weight* | Campus Scale Score | Proportional Points | |
| Elementary 101 | Elementary | N | EE - PK | 0 | 95 | | | | | | | | | | | | | | | | | |
| Elementary 102 | Elementary | N | KG - 03 | 85 | 325 | 85 | 2.2% | 78 | 1.7 | | | | | 85 | 2.2% | 74 | 1.6 | 85 | 2.2% | 82 | 1.8 | |
| Elementary 103 | Elementary | N | 03 - 04 | 165 | 165 | 165 | 4.3% | 74 | 3.2 | 165 | 4.4% | 95 | 4.2 | 165 | 4.3% | 72 | 3.1 | 165 | 4.3% | 89 | 3.8 | |
| Elementary 104 | Elementary | N | 04 - 05 | 379 | 379 | 379 | 9.8% | 86 | 8.4 | 379 | 10.1% | 91 | 9.2 | 379 | 9.9% | 84 | 8.3 | 379 | 9.8% | 98 | 9.6 | |
| Elementary 105 | Elementary | N | 04 - 05 | 276 | 276 | 276 | 7.2% | 81 | 5.8 | 276 | 7.4% | 92 | 6.8 | 276 | 7.2% | 77 | 5.5 | 276 | 7.2% | 81 | 5.8 | |
| Middle 041 | Middle | N | 06 - 08 | 625 | 625 | 625 | 16.2% | 73 | 11.8 | 625 | 16.7% | 91 | 15.2 | 625 | 16.3% | 71 | 11.6 | 625 | 16.2% | 82 | 13.3 | |
| Middle 042 | Middle | N | 06 - 08 | 705 | 705 | 705 | 18.3% | 76 | 13.9 | 705 | 18.9% | 93 | 17.6 | 705 | 18.4% | 74 | 13.6 | 705 | 18.3% | 77 | 14.1 | |
| High School 001 | High School | N | 09 - 12 | 1,588 | 1,588 | 1,588 | 41.2% | 82 | 33.8 | 1,588 | 42.5% | 80 | 34.0 | 1,588 | 41.5% | 80 | 33.2 | 1,588 | 41.2% | 82 | 33.8 | |
| AEA High School | High School | Y | 09 - 12 | 32 | 32 | 32 | 0.8% | 65 | 0.5 | | | | | | | | | 32 | 0.8% | 44 | 0.4 | |
| | | | | 3,855 | 4,190 | 3,855 | 100.0% | | 79.1 | 3,738 | 100.0% | | 87.0 | 3,823 | 99.8% | | 76.9 | 3,855 | 100.0% | | 82.6 | |

District's 2022 "What IF?" Domain Scores Based on Proportional Weighting

District Domain I Score

79

District Domain II-A Score

87

District Domain II-B Score

77

District Domain III Score

83

* Proportional Weight =

$$\frac{\text{\# of students in Gr 3-12 enrolled at that campus (Fall Snapshot)}}{\text{total \# of students in Gr 3-12 enrolled at ALL of the campuses evaluated IN THAT DOMAIN}}$$

70% of District Rating (Better of I or II)

87

x .70

60.9

30% of District Rating (Domain III)

83

x .30

24.9

District's 2022 "What IF?" Overall Score

86

District's 2022 "What IF?" Overall Letter Grade

B

Overall and Domain Ratings: District & Campuses



1. Determine the Domain II score: better of Part A or Part B
 - If either scale score is < 60 , the highest scale score that can be used is 89
2. Determine the better outcome of the Domain I and Domain II
 - If either scale score is < 60 , the highest scale score that can be used is 89
3. Weight the better outcome of Domain I and Domain II at 70%
4. Weight Domain III at 30%
5. Total the weighted outcome of the two scale scores to calculate the overall score

Overall and Domain Ratings: District & Campuses



Forced F Rule – Highest Overall Scale Score a district/campus can earn is a 59 IF...

1. District/campus is rated in all 4 Areas (Domains I, II-A, II-B, and III) AND
2. 3 of the 4 ratings have a Scale Score < 60

N/A if Domain I Scale Score is ≥ 60

Forced D Rule – Highest Overall Scale Score a district/campus can earn is a 69 IF...

1. District/campus is rated in all 4 Areas (Domains I, II-A, II-B, and III) AND
2. 3 of the 4 ratings have a Scale Score < 70

N/A if Domain I Scale Score is ≥ 70

Impact of Campus-level Scale Scores < 70

- If the Overall Scale Score of any non-AEA campus in the district is < 70 (or < 60 for an AEA campus), then the highest Overall Scale Score the district can receive is an 89
- If the Domain Scale Score of any non-AEA campus in the district is < 70 (or < 60 for an AEA campus), then the highest Scale Score the district can receive in that Domain is an 89

What If Report



- TEA has provided reporting that applies the refreshed A-F Framework to 2022 results
- “What If” ratings are preliminary and based on the 2023 Preliminary Accountability Manual methodologies.

Greenville ISD

| Actual 2022 Accountability Report Card | | |
|--|----|---|
| Overall | 76 | C |
| Student Achievement | 74 | C |
| School Progress | 78 | C |
| Closing the Gaps | 70 | C |

| What if the proposed 2023 A-F System had applied in 2022? | | |
|---|----|---|
| Overall | 65 | D |
| Student Achievement | 65 | D |
| School Progress | 66 | D |
| Closing the Gaps | 64 | D |

What If Report



Bowie Elementary

| Actual 2022 Accountability Report Card | | |
|--|----|---|
| Overall | 86 | B |
| Student Achievement | 73 | C |
| School Progress | 89 | B |
| Closing the Gaps | 78 | C |

| What if the proposed 2023 A-F System had applied in 2022? | | |
|---|----|---|
| Overall | 88 | B |
| Student Achievement | 73 | C |
| School Progress | 86 | B |
| Closing the Gaps | 92 | A |

Carver Elementary

| Actual 2022 Accountability Report Card | | |
|--|----|----|
| Overall | 70 | C |
| Student Achievement | 53 | NR |
| School Progress | 74 | C |
| Closing the Gaps | 62 | NR |

| What if the proposed 2023 A-F System had applied in 2022? | | |
|---|----|---|
| Overall | 55 | F |
| Student Achievement | 53 | F |
| School Progress | 58 | F |
| Closing the Gaps | 49 | F |

What If Report



Crockett Elementary

Actual 2022 Accountability Report Card

| | | |
|---------------------|----|----|
| Overall | 59 | NR |
| Student Achievement | 55 | NR |
| School Progress | 83 | B |
| Closing the Gaps | 41 | NR |

What if the proposed 2023 A-F System had applied in 2022?

| | | |
|---------------------|----|---|
| Overall | 78 | C |
| Student Achievement | 55 | F |
| School Progress | 80 | B |
| Closing the Gaps | 73 | C |

KGJ STEM Academy

Actual 2022 Accountability Report Card

| | | |
|---------------------|----|---|
| Overall | 88 | B |
| Student Achievement | 77 | C |
| School Progress | 92 | A |
| Closing the Gaps | 78 | C |

What if the proposed 2023 A-F System had applied in 2022?

| | | |
|---------------------|----|---|
| Overall | 89 | B |
| Student Achievement | 77 | C |
| School Progress | 90 | A |
| Closing the Gaps | 88 | B |

What If Report



Lamar Elementary

Actual 2022 Accountability Report Card

| | | |
|---------------------|----|----|
| Overall | 78 | C |
| Student Achievement | 65 | NR |
| School Progress | 82 | B |
| Closing the Gaps | 70 | C |

What if the proposed 2023 A-F System had applied in 2022?

| | | |
|---------------------|----|---|
| Overall | 75 | C |
| Student Achievement | 65 | D |
| School Progress | 75 | C |
| Closing the Gaps | 74 | C |

Travis Elementary

Actual 2022 Accountability Report Card

| | | |
|---------------------|----|----|
| Overall | 59 | NR |
| Student Achievement | 54 | NR |
| School Progress | 62 | NR |
| Closing the Gaps | 55 | NR |

What if the proposed 2023 A-F System had applied in 2022?

| | | |
|---------------------|----|---|
| Overall | 53 | F |
| Student Achievement | 54 | F |
| School Progress | 56 | F |
| Closing the Gaps | 46 | F |

What If Report



Greenville Middle School

| Actual 2022 Accountability Report Card | | |
|--|----|----|
| Overall | 75 | C |
| Student Achievement | 64 | NR |
| School Progress | 77 | C |
| Closing the Gaps | 70 | C |

| What if the proposed 2023 A-F System had applied in 2022? | | |
|---|----|---|
| Overall | 69 | D |
| Student Achievement | 64 | D |
| School Progress | 69 | D |
| Closing the Gaps | 71 | C |

Greenville High School

| Actual 2022 Accountability Report Card | | |
|--|----|---|
| Overall | 78 | C |
| Student Achievement | 79 | C |
| School Progress | 79 | C |
| Closing the Gaps | 75 | C |

| What if the proposed 2023 A-F System had applied in 2022? | | |
|---|----|---|
| Overall | 67 | D |
| Student Achievement | 70 | C |
| School Progress | 68 | D |
| Closing the Gaps | 59 | F |

What If Report



New Horizons Learning Center

Actual 2022 Accountability Report Card

| Actual 2022 Accountability Report Card | | |
|--|----|----|
| Overall | 73 | C |
| Student Achievement | 75 | C |
| School Progress | 90 | A |
| Closing the Gaps | 30 | NR |

What if the proposed 2023 A-F System had applied in 2022?

| What if the proposed 2023 A-F System had applied in 2022? | | |
|---|----|---|
| Overall | 71 | C |
| Student Achievement | 65 | D |
| School Progress | 79 | C |
| Closing the Gaps | 53 | F |



Questions?