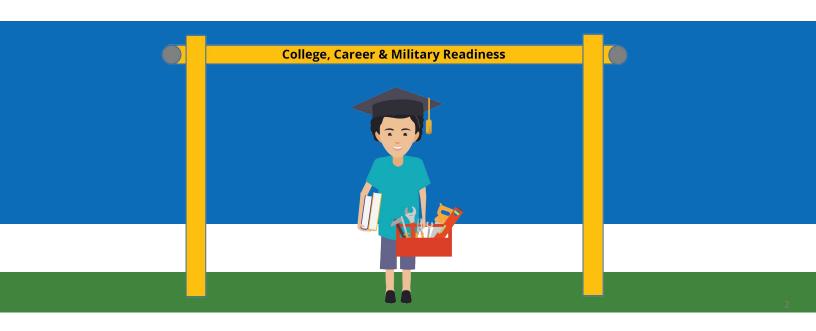


Purpose of *A–F*

Expectations Matter



We believe that all students can learn and achieve at high levels.



1

Expectations Matter, At All Grade Levels



The State Board of Education has defined what all students should know and be able to do at each grade level if they are to be well prepared for success in life. These are called the Texas Essential Knowledge and Skills (TEKS).



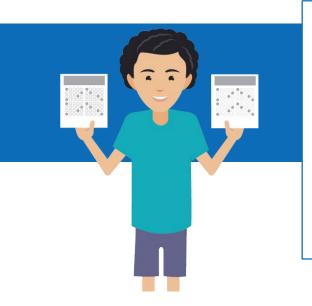
What does this look like in practice?

TEKS 3.5A: Represent one- and twostep problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.

Monitoring Progress Helps Support Students



TEKS 3.5A: Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.



Actual 3rd Grade STAAR Question:

An art teacher had 736 crayons. She threw away 197 broken crayons. Then she bought 150 more crayons. Which equation shows how to find the number of crayons the art teacher has now?

- A) 736 197 150 =
- B) 736 197 + 150 =
- C) 736 + 197 + 150 =
- D) 736 + 197 150 =

Clear Performance Information Helps



You can't improve what you can't see. To serve all students well, educators, parents, businesses leaders, and community members need easy access to information regarding how schools and districts are doing.



Students Are Helped In School & In Life



Monitoring performance with school ratings has been shown to have long term benefits for students:

"Our analysis reveals that pressure on schools to avoid a low performance rating led low-scoring students to score significantly higher on a high-stakes math exam in 10th grade. These students were also more likely to accumulate significantly more math credits and to graduate from high school on time.

Later in life, they were more likely to attend and graduate from a fouryear college, and they had higher earnings at age 25."

A-F is a tool to help us meet continuously improved goals for children

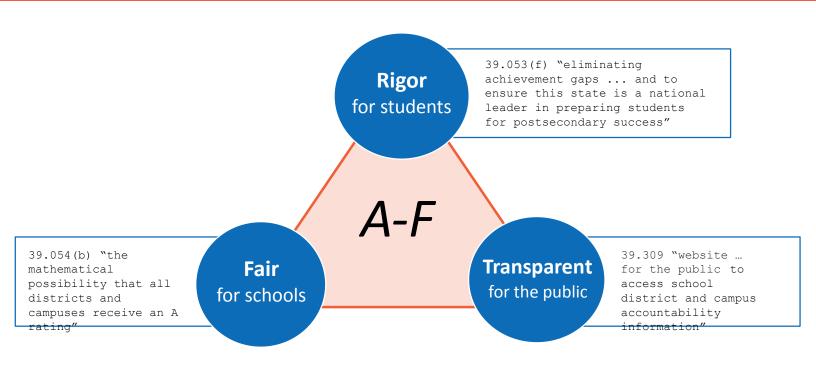


39.053(f) ... In consultation with educators, parents, and business and industry representatives, as necessary, the commissioner shall establish and modify standards to continuously improve student performance to achieve the goals of eliminating achievement gaps based on race, ethnicity, and socioeconomic status and to ensure this state is a national leader in preparing students for postsecondary success.

Fostering a **culture that supports growth** and continuous improvement when this performance information is public is a difficult but **critical task for education leaders**.

Balancing multiple objectives





A-F is a tool to help Texas meet continuously improved goals for children



There are several key design commitments built into *A*–*F* to help ensure it works as an effective continuous improvement tool while accurately recognizing performance:

- 1. Ratings reflect better of achievement or progress
- 2. School performance is evaluated through multiple valid measures
- 3. Ratings are based on defined criteria, not a fixed distribution
 - "A" reflects performance consistent with reaching long term student goals
 - "C" reflects average performance for the baseline year
- 4. The system design remains static in most years

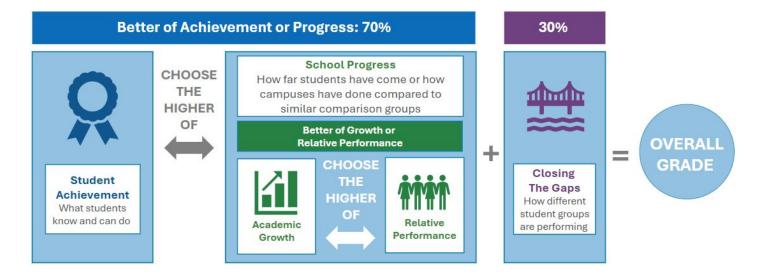


2025 A-F Ratings and District Results

9

Calculating Overall A-F Results





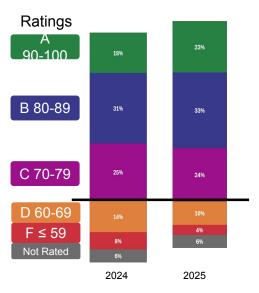
Note: If a campus receives a D or an F for 3 of the 4 domains listed above, their final scale score is capped at 69 and 59 (respectively), unless the campus is not scored on all four domains, or the student achievement domain is above a D or F (respectively).

Click for an example of how school results are calculated

Overall Campus Ratings Results: 2024 to 2025 Comparison



Across Texas Campuses: 2024 vs 2025 Ratings



31% campuses increased in ratings from the prior year.

Stayed the Same	Increased	Decreased
4855	2714	1290
55%	31%	15%

86% of campuses stayed in the same score or improved from the prior year.

Our Campuses: 2024 to 2025 Ratings

2024	2025
0% (0)	0% (0)
0% (0)	0% (0)
37.5% (3)	37.5%(3)
37.5% (3)	25% (2)
25% (2)	25% (2)
0% (0)	12.5%(1)

43% campuses increased in ratings from the prior year. (3/7)

Stayed the Same	Increase d	Decreased
<mark>3</mark>	<mark>3</mark>	<mark>1</mark>
<mark>43%</mark>	<mark>43%</mark>	<mark>14%</mark>

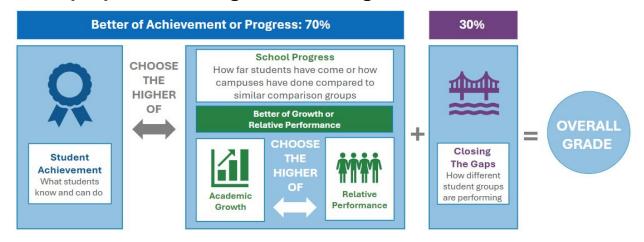
86% of campuses stayed in the same score or improved from the prior year. (6/7)

- In 2024, we had 8 rated campuses.
- In 2025, we had 7 campuses.
- We had 3 campuses rate the same; we had 3 campuses increase in letter grade and we had 1 campus decrease in letter grade.

Calculating Overall Results for Districts



District ratings use the same methodology, with each school holding a proportional weight based on grades 3-12 enrollment



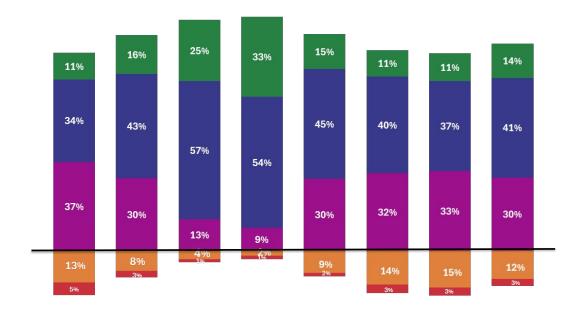
Note: If a campus receives a D or an F for 3 of the 4 domains listed above, their final scale score is capped at 69 and 59 (respectively), unless the campus is not scored on all four domains, or the student achievement domain is above a D or F (respectively).

Click for an example of how district results are calculated

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Overall District Rating Results: 2017 to 2025



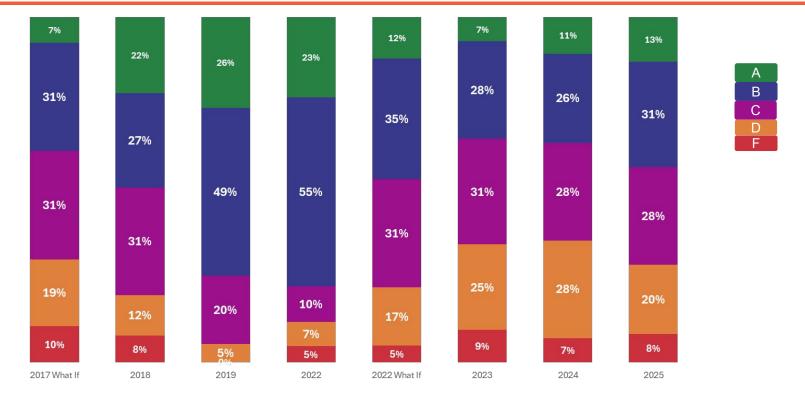




2017 What If 2018 2019 2022 2022 What If 2023 2024 2025

Region 20: San Antonio





Overall District Rating Results: 2019 to 2025

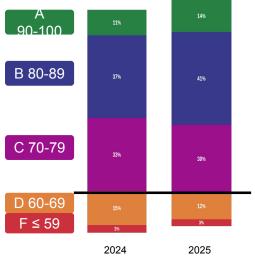


District Performance Over Time					
2019 2022 2022 2023 2024 2025 "What If"					2025
C / 77	B / 80	D / 68	D / 61	D / 64	F / 59

Overall District Rating Results: 2024 to 2025 Comparison



Across Texas Districts: 2024 vs 2025 Ratings



24% districts increased in ratings from the prior year.

Stayed the Same	Increased	Decreased
773	285	145
64%	24%	12%

88% of districts stayed in the same score or improved from the prior year.

Our District: 2024 to 2025 Ratings

20	2024		25
Scale Score	Rating	Scale Score	Rating
64	D	59	F

- While UCISD is an F / 59 for 2025, it is due to the Forced F rule. The mathematical calculation for UCISD for 2025 is 61.474, a D.
- We are technically part of the 88% of districts that stayed in the same score or improved from the year prior.

1,208 districts in 2025. May not equal 100% due to rounding.

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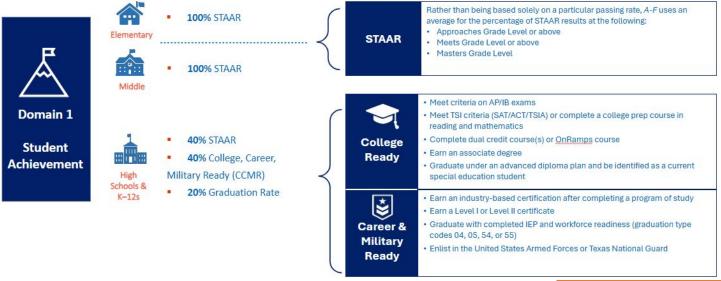


Domain I: Student Achievement

Domain 1: Student Achievement



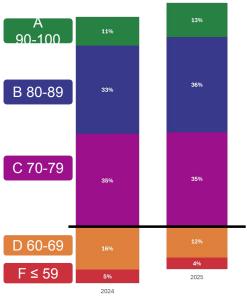
Ratings in this domain are based on how many students are approaching, meeting, and mastering grade level on STAAR as well as how many students graduate and whether those graduates are ready for college, a career, or the military.



Click here for examples for how student achievement is calculated

District Domain I Ratings: Comparison of 2024 vs. 2025 Results

Across Texas Districts: 2024 vs 2025 Ratings



19% districts increased in ratings from the prior year.

Stayed the Same	Increased	Decreased
851	223	106
72%	19%	9%

91% of districts stayed in the same score or improved from the prior year.

Our District: 2024 to 2025 Ratings

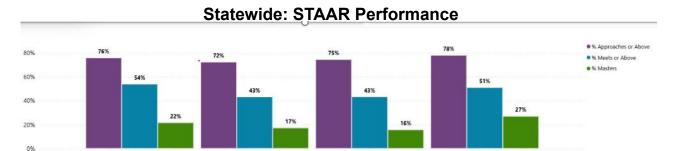
	2024	2025
STAAR Performance	31	30
CCMR	45%	45%
Graduation/ Completion Rate	92.5	92.5
Student Achievement Score	59 / F	59 / F

STAAR, CCMR, and Grad/Dropout data provided for districts are for informational purposes only and are not used in calculating weighted district domain scores.

- STAAR Performance Component Score dropped 1 point
- CCMR Exactly the same % meeting CCMR Criteria
- Graduation/Completion Rate Exactly the same Component Score

District Domain I Ratings: Zoom in on STAAR Performance





Our District: STAAR Performance

2024 to 2025	RLA	Math	Sci	Soc. Studies
% Approaches +	-1%	-4%	+1%	+1%
% Meets +	+1%	-2%	+8%	-2%
% Masters	same	same	+1%	+2%

2025				Soc.
2025	RLA	Math	Sci	Studies
% Approaches	61%	49%	62%	66%
% Meets	33%	18%	27%	29%
% Masters	9%	5%	5%	11%



Domain II: School Progress

Domain 2: School Progress Part A and B





Better of Part A: Academic Growth or Part B: Relative Performance



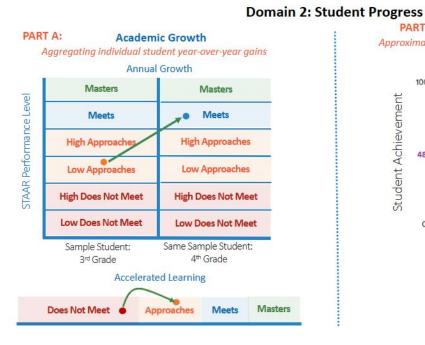


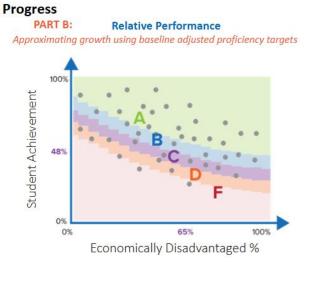
The School Progress domain measures district and campus outcomes in two areas:

- The number of students that grew at least one year academically and number of students that were accelerated as measured by year-over-year STAAR results
- The achievement of students relative to campuses with similar economically disadvantaged percentages

Domain 2: School Progress Part A and B

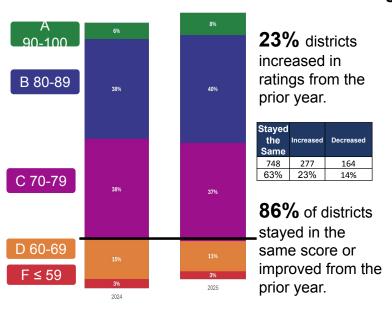






District Domain II Ratings: Comparison of 2024 vs. 2025 Result

Across Texas Districts: 2024 vs 2025 Ratings



1,208 districts in 2025. May not equal 100% due to rounding.

Our District: 2024 to 2025 Ratings

	2024	2025
Academic Growth	65 / D	58 / F
Relative Performance	62 / D	63 / D
School Progress		
Score	65 / D	63 / D

Academic Growth and Relative Performance data provided for districts are for informational purposes only and are not used in calculating weighted district domain scores.

- In two out of three measures, UCISD stayed in the same score range from 2024 to 2025, similar to 86% of districts across Texas
- We even improved 1 point in relative performance, due to better identification of Eco Dis students.
- We dropped 7 points in Academic Growth.



Domain III – Closing the Gaps

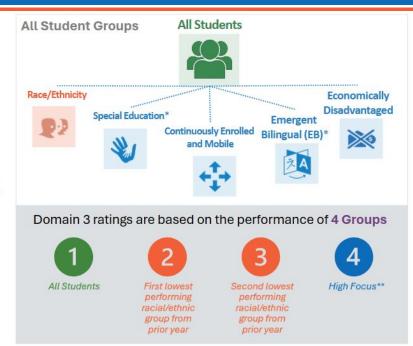
Domain 3: Closing the Gaps





- Domains 1 & 2 examine the performance of all students on average (for both achievement and progress).
- Domain 3 examines the performance of groups of students, to ensure gaps are closing (for both achievement and progress).

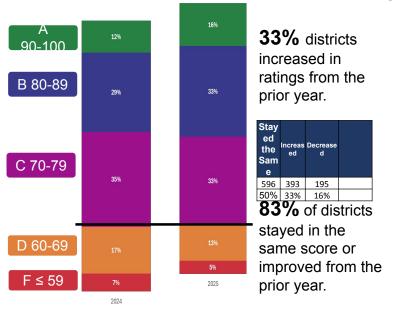
Domain 3 is used to comply to meet federal ESSA requirements



Click here for examples of how closing the gaps is calculated

District Domain 3 Ratings: Comparison of 2024 vs. 2025 Result

Across Texas Districts: 2024 vs 2025 Ratings



Our District: 2024 to 2025 Ratings

	2024	2025
Domain 3 Scale Score	60	52
Domain 3 Rating	D	F

 The biggest opportunity for improvement identified from 2024 to 2025 is in the Closing the Gaps domain.

^{*}Includes current and former/monitored SPED/EB

^{**}High Focus is an unduplicated count of economically disadvantaged, EB, current special education, and/or highly mobile (homeless, migrant, or in foster care) students

ES, MS, and HS/K-12 without 4-year Federal Graduation Rate:

The Closing the Gaps domain examines 4 student groups' potential gaps to targets set across 4 components.



Domain 3 Groups

Component Weight		1	2	3	4	Sum
30%	Academic Achievement STAAR RLA at Meets Grade Level STAAR Mathematics at Meets Grade Level	0-8 4 RLA 4 Math	0-32			
50%	Growth Growth in STAAR RLA Growth in STAAR Mathematics	0-8 4 RLA 4 Math	0-32			
10%	Progress to English Language Proficiency TELPAS Progress				0-4* *Only current EB	0-4
10%	School Quality/Student Success Average of all STAAR performance scores (ES/MS)	0-4	0-4	0-4	0-4	0-16
Elem would nee	Elem would need 62/84* points to score an A					

Domain 3 Groups are based on the performance of

4 Groups

1 All Students

Pirst lowest performing racial/ethnic group from prior year

Second lowest performing racial/ethnic group from prior year

4 High Focus**

Closing the Gaps Scoring

- 4 Met long-term target
- •3 Met interim target
- •2 Showed **expected growth** toward next interim target
- ■1 Showed minimal growth
- •0 Did not show minimal growth

High Schools and K-12s with 4-year Federal Graduation Rate:

MS would need 60/84* points to score an A

*if campus meets minimum size requirements for all components

The Closing the Gaps domain examines 4 student groups' potential gaps to targets set across 4 components.



Domain 3 Groups

Component Weight		1	2	3	4	Sum
50%	Academic Achievement STAAR RLA at Meets Grade Level STAAR Mathematics at Meets Grade Level	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-32
10%	Graduation Rate 4-year Federal Graduation Rate	0-4	0-4	0-4	0-4	0-16
10%	Progress to English Language Proficiency TELPAS Progress				0-4* *Only current EB	0-4
30%	School Quality/Student Success CCMR for graduates and students in grade 12	0-4	0-4	0-4	0-4	0-16
HS and K12 need 50/84* points for an A AECs need 30/68* points for an A						0-68
*if ca						

Domain 3 Groups are based on the performance of

4 Groups

1 All Students

First lowest performing racial/ethnic group from prior year

Second lowest performing racial/ethnic group from prior year

4 High Focus**

Closing the Gaps Scoring

- •4 Met long-term target
- •3 Met interim target
- 2 Showed expected growth toward next interim target
- ■1 Showed minimal growth
- •0 Did not show minimal growth

Closing the Gaps: Zoom in on District Results



Domain 3 Results

Student	Academic A	chievement	Growth Rate	e	Graduation Rate	Student Success	School Quality/ Student Success	English Language Proficiency
Group	Reading/ Language Arts	Math	Reading/ Language Arts	Math				
All Students	33%	18%	55%	48%	89.7%	57%	44%	
Hispanic	31%	17%	54%	48%	88.9%	56%	41%	
White	54%	32%	67%	58%	95.0%	71%	74%	
High Focus Group	29%	17%	54%	48%	87.8%	54%	36%	35%

- There are discrepancies and opportunities for improvement with respect to the High Focus Group and the Hispanic Student Group.
- The High Focus Group consolidates the economically disadvantaged, Emergent Bilingual/English Learner (EB/EL), current special education students, and highly mobile students.



Summary, Reflection, and Next Steps

Overall Performance Results: 2025





Student Achievement

<u>59</u> out of 100

School Progress

<u>63</u> out of 100 (2A: 58 & 2B: 63)

Closing the Gaps

<u>_52</u>_ out of 100

Better of Achievement or Progress: 70%

Domain <u>2</u> 63 out of 100 30%

<u>52</u> out of 100 **Overall Rating**

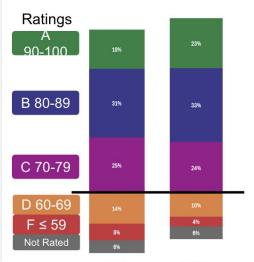
<u>59</u> out of 100 (Math: 61.474)

Celebrations!



- When looking at the number of schools at UCSD whose ratings improved from the prior year, compared to the state (31%), UCISD was higher (43%).
- When looking at the number of schools at UCISD whose ratings stayed the same or improved from the prior year, compared to the state (86%), UCISD was the same (86%).

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55%	31%	15%

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37.5% (3)	25% (2)
25% (2)	25% (2)
0% (0)	12.5%(1)

43% campuses increased in ratings from the prior year. (3/7)

Stayed the Same	Increase d	Decreased		
3	3	1		
37.5%	37.5%	12.5%		

86% of campuses stayed in the same score or improved from the prior year.

Questions and Clarifiers



*When looking at each domain, most areas were stable with dips being observed in Academic Growth and Closing the Gaps.

*We <u>MUST</u> ensure that we are growing <u>ALL</u> students and targeting those with the largest achievement gaps.



Thank You