

2019 Accountability Manual

for Texas Public School Districts and Campuses



Governance & Accountability
Performance Reporting Division

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2019 Accountability Manual
Chapters 1-12

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Chapter 1—2019 Accountability Overview

About this Manual

The *2019 Accountability Manual* is a technical guide that explains how the Texas Education Agency (TEA) uses the accountability system to evaluate the academic performance of Texas public schools. The manual describes the accountability system and explains how information from different sources is used to calculate and assign accountability ratings and award distinction designations.

The *2019 Accountability Manual* attempts to address all possible scenarios; however, because of the number and diversity of districts and campuses in Texas, there could be unforeseen circumstances that are not anticipated in the manual. If a data source used to determine district or campus performance is unintentionally affected by unforeseen circumstances, including natural disasters or test administration issues, the commissioner of education will consider those circumstances and their impact in determining whether or how that data source will be used to assign accountability ratings and award distinction designations. In such instances, the commissioner will interpret the manual as needed to assign the appropriate ratings and/or award distinction designations that preserve both the intent and the integrity of the accountability system.

Accountability Advisory Groups

Educators, school board members, business and community representatives, professional organizations, and legislative representatives from across the state have been instrumental in developing the current accountability system.

Accountability Technical Advisory Committee (ATAC) includes representatives from school districts, charter schools, and regional education service centers (ESCs). Members made recommendations to address technical issues for 2019 accountability.

Accountability Policy Advisory Committee (APAC) includes representatives from legislative offices, school districts, charter schools, and the business community. Members identified issues critical to the accountability system and reviewed the ATAC recommendations. The APAC either endorsed the ATAC recommendations or developed its own, which were forwarded to the commissioner. The commissioner considered all proposals and released the 2019 Academic Accountability System Framework in April 2019.

The accountability development proposals and supporting materials that were reviewed and discussed at each advisory group meeting are available online at <http://tea.texas.gov/2019AccountabilityDevelopment/>.

Overview of the 2019 Accountability System

The overall design of the accountability system evaluates performance according to three domains:

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 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 backgrounds and other factors. The indicators included in this domain, as well as the

domain’s construction, align the state accountability system with the Every Student Succeeds Act (ESSA).

Who is Rated?

Districts and campuses with students enrolled in the fall of the 2018–19 school year are assigned a state accountability rating.

Districts

Beginning the first year they report fall enrollment, school districts and charter schools are rated based on the aggregate results of students in their campuses. Districts without any students enrolled in the grades for which STAAR assessments are administered (3–12) are assigned the rating label of *Not Rated*.

State-administered school districts, including Texas School for the Blind and Visually Impaired, Texas School for the Deaf, Texas Juvenile Justice Department, and Windham School District are not assigned a state accountability rating.

Campuses

Beginning the first year they report fall enrollment, campuses and open-enrollment charter schools, including alternative education campuses (AECs), are rated based on the performance of their students. For the purposes of assigning accountability ratings, campuses that do not serve any grade level for which the STAAR assessments are administered are paired with campuses in their district that serve students who take STAAR. Please see “Chapter 7—Other Accountability System Processes” for information on pairing.

Rating Labels

Districts and campuses receive an overall rating, as well as a rating for each domain. The 2019 rating labels for districts and campuses are as follows.

- **A, B, C, or D:** Assigned for overall performance and for performance in each domain to districts and campuses (including those evaluated under alternative education accountability [AEA]) that meet the performance target for the letter grade
- **F:** Assigned for overall performance and for performance in each domain to districts and campuses (including AEA) that do not meet the performance target to earn at least a *D*
- **Not Rated:** Assigned to districts and campuses that—under certain, specific circumstances—do not receive a rating

Single-Campus Districts

A school district or charter school comprised of only one campus that shares the same 2019 performance data with its only campus must meet the performance targets required for the campus in order to demonstrate acceptable performance. For these single-campus school districts and charter schools, the 2019 performance targets applied to the campus are also applied to the district, ensuring that both the district and campus receive identical ratings. School districts or charter schools that meet the definition above are considered single-campus districts or charter schools in any criteria outlined in this manual.

In a few specific circumstances, a district or campus does not receive a rating. When this occurs, a district or campus is given one of the following labels.

Not Rated indicates that a district or campus does not receive a rating for one or more of the following reasons:

- The district or campus has no data in the accountability subset.

- The district or campus has insufficient data to assign a rating.
- The district operates only residential facilities.
- The campus is a Juvenile Justice Alternative Education Program (JJAEP).
- The campus is a Disciplinary Alternative Education Program (DAEP).
- The campus is a residential facility.
- The commissioner otherwise determines that the district or campus will not be rated.

Not Rated: Data Integrity Issues indicates data accuracy or integrity have compromised performance results, making it impossible to assign a rating. The assignment of a *Not Rated: Data Integrity Issues* label may be permanent or temporary pending investigation.

Not Rated: Annexation indicates that the campus is in its first school year after annexation by another district and, therefore, is not rated, as allowed by the annexation agreement with the agency.

Distinction Designations

Districts and campuses that receive accountability ratings of *A*, *B*, *C*, or *D* are eligible to earn distinction designations. Distinction designations are awarded for achievement in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics. Districts are eligible for a distinction designation in postsecondary readiness. Please see “Chapter 6—Distinction Designations” for more information.

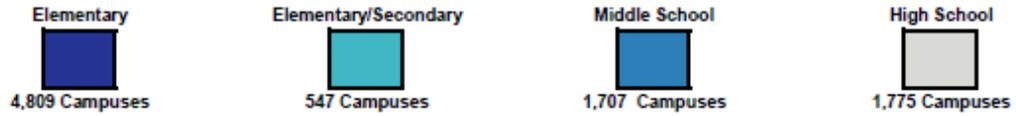
2019 Accountability System School Types

Every campus is labeled as one of four school types according to its grade span based on 2018–19 enrollment data reported in the fall TSDS PEIMS submission. The four types—elementary school, middle school, elementary/secondary (also referred to as K–12), and high school—are illustrated by the table on the following page. The table shows every combination of grade levels served by campuses in Texas and the number of campuses that serve each of those combinations. The shading indicates the corresponding school type.

To find out how a campus that serves a certain grade span is labeled, find the lowest grade level reported as being served by that campus along the leftmost column and the highest grade level reported as being served along the top row. The shading of the cell where the two grade levels intersect indicates which of the four school types that campus is considered. The number inside the cell indicates how many campuses in Texas serve that grade span. For example, a campus that serves early elementary (EE) through grade four is labeled elementary school; there are 181 campuses that serve only that grade span. A campus that serves grades five and six only is labeled middle school, and there are 128 such campuses statewide.

2019 Accountability System School Types

(8,838 Total Campuses)



		Highest Grade Level Served →														
		EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
Lowest Grade Level Served ↓	EE	9	77	62	46	75	37	181	1103	91	3	17	0	0	0	26
	PK		49	9	11	27	22	171	1127	187	18	98	3	2	2	157
	KG			0	5	17	15	115	680	105	9	52	4	8	3	50
	1				1	4	20	7	79	20	2	1	0	1	1	9
	2					0	14	8	30	4	1	1	0	2	1	7
	3						1	8	96	4	0	4	0	1	1	11
	4							3	44	32	2	4	3	0	3	9
	5								7	128	3	97	0	4	12	15
	6									30	7	1178	13	8	25	179
	7										9	207	10	10	25	122
	8											15	4	7	12	50
	9												36	30	29	1347
	10													18	8	37
11														9	21	
12															14	

TEA Division of Performance Reporting

2019 STAAR-Based Indicators

Accountability Subset Rule

A subset of assessment results is used to calculate each domain. The calculation includes only assessment results for students enrolled in the district or campus in a previous fall, as reported on the TSDS PEIMS October snapshot. Three assessment administration periods are considered for accountability purposes:

STAAR results are included in the subset of district/campus accountability	if the student was enrolled in the district/campus on this date:
EOC summer 2018 administration	October 2017 enrollment snapshot
EOC fall 2018 administration	October 2018 enrollment snapshot
EOC spring 2019 administration	
Grades 3–8 spring 2019 administration	

The 2019 accountability subset rules apply to the STAAR performance results evaluated across all three domains.

- Grades 3–8: districts and campuses are responsible for students reported as enrolled in the fall (referred to as October snapshot) in the spring assessment results.
- End-of-Course (EOC): districts and campuses are responsible for
 - summer 2018 results for students reported as enrolled in October 2017 snapshot;
 - fall 2018 results for students reported as enrolled in the October 2018 snapshot; and
 - spring 2019 results for students reported as enrolled in the October 2018 snapshot.

STAAR Retest Performance

The opportunity to retest is available to students who have taken grades 5 and 8 STAAR reading, mathematics, or EOC assessments in any subject.

- Student Success Initiative (SSI) – For students in grades 5 and 8, performance calculations will include assessment results for reading and mathematics from the first administration and first retest administration of all STAAR versions. The second retest administration in June 2019 is not used.
- For students in grades 5 and 8, the STAAR reading and mathematics assessment results from the first and second administration (first retest opportunity) are processed in two steps. First, the best result from both administrations is found for each subject. If all results have the same level of performance, then the most recent result is selected for calculation. The best result is found for performance and progress, considered separately. Second, the accountability subset rules determine whether the result is included in accountability.
- EOC retesters are counted as passers based on the passing standard in place when they were first eligible to take any EOC assessment.

- A district may retest a student who achieves the Approaches Grade Level standard on an English I EOC assessment or an Algebra I EOC assessment in order to provide an opportunity for the student to achieve the Meets Grade Level or Masters Grade Level standard only under the following conditions:
 - the student is in ninth grade;
 - the student first takes the EOC during the December administration; and
 - the student retakes the EOC during the spring administration immediately following the December administration during which the student first took the assessment.

In this case, the best result from both administrations is found for each subject retested. Second, the accountability subset rules determine whether the result is included in accountability. If all results have the same level of performance, then the most recent result is selected for calculation. The following charts provide examples of how the accountability subset is applied to EOC retesters.

Accountability Subset Examples for EOC Retesters

<i>Enrolled</i>	<i>Tested</i>	<i>Enrolled</i>	<i>Tested</i>	<i>Tested</i>
October 2017 Snapshot Campus A	Summer 2018 Campus A	October 2018 Snapshot Campus A	Fall 2018 Campus A	Spring 2019 Campus A
The best result is selected. Each result meets the accountability subset rule.				

For students who enrolled and tested at a different district or campus during the 2018–19 school year, the student’s single best result for each EOC is selected. The best result is found for performance and progress, considered separately. If all results have the same level of performance, the most recent result is selected for calculations. The selected result is applied to the district and campus that administered the assessment if the student meets the accountability subset rule (discussed above).

<i>Enrolled</i>	<i>Tested</i>	<i>Enrolled</i>	<i>Tested</i>	<i>Tested</i>
October 2017 Snapshot Campus A	Summer 2018 Campus A	October 2018 Snapshot Campus A	Fall 2018 Campus B	Spring 2019 Campus B
The best result is selected. Only the summer 2018 result meets the accountability subset rule.				

2019 TSDS PEIMS-Based Indicators

One of the primary sources for data used in the accountability system is the TSDS PEIMS data collection. The TSDS PEIMS data collection has a prescribed process and timeline that offer school districts the opportunity to correct data submission errors or data omissions discovered following the initial data submission. TSDS PEIMS data provided by school districts and used to create specific indicators are listed below.

TSDS PEIMS data used for accountability indicators	Data for
4-year Longitudinal Graduation Rate	Class of 2018
5-year Longitudinal Graduation Rate	Class of 2017
6-year Longitudinal Graduation Rate	Class of 2016
Annual Dropout Rate	2017–18 School Year
Enlist in U.S. Armed Forces	
Earn an Industry-Based Certification	
Earn an Associate’s Degree	
Graduate with Completed IEP and Workforce Readiness	
Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student	
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications	2017–18, 2016–17, 2015–16, and 2014–15 School Years
Complete College Prep Course	
Dual-Credit Course Completion	

2019 Other Indicators

The CCMR component of the accountability system includes data from ACT, Advanced Placement (AP), International Baccalaureate (IB), SAT, Texas Success Initiative (TSI) assessment results, OnRamps, and Level I and Level II certificates.

Other data used for College, Career, and Military Readiness	Data reported for
ACT college admissions test	Tests as of July 2018 administration (2017–18, 2016–17, 2015–16, and 2014–15 school years)

Other data used for College, Career, and Military Readiness	Data reported for
AP examination	Tests as of May 2018 administration (2017–18, 2016–17, 2015–16, and 2014–15 school years)
IB examination	Tests as of May 2018 administration (2017–18, 2016–17, 2015–16, and 2014–15 school years)
TSI assessment	Tests from June 2011 to October 2018 administration
SAT college admissions test	Tests as of June 2018 administration (2017–18, 2016–17, 2015–16, and 2014–15 school years)
OnRamps dual-enrollment course completion	Courses completed during the 2017–18, 2016–17, 2015–16, and 2014–15 school years
Level I and Level II certificates	Certificates earned during the 2017–18, 2016–17, 2015–16, and 2014–15 school years

Ensuring Data Integrity

Accurate data is fundamental to accountability ratings. The system depends on the responsible collection and submission of assessment and TSDS PEIMS information by school districts and charter schools. Responsibility for the accuracy and quality of data used to determine district and campus ratings, therefore, rests with local authorities. An appeal that is solely based on a district's submission of inaccurate data will likely be denied.

Because accurate and reliable data are the foundation of the accountability system, TEA has established several steps to protect the quality and integrity of the data and the accountability ratings that are based on that data.

- Campus Number Tracking:** Requests for campus number changes may be approved with consideration of prior state accountability ratings. An *F* or *Improvement Required* rating for the same campus assigned two different campus numbers may be considered as consecutive years of unacceptable ratings for accountability interventions and sanctions, if the commissioner determines this is necessary to preserve the integrity of the accountability system.
- Data Validation System:** Data Validation is a data-driven system designed to confirm the integrity of district submitted data. Annual data validation analyses examine districts' leaver and dropout data, student assessment data, discipline data and may also validate other district submitted data. Districts identified with potential data integrity concerns engage in a process to

either validate the accuracy of their data or determine that erroneous data were submitted. This process is fundamental to the integrity of all the agency's evaluation systems. For more information, see the Data Validation Manuals on the PBM website at <http://tea.texas.gov/pbm/DVManuals.aspx>.

- **Test Security:** As part of ongoing efforts to improve security measures surrounding the assessment program, TEA uses a comprehensive set of test security procedures designed to assure parents, students, and the public that assessment results are meaningful and valid. Among other measures, districts are required to implement seating charts during all administrations, conduct annual training for all testing personnel, and maintain certain test administration materials for five years. Detailed information about test security policies for the state assessment program is available online at <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/191694176/Security>.
- **Not Rated: Data Integrity Issues:** This rating is used when the accuracy and/or integrity of performance results have been compromised, preventing the assignment of a rating. This label may be assigned temporarily pending an on-site investigation or may be the final rating for the year. It is not equivalent to an *F* rating, though the commissioner of education has the authority to lower a rating, assign an *F* rating due to data quality issues. A *Not Rated* rating does not break the chain of consecutive years of unacceptable accountability ratings for accountability sanctions and interventions purposes. All districts and campuses with a final rating label of *Not Rated: Data Integrity Issues* are automatically subject to desk audits the following year.

These steps can occur either before or after the ratings release, and sanctions can be imposed at any time. To the extent possible, ratings for the year are finalized when updated ratings are released following the resolution of appeals. A rating change resulting from an imposed sanction will stand as the final rating for the year.

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Chapter 2—Student Achievement Domain

Overview

The Student Achievement domain evaluates district and campus performance based on student achievement in three areas: performance on STAAR assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.

STAAR Component

The STAAR component of the Student Achievement domain calculation uses a methodology in which scores are calculated based on students' level of performance at Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standards.

STAAR Component—Assessments Evaluated

The Student Achievement domain evaluates STAAR (with and without accommodations), STAAR Alternate 2 assessment, and English learner (EL) performance measure results for grades 3–8 and end-of-course in all subject areas.

Standard	STAAR Assessments (with and without accommodations)	STAAR Alternate 2 Assessments	English Learner Performance Measure (Second Year in U.S. Schools Only)
Approaches Grade Level or above	Approaches Grade Level or above	Level II Satisfactory or above	Approaches Grade Level or above
Meets Grade Level or above	Meets Grade Level or above	Level II Satisfactory or above	Meets Grade Level or above
Masters Grade Level	Masters Grade Level	Level III Accomplished	Masters Grade Level

STAAR Component—Substitute Assessments

Qualifying results on substitute assessments are included in the Student Achievement domain at the Meets Grade Level standard. The required equivalency standards for the eligible substitute assessment are found in 19 Texas Administrative Code (TAC), §101.4002, available online at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

STAAR Component—Students Evaluated

All students, including ELs as described below, are evaluated as one group.

STAAR Component—Inclusion of English Learners

ELs who are year one in U.S. schools are excluded from accountability performance calculations. ELs who are in their second year in U.S. schools are included in accountability for 2019. ELs who are in their second year in U.S. schools are included in the STAAR component using the EL performance measure. ELs who are in their second year in U.S. schools who have a parental denial for EL services do not receive an EL performance measure and are included in the same manner as non-ELs. STAAR Alternate 2 assessment results are included regardless of an EL's years in U.S. schools.

Unschooling asylees, unschooled refugees, and students with interrupted formal education (SIFEs) are not included in state accountability until their sixth year of enrollment in U.S. schools.

STAAR Component—Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated in the STAAR component if there are 10 or more STAAR assessments or EL performance measures, combined across all subjects.
- Small numbers analysis is not used in the STAAR component.

STAAR Component—Methodology

One point is given for each percentage of assessment results that are at or above the following:

- Approaches Grade Level or above
- Meets Grade Level or above
- Masters Grade Level

The STAAR component score is calculated by dividing the total points (cumulative performance for the three performance levels) by three resulting in an overall score of 0 to 100 for all districts and campuses. The STAAR component score is rounded to the nearest whole number.

Example Calculation: STAAR Component Score							
STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Number of Assessments	480	432	101	330	274	1617	
Approaches Grade Level or Above	300	298	50	143	87	878	54%
Meets Grade Level or Above	200	170	40	45	76	531	33%
Masters Grade Level	100	165	9	41	22	337	21%
Total Percentage Points							108
Student Achievement Domain STAAR Component Score (Total Percentage Points ÷ 3)							36

College, Career, and Military Readiness Component

The College, Career, and Military Readiness (CCMR) component of the Student Achievement domain measures graduates' preparedness for college, the workforce, or the military. The Student Achievement CCMR denominator consists of 2018 annual graduates. Annual graduates are students who graduate from a district or campus in a school year regardless of cohort. This is separate from, and may include different students than, the longitudinal graduation cohorts. Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

- *Meet Texas Success Initiative (TSI) Criteria in ELA/Reading and Mathematics.* A graduate meeting the TSI college readiness standards in **both** ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The assessment results considered include TSI assessments through October

2018, SAT and ACT results through the June 2018 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information.

A graduate must meet the TSI requirement for both reading and mathematics but does not necessarily need to meet them on the same assessment. For example, a graduate may meet the TSI criteria for college readiness in ELA/reading on the SAT and complete and earn credit for a college prep course in mathematics.

- *Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.* A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB.
- *Earn Dual Course Credits.* A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. See Appendix H for additional information.
- *Enlist in the Armed Forces.* A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines.
- *Earn an Industry-Based Certification.* A graduate earning an industry-based certification under 19 TAC §74.1003.
- *Earn an Associate's Degree.* A graduate earning an associate's degree prior to graduation from high school.
- *Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness.* A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.
- *CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications.* A CTE coherent sequence graduate completing and receiving credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who meet no other CCMR indicator. These graduates receive one-half point credit for coursework completed toward an industry-based certification. The list of CTE courses aligned with industry-based certifications is provided at the end of this chapter.
- *Complete an OnRamps Dual Enrollment Course.* A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. See Appendix H for additional information.
- *Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student.* A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA).
- *Earn a Level I or Level II Certificate.* A graduate earning a Level I or Level II certificate in any workforce education area. See Appendix D or H for additional information.

CTE Coherent Sequence Coursework Transition

In 2019 accountability, CTE coherent sequence graduates who complete and receive credit for at least one CTE course aligned with an industry-based certification receive one-half point in the

CCMR component calculation. This indicator awards one-half point only for graduates who meet no other CCMR indicator. The following chart details a transition from CTE coherent sequence coursework to industry-based certification. The list of 73 industry-based certifications effective for 2018 annual graduates is found in 19 TAC §74.1003, available online at <https://tea.texas.gov/perfreport/IBC.pdf>.

CTE Coherent Sequence Coursework Transition	Accountability Years	
	2019 and 2020	2021 and Beyond
CTE coherent sequence graduates who complete and receive credit for at least one aligned CTE course	½ point	
Earn an industry-based certification	1 point	1 point

College, Career, and Military Readiness Component—Students Evaluated

All students are evaluated as one group.

College, Career, and Military Readiness Component—Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated in the CCMR component if there are at least 10 annual graduates.
- Small numbers analysis, as described below, applies to all students if the number of annual graduates is fewer than 10.
 - A three year-average CCMR rate is calculated for all students. The calculation is based on an aggregated three year uniform average using the district’s or campus’s 2019 CCMR data, 2018 CCMR data, and the 2017 modeled CCMR data.
 - The all students group is evaluated if the three year sum has at least 10 annual graduates.

College, Career, and Military Readiness Component—Methodology

One point is given for each annual graduate who accomplishes any one of the CCMR indicators, except for CTE coherent sequence graduates who earn one-half point credit for coursework completion and credit aligned with industry-based certifications. The CCMR component is calculated by dividing the total points (cumulative number of CCMR graduates) by the number of annual graduates. The CCMR component score is rounded to the nearest whole number.

$$\frac{\text{Number of Graduates Who Accomplished at Least One of the CCMR Indicators}}{\text{Number of 2018 Annual Graduates}}$$

Example Calculation: CCMR Component Score		
	Number of Graduates Who Accomplished at Least One of the CCMR Indicators	Number of 2018 Annual Graduates
Total	208.5	365
Student Achievement Domain CCMR Component Score (Number of Graduates Who Accomplished at Least One of the CCMR Indicators ÷ Number of 2018 Annual Graduates)		57

Graduation Rate (or Annual Dropout Rate) Component

Graduation Rate Component

The graduation rate component of the Student Achievement domain includes the four-year, five-year, and six-year high school graduation rates or the annual dropout rate, if no graduation rate is available. The total points and the maximum number of points are reported for the four-year, five-year, and six-year graduation rate. The graduation rate that results in the higher score is used to calculate the graduation rate score.

- Class of 2018 four-year graduation rate is calculated for districts and campuses if they: (a) served grade 9, as well as grade 11 or 12, in the first and fifth years of the cohort or (b) served grade 12 in the first and fifth years of the cohort.
- Class of 2017 five-year graduation rate follows the same cohort of students for one additional year.
- Class of 2016 six-year graduation rate follows the same cohort of students for two additional years.
- Annual dropout rate for school year 2017–18 for grades 9–12. If a campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year, five-year, or six-year graduation rate, a proxy for the graduation rate is calculated by converting the grade 9–12 annual dropout rate into a positive measure. Please see *Annual Dropout Rate—Conversion* on the following pages.

Graduation Rate—Students Evaluated

All students are evaluated as one group.

Graduation Rate—Minimum Size Criteria and Small Numbers Analysis

- The all students group is evaluated if there are at least 10 students in the class.

- Small numbers analysis, as described below, applies to all students if the number of students in the Class of 2018 (4-year), Class of 2017 (5-year), or Class of 2016 (6-year) is fewer than 10. The total number of students in the class consists of graduates, continuing students, Texas high school equivalency certificate (TxCHSE) recipients, and dropouts.
 - A three-year-average graduation rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
 - The all students group is evaluated if the three-year sum has at least 10 students.

Graduation Rate—Methodology

The four-year graduation rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. The five-year graduation rate follows the same cohort of students for one additional year. The six-year graduation rate follows the same cohort of students for two additional years. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four, five, or six years for reasons other than graduating, receiving a TxCHSE, or dropping out are removed from the class.

The four-year, five-year, and six-year graduation rate measures the percentage of graduates in a class. The graduation rates are expressed as a percentage rounded to one decimal place. For example, 74.875% rounds to 74.9%, not 75%.

$$\frac{\text{Number of Graduates in the Class}}{\text{Number of Students in the Class}} \\ (\text{Graduates} + \text{Continuers} + \text{TxCHSE Recipients} + \text{Dropouts})$$

Example Calculation: Graduation Rate	
Graduation Rate	All Students
Class of 2018, 4-year	85.2%
Class of 2017, 5-year	87.3%
Class of 2016, 6-year	85.0%
Graduation Rate Score	87.3

Annual Dropout Rate Component

For districts and campuses that serve students enrolled in grades 9–12, the grade 9–12 annual dropout rate is used if a four-year, five-year, or six-year graduation rate is not available.

Annual Dropout Rate—Students Evaluated

All students are evaluated as one group.

Annual Dropout Rate—Minimum Size Criteria and Small Numbers Analysis

- The all students group is evaluated if there are at least 10 students enrolled during the school year.
- Small numbers analysis, as described below, applies to the group of all students if the number of students enrolled in grades 9–12 during the 2017–18 school year is fewer than 10.

- A three-year-average annual dropout rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
- The all students group is evaluated if the three-year sum has at least 10 students.

Annual Dropout Rate—Methodology

The annual dropout rate is calculated by dividing the number of students in grades 9–12 designated as having dropped out by the number of students enrolled in grades 9–12 at any time during the 2017–18 school year. Grade 9–12 annual dropout rates are expressed as a percentage rounded to one decimal place. For example, 24 dropouts divided by 2,190 students enrolled in grades 9–12 is 1.095% which rounds to a 1.1% annual dropout rate.

Annual Dropout Rate—Conversion

Because the annual dropout rate is a measure of negative performance—the rate rises as performance declines—it must be transformed into a positive measure to be used as a component of the Student Achievement domain. The following calculation converts the annual dropout rate for a non-AEA district or campus into a positive measure that is a proxy for the graduation rate.

$$100 - (\text{grade 9–12 annual dropout rate} \times 10) \text{ with a floor of zero}$$

The multiplier of 10 allows the non-AEA district or campus to accumulate points towards the Student Achievement domain score only if its annual dropout rate is less than 10 percent.

The annual dropout rate calculation requires at least a three-year average of 10 students per class.

Alternative Education Accountability Modifications

Alternative procedures applicable to the graduation rate and annual dropout rate calculations are provided for approved campuses and charter schools serving at-risk students in alternative education programs. The annual dropout rate will be used on a safeguard basis only for campuses designated as dropout recovery schools (DRS). The Student Achievement domain for DRS without a longitudinal graduation rate is calculated using STAAR, CCMR, and the annual dropout rate; it will also be calculated using only the STAAR and CCMR components. Whichever calculation produces the higher rating will be used. For more information on the alternative education accountability (AEA) eligibility and DRS criteria, please see “Chapter 7—Other Accountability System Processes.”

AEA Graduation/Annual Dropout Rate—Methodology

The graduation rate calculation is modified to credit AEA campuses and charter schools for graduates, continuing students (continuers), and TxCHSE recipients. The grade 9–12 annual dropout rate is used if no combined graduation, continuer, and TxCHSE rate is available.

$$\frac{\text{Number of Graduates} + \text{Continuers} + \text{TxCHSE Recipients in the Class}}{\text{Number of Students in the Class}} \\ (\text{Graduates} + \text{Continuers} + \text{TxCHSE Recipients} + \text{Dropouts})$$

- Class of 2018 four-year graduation, continuer, and TxCHSE rates are calculated for AEA campuses and charter schools if they: (a) served grade 9, as well as grade 11 or 12, in the first and fifth years of the cohort or (b) served grade 12 in the first and fifth years of the cohort.
- Class of 2017 five-year graduation, continuer, and TxCHSE rates follow the same cohort of students for one additional year; therefore, most AEA campuses and charter schools that have a four-year graduation, continuer, and TxCHSE rate in one year will have a five-year graduation, continuer, and TxCHSE rate for that cohort in the following year.
- Class of 2016 six-year graduation, continuer, and TxCHSE rates continue to follow the same cohort of students for one additional year; therefore, most AEA campuses and charter schools

that have a five-year graduation, continuer, and TxCHSE rate in one year will have a six-year graduation, continuer, and TxCHSE rate for that cohort in the following year.

- Annual dropout rate for school year 2017–18 for grades 9–12. If an AEA charter school or campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year, five-year, or six-year graduation, continuer, and TxCHSE rate, a proxy for the graduation rate is calculated by converting the grade 9–12 annual dropout rate into a positive measure.

AEA Annual Dropout Rate—Conversion

The annual dropout rate conversion is also modified for AEA campuses and districts.

$$100 - (\text{grade 9–12 annual dropout rate} \times 5) \text{ with a floor of zero}$$

By using the multiplier of 5, an AEA charter or campus accumulates points towards the Student Achievement domain score if its annual dropout rate is less than 20 percent.

Student Achievement Domain Rating Calculation

See “Chapter 5—Calculating 2019 Ratings” for the methodology to calculate the Student Achievement domain rating.

CTE Courses Aligned with Industry-Based Certifications

The following tables provide the 104 CTE courses aligned with industry-based certifications evaluated in the CCMR component of the 2019 accountability system.

Code	Course Title	Course Abbreviation
N1300262	Introduction to Process Technology	INTRPT
N1300426	Pipefitting Technology II	PIPETEC2
N1302803	Internetworking Technologies I (Cisco)	INTNET1
N1302804	Internetworking Technologies II (Cisco)	INTNET2
N1302810	Principles of Cybersecurity	CYBRSEC
N1302812	Introduction to C# Programming Applications	INTCPA
N1303742	Introduction to Engineering Design	IED
13000600	Veterinary Medical Applications	VETMEDAP
13000610	Veterinary Medical Applications/Agricultural Laboratory and Field Experience	VETMEDLAB
13001100	Energy and Natural Resources Technology	ENGNRT
13001110	Energy and Natural Resource Technology/Agricultural Laboratory and Field Experience	ENGNRTLAB
13001200	Advanced Energy and Natural Resource Technology	ADENRT
13001210	Advanced Energy and Natural Resource Technology/Agricultural Laboratory and Field Experience	ADENRTLAB
13004220	Principles of Construction	PRINCON
13004600	Architectural Design I	ARCHDSN1
13004700	Architectural Design II	ARCHDSN2
13005000	Construction Management II	CONSMGT2
13005100	Construction Technology I	CONTECH1
13005200	Construction Technology II	CONTECH2
13005250	Practicum in Construction Technology (First Time Taken)	PRACCT1
13005260	Practicum in Construction Technology (Second Time Taken)	PRACCT2
13005300	Mill and Cabinetmaking Technology	MACTECH
13005500	Building Maintenance Technology II	BUILDMA2
13005600	Electrical Technology I	ELECTEC1
13005700	Electrical Technology II	ELECTEC2
13005800	Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology I	HVACREF1
13005900	Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II	HVACREF2
13006000	Plumbing Technology I	PLTECH1
13006100	Plumbing Technology II	PLTECH2
13006200	Practicum in Construction Management (First Time Taken)	PRACCM1
13006205	Practicum in Construction Management/Extended Practicum in Construction Management (First Time Taken)	EXPRCM1
13006210	Practicum in Construction Management (Second Time Taken)	PRACCM2
13006215	Practicum in Construction Management/Extended Practicum in Construction Management (Second Time Taken)	EXPRCM2

Code	Course Title	Course Abbreviation
13006300	Masonry Technology I	MASTECH1
13006400	Masonry Technology II	MASTECH2
13011400	Business Information Management I	BUSIM1
13011500	Business Information Management II	BUSIM2
13011510	Business Information Management II/Business Lab	BUSMLAB2
13012200	Practicum in Business Management (First Time Taken)	PRACBM
13012205	Practicum in Business Management/Extended Practicum in Business Management (First Time Taken)	EXPRBM
13012210	Practicum in Business Management (Second Time Taken)	PRACBM2
13012215	Practicum in Business Management/Extended Practicum in Business Management (Second Time Taken)	EXPRBM2
13014400	Instructional Practices	INPRAC
13014500	Practicum in Education and Training	PRACEDT1
13016600	Accounting I	ACCOUNT1
13016700	Accounting II	ACCOUNT2
13020400	Health Science Theory	HLTHSCI
13020410	Health Science Theory/Health Science Clinical	HLSCLIN
13020500	Practicum in Health Science (First Time Taken)	PRACHLS1
13020505	Practicum in Health Science/Extended Practicum in Health Science (First Time Taken)	EXPRHLS1
13020510	Practicum in Health Science (Second Time Taken)	PRACHLS2
13020515	Practicum in Health Science/Extended Practicum in Health Science (Second Time Taken)	EXPRHLS2
13020950	Pharmacology	PHARMC
13024800	Child Guidance	CHILDGUI
13025000	Practicum in Human Services (First Time Taken)	PRACHUS1
13025005	Practicum in Human Services/Extended Practicum in Human Services (First Time Taken)	EXPRHUS1
13025010	Practicum in Human Services (Second Time Taken)	PRACHUS2
13025015	Practicum in Human Services/Extended Practicum in Human Services (Second Time Taken)	EXPRHUS2
13025300	Cosmetology II	COSMET2
13025310	Cosmetology II/Cosmetology II Lab Innovative	COSLAB2
13027300	Computer Maintenance	COMPMTN
13027310	Computer Maintenance/Computer Maintenance Lab	COMMTLAB
13027400	Networking	NETWRK
13027410	Networking/Networking Lab	NETWRLAB
13027500	Computer Technician Practicum (First Time Taken)	COMPT1
13027505	Computer Technician Practicum/Extended Computer Technician Practicum (First Time Taken)	EXCOMPT1
13027510	Computer Technician Practicum (Second Time Taken)	COMPT2
13027515	Computer Technician Practicum/Extended Computer Technician Practicum (Second Time Taken)	EXCOMPT2

Code	Course Title	Course Abbreviation
13027700	Computer Programming II	COMPPRO2
13028000	Practicum in Information Technology (First Time Taken)	PRACIT1
13028005	Practicum in Information Technology/Extended Practicum in Information Technology (First Time Taken)	EXPRIT1
13028010	Practicum in Information Technology (Second Time Taken)	PRACIT2
13028015	Practicum in Information Technology/Extended Practicum in Information Technology (Second Time Taken)	EXPRIT2
13030100	Practicum in Law, Public Safety, Corrections and Security	PRACLPS1
13032300	Welding I	WELD1
13032400	Welding II	WELD2
13032410	Welding II/Welding II Lab	WELDLAB2
13032600	Precision Metal Manufacturing II	PREMMAN2
13032610	Precision Metal Manufacturing II/Precision Metal Manufacturing II Lab	PRMMLAB2
13032900	Manufacturing Engineering Technology I	MANENGT1
13032950	Manufacturing Engineering Technology II	MANENGT2
13033000	Practicum in Manufacturing	PRACMAN1
13033005	Practicum in Manufacturing/Extended Practicum in Manufacturing (First Time Taken)	EXPRMAN1
13033010	Practicum in Manufacturing (Second Time Taken)	PRACMAN2
13033015	Practicum in Manufacturing/Extended Practicum in Manufacturing (Second Time Taken)	EXPRMAN2
13036500	Engineering Design and Presentation I	ENGDSPR1
13036900	Solid State Electronics	SOSTELEC
13037400	Practicum in Science, Technology, Engineering, and Mathematics (First Time Taken)	PRCSTEM1
13037410	Practicum in Science, Technology, Engineering, and Mathematics (Second Time Taken)	PRCSTEM2
13037405	Practicum in Science, Technology, Engineering, and Mathematics/Extended Practicum in Science, Technology, Engineering, and Mathematics (First Time Taken)	EXPRSTEM1
13037415	Practicum in Science, Technology, Engineering, and Mathematics/Extended Practicum in Science, Technology, Engineering, and Mathematics (Second Time Taken)	EXPRSTEM2
13037600	Digital Electronics	DIGELC
13039600	Automotive Technology I: Maintenance and Light Repair	AUTOTEC1
13039700	Automotive Technology II: Automotive Service	AUTOTEC2
13039710	Automotive Technology II: Automotive Service/Advanced Transportation Systems Laboratory	AUTOLAB2
13039800	Collision Repair	COLLISR
13039810	Collision Repair/Advanced Transportation Systems Laboratory	COLLRLAB
13039900	Paint and Refinishing	PAINTREF
13039910	Paint and Refinishing/Advanced Transportation Systems Laboratory	PTREFLAB

Code	Course Title	Course Abbreviation
13040150	Diesel Equipment Technology I	DIEQTEC1
13040450	Practicum in Transportation Systems (First Time Taken)	PRACTRS1
13040455	Practicum in Transportation Systems/Extended Practicum in Transportation Systems (First Time Taken)	EXPRTRS1
13040460	Practicum in Transportation Systems (Second Time Taken)	PRACTRS2
13040465	Practicum in Transportation Systems/Extended Practicum in Transportation Systems (Second Time Taken)	EXPRTRS2

Chapter 3—School Progress Domain

Overview

House Bill 22 (85th Texas Legislature) requires the accountability system measure the percentage of students who met the standard for improvement and the overall student performance at a district or campus compared to similar districts or campuses. The School Progress domain 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 results and the achievement of students relative to districts or campuses with similar economically disadvantaged percentages.

School Progress, Part A: Academic Growth

The School Progress, Part A: Academic Growth domain provides an opportunity for districts and campuses to receive credit for STAAR results in ELA/reading and mathematics that either meet the student-level criteria on the STAAR progress measure or maintain performance.

The STAAR progress measure indicates the amount of improvement or growth a student has made from year to year. For STAAR assessments (with or without accommodations), progress is measured as a student's gain score—the difference between the scaled score a student achieved in the prior year and the scaled score a student achieved in the current year. Individual student progress is then categorized as *Limited*, *Expected*, or *Accelerated*. If a student's progress measure is *Expected*, he or she met growth expectations. If the student's progress measure is *Accelerated*, he or she exceeded growth expectations.

For STAAR Alternate 2 assessments, the progress measure is based on a student's stage change from the prior year to the current year. A student's stage for each year is determined by the student's scaled score achieved on the assessment. The student's stages of performance from the prior year and the current year are then compared to assign the student a progress indicator, which is a determination of whether the progress made is sufficient to designate the student as having *Met* or *Exceeded* growth expectations.

Part A: Academic Growth—Assessments Evaluated

School Progress, Part A evaluates STAAR (with and without accommodations) and STAAR Alternate 2 assessment results for grades 4–8, English II, and Algebra I end-of-course (EOC), combined.

Substitute assessments are not included in School Progress, Part A.

Part A: Academic Growth—Students Evaluated

All students, including English learners (ELs) as described below, are evaluated as one group.

Part A: Academic Growth—Inclusion of English Learners

ELs who are year one in U.S. schools are excluded from accountability performance calculations. All other ELs are included. The STAAR progress measure is used for ELs and non-ELs in the School Progress, Part A domain.

STAAR Alternate 2 assessment results are included regardless of an EL's years in U.S. schools.

Unschooling asylees, unschooled refugees, and students with interrupted formal education (SIFEs) are not included in state accountability until their sixth year of enrollment in U.S. schools.

Part A: Academic Growth—Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated; results are used if there are 10 or more STAAR assessments with academic growth outcomes, combined across ELA/reading and mathematics.
- Small numbers analysis, as described below, applies to all students if the total number of STAAR progress measures is fewer than 10.
 - A two-year-average academic growth score is calculated for all students. The calculation is based on an aggregated two-year uniform average using the district’s or campus’s 2019 academic growth data and 2018 academic growth data.
 - The all students group is evaluated if the two-year sum has at least 10 STAAR assessments with academic growth outcomes.

Part A: Academic Growth—Methodology

School Progress, Part A includes all assessments with eligible STAAR progress measures. In order to receive a STAAR progress measure in 2019, a student must meet ALL of the following criteria within the same content area (ELA/reading or mathematics):

- Has a valid score from the previous year and the current year.
- Has tested in successive grade levels or EOC assessments in the previous year and the current year. Students who took the same grade-level or EOC assessment in the previous year and the current year will not receive a progress measure. Students who take STAAR assessments and have skipped a grade level between the previous year and the current year will receive a progress measure.
- Has taken a STAAR assessment in the previous year and a STAAR assessment in the current year.
- For STAAR reading assessments, has taken assessments in the same language in the previous year and the current year (i.e., English or Spanish).
- For STAAR Algebra I and English II, has taken the assessment for the first time.
- For students taking a STAAR Alternate 2 test in current year, must have taken a STAAR Alternate 2 in the previous year.

Part A: Academic Growth—Methodology (continued)

The following tables show how districts and campuses earn credit in School Progress: Part A for results that maintained performance or met the growth expectations.

STAAR (with and without accommodations)

Current-Year Performance on STAAR					
Prior-Year Performance on STAAR		Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
	Did Not Meet Grade Level	Met or Exceeded Growth Expectation=1 point, Else=0 points	Met or Exceeded Growth Expectation=1 point, Else=0.5 point	1 point	1 point
	Approaches Grade Level	Met or Exceeded Growth Expectation=1 point, Else=0 points	Met or Exceeded Growth Expectation=1 point, Else=0.5 point	1 point	1 point
	Meets Grade Level	0 points	0 points	Met or Exceeded Growth Expectation=1 point, Else=0.5 point	1 point
	Masters Grade Level	0 points	0 points	0 points	1 point

STAAR Alternate 2

Current-Year Performance on STAAR Alternate 2				
Prior-Year Performance on STAAR Alternate 2		Level I: Developing	Level II: Satisfactory	Level III: Accomplished
	Level I: Developing	Met or Exceeded Growth Expectation=1 point, Else=0 points	1 point	1 point
	Level II: Satisfactory	0 points	Met or Exceeded Growth Expectation=1 point, Else=0.5 point	1 point
	Level III: Accomplished	0 points	0 points	1 point

Part A: Academic Growth Score

The Part A: Academic Growth score is expressed as a percentage: total points divided by maximum points, rounded to the nearest whole number. For example, 142.5 total points divided by 200 maximum points is 71.25%, which is rounded to 71%.

Example Calculation: Part A: Academic Growth

A campus has 100 grade 4–8 students, all of whom took a reading and mathematics STAAR assessment in the current year and the prior year (denominator = 200 STAAR progress measures).

Example Calculation: Part A: Academic Growth			
No Points			
Prior-Year Performance	Current-Year Performance	Growth Expectation Outcome	Total Assessments
Did Not Meet	Did Not Meet	Did Not Meet	20
Approaches	Did Not Meet	Did Not Meet	15
Masters	Meets	N/A	14
Total with No Points			49
One-Half Point			
Prior-Year Performance	Current-Year Performance	Growth Expectation Outcome	Total Assessments
Did Not Meet	Approaches	Did Not Meet	7
Approaches	Approaches	Did Not Meet	7
Meets	Meets	Did Not Meet	3
Total with One-Half Point			17
One Point			
Prior-Year Performance	Current-Year Performance	Growth Expectation Outcome	Total Assessments
Did Not Meet	Did Not Meet	Met or Exceeded Growth Expectation	23
Approaches	Did Not Meet	Met or Exceeded Growth Expectation	7
Approaches	Approaches	Met or Exceeded Growth Expectation	22
Meets	Meets	Met or Exceeded Growth Expectation	33
Meets	Masters	N/A	32
Masters	Masters	N/A	17
Total with One Point			134

Example Calculation: Part A: Academic Growth

$$\frac{(49 \times 0) + (17 \times 0.5) + (134 \times 1)}{200} = \frac{142.5}{200} = 71\%$$

School Progress, Part B: Relative Performance

School Progress, Part B: Relative Performance measures the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

Part B: Relative Performance—Assessments Evaluated

School Progress, Part B evaluates STAAR (with and without accommodations), STAAR Alternate 2 assessment, and English learner (EL) performance measure results for grades 3–8 and EOC assessment results in all subject areas.

Substitute assessments are included in School Progress, Part B at the Meets Grade Level or above standard.

Part B: Relative Performance—Students Evaluated

All students, including ELs as described below, are evaluated as one group.

Part B: Relative Performance—Inclusion of English Learners

ELs who are year one in U.S. schools are excluded from accountability performance calculations. ELs who are in their second year in U.S. schools are included in accountability for 2019. ELs who are in their second year in U.S. schools are included in the STAAR component using the EL performance measure. ELs who are in their second year in U.S. schools who have a parental denial for EL services do not receive an EL performance measure. STAAR Alternate 2 assessment results are included regardless of an EL's years in U.S. schools.

Unschooling asylees, unschooled refugees, and SIFEs are not included in state accountability until their sixth year of enrollment in U.S. schools.

Part B: Relative Performance—Minimum Size Criteria and Small Numbers Analysis

- The STAAR component is evaluated if there are 10 or more STAAR assessments, combined across all subjects. Small numbers analysis is not used.
- All students are evaluated in the CCMR component if there are at least 10 annual graduates. Small numbers analysis, as described below, applies to all students if the number of annual graduates is fewer than 10.
 - A three-year-average CCMR rate is calculated for all students. The calculation is based on an aggregated three-year uniform average using the district's or campus's 2019 CCMR data, 2018 CCMR data, and the 2017 modeled CCMR data.
 - The all students group is evaluated if the three-year sum has at least 10 annual graduates.

Part B: Relative Performance—Methodology

Elementary and Middle Schools

For elementary and middle schools, School Progress, Part B evaluates the overall student performance on the Student Achievement STAAR component compared to campuses with similar percentages of economically disadvantaged students, as reported in the TSDS PEIMS October snapshot. The economically disadvantaged percentage is rounded to one decimal place.

High Schools, K–12 Campuses, and Districts with CCMR Component

For high schools, K–12 campuses, and districts, School Progress, Part B evaluates the average of the Student Achievement STAAR component and the CCMR component compared to districts or campuses with similar percentages of economically disadvantaged students, as reported in the

TSDS PEIMS October snapshot. The economically disadvantaged percentage is rounded to one decimal place.

High Schools, K-12 Campuses, and Districts without CCMR Component

If CCMR outcomes are not available for a high school, K-12, and district, only the Student Achievement STAAR component is used.

Alternative Education Accountability

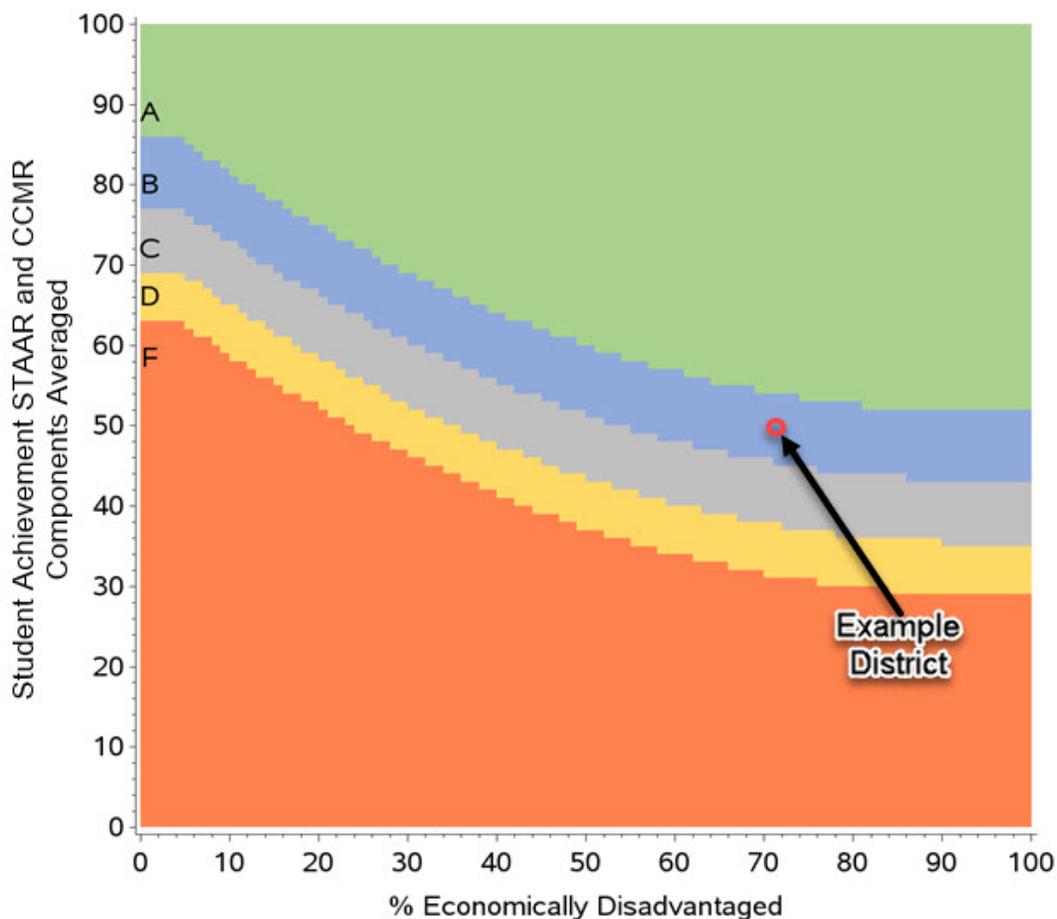
Alternative education campuses and alternative education accountability charter schools are not evaluated on School Progress, Part B due to the small number of districts and campuses available for comparison.

Part B: Relative Performance Score

The Part B: Relative Performance score is either the raw Student Achievement STAAR component score or the average of the raw Student Achievement STAAR and CCMR components, depending upon campus type. The score is rounded to the nearest whole number.

Example: Part B: Relative Performance

In the example shown below, there were 71 percent of students identified as economically disadvantaged on the district’s TSDS PEIMS October snapshot, and the district earned a 50 on Student Achievement STAAR and CCMR components averaged. In this case, the district would earn a B for Part B: Relative Performance.



Note: The image above is for illustrative purposes only and is only meant to provide a general idea of the methodology used for School Progress, Part B.

School Progress Domain Rating Calculation

See “Chapter 5—Calculating 2019 Ratings” for the methodology to calculate ratings for Part A: Academic Growth and Part B: Relative Performance. The overall rating for the School Progress domain will be the better of Part A: Academic Growth or Part B: Relative Performance.

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Chapter 4—Closing the Gaps Domain

Overview

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

Components

There are four components evaluated in the Closing the Gaps domain.

- Academic Achievement: STAAR Performance Status at the Meets Grade Level or above standard in English language arts (ELA)/reading and mathematics
- Growth or Graduation
 - Academic Growth Status: The School Progress, Part A domain data in reading and mathematics for elementary and middle schools
 - Federal Graduation Status: The four-year federal graduation rate (without exclusions) for high schools, K–12s, and districts with graduation rates. If a high school, K–12, or district does not have graduation data, Academic Growth Status is used, if available.
- English Language Proficiency
- School Quality or Student Success
 - STAAR component of the Student Achievement domain for elementary and middle schools
 - College, Career, and Military Readiness (CCMR) Performance Status component for high schools, K–12s, and districts. If a high school, K–12, or district does not have CCMR data, STAAR component is used, if available.

Minimum Size

A district or campus must have 10 reading and 10 mathematics assessment results for the all students group in the Academic Achievement component to be evaluated on the Closing the Gaps domain. If a district or campus does not meet minimum size, the Closing the Gaps domain is not evaluated.

Students Evaluated

The Closing the Gaps domain evaluates performance of fourteen student groups.

- All students
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races
- Economically disadvantaged
- Students receiving special education services
- Students formerly receiving special education services
- Current and monitored English learners (through year 4 of monitoring)
- Continuously enrolled
- Non-continuously enrolled

Current and Former Special Education Students

A student is identified as a current special education student if the student receives special instruction and related developmental, corrective, supportive, or evaluative services for the current school year as reported in TSDS PEIMS and on STAAR answer documents.

Students are identified as formerly receiving special education services if in any of the preceding three years, they were reported in TSDS PEIMS as receiving special instruction and related developmental, corrective, supportive, or evaluative services, but in the current year, as reported through TSDS PEIMS and on STAAR answer documents, are no longer participating in a special education program.

Current and Monitored English Learners (ELs)

A student is identified as current EL if the student is reported as Limited English Proficient (LEP) on either TELPAS or STAAR answer documents. A student is identified as monitored EL if the student is reported in TSDS PEIMS as having met the criteria for exiting a bilingual/ESL program and is being monitored as required by 19 Texas Administrative Code, §89.1220(I).

Both current and monitored ELs, through year 4, are included in performance rates for the Closing the Gaps domain. Exclusions for EL students are detailed in this chapter.

Continuously Enrolled and Non-Continuously Enrolled Students

District

For grades 4–12, a student is identified as continuously enrolled if the student was enrolled in the district on the fall snapshot during the current school year and each of the three preceding years. For grade 3, a student is identified as continuously enrolled if the student was enrolled in the same district on the current year fall snapshot and each of the preceding two years.

If the enrollment requirement is not met, then the student is considered non-continuously enrolled.

Campus

For grades 4–12, a student is identified as continuously enrolled if the student was enrolled in the campus on the fall snapshot during the current school year and in the same district each of the three preceding years. For grade 3, a student is identified as continuously enrolled if the student was enrolled in the campus on the current year fall snapshot and in the same district each of the preceding two years.

Example Campus Continuously Enrolled Determination (Grade 4–8)

Enrolled in District TSDS PEIMS Snapshot October 2015	Enrolled in District TSDS PEIMS Snapshot October 2016	Enrolled in District TSDS PEIMS Snapshot October 2017	Enrolled in Campus within District TSDS PEIMS Snapshot October 2018	Continuously Enrolled or Non-continuously Enrolled
Yes	Yes	Yes	Yes	Continuously Enrolled
Yes	No	Yes	Yes	Non-continuously Enrolled
No	No	Yes	Yes	Non-continuously Enrolled

Inclusion of English Learners

English learners (ELs) who are year one in U.S. schools are excluded from accountability calculations. ELs who are in their second year in U.S. schools are included in accountability for 2019. The EL performance measure is used to include ELs in their second year in U.S. schools in the Academic Achievement and Student Achievement Domain Score: STAAR Component Only

components. ELs who are in their second year in U.S. schools who have a parental denial for EL services do not receive an EL performance measure. STAAR Alternate 2 assessment results are included regardless of an EL's years in U.S. schools.

Unschooling asylees, unschooled refugees, and students with interrupted formal education (SIFEs) are not included in state accountability until their sixth year of enrollment in U.S. schools.

Academic Achievement Component

The Academic Achievement component measures STAAR performance in ELA/reading and mathematics at the Meets Grade Level or above standard.

Academic Achievement—Assessments Evaluated

The Academic Achievement component evaluates STAAR (with and without accommodations), STAAR Alternate 2 assessment, and EL performance measure results for grades 3–8 and end-of-course (EOC) in ELA/reading and mathematics at the Meets Grade Level or above standard.

Academic Achievement—Substitute Assessments

Qualifying results on substitute assessments are included in this component at the Meets Grade Level standard.

Academic Achievement—Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated if there are 10 or more assessments in the subject area, considered separately.
- Student groups are evaluated if there are 25 or more assessments in the subject area, considered separately.
- Small numbers analysis is not used.

Academic Achievement—Methodology

Each student group is evaluated by subject area on the percentage of assessment results that are at the Meets Grade Level or above standard. Each student group's performance is then compared to the 2019 Academic Achievement performance targets. The performance targets are provided at the end of this chapter.

The Academic Achievement calculation is expressed as a percentage, rounded to the nearest whole number. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

Academic Growth Status or Federal Graduation Status

Academic Growth Components

For elementary and middle schools, the Academic Growth Status component provides an opportunity to receive credit for STAAR results in ELA/reading and mathematics that either meet the student-level criteria for the STAAR progress measure or maintain performance. For high schools, K–12s, and districts without a federal four-year graduation rate, the Academic Growth Status is used, if available.

Academic Growth Status—Assessments Evaluated

The Academic Growth Status component evaluates STAAR (with and without accommodations) and STAAR Alternate 2 assessment results and progress measures for grades 4–8 and EOC in English II and Algebra I, disaggregated by student group.

Substitute assessments and EL performance measures are not included in the Academic Growth Status component. EL students are evaluated using the STAAR progress measure.

Academic Growth Status—Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated if there are 10 or more STAAR progress measures in ELA/reading and mathematics, considered separately.
- Student groups are evaluated if there are 25 or more STAAR progress measures in ELA/reading and mathematics, considered separately.
- Small numbers analysis, as described below, applies to all students if the total number of STAAR progress measures is fewer than 10.
 - A two-year-average academic growth score is calculated for all students. The calculation is based on an aggregated two-year uniform average using the district's or campus's 2019 academic growth data and 2018 academic growth data.
 - The all students group is evaluated if the two-year sum has at least 10 STAAR progress measures.

Academic Growth Status—Methodology

Each student group is evaluated by subject area on the percentage of assessment results that maintained performance from the prior year to the current year or meets the *Expected or Accelerated* STAAR progress measure expectation. Each student group's performance is then compared to the 2019 Academic Growth Status performance targets. Please see "Chapter 3—School Progress Domain" for details on how points are awarded for growth. The performance targets are provided at the end of this chapter.

The Academic Growth Status calculation is expressed as a percentage, rounded to the nearest whole number. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

Federal Graduation Status

The Federal Graduation Status component measures the federal four-year graduation rate of the Class of 2018 for high schools, K-12s, and districts. Texas uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate. For high schools, K-12s, and districts without a federal four-year graduation rate, the Academic Growth Status is used, if available.

Four-Year Graduation Rate Target

For the Class of 2018, the four-year graduation target is 90 percent of students graduate with a regular high school diploma in four years. Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s). The targets are provided at the end of this chapter.

Federal Graduation Status—Minimum Size Criteria and Small Numbers Analysis

All Students

- The all students group is evaluated if there are at least 10 students in the class.
- Small numbers analysis, as described below, applies to all students if the number of students in the Class of 2018 (4-year) is fewer than 10. The total number of students in the class consists of

graduates, continuing students, Texas certificate of high school equivalency (TxCHSE) recipients, and dropouts.

- A three-year-average graduation rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
- The all students group is evaluated if the three-year sum has at least 10 students.

Student Groups

- A student group is evaluated if there are at least 25 students from the group in the class.
- Small numbers analysis is not applied to student groups.
- The continuously enrolled, non-continuously enrolled, and former special education student groups are not evaluated.

Federal Graduation Status—Methodology

The Federal Graduation Status component is calculated using the four-year federal graduation rate without state exclusions. The four-year federal graduation rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four years for reasons other than graduating, receiving a TxCHSE, or dropping out are removed from the class.

The four-year federal graduation rate measures the percentage of graduates in a class. The graduation rates are expressed as a percentage rounded to one decimal place. For example, 74.875% rounds to 74.9%, not 75%.

$$\frac{\text{Number of Graduates in the Class}}{\text{Number of Students in the Class}} \\ (\text{Graduates} + \text{Continuers} + \text{TxCHSE Recipients} + \text{Dropouts})$$

Inclusion of English Learners

Ever ELs (EL [Ever HS]) are evaluated for the EL student group in the federal graduation rates. Ever ELs are students reported in TSDS PEIMS as ELs at any time while attending grades 9–12 in a Texas public school. The EL student group is evaluated if there are at least 25 current EL students.

Inclusions to the Four-Year Federal Dropout Definition

The definition of dropout that is used for the Student Achievement domain differs slightly from the NCES definition of dropout that is required for federal accountability. For Closing the Gaps domain calculations, the 2017–18 dropouts reported during the fall 2018 TSDS PEIMS data submission are processed using the NCES dropout definition so that certain students can be counted as dropouts. For additional information on dropout inclusions, please see Appendix G.

English Language Proficiency Component

The English Language Proficiency component measures an EL's progress towards achieving English language proficiency. Current ELs are the only students evaluated in this component.

English Language Proficiency—Assessments Evaluated

The English Language Proficiency component evaluates the TELPAS results for grades K–12. For 2019, current year TELPAS results are compared to the prior year to determine if the students made progress. In order to be included in the denominator, a student must have either a current year Advanced High TELPAS composite rating or a non-zero 2018 TELPAS composite rating.

TELPAS results prior to 2018 are not evaluated. TELPAS Alternate results are not evaluated in 2019.

English Language Proficiency—Minimum Size Criteria and Small Numbers Analysis

- The EL student group is evaluated if there are at least 25 current EL students.
- Small numbers analysis is not used.

English Language Proficiency—Methodology

A student is considered having made progress if

- the student advances by at least one score of the composite rating from the prior year to the current year, or
- the student's result is Advanced High.

The current EL student group's performance is compared to the 2019 English Language Proficiency target. The performance targets are provided at the end of this chapter.

The English Language Proficiency component calculation is expressed as a percentage, rounded to the nearest whole number. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

Number of TELPAS assessments that advance by at least one score of the composite rating from prior year or are Advanced High

Number of 2018–19 TELPAS assessments with Advanced High rating or non-zero prior year composite ratings

School Quality or Student Success Component

For elementary and middle schools, the Student Achievement Domain Score: STAAR Component Only evaluates disaggregated student performance on the STAAR. For high schools, K–12s, and districts with annual graduates, the College, Career, and Military Readiness Performance Status component measures disaggregated students' preparedness for college, the workforce, or the military. If a high school, K–12, or district does not have CCMR data, the Student Achievement Domain Score: STAAR Component Only is used, if available.

Student Achievement Domain Score: STAAR Component Only—Assessments Evaluated

The Student Achievement Domain Score: STAAR Component Only evaluates STAAR (with and without accommodations), STAAR Alternate 2 assessments, and EL performance measure results for grades 3–8 and EOC in all subject areas at the Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standard. The performance rates calculated in this component are the disaggregated results used in the Student Achievement domain.

Student Achievement Domain Score: STAAR Component Only—Substitute Assessments

Qualifying results on substitute assessments are included in this component at the Meets Grade Level standard.

Student Achievement Domain Score: STAAR Component Only—Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated if there are 10 or more assessments.

- Student groups are evaluated if there are 25 or more assessments.
- Small numbers analysis is not used.

Student Achievement Domain Score: STAAR Component Only— Methodology

Each student group is evaluated on the average percentage of assessment results that are at the Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standard. Each student group's performance is then compared to the 2019 Student Achievement Domain Score: STAAR Component Only performance targets. The performance targets are provided at the end of this chapter.

The Student Achievement Domain Score: STAAR Component Only calculation is expressed as a percentage, rounded to the nearest whole number. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

College, Career, and Military Readiness Performance Status

The College, Career, and Military Readiness Performance Status component measures students' preparedness for college, the workforce, or the military. This component differs from the CCMR component in the Student Achievement domain. The denominator used here is 2018 annual graduates plus students in grade 12 who did not graduate. These grade 12 students are those who were in attendance during the last six weeks of school year 2017–18 as reported in TSDS PEIMS attendance records. Grade 12 students reported in TSDS PEIMS as individualized education program (IEP) continuers will be excluded from the Closing the Gaps CCMR denominator.

$$\frac{\text{Number of Graduates or Students in Grade 12 Who Accomplished at Least One of the CCMR Indicators}}{\text{Number of 2018 Annual Graduates plus Students in Grade 12 During School Year 2017–18}}$$

Students demonstrate college, career, or military readiness in any one of the following ways:

- *Meet Texas Success Initiative (TSI) Criteria in ELA/Reading and Mathematics.* A student meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The assessment results considered include TSI assessments through October 2018, SAT and ACT results through the June 2018 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information.

A student must meet the TSI requirement for both ELA/reading and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in ELA/reading on the SAT and complete and earn credit for a college prep course in mathematics.

- *Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.* A student meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB.
- *Earn Dual Course Credits.* A student completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. See Appendix H for additional information.
- *Enlist in the Armed Forces.* A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines.
- *Earn an Industry-Based Certification.* A graduate earning an industry-based certificate under 19 TAC, §74.1003.

- *Earn an Associate's Degree.* A graduate earning an associate's degree prior to graduation from high school.
- *Graduate with Completed IEP and Workforce Readiness.* A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.
- *CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications.* A CTE coherent sequence student completing and receiving credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for students who meet no other CCMR indicator. These students receive one-half point credit for coursework completed toward an industry-based certification. See Chapter 2 for additional information.
- *Complete an OnRamps Dual Enrollment Course.* A student completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. See Appendix H for additional information.
- *Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student.* A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA).
- *Earn a Level I or Level II Certificate.* A graduate earning a Level I or Level II certificate in any workforce education area. See Appendix D or H for additional information.

College, Career, and Military Readiness Performance Status—Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated in the CCMR component if there are 10 or more annual graduates plus students in grade 12 who did not graduate.
- Student groups are evaluated if there are 25 or more annual graduates plus students in grade 12 who did not graduate.
- Small numbers analysis, as described below, applies to all students if the number of annual graduates plus students in grade 12 who did not graduate is fewer than 10.
 - A three-year-average CCMR rate is calculated for all students. The calculation is based on an aggregated three-year uniform average using the district's or campus's 2019 CCMR data, 2018 CCMR data, and the 2017 modeled CCMR data.
 - The all students group is evaluated if the three-year sum has at least 10 annual graduates plus students in grade 12 who did not graduate.

College, Career, and Military Readiness Performance Status—Methodology

Each student group is evaluated on the percentage of students who meet the 2019 College, Career, and Military Readiness Performance Status targets. The performance targets are provided at the end of this chapter.

The College, Career, and Military Readiness Performance Status calculation is expressed as a percentage, rounded to the nearest whole number. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

Participation Status

The target for Participation Status is 95 percent of students taking a state-administered assessment. Participation measures are based on STAAR and TELPAS assessment results.

- Students taking substitute assessments are included as participants.
- STAAR Alternate 2 students with No Authentic Academic Response (NAAR) designation are included as participants.
- Students with the medical exception or medically exempt designations are not included in the participation rate calculation. This includes both STAAR and STAAR Alternate 2 students.

Should the participation status for the all students group or any student group fall below 95 percent, rounded to the whole number, the denominator used for calculating the Closing the Gaps Academic Achievement component is adjusted to include the necessary number of assessments to meet the 95 percent threshold.

Example Adjusted Academic Achievement Performance Calculation

A campus had 100 students with STAAR answer documents in ELA/reading. Five answer documents were marked A (Absent), and two answer documents were marked O (Not Scored - Other). The campus's participation rate for ELA/reading was 93 percent.

$$\frac{93 \text{ scored answered documents}}{100 \text{ scored, absent, or other answer documents}}$$

Since the campus did not meet the 95 percent Participation Status target for ELA/reading, adjustments were made when calculating the ELA/reading performance for the Academic Achievement component. The performance denominator had to be adjusted to include enough assessments to meet the 95 percent target, rounded to the nearest whole number.

Original ELA/Reading Academic Achievement Performance Calculation

$$\frac{53 \text{ assessments at Meets Grade Level or above standard}}{93 \text{ scored assessments that meet accountability subset (out of 100 total answer documents)}} = 57\%$$

Adjusted ELA/Reading Academic Achievement Performance Calculation

$$\frac{53 \text{ assessments at Meets Grade Level or above standard}}{95 \text{ assessments (93 scored *plus* 2 absent/other)}} = 56\%$$

The campus's ELA/reading performance denominator was increased by two assessments to meet the 95 percent threshold. The Academic Achievement calculation used the updated denominator to determine the new performance outcome. The performance rates used in the Academic Achievement Performance component are the disaggregated results at the Meets Grade Level or above standard used in the Student Achievement domain.

Limits on Use of Alternative Assessments

Federal limitations require that the number of students assessed using STAAR Alternate 2 not exceed one percent of total assessment participation. While this measure is reported for regions, districts, and campuses on the federal report card, monitoring only applies at the state level—the number of students assessed throughout the state using STAAR Alternate 2 must not exceed one percent of the state's total participation on STAAR and STAAR Alternate 2.

Calculating Component Scores

To calculate a score for each of the Closing the Gaps components, determine the percentage of evaluated indicators met for each component. Divide the number of indicators met by the number of indicators evaluated (those that met minimum size).

$$\frac{\text{Number of indicators that met the performance target}}{\text{Total number of indicators evaluated}}$$

Closing the Gaps component scores are rounded to the nearest whole number.

Example Calculation: Academic Achievement Component Score*										
	All Students	African American	Hispanic	White	Two or More Races	Econ Disadv	Special Ed - Current	Continuously Enrolled	Total Met	Total Evaluated
Reading	Y	Y	Y	N	Y	Y	N	Y	6	8
Mathematics	N	Y	N	Y	Y	Y	Y	N	5	8
Total									11	16
Academic Achievement Component Score (Indicators Met ÷ Indicators Evaluated)									69	

*While 14 student groups are evaluated in the Closing the Gaps domain, this example has eight groups that met minimum size.

Minimum Number of Evaluated Indicators

The following components must have a minimum of five indicators that meet minimum size to be included in the Closing the Gaps calculation:

- Academic Achievement,
- Academic Growth Status, and
- Student Achievement Domain Score: STAAR Component Only

The remaining components, Federal Graduation Status and CCMR Performance Status, only require one evaluated indicator.

Example Minimum Number of Evaluated Indicators: Academic Achievement*									
	All Students	African American	Hispanic	White	Two or More Races	Econ Disadv	Special Ed - Current	Continuously Enrolled	Total Evaluated Indicators
Reading: Number of Assessments	75	13	26	26	10	24	13	62	
Met Minimum Size	Y	N	Y	Y	N	N	N	Y	4
Mathematics: Number of Assessments	70	11	23	26	10	22	10	60	
Met Minimum Size	Y	N	N	Y	N	N	N	Y	3
Total Evaluated Indicators									7
Academic Achievement Included?									Yes

*While 14 student groups are evaluated in the Closing the Gaps domain, this example has eight groups with Academic Achievement data.

Example Minimum Number of Evaluated Indicators: Academic Growth Status*								
	All Students	African American	Hispanic	White	Two or More Races	Econ Disadv	Special Ed -Current	Total Evaluated Indicators
Reading: Number of Assessments	50	23	10	11	6	26	5	
Met Minimum Size	Y	N	N	N	N	Y	N	2
Mathematics: Number of Assessments	47	25	9	8	5	24	5	
Met Minimum Size	Y	Y	N	N	N	N	N	2
Total Evaluated Indicators								4
Academic Growth Status Included?								No

*While 14 student groups are evaluated in the Closing the Gaps domain, this example has seven groups with Academic Growth data.

Calculating a Closing the Gaps Domain Score

To calculate the Closing the Gaps domain score, weight each component for which the district or campus has at least the minimum number of evaluated indicators based on the following table.

Component points are rounded to one decimal place. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number.

Closing the Gaps Component Weights		
Campus Types	Closing the Gaps Domain Component	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Academic Growth Status	50%
	English Language Proficiency	10%
	Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Language Proficiency	10%
	College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only ²	30%

¹ If Federal Graduation Status is not available, Academic Growth Status is used.

² If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

Example Calculation: Elementary School

Example: The sample elementary school has met the minimum number of evaluated indicators in all four components.

Component	Percentage of Evaluated Indicators Met	Weight	Total Points
Academic Achievement	69	30%	20.7
Academic Growth Status	83	50%	41.5
English Language Proficiency	100	10%	10
Student Achievement Domain Score: STAAR Component Only	60	10%	6
Closing the Gaps Domain Score			78

Example Calculation: Middle School

Example: The sample middle school has met the minimum number of evaluated indicators in two components. The campus does not have five evaluated indicators in the Student Achievement Domain Score: STAAR Component Only for inclusion in the overall domain calculation. It does not meet minimum size for the English Language Proficiency component. The weight of the Student Achievement Domain Score: STAAR Component Only and English Language Proficiency components are distributed proportionally among the two remaining components.

Component	Percentage of Evaluated Indicators Met	Weight	Total Points
Academic Achievement	69	37.5%	25.9
Academic Growth Status	83	62.5%	51.9
English Language Proficiency			
Student Achievement Domain Score: STAAR Component Only			
Closing the Gaps Domain Score			78

Closing the Gaps Domain Rating Calculation

See “Chapter 5—Calculating 2019 Ratings” for the methodology to calculate the Closing the Gaps domain rating.

2019 Closing the Gaps Performance Targets

Academic Achievement (Percentage at Meets Grade Level or above)														
Subject	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	EL (Current and Monitored)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
ELA/Reading	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	29%	36%	46%	42%
Mathematics	46%	31%	40%	59%	45%	82%	50%	54%	23%	36%	40%	44%	47%	45%

Subject	Academic Growth Status (Elementary and Middle Schools)													
ELA/Reading	66%	62%	65%	69%	67%	77%	67%	68%	59%	64%	64%	65%	66%	67%
Mathematics	71%	67%	69%	74%	71%	86%	74%	73%	61%	68%	68%	70%	71%	70%

Federal Graduation Status (High Schools, K-12s, and Districts) ¹														
90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a

Student Achievement Domain Score: STAAR Component Only (Elementary and Middle Schools)														
47%	36%	41%	58%	46%	73%	48%	55%	23%	38%	37%	43%	48%	45%	

College, Career, and Military Readiness Performance Status (High Schools, K-12s, and Districts)														
47%	31%	41%	58%	42%	76%	39%	53%	27%	39%	30%	43%	50%	31%	

English Language Proficiency Status ²														
											36%			

¹ Ever ELs (EL [Ever HS]) are evaluated in the federal graduation rates. Ever ELs (EL [Ever HS]) are students reported in TSDS PEIMS as ELs at any time while attending grades 9–12 in a Texas public school.

² English Language Proficiency Status evaluates current ELs only.

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Chapter 5—Calculating 2019 Ratings

Overview

In 2019, districts and campuses receive *A–F* ratings for overall performance and for performance in each domain. This chapter describes the process used to determine the ratings for districts and campuses.

2019 Ratings

Scaling Processes

In order to align letter grades and scores used in the *A–F* academic accountability system to the common conception of letter grades, raw domain and component scores are adjusted to scaled scores. The methodology and formulas for scaling domains and components are provided in this chapter. For additional details on the scaling methodology, please see Appendix I.

Please note, the graduation rate component does not use the scaling process described above. This component is scaled using a conversion table provided in this chapter.

Methodology

The following methodology is used to calculate domain and overall ratings.

Student Achievement Domain

Step 1: Determine a scaled score for the STAAR and College, Career, and Military Readiness (CCMR) components of the Student Achievement domain using Table 5.1 or 5.2 on page 51 in conjunction with the scaling methodology provided on page 55.

Determine a scaled score for the graduation rate component using the conversion table provided in Table 5.3 or Table 5.4 on page 52.

Step 2: Weight the STAAR component scaled score at 40 percent, the CCMR component scaled score at 40 percent, and the graduation rate converted score at 20 percent to determine the Student Achievement domain scaled score.

For districts and campuses lacking a graduation rate component, weight the STAAR component scaled score at 50 percent and the CCMR component scaled score at 50 percent to determine the Student Achievement domain scaled score.

For districts and campuses lacking both the CCMR and the graduation rate components, the STAAR component scaled score is the Student Achievement domain scaled score.

For districts and campuses lacking the CCMR component, weight the STAAR component scaled score at 100 percent.

School Progress Domain

Step 3: Determine a scaled score for both School Progress, Part A using Table 5.5 or Table 5.6 on page 53 and School Progress, Part B using the School Progress: Relative Performance Lookup Tables in conjunction with the scaling methodology provided on page 55.

Step 4: Determine the better outcome of the School Progress, Part A and Part B scaled scores. Use the better as the School Progress domain scaled score. If either Part A or Part B's scaled score results in an *F* rating, the highest scaled score that can be used is an 89.

Closing the Gaps Domain

Step 5: Determine a scaled score for the Closing the Gaps domain using Table 5.7 or Table 5.8 on page 53 in conjunction with the scaling methodology provided on page 55.

Overall Rating

Step 6: Determine the better outcome of the Student Achievement and the School Progress domain scaled scores. If either domain's scaled score results in an *F* rating, the highest scaled score that can be used is an 89.

Step 7: Weight the better outcome of the Student Achievement or the School Progress domain scaled score at 70 percent

Step 8: Weight the Closing the Gaps domain scaled score at 30 percent. For districts and campuses lacking a Closing the Gaps domain score, weight the better outcome of the Student Achievement or School Progress domain scaled score at 100 percent.

Step 9: Total the weighted outcome of the two scaled scores to calculate the overall score.

Step 10: If an *F* rating is received in three of the four areas of Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score a district, open-enrollment charter school, or campus can receive for the overall rating is a 59. In order for this provision to be applied, the district, open-enrollment charter school, or campus must be evaluated in all four areas. If the Student Achievement domain rating is a *D* or higher, this provision will not be applied.

A district may not receive an overall or domain rating of *A* if the district includes any campus with a corresponding overall or domain rating of *D* or *F*. In this case, the highest scaled score a district can receive for the overall or in the corresponding domain is an 89.

Weighted domain outcomes are rounded to the nearest decimal point. Overall rating scores are rounded to the nearest whole number.

Single-Campus Districts

A school district or charter school comprised of only one campus that shares the same 2019 performance data with its only campus must meet the performance targets for the campus to demonstrate acceptable performance. For these single-campus school districts and charter schools, the 2019 performance targets applied to the campus are applied to the district, ensuring that both the district and campus receive identical ratings.

Alternative Education Accountability (AEA) Bonus Points Methodology

AEA charter schools and campuses registered for evaluation under AEA provisions can earn bonus points toward the overall scaled score. A maximum of ten AEA bonus point may be added to the overall scaled score for AEA charter schools or campuses.

A maximum of 10 bonus points may be added to the overall scaled score for points earned in these two indicators.

- Credit for graduation plan type awards AEA charter schools and campuses bonus points for the percentage of graduates in the all students group who graduate under either a Recommended High School Plan (RHSP) or Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA). RHSP/DAP/FHSP-E/FHSP-DLA rates are based on the four-year longitudinal cohort. For AEA districts and campuses that use the annual dropout rate, an annual RHSP/DAP/FHSP-E/FHSP-DLA rate is calculated for bonus points. The annual rate is also used if no longitudinal graduation plan data meet the minimum size requirement. For AEA districts and campuses that use the annual dropout rate, the RHSP/DAP/FHSP-E/FHSP-DLA annual rates are calculated as the percentage of prior year graduates reported as having satisfied the course requirements for the RHSP, DAP, FHSP-E, or FHSP-DLA. The all students group is

evaluated if there are at least ten annual graduates. Graduation plan bonus points are earned as described in Table 5.9 provided on page 54.

- Credit for EOC retest assessments awards AEA charter schools and campuses bonus points for the percentage of EOC retest assessments in the all students group at the Approaches, Meets, and Masters Grade Level standards during the 2019 accountability cycle. The numerator for this indicator consists of EOC retest assessments at the Approaches, Meets, and Masters Grade Level standard. The denominator includes all EOC retest assessments. The all students group is evaluated if there are at least ten EOC assessments across all subject areas. EOC retest bonus points are earned as described in Table 5.10 provided on page 54.

Example District Student Achievement Domain Calculation

Component	Component Score	Scaled Score	Weight	Weighted Points
STAAR	36	62	40%	24.8
CCMR	57	86	40%	34.4
Graduation Rate	87.3	60	20%	12.0
Student Achievement Scaled Score				71
District Student Achievement Domain Rating				C

Example Overall Rating Calculation

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	71				
School Progress, Part A	89	89	89	70%	62.3
School Progress, Part B	84				
Closing the Gaps	81			30%	24.3
Overall Score					87
2019 Overall Rating					B

2019 Cut Scores for Scaling Conversion

The following table shows the 2019 cut points for each rating. These cut points apply to the overall rating as well as the rating for each domain.

Overall and Domain Rating Cut Points				
<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>F</i>
scaled score 90–100	scaled score 80–89	scaled score 70–79	scaled score 60–69	scaled score ≤59

Scaling Tables

School Progress, Part B: Relative Performance lookup tables are available at the end of this chapter.

Table 5.1: District Student Achievement Domain: STAAR and CCMR Components

District Student Achievement Domain: STAAR and CCMR Component Score Cut Points				
Rating	STAAR		CCMR	
	Non- AEA Districts	AEA Charter Schools	Non- AEA Districts	AEA Charter Schools
A	60	40	60	18
B	48	29	53	13
C	40	21	39	8
D	35	16	29	5

Table 5.2: Campus Student Achievement Domain: STAAR and CCMR Components

Campus Student Achievement Domain: STAAR and CCMR Component Score Cut Points						
Rating	STAAR				CCMR	
	Elementary	Middle	HS/K-12	AEA	Non-AEA	AEA
A	60	60	60	40	60	24
B	53	49	53	30	48	15
C	41	38	41	20	39	7
D	35	32	35	15	26	3

Table 5.3: District Student Achievement Domain: Graduation Rate Component

District Student Achievement Domain: Graduation Rate Component Conversion Table				
Scaled Score	Longitudinal Graduation Rate			
	Non-AEA Districts		AEA Charter Schools	
	Low	High	Low	High
100	100	-	100	-
95	98	99.9	98	99.9
90	96	97.9	96	97.9
85	95	95.9	92	95.9
80	94	94.9	85	91.9
75	93	93.9	80	84.9
70	92	92.9	70	79.9
65	88	91.9	50	69.9
60	86	87.9	35	49.9
55	70	85.9	20	34.9
50	50	69.9	0	19.9
40	30	49.9	-	-
30	0	29.9	-	-

Table 5.4: Campus Student Achievement Domain: Graduation Rate Component

Campus Student Achievement Domain: Graduation Rate Component Conversion Table				
Scaled Score	Longitudinal Graduation Rate			
	Non-AEA		AEA	
	Low	High	Low	High
100	100	-	100	-
95	98	99.9	98	99.9
90	96	97.9	96	97.9
85	95	95.9	92	95.9
80	94	94.9	85	91.9
75	93	93.9	80	84.9
70	92	92.9	70	79.9
65	88	91.9	50	69.9
60	86	87.9	35	49.9
55	70	85.9	20	34.9
50	50	69.9	0	19.9
40	30	49.9	-	-
30	0	29.9	-	-

Table 5.5: District School Progress, Part A Domain

District School Progress, Part A: Score Cut Points		
Rating	Non-AEA Districts	AEA Charter Schools
<i>A</i>	76	68
<i>B</i>	70	61
<i>C</i>	66	49
<i>D</i>	63	42

Table 5.6: Campus School Progress, Part A Domain

Campus School Progress, Part A: Score Cut Points				
Rating	Elementary	Middle	HS/K-12	AEA
<i>A</i>	82	80	80	82
<i>B</i>	75	72	70	62
<i>C</i>	69	66	63	48
<i>D</i>	64	62	56	41

Table 5.7: District Closing the Gaps Domain

District Closing the Gaps Domain Score Cut Points		
Rating	Non-AEA Districts	AEA Charter Schools
<i>A</i>	89	35
<i>B</i>	62	20
<i>C</i>	29	10
<i>D</i>	15	1

Table 5.8: Campus Closing the Gaps Domain

Campus Closing the Gaps Domain Score Cut Points				
Rating	Elementary	Middle	HS/K-12	AEA
<i>A</i>	95	90	95	35
<i>B</i>	85	67	69	20
<i>C</i>	48	28	28	10
<i>D</i>	23	11	11	1

Table 5.9: AEA Graduation Plan Bonus Points

AEA Charter School or AEA Campus	
Percentage of Annual Graduates with RHSP/DAP/FHSP-E/FHSP-DLA Graduation Plan	Bonus Points Earned
0-39	0
40-54	1
55-69	2
70-79	3
80-89	4
90-100	5

Table 5.10: AEA EOC Retest Assessments Bonus Points

AEA Charter School or AEA Campus	
Percentage of EOC Retest Assessments at Approaches Grade Level or Above	Bonus Points Earned
0-39	0
40-44	1
45-49	2
50-54	3
55-59	4
60-100	5

How to Convert to a Scaled Score

Use the cut point tables to convert a raw domain or component score to a scaled score by using the following corresponding formula.

Formulas Used to Create Scaled Scores	
A	Round $\left(100 - \frac{10(100 - \text{raw})}{100 - A \text{ cut point}}\right)$
B	Round $\left(89 - \frac{9((A \text{ cut point} - 1) - \text{raw})}{(A \text{ cut point} - 1) - B \text{ cut point}}\right)$
C	Round $\left(79 - \frac{9((B \text{ cut point} - 1) - \text{raw})}{(B \text{ cut point} - 1) - C \text{ cut point}}\right)$
D	Round $\left(69 - \frac{9((C \text{ cut point} - 1) - \text{raw})}{(C \text{ cut point} - 1) - D \text{ cut point}}\right)$
F	Round $\left(59 - \frac{29((D \text{ cut point} - 1) - \text{raw})}{(D \text{ cut point} - 1)}\right)$

Example: Converting to a Scaled Score

A school district received a Closing the Gaps domain score of 67. The district scaling table shows a Closing the Gaps domain score between 62–88 for a non-AEA district falls within the *B* range. To convert the domain score to a scaled score, use the scaling formula for the *B* range.

$$\text{Round} \left(89 - \frac{9((89 - 1) - 67)}{(89 - 1) - 62} \right)$$

$$\text{Round} \left(89 - \frac{9(88 - 67)}{88 - 62} \right)$$

$$\text{Round} \left(89 - \frac{9(21)}{26} \right)$$

$$\text{Round} \left(89 - \frac{189}{26} \right)$$

$$\text{Round} (89 - 7.3)$$

$$\text{Round} (81.7)$$

$$\text{Scaled Score} = 82$$

School Progress, Part B: Relative Performance Lookup Tables

District

% Economically Disadvantaged	STAAR + CCMR				STAAR Only			
	A	B	C	D	A	B	C	D
0 to 5	86	77	69	63	80	74	68	64
5.1 to 6	85	76	68	62	79	73	68	63
6.1 to 7	84	75	68	61	79	73	67	62
7.1 to 8	83	75	67	61	78	72	66	62
8.1 to 9	83	74	66	60	77	71	66	61
9.1 to 10	82	73	65	59	77	71	65	60
10.1 to 11	81	73	65	58	76	70	64	60
11.1 to 12	80	72	64	58	76	69	64	59
12.1 to 13	80	71	63	57	75	69	63	59
13.1 to 14	79	70	63	56	74	68	62	58
14.1 to 15	78	70	62	56	74	68	62	57
15.1 to 16	78	69	61	55	73	67	61	57
16.1 to 17	77	68	61	54	73	66	61	56
17.1 to 18	76	68	60	54	72	66	60	56
18.1 to 19	76	67	59	53	71	65	59	55
19.1 to 20	75	67	59	53	71	65	59	54
20.1 to 21	75	66	58	52	70	64	58	54
21.1 to 22	74	65	58	51	70	63	58	53
22.1 to 23	73	65	57	51	69	63	57	53
23.1 to 24	73	64	56	50	69	62	57	52
24.1 to 25	72	64	56	49	68	62	56	52
25.1 to 26	72	63	55	49	67	61	56	51
26.1 to 27	71	62	55	48	67	61	55	50
27.1 to 28	70	62	54	48	66	60	54	50
28.1 to 29	70	61	53	47	66	60	54	49
29.1 to 30	69	61	53	47	65	59	53	49
30.1 to 31	69	60	52	46	65	59	53	48
31.1 to 32	68	60	52	46	64	58	52	48
32.1 to 33	68	59	51	45	64	58	52	47
33.1 to 34	67	59	51	45	63	57	51	47
34.1 to 35	67	58	50	44	63	57	51	46
35.1 to 36	66	58	50	44	62	56	50	46
36.1 to 37	66	57	49	43	62	56	50	45
37.1 to 38	65	57	49	43	61	55	49	45
38.1 to 39	65	56	48	42	61	55	49	44
39.1 to 40	64	56	48	42	60	54	49	44

School Progress, Part B: Relative Performance Lookup Tables

District (continued)

% Economically Disadvantaged	STAAR + CCMR				STAAR Only			
	A	B	C	D	A	B	C	D
40.1 to 41	64	55	47	41	60	54	48	44
41.1 to 42	63	55	47	41	60	53	48	43
42.1 to 43	63	54	47	40	59	53	47	43
43.1 to 44	63	54	46	40	59	52	47	42
44.1 to 45	62	54	46	39	58	52	46	42
45.1 to 46	62	53	45	39	58	52	46	41
46.1 to 47	61	53	45	39	57	51	45	41
47.1 to 48	61	52	44	38	57	51	45	41
48.1 to 49	61	52	44	38	57	50	45	40
49.1 to 50	60	52	44	37	56	50	44	40
50.1 to 51	60	51	43	37	56	50	44	39
51.1 to 52	59	51	43	37	55	49	43	39
52.1 to 53	59	50	43	36	55	49	43	39
53.1 to 54	59	50	42	36	55	48	43	38
54.1 to 55	58	50	42	36	54	48	42	38
55.1 to 56	58	49	42	35	54	48	42	37
56.1 to 57	58	49	41	35	54	47	42	37
57.1 to 58	57	49	41	35	53	47	41	37
58.1 to 59	57	48	41	34	53	47	41	36
59.1 to 60	57	48	40	34	53	46	41	36
60.1 to 61	57	48	40	34	52	46	40	36
61.1 to 62	56	48	40	34	52	46	40	35
62.1 to 63	56	47	40	33	52	45	40	35
63.1 to 64	56	47	39	33	51	45	39	35
64.1 to 65	55	47	39	33	51	45	39	35
65.1 to 66	55	47	39	33	51	44	39	34
66.1 to 67	55	46	39	32	50	44	38	34
67.1 to 68	55	46	38	32	50	44	38	34
68.1 to 69	55	46	38	32	50	44	38	33
69.1 to 70	54	46	38	32	49	43	38	33
70.1 to 71	54	46	38	31	49	43	37	33
71.1 to 72	54	45	38	31	49	43	37	33
72.1 to 73	54	45	37	31	49	42	37	32
73.1 to 74	54	45	37	31	48	42	37	32
74.1 to 75	53	45	37	31	48	42	36	32

School Progress, Part B: Relative Performance Lookup Tables

District (continued)

% Economically Disadvantaged	STAAR + CCMR				STAAR Only			
	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
75.1 to 76	53	45	37	31	48	42	36	32
76.1 to 77	53	44	37	30	48	41	36	31
77.1 to 78	53	44	37	30	47	41	36	31
78.1 to 79	53	44	36	30	47	41	35	31
79.1 to 80	53	44	36	30	47	41	35	31
80.1 to 81	53	44	36	30	47	41	35	30
81.1 to 82	52	44	36	30	47	40	35	30
82.1 to 83	52	44	36	30	46	40	35	30
83.1 to 84	52	44	36	30	46	40	34	30
84.1 to 85	52	44	36	29	46	40	34	30
85.1 to 86	52	44	36	29	46	40	34	29
86.1 to 87	52	43	36	29	46	39	34	29
87.1 to 88	52	43	36	29	46	39	34	29
88.1 to 89	52	43	36	29	45	39	33	29
89.1 to 90	52	43	36	29	45	39	33	29
90.1 to 91	52	43	35	29	45	39	33	29
91.1 to 92	52	43	35	29	45	39	33	29
92.1 to 93	52	43	35	29	45	39	33	28
93.1 to 94	52	43	35	29	45	38	33	28
94.1 to 95	52	43	35	29	45	38	33	28
95.1 to 96	52	43	35	29	44	38	33	28
96.1 to 97	52	43	35	29	44	38	32	28
97.1 to 98	52	43	35	29	44	38	32	28
98.1 to 99	52	43	35	29	44	38	32	28
99.1 to 100	52	43	35	29	44	38	32	28

School Progress, Part B: Relative Performance Lookup Tables

Campus

% Economically Disadvantaged	Elementary School Scaled Scores				Middle School Scaled Scores				High School/K-12 (STAAR + CCMR) Scaled Scores				High School/K-12 (STAAR Only) Scaled Scores			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
0 to 5	86	75	69	65	86	76	71	67	96	80	70	63	89	76	69	64
5.1 to 6	85	75	68	64	85	75	70	66	95	79	70	63	88	76	68	63
6.1 to 7	85	74	68	63	84	75	69	65	94	78	69	62	88	75	67	62
7.1 to 8	84	73	67	63	83	74	69	65	93	77	68	61	87	74	67	61
8.1 to 9	84	73	67	62	83	73	68	64	93	76	67	60	86	73	66	60
9.1 to 10	83	72	66	62	82	73	67	63	92	76	66	59	85	73	65	60
10.1 to 11	82	72	65	61	81	72	66	62	91	75	65	59	85	72	64	59
11.1 to 12	82	71	65	60	81	71	66	62	90	74	65	58	84	71	64	58
12.1 to 13	81	70	64	60	80	70	65	61	89	73	64	57	83	70	63	58
13.1 to 14	81	70	64	59	79	70	64	60	89	72	63	56	82	70	62	57
14.1 to 15	80	69	63	59	78	69	64	60	88	72	62	55	82	69	62	56
15.1 to 16	79	69	63	58	78	68	63	59	87	71	62	55	81	68	61	55
16.1 to 17	79	68	62	57	77	68	62	58	86	70	61	54	80	68	60	55
17.1 to 18	78	68	61	57	76	67	62	58	86	69	60	53	80	67	59	54
18.1 to 19	78	67	61	56	76	66	61	57	85	69	59	53	79	66	59	53
19.1 to 20	77	67	60	56	75	66	60	56	84	68	59	52	78	66	58	53
20.1 to 21	77	66	60	55	75	65	60	56	84	67	58	51	78	65	58	52
21.1 to 22	76	66	59	55	74	65	59	55	83	67	57	51	77	64	57	52
22.1 to 23	76	65	59	54	73	64	59	55	82	66	57	50	77	64	56	51
23.1 to 24	75	64	58	54	73	63	58	54	82	65	56	49	76	63	56	50
24.1 to 25	75	64	58	53	72	63	57	53	81	65	55	49	75	62	55	50
25.1 to 26	74	63	57	53	71	62	57	53	80	64	55	48	75	62	54	49
26.1 to 27	74	63	57	52	71	61	56	52	80	63	54	47	74	61	54	48
27.1 to 28	73	62	56	52	70	61	55	51	79	63	54	47	74	61	53	48
28.1 to 29	73	62	56	51	70	60	55	51	78	62	53	46	73	60	53	47
29.1 to 30	72	62	55	51	69	60	54	50	78	62	52	45	72	60	52	47
30.1 to 31	72	61	55	50	69	59	54	50	77	61	52	45	72	59	52	46
31.1 to 32	71	61	54	50	68	59	53	49	77	60	51	44	71	58	51	46
32.1 to 33	71	60	54	49	67	58	53	49	76	60	51	44	71	58	51	45

School Progress, Part B: Relative Performance Lookup Tables

Campus (continued)

% Economically Disadvantaged	Elementary School Scaled Scores				Middle School Scaled Scores				High School/K-12 (STAAR + CCMR) Scaled Scores				High School/K-12 (STAAR Only) Scaled Scores			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
33.1 to 34	70	60	53	49	67	57	52	48	76	59	50	43	70	57	50	45
34.1 to 35	70	59	53	48	66	57	52	48	75	59	50	43	70	57	49	44
35.1 to 36	69	59	53	48	66	56	51	47	75	58	49	42	69	56	49	44
36.1 to 37	69	58	52	48	65	56	50	46	74	58	48	42	69	56	48	43
37.1 to 38	69	58	52	47	65	55	50	46	73	57	48	41	68	55	48	43
38.1 to 39	68	57	51	47	64	55	49	45	73	57	47	41	68	55	47	42
39.1 to 40	68	57	51	46	64	54	49	45	72	56	47	40	67	54	47	42
40.1 to 41	67	57	50	46	63	54	48	44	72	56	47	40	67	54	47	41
41.1 to 42	67	56	50	45	63	53	48	44	72	55	46	39	66	53	46	41
42.1 to 43	66	56	50	45	62	53	47	43	71	55	46	39	66	53	46	40
43.1 to 44	66	55	49	45	62	52	47	43	71	54	45	38	65	53	45	40
44.1 to 45	66	55	49	44	61	52	46	42	70	54	45	38	65	52	45	39
45.1 to 46	65	55	48	44	61	51	46	42	70	54	44	37	65	52	44	39
46.1 to 47	65	54	48	43	60	51	45	41	69	53	44	37	64	51	44	39
47.1 to 48	65	54	48	43	60	50	45	41	69	53	43	37	64	51	44	38
48.1 to 49	64	53	47	43	59	50	45	41	69	52	43	36	63	51	43	38
49.1 to 50	64	53	47	42	59	50	44	40	68	52	43	36	63	50	43	37
50.1 to 51	63	53	47	42	59	49	44	40	68	52	42	35	63	50	42	37
51.1 to 52	63	52	46	42	58	49	43	39	67	51	42	35	62	49	42	37
52.1 to 53	63	52	46	41	58	48	43	39	67	51	42	35	62	49	42	36
53.1 to 54	62	52	45	41	57	48	42	38	67	51	41	34	62	49	41	36
54.1 to 55	62	51	45	41	57	47	42	38	66	50	41	34	61	48	41	36
55.1 to 56	62	51	45	40	56	47	42	38	66	50	41	34	61	48	41	35
56.1 to 57	61	51	44	40	56	47	41	37	66	50	40	33	61	48	40	35
57.1 to 58	61	50	44	40	56	46	41	37	66	49	40	33	60	47	40	35
58.1 to 59	61	50	44	39	55	46	40	36	65	49	40	33	60	47	40	34
59.1 to 60	60	50	44	39	55	46	40	36	65	49	39	33	60	47	39	34
60.1 to 61	60	49	43	39	55	45	40	36	65	49	39	32	59	47	39	34
61.1 to 62	60	49	43	38	54	45	39	35	64	48	39	32	59	46	39	33
62.1 to 63	60	49	43	38	54	44	39	35	64	48	39	32	59	46	39	33
63.1 to 64	59	49	42	38	53	44	39	35	64	48	38	32	59	46	38	33
64.1 to 65	59	48	42	38	53	44	38	34	64	48	38	31	58	46	38	33
65.1 to 66	59	48	42	37	53	43	38	34	64	47	38	31	58	45	38	32

School Progress, Part B: Relative Performance Lookup Tables

Campus (continued)

% Economically Disadvantaged	Elementary School Scaled Scores				Middle School Scaled Scores				High School/K-12 (STAAR + CCMR) Scaled Scores				High School/K-12 (STAAR Only) Scaled Scores			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
	66.1 to 67	58	48	42	37	53	43	38	34	63	47	38	31	58	45	38
67.1 to 68	58	48	41	37	52	43	37	33	63	47	38	31	58	45	37	32
68.1 to 69	58	47	41	37	52	42	37	33	63	47	37	31	57	45	37	32
69.1 to 70	58	47	41	36	52	42	37	33	63	47	37	30	57	44	37	32
70.1 to 71	57	47	41	36	51	42	36	32	63	46	37	30	57	44	37	31
71.1 to 72	57	47	40	36	51	42	36	32	63	46	37	30	57	44	37	31
72.1 to 73	57	46	40	36	51	41	36	32	62	46	37	30	57	44	36	31
73.1 to 74	57	46	40	35	50	41	36	32	62	46	37	30	56	44	36	31
74.1 to 75	57	46	40	35	50	41	35	31	62	46	37	30	56	44	36	31
75.1 to 76	56	46	39	35	50	40	35	31	62	46	37	30	56	43	36	31
76.1 to 77	56	45	39	35	50	40	35	31	62	46	36	30	56	43	36	30
77.1 to 78	56	45	39	35	49	40	35	31	62	46	36	29	56	43	36	30
78.1 to 79	56	45	39	34	49	40	34	30	62	46	36	29	56	43	36	30
79.1 to 80	56	45	39	34	49	40	34	30	62	46	36	29	56	43	35	30
80.1 to 81	55	45	38	34	49	39	34	30	62	46	36	29	56	43	35	30
81.1 to 82	55	44	38	34	48	39	34	30	62	45	36	29	56	43	35	30
82.1 to 83	55	44	38	34	48	39	33	29	62	45	36	29	55	43	35	30
83.1 to 84	55	44	38	33	48	39	33	29	62	45	36	29	55	43	35	30
84.1 to 85	55	44	38	33	48	38	33	29	62	45	36	29	55	42	35	30
85.1 to 86	55	44	38	33	48	38	33	29	62	45	36	29	55	42	35	30
86.1 to 87	54	44	37	33	47	38	33	29	62	45	36	29	55	42	35	30
87.1 to 88	54	44	37	33	47	38	33	29	62	45	36	29	55	42	35	30
88.1 to 89	54	43	37	33	47	38	32	28	62	45	36	29	55	42	35	30
89.1 to 90	54	43	37	33	47	38	32	28	62	45	36	29	55	42	35	30
90.1 to 91	54	43	37	32	47	37	32	28	62	45	36	29	55	42	35	30
91.1 to 92	54	43	37	32	47	37	32	28	62	45	36	29	55	42	35	30
92.1 to 93	54	43	37	32	47	37	32	28	62	45	36	29	55	42	35	30
93.1 to 94	53	43	37	32	46	37	32	28	62	45	36	29	55	42	35	30
94.1 to 95	53	43	36	32	46	37	31	27	62	45	36	29	55	42	35	30
95.1 to 96	53	43	36	32	46	37	31	27	62	45	36	29	55	42	35	30
96.1 to 97	53	43	36	32	46	37	31	27	62	45	36	29	55	42	35	30
97.1 to 98	53	42	36	32	46	37	31	27	62	45	36	29	55	42	35	30
98.1 to 99	53	42	36	32	46	36	31	27	62	45	36	29	55	42	35	30
99.1 to 100	53	42	36	32	46	36	31	27	62	45	36	29	55	42	35	30

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Chapter 6—Distinction Designations

Districts and campuses that receive an accountability rating of *A*, *B*, *C*, or *D* are eligible to earn distinction designations. Distinction designations are awarded for achievement in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics.

Distinction Designations

For 2019, distinction designations are awarded in the following areas:

- Academic Achievement in English Language Arts/Reading (campus only)
- Academic Achievement in Mathematics (campus only)
- Academic Achievement in Science (campus only)
- Academic Achievement in Social Studies (campus only)
- Top 25 Percent: Comparative Academic Growth (campus only)
- Top 25 Percent: Comparative Closing the Gaps (campus only)
- Postsecondary Readiness (district and campus)

Distinction Designation Labels

The Distinction Designation Reports show one of the following labels for each distinction designation:

Distinction Earned. The district or campus is rated *A*, *B*, *C*, or *D* and meets the criteria for the distinction designation.

No Distinction Earned. The district or campus is rated *F* or does not meet the criteria for the distinction designation.

Not Eligible. The district or campus does not have results to evaluate for the distinction designation, is not rated, is evaluated by alternative education accountability (AEA) provisions, or is a campus paired with a feeder campus for accountability evaluation.

Campus Comparison Groups

Each campus is assigned to a unique comparison group comprised of Texas schools that are most similar to it. To determine the campus comparison group, each campus is identified by school type (See the school types chart in “Chapter 1—2019 Accountability Overview” for more information.) then grouped with 40 other campuses from anywhere in Texas that are most similar in grade levels served, size, percentage of students who are economically disadvantaged, mobility rate, percentage of English learners, percentage of students receiving special education services, and percentage of students enrolled in an Early College High School program. Each campus has only one unique campus comparison group. There is no limit on the number of comparison groups to which a campus may be a member. It is possible for a campus to be a member of no comparison group other than its own or a member of several comparison groups.

A campus earns a distinction designation if it is in the top quartile (Q1) of its comparison group for at least 33 percent (for high schools and K–12 campuses) or 50 percent (for elementary and middle schools) of the indicators used to award the distinction.

- For an indicator to be used to evaluate campuses for a distinction designation, at least 20 campuses in the comparison group must have data for that indicator. If fewer than 20 campuses

have data for the indicator, it cannot be used to evaluate campuses for the distinction. This often affects campuses with non-traditional grade spans.

- When campuses have scores that tie in the Top 25 Percent: Comparative Academic Growth and Top 25 Percent: Comparative Closing the Gaps distinctions, the top ten campuses in the group are awarded the distinction. If the tie occurs at the ten-campus point, the campuses that tie with campus ten will be awarded the distinction.
- Campuses will not have access to the performance data of other campuses and will not know where they rank in their comparison groups until the public release of all accountability data.

For details on how campus comparison groups are constructed, please see Appendix E.

Academic Achievement in English Language Arts/Reading

An Academic Achievement Distinction Designation (AADD) is awarded to campuses for outstanding achievement in ELA/reading based on outcomes of several performance indicators.

Who is Eligible: Campuses assigned an *A, B, C, or D* rating

Student Groups: Performance of only the all students group is used.

Minimum Size: Minimum size is determined separately for each indicator.

- *Attendance Rate.* Minimum size is based on total days in membership. If a campus has fewer than 1,800 total days in membership (e.g., 10 students x 180 school days) attendance cannot be used to evaluate the campus for this distinction.
- *Assessments (STAAR, AP/IB, SAT, and/or ACT).* Minimum size is 10 students for each assessment. If a campus has fewer than 10 test takers for an assessment, any indicator relying on that assessment cannot be used to evaluate the campus for this distinction.
- *Participation.*
 - *AP/IB: ELA.* Minimum size is 10 students enrolled in grades 11 and 12.
 - *Advanced/Dual-Credit Course Completion: ELA/Reading.* Minimum size is 10 students in grades 9 through 12 who complete at least one course.
 - *SAT/ACT Participation.* Minimum size is 10 reported annual graduates.

AADD ELA/Reading Indicators:

- Attendance Rate
- Accelerated Student Progress in ELA/Reading
- Grade 3 Reading Performance (Masters Grade Level)
- Grade 4 Reading Performance (Masters Grade Level)
- Grade 4 Writing Performance (Masters Grade Level)
- Grade 5 Reading Performance (Masters Grade Level)
- Grade 6 Reading Performance (Masters Grade Level)
- Grade 7 Reading Performance (Masters Grade Level)
- Grade 7 Writing Performance (Masters Grade Level)
- Grade 8 Reading Performance (Masters Grade Level)
- English I Performance (Masters Grade Level)
- English II Performance (Masters Grade Level)
- AP/IB Examination Participation: ELA
- AP/IB Examination Results (Examinees \geq Criterion): ELA

- SAT/ACT Participation
- Average SAT Score: Reading and Writing
- Average ACT Score: ELA
- Advanced/Dual-Credit Course Completion Rate: ELA/Reading (grades 9–12)

Methodology:

Step 1: Determine a campus's performance on each indicator that applies to it and for which it has data.

Step 2: Compare that campus's performance for each indicator within the campus comparison group.

Step 3: Determine if the campus is in the top 25 percent of its campus comparison group.

- High schools and combined elementary/secondary schools (K–12) must be in the top quartile (Q1) for 33 percent or more of all the indicators for which they have data.
- Middle schools, junior high schools, and elementary schools must be in the top quartile for 50 percent or more of all the indicators for which they have data.

Please see Appendix H for a description of the source of data for each indicator.

Other information:

- *Advanced/Dual-Credit Course Completion: ELA/Reading.* The advanced/dual-credit course completion rate for ELA/reading includes students enrolled in grades 9 through 12.
- *Assessments.* A complete list of AP and IB assessments used to award this distinction is available in Appendix H.
- *Attendance Rate.* This is based on student attendance for the entire school year for students in grades 1–12. The attendance rate indicator applies to all four subject area distinctions. Consequently, this indicator cannot be the sole measure used by a campus to attain an AADD.

Example Campus Calculation:

<i>Example:</i> Colonial High School is fictional but typical of Texas high schools with varied performance on the 10 indicators for this distinction. To determine whether it has earned the distinction, its performance is compared to its unique campus comparison group for each of the 10 indicators. It must be in the top quartile (Q1) for at least 33 percent of the indicators to earn the AADD in ELA/Reading.												
Step 1	Determine Colonial HS performance on its 10 indicators	Attendance rate	Accelerated ELA Progress	English I Performance	English II Performance	AP/IB ELA Results	AP/IB ELA Participation	SAT/ACT Participation	Average SAT Score: Reading and Writing	Average ACT Score: ELA	Advanced/Dual-Credit Course Completion	
		93.3%	2%	8%	9%	72%	48.9%	90%	1079	23.5	18.5%	
Step 2	Compare performance to campuses in Colonial HS Comparison Group.						Q1	Q1	Q1		Q1	
						Q2				Q2		
				Q3	Q3							
		Q4	Q4									
Step 3	Is performance in the top quartile?	No	No	No	No	No	Yes	Yes	Yes	No	Yes	
Result:		Performance on 4 of 10 indicators is in Q1, which is greater than 33 percent of indicators; Colonial High School earns an AADD in ELA/Reading.										

Academic Achievement in Mathematics

An AADD is awarded to campuses for outstanding achievement in mathematics based on outcomes of several performance indicators.

Who is Eligible: Campuses assigned an *A, B, C, or D* rating

Student Groups: Performance of only the all students group is used.

Minimum Size: Minimum size is determined separately for each indicator.

- *Attendance Rate.* Minimum size is based on total days in membership. If a campus has fewer than 1,800 total days in membership (e.g., 10 students x 180 school days) attendance cannot be used to evaluate the campus for this distinction.
- *Assessments (STAAR, AP/IB, SAT, and/or ACT).* Minimum size is 10 students for each assessment. If a campus has fewer than 10 test takers for an assessment, any indicator relying on that assessment cannot be used to evaluate the campus for this distinction.
- *Participation*
 - *AP/IB: Mathematics.* Minimum size is 10 students enrolled in grades 11 and 12.
 - *Advanced/Dual-Credit Course Completion: Mathematics.* Minimum size is 10 students in grades 9 through 12 who complete at least one course.
 - *Algebra I by Grade 8 Participation.* Minimum size is 10 students enrolled in grade 8.
 - *SAT/ACT Participation.* Minimum size is 10 reported annual graduates.

AADD Mathematics Indicators:

- Attendance Rate
- Accelerated Student Progress in Mathematics
- Grade 3 Mathematics Performance (Masters Grade Level)
- Grade 4 Mathematics Performance (Masters Grade Level)
- Grade 5 Mathematics Performance (Masters Grade Level)
- Grade 6 Mathematics Performance (Masters Grade Level)
- Grade 7 Mathematics Performance (Masters Grade Level)
- Grade 8 Mathematics Performance (Masters Grade Level)
- Algebra I by Grade 8 Participation
- Algebra I Performance (Masters Grade Level)
- AP/IB Examination Participation: Mathematics
- AP/IB Examination Results (Examinees \geq Criterion): Mathematics
- SAT/ACT Participation
- Average SAT Score: Mathematics
- Average ACT Score: Mathematics
- Advanced/Dual-Credit Course Completion Rate: Mathematics (grades 9–12)

Methodology:

Step 1: Determine a campus's performance on each indicator that applies to it and for which it has data.

Step 2: Compare that campus's performance for each indicator within the campus comparison group.

Step 3: Determine if the campus is in the top 25 percent of its campus comparison group.

- High schools and combined elementary/secondary schools (K–12) must be in the top quartile (Q1) for 33 percent or more of all the indicators for which they have data.
- Middle schools, junior high schools, and elementary schools must be in the top quartile for 50 percent or more of all the indicators for which they have data.

Please see Appendix H for a description of the source of data for each indicator.

Other information:

- *Algebra I by Grade 8 Participation:* The Algebra I by Grade 8 Participation indicator limits the denominator to grade 8 students based on 2018 TSDS PEIMS fall enrollment. The numerator is Algebra I assessments taken in either the current or any prior school year as reported in the consolidated accountability file (CAF) cumulative history section.
- *Advanced/Dual-Credit Course Completion: Mathematics.* The advanced/dual-credit course completion rate for mathematics includes students enrolled in grades 9 through 12.
- *Assessments.* A complete list of AP and IB assessments used to award this distinction is available in Appendix H.
- *Attendance Rate.* This is based on student attendance for the entire school year for students in grades 1–12. The attendance rate indicator applies to all four subject area distinctions. Consequently, this indicator cannot be the sole measure used by a campus to attain an AADD.

Academic Achievement in Science

An AADD is awarded to campuses for outstanding achievement in science based on outcomes of several performance indicators.

Who is Eligible: Campuses assigned an *A, B, C, or D* rating

Student Groups: Performance of only the all students group is used.

Minimum Size: Minimum size is determined separately for each indicator.

- *Attendance Rate.* Minimum size is based on total days in membership. If a campus has fewer than 1,800 total days in membership (e.g., 10 students x 180 school days) attendance cannot be used to evaluate the campus for this distinction.
- *Assessments (STAAR, AP/IB, and/or ACT).* Minimum size is 10 students for each assessment. If a campus has fewer than 10 test takers for an assessment, any indicator relying on that assessment cannot be used to evaluate the campus for this distinction.
- *Participation.*
 - *AP/IB: Science.* Minimum size is 10 students enrolled in grades 11 and 12.
 - *Advanced/Dual-Credit Course Completion: Science.* Minimum size is 10 students in grades 9 through 12 who complete at least one course.

AADD Science Indicators:

- Attendance Rate
- Grade 5 Science Performance (Masters Grade Level)
- Grade 8 Science Performance (Masters Grade Level)
- EOC Biology Performance (Masters Grade Level)
- AP/IB Examination Participation: Science
- AP/IB Examination Results (Examinees \geq Criterion): Science
- Average ACT Score: Science
- Advanced/Dual-Credit Course Completion Rate: Science (grades 9–12)

Methodology:

Step 1: Determine a campus's performance on each indicator that applies to it and for which it has data.

Step 2: Compare that campus's performance for each indicator within the campus comparison group.

Step 3: Determine if the campus is in the top 25 percent of its campus comparison group.

- High schools and combined elementary/secondary schools (K–12) must be in the top quartile (Q1) for 33 percent or more of all the indicators for which they have data.
- Middle schools, junior high schools, and elementary schools must be in the top quartile for 50 percent or more of all the indicators for which they have data.

Please see Appendix H for a description of the source of data for each indicator.

Other information:

- *Advanced/Dual-Credit Course Completion: Science.* The advanced/dual-credit course completion rate for science includes students enrolled in grades 9 through 12.
- *Assessments.* A complete list of AP and IB assessments used to award this distinction is available in Appendix H.
- *Attendance Rate.* This is based on student attendance for the entire school year for students in grades 1–12. The attendance rate indicator applies to all four subject area distinctions. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

Academic Achievement in Social Studies

An AADD is awarded to campuses for outstanding achievement in social studies based on outcomes of several performance indicators.

Who is Eligible: Campuses assigned an *A, B, C, or D* rating

Student Groups: Performance of only the all students group is used.

Minimum Size: Minimum size is determined separately for each indicator.

- *Attendance Rate.* Minimum size is based on total days in membership. If a campus has fewer than 1,800 total days in membership (e.g., 10 students x 180 school days) attendance cannot be used to evaluate the campus for this distinction.
- *Assessments (STAAR and/or AP/IB).* Minimum size is 10 students for each assessment. If a campus has fewer than 10 test takers for an assessment, any indicator relying on that assessment cannot be used to evaluate the campus for this distinction.
- *Participation.*
 - *AP/IB: Social Studies.* Minimum size is 10 students enrolled in grades 11 and 12.
 - *Advanced/Dual-Credit Course Completion: Social Studies.* Minimum size is 10 students in grades 9 through 12 who complete at least one course.

AADD Social Studies Indicators:

- Attendance Rate
- Grade 8 Social Studies Performance (Masters Grade Level)
- EOC U.S. History Performance (Masters Grade Level)
- AP/IB Examination Participation: Social Studies
- AP/IB Examination Results (Examinees \geq Criterion): Social Studies
- Advanced/Dual-Credit Course Completion Rate: Social Studies (grades 9–12)

Methodology:

Step 1: Determine a campus's performance on each indicator that applies to it and for which it has data.

Step 2: Compare that campus's performance for each indicator within the campus comparison group.

Step 3: Determine if the campus is in the top 25 percent of its campus comparison group.

- High schools and combined elementary/secondary schools (K–12) must be in the top quartile (Q1) for 33 percent or more of all the indicators for which they have data.
- Middle schools, junior high schools, and elementary schools must be in the top quartile for 50 percent or more of all the indicators for which they have data.

Please see Appendix H for a description of the source of data for each indicator.

Other information:

- *Advanced/Dual-Credit Course Completion: Social Studies.* The advanced/dual-credit course completion rate for social studies includes students enrolled in grades 9 through 12.
- *Assessments.* A complete list of AP and IB assessments used to award this distinction is available in Appendix H.
- *Attendance Rate.* This is based on student attendance for the entire school year for students in grades 1–12. The attendance rate indicator applies to all four subject area distinctions. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

Top 25 Percent: Comparative Academic Growth

A distinction designation for outstanding academic growth is awarded to campuses whose School Progress, Part A domain scaled score is ranked in the top 25 percent (Q1) of campuses in its campus comparison group.

Who is Eligible: Campuses evaluated on School Progress, Part A and assigned an *A, B, C, or D* rating

Methodology: Campuses are arranged in descending order per School Progress, Part A scaled scores. If the School Progress, Part A scaled score for a campus is within the top quartile of its comparison group, it earns a distinction for student progress.

For more information on the School Progress domain, please see “Chapter 3—School Progress Domain.”

Top 25 Percent: Comparative Closing the Gaps

A distinction designation for outstanding performance in closing student achievement gaps is awarded to campuses whose Closing the Gaps domain scaled score is ranked in the top 25 percent (Q1) of campuses in its campus comparison group.

Who is Eligible: Campuses evaluated on Closing the Gaps domain and assigned an *A, B, C, or D* rating

Methodology: Campuses are arranged in descending order per their Closing the Gaps domain scaled scores. If the Closing the Gaps scaled score for a campus is in the top quartile of its comparison group, it earns a distinction for closing student achievement gaps.

For more information on the Closing the Gaps domain, please see “Chapter 4—Closing the Gaps Domain.”

Postsecondary Readiness

Both districts and campuses that receive an *A, B, C, or D* rating are eligible for a distinction designation for outstanding academic performance in attainment of postsecondary readiness. To earn a distinction for postsecondary readiness, an elementary or middle school must be in the top quartile for at least one of the indicators for which they have data, high schools and K–12 campuses must have at least 33 percent of their indicators in the top quartile of their campus comparison groups, and districts must have at least 55 percent of all their campuses’ postsecondary indicators in the top quartile.

Who is Eligible: Multi-campus districts and campuses assigned an *A, B, C, or D* rating

For single-campus districts and charter schools that share the same 2019 performance data as its only campus, the campus is eligible to earn a postsecondary readiness distinction designation, but the district or charter school is *not* eligible to earn the district postsecondary readiness distinction designation.

Student Groups: Performance of the all students group only

Minimum Size: The all students group must have a minimum size of 10.

Postsecondary Readiness Indicators for Campuses:

- Percentage of STAAR Results at Meets Grade Level or Above Standard (All Subjects)
- Percentage of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics
- Four-Year Longitudinal Graduation Rate
- Four-Year Longitudinal Graduation Plan Rate
- TSI Criteria Graduates
- College, Career, and Military Ready Graduates
- SAT/ACT Participation
- AP/IB Examination Participation: Any Subject
- CTE Coherent Sequence Graduates

Methodology:

Elementary and Middle Schools: Elementary and middle schools must be in the top quartile (Q1) for 50 percent or more of all the indicators for which they have data.

High Schools: High schools and combined elementary/secondary schools (K–12) must be in the top quartile (Q1) for 33 percent or more of all the indicators for which they have data.

Districts: A district must have at least 55 percent of its campuses' postsecondary indicators in the top quartile (Q1). See the sample district calculation at the end of this chapter.

Districts with fewer than five campus-level postsecondary indicators are not eligible for the postsecondary readiness distinction.

Example Postsecondary Readiness Campus Calculation:

Example: Beta High School is fictional but typical of Texas high schools with varied performance on the eight indicators for this distinction. To determine whether it has earned the distinction, its performance is compared to its unique campus comparison group for each of the eight indicators for which Beta High School had data. It must be in the top quartile (Q1) for at least 33 percent of the indicators to earn the Postsecondary Readiness Distinction Designation.

Step 1	Determine Beta HS performance on its eight indicators.	STAAR Meets Grade Level or Above Standard 47%	Graduation Rate 87.7%	Graduation Plan Rate 85.9%	TSI Criteria Graduates 79%	College, Career, and Military Ready Graduates 85%	SAT/ACT Participation 94.4%	AP/IB Participation 49.6%	CTE Coherent Sequence Graduates 28%
Step 2	Compare performance to campuses in Beta HS Comparison Group.			Q1	Q1	Q1	Q1		
		Q2	Q2						
								Q3	
									Q4
Step 3	Is performance in the top quartile?	No	No	Yes	Yes	Yes	Yes	No	No
Result:		Performance on four of eight indicators is in Q1, which is greater than 33 percent of indicators. Beta High School earns a Postsecondary Readiness Distinction Designation.							

Other Information:

Percentage of STAAR Results at Meets Grade Level or Above Standard (All Subjects). This indicator measures the total percentage of STAAR results in all subjects at the Meets Grade Level or above standard.

Percentage of Grade 3–8 Results at Meets Grade Level or Above Standard in Both Reading and Mathematics. This indicator measures the percentage of students in grades 3–8 who were administered the reading and mathematics STAAR and achieved the Meets Grade Level or above standard on both assessments.

Four-Year Longitudinal Graduation Plan Rate. This indicator uses the rate comprised of students who graduate with Recommended High School Plan (RHSP) or Distinguished Achievement Plan (DAP) or Foundation High School Plan with an Endorsement (FHSP-E) or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA).

CTE Coherent Sequence Graduates. This indicator measures the percentage of 2017–18 annual graduates enrolled in a four-year plan of study to take two or more CTE courses for three or more credits. The CTE coherent sequence designation is taken from the summer 2018 TSDS PEIMS submission. For more information, see Appendix H.

Methodology. A complete description of the methodology and data sources used in determining each of the indicators in the table above is in Appendix H.

Example District Postsecondary Readiness Calculation:

<i>Example:</i> A sample district has 12 campuses. Each campus has either 2 or 8 possible indicators for this distinction.			
School	Grade Span	Postsecondary Indicators in Top Quartile for This School	Maximum Possible Postsecondary Indicators
High School A	9–12	7	8
High School B	9–12	6	8
Middle School C	6–8	0	2
Middle School D	6–8	1	2
Middle School E	6–8	1	2
Middle School F	6–8	1	2
Elementary G	PK–5	2	2
Elementary H	PK–5	1	2
Elementary I	PK–5	2	2
Elementary J	PK–5	2	2
Elementary K	PK–5	0	2
Elementary L	PK–5	2	2
Total		25	36
Result:	Performance on 25 of 36 indicators is in Q1, or 69 percent, which is greater than 55 percent. This sample district earns a Postsecondary Readiness Distinction Designation.		

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Chapter 7—Other Accountability System Processes

Most accountability ratings are determined through the process detailed in Chapters 1–5. Accommodating all districts and campuses in Texas increases the complexity of the accountability system but also ensures the fairness of the ratings assigned. This chapter describes other processes necessary to implement the accountability system.

Pairing

All campuses serving prekindergarten (PK) through grade 12 must receive an accountability rating. Campuses that do not serve any grade level for which STAAR assessments are administered are paired with another campus in the same district for accountability purposes. A campus may pair with its district and be evaluated on the district’s results.

The Texas Education Agency (TEA) analyzes TSDS PEIMS fall enrollment data to determine which campuses need to be paired. Campuses that serve only grades not tested on the STAAR (i.e., PK, K, grade 1, or grade 2) are paired with either another campus in the district or the district itself.

Charter school campuses and alternative education campuses (AECs) registered for evaluation by alternative education accountability (AEA) provisions are not paired with another campus.

Paired data are not used for distinction designation indicators; therefore, paired campuses cannot earn distinction designations.

Pairing Process

Districts may use the prior-year pairing relationship or select a new relationship by completing the pairing form on the TEA Login (TEAL) Accountability application. Pairing decisions for 2019 were due May 10, 2019, at 5:00 p.m. CDT.

If a district fails to inform TEA of its pairing preference, pairing decisions are made by TEA. For campuses that have been paired in the past, staff assumes that prior-year pairing relationships still apply. For campuses in need of pairing for the first time, pairing selections are based on the guidelines given in this section in conjunction with analysis of attendance and enrollment patterns using TSDS PEIMS data.

Guidelines

Campuses that are paired should have a “feeder” relationship and should serve students in contiguous grades. For example, a kindergarten (K) through grade 2 campus should be paired with the campus that serves grade 3 in which its students will be enrolled following grade 2.

When a campus being asked to pair is a PK or K campus with a “feeder” relationship to a campus that also requires pairing (e.g., a grade 1–2 campus) both campuses should pair with the same campus that serves grade 3 in which their students will be enrolled following grade 2.

A campus may be paired with its district instead of with another campus. This option is suggested for cases in which the campus has no clear relationship with another single campus in the district. A campus paired with its district is evaluated using the district’s assessment results (for all grades tested in the district). Note that pairing with a district is not required in this instance; districts may select another campus for pairing.

Multiple pairings are possible. If several K–2 campuses feed the same 3–5 campus, all the K–2 campuses may pair with that 3–5 campus.

Districts may change pairings from year to year. Any changes should, however, be based on establishing the most appropriate pairing relationship. For example, a change in attendance zones

that affects feeder patterns may cause a district to change pairing. A change in a pairing relationship does not change accountability ratings assigned in previous years to either campus.

Non-Traditional Education Settings

Even though districts are responsible for the performance of all their students, statutory requirements affect the rating calculations for residential treatment facilities (RTF), Texas Juvenile Justice Department (TJJD), juvenile justice alternative education program (JJAEP), and disciplinary alternative education program (DAEP) campuses.

Inclusion or Exclusion of Performance Data

The performance of students served in certain campuses cannot be used in evaluating the district where the campus is located. Texas Education Code (TEC) §39.055 requires that students ordered by a juvenile court into a residential program or facility operated by the TJJD, a juvenile board, or any other governmental entity or any student who is receiving treatment in a residential facility be excluded from the district and campus when determining the accountability ratings. Please see Appendix G.

Student Attribution Codes

Districts with RTF or TJJD campuses are required to submit student attribution codes in TSDS PEIMS.

JJAEPs and DAEPs

State statute and statutory intent prohibit the attribution of student performance results to JJAEPs and DAEPs. Each district that sends students to a JJAEP or DAEP is responsible for properly attributing all performance and attendance data to the home campuses according to the Texas Education Data Standards and testing guidelines.

Special Education Campuses

Campuses where all students are served in special education programs and tested on STAAR are rated on the performance of their students.

AEA Provisions

Alternative performance measures for campuses serving at-risk students were first implemented in the 1995–96 school year. Over time, these measures expanded to include charter schools that served large populations of at-risk students. Accountability advisory groups consistently recommend evaluating AECs by separate AEA provisions due to the large number of students served in alternative education programs on AECs and to ensure these unique campus settings are appropriately evaluated for accountability.

AEA provisions apply to and are appropriate for

- campuses that offer nontraditional programs, rather than programs within a traditional campus;
- campuses that meet the at-risk enrollment criterion;
- campuses that meet the grades 6–12 enrollment criterion;
- open-enrollment charter schools that operate only AECs; and
- open-enrollment charter schools that meet the AEC enrollment criterion.

AEA Campus Identification

AECs, including charter school AECs, must serve students at risk of dropping out of school as defined in TEC §29.081(d) and provide accelerated instructional services to these students. The

performance results of students at registered AECs are included in the district's performance and used in determining the district's accountability rating.

The following types of campuses have the option to register for evaluation by AEA provisions:

- AEC of choice – At-risk students enroll at AECs of choice to expedite progress toward performing at grade level and high school completion.
- Dropout recovery school (DRS) – Education services are targeted to dropout prevention and recovery of students in grades 9–12, with enrollment consisting of at least 50 percent of the students 17 years of age or older as of September 1, 2018, as reported for the fall semester TSDS PEIMS submission.

In this manual, the terms *AEC* and *registered AEC* refer collectively to AECs of choice, residential facilities, and dropout recovery schools that are registered for evaluation by AEA provisions and meet the at-risk and grades 6–12 enrollment criteria.

DAEPs, JJAEPs, and stand-alone Texas high school equivalency certificate (TxCHSE) programs are ineligible for evaluation by AEA provisions. Data for these campuses are attributed to the home campus.

AEA Campus Registration Process

The AEA campus registration process is conducted online using the TEAL Accountability application. AECs rated by 2018 AEA provisions are re-registered automatically in 2019, provided the campus continues to meet enrollment and at-risk criteria as determined by TSDS PEIMS October snapshot data. Filing an *AEA Campus Registration Form* is required for each AEC not on the list of registered AECs that wishes to be evaluated by 2019 AEA provisions. The 2019 registration process occurred March 25 –April 5, 2019.

AEA Campus Registration Criteria

Campuses must meet thirteen criteria to register for AEA. However, the requirements in criteria 8–13 may not apply to charter school campuses (depending on the terms of the charter) or for community-based dropout recovery campuses established in accordance with TEC §29.081(e).

- 1) The AEC must have its own county-district-campus number for which TSDS PEIMS data are submitted and test answer documents are coded. A program operated within or supported by another campus does not qualify.
- 2) The AEC must have its own county-district-campus number on TSDS PEIMS October snapshot day (October 26, 2018).
- 3) The AEC must be identified in AskTED (Ask Texas Education Directory database) as an alternative instructional campus. This is a self-designation that districts and charter schools request via AskTED.
- 4) The AEC must be dedicated to serving students at risk of dropping out of school as defined in TEC §29.081(d). Each AEC must have at least 75 percent at-risk student enrollment at the AEC verified through current-year TSDS PEIMS fall enrollment data.
- 5) At least 50 percent of students at the AEC must be enrolled in grades 6–12 verified through current-year TSDS PEIMS fall enrollment data.
- 6) The AEC must operate on its own campus budget.
- 7) The AEC must offer nontraditional settings and methods of instructional delivery designed to meet the needs of the students served on the AEC.

- 8) The AEC cannot be the only middle school or high school listed for its district in AskTED.
- 9) The AEC must have an appropriately certified, full-time administrator whose primary duty is the administration of the AEC.
- 10) The AEC must have appropriately certified teachers assigned in all areas including special education, bilingual education, and/or English as a second language (ESL) to serve students eligible for such services.
- 11) The AEC must provide each student the opportunity to attend a 75,600-minute school year as defined in TEC §25.081(a), according to the needs of each student.
- 12) If the campus has students served by special education, the students must be placed at the AEC by their Admission, Review, and Dismissal (ARD) committee. If the campus is a residential facility, the students must have been placed in the facility by the district.
- 13) Students served by special education must receive all services outlined in their current individualized education programs (IEPs). English learners (EL) must receive all services outlined by the language proficiency assessment committee (LPAC). Students served by special education or language programs must be served by appropriately certified teachers.

At-Risk Enrollment Criterion

Each registered AEC must have at least 75 percent at-risk student enrollment on the AEC verified through current-year TSDS PEIMS fall enrollment data in order to be evaluated by AEA provisions. TEC §29.081 defines thirteen criteria used to identify students as “at-risk of dropping out of school”. Districts and charter schools must identify students in TSDS PEIMS who meet one or more of the thirteen criteria. The at-risk enrollment criterion restricts use of AEA provisions to AECs that serve large populations of at-risk students and enhances at-risk data quality.

Prior-Year Safeguard. If a registered AEC does not meet the at-risk enrollment criterion in the current year, it remains registered for AEA if the AEC meets the at-risk enrollment criterion in the prior year. For example, an AEC with an at-risk enrollment below 75 percent in 2019 that had at least 75 percent in 2018 remains registered in 2019.

Grades 6–12 Enrollment Criterion

In order to be evaluated by AEA provisions, each registered AEC must have at least 50 percent student enrollment in grades 6–12 based on total students enrolled (early education–grade 12) verified through current-year TSDS PEIMS fall enrollment data. The grades 6–12 enrollment criterion restricts use of AEA provisions to middle and high schools.

Final AEA Campus List

The final list of AEA campuses is posted on the TEA website in April at which time an email notification is sent to all superintendents.

The *2019 Final AEA Campus List* includes DRS designations. If at least 50 percent of the students enrolled at an AEA campus are 17 years of age or older as of September 1, 2018, then the AEC of choice is designated as a DRS (TEC §39.0548).

AEA Charter School Identification

Charter school ratings are based on aggregate performance of the campuses operated by the charter school. Performance results of all students in the charter school are used to determine the charter school’s accountability rating and distinction designations.

- Charter schools that operate only registered AECs are evaluated by AEA provisions.
- Charter schools that operate both non-AEA campuses and registered AECs are evaluated by AEA provisions if the AEC enrollment criterion described below is met.
- Charter schools that operate both non-AEA campuses and registered AECs that do not meet the AEC enrollment criterion described below do not qualify for evaluation by AEA provisions.
- Charter schools that operate only non-AEA campuses do not qualify for evaluation by AEA provisions because the campuses choose not to register for AEA evaluation, do not meet the at-risk criteria, or do not meet the grades 6–12 enrollment criteria.

AEC Enrollment Criterion for Charter Schools

A charter school that operates both non-AEA campuses and registered AECs is eligible for evaluation by AEA provisions if at least 50 percent of the charter school’s students are enrolled at registered AECs. AEC enrollment is based on total students enrolled (early education–grade 12) verified through current-year TSDS PEIMS fall enrollment data.

Final AEA Charter School List

After the AEA Campus List is finalized, AEA charter schools eligible for evaluation by AEA provisions are identified. The final list of AEA charter schools is posted on the TEA website in April, at which time an email is sent to all superintendents.

AEA Modifications

“Chapter 2—Student Achievement Domain” and “Chapter 5—Calculating 2019 Ratings” describe the provisions and targets used to evaluate AEA campuses and AEA charter schools.

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Chapter 8—Appealing the Ratings

The commissioner of education is required to provide a process for school districts (districts) or open-enrollment charter schools (charter schools) to challenge an agency determination of its accountability rating (Texas Education Code [TEC] §39.151).

Appeals Process Overview and Calendar

While districts and charter schools may appeal for any reason, the accountability system framework limits the likelihood that a single indicator or measure will result in an *F* rating. For this reason, a successful accountability appeal is usually limited to such rare cases as a data or calculation error attributable to the testing contractor(s), a regional education service center (ESC), or the Texas Education Agency (TEA). Online applications provided by TEA and the testing contractors ensure that districts and charter schools are aware of data correction opportunities, particularly through TSDS PEIMS data submissions and the Texas Assessment Management System (TAMS). District and charter school responsibility for data quality is the cornerstone of a fair and uniform rating determination.

District and charter school appeals that challenge the agency determination of the accountability rating are carefully reviewed by an external panel. District superintendents and chief operating officers of charter schools may appeal accountability ratings by following the guidelines in this chapter. Local Accountability System (LAS) districts and open-enrollment charter schools that wish to appeal LAS campus ratings must follow the LAS appeals process as is adopted in the *2019 Local Accountability System Manual*.

Following are the dates for appealing ratings. These deadlines are final. To maintain a fair appeal process, late appeals are denied. Please see “Chapter 12 —Calendar” for more information.

August 14, 2019	<i>Ratings Release on TEAL.</i> No appeals will be resolved before the public release of ratings.
August 15, 2019	<i>Ratings Release on TEA Public Website.</i>
August 14– September 13, 2019	<i>2019 Appeals Window.</i> Appeals may be submitted by the superintendent or chief operating officer once ratings are released. Districts and charter schools register their intent to appeal using the TEAL Accountability application and mail their appeal letter with supporting documentation. Appeals not signed by the district superintendent or chief operating officer of the charter school are denied. See the “How to Appeal” section later in this chapter.
September 13, 2019	<i>Appeals Deadline.</i> Appeals must be postmarked or hand-delivered no later than September 13, 2019, 5:00 p.m. CDT, to be considered.
December 2019	<i>Decisions Released.</i> Commissioner’s decisions are mailed in the form of response letters to each district and charter school that filed an appeal by the September 13 deadline. Letters are posted to the TEAL Accountability application.

December 2019	<i>Ratings Update.</i> The outcomes of all appeals are reflected in the ratings update scheduled for December 2019. The TEAL and public websites are updated.
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General Considerations

The basis for appeals should be a data or calculation error attributable to TEA, an ESC, or the testing contractor(s). The appeals process is not an appropriate method to correct data that were inaccurately reported by the district. A district that submits inaccurate data must follow the procedures and timelines for resubmitting data (e.g., the Texas Education Data Standards). Appeals based on poor data quality will not receive favorable consideration. Poor data quality can, however, be a reason to lower a district's accreditation status (TEC §39.052[b][2][A][i]). When a district or campus rating is changed as the result of an appeal, the data and calculations on which the original rating was based are not changed; only the rating and affected scaled scores are changed. The Accountability Report Card and all other reports related to accountability for the 2018–19 school year (e.g., School Report Cards, TAPR, etc.) will include the same data and calculations as do the original reports.

Districts and charter schools may appeal for any reason. However, the accountability system requires that the rules be applied uniformly. Therefore, requests for exceptions to the rules for a district, charter school, or campus are viewed unfavorably and will most likely be denied.

- Districts and charter schools may appeal any overall or domain rating and any campus overall or domain rating.
- Only appeals that would result in a changed rating are considered. For its appeal to be considered, a district, charter school, or campus must explain how the proposed change will affect the district, charter school, or campus rating. The district, charter school, or campus must submit all relevant data and revised calculations that support all requirements for a higher rating. All supporting documentation must be submitted at the time of the appeal. Districts and charter schools will not be prompted for additional materials.
- Per TAC 97.1061(j), districts, charter schools, and campuses must engage in required interventions that begin upon release of preliminary ratings. Interventions may only be adjusted based on final accountability ratings.
- Appeals of the Closing the Gaps domain will not affect identification for the comprehensive, targeted, or additional targeted interventions as this identification is based on August 2019 accountability data. District, charter school, or campus intervention requirements are determined in part by the current rating outcome. Requests to waive Professional Service Provider (PSP) requirements are not considered an appeal of the accountability rating and are, therefore, denied.
- Campuses identified for comprehensive, targeted, or additional targeted support interventions may not appeal the designation as this identification is based on August 2019 accountability data.
- Districts and charter schools are responsible for providing accurate information to TEA, including information provided on student answer documents or submitted via online testing systems. Districts and charter schools have several opportunities to confirm and correct data submitted for accountability purposes during the correction window.

- The appeals process is not a permissible method to correct data that were inaccurately reported by the district or charter school. Appeals from districts and charter schools that missed data resubmission window opportunities are denied. Appeal requests for data corrections for the following submissions are not considered:

TSDS PEIMS data submissions for the following:

- Student identification information or program participation
- Student racial/ethnic categories
- Student economic status
- Student at-risk status
- Student attribution codes
- Student leaver data
- Student grade-level enrollment data
- Student course completion

STAAR, STAAR Alternate 2, TELPAS Alternate, and TELPAS answer documents, specifically, the following:

- Student identification information, demographic, or program participation
 - Student racial/ethnic categories
 - Student economic status
 - Score codes or test version codes
 - Student year in U.S. schools information reported on TELPAS
 - Campus and group ID (header) sheets
- Requests to modify the 2019 state accountability calculations adopted by commissioner rule are not considered. Commissioner rules are adopted under the Administrative Procedures Act (APA) in Texas Government Code Chapter 2001, and challenges to a commissioner rule should be made under that chapter of the Government Code. Recommendations for changes to state accountability rules submitted to the agency outside of the appeals process may be considered by accountability advisory groups for future accountability cycles.
 - Requests to modify statutorily required implementation rules defined by the commissioner are not considered. TSDS PEIMS requirements, campus identifications, and statutorily required exclusions are based on data submitted by districts. These data reporting requirements are reviewed by the appropriate advisory committee(s), such as the TEA Information Task Force (ITF) and Policy Committee on Public Education Information (PCPEI). Recommendations for changes to agency rules submitted outside of the appeals process may be considered as the appropriate advisory groups reconvene annually.
 - Examples of issues considered unfavorably by TEA on appeal are described below.
 - *Late Online Application Requests.* Requests to submit or provide information after the deadline of the online alternative education accountability (AEA) campus registration (5:00 p.m. CDT on April 5, 2019) or the pairing application (5:00 p.m. CDT on May 10, 2019)
 - *Inclusion or exclusion of specific test results*
 - Specific administration results used to meet grade 5 or 8 Student Success Initiative (SSI)
 - Grade-level mathematics assessment for a middle school student who took the Algebra I end-of-course (EOC)

- *Inclusion or exclusion of specific students*
 - English learners (ELs)
 - Unschooled asylees, unschooled refugees, and students with interrupted formal education
 - Students receiving special education services
- *Requests to modify calculations or methodology applied to all districts and campuses*
 - STAAR progress measures; EL performance measures, longitudinal graduation rates; annual dropout rates; college, career, and military readiness indicators
 - District and campus mobility/accountability subsets
 - Rounding
 - Minimum size criteria
 - Small-numbers analysis
- *Requests to modify provisions or methodology applied to accountability*
 - *AEA Provisions.* Requests for consideration of campus registration criteria, at-risk or grades 6–12 enrollment criteria, previous year safeguard methodology, dropout recovery school (DRS) designations, and to waive the alternative education campus (AEC) enrollment criterion for charter schools
 - *School Types.* The four campus types categories used for 2019 accountability are identified based on TSDS PEIMS enrollment data submitted in fall 2018. Requests to redefine the grade spans that determine school types
 - *Campus Configuration Changes.* Districts and charter schools have the opportunity to determine changes in campus identification numbers and grade configurations. Requests for consideration of accountability rules based on changes in campus configurations are, therefore, viewed unfavorably
 - *New Campuses.* Requests to assign a *Not Rated* label to campuses that are rated in their first year of operation

Data Relevant to the Prior-Year Results

Appeals are considered for the 2019 ratings status based on information relevant to the 2019 evaluation. Appeals are not considered for circumstances that may have affected the prior-year measures, regardless of whether the prior-year results impacted the current-year rating.

No Guaranteed Outcomes

Each appeal is evaluated on the details of its unique situation. Well-written appeals that follow the guidelines are more easily processed, but not automatically granted.

Special Circumstance Appeals

- *Rescoring.* If a district or charter school requests its writing results be rescored and the rescored results impact the rating, the district or charter school must provide a copy of the dated request to the testing contractor(s) and the outcome of the rescored tests with the appeal. This documentation is required as rescored results may not be processed in time to be included in the assessment data used to determine the accountability ratings released by August 14, 2019.

- *Other Issues.* If other serious issues are found, copies of correspondence with the testing contractor(s), the regional ESC, or TEA must be provided with the appeal.
- *Online Testing Errors.* Appeals based on STAAR or TELPAS online test submission errors must include documentation or validation of the administration of the assessment.
- *TSI Data.* A district or campus appeal based on mismatches in the student-identifying information between the TSI data files (used in the College, Career, and Military Readiness component) and the TEA 2018 annual graduates file, may submit an appeal. Sufficient documentation of student-identifying information and TSI assessment scores should be included.
- *Years in U.S. Schools.* Districts and charter schools should include documentation demonstrating that using prior-spring TELPAS records for students taking EOCs in summer or fall would result in a higher accountability rating.

Not Rated Appeals

Districts, charter schools, and campuses assigned *Not Rated* labels are responsible for appealing this rating by the appeal deadline if the basis for this rating was due to special circumstance or error by the testing contractor(s). If TEA determines that the *Not Rated* label was indeed due to special circumstances, it may assign a revised rating.

Distinction Designations

Decisions regarding distinction designations cannot be appealed. Indicators for distinctions are reported for most districts, charter schools, and campuses regardless of eligibility for a designation. Districts, charter schools, and campuses receiving an *F* rating are not eligible for a distinction. However, districts, charter schools, and campuses that appeal an unfavorable rating will automatically receive any distinction designation earned if their appeal is granted and the district, charter school, or campus rating is revised to *A–D*.

How to Submit an Appeal

Districts and charter schools should file their intent to appeal district, charter school, or campus ratings using the TEA Login (TEAL) Accountability application. This confidential online system provides a mechanism for tracking all accountability rating appeals and allows districts and charter schools to monitor the status of their appeal(s).

After filing an intent to appeal, districts and charter schools must mail an appeal packet including all supporting documentation necessary for TEA to process the appeal. Filing an intent to appeal does not constitute an appeal. To file an intent to appeal:

1. Log on to TEAL at <https://tealprod.tea.state.tx.us/>.
2. Click *ACCT – Accountability*.
3. From the Welcome page, click the *Notification of Intent to Appeal* link and follow the instructions.

The *Notification of Intent to Appeal* link will be available during the appeals window from Wednesday, August 14 through 5:00 p.m. CDT on Friday, September 13. The status of the appeal (e.g., intent notification and receipt of documentation) will be available on the TEAL Accountability application.

District superintendents and charter school chief operating officers who do not have TEAL access must request access at the TEA Secure Applications Information page at

[https://tea.texas.gov/About TEA/Other Services/Secure Applications/TEA Secure Applications Information/](https://tea.texas.gov/About%20TEA/Other%20Services/Secure%20Applications/TEA%20Secure%20Applications%20Information/).

- Districts and charter schools must submit their appeal in hard copy to TEA by 5:00 p.m. CDT on September 13, 2019. The appeal must include the following:
 - A statement that the letter is an appeal of a 2019 accountability rating
 - The name and ID number of the district, charter school, and and/or campuses to which the appeal applies
 - The specific indicator(s) appealed
 - The special circumstance(s) regarding the appeal, including details of the data affected and what caused the problem
 - If applicable, the reason(s) why the cause for appeal is attributable to TEA, a regional ESC, or the testing contractor(s)
 - The effect(s) a granted appeal would have on the district, charter school, and/or campuses
 - The reason(s) why granting the appeal may result in a revised rating, including calculations and data that support that rating
 - A statement that all information included in the appeal is true and correct to the best of the district superintendent’s or charter school chief operating officer’s knowledge and belief
 - The district superintendent’s or charter school chief operating officer’s signature on official district or charter school letterhead
- The appeal shall be addressed to the Performance Reporting Division as follows:

Your ISD Your address City, TX Zip	Performance Reporting Division Texas Education Agency 1701 North Congress Avenue Austin, TX 78701-1494	postage
Attn: Accountability Ratings Appeal		

- The letter of appeal should be addressed to Mr. Mike Morath, Commissioner of Education (see example letters on the following page).
- Appeals for more than one campus, including alternative education campuses, within a single district or charter school must be included in the same letter.
- Appeals for more than one indicator must be included in the same letter.

- All appeals and supporting documentation must be included in the original appeal submission. The appeal must contain information for all the campuses for which the district or charter school is appealing. If the district or charter school is appealing the district or charter school rating, this documentation must also be included in the original appeal.
- It is the district’s or charter school’s responsibility to ensure all relevant information is included in an appeal at the time of submission as districts and charter schools will not be prompted for additional materials.
- If the appeal will impact the rating of the district, the charter school, or a paired campus, the consequence must be noted.
- Appeals postmarked after September 13, 2019, are not considered. Appeals delivered to TEA in person must be time-stamped by the Performance Reporting Division before 5:00 p.m. CDT on September 13, 2019. Overnight courier tickets or tracking documentation must indicate package pickup on or before September 13.
- Only send one copy of the appeal letter and/or supporting documentation.
- Districts and charter schools are encouraged to obtain delivery confirmation services from their mail courier.
- When student-level information is in question, supporting documentation must be provided for review (i.e., a list of the students by name and identification number). It is not sufficient to reference indicator data without providing documentation with which the appeal can be researched and evaluated. *Confidential student-level documentation included in the appeal packet will be processed and stored in a secure location and accessible only by TEA staff authorized to view confidential student results. Please clearly mark any page that contains confidential student data.*
- If the appeal involves student level information, the following table shows an example of the data needed in order for staff researchers to validate appeal statements. Appeals submitted without sufficient data cannot be processed.

Data Element	Note
County-District-Campus-Number	9-digits
District Name	
Campus Name	
Student ID	As used for TSDS PEIMS, please do not submit a Local ID. The student’s social security number or a state-approved alternate ID consisting of an “S” followed by eight digits.
Last Name	
First Name	
Test Administration	e.g. spring administration
Subject Information	e.g. reading, mathematics, writing

Examples of satisfactory and unsatisfactory appeals are provided for illustration only.

Satisfactory Appeal:	Unsatisfactory Appeals:
<p>Dear Commissioner Morath,</p> <p>This is an appeal of the 2019 accountability rating issued for Elm Street Elementary School (ID 123456789) in Elm ISD.</p> <p>Specifically, I am appealing the overall and Student Achievement domain ratings. The STAAR writing test results for this campus are the only indicator preventing Elm Street Elementary from achieving a rating of <i>D</i>.</p> <p>We sent two grade 4 writing tests back for rescoring. Upon rescore, these two tests are now at Masters Grade Level. The first attachment contains the rescore request and outcomes.</p> <p>The second attachment shows the recalculated percentages in the Student Achievement domain for Elm Elementary.</p> <p>We recognize the appeal process as the mechanism to address these unique issues. By my signature below, I certify that all information included in this appeal is true and correct to the best of my knowledge and belief.</p> <p>Sincerely, J. Q. Educator Superintendent of Schools</p> <p><i>Attachments</i></p>	<p>Dear Commissioner Morath,</p> <p>This is an appeal of the 2019 accountability rating issued for Elm Street Elementary School (ID 123456789) in Elm ISD.</p> <p>Specifically, I am appealing the Closing the Gaps Academic Achievement indicator in reading for the Hispanic student group. This is the only indicator keeping Elm Street Elementary from achieving a rating of <i>D</i>.</p> <p>My analysis shows a coding change made to one student’s race/ethnicity on the answer document at the time of testing was in error. One fifth grade Hispanic student was miscoded as white on the answer document. Had this student, who achieved Meets Grade Level on the reading test, been included in the Hispanic student group, this group would have met the target. Removing this student from the white student group does not cause the white student group performance to fall below the target.</p> <p>We recognize the importance of accurate data coding and have put new procedures in place to prevent this from occurring in the future.</p> <p>Sincerely, J. Q. Educator Superintendent of Schools</p> <p><i>Attachments</i></p>
	<p>Dear Commissioner Morath,</p> <p>Maple ISD feels that its rating should be an <i>A</i>. The discrepancy occurs because TEA shows the performance in the Student Achievement domain for Writing is 48%.</p> <p>We have sent two compositions back for scoring and are confident they will be changed to Masters Grade Level.</p> <p>Sincerely, J. Q. Educator Superintendent of Schools</p> <p><i>(no attachments)</i></p>

How an Appeal is Processed by the Agency

- The Performance Reporting Division receives an appeal packet.
- Once the appeal is received, TEA staff updates the TEAL Accountability application to reflect the postmark date for each appeal and the date on which each appeal packet is received by the agency. Districts and charter schools may monitor the status of their appeal(s) using the TEAL Accountability application.
- Performance Reporting will process appeals in the following order:
 - District and campus appeals of *D* or *F* overall ratings will be processed first. Priority will be given to districts and campuses facing sanctions and/or interventions.
 - District and campus appeals of *D* or *F* domain ratings will be processed second.
 - District and campus appeals of *C* overall or domain ratings will be processed third.
 - District and campus appeals of *A* or *B* overall or domain ratings will be processed last.
- Researchers evaluate the request using agency data sources to validate the statements made to the extent possible. The agency examines all relevant data, *not just the results for students specifically named in the appeal*.
- Researchers analyze the effect that granting a campus appeal may have on other campuses in the district or charter school (such as paired campuses), even if they are not specifically named in the appeal. Similarly, the effect that granting a campus appeal may have on the district or charter school is evaluated, even if the district or charter school is not named in the appeal. In single-campus districts or charter schools, both the campus and district or charter school are evaluated, regardless of whether the district or charter school submits the appeal as a campus or district or charter school appeal.
- Staff prepares a recommendation and submits it to an external panel for review.
- The review panel examines all appeals, supporting documentation, staff research, and the staff recommendation. The panel determines its recommendation.
- The panel's recommendations are forwarded to the commissioner.
- The commissioner makes the final decision on all appeals.
- District superintendents and charter school chief operating officers receive written notification of the commissioner's decision and the rationale upon which the decision is based. The commissioner's response letters are posted to the TEAL Accountability application at the same time the letters are mailed. District superintendents and charter school chief operating officers are also notified via email that appeal decisions are available on TEAL.
- If an appeal is granted, the data upon which the appeal is based are not modified. Accountability and performance reports, as well as all other publications reflecting accountability data, must report the data as submitted to the TEA. Accountability data are subject to scrutiny by the Office of the State Auditor.

The commissioner’s decisions are final and not subject to further appeal or negotiation. The letter from the commissioner serves as notification of the final district or campus rating. Districts and charter schools may publicize the changed ratings at that time. The agency website and other accountability products are updated in December after the resolution of all appeals to reflect any changed rating. When a district, charter school, or campus rating is changed as the result of an appeal, the data and calculations on which the original rating was based are not changed; only the rating itself is changed. The Accountability Report Card and all other reports related to accountability for the 2018–19 school year (e.g., School Report Cards, TAPR) will include the same data and calculations as do the original reports.

Relationship to the Federal Accountability Indicators, PBM, and Effective Schools Framework

Federal accountability indicators, Performance-Based Monitoring system (PBM) indicators, and Effective Schools Framework (ESF) intervention requirements are considered when evaluating the appeal. District or charter school data submitted through TSDS PEIMS or to the state testing contractor(s) are also considered. Certain appeal requests may lead the Division of School Improvement to address potential issues related to data integrity.

Chapter 9—Responsibilities and Consequences

State Responsibilities

The Texas Education Agency (TEA) is responsible for the state accountability system and other statutory requirements related to its implementation. As described in “Chapter 4—Closing the Gaps,” and this chapter, TEA applies a variety of safeguards to ensure the integrity of the system. TEA is also charged with taking actions to intervene when conditions warrant.

District Accreditation Status

State statute requires the commissioner of education to determine an accreditation status for districts and charter schools.

Rules that define the procedures for determining a district’s or charter school’s accreditation status, as well as the prior accreditation statuses for all districts and charter schools in Texas are available at <https://tea.texas.gov/accredstatus/>.

Determination of Multiple-Year Unacceptable Status

In determining consecutive years of unacceptable ratings for purposes of accountability interventions and sanctions, only years that a district, charter school, or campus is assigned an accountability rating shown below will be considered.

- 2019: *A, B, C, D, F* for districts and campuses
- 2018: *A, B, C, D, F* for districts and *Met Standard, Met Alternative Standard, Improvement Required* for campuses
- 2013–2017: *Met Standard, Met Alternative Standard, Improvement Required*
- 2012: (No state accountability ratings issued)
- 2004–2011: *Exemplary, Recognized, Academically Acceptable, Academically Unacceptable, AEA: Academically Acceptable, AEA: Academically Unacceptable*

While no ratings were issued in 2012, an *Improvement Required* rating assigned in 2013 and *Academically Unacceptable/AEA: Academically Unacceptable* ratings assigned in 2011 are considered consecutive years. In addition, although the consecutive years of *F/Improvement Required* ratings may be separated by one or more years of temporary closure or *Not Rated* ratings, such separations, whether for single or multiple years, do not break the chain of consecutive years of unacceptable ratings for purposes of accountability interventions and sanctions. This policy applies to districts and charter schools as well as campuses when *Not Rated* and *Not Rated: Data Integrity Issues* labels are assigned.

Public Education Grant (PEG) Program Campus List

Each year, TEA produces a list of campuses identified under the Public Education Grant (PEG) criteria. House Bill 22 (85th Texas Legislature) changed the criteria for identifying PEG campuses: those that receive an *F* rating in both the Student Achievement domain and the School Progress domain in August 2019 will be on the 2020–21 PEG List. The list of 2020–21 PEG campuses will be released on August 15, 2019. For more information about the PEG program, please see the PEG webpage on the TEA website at <https://tea.texas.gov/PEG.aspx>.

Local Responsibilities

Districts and charter schools have responsibilities associated with the state accountability system. Primarily these involve following statutory requirements, collecting and submitting accurate data, and properly managing campus identification numbers.

Statutory Compliance

Several state statutes direct local districts, charter schools, and/or campuses to perform certain tasks or duties in response to the annual release of the state accountability ratings. Key statutes are discussed below.

Public Discussion of Ratings (TEC §11.253(g))

Each campus site-based decision-making committee must hold at least one public meeting annually after the receipt of the annual campus accountability rating for discussing the performance of the campus and the campus performance objectives. The confidentiality of the performance results must be ensured before public release. The accountability data tables available on the TEA public website have been masked to protect confidentiality of individual student results.

Notice in Student Grade Report and on District Website (TEC §§39.361–39.362)

Districts and charter schools are required to publish accountability ratings on their websites and include the rating in the student grade reports. These statutes require, in relevant part, districts and charter schools:

- to include, along with the first written notice of a student’s performance that a school district or charter school gives during a school year, a statement of whether the campus has been awarded a distinction designation or has been rated *F*, as well as an explanation of the distinction or unacceptable identification; and
- by the 10th day of the new school year to have posted on the district or charter school website the most current information available in the school report card and the information contained in the most recent performance report for the district or charter school.

For more information regarding these requirements, please see *Requirement for Posting of Performance Frequently Asked Questions: Notice in Student Grade Report*, available on the TEA website at https://rptsvr1.tea.texas.gov/perfreport/3297_faq.html.

Public Education Grant Program Parent Notification (TEC §§29.201–29.205)

The PEG program permits parents with children attending campuses that are on the PEG List to request that their children be transferred to another campus. If a transfer is granted to another district, funding is provided to the receiving district. A list of campuses identified under the PEG criteria is released to districts annually. Districts must notify each parent of a student assigned to attend a campus on the PEG List by February 1. For more information on the PEG program, please see *PEG Frequently Asked Questions*, available at https://tea.texas.gov/perfreport/peg_faq.html.

Campus Intervention Requirements under Subchapters B and C of TEC Chapter 39A

TEC §39A.101 prescribes specific interventions for any campus that was rated *F* or *Improvement Required* in the state’s accountability system for two or more years. For additional details on interventions, please see the Division of School Improvement’s Accountability Interventions website at <https://tea.texas.gov/si/accountabilityinterventions/>.

Actions Required Due to Low Ratings or Low Accreditation Status

Districts and charter schools that earn an *F* rating or *Accredited-Probation/Accredited-Warned* accreditation status and campuses with an *F* rating will be required to follow directives from the commissioner designed to remedy the identified concerns. Requirements will vary depending on the circumstances for each individual district or charter school. Commissioner of education rules that define the implementation details of these statutes are available on the TEA School Improvement Division website at the Accountability link at <https://tea.texas.gov/schoolimprovement/> and on the TEA Accreditation Status website at <https://tea.texas.gov/accredstatus/>.

Campus Identification Numbers

In a given year, districts or charter schools may need to change, delete, or add one or more county-district-campus (CDC) numbers due to closing old schools, opening new schools, or changing the grades or populations served by an existing school. Unintended consequences can occur when districts or charter schools “recycle” CDC numbers.

As performance results of prior years are a component of the accountability system in small-numbers analysis and possible statutorily-required improvement calculations in future years, merging prior-year files with current-year files is driven by campus identification numbers. Comparisons may be inappropriate when a campus configuration has changed. The following example illustrates this situation.

Example: A campus served grades 7 and 8 in 2018, but in 2019 serves only grade 6. The district did not request a new CDC number for the new configuration. Instead, the same CDC number used in 2018 was maintained (recycled). Therefore, in 2019, grade 6 performance on the assessments may be combined for small-numbers analyses purposes with grade 7 and 8 outcomes from prior years.

Whether to change a campus number is a serious decision for local school districts and charter schools. Districts and charter schools should exercise caution when either requesting new numbers or continuing to use existing numbers when the student population changes significantly or the grades served change significantly. Districts and charter schools are strongly encouraged to request new CDC numbers when campus organizational configurations change dramatically.

TEA policy requires school districts and charter schools to request campus number changes of existing campuses for the current school year by October 1 to ensure time for processing before the TSDS PEIMS fall snapshot date in late October. Changes for a subsequent school year will not be processed before November 1. This policy does not apply to new active campuses opening mid-year or campuses under construction.

Districts and charter schools must consult with the Division of School Improvement to change the campus number of a campus rated *F*. The consolidation, deletion, division, or addition of a campus identification number does not absolve the district or charter school of the state accountability rating history associated with campuses newly consolidated, divided or closed, nor preclude the requirement of participation in intervention activities for campuses that received an *F* rating. The Division of School Improvement will work with the district or charter school to determine specific intervention requirements.

Although the ratings history may be linked across campus numbers for purposes of determining consecutive years of *F* or *Improvement Required* ratings, data will not be linked across campus numbers. This includes TSDS PEIMS data, assessment data, and graduation/dropout data that are used to develop the accountability indicators. Therefore, changing a campus number under these circumstances may be to the disadvantage of an *F* campus. This should be considered by districts and charter schools when requesting campus number changes for *F* campuses. In the rare circumstance where a campus or charter school receives a new campus or district number, the ratings history is linked while the data are not linked across the district numbers.

If a district or charter school enters into a legal agreement with TEA that requires new district or campus numbers, the ratings history will be linked to the previous district or campus numbers. In this case, both the district/charter school and campuses will be rated the first year under the new numbers. Data for districts, charter schools, and campuses in these circumstances will not be linked. This includes the TSDS PEIMS data, assessment data, and graduation/dropout data that are used to develop the accountability indicators. Districts, charter schools, or campuses under a legal agreement with TEA cannot take advantage of small-numbers analysis the first year under a new district or campus number.

Chapter 10—Identification of Schools for Improvement

Overview

To align identification of schools for improvement with the state’s accountability system, TEA utilizes the Closing the Gaps domain performance to identify comprehensive, targeted, and additional targeted support and improvement schools.

Comprehensive Support and Improvement Identification

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

Any campus identified for comprehensive support and improvement that has fewer than 100 students enrolled as reported in October snapshot is not required to implement interventions associated with the identification. If a campus chooses not to implement interventions, it is not eligible for comprehensive support grant funding. Choosing not to implement interventions does not exit the campus from comprehensive support and improvement identification.

Example Title I Campus Identified for Targeted Support and Improvement for Three Years

When Identified	SY 2019–20	SY 2020–21	SY 2021–22
August 2019	TS ¹		
August 2020		TS	
August 2021			CS ²

¹TS stands for targeted support and improvement.

²CS stands for comprehensive support and improvement.

Example Non-Title I Campus Identified for Targeted Support and Improvement for Three Years

When Identified	SY 2019–20	SY 2020–21	SY 2021–22
August 2019	TS		
August 2020		TS	
August 2021			TS

Targeted Support and Improvement Identification

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. 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 comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

Minimum Size

In order to be considered when evaluating campuses for targeted support and improvement identification, student groups must meet the following minimum size requirements. When a student group is not evaluated because it does not meet minimum size, the count of consecutive years resets for that student group.

The all students group must have 10 reading *and* 10 mathematics assessment results for evaluation in the Academic Achievement component. Each remaining student group must have 25 reading *and* 25 mathematics assessment results for evaluation in the Academic Achievement component. If a student group does not meet minimum size in Academic Achievement, it is not considered when evaluating the campus for identification. The following student groups are not evaluated to identify campuses for targeted support and improvement: former special education; continuously enrolled; and non-continuously enrolled.

Example Campus Identified for Targeted Support and Improvement¹

	All Students	White	Two or More Races ²	Special Education	English Learners
Academic Achievement					
Reading					
2017	N	N	Y	N	Y
2018	N	N	- ²	N	N
2019	N	Y	N	N	N
Mathematics					
2017	N	Y	N	N	N
2018	N	N	- ²	N	N
2019	Y	N	Y	N	N
Academic Growth					
Reading					
2017	N	-	N	N	N
2018	N	N	-	-	N
2019	N	Y	N	N	N
Mathematics					
2017	N	N	N	N	-
2018	N	N	-	-	N
2019	Y	N	N	Y	Y
STAAR Only Component					
2017	N	N	N	N	N
2018	N	N	-	N	N
2019	N	Y	Y	Y	Y
English Language Proficiency (ELP)					
2017	-	-	-	-	N
2018	-	-	-	-	Y
2019	-	-	-	-	N
Count of Indicators Missed for Three Consecutive Years					
	3	1	0	2	2

¹ While 14 student groups are evaluated in the Closing the Gaps domain, this example has five groups with data.

² The two or more races student group is not evaluated when identifying the campus for targeted support and improvement as it did not meet minimum size in both reading and mathematics in Academic Achievement for 2018.

Additional Targeted Support Identification

Any campus that is not identified for comprehensive or targeted support and improvement is identified for additional targeted support if an individual student group’s percentage of evaluated indicators met is at or below the percentage used to identify **that campus type** for comprehensive support and improvement. Identification occurs on an annual basis.

For example, in 2018 the scaled Closing the Gaps cut point for comprehensive identification at the bottom five percent of Title I campuses was a scaled score of 47. Unscaling the 47 equated to a 13 elementary raw score and a 6 middle/high school raw score. Those raw scores were then set as the percentage of indicators a student group must meet (by campus type). Any elementary campus that had a student group that met fewer than 13 percent (middle/high school 6 percent) of evaluated indicators was identified for additional targeted support.

Minimum Size

In order to be evaluated for additional targeted support, student groups must meet the following minimum size requirements. The all students group must have 10 reading *and* 10 mathematics assessment results for evaluation in the Academic Achievement component. Each remaining student group must have 25 reading *and* 25 mathematics assessment results for evaluation in the Academic Achievement component. If a student group does not meet minimum size in Academic Achievement, it is not considered when evaluating the campus for identification.

Example Minimum Size for Additional Targeted Support

Year	2019	OR	2019
CTG Indicator	Eco Dis		English Learners
Academic Achievement			
Reading	–		–
Math	–		–
Academic Growth			
Reading	–		–
Math	–		–
ELP	–		N
STAAR Component	Y		N
Percentage of Targets Met	Not evaluated	Not evaluated	

Example Campus Identified for Additional Targeted Support

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Additional Targeted Support														
Target	13%	13%	13%	13%	13%	13%	13%	13%	13%	13%	13%	n/a	n/a	n/a
% Indicators Met	60%	0%	60%	20%	-	-	-	0%	60%	50%	0%	-	-	-
# Indicators Met	3	0	3	1	-	-	-	0	3	1	0	-	-	-
# Indicators Evaluated	5	1	5	5	-	-	-	1	5	2	2	-	-	-

This campus is identified for additional targeted support as the special education student group met minimum size in reading and mathematics for Academic Achievement and missed the target for both indicators.

Exit Criteria for Comprehensive Support and Improvement

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years *and* have increased a letter grade (for example, from *F* to *D* or from *D* to *C*) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status.

Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

Comprehensive Support and Improvement Examples

To exit comprehensive support, a campus must not rank in the bottom five percent and have an improved Closing the Gaps domain letter grade for two consecutive years.

	Bottom 5% CTG* Score	CTG Grade	Identification
2018	Yes	F	CS
2019	No	D	CS
2020	No	D	EXIT

*CTG stands for Closing the Gaps.

A campus identified based on the four-year federal graduation rate must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit.

	Graduation Rate	SY 2019–20	SY 2020–21	SY 2021–22	SY 2022–23
2018	Below 67.0%	CS	–	–	–
2019	At or above 67.0%	–	CS	–	–
2020	At or above 67.0%	–	–	Exit	–
2021	Below 67%	–	–	–	CS

When a campus identified for comprehensive support does not meet minimum size for Closing the Gaps evaluation the year following identification, the campus must meet the exit criteria in the following year. If a campus does not meet minimum size for evaluation for two consecutive years following identification, it will be exited.

	Bottom 5% CTG Score	CTG Grade	Identification
2018	Yes	F	CS
2019	Not Rated	-	CS
2020	No	D	EXIT

	Bottom 5% CTG Score	CTG Grade	Identification
2018	Yes	F	CS
2019	Not Rated	-	CS
2020	Not Rated	-	EXIT

Exit Criteria for Additional Targeted Support Schools

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

CTG Indicator	2018	2019	OR	2019	OR	2019		
Academic Achievement								
Reading	N	Y		N		Y		
Math	N	N		Y		Y		
Growth								
Reading	N	Y		Y		Y	Y	
Math	N	N		Y		Y	N	
ELP	-	-		-		-	-	
STAAR Component	N	N		Y		Y	N	
Identification	ATS*	ATS		ATS		ATS	EXIT	

*ATS stands for additional targeted support.

In 2018 campuses were identified for additional targeted support without regard to minimum size criteria in the Academic Achievement component. If those campuses don't meet the criteria for additional targeted support identification in 2019, they are exited.

CTG Indicator	2018	2019
Academic Achievement		
Reading	-	-
Math	-	-
Grad Rate	-	-
ELP	-	-
CCMR	N	N
Percentage of Targets Met	0%	not evaluated
Identification	ATS	EXIT

Chapter 11—Local Accountability Systems

Overview

House Bill 22 (85th Texas Legislature, Regular Session, 2017) established Local Accountability Systems (LAS), which allow districts and open-enrollment charter schools to develop plans to locally evaluate their campuses. Once a LAS plan receives approval from the agency, districts and open-enrollment charter schools may use locally developed domains and indicators with the three state-mandated domains to assign ratings for campuses that meet certain criteria.

LAS Implementation

The implementation of LAS is optional. Districts and open-enrollment charter schools that choose to participate must follow the procedures for implementation as are adopted in the *2019 Local Accountability System Manual*.

The LAS process includes a planning and implementation year during which districts and open-enrollment charter schools may work with TEA LAS staff to design and refine a LAS plan. LAS domains, components, scaling methodologies, and metrics are established during the implementation year. Once the LAS plan is final, it is reviewed and approved or denied by TEA staff and an independent review panel consisting of representatives from current LAS districts.

Ratings Under LAS

Districts and open-enrollment charter schools produce campus ratings for each LAS domain and for LAS overall. These ratings consist of a scaled score and a corresponding letter grade. Upon completion of the planning year, participating districts submit LAS data to the agency, and TEA releases “what if” ratings for LAS campuses. The “what if” ratings are generated based on LAS data and state accountability data and provide districts and open-enrollment charter schools a preview of outcomes when LAS overall ratings are applied to state overall ratings for an overall campus rating.

At the end of the second year of LAS implementation, districts and open-enrollment charter schools submit actual LAS scaled scores and corresponding letter grades for the agency to apply to the state overall campus ratings. Districts and open-enrollment charter schools must submit scaled scores and letter grades assigned for each domain and overall for each LAS campus as approved in the LAS plan. LAS campuses that receive a *C* or higher state overall rating have their LAS overall scaled score applied to their state overall scaled score. The LAS plan specifies the proportion the LAS rating contributes to the overall campus rating, which may be up to 50 percent.

TEA calculates overall ratings for LAS campuses by applying the LAS overall scaled score at the proportion determined by the district to the state accountability overall scaled score. The overall scaled score and rating produced is then displayed on the txschools.gov and TEA websites along with the overall and domain scaled scores and ratings for both LAS and state accountability.

2019 LAS Ratings

For 2019, campuses that participated in the 2017–18 LAS pilot and received “what if” scaled scores must submit year two LAS data by July 1, 2019, in order to have LAS outcomes applied to 2019 state campus ratings. If these campuses receive a *C* or higher state overall rating, overall scaled scores and ratings are published in TEAL Accountability and on the public websites on August 15, 2019, reflecting the application of LAS ratings to state ratings. For additional information on LAS submission requirements, please see Chapter 2 of the *2019 Local Accountability System Manual*.

LAS Appeals

LAS districts and open-enrollment charter schools that wish to appeal LAS campus ratings must follow the LAS appeals process, as adopted in the *2019 Local Accountability System Manual*. The LAS appeal response letter from the commissioner serves as notification of the final campus rating. The commissioner's decisions are final and not subject to further appeal or negotiation.

LAS campuses that receive a *D* or *F* state overall accountability rating may not apply LAS ratings. A district may choose to appeal the state overall accountability rating. If the appeal is granted, and the campus receives a final state overall rating of *C* or higher, the LAS overall rating will be applied to the state overall rating upon the resolution of the state appeal. The final campus overall rating will be updated at this time.

Districts and open-enrollment charter schools that wish to appeal both LAS and state accountability ratings for campuses must submit two appeals: a LAS appeal with supporting data and a state accountability appeal with supporting data. Chapter 3 of the *2019 Local Accountability System Manual* provides instructions for filing a LAS appeal. Please see Chapter 8 of this manual for filing instructions for a state accountability appeal.

Chapter 12—Accountability Calendar

Dates significant to the 2019 accountability system are listed below. Key dates directly related to accountability are bold. To the extent possible, release mediums (mail, secure web, or public web) are provided.

Should unforeseen circumstances occur, some dates listed below may be modified.

Year	Date	Activity
2018	June 25–29	STAAR EOC testing
	October 26	Snapshot date (2018–19 TSDS PEIMS Submission 1)
	December 3–7	STAAR EOC testing
	December 6	2018–19 TSDS PEIMS Submission 1 due
2019	January 17	Last date to resubmit changes and corrections to TSDS PEIMS Submission 1
	April 3	2019 Texas Education Agency Academic Accountability System Framework (public web)
	February 25–April 5	TELPAS and TELPAS Alternate testing window
	March 25–April 5	2019 AEA campus registration process
	April 9	STAAR: grades 4 and 7 writing, grades 5 and 8 mathematics, English I EOC
	April 10	STAAR: grades 5 and 8 reading
	April 11	STAAR: English II EOC
	April 1–26	STAAR Alternate 2 testing window
	April 25	College, Career, and Military Readiness (CCMR) Preview Student Listing #1 (TEAL)
	April 26	2019 Final lists of AEA campuses and charter operators (public web)
	April 29–May 10	Campus pairing process (TEAL)
	May 1	<i>2019 Accountability Manual</i> , chapters 1–11 (public web)
	May 6–10	STAAR: Algebra I, Biology, U.S. History EOC
	May 13	STAAR: grades 3, 4, 6, and 7 mathematics
	May 13	STAAR: grades 5 and 8 mathematics (retest)
	May 14	STAAR: grades 3, 4, 6, and 7 reading
	May 14	STAAR: grades 5 and 8 reading (retest)
	May 15	STAAR: grades 5 and 8 science
May 16	STAAR: grade 8 social studies	

Year	Date	Activity
2019	May 31	CCMR Preview Student Listing #2 (TEAL)
	June 6	Longitudinal graduation and annual dropout lists and rates (TEAL)
	June 13	List of 2019 campus comparison groups (TEAL)
	Late June	Final 2019 CCMR Student Listing (TEAL)
	Late June	<i>2019 Accountability Manual</i> , all chapters (public web)
	August 7	2019 preliminary performance domain tables without rating labels (TEAL)
	August 14	2019 preliminary accountability tables with rating labels and distinction designations (TEAL)
	August 14–September 13	2019 appeals application available to districts (TEAL)
	August 14	Campuses identified under PEG criteria for 2020–21 school year (TEAL)
	August 15	2019 preliminary accountability tables with rating labels and distinction designations (public web)
	August 15	Campuses identified under PEG criteria for 2020–21 school year (public web)
	September 13	2019 appeals deadline
	November	Preliminary longitudinal graduation cohort lists updated (TEAL)
	December	TEA notifies districts of accountability appeal decisions (mail and TEAL)
	December	2019 final ratings release after resolution of appeals (TEAL and public web)
	December	Final list of campuses identified under PEG criteria for 2020–21 school year (TEAL)
	December	2019 Texas School Accountability Dashboard (public web)
	December	2018–19 Texas Academic Performance Reports (TAPR PDF) (public web)
	December	2018–19 School Report Card (public web)
December	2018–19 Federal Report Card (public web)	

2019 Accountability Manual Appendices A-I

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Appendix A—Acknowledgements

2019 Accountability Technical Advisory Committee (ATAC)

Representatives from districts, open-enrollment charter schools, and regional educational service centers (ESCs) met in October 2018 and February 2019 to make recommendations to address policy and technical issues for 2019 accountability.

School District and Open-Enrollment Charter School Representatives

Sara Arispe, *Fort Worth ISD*, Executive Director, Accountability & Data Quality, ESC Region XI

Kevin Barlow, *Arlington ISD*, Executive Director, Research and Accountability, ESC Region XI

Abigayle Barton, *Abilene ISD*, Associate Superintendent for Curriculum and Instruction, ESC Region XIV

Susanne Carroll, *Victoria ISD*, Executive Director of Curriculum, Instruction, & Accountability, ESC Region III

Julie Conde, *Responsive Education Solutions*, Executive Director of Accountability, BE/ESL Education, ESC Region XIV

Beth Anne Dunavant, *Pittsburg ISD*, Assistant Superintendent, ESC Region VIII

Keith Haffey, *Spring Branch ISD*, Executive Director, Accountability & Research, ESC Region IV

Kelly Legg, *Dumas ISD*, Assistant Superintendent for Instruction, ESC Region XVI

Emily Lorenz, *Calallen ISD*, Director of Curriculum and Instructional Support, ESC Region II

Robert Lowry, *Coolidge ISD*, Superintendent, ESC Region XII

Annette Macias, *Ector County ISD*, Executive Director of Accountability, Assessment, and School Improvement, ESC Region XVIII

Kevin Malandrucolo, *Hays Consolidated Independent School District*, Coordinator of Accountability and Testing, ESC Region XIII

Sarah Martinez, *Leander ISD*, Senior Director for Decision Support, ESC Region XIII

Brian Moore, *Lamar Consolidated ISD*, Director of Research, Assessment, & Accountability, ESC Region IV

Elvia Noriega, *Richardson ISD*, Executive Director, Accountability & Continuous Improvement, ESC Region X

Donna Porter, *Carthage ISD*, Assistant Superintendent, ESC Region VII

Francisco Rivera, *La Joya ISD*, Executive Director for Curriculum and Evaluation, ESC Region I

Sherrie Thornhill, *Silsbee ISD*, Curriculum Director, ESC Region V

Theresa Urrabazo, *San Antonio ISD*, Executive Director, Accountability, Research, Evaluation and Testing, ESC Region XX

Dash Weerasinghe, *Plano ISD*, Director of Assessment and Accountability, ESC Region X

ESC Representatives

Michael Bohensky, *Region XV ESC*, Executive Leadership Specialist

Ty Duncan, *Region XVII ESC*, Senior Specialist, Accountability & Compliance Services

Belinda Gorena, *Region I ESC*, Administrator for School Improvement, Accountability, and Compliance

Cheri Hendrick, *Region XX ESC*, Accountability and Assessment Specialist

Glenn Nathan, *Region XIX ESC*, Research Analyst

Laura Redden, *Region VI ESC*, School Improvement Lead

Micki Wesley, *Region IX ESC*, Director of Accountability and Compliance

2019 Accountability Policy Advisory Committee (APAC)

Representatives from legislative offices, school districts, and the business community met in November 2018 and February 2019 to review the recommendations made by the ATAC. The APAC either endorsed the ATAC proposals or recommended alternatives which were forwarded to the commissioner of education.

Legislative Staff

Mary Lynn Bunkley, Policy Advisor, *Office of the Governor*

Chris Duke, Education Policy Assistant, *Office of the Lieutenant Governor*

Tedd Holladay, Public Education Budget Analyst, *Legislative Budget Board*

Amy Peterson, Committee Director, *House Public Education Committee*

Andrea Sheridan, Senior Education Advisor, *Office of the Speaker of the House*

Marian Wallace, Education Policy Advisor, *Office of the Lieutenant Governor*

School District/School Board/College & University/Education Organization Representatives

HD Chambers, Superintendent, *Alief ISD*

Eddie Conger, Superintendent, *International Leadership of Texas*

Andrew Kim, Superintendent, *Comal ISD*

Steve Lecholop, Trustee—District 1, *San Antonio ISD*

Cesar Maldonado, Chancellor, *Houston Community College*

Donna McKethan, Director, Career and Technical Education, *Waco ISD*

Gonzalo Salazar, Superintendent, *Los Fresnos CISD*

Greg Smith, Superintendent, *Clear Creek ISD*

Randy Willis, Superintendent, *Granger ISD*

Business/Other Representatives

Julia Erwin, Parent, *Texas Special Education Continuing Advisory Committee*

Sandy Garcia, Coordinator for Special Programs, Compliance, and Monitoring, *ESC Region VI*

Shannon Holmes, Executive Director, *Association of Texas Professional Educators*

Cherry Kugle, Consultant, *Raise Your Hand Texas*

William McKenzie, Editorial Director, *George W. Bush Institute*

Mike Meroney, Consultant and Lobbyist, *Meroney Public Affairs*

Robert Sanborn, President & CEO, *Children At Risk*

Drew Scheberle, Senior Vice President, *Austin Chamber of Commerce*

Annie Spilman, Legislative Director, *National Federation of Independent Business (NFIB)/Texas*

Jeri Stone, Executive Director/General Counsel, *Texas Classroom Teachers Association*

Laura Subrin Yeager, Parent, *TAMSA*

TEA Staff

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Executive Management

Mike Morath, Commissioner of Education

Jeff Cottrill, Deputy Commissioner of Governance & Accountability

Project Leadership

Jamie Crowe, Executive Director, *Performance Reporting Division*

Keith Cranford, Director, *Performance Reporting Division*

Heather Smalley, Director, *Performance Reporting Division*

Contributors

Leslie Brady, Policy Specialist, *Performance Reporting Division*

Jonathan Delgado, Outreach Coordinator, *Performance Reporting Division*

Von Byer, General Counsel, *Legal Services*

Eric Marin, Attorney, *Legal Services*

Susie Villalpando, Senior Director, *Performance-Based Monitoring*

Linda Roska, Executive Director, *Division of Research and Analysis*

Lizette Ridgeway, Division Director, *Division of School Improvement*

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Appendix B—ESC Contacts

Region	Location	Contact	Telephone	Email
1	Edinburg	Dr. Belinda S. Gorena Ruben Degollado Benjamin Macias	(956) 984-6173 (956) 984-6185 (956) 984-6234	bgorena@esc1.net rdegollado@esc1.net bmacias@esc1.net
2	Corpus Christi	Steven Mendoza Joye Beard Martha Rose Joanne Ferguson	(361) 561-8572 (361) 561-8674 (361) 561-8523 (361) 561-8551	steven.mendoza@esc2.us joye.beard@esc2.us martha.rose@esc2.us joanne.ferguson@esc2.us
3	Victoria	Dionne Hughes Charlotte Baker Kenda Matson Lisa Hernandez Mitzi McAfee Cliff Kinder	(361) 573-0731 x212 (361) 573-0731 x204 (361) 573-0731 x321 (361) 573-0731 x270 (361) 573-0731 x214 (361) 573-0731 x305	dhughes@esc3.net cbaker@esc3.net kmatson@esc3.net lhernandez@esc3.net mmcafee@esc3.net ckinder@esc3.net
4	Houston	Ingrid Lee Angel Lozano Nancy Webster	(713) 744-6821 (713) 744-6596 (713) 744-8186	ingrid.lee@esc4.net angel.lozano@esc4.net nancy.webster@esc4.net
5	Beaumont	Danny Lovett Monica Mahfouz	(409) 951-1855 (409) 951-1702	dlovett@esc5.net mmahfouz@esc5.net
6	Huntsville	Steve Johnson Julia Woods Catherine George Laura Redden	(936) 435-8290 (936) 435-8334 (936) 435-8207 (936) 435-8293	sjohnson@esc6.net jwoods@esc6.net cgeorge@esc6.net lredden@esc6.net
7	Kilgore	Henryett Lovely Leesa Green	(903) 988-6854 (903) 988-6715	hlovely@esc7.net lgreen@esc7.net
8	Mt. Pleasant	Richele Langley Dana Ladd Sarah Jeter Leonard Beles Debra Crooms Janis McClure Kerri Bowles Shirley Agan Heather McGregor Karen Thompson	(903) 575-2605 (903) 575-2755 (903) 575-2787 (903) 575-2740 (903) 575-2733 (903) 575-2758 (903) 575-2720 (903) 575-2769 (903) 575-2731 (903) 575-2616	rlangley@reg8.net dladd@reg8.net sjeter@reg8.net lbeles@reg8.net dcrooms@reg8.net jmclclure@reg8.net kbowles@reg8.net sagan@reg8.net hmcgregor@reg8.net karen.thompson@reg8.net

Region	Location	Contact	Telephone	Email
9	Wichita Falls	Cindy Moses Micki Wesley Kara Fluty	(940) 322-6928	cindy.moses@esc9.net micki.wesley@esc9.net kara.fluty@esc9.net
10	Richardson	Dana West Michael Milburn Anna Griffiths Staci Barker	(972) 348-1426 (972) 348-1632 (972) 348-1360 (972) 348-1068	dana.west@region10.org michael.milburn@region10.org anna.griffiths@region10.org staci.barker@region10.org
11	White Settlement	Elizabeth Schrader Laura McKean	(817) 470-7504 (817) 740-7608	eschrader@esc11.net lmckean@esc11.net
12	Waco	Denise Bell Stephanie Kucera	(254) 297-1227 (254) 297-1154	dbell@esc12.net skucera@esc12.net
13	Austin	Melinda Marquez Kendra Monk Tisha Kolek	(512) 919-5286 (512) 919-5279 (512) 919-5337	melinda.marquez@esc13.txed.net kendra.monk@esc13.txed.net tisha.kolek@esc13.txed.net
14	Abilene	Kriste O'Dell-Farias	(325) 675-8690	kodell-farias@esc14.net
15	San Angelo	David Bedford Robin Graves Mary Gail Stinnett Laura Strube Michael Bohensky	(325) 658-6571	david.bedford@esc15.net robin.graves@esc15.net marygail.stinnett@esc15.net laura.strube@esc15.net michael.bohensky@esc15.net
16	Amarillo	Shirley Clark	(806) 677-5130	shirley.clark@esc16.net
17	Lubbock	Ty Duncan Janet Thornton Andrea Juarez Shauna Lane Heather Blount Tori Mitchell	(806) 281-5832 (806) 281-5881 (806) 281-5888 (806) 281-5862 (806) 281-5817 (806) 281-5863	tduncan@esc17.net jthornton@esc17.net amjuarez@esc17.net slane@esc17.net hblount@esc17.net tmitchell@esc17.net
18	Midland	Linda Jolly	(432) 561-4305	ljolly@esc18.net
19	El Paso	Barbara Amaya Glenn Nathan Rebecca Ontiveros	(915) 780-5354 (915) 780-6517 (915) 780-5093	bamaya@esc19.net ganathan@esc19.net rontiveros@esc19.net
20	San Antonio	Cheri Hendrick Yvette Gomez Carolyn Castillo Shannon Allen	(210) 370-5451 (210) 370-5420 (210) 370-5490 (210) 370-5481	cheri.hendrick@esc20.net yvette.gomez@esc20.net carolyn.castillo@esc20.net shannon.allen@esc20.net

Appendix C—Statutory References

Texas Administrative Code (TAC)

Select chapters of the accountability manual are adopted as part of the Texas Administrative Code. With the publication of this manual, the Texas Education Agency (TEA) filed a Commissioner’s Rule amendment to 19 TAC §97.1001, Accountability Rating System, with the Office of the Secretary of State. These rules adopt Chapters 1–11 of the *2019 Accountability Manual* giving legal standing to the state rating processes and procedures.

Following a 30-day public comment period, final adoption is scheduled to take effect in August 2019. Once effective, the rules are made available online at

<http://ritter.tea.state.tx.us/rules/tac/chapter097/ch097aa.html>.

Texas Education Code (TEC)

Statutory authority for the 2019 accountability system is Texas Education Code (TEC), Chapter 39. Public School System Accountability. The full text of Chapter 39 is available at

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.39.htm>.

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Appendix D—Accountability Glossary

Accountability Subset: The collection of assessment results that are used to determine district and campus accountability ratings. Only assessment results for those students enrolled in the same district/campus on both the snapshot date (the last Friday in October) and the testing date are used to determine district/campus performance.

AEC of Choice: An AEC that provides accelerated instruction to students at risk of dropping out of school. At-risk students enroll at these campuses specifically to expedite progress toward performing at grade level and completing high school.

Alternative Education Accountability (AEA): The specific provisions by which the performance of alternative education charter schools and campuses is determined and accountability ratings are assigned. AEA is comprised of a modified graduation rate component calculation in the Student Achievement domain and modified cut points across all domains. Additionally, AEA charter schools and campuses are not evaluated on School Progress, Part B and are eligible to earn bonus points.

Alternative Education Campus (AEC): A campus at which at least 75 percent of students are considered at risk of dropping out of school and at least 50 percent of students are enrolled in grades 6–12. Campuses must register each year to be considered AECs evaluated under AEA provisions.

Annual Graduates: Students who graduate from a district or campus in a school year regardless of cohort. This is separate from, and may include different students than, the longitudinal graduation rates.

Asylee/Refugee Exclusions: Assessment results of students identified as unschooled refugees and/or unschooled asylees are not used in assigning ratings during their first five years in U.S. schools. To qualify as an unschooled asylee or refugee, both of the following criteria must be met:

- The student must be identified as limited English proficient (LEP) as defined by state law in Texas Education Code (TEC), Section 29.052 and must participate in a state-approved bilingual or English as a second language (ESL) program.
- The student’s permanent record must contain appropriate documentation of asylee/refugee status. The student must
 - be an asylee as defined by 45 Code of Federal Regulations, Section 400.41 or a refugee as defined by 8 United States Code, Section 1101, and
 - have a Form I-94 Arrival/Departure record, or a successor document, issued by the United States Citizenship and Immigration Services that is stamped with “Asylee,” “Refugee,” or “Asylum.”

For more information on qualifying as an unschooled asylee/refugee, visit <http://tea.texas.gov/student.assessment/ell/lpac/>.

At-risk: A student “at-risk of dropping out of school” includes each student who is under 26 years of age and who

- was not advanced from one grade level to the next for one or more school years; [excludes prekindergarten or kindergarten students who were not advanced as a result of a documented request by the student’s parent under TEC 29.081 (d-1).];
- is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or

current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

- did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- is pregnant or is a parent;
- has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
- has been expelled in accordance with TEC §37.007 during the preceding or current school year;
- is currently on parole, probation, deferred prosecution, or other conditional release;
- was previously reported through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) to have dropped out of school;
- is a student of limited English proficiency, as defined by TEC §29.052;
- is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; **or**
- resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Campus: A school that is operated by a charter school or school district.

Campus Comparison Group: A set of 40 campuses that most closely match a campus in eight categories. Campus comparison groups are used to award distinction designations. Please see Appendix E for further details.

Charter School: An entity that controls and is responsible for a campus or campuses that has/have been granted a charter under TEC, Subchapter D, Chapter 12.

Continuers: A student who did not graduate and was reported as enrolled in the Texas public school system in the fall after his or her anticipated graduation or later. For example, for a student to be counted as a continuer in the Class of 2018 four-year rates, he or she must have been enrolled in the fall of 2018. Please see IEP Continuer for additional information about IEP continuers.

Continuously Enrolled (Campus): For grades 4–12, a student is identified as continuously enrolled if the student was enrolled in the campus on the TSDS PEIMS October snapshot during the current school year and in the same district each of the three preceding years. For grade 3, a student is identified as continuously enrolled if the student was enrolled in the campus on the current year TSDS PEIMS October snapshot and in the same district each of the preceding two years.

If the enrollment requirement is not met, then the student is considered non-continuously enrolled.

Continuously Enrolled (District): For grades 4–12, a student is identified as continuously enrolled if the student was enrolled in the district on the TSDS PEIMS October snapshot during the current school year and each of the three preceding years. For grade 3, a student is identified as

continuously enrolled if the student was enrolled in the same district on the current year TSDS PEIMS October snapshot and each of the preceding two years.

If the enrollment requirement is not met, then the student is considered non-continuously enrolled.

Current Special Education: A student is identified as a current special education student if the student receives special instruction and related developmental, corrective, supportive, or evaluative services for the current school year as reported in TSDS PEIMS and on STAAR answer documents.

Data Integrity: Refers to the quality of the data used to determine an accountability rating. The integrity of data can be compromised either through intentional manipulation or through unintentional errors in data reporting. If data integrity is in question, it may not be possible to determine a reliable rating.

Disciplinary Alternative Education Program (DAEP): A system of instruction provided in a setting other than a regular classroom, that is located on or off a regular campus, that provides for the educational and behavioral needs of students, and that provides specialized supervision and counseling for its students. DAEPs are not assigned accountability ratings. The attendance and performance results of a student in a DAEP are attributed to his or her home campus.

Distinction Designations: Recognitions for campuses that are ranked in the top 25 percent of their campus comparison group in academic growth and closing the gaps and for academic achievement in English language arts/reading, mathematics, science, and social studies. Postsecondary Readiness Distinction Designations are awarded to both districts and campuses.

District: A campus or group of campuses that is operated by a board of trustees or other similar governing body. It includes both charter schools and traditional independent school districts.

Dropout Recovery School (DRS): An AEC of choice at which at least 50 percent of students are at least 17 years old as of September 1 of the current school year.

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance as reported on the TSDS PEIMS October snapshot. A student is reported as economically disadvantaged on the TSDS PEIMS October snapshot using codes 01, 02, or 99:

01: Eligible For Free Meals Under The National School Lunch And Child Nutrition Program

02: Eligible For Reduced-price Meals Under The National School Lunch And Child Nutrition Program

99: Other Economic Disadvantage, Including: a) from a family with an annual income at or below the official federal poverty line, b) eligible for Temporary Assistance to Needy Families (TANF) or other public assistance, c) received a Pell Grant or comparable state program of need-based financial assistance, d) eligible for programs assisted under Title II of the Job Training Partnership Act (JTPA), or e) eligible for benefits under the Food Stamp Act of 1977

English Learner (EL): A student whose primary language is other than English and who is in the process of acquiring English.

English Learner Current and Monitored (EL [Current and Monitored]): Current ELs and former ELs in the first through fourth years of academic monitoring after exiting EL status.

Ever EL (EL [Ever HS]): Students reported in TSDS PEIMS as ELs at any time while attending grades 9–12 in a Texas public school.

Former Special Education: Students are identified as formerly receiving special education services if in any of the preceding three years, they were reported in TSDS PEIMS as receiving special instruction and related developmental, corrective, supportive, or evaluative services, but in the current year, as reported through TSDS PEIMS and on STAAR answer documents, are no longer participating in a special education program.

IEP Continuer: Students who are at least 18 years of age by September 1, have satisfied credit requirements for high school graduation, have not completed their IEP, and are enrolled and receiving IEP services. Grade 12 students reported in TSDS PEIMS as IEP Continuers on the 2017–18 October snapshot will be excluded from the Closing the Gaps CCMR denominator for 2019 accountability.

Juvenile Justice Alternative Education Program (JJAEP): A disciplinary alternative education program (DAEP) operated under the authority of a county juvenile justice board. JJAEPs are not assigned accountability ratings. The attendance and performance results of a student in a JJAEP are attributed to his or her home campus.

Level I and Level II Certificates: A formal award granted by an institution of higher education (IHE) certifying the satisfactory completion of a higher education program. Upon completion, a certificate is valid without further action on the individual's part. A certificate is usually awarded in workforce education areas by public and private two-year institutions. A Level I certificate is awarded for completing a program consisting of at least 15 hours and not more than 42 semester credit hours. A Level II certificate is awarded for completing a program of at least 30 but not more than 51 semester credit hours. This data is provided by the Texas Higher Education Coordinating Board.

Minimum-Size Criteria: A benchmark that sets the fewest number of performance results that must be available in order for those results to be used to assign accountability ratings. The minimum-size criteria vary by indicator.

Public Education Grant (PEG): A state-wide program that permits parents with children attending campuses that do not meet specific performance criteria to request that their children be transferred to another campus within the same district or to another district. House Bill 22 (85th Texas Legislature) changed the criteria for identifying PEG campuses: those that receive an *F* rating in both the Student Achievement domain and the School Progress domain in August 2019 will be on the 2020–21 PEG List. Please see TEC, §29.201–29.205 and “Chapter 9—Responsibilities and Consequences” for more information.

Registered AEC: A campus registered for evaluation by AEA provisions that meets the 11 registration requirements, 75 percent at-risk enrollment criterion, and 50 percent grades 6–12 enrollment criterion. This term includes AECs of Choice and DRs.

Residential Treatment Facilities (RTF): Live-in private centers and programs or detention centers and correctional facilities operated by the TJJD that provide educational services. The performance results of students in a residential treatment facility are excluded from state accountability ratings if appropriate TSDS PEIMS student attribution codes are submitted. Please see “Appendix G—Inclusion or Exclusion of Data” for more information.

School Type: A specific label given to a campus for the purposes of determining its domain targets. The label a campus receives—elementary, middle school, elementary/secondary, or high school—is determined by the grades served by the campus as reported in the October TSDS PEIMS enrollment snapshot.

Small Numbers Analysis: A process to determine if a rating is appropriate for small districts and campuses that do not meet minimum-size criteria using current year data. For more information

about small numbers analysis, please visit the 2019 accountability webpage at <http://tea.texas.gov/2019accountability.aspx>.

Snapshot Date: The “as of” date that is used to determine TSDS PEIMS enrollment information. October 26, 2018, is the TSDS PEIMS snapshot date for the 2018–19 school year.

Superintendent: The educational leader and administrative manager of the district or charter school. It includes other titles that may apply to charter schools, such as chief operating officer, president, and chief administrative officer.

Texas Juvenile Justice Department (TJJD): Created in 2011 when the operations of both Texas Juvenile Probation Commission (TJPC) and Texas Youth Commission (TYC) were transferred to the TJJD and all references to TJPC and TYC were changed to the new name.

Texas Student Data System/Public Education Information Management System (TSDS PEIMS): TSDS PEIMS is the software application for the state's Public Education Information Management System. Districts load, validate, and submit their data to TEA via TSDS PEIMS.

Uniform Average: The result of a calculation that aggregates current- and prior-year performance results for districts and campuses that do not meet minimum-size criteria. For more information, please see the small numbers analysis resource on the 2019 accountability webpage at <http://tea.texas.gov/2019accountability.aspx>.

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Appendix E—Campus Comparison Groups

Campus comparison groups are used to determine distinction designations in the following areas:

- Academic Achievement in English Language Arts/Reading
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Academic Achievement in Social Studies
- Top 25 Percent: Comparative Academic Growth
- Top 25 Percent: Comparative Closing the Gaps
- Postsecondary Readiness

Campuses may also find campus comparison groups useful for comparing their own performance to peer campuses.

Each campus is assigned to a unique comparison group made up of Texas schools that are most similar to it. To determine the campus comparison group, each campus is identified by school type (See the School Types chart in Chapter 1 for more information.) then grouped with 40 other campuses from anywhere in Texas that are most similar in grade levels served, size, percentage of students who are economically disadvantaged, mobility rate, percentage of English learners, percentage of students served by special education, and percentage of students enrolled in an Early College High School program. Each campus has only one unique campus comparison group. There is no limit on the number of comparison groups to which a campus may be a member. It is possible for a campus to be a member of no comparison group other than its own or a member of several comparison groups.

Campus Comparison Groups: Demographic Characteristics

Demographic characteristics used to construct campus comparison groups include those defined in state statute and others that are statistically relevant to performance:

- Campus type—elementary, middle, high school, or combined elementary/secondary (based on TSDS PEIMS fall enrollment)
- Grade levels served—lowest grade level and highest grade level enrollment (based on TSDS PEIMS fall enrollment)
- Campus size—total student enrollment (based on TSDS PEIMS fall enrollment)
- Percentage of students identified as economically disadvantaged (based on TSDS PEIMS fall enrollment)
- Percentage of students identified as English learners (ELs) (based on TSDS PEIMS fall enrollment counts of limited English proficient [LEP] students)
- Percentage of students identified as mobile (based on TSDS PEIMS prior year attendance)
- Percentage of students served by special education (based on TSDS PEIMS fall enrollment)
- Percentage of students enrolled in an Early College High School program (based on TSDS PEIMS fall enrollment)

Methodology

A unique comparison group is created for each campus by applying the following methodology:

Step 1: Group all eligible campuses (see below) by campus type: elementary, middle, high, or elementary/secondary.

Step 2: Determine the linear values for each of the demographic characteristics used to construct the campus comparison group.

Step 3: Compute the linear distance (the square root of the sum of the squared differences of the campus demographic characteristics) from the target campus.

Step 4: Select the 40 campuses with the smallest distance value from the target campus.

Eligible Campuses

Campus comparison groups are created for all campuses with the following exceptions:

- Campuses evaluated under alternative education accountability provisions are not eligible for distinction designations and, therefore, are not assigned a campus comparison group.
- Campuses that are not rated are ineligible for distinction designations and, therefore, are not assigned a campus comparison group. There are several reasons a campus is not rated, such as the campus has insufficient data or it is a Juvenile Justice Alternative Education Program, Disciplinary Alternative Education Program, or a residential treatment facility.

Uniform Linear Values

Campus comparison groups are determined by a distance formula that requires a consistent range of linear (or continuous) values for each demographic characteristic. The percentage of economically disadvantaged students, percentage of ELs, percentage of students who are mobile, percentage of students served by special education, and percentage of students enrolled in an Early College High School program are considered linear values within the consistent range of zero to 100. The remaining demographic values are transformed into linear values within the same range in the following ways:

- Campus size—a value is created based on the “target” campus’s size as a percentage of the maximum statewide campus size by campus type.
- Lowest or highest grade span—a value is created based on the “target” campus’s grade span as a percentage of a constant value. This calculation creates uniform grade percentages for each grade level by shifting the range of grade levels from 3 to 12 to values of 0 to 9 and dividing the values into 9 increments:
 - For grade levels 3 and above:

$$\text{High value} = 100 * (\text{highest grade level} - 3) / 9$$

$$\text{Low value} = 100 * (\text{lowest grade level} - 3) / 9$$
 - For grade levels EE, PK, KG, 01, 02 (TSDS PEIMS-reported values), the high and low percentage values are set to 0.

In cases where the campus has a missing mobility value, the district’s average mobility is used as a proxy. This will happen for campuses in their first year of operation because mobility is based on prior-year data.

Other Information

- Campus comparison groups are recreated each year to account for potential changes in demographics that may occur.
- The number of times a campus appears as a member of other groups will vary.

Comparison Group Methodology for Computing the Linear Distance Among Campuses

Distance =

$$\sqrt{(\text{size}_A - \text{size}_B)^2 + (\text{econ}_A - \text{econ}_B)^2 + (\text{el}_A - \text{el}_B)^2 + (\text{mobile}_A - \text{mobile}_B)^2 + (\text{sped}_A - \text{sped}_B)^2 + (\text{echs}_A - \text{echs}_B)^2 + (\text{low}_A - \text{low}_B)^2 + (\text{high}_A - \text{high}_B)^2}$$

Where:

size_A = 100 * (campus size for campus A / maximum campus size statewide by campus type*)

size_B = 100 * (campus size for campus B / maximum campus size statewide by campus type*)

econ_A = percentage of TSDS PEIMS fall enrollment that is economically disadvantaged for campus A

econ_B = percentage of TSDS PEIMS fall enrollment that is economically disadvantaged for campus B

el_A = percentage of TSDS PEIMS fall enrollment that is identified as English learners for campus A

el_B = percentage of TSDS PEIMS fall enrollment that is identified as English learners for campus B

mobile_A = percentage of students who are mobile based on prior year attendance for campus A

mobile_B = percentage of students who are mobile based on prior year attendance for campus B

sped_A = percentage of students who are served by special education for campus A

sped_B = percentage of students who are served by special education for campus B

echs_A = percentage of students enrolled in an Early College High School program for campus A

echs_B = percentage of students enrolled in an Early College High School program for campus B

low_A = 0, if campus A lowest grade is EE, PK, KG, 01, or 02; otherwise, $100 * (\text{campus A lowest grade} - 3) / 9$

low_B = 0, if campus B lowest grade is EE, PK, KG, 01, or 02; otherwise, $100 * (\text{campus B lowest grade} - 3) / 9$

high_A = 0, if campus A highest grade is EE, PK, KG, 01, or 02; otherwise, $100 * (\text{campus A highest grade} - 3) / 9$

high_B = 0, if campus B highest grade is EE, PK, KG, 01, or 02; otherwise, $100 * (\text{campus B highest grade} - 3) / 9$

* Maximum campus sizes reported for 2019:

Elementary school= 2,163

Middle school= 2,141

High school= 5,098

Elementary/Secondary = 5,680

Elementary School Example

For campuses under consideration, the linear distance (the square root of the sum of the squared differences of the campus characteristics) from the target campus is computed.

	Campus Size (Total Student Enrollment)	% Eco Dis	% EL	% Mobile	% SpEd	% ECHS	Low Grade	High Grade
(Target) Campus A	237	42.2	0.4	22.0	9.3	0	PK	05
Campus B	543	42.6	4.2	15.1	8.1	0	EE	05

Distance =

$$\sqrt{[((100 \times (237/3419)) - (100 \times (543/3419)))^2 + (42.2 - 42.6)^2 + (0.4 - 4.2)^2 + (22.0 - 15.1)^2 + (9.3 - 8.1)^2 + (0 - 0)^2 + (0 - 0)^2 + (((2/9) \times 100) - ((2/9) \times 100))^2]}$$

$$\sqrt{[(-9)^2 + (-0.4)^2 + (-3.8)^2 + (6.9)^2 + (1.2)^2 + (0)^2 + (0)^2 + (0)^2]}$$

$$= \sqrt{144.65}$$

$$= 12$$

Appendix F—Public and Confidential Reports

District and campus accountability information is presented online in several different reports, each of which is described below.

Public Reports Accountability Reports

This web-based overview of performance available on txschools.gov presents the following information for districts and campuses:

- Overall Accountability Rating and Score
- Domain Ratings and Scores
- Distinction Designations
- Compare, Correlate, and Trend Tools
- Financial Information
- School Profile

Domain Data Tables

For each domain, a district or campus must meet a specific target to demonstrate acceptable performance. These reports provide the disaggregated data used in the accountability system.

Distinction Designation Reports Distinction Designation Summary Report

Districts and campuses that receive a rating of *A*, *B*, *C*, or *D* are eligible for distinction designations. For each distinction designation, this report lists the indicators and shows the indicator score, campus quartile, the outcome (percentage of eligible indicators in the top quartile), and whether the distinction was earned.

Campus Comparison Group (available for campuses only)

This report lists 40 campuses that comprise the campus comparison group used in determining distinction designations. For each of the campuses, the report gives data on the criteria used to form campus comparison groups. For more information on this report, see Appendix E at <https://tea.texas.gov/2019accountabilitymanual.aspx>.

Distinction Designation Data Overview Report (available for campuses only)

This report gives further details about the performance of each campus in the comparison group on any specific indicator of the selected distinction designation. For more information on this report, see Chapter 6 at <https://tea.texas.gov/2019accountabilitymanual.aspx>.

Confidential Reports

The Texas Education Agency Login (TEAL) is an authentication portal through which authorized users access sensitive or confidential information. The Performance Reporting Department releases unmasked products and reports containing confidential information through the TEAL Accountability application.

Products Available through TEAL Accountability

The TEAL Accountability application contains products for districts produced by several divisions in the TEA Office of Standards and Engagement. After logging into TEAL and selecting the Accountability application from the list of available applications, the main Accountability index

screen appears, listing the products available from the site. This screen also contains recent announcements related to accountability.

The following accountability releases are planned for the 2019 cycle in chronological order. See [“Chapter 12—Accountability Calendar”](#) for specific dates.

- AEA campus registration process (data collection)
- Pairing application (data collection)
- Graduation and dropout data
 - Lists of students who are considered dropouts
 - District and campus dropout rates
 - Lists of students in the 4-, 5-, and 6-year longitudinal cohorts
 - District and campus 4-, 5-, and 6-year graduation rates
- Campus comparison groups
- Lists of students included in the College, Career and Military Readiness (CCMR), STAAR Performance, Academic Growth, and English Language Proficiency components
- Preview accountability data tables without ratings
- Accountability data tables with ratings and distinction designations
- List of Public Education Grant (PEG) schools
- Ratings appeal registration
- Appeals response letters
- Updated accountability data tables with ratings and distinction designations
- Updated preliminary longitudinal cohorts
- Texas Academic Performance Reports (TAPR)
- School Report Card (SRC)

The TEAL Accountability application is not an archive; it is intended to contain only the most recent products released. When a reporting cycle begins for a new year, the prior year’s final products are removed from the site. Districts are encouraged to save the products provided on this site to a secure, local location.

Sample Accountability Report Card (Overview page)

School Year 2018-19

CAMPUS NAME

TEA

Grades Served
Address

Student Enrollment Details :

District

CHANGE OVER TIME

HOW WELL DID THIS SCHOOL PERFORM OVERALL?

94 out of 100

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

CHANGE OVER TIME

2017-18 Met Standard 93 out of 100	2018-19 A 94 out of 100
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This section showcases annually the overall grade of this campus to showcase their improvement over time. The overall grade is based on performance in the three domains listed below.

OVERALL PERFORMANCE DETAILS

STUDENT ACHIEVEMENT

96 out of 100

Student Achievement shows how much students know and are able to do at the end of the school year.

SCHOOL PROGRESS

84 out of 100

School Progress shows how students perform over time and how that growth compares to similar schools.

CLOSING THE GAPS

89 out of 100

The Closing the Gaps domain tells us how well different populations of students in a district are performing.

WHERE DID THIS SCHOOL PERFORM EXCEPTIONALLY WELL?

<ul style="list-style-type: none"> ✗ ACADEMIC ACHIEVEMENT IN SCIENCE ✗ TOP 25%: COMPARATIVE ACADEMIC GROWTH ✗ ACADEMIC ACHIEVEMENT IN MATHEMATICS ✓ POST-SECONDARY READINESS 	<ul style="list-style-type: none"> ✗ ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE ARTS/READING ✓ TOP 25%: COMPARATIVE CLOSING THE GAPS ✗ ACADEMIC ACHIEVEMENT IN SOCIAL STUDIES
--	---

Sample Accountability Report Card (Profile page)

School Year 2018-19
TEA

CAMPUS NAME

Grades Served	Student Enrollment Details :	District
Address		

HOW ARE SCORES CALCULATED?

STUDENT ACHIEVEMENT

Component	Score	% of grade
STAAR Performance	93	40%
College, Career, and Military Readiness	97	40%
Graduation Rate	100	20%
Total	96	100%

SCHOOL PROGRESS

The higher score of Academic Growth or Relative Performance is used.

Component	Score	% of grade
Academic Growth	76	
Relative Performance	84	100%
Total	84	100%

CLOSING THE GAPS

Component	Score	% of grade
Grade Level Performance	100	50.0%
Academic Growth/Graduation Rate	29	10.0%
English Language Proficiency	100	10.0%
Student Achievement	100	30.0%
Total	89	100%

Appendix G—Inclusion or Exclusion of Data

Campus Type	Four-Year Graduation (Class of 2018)	STAAR (2018–19)
TJJD	<p>TSDS PEIMS student attribution codes 25, 26, 27, and 28 remove students from serving district and campus results.</p> <p>Data remaining after student-level processing are included in the evaluation of the TJJD campus.</p>	<p>TSDS PEIMS student attribution codes 25, 26, 27, and 28 remove results from serving district and campus performance and participation results.</p>
RTF	<p>TSDS PEIMS student attribution codes 21, 22, 23, and 24 remove students from serving district and campus results.</p> <p>Data remaining after student-level processing are included in the evaluation of the RTF campus.</p>	<p>TSDS PEIMS student attribution codes 21, 22, 23, and 24 remove results from serving district and campus performance and participation results.</p>
JJAEP/DAEP	<p>Longitudinal data are attributed to non-JJAEP/DAEP campuses using TSDS PEIMS attendance data or district-supplied campus of accountability. Students who cannot be attributed to a non-JJAEP/DAEP campus remain attributed to the JJAEP/DAEP campus. Students attributed to the JJAEP/DAEP campus will be included in the district results.</p>	<p>No assessment data should be reported to JJAEP or DAEP campuses. Data reported mistakenly to JJAEP or DAEP campuses will be included in the district results.</p>

Campus Type	Five-Year Graduation (Class of 2017) and Six-Year Graduation (Class of 2016)	
TJJD	<p>TSDS PEIMS student attribution codes 13, 14, 15, 16, 17, 18, 19, 20, 25, 26, 27, and 28 remove students from serving district and campus results.</p> <p>Data remaining after student-level processing are included in the evaluation of the TJJD campus.</p>	
RTF	<p>TSDS PEIMS student attribution codes 21, 22, 23, and 24 remove students from serving district and campus results.</p> <p>Data remaining after student-level processing are included in the evaluation of the RTF campus.</p>	
JJAEP/DAEP	<p>Longitudinal data are attributed to non-JJAEP/DAEP campuses using TSDS PEIMS attendance data or district-supplied campus of accountability. Students who cannot be attributed to a non-JJAEP/DAEP campus remain attributed to the JJAEP/DAEP campus. Students attributed to the JJAEP/DAEP campus will be included in the district results.</p>	

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Appendix H—Data Sources

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This appendix provides data sources for the indicators used in the accountability system, including those used for distinction designations.

The primary sources for all data used in the accountability system are the Texas Student Data System Public Education Information Management System (TSDS PEIMS), the testing contractors, and the Texas Certificate of High School Equivalency (TxCHSE) database. The following tables describe these data sources in detail. The terms provided in these tables are referenced within the indicator discussion.

1. Data Sources Used in Accountability

Organization Name	Description
ACT, Inc.	ACT, Inc. annually provides the agency with ACT examination results of students from Texas public schools. If a student takes an ACT examination more than once, the agency will use the best score, by subject, for accountability calculations. The ACT data as of the July administration are used.
College Board	The College Board annually provides the agency with SAT examination results of students from Texas public schools. If a student takes an SAT examination more than once, the agency will use the best score, by subject, for accountability calculations. The SAT data as of the June administration are used. In addition, the College Board provides the agency with the Advanced Placement (AP) examination results of Texas public school students each year. The AP data as of the May administration are used.
Educational Testing Service (ETS)	For 2019 accountability, ETS is TEA's contractor for STAAR grades 3–8 and EOC assessments. ETS produces the consolidated accountability file (CAF) used to assign accountability ratings and award distinction designations.
International Baccalaureate (IB)	International Baccalaureate provides the agency with IB examination results of Texas public school students each year. The IB data as of the May administration are used.
Pearson	For 2019 accountability, Pearson is TEA's contractor for the STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), and TELPAS Alternate. The results of STAAR Alternate 2, TELPAS, and TELPAS Alternate are included in the CAF produced by ETS.
Texas Higher Education Coordinating Board (THECB)	The College Board provides the THECB with Texas Success Initiative assessment (TSIA) results of all students in Texas. The TSIA data is matched to 2017–18 annual graduates and non-graduating 12 th graders from TSDS PEIMS. The TSIA data through October 2018 are used in creating college, career, and military readiness indicators. Level I and Level II Certificates data are also provided by the THECB and used in college, career, and military readiness components.

Organization Name	Description
TEA Texas Certificate of High School Equivalency (TxCHSE) Database	A permanent TEA database, maintained by Texas Certificate of High School Equivalency (TxCHSE) under College, Career, and Military Prep, contains high school equivalency test scores and certificates from 1942 to present. The GED test was the only high school equivalency test in Texas until HiSET (from Educational Testing Service) and TASC (from Data Recognition Corporation CTB) testing began in 2017. Unlike the information in most TEA data files which is reported annually, high school equivalency test scores are submitted electronically to TEA by the test vendors immediately after being scored. Candidates take the tests year-round in school districts, colleges, universities, education service centers, correctional facilities and other TEA-approved test centers. Once a test taker has successfully passed a single test vendor’s battery of tests, TEA issues a Texas Certificate of High School Equivalency and emails it to the test taker.
OnRamps Program	The OnRamps program provides OnRamps course completion data for accountability calculations.

2. TSDS PEIMS Sub-Categories Used in Accountability

Sub-Category Code	Sub-Category Name	Description	Submission
40100	Student Basic Information	Identification - the information necessary to identify the person. This information is Social Security number or state-approved alternative student ID and student name. Demographic - the characteristics of a person. This includes the sex, ethnicity, race, date of birth, and various other student characteristics.	Fall/Summer
40110	Enrollment	The specific enrollment attributes of the student. This information includes the campus, grade, and special program participation for each student.	Fall/Summer
40203	Leaver	The information about prior year students who are not current year students.	Fall
42400	Basic Attendance	Information pertaining to the attendance of a student, such as the days absent and present.	Summer
42405	Special Education Attendance	Information about each student served in a special education program. For each student, for each six-week period, districts report grade-level and instructional-setting codes.	Summer
43415	Course Completion	The courses that are attempted by students in grades 1-12. The course and the course outcomes are reported.	Summer/Extended
42500	Flexible Attendance	Information pertaining to the flexible attendance program of a student. This information is the minutes present, special education days eligible, eligible career and technical minutes present, bilingual/ESL days eligible, and pregnancy related services days eligible for students participating in the Optional Flexible School Day and the High School Equivalency Program.	Summer

Sub-Category Code	Sub-Category Name	Description	Submission
42505	Special Education Flexible Attendance	Information about the special education flexible attendance data for each eligible special education student enrolled in an approved Flexible Attendance Program.	Summer
48011	Student Graduation Program	A program that identifies the intent of students enrolled in the Foundation High School Program by collecting the Participant Code, Distinguished Level of Achievement Indicator Code, the Endorsement Indicator Codes, and Performance Acknowledgements.	Fall

3. Student Groups Used in Accountability

Group	Description
Economically Disadvantaged	<p>A student may be identified as economically disadvantaged by the district if he or she meets one of the following criteria:</p> <ul style="list-style-type: none"> • Meets eligibility requirements for <ul style="list-style-type: none"> ○ free or reduced-price meals under the National School Lunch and Child Nutrition Program; ○ programs under Title II of the Job Training Partnership Act (JTPA); ○ food stamp benefits; or ○ Temporary Assistance to Needy Families (TANF) or other public assistance. • Receives a Pell grant or comparable state program of need-based financial assistance • Is from a family with an annual income at or below the official federal poverty line
Current and Monitored English Learners (ELs)	<p>A student whose primary language is other than English and who is in the process of acquiring English. Students are identified as ELs by the Language Proficiency Assessment Committee (LPAC) per criteria established in the Texas Administrative Code. Not all students identified as EL receive bilingual or English as a second language instruction, although most do. A student is identified as monitored EL if the student is reported in TSDS PEIMS as having met the criteria for exiting a bilingual/ESL program and is being monitored as required by 19 Texas Administrative Code, §89.1220(l).</p>
Race/ Ethnicity	<p>Students are identified as one of seven racial/ethnic categories: African American, American Indian, Asian, Hispanic, Pacific Islander, white, or two or more races.</p>
Current and Former Special Education	<p>Students are identified as currently receiving special education services if they are reported as receiving special instruction and related developmental, corrective, supportive, or evaluative services for the current school year in TSDS PEIMS and on STAAR answer documents.</p> <p>Students are identified as formerly receiving special education services if in any of the preceding three years, they were reported in TSDS PEIMS as participating in a special education program but in the current year, as reported through TSDS PEIMS and on STAAR answer documents, are no longer participating in a special education program.</p>

Group	Description
Continuously and Non-continuously Enrolled	<p>For grades 4–12, a student is identified as continuously enrolled at the district if the student was enrolled in the district on the TSDS PEIMS October snapshot during the current school year and each of the three preceding years. For grade 3, a student is identified as continuously enrolled if the student was enrolled in the same district on the current year October snapshot and each of the preceding two years.</p> <p>For grades 4–12, a student is identified as continuously enrolled at the campus if the student was enrolled in the campus on the TSDS PEIMS October snapshot during the current school year and in the same district each of the three preceding years. For grade 3, a student is identified as continuously enrolled if the student was enrolled in the campus on the current year October snapshot and in the same district each of the preceding two years.</p> <p>If the enrollment requirement is not met, then the student is considered non-continuously enrolled.</p>

4. Opportunities for Data Correction

4.1 TSDS PEIMS

General Data. The TSDS PEIMS data collection has a prescribed process and set calendar for correcting errors or omissions discovered after the original submission. *The accuracy of all accountability reports, whether they show ratings or distinctions, is dependent on the accuracy of the information submitted by districts through TSDS PEIMS.* Districts are responsible for the accuracy of all their TSDS PEIMS data. Several mechanisms are in place to facilitate the collection of accurate data. First, all submitted data must pass an editor program before being accepted. In addition, districts can access various summary reports through the TSDS PEIMS application to assist them in verifying the accuracy of their data prior to submission deadlines. For each submission, a resubmission window allows districts an opportunity to resubmit information if an error is detected. See the *Texas Education Data Standards* at http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/ for more details about the correction windows and submission deadlines.

Unique ID System Updates (UID). Student identification changes have profound ramifications throughout the Texas public education data system. Year-to-year and collection-to-collection matching are dependent upon stable identification records. Texas Education Data Standards should be followed to ensure that identification updates submitted by districts are processed properly. For more information, please see the edit process for student identification online at http://www.texasstudentdatasystem.org/TSDS/News_and_FAQs/FAQs/UID_PID_andPET/.

4.2 Assessment Data

State Assessments. Student identification, demographic data, and scoring status information as entered on the answer document at the time of testing are used to determine the accountability subset and student groups (School Progress, Part B percentage of economically disadvantaged students is based on TSDS PEIMS October snapshot) for district and campus ratings. Districts have several opportunities to provide accurate information through TSDS PEIMS submissions, pre-coded data files provided to the testing contractor, and updates to the answer documents at the time of testing. After the testing dates, districts have a corrections window when they can provide corrections to the testing contractor and request corrected reports. However, only corrections submitted by districts in the Texas Assessment Management System during the correction window to the *Test Taken Information* field are reflected in the consolidated accountability file (CAF) used for determining accountability ratings and subsequent reports (e.g. TAPR, School Report Cards, etc.).

SAT, ACT, AP, and IB. The student taking the SAT, ACT, AP, or IB assessment identifies the campus to which scores are attributed. Districts are responsible for verifying that the campus identified by the student is accurate as well as all other relevant information included on the campus summary for these assessments immediately upon receipt from the testing companies. This can include the students' name and anticipated graduation year, if relevant. Discrepancies should be immediately reported to the testing companies, not to TEA. Once the testing companies have finalized results, and provided those results to TEA, subsequent corrections—corrections made outside a testing company's correction window—will not be made by the testing companies, nor TEA, and will not be reflected in any national, state, district, or campus results released. Additionally, districts were provided with the 2019 CCMR Preview Student Listing in spring of 2019 and given an opportunity to report any discrepancies to the agency.

TSIA. The College Board provides the THECB with TSIA results of all Texas students. The TSIA results received from THECB are matched to 2017–18 annual graduates and non-graduating 12th graders from TSDS PEIMS. The results are matched to students using an algorithm which includes TSDS Unique ID, SSN, local ID, and a combination of first name, middle name, last name, and DOB. Then the results are attributed to the districts and campuses at which the students are identified as annual graduates or non-graduating 12th graders in TSDS PEIMS. Additionally, districts were provided with the 2019 CCMR Preview Student Listing in spring of 2019 and given an opportunity to report any discrepancies to the agency.

5. Exclusions Based on Student Attribution Codes

Students who have been ordered by a juvenile court into a residential program or students in a residential facility are excluded from state accountability performance indicators. These exclusions are required under Texas Education Code (TEC) §39.055 and based on specific student attribution codes that are submitted by districts in the fall TSDS PEIMS submission.

Students with the following attribution codes are excluded from each of the indicators used to calculate domain scores and distinction designations. See “Appendix G—Inclusion or Exclusion of Performance Data” for the specific attribution codes used for each indicator.

Student Attribution Codes	
Code	Description
13	Texas Juvenile Probation Commission facility—By court order, not regularly assigned to the district
14	Texas Juvenile Probation Commission facility—By court order, regularly assigned to the district
15	Texas Juvenile Probation Commission facility—Not by court order, not regularly assigned to the district
16	Texas Juvenile Probation Commission facility—Not by court order, regularly assigned to the district
17	Texas Youth Commission facility—By court order, not regularly assigned to the district
18	Texas Youth Commission facility—By court order, regularly assigned to the district
19	Texas Youth Commission facility—Not by court order, not regularly assigned to the district
20	Texas Youth Commission facility—Not by court order, regularly assigned to the district
21	Residential treatment facility—By court order, not regularly assigned to the district
22	Residential treatment facility—By court order, regularly assigned to the district
23	Residential treatment facility—Not by court order, not regularly assigned to the district
24	Residential treatment facility—Not by court order, regularly assigned to the district
25	Texas Juvenile Justice Department facility—By court order, not regularly assigned to the district
26	Texas Juvenile Justice Department facility—By court order, regularly assigned to the district
27	Texas Juvenile Justice Department facility—Not by court order, not regularly assigned to the district
28	Texas Juvenile Justice Department facility—Not by court order, regularly assigned to the district

6. Data Used in Accountability Calculations

The following outline provides the domains, components, and indicators used in 2019 accountability calculations and locations within this appendix.

- I. Student Achievement Domain**
 - a. STAAR Component (6.1)
 - b. College, Career, and Military Readiness (CCMR) Component (6.2.1)
 - c. Graduation Rate Component (6.3.1)
- II. School Progress Domain**
 - a. Part A: Academic Growth (6.4)
 - b. Part B: Relative Performance
 - i. STAAR Component (6.1)
 - ii. CCMR Component (6.2.1)
 - iii. Economically Disadvantaged Percentage (6.5)
- III. Closing the Gaps Domain**
 - a. Academic Achievement Component
 - i. Reading: STAAR Results at Meets Grade Level or Above Standard (6.6)
 - ii. Mathematics: STAAR Results at Meets Grade Level or Above Standard (6.6)
 - b. Academic Growth or Federal Graduation Status
 - i. Reading: Academic Growth (6.4)
 - ii. Mathematics: Academic Growth (6.4)
 - iii. Four-Year Federal Graduation Rate (6.3.2)
 - c. School Quality or Student Success
 - i. Student Achievement Domain Score: STAAR Component Only (6.1)
 - ii. CCMR Performance Status Component (6.2.2)
 - d. English Language Proficiency Component (6.7)

6.1. STAAR

See Chapters 1–4 for detailed information on the methodology used to evaluate the STAAR results in each domain.

Year of Data: 2018–19

Source of Data: *Consolidated Accountability File (CAF)*. The testing contractor provides TEA, ESCs, school districts, and open-enrollment charter schools with a CAF, which contains all performance information as well as all demographic and program information for every student. Accountability calculations are based on the CAF.

Student Group Information: Depending on the domain, performance results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, economically disadvantaged, students formerly served by special education, students currently served by special education, current and monitored ELs, continuously enrolled, and non-continuously enrolled.

The testing contractor pre-codes student demographic and program information onto the test answer documents. The contractor uses either TSDS PEIMS data supplied by TEA or data files supplied directly by the district. The test answer documents may also be coded on the day of testing by district staff. The CAF provided by the testing contractor includes the most recent demographic and program information available. If the student was administered the TELPAS or TELPAS Alternate, the value in the LEP field on the CAF will be 'C.'

Other Information:

- *STAAR Progress Measures.* The STAAR progress measure results are used in the School Progress Part A: Academic Growth and Closing the Gaps domain calculations. Detailed information about the STAAR progress measure is available online at <https://tea.texas.gov/student.assessment/progressmeasure/>.
- *Substitute Assessments.* Students may substitute certain tests for corresponding end-of-course (EOC) assessments to meet graduation requirements. To receive credit for performance on a substitute assessment, districts must indicate on the STAAR answer document that they have received official results for an approved substitute assessment and verified the student's score to determine whether the student met the performance standard to qualify for a public high school diploma in Texas. The required equivalency standards for the eligible substitute assessment are available in the Texas Administrative Code online at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>. Students who achieve the equivalency standard on a substitute assessment are included at the Meets Grade Level standard in the Student Achievement domain, the Meets Grade Level standard in the School Progress, Part B: Relative Performance domain, and the Meets Grade Level standard in the Closing the Gaps domain. No substitute assessments are included in the School Progress, Part A: Academic Growth domain.
- *English Learner Performance Measure.* ELs who are in their second year in U.S. schools are included in the STAAR component using the EL performance measure. ELs who are in their second year in U.S. schools who have a parental denial for EL services do not receive an EL performance measure. See Chapter 2 for further information.
- *Algebra I Results for Middle School Students.* If a student takes the Algebra I EOC assessment and a STAAR grade 8 mathematics assessment, only the Algebra I assessment result is included in the accountability calculations for the campus and the district where the student tested.

- *TAKS, TAAS, TEAMS, TABS Exclusions.* STAAR results for students retaking EOC exams to meet graduation requirements who originally tested under TAKS, TAAS, TEAMS, and/or TABS are excluded from accountability calculations.
- *Foreign Exchange Students.* STAAR results for foreign exchange students are included in 2019 accountability calculations.

Table 6.1. STAAR Component Used in Accountability

Component	Methodology	Student Groups Evaluated	Use in 2019 Accountability
STAAR	Percentage of Assessments at Approaches Grade Level or Above + Percentage of Assessments at Meets Grade Level or Above + Percentage of Assessments at Masters Grade Level <i>(from CAF)</i> ---divided by--- Three	All students	<ul style="list-style-type: none"> ▪ Student Achievement ▪ School Progress, Part B
		<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Former special education ▪ Current special education ▪ EL (current and monitored) ▪ Continuously enrolled ▪ Non-continuously enrolled 	Closing the Gaps

6.2 College, Career, and Military Readiness (CCMR)

See Chapters 2–4 for detailed information on the methodology for each indicator used to evaluate the CCMR results in each domain.

Sources and Years of Data:

TSDS PEIMS data used for CCMR	Data for
Enlist in U.S. Armed Forces	2017–18 School Year
Earn an Industry-Based Certification	
Earn an Associate’s Degree	
Graduate with Completed IEP and Workforce Readiness	
Graduate with Advanced Degree Plan and be Identified as a Current Special Education Student	
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications	2017–18, 2016–17, 2015–16, and 2014–15 School Years
Complete College Prep Course	
Dual-Credit Course Completion	

Other data used for CCMR	Data reported for examinations taken as of
ACT college admissions test	Tests as of July 2018 administration (2017–18, 2016–17, 2015–16, and 2014–15 school years)
AP examination	Tests as of May 2018 administration (2017–18, 2016–17, 2015–16, and 2014–15 school years)
IB examination	Tests as of May 2018 administration (2017–18, 2016–17, 2015–16, and 2014–15 school years)
TSI assessment	Tests from June 2011 to October 2018 administration
SAT college admissions test	Tests as of June 2018 administration (2017–18, 2016–17, 2015–16, and 2014–15 school years)
OnRamps dual enrollment course completion	Courses completed during the 2017–18, 2016–17, 2015–16, and 2014–15 school years
Level I and Level II certificates	Certificates earned during the 2017–18, 2016–17, 2015–16, and 2014–15 school years

Student Group Information: Depending on the domain, performance results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, economically disadvantaged, students formerly served by special education, students currently served by special education, current and monitored ELs, continuously enrolled, and non-continuously enrolled.

Use in 2019 Accountability: CCMR is used in determining the Student Achievement; School Progress, Part B: Relative Performance; and Closing the Gaps domain ratings for high schools, K–12s, and districts.

Other Information: The CCMR component used in the Student Achievement and School Progress, Part B domains measures graduates' preparedness for college, the workforce, or the military. Annual graduates demonstrate college, career, or military readiness by meeting any one of the CCMR indicators. See Chapter 2 for specific criteria for each CCMR indicator.

The CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications indicator awards one-half point only for students who met no other CCMR indicator. These students receive one-half point credit for coursework completed toward an industry-based certification. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2. The list of 73 industry-based certifications is found in 19 TAC §74.1003, available online at <https://tea.texas.gov/perfreport/IBC.pdf>.

The College, Career, and Military Readiness Performance Status component evaluated in the Closing the Gaps domain differs from the CCMR component in the Student Achievement and School Progress, Part B domains. The denominator used in Closing the Gaps is annual graduates plus students in grade 12 who did not graduate. These grade 12 students are those who were in attendance during the last six weeks of school year 2017–18 as reported in TSDS PEIMS attendance records. These grade 12 students who are reported in TSDS PEIMS as IEP Continuers on the 2017–18 October snapshot will be excluded from the 2019 Closing the Gaps CCMR denominator.

See Chapter 4 for further information.

Table 6.2.1. CCMR Component Used in Student Achievement and School Progress, Part B Domains

Component	Methodology	Student Groups Evaluated	Use in 2019 Accountability
<p>College, Career, and Military Readiness (CCMR)</p>	<p style="text-align: center;">Number of 2017–18 annual graduates who</p> <p>1) meet the college-ready criteria on the TSI assessment, SAT, ACT, and/or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. <i>(from TSDS PEIMS 43415, THECB, College Board, and ACT)</i></p> <p style="text-align: center;">or</p> <p>2) meet the criteria of 3 on AP or 4 on IB examinations in any subject <i>(from College Board or IB)</i></p> <p style="text-align: center;">or</p> <p>3) complete and earn credit for three hours of dual-course credits in ELA or mathematics or nine hours in any subject <i>(from TSDS PEIMS 43415)</i></p> <p style="text-align: center;">or</p> <p>4) enlist in the U.S. Armed Forces <i>(from TSDS PEIMS 40203)</i></p> <p style="text-align: center;">or</p> <p>5) earn an approved industry-based certification <i>(from TSDS PEIMS 48011)</i></p> <p style="text-align: center;">or</p> <p>6) earn an associate’s degree while in high school <i>(from TSDS PEIMS 40100)</i></p> <p style="text-align: center;">or</p> <p>7) graduate with completed IEP and workforce readiness <i>(from TSDS PEIMS 40203)</i></p> <p style="text-align: center;">or</p> <p>8) enroll in a CTE coherent sequence of courses (2017–18 school year) <u>and</u> complete and receive credit for at least one CTE course aligned with an industry-based certification (2014–18 school years) <i>(from TSDS PEIMS 43415 and 40110 [summer])</i></p> <p style="text-align: center;">or</p> <p>9) complete an OnRamps course and earn three hours of college credit <i>(from OnRamps program)</i></p> <p style="text-align: center;">or</p> <p>10) graduate under an advanced degree plan and be identified as a current special education student <i>(from TSDS PEIMS 40203 and 40110)</i></p> <p style="text-align: center;">or</p> <p>11) earn a Level I or Level II certificate <i>(from THECB)</i></p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of 2017–18 annual graduates <i>(from TSDS PEIMS 40203)</i></p>	<p>All students</p>	<ul style="list-style-type: none"> ▪ Student Achievement (high schools, K–12s, & districts) ▪ School Progress, Part B (high schools, K–12s, & districts)

Table 6.2.2. CCMR Performance Status Component Used in Closing the Gaps Domain

Component	Methodology	Student Groups Evaluated	Use in 2019 Accountability
<p>CCMR Performance Status</p>	<p>Number of graduates or students in grade 12* who</p> <p>1) meet the college-ready criteria on the TSI assessment, SAT, ACT, and/or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. <i>(from TSDS PEIMS 43415, THECB, College Board, and ACT)</i></p> <p>or</p> <p>2) meet the criteria of 3 on AP or 4 on IB examinations in any subject <i>(from College Board or IB)</i></p> <p>or</p> <p>3) complete and earn credit for three hours of dual-course credits in ELA or mathematics or nine hours in any subject <i>(from TSDS PEIMS 43415)</i></p> <p>or</p> <p>4) enlist in the U.S. Armed Forces <i>(from TSDS PEIMS 40203)</i></p> <p>or</p> <p>5) earn an approved industry-based certification <i>(from TSDS PEIMS 48011)</i></p> <p>or</p> <p>6) earn an associate’s degree while in high school <i>(from TSDS PEIMS 40100)</i></p> <p>or</p> <p>7) graduate with completed IEP and workforce readiness <i>(from TSDS PEIMS 40203)</i></p> <p>or</p> <p>8) enroll in a CTE coherent sequence of courses (2017–18 school year) <u>and</u> complete and receive credit for at least one CTE course aligned with an industry-based certification (2014–18 school years) <i>(from TSDS PEIMS 43415 and 40110 [summer])</i></p> <p>or</p> <p>9) complete an OnRamps course and earn three hours of college credit <i>(from OnRamps program)</i></p> <p>or</p> <p>10) graduate under an advanced degree plan and be identified as a current special education student <i>(from TSDS PEIMS 40203 and 40110)</i></p> <p>or</p> <p>11) earn a Level I or Level II certificate <i>(from THECB)</i></p> <p>---divided by---</p> <p>Number of 2018 annual graduates plus students in grade 12 during school year 2017–18 <i>(from TSDS PEIMS 42400 and 40203)</i></p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Former special education ▪ Current special education ▪ EL (current and monitored) ▪ Continuously enrolled ▪ Non-continuously enrolled 	<p>Closing the Gaps (high schools, K–12s, & districts)</p>

* Grade 12 students reported in TSDS PEIMS as IEP Continuers on the 2017–18 October snapshot will be excluded from the 2019 Closing the Gaps CCMR denominator.

6.3. Graduation Rate

Years of Data: TSDS PEIMS Submission 1 leaver data, 2013–14 through 2018–19; TSDS PEIMS Submission 3 attendance data, 2012–13 through 2017–18; TSDS PEIMS Submission 1 enrollment data, 2018–19; TxCHSE records as of August 31, 2018.

Student Group Information: Depending on the domain, performance results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, economically disadvantaged, students currently served by special education, and current and monitored ELs.

Use in 2019 Accountability: Graduation Rate is used in determining the Student Achievement and Closing the Gaps domain ratings for high schools, K–12s, and districts.

Other Information:

- *Cohort Members.* A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in a given school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students stay with their original cohort, whether they are retained or promoted. Students are members of only one cohort.
- *Class vs. Cohort.* The denominator of the graduation rate calculation is defined as the “class.” For purposes of these rates, the class is the sum of students from the original cohort who have a final status of “graduated,” “received TxCHSE,” or “dropped out” as of August 31, 2018, or who have a final status of “continued” as of fall 2018. There are other students who are members of the original cohort but whose final status does not affect the graduation rate calculation. These are
 - students with a final status that are not considered to be either a graduate, continuer, TxCHSE recipient, or a dropout based on specific leaver codes;
 - students whose final status could not be determined because data errors prevented records from being matched or because final status records were not submitted; and
 - students who are excluded from accountability ratings due to state statutory requirements (see Annual Dropout Rate definition).

Students in the cohort but not in the class do not affect the graduation rate calculation; they are in neither the numerator nor the denominator.

Code	Leaver Reason Code
Graduated or received an out-of-state GED	
01	Graduated from a campus in this district or charter
85	Graduated outside Texas before entering Texas public school, entered Texas public school, left again
86	GED outside Texas
90	Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children
Moved to other educational setting	
24	College, pursue associate's or bachelor's degree
60	Home schooling
66	Removed-child protective services
81	Enroll in TX private school
82	Enroll in school outside Texas
87	Enroll in university high school diploma program
Withdrawn by school district	
78	Expelled for offense under TEC §37.007, cannot return
83	Withdrawn by district because not entitled to enrollment
Left school for other reasons	
03	Died
16	Return to home country
88*	Court-ordered to a GED program, has not earned a GED
89*	Incarcerated in state jail or federal penitentiary as an adult
98+	Other

*School leavers with a code 98 LEAVER-REASON-CODE are counted as dropouts for state and federal accountability purposes.

*School leavers with a code 88 or 89 LEAVER-REASON-CODE are counted as dropouts for federal accountability purposes.

These designations are provided for informational purposes only. They are not the final or comprehensive description of the definitions used for dropout and completion processing. For more information please see the [Secondary School Completion and Dropouts in Texas Public Schools](#).

Table 6.3.1. Graduation Rate (with exclusions*)

Component	Methodology	Student Groups Evaluated	Use in 2019 Accountability
<p>Four-Year Longitudinal Graduation Rate</p>	<p>Number of students in the 2018 cohort (students who first attended 9th grade in 2014–15 or who transferred in to Texas public schools on grade in 2015–16, 2016–17, or 2017–18) who received a high school diploma by August 31, 2018 <i>(from TSDS PEIMS 40110 and 40203)</i></p> <p>---divided by---</p> <p>Number of students in the Class of 2018 <i>(from TSDS PEIMS 40100, 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)</i></p>	<p>All students</p>	<p>Student Achievement (high schools, K–12s, & districts)</p>
<p>Five-Year Extended Longitudinal Graduation Rate</p>	<p>Number of students in the 2017 cohort (students who first attended 9th grade in 2013–14 or who transferred in to Texas public schools on grade in 2014–15, 2015–16, or 2016–17) who received a high school diploma by August 31, 2018 <i>(from TSDS PEIMS 40110 and 40203)</i></p> <p>---divided by---</p> <p>Number of students in the Class of 2017 <i>(from TSDS PEIMS 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)</i></p>	<p>All students</p>	<p>Student Achievement (high schools, K–12s, & districts)</p>
<p>Six-Year Extended Longitudinal Graduation Rate</p>	<p>Number of students in the 2016 cohort (students who first attended 9th grade in 2012–13 or who transferred in to Texas public schools on grade in 2013–14, 2014–15, or 2015–16) who received a high school diploma by August 31, 2018 <i>(from TSDS PEIMS 40100, 40110, and 40203)</i></p> <p>---divided by---</p> <p>Number of students in the Class of 2016 <i>(from TSDS PEIMS 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)</i></p>	<p>All students</p>	<p>Student Achievement (high schools, K–12s, & districts)</p>

* State statute specifies certain exclusions that TEA must make when calculating dropout and graduation rates for state accountability. See Other Information under “6.3.3. Annual Dropout Rate” for a detailed list of exclusions.

Table 6.3.2. Four-Year Federal Graduation Rate (without exclusions*)

Component	Methodology	Student Groups Evaluated	Use in 2019 Accountability
Federal Graduation Status (without exclusions¹)	<p>Number of students in 2018 cohort (students who first attended 9th grade in 2014–15 or who transferred in to Texas public schools on grade in 2015–16, 2016–17, or 2017–18) who received a high school diploma by August 31, 2018</p> <p style="text-align: center;"><i>(from TSDS PEIMS 40110 and 40203)</i></p> <p style="text-align: center;">---divided by---</p> <p>Number of students in the Class of 2018</p> <p style="text-align: center;"><i>(from TSDS PEIMS 40100, 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)</i></p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Current special education ▪ EL (Ever ELs)² 	Closing the Gaps (high schools, K-12s, & districts)

¹State statute specifies certain exclusions that TEA must make when calculating dropout and graduation rates for state accountability. See Other Information under “6.3.3. Annual Dropout Rate” for a detailed list of exclusions.

²Ever ELs (EL [Ever HS]) are evaluated in the federal graduation rates. Ever ELs (EL [Ever HS]) are students reported in TSDS PEIMS as ELs at any time while attending grades 9–12 in a Texas public school.

6.3.3. Annual Dropout Rate

Year of Data: 2017–18

Student Group Information: All students only

Use in 2019 Accountability: Annual Dropout Rate is used in determining the Student Achievement domain rating for high schools, K–12s, and districts in cases where the campus or district has grade 9, 10, 11, or 12 but does not have a longitudinal graduation rate.

Other Information:

- *School-Start Window.* This is the period between the first day of school and the last Friday in September. The end of the school-start window is the day that students served in the prior year must return to school to not be considered leavers.
- *Cumulative Denominator.* A cumulative count of students is used in the denominator with all annual dropout rate calculations. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student ever reported in attendance at the campus or district throughout the school year, regardless of length of stay.
- *Campus of Accountability.* Leavers are assigned to the campuses they were attending when they left the Texas public school system. A student served at a Disciplinary Alternative Education Program (DAEP) and/or a Juvenile Justice Alternative Education Program (JJAEP) is assigned to a "campus of accountability" based on the campus he or she last attended when one can be identified. Campus of accountability may be reported by the district or may be determined by the agency based on TSDS PEIMS attendance records reported for the prior year. A detailed table showing assignment in specific situations may be found in the section of the *Texas Education Data Standards* describing the student demographic data (*TSDS PEIMS Sub-Category 40100*).
- *Summer Dropouts.* Summer dropouts are attributed to the school year just completed, based on the last campus the student attended the previous school year.
- *Dropout Recovery Schools.* The annual dropout rate will be used on a safeguard basis only for campuses designated as dropout recovery schools (DRS). For more information, please see "Chapter 2—Student Achievement Domain."
- *Exclusions to the National Center for Education Statistics (NCES) Dropout Definition.* The definition of dropout that is used for state accountability differs slightly from the NCES definition of dropout that is required for federal accountability. For state accountability in 2019, the 2017–18 dropouts reported during the fall 2018 TSDS PEIMS data submission are processed using the NCES dropout definition with adjustments to exclude the following from being counted as dropouts:
 - Under Texas Education Code (TEC) §39.053(g-1), a student who meets one or more of the following criteria is excluded from campus and district graduation and dropout rate calculations used for state accountability purposes:
 - A student who is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
 - A student previously reported to the state as a dropout
 - A student in attendance but who is not in membership for purposes of average daily attendance (i.e., students for whom districts are not receiving state Foundation School Program [FSP] funds)

- A student whose initial enrollment in a school in the United States in grades 7 through 12 was as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- (Also under TEC §39.053[g-3]) a student who is in a district exclusively as a function of having been detained at a county detention facility but is otherwise not a student of the district, or a student who is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility.
- A student who is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Under TEC §39.053 (g-2), a student who: (a) is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; (b) has not completed his or her individualized education program (IEP); and (c) is enrolled and receiving IEP services will be excluded from campus and district longitudinal rate calculations for state accountability purposes.
- Under TEC §39.055, a student in a Texas Juvenile Justice Department facility (e.g., county- or state-operated juvenile justice facility) or residential treatment facility served by a Texas public school district is excluded from campus and district rate calculations for state and federal accountability purposes.

Table 6.3.3. Annual Dropout Rate

Component	Methodology	Student Groups Evaluated	Use in 2019 Accountability
Annual Dropout Rate	<p style="text-align: center;">Number of grade 9–12 dropouts in 2017–18 <i>(from TSDS PEIMS 40203)</i></p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of grade 9–12 students who were in attendance at any time during the 2017–18 school year <i>(from TSDS PEIMS 40110, 42400, 42500)</i></p>	All students	Student Achievement (high schools, K–12s, & districts)

6.4. Academic Growth

Years of Data: 2017–18 and 2018–19

Source of Data: CAF

Student Group Information: Depending on the domain, performance results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, economically disadvantaged, students formerly served by special education, students currently served by special education, current and monitored ELs, continuously enrolled, and non-continuously enrolled.

Use in 2019 Accountability: Academic Growth is used in determining the School Progress, Part A: Academic Growth and Closing the Gaps domain ratings for districts and campuses.

Other Information:

The School Progress, Part A: Academic Growth domain provides an opportunity for districts and campuses to receive credit for STAAR results in ELA/reading and mathematics that either meet the student-level criteria for the STAAR progress measure or maintain performance.

Table 6.4. Academic Growth

Component	Methodology	Student Groups Evaluated	Use in 2019 Accountability
Academic Growth	<p>Points earned for STAAR assessments in ELA/reading and mathematics that either meet the student-level criteria for the STAAR progress measure or maintain performance <i>(from CAF)</i></p> <p>---divided by---</p> <p>Number of STAAR assessments in ELA/reading and mathematics eligible for STAAR progress measure <i>(from CAF)</i></p>	All students	School Progress, Part A

Table 6.4. Academic Growth (continued)

Component	Methodology	Student Groups Evaluated	Use in 2019 Accountability
<p>Academic Growth</p>	<p>Points earned for STAAR assessments in ELA/reading and mathematics that either meet the student-level criteria for the STAAR progress measure or maintain performance <i>(from CAF)</i></p> <p>---divided by---</p> <p>Number of STAAR assessments in ELA/reading and mathematics eligible for STAAR progress measure <i>(from CAF)</i></p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Former special education ▪ Current special education ▪ EL (current and monitored) ▪ Continuously enrolled ▪ Non-continuously enrolled 	<p>Closing the Gaps</p>

6.5. Economically Disadvantaged Percentage

Years of Data: 2018–19

Use in 2019 Accountability: The percentage of students identified as economically disadvantaged is used in determining the School Progress, Part B: Relative Performance domain rating. School Progress, Part B: Relative Performance measures the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

Other Information:

This percentage is based on the count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance as reported on the TSDS PEIMS October snapshot. A student is reported as economically disadvantaged on the TSDS PEIMS October snapshot using codes 01, 02, or 99:

01: Eligible For Free Meals Under The National School Lunch And Child Nutrition Program

02: Eligible For Reduced-price Meals Under The National School Lunch And Child Nutrition Program

99: Other Economic Disadvantage, Including: a) from a family with an annual income at or below the official federal poverty line, b) eligible for Temporary Assistance to Needy Families (TANF) or other public assistance, c) received a Pell Grant or comparable state program of need-based financial assistance, d) eligible for programs assisted under Title II of the Job Training Partnership Act (JTPA), or e) eligible for benefits under the Food Stamp Act of 1977

6.6. Academic Achievement

Years of Data: 2018–19

Source of Data: CAF

Student Group Information: Results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, economically disadvantaged, students formerly served by special education, students currently served by special education, current and monitored ELs, continuously enrolled, and non-continuously enrolled.

Use in 2019 Accountability: Academic Achievement is used in determining the Closing the Gaps domain rating for districts and campuses.

Table 6.6. Academic Achievement

Component	Methodology	Student Groups Evaluated	Use in 2019 Accountability
<p>Academic Achievement</p>	<p>Number of ELA/reading or mathematics assessments at the Meets Grade Level or above standard <i>(from CAF)</i> ---divided by--- Number of ELA/reading or mathematics assessments <i>(from CAF)</i></p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Former special education ▪ Current special education ▪ EL (current and monitored) ▪ Continuously enrolled ▪ Non-continuously enrolled 	<p>Closing the Gaps</p>

6.7. English Language Proficiency Component

Years of Data: 2017–18 and 2018–19

Source of Data: TELPAS File

Student Group Information: Results are reported for 2018–19 current ELs.

Use in 2019 Accountability: The English Language Proficiency component evaluates the TELPAS results for grades K–12. English Language Proficiency is used in determining the Closing the Gaps domain rating for districts and campuses. TELPAS Alternate results are not evaluated in 2019.

Other Information:

In 2019 accountability, the English Language Proficiency component evaluates TELPAS results from 2017–18 and 2018–19. In order to be included in the denominator, a student must have either a current year Advanced High TELPAS composite rating or non-zero 2018 and 2019 TELPAS composite ratings. TELPAS results prior to 2018 are not evaluated. TELPAS Alternate results are not evaluated in 2019.

TELPAS assesses the English language proficiency of K–12 ELs in four language domains: listening, speaking, reading, and writing. English language proficiency assessments in grades K–12 are federally required to evaluate the progress that ELs make in becoming proficient in the use of academic English.

A student is considered having made progress if the student advances by at least one score of the composite rating from the prior year to the current year or if the student’s current year result is Advanced High.

Table 6.7. English Language Proficiency Component

Component	Methodology	Student Groups Evaluated	Use in 2019 Accountability
English Language Proficiency	<p style="text-align: center;">Number of TELPAS assessments that advance by at least one score of the composite rating from prior year or are Advanced High <i>(from TELPAS File)</i></p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of 2018–19 TELPAS assessments with Advanced High rating or non-zero prior year composite ratings <i>(from TELPAS File)</i></p>	EL (current only)	Closing the Gaps

6.8. Participation Status

Years of Data: 2018–19

Student Group Information: Results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, economically disadvantaged, students formerly served by special education, students currently served by special education, current and monitored ELs, continuously enrolled, and non-continuously enrolled.

Use in 2019 Accountability: Participation status is used in determining the Closing the Gaps domain rating for districts and campuses.

Other Information:

The target for Participation Status is 95 percent of students taking a state-administered assessment. Participation measures are based on STAAR, TELPAS, and TELPAS Alternate assessment results. See Chapter 4 for additional information.

- Students taking substitute assessments are included as participants.
- STAAR Alternate 2 students with No Authentic Academic Response (NAAR) designation are included as participants.
- Students with the medical exception or medically exempt designations are not included in the participation rate calculation. This includes both STAAR and STAAR Alternate 2 students.
- Should the participation status for the all students group or any student group fall below 95 percent, rounded to the nearest whole number, the denominator used for calculating the Closing the Gaps Academic Achievement component is adjusted to include the necessary number of assessments to meet 94.5 percent.

Table 6.8. Participation Status

Component	Methodology	Student Groups Evaluated	Use in 2019 Accountability
<p>Participation Status</p>	<p>1) Number of answer documents with a score code of “S”, 2) number of STAAR Alternate 2 testers with a score code of “N”, 3) number of substitute assessments, 4) number of “A” or “O” reading answer documents with a scored TELPAS or TELPAS Alternate assessment, and 5) number of “A” or “O” mathematics answer documents with a scored TELPAS or TELPAS Alternate assessment for year 1–5 asylee/refugees and SIFEs</p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of “scored” (S), “absent” (A), “no authentic academic response” (N), and “other” (O) assessments (including substitute assessments) <i>(from CAF)</i></p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Former special education ▪ Current special education ▪ EL (current and monitored) ▪ Continuously enrolled ▪ Non-continuously enrolled 	<p style="text-align: center;">Closing the Gaps</p>

Table 6.9. Small Numbers Analysis

Small numbers analysis is only applied to the all students group when there are fewer than 10 assessments, STAAR progress measures, or graduates/non-graduating 12th graders.

Domain	Component	Years Used
Student Achievement	STAAR Performance	N/A
	Graduation Rate: 4-Year 5-Year 6-Year	Classes of: 2018, 2017, and 2016 2017, 2016, and 2015 2016, 2015, and 2014
	College, Career, and Military Readiness (CCMR)	2018, 2017, and 2016 Annual Graduates
	Academic Growth	2019 and 2018
School Progress	Relative Performance	See above (STAAR Performance and CCMR)
	Academic Achievement	N/A
Closing the Gaps	Academic Growth	2019 and 2018
	4-year Federal Graduation Rate	Classes of: 2018, 2017, and 2016
	English Language Proficiency	N/A
	Student Achievement Domain Score: STAAR Component Only	N/A
	CCMR Performance	2018, 2017, and 2016 Annual Graduates/ Non-Graduating 12th Graders

7. Data used in Distinction Designations

Districts and campuses that receive a rating of *A*, *B*, *C*, or *D* are eligible to earn distinction designations. For campuses, distinction designations are awarded for achievement in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics. Districts are eligible for a distinction designation in postsecondary readiness.

See “Chapter 6—Distinction Designations” for detailed information on the methodology used to evaluate each distinction designation.

7.1. STAAR Data Used in Distinction Designations

Year of Data: 2018–19

Source of Data: CAF

Student Group Information: All students only

Other Information:

- *STAAR Progress Measures.* The STAAR progress measure results are used in the Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Top 25 Percent: Comparative Academic Growth, and Top 25 Percent: Comparative Closing the Gaps distinction designation calculations. Detailed information about the STAAR progress measure is available online at <https://tea.texas.gov/student.assessment/progressmeasure/>.
- *Substitute Assessments.* Students may substitute certain tests for corresponding end-of-course (EOC) assessments to meet graduation requirements. To receive credit for performance on a substitute assessment, districts must indicate on the STAAR answer document that they have received official results for an approved substitute assessment and verified the student's score to determine whether the student met the performance standard to qualify for a public high school diploma in Texas. The required equivalency standards for the eligible substitute assessment are available in the Texas Administrative Code online at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>. Students who achieve the equivalency standard on a substitute assessment are included at the Meets Grade Level standard. No substitute assessments are included in the growth indicators.
- *TAKS, TAAS, TEAMS, TABS Exclusions.* STAAR results for students retaking EOC exams to meet graduation requirements who originally tested under TAKS, TAAS, TEAMS, and/or TABS are excluded from distinction designation calculations.

Table 7.1. STAAR Indicators

Indicator	Methodology	Student Groups Evaluated	Use in 2019 Distinctions
Accelerated Student Progress in ELA/Reading	Percentage of tests taken in 2018–19 that earned Accelerated progress in ELA/reading <i>(from CAF)</i>	All students	AADD: ELA/Reading
Accelerated Student Progress in Mathematics	Percentage of tests taken in 2018–19 that earned Accelerated progress in mathematics <i>(from CAF)</i>	All students	AADD: Mathematics
Grade 3 Reading Performance (Masters Grade Level)	Percentage of grade 3 reading tests taken in 2018–19 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 3 Mathematics Performance (Masters Grade Level)	Percentage of grade 3 mathematics tests taken in 2018–19 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
Grade 4 Reading Performance (Masters Grade Level)	Percentage of grade 4 reading tests taken in 2018–19 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 4 Writing Performance (Masters Grade Level)	Percentage of grade 4 writing tests taken in 2018–19 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 4 Mathematics Performance (Masters Grade Level)	Percentage of grade 4 mathematics tests taken in 2018–19 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
Grade 5 Reading Performance (Masters Grade Level)	Percentage of grade 5 reading tests taken in 2018–19 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 5 Mathematics Performance (Masters Grade Level)	Percentage of grade 5 mathematics tests taken in 2018–19 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics

Table 7.1. STAAR Indicators (continued)

Indicator	Methodology	Student Groups Evaluated	Use in 2019 Distinctions
Grade 5 Science Performance (Masters Grade Level)	Percentage of grade 5 science tests taken in 2018–19 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Science
Grade 6 Reading Performance (Masters Grade Level)	Percentage of grade 6 reading tests taken in 2018–19 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 6 Mathematics Performance (Masters Grade Level)	Percentage of grade 6 mathematics tests taken in 2018–19 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
Grade 7 Reading Performance (Masters Grade Level)	Percentage of grade 7 reading tests taken in 2018–19 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 7 Writing Performance (Masters Grade Level)	Percentage of grade 7 writing tests taken in 2018–19 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 7 Mathematics Performance (Masters Grade Level)	Percentage of grade 7 mathematics tests taken in 2018–19 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
Grade 8 Reading Performance (Masters Grade Level)	Percentage of grade 8 reading tests taken in 2018–19 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 8 Mathematics Performance (Masters Grade Level)	Percentage of grade 8 mathematics tests taken in 2018–19 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
Algebra I by Grade 8 Participation	Percentage of grade 8 students enrolled in fall 2018 who took an EOC Algebra I test in the current school year or a prior school year* <i>(from TSDS PEIMS 40110 and CAF)</i>	All students	AADD: Mathematics

*The Algebra I by Grade 8 Participation indicator includes students who used a substitute assessment.

Table 7.1. STAAR Indicators (continued)

Indicator	Methodology	Student Groups Evaluated	Use in 2019 Distinctions
Grade 8 Science Performance (Masters Grade Level)	Percentage of grade 8 science tests taken in 2018–19 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Science
Grade 8 Social Studies Performance (Masters Grade Level)	Percentage of grade 8 social studies tests taken in 2018–19 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Social Studies
EOC English I Performance (Masters Grade Level)	Percentage of EOC English I tests taken in 2018–19 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
EOC Algebra I Performance (Masters Grade Level)	Percentage of EOC Algebra I tests taken in 2018–19 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
EOC Biology Performance (Masters Grade Level)	Percentage of EOC Biology tests taken in 2018–19 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Science
EOC English II Performance (Masters Grade Level)	Percentage of EOC English II tests taken in 2018–19 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
EOC U.S. History Performance (Masters Grade Level)	Percentage of EOC U.S. History tests taken in 2018–19 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Social Studies
Percentage of STAAR Results at Meets Grade Level or Above Standard (All Subjects)	Percentage of STAAR Results at Meets Grade Level or Above Standard (All Subjects) <i>(from CAF)</i>	All students	AADD: Postsecondary Readiness
Percentage of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics	Percentage of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics <i>(from CAF)</i>	All students	AADD: Postsecondary Readiness

7.2. Graduation Plan Rate

For 2019 distinction designations, this indicator uses the rate comprised of students who graduate with Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA). Beginning with the Class of 2018, all students are required to select the FHSP. Until then, students may have earned an FHSP, Minimum High School Plan (MHSP), RHSP, or DAP diploma. During this transition period, this approach addresses the varying degrees to which FHSP graduation plans have been implemented across districts.

Year of Data: Class of 2018

Student Group Information: All students only

Use in 2019 Distinction Designations: The four-year longitudinal RHSP/DAP/FHSP-E/FHSP-DLA rate for all students is used to determine the distinction designation for postsecondary readiness.

Other Information:

- *Graduation Types.* RHSP graduates are students with type codes of 19, 22, 25, 28, or 31; DAP graduates are students with type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with type codes 34, 54, 55, 56 or 57. FHSP graduates with code type of 35 are ineligible for endorsements and are excluded. See the *Texas Education Data Standards* for more information.

Table 7.2. Graduation Plan Rate

Indicator	Methodology	Student Groups Evaluated	Use in 2019 Distinctions
<p>Four-Year Longitudinal RHSP or DAP or FHSP-E or FHSP-DLA Rate</p>	<p>Number of graduates in the Class of 2018 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA <i>(from TSDS PEIMS 40203)</i></p> <p style="text-align: center;">---divided by---</p> <p>Number of graduates in the Class of 2018 with reported graduation plans <i>(from TSDS PEIMS 40203)</i></p>	<p>All students</p>	<p>AADD: Postsecondary Readiness</p>

7.3. Texas Success Initiative (TSI) Criteria Graduates

Year of Data: 2017–18

Student Group Information: All students only

Other Information:

- *TSIA*. This measure includes the performance for the Class of 2018. The results include TSI assessments through October 2018.
- *SAT and ACT*. This measure includes the performance for the Class of 2018. If a student takes an ACT or SAT test more than once, the best performance is used.
- *College Prep Course*. This measure includes performance for the Class of 2018. Graduates must have completed and received credit for a college prep course, as defined in TEC §28.014, in ELA and/or mathematics.
- *Matching ID*. Students are included only once. The numerator consists of students matched across the multiple assessments using their unique IDs.

Table 7.3. Texas Success Initiative (TSI) Criteria Graduates

Indicator	Methodology							Student Groups Evaluated	Use in 2019 Distinctions
TSI Criteria Graduate	Number of graduates meeting the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA <u>and</u> mathematics. <i>(from TSDS PEIMS 43415, THECB, College Board, and ACT)</i> ---divided by--- Number of 2017–18 annual graduates <i>(from TSDS PEIMS 40203)</i>							All students	AADD: Postsecondary Readiness
	TSI Criteria								
	<u>TSIA</u>		<u>SAT*</u>		<u>ACT</u>		<u>College Prep Course</u>		
	>= 351 on Reading	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English and >= 23 Composite	or	Complete and earn credit for ELA college prep course		
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course			

*For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board’s concordance tables.

7.4. College, Career, and Military Ready Graduates

Sources and Years of Data:

TSDS PEIMS data used for CCMR	Data for
Enlist in U.S. Armed Forces	2017–18 School Year
Earn an Industry-Based Certification	
Earn an Associate’s Degree	
Graduate with Completed IEP and Workforce Readiness	
Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student	
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications	2017–18, 2016–17, 2015–16, and 2014–15 School Years
Complete College Prep Course	
Dual-Credit Course Completion	
Other data used for College, Career, and Military Readiness	Data reported for
ACT college admissions test	Tests as of July 2018 administration (2017–18, 2016–17, 2015–16, and 2014–15 school years)
AP examination	Tests as of May 2018 administration (2017–18, 2016–17, 2015–16, and 2014–15 school years)

Other data used for College, Career, and Military Readiness	Data reported for
IB examination	Tests as of May 2018 administration (2017–18, 2016–17, 2015–16, and 2014–15 school years)
TSI assessment	Tests from June 2011 to October 2018 administration
SAT college admissions test	Tests as of June 2018 administration (2017–18, 2016–17, 2015–16, and 2014–15 school years)
OnRamps course completion	Courses completed during the 2017–18, 2016–17, 2015–16, and 2014–15 school years
Level I and Level II certificates	Certificates earned during the 2017–18, 2016–17, 2015–16, and 2014–15 school years

Student Group Information: All students only

Other Information: The CCMR component of the Student Achievement domain is used to evaluate districts and campuses for the Postsecondary Readiness distinction designation. See Chapter 2 for additional information.

Table 7.4. College, Career, and Military Ready Graduates

Indicator	Methodology	Student Groups Evaluated	Use in 2019 Distinctions
<p>College, Career, and Military Ready Graduates</p>	<p style="text-align: center;">Number of 2017–18 annual graduates who</p> <p>1) meet the college-ready criteria on the TSI assessment, SAT, ACT, and/or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. <i>(from TSDS PEIMS 43415, THECB, College Board, and ACT)</i></p> <p style="text-align: center;">or</p> <p>2) meet the criteria of 3 on AP or 4 on IB examinations in any subject <i>(from College Board or IB)</i></p> <p style="text-align: center;">or</p> <p>3) complete and earn credit for three hours of dual-course credits in ELA or mathematics or nine hours in any subject <i>(from TSDS PEIMS 43415)</i></p> <p style="text-align: center;">or</p> <p>4) enlist in the U.S. Armed Forces <i>(from TSDS PEIMS 40203)</i></p> <p style="text-align: center;">or</p> <p>5) earn an approved industry-based certification <i>(from TSDS PEIMS 48011)</i></p> <p style="text-align: center;">or</p> <p>6) earn an associate’s degree while in high school <i>(from TSDS PEIMS 40100)</i></p> <p style="text-align: center;">or</p> <p>7) graduate with completed IEP and workforce readiness <i>(from TSDS PEIMS 40203)</i></p> <p style="text-align: center;">or</p> <p>8) enroll in a CTE coherent sequence of courses (2017–18 school year) <u>and</u> complete and receive credit for at least one CTE course aligned with an industry-based certification (2014–18 school years) <i>(from TSDS PEIMS 43415 and 40110 [summer])</i></p> <p style="text-align: center;">or</p> <p>9) complete an OnRamps course and earn three hours of college credit <i>(from OnRamps program)</i></p> <p style="text-align: center;">or</p> <p>10) graduate under an advanced degree plan and be identified as a current special education student <i>(from TSDS PEIMS 40203 and 40110)</i></p> <p style="text-align: center;">or</p> <p>11) earn a Level I or Level II certificate <i>(from THECB)</i></p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of 2017–18 annual graduates <i>(from TSDS PEIMS 40203)</i></p>	<p>All students</p>	<p>AADD: Postsecondary Readiness</p>

7.5. AP/IB Participation and Performance

Year of Data: 2017–18

Student Group Information: All students only

Use in 2019 Distinction Designations: AP/IB performance and participation in the following examinations are used in determining the following distinction designations:

Distinction Designation	AP Examination	IB Examination
Academic Achievement in ELA/Reading	<ul style="list-style-type: none"> • English Language and Composition • English Literature and Composition 	<ul style="list-style-type: none"> • English A: Literature • English A: Language and Literature
Academic Achievement in Mathematics	<ul style="list-style-type: none"> • Calculus AB • Calculus BC • Computer Science A • Computer Science Principles • Statistics 	<ul style="list-style-type: none"> • Further Mathematics • Math Studies • Mathematics • Math Calculus • Math Statistics
Academic Achievement in Science	<ul style="list-style-type: none"> • Biology • Chemistry • Physics 1 • Physics 2 • Physics C: Mechanics • Physics C: Electricity and Magnetism • Environment Science 	<ul style="list-style-type: none"> • Biology • Chemistry • Computer Science • Physics • Environmental Systems and Societies • Design Technology • Astronomy

Distinction Designation	AP Examination	IB Examination
Academic Achievement in Social Studies	<ul style="list-style-type: none"> • United States History • European History • World History • United States Government and Politics • Comparative Government and Politics • Human Geography • Microeconomics • Macroeconomics • Psychology 	<ul style="list-style-type: none"> • History • History Americas • History Europe • World Religions • Geography • Economics • Philosophy • Psychology • Business and Management • Information Technology in a Global Society • Social and Cultural Anthropology
Postsecondary Readiness	Performance on all AP and IB subject assessments is included.	

Other Information: Criterion score is 3 or more for AP and 4 or more for IB.

Table 7.5. AP/IB Participation and Performance

Indicator	Methodology	Student Groups Evaluated	Use in 2019 Distinctions
AP/IB Examination Participation: ELA	Number of 11th and 12th graders taking at least one AP or IB exam in ELA in 2017–18 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2017–18 <i>(from TSDS PEIMS 40110)</i>	All students	AADD: ELA/Reading
AP/IB Examination Participation: Mathematics	Number of 11th and 12th graders taking at least one AP or IB exam in mathematics in 2017–18 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2017–18 <i>(from TSDS PEIMS 40110)</i>	All students	AADD: Mathematics
AP/IB Examination Participation: Science	Number of 11th and 12th graders taking at least one AP or IB exam in science in 2017–18 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2017–18 <i>(from TSDS PEIMS 40110)</i>	All students	AADD: Science
AP/IB Examination Participation: Social Studies	Number of 11th and 12th graders taking at least one AP or IB exam in social studies in 2017–18 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2017–18 <i>(from TSDS PEIMS 40110)</i>	All students	AADD: Social Studies

Indicator	Methodology	Student Groups Evaluated	Use in 2019 Distinctions
AP/IB Examination Participation: Any Subject	Number of 11th and 12th graders taking at least one AP or IB exam in any subject in 2017–18 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2017–18 <i>(from TSDS PEIMS 40110)</i>	All students	Postsecondary Readiness
AP/IB Examination Results (Examinees >= Criterion): ELA	Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in ELA in 2017–18 <i>(from College Board or IB)</i> ---divided by--- Number of 11th and 12th graders taking at least one AP or IB exam in ELA in 2017–18 <i>(from College Board or IB)</i>	All students	AADD: ELA/Reading
AP/IB Examination Results (Examinees >= Criterion): Mathematics	Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in mathematics in 2017–18 <i>(from College Board or IB)</i> ---divided by--- Number of 11th and 12th graders taking at least one AP or IB exam in mathematics in 2017–18 <i>(from College Board or IB)</i>	All students	AADD: Mathematics
AP/IB Examination Results (Examinees >= Criterion): Science	Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in science in 2017–18 <i>(from College Board or IB)</i> ---divided by--- Number of 11th and 12th graders taking at least one AP or IB exam in science in 2017–18 <i>(from College Board or IB)</i>	All students	AADD: Science

Indicator	Methodology	Student Groups Evaluated	Use in 2019 Distinctions
AP/IB Examination Results (Examinees >= Criterion): Social Studies	<p>Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in social studies in 2017–18 <i>(from College Board or IB)</i></p> <p style="text-align: center;">---divided by---</p> <p>Number of 11th and 12th graders taking at least one AP or IB exam in social studies in 2017–18 <i>(from College Board or IB)</i></p>	<p>All students</p>	<p>AADD: Social Studies</p>
AP/IB Examination AP/IB Examination Results (Examinees >= Criterion): Any Subject	<p>Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in any subject in 2017–18 <i>(from College Board or IB)</i></p> <p style="text-align: center;">---divided by---</p> <p>Number of 11th and 12th graders taking at least one AP or IB exam in any subject in 2017–18 <i>(from College Board or IB)</i></p>	<p>All students</p>	<p>AADD: Postsecondary Readiness</p>

7.6. SAT/ACT Results

Year of Data: 2017–18

Student Group Information: All students only

Use in 2019 Distinction Designations: SAT and ACT results are used in determining distinction designations for academic achievement in ELA/reading, mathematics, science, and postsecondary readiness.

Other Information: See Table 7.3 for details regarding TSI criterion score.

Table 7.6. SAT/ACT Participation and Performance

Indicator	Methodology	Student Groups Evaluated	Use in 2019 Distinctions
SAT/ACT Participation	<p>Number of graduating examinees taking either the SAT or ACT <i>(from College Board and ACT)</i></p> <p>---divided by---</p> <p>Number of total graduates reported for the 2017–18 school year <i>(from TSDS PEIMS 40203)</i></p>	All students	<p>AADD: ELA/Reading</p> <p>Mathematics</p> <p>Postsecondary Readiness</p>
SAT/ACT Performance	<p>Number of graduating examinees at or above the TSI criterion score on the SAT* or ACT <i>(from College Board and ACT)</i></p> <p>---divided by---</p> <p>Number of graduating examinees taking either the SAT or ACT <i>(from College Board and ACT)</i></p>	All students	<p>AADD: Postsecondary Readiness</p>
Average SAT Score: Reading and Writing	<p>Sum of scores in evidence-based reading and writing of all graduates who took the SAT* <i>(from College Board)</i></p> <p>---divided by---</p> <p>Number of graduating examinees taking the SAT <i>(from College Board)</i></p>	All students	<p>AADD: ELA/Reading</p>

*For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board’s concordance tables.

Indicator	Methodology	Student Groups Evaluated	Use in 2019 Distinctions
Average SAT Score: Mathematics	Sum of scores in mathematics of all graduates who took the SAT* <i>(from College Board)</i> ---divided by--- Number of graduating examinees taking the SAT <i>(from College Board)</i>	All students	AADD: Mathematics
Average ACT Score: ELA	Sum of average scores in English and reading of all graduates who took the ACT <i>(from ACT)</i> ---divided by--- Number of graduating examinees taking the ACT <i>(from ACT)</i>	All students	AADD: ELA/Reading
Average ACT Score: Mathematics	Sum of scores in mathematics of all graduates who took the ACT <i>(from ACT)</i> ---divided by--- Number of graduating examinees taking the ACT <i>(from ACT)</i>	All students	AADD: Mathematics
Average ACT Score: Science	Sum of scores in science of all graduates who took the ACT <i>(from ACT)</i> ---divided by--- Number of graduating examinees taking the ACT <i>(from ACT)</i>	All students	AADD: Science

*For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board's concordance tables.

7.7. Advanced/Dual-Credit Course Completion

Year of Data: 2017–18

Student Group Information: All students only

Use in 2019 Distinction Designations: This indicator is used in determining the distinction designations for academic achievement in ELA/reading, mathematics, science, social studies, and postsecondary readiness.

Other Information:

- *Advanced/Dual-Credit Course Completion by Subject.* Advanced/dual-credit course completion percentages are calculated and available by subject for ELA, mathematics, science, and social studies.
- *Advanced Course List.* A list of courses designated as advanced is published each year in the *TAPR Comprehensive Glossary*. The most current list can be accessed online at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2018/glossary.pdf>.

Table 7.7. Advanced/Dual-Credit Course Completion

Indicator	Methodology	Student Groups Evaluated	Use in 2019 Distinctions
Advanced/Dual-Credit Course Completion Rate: ELA	<p>Number of students in grades 9–12 in 2017–18 who received credit for at least one advanced/dual-credit course in ELA (from TSDS PEIMS 43415)</p> <p>---divided by---</p> <p>Number of students in grades 9–12 in 2017–18 who completed at least one credit course in ELA (from TSDS PEIMS 43415)</p>	All students	AADD: ELA/Reading
Advanced/Dual-Credit Course Completion Rate: Mathematics	<p>Number of students in grades 9–12 in 2017–18 who received credit for at least one advanced/dual-credit course in mathematics (from TSDS PEIMS 43415)</p> <p>---divided by---</p> <p>Number of students in grades 9–12 in 2017–18 who completed at least one credit course in mathematics (from TSDS PEIMS 43415)</p>	All students	AADD: Mathematics

Indicator	Methodology	Student Groups Evaluated	Use in 2019 Distinctions
<p>Advanced/Dual-Credit Course Completion Rate: Science</p>	<p>Number of students in grades 9–12 in 2017–18 who received credit for at least one advanced/dual-credit course in science <i>(from TSDS PEIMS 43415)</i> ---divided by--- Number of students in grades 9–12 in 2017–18 who completed at least one credit course in science <i>(from TSDS PEIMS 43415)</i></p>	<p>All students</p>	<p>AADD: Science</p>
<p>Advanced/Dual-Credit Course Completion Rate: Social Studies</p>	<p>Number of students in grades 9–12 in 2017–18 who received credit for at least one advanced/dual-credit course in social studies <i>(from TSDS PEIMS 43415)</i> ---divided by--- Number of students in grades 9–12 in 2017–18 who completed at least one credit course in social studies <i>(from TSDS PEIMS 43415)</i></p>	<p>All students</p>	<p>AADD: Social Studies</p>

7.8. CTE Coherent Sequence Graduates

Year of Data: 2017–18

Student Group Information: All students only

Use in 2019 Distinction Designations: CTE coherent sequence graduation rate is used in determining distinction designations for postsecondary readiness.

Indicator	Methodology	Student Groups Evaluated	Use in 2019 Distinctions
CTE Coherent Sequence Graduates	<p>Number of 2017–18 annual graduates who were enrolled in a CTE coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits (2017–18 school year)</p> <p><i>(from TSDS PEIMS 40110 [summer])</i></p> <p>---divided by---</p> <p>Number of 2017–18 annual graduates</p> <p><i>(from TSDS PEIMS 40203)</i></p>	<p>All students</p>	<p>AADD: Postsecondary Readiness</p>

7.9. Attendance Rate

Year of Data: 2017–18

Student Group Information: All students only

Use in 2019 Distinction Designations: Attendance rate is used in determining distinction designations for academic achievement in ELA/reading, mathematics, science, and social studies.

Indicator	Methodology	Student Groups Evaluated	Use in 2019 Distinctions
Attendance Rate	Total number of days students in grade 1–12 are present during the 2017–18 school year <i>(from TSDS PEIMS 42400)</i> ---divided by--- Total number of days students in grade 1–12 are in membership during the 2017–18 school year <i>(from TSDS PEIMS 42400)</i>	All students	AADD: ELA/Reading Mathematics Science Social Studies

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Appendix I—Scaling Resources

In order to align letter grades and scores used in the *A–F* academic accountability system to the common conception of letter grades, raw domain and component scores are adjusted or “scaled.” The scaling processes that are used for districts are also used for campuses by campus type. This appendix provides scaled score lookup tables for domain and domain component scores.

To use the charts, locate the component or domain you would like to scale. The far-left column provides the raw component or domain score. Determine your scaled score by using your campus type. Campus types are shown on page 6 of Chapter 1.

Please note, the graduation rate component does not use the scaling process. This component is scaled using a conversion table provided in “Chapter 5—Calculating 2019 Ratings.”

School Progress, Part B: Relative Performance must be scaled using the scaling formulas provided in Chapter 5 or by using the scaling tool available on the TEA website at <https://tea.texas.gov/2019scalingresources.aspx>.

More information about scaling and the formulas used to create the following tables, including the graduation rate scaled score table, can be found in Chapter 5.

Table 1: STAAR Component Score

STAAR Component Score	STAAR Component Scaled Score					
	Elementary	Middle	HS/K-12	AEA Campus	Non-AEA District	AEA District
100	100	100	100	100	100	100
99	100	100	100	100	100	100
98	100	100	100	100	100	100
97	99	99	99	100	99	100
96	99	99	99	99	99	99
95	99	99	99	99	99	99
94	99	99	99	99	99	99
93	98	98	98	99	98	99
92	98	98	98	99	98	99
91	98	98	98	99	98	99
90	98	98	98	98	98	98
89	97	97	97	98	97	98
88	97	97	97	98	97	98
87	97	97	97	98	97	98
86	97	97	97	98	97	98
85	96	96	96	98	96	98
84	96	96	96	97	96	97
83	96	96	96	97	96	97
82	96	96	96	97	96	97
81	95	95	95	97	95	97
80	95	95	95	97	95	97
79	95	95	95	97	95	97
78	95	95	95	96	95	96
77	94	94	94	96	94	96
76	94	94	94	96	94	96
75	94	94	94	96	94	96
74	94	94	94	96	94	96
73	93	93	93	96	93	96

Table 1: STAAR Component Score (continued)

STAAR Component Score	STAAR Component Scaled Score					
	Elementary	Middle	HS/K-12	AEA Campus	Non-AEA District	AEA District
72	93	93	93	95	93	95
71	93	93	93	95	93	95
70	93	93	93	95	93	95
69	92	92	92	95	92	95
68	92	92	92	95	92	95
67	92	92	92	95	92	95
66	92	92	92	94	92	94
65	91	91	91	94	91	94
64	91	91	91	94	91	94
63	91	91	91	94	91	94
62	91	91	91	94	91	94
61	90	90	90	94	90	94
60	90	90	90	93	90	93
59	89	89	89	93	89	93
58	88	88	88	93	88	93
57	86	87	86	93	87	93
56	85	86	85	93	87	93
55	83	85	83	93	86	93
54	82	85	82	92	85	92
53	80	84	80	92	84	92
52	79	83	79	92	83	92
51	78	82	78	92	82	92
50	77	81	77	92	82	92
49	77	80	77	92	81	92
48	76	79	76	91	80	91
47	75	78	75	91	79	91
46	74	77	74	91	78	91

Table 1: STAAR Component Score (continued)

STAAR Component Score	STAAR Component Scaled Score					
	Elementary	Middle	HS/K-12	AEA Campus	Non-AEA District	AEA District
45	73	76	73	91	76	91
44	72	75	72	91	75	91
43	72	75	72	91	74	91
42	71	74	71	90	73	90
41	70	73	70	90	71	90
40	69	72	69	90	70	90
39	67	71	67	89	69	89
38	65	70	65	88	67	88
37	64	69	64	87	65	87
36	62	67	62	86	62	86
35	60	65	60	85	60	85
34	59	64	59	84	59	85
33	58	62	58	83	58	84
32	57	60	57	82	57	83
31	56	59	56	81	56	82
30	56	58	56	80	56	81
29	55	57	55	79	55	80
28	54	56	54	78	54	79
27	53	55	53	77	53	78
26	52	54	52	76	52	76
25	51	53	51	75	51	75
24	50	52	50	74	50	74
23	50	52	50	73	50	73
22	49	51	49	72	49	71
21	48	50	48	71	48	70
20	47	49	47	70	47	69
19	46	48	46	69	46	67

Table 1: STAAR Component Score (continued)

STAAR Component Score	STAAR Component Scaled Score					
	Elementary	Middle	HS/K-12	AEA Campus	Non-AEA District	AEA District
18	45	47	45	67	45	65
17	45	46	45	65	45	62
16	44	45	44	62	44	60
15	43	44	43	60	43	59
14	42	43	42	59	42	57
13	41	42	41	57	41	55
12	40	41	40	55	40	53
11	39	40	39	53	39	51
10	39	39	39	51	39	49
9	38	38	38	49	38	47
8	37	37	37	47	37	45
7	36	37	36	45	36	44
6	35	36	35	42	35	42
5	34	35	34	40	34	40
4	33	34	33	38	33	38
3	33	33	33	36	33	36
2	32	32	32	34	32	34
1	31	31	31	32	31	32
0	30	30	30	30	30	30

Table 2: College, Career, and Military Readiness Component Score

CCMR Component Score	College, Career, and Military Readiness Component Scaled Score			
	HS/K-12	AEA Campus	Non-AEA District	AEA District
100	100	100	100	100
99	100	100	100	100
98	100	100	100	100
97	99	100	99	100
96	99	99	99	100
95	99	99	99	99
94	99	99	99	99
93	98	99	98	99
92	98	99	98	99
91	98	99	98	99
90	98	99	98	99
89	97	99	97	99
88	97	98	97	99
87	97	98	97	98
86	97	98	97	98
85	96	98	96	98
84	96	98	96	98
83	96	98	96	98
82	96	98	96	98
81	95	98	95	98
80	95	97	95	98
79	95	97	95	97
78	95	97	95	97
77	94	97	94	97
76	94	97	94	97

Table 2: College, Career, and Military Readiness Component Score (continued)

CCMR Component Score	College, Career, and Military Readiness Component Scaled Score			
	HS/K-12	AEA Campus	Non-AEA District	AEA District
75	94	97	94	97
74	94	97	94	97
73	93	96	93	97
72	93	96	93	97
71	93	96	93	96
70	93	96	93	96
69	92	96	92	96
68	92	96	92	96
67	92	96	92	96
66	92	96	92	96
65	91	95	91	96
64	91	95	91	96
63	91	95	91	95
62	91	95	91	95
61	90	95	90	95
60	90	95	90	95
59	89	95	89	95
58	88	94	88	95
57	87	94	86	95
56	87	94	85	95
55	86	94	83	95
54	85	94	82	94
53	84	94	80	94
52	83	94	79	94
51	82	94	78	94
50	82	93	78	94
49	81	93	77	94

Table 2: College, Career, and Military Readiness Component Score (continued)

CCMR Component Score	College, Career, and Military Readiness Component Scaled Score			
	HS/K-12	AEA Campus	Non-AEA District	AEA District
48	80	93	76	94
47	79	93	76	94
46	78	93	75	93
45	77	93	74	93
44	76	93	73	93
43	75	93	73	93
42	73	92	72	93
41	72	92	71	93
40	71	92	71	93
39	70	92	70	93
38	69	92	69	92
37	68	92	68	92
36	68	92	67	92
35	67	91	66	92
34	66	91	65	92
33	65	91	64	92
32	65	91	63	92
31	64	91	62	92
30	63	91	61	91
29	62	91	60	91
28	62	91	59	91
27	61	90	58	91
26	60	90	57	91
25	59	90	56	91
24	58	90	55	91
23	57	89	54	91
22	56	88	53	90

Table 2: College, Career, and Military Readiness Component Score (continued)

CCMR Component Score	College, Career, and Military Readiness Component Scaled Score			
	HS/K-12	AEA Campus	Non-AEA District	AEA District
21	54	87	52	90
20	53	86	51	90
19	52	85	50	90
18	51	83	49	90
17	50	82	48	89
16	49	81	47	87
15	47	80	46	85
14	46	79	45	82
13	45	78	43	80
12	44	76	42	79
11	43	75	41	77
10	42	74	40	75
9	40	73	39	72
8	39	71	38	70
7	38	70	37	69
6	37	69	36	65
5	36	66	35	60
4	35	63	34	59
3	33	60	33	52
2	32	59	32	45
1	31	45	31	37
0	30	30	30	30

Table 3: School Progress, Part A: Academic Growth Score

Academic Growth Score	Academic Growth Scaled Score					
	Elementary	Middle	HS/K-12	AEA Campus	Non-AEA District	AEA District
100	100	100	100	100	100	100
99	99	100	100	99	100	100
98	99	99	99	99	99	99
97	98	99	99	98	99	99
96	98	98	98	98	98	99
95	97	98	98	97	98	98
94	97	97	97	97	98	98
93	96	97	97	96	97	98
92	96	96	96	96	97	98
91	95	96	96	95	96	97
90	94	95	95	94	96	97
89	94	95	95	94	95	97
88	93	94	94	93	95	96
87	93	94	94	93	95	96
86	92	93	93	92	94	96
85	92	93	93	92	94	95
84	91	92	92	91	93	95
83	91	92	92	91	93	95
82	90	91	91	90	93	94
81	89	91	91	89	92	94
80	88	90	90	89	92	94
79	86	89	89	88	91	93
78	85	88	88	88	91	93
77	83	86	87	87	90	93
76	82	85	86	87	90	93
75	80	84	85	86	89	92
74	79	83	84	86	87	92
73	77	81	83	85	85	92

**Table 3: School Progress, Part A: Academic Growth Score
(continued)**

Academic Growth Score	Academic Growth Scaled Score					
	Elementary	Middle	HS/K-12	AEA Campus	Non-AEA District	AEA District
72	75	80	82	85	84	91
71	74	79	81	84	82	91
70	72	77	80	84	80	91
69	70	75	79	83	79	90
68	69	74	78	83	76	90
67	67	72	76	82	73	89
66	65	70	75	82	70	88
65	62	69	73	81	69	86
64	60	66	72	81	65	85
63	59	63	70	80	60	83
62	59	60	69	80	59	82
61	58	59	68	79	59	80
60	58	59	66	78	58	79
59	57	58	65	78	58	78
58	57	58	63	77	57	77
57	56	57	62	76	57	77
56	56	57	60	76	56	76
55	55	56	59	75	56	75
54	55	56	58	74	55	74
53	54	55	58	73	55	73
52	54	55	57	73	54	72
51	53	54	57	72	54	72
50	53	54	56	71	53	71
49	53	53	56	71	53	70
48	52	53	55	70	52	69
47	52	52	55	69	52	68
46	51	52	54	68	52	66
45	51	51	54	66	51	65

Table 3: School Progress, Part A: Academic Growth Score (continued)

Academic Growth Score	Academic Growth Scaled Score					
	Elementary	Middle	HS/K-12	AEA Campus	Non-AEA District	AEA District
44	50	51	53	65	51	63
43	50	50	53	63	50	62
42	49	50	52	62	50	60
41	49	49	52	60	49	59
40	48	49	51	59	49	58
39	48	49	51	58	48	58
38	47	48	50	58	48	57
37	47	48	50	57	47	56
36	47	47	49	56	47	55
35	46	47	48	55	46	55
34	46	46	48	55	46	54
33	45	46	47	54	45	53
32	45	45	47	53	45	53
31	44	45	46	52	45	52
30	44	44	46	52	44	51
29	43	44	45	51	44	51
28	43	43	45	50	43	50
27	42	43	44	50	43	49
26	42	42	44	49	42	48
25	42	42	43	48	42	48
24	41	41	43	47	41	47
23	41	41	42	47	41	46
22	40	40	42	46	40	46
21	40	40	41	45	40	45
20	39	40	41	45	39	44
19	39	39	40	44	39	43
18	38	39	39	43	38	43
17	38	38	39	42	38	42

**Table 3: School Progress, Part A: Academic Growth Score
(continued)**

Academic Growth Score	Academic Growth Scaled Score					
	Elementary	Middle	HS/K-12	AEA Campus	Non-AEA District	AEA District
16	37	38	38	42	37	41
15	37	37	38	41	37	41
14	36	37	37	40	37	40
13	36	36	37	39	36	39
12	36	36	36	39	36	38
11	35	35	36	38	35	38
10	35	35	35	37	35	37
9	34	34	35	37	34	36
8	34	34	34	36	34	36
7	33	33	34	35	33	35
6	33	33	33	34	33	34
5	32	32	33	34	32	34
4	32	32	32	33	32	33
3	31	31	32	32	31	32
2	31	31	31	31	31	31
1	30	30	31	31	30	31
0	30	30	30	30	30	30

Table 4: Closing the Gaps Domain Score

Closing the Gaps Domain Score	Closing the Gaps Domain Scaled Score					
	Elementary	Middle	HS/K-12	AEA Campus	Non-AEA District	AEA District
100	100	100	100	100	100	100
99	98	99	98	100	99	100
98	96	98	96	100	98	100
97	94	97	94	100	97	100
96	92	96	92	99	96	99
95	90	95	90	99	95	99
94	89	94	89	99	95	99
93	88	93	89	99	94	99
92	87	92	88	99	93	99
91	86	91	88	99	92	99
90	85	90	88	98	91	98
89	84	89	87	98	90	98
88	83	89	87	98	89	98
87	82	88	86	98	89	98
86	81	88	86	98	88	98
85	80	87	86	98	88	98
84	79	87	85	98	88	98
83	79	87	85	97	87	97
82	79	86	85	97	87	97
81	78	86	84	97	87	97
80	78	85	84	97	86	97
79	78	85	84	97	86	97
78	78	85	83	97	86	97
77	77	84	83	96	85	96
76	77	84	83	96	85	96
75	77	83	82	96	85	96
74	77	83	82	96	84	96

Table 4: Closing the Gaps Domain Score (continued)

Closing the Gaps Domain Score	Closing the Gaps Domain Scaled Score					
	Elementary	Middle	HS/K-12	AEA Campus	Non-AEA District	AEA District
73	76	82	81	96	84	96
72	76	82	81	96	83	96
71	76	82	81	96	83	96
70	76	81	80	95	83	95
69	75	81	80	95	82	95
68	75	80	79	95	82	95
67	75	80	79	95	82	95
66	75	79	79	95	81	95
65	74	79	78	95	81	95
64	74	79	78	94	81	94
63	74	78	78	94	80	94
62	74	78	78	94	80	94
61	73	78	77	94	79	94
60	73	78	77	94	79	94
59	73	77	77	94	78	94
58	73	77	77	94	78	94
57	72	77	77	93	78	93
56	72	77	76	93	78	93
55	72	76	76	93	77	93
54	72	76	76	93	77	93
53	71	76	76	93	77	93
52	71	76	75	93	76	93
51	71	75	75	92	76	92
50	71	75	75	92	76	92
49	70	75	75	92	76	92
48	70	75	75	92	75	92
47	69	75	74	92	75	92

Table 4: Closing the Gaps Domain Score (continued)

Closing the Gaps Domain Score	Closing the Gaps Domain Scaled Score					
	Elementary	Middle	HS/K-12	AEA Campus	Non-AEA District	AEA District
46	69	74	74	92	75	92
45	68	74	74	92	75	92
44	68	74	74	91	74	91
43	68	74	73	91	74	91
42	67	73	73	91	74	91
41	67	73	73	91	73	91
40	66	73	73	91	73	91
39	66	73	72	91	73	91
38	66	72	72	90	73	90
37	65	72	72	90	72	90
36	65	72	72	90	72	90
35	65	72	72	90	72	90
34	64	71	71	89	71	89
33	64	71	71	88	71	88
32	63	71	71	88	71	88
31	63	71	71	87	71	87
30	63	70	70	86	70	86
29	62	70	70	86	70	86
28	62	70	70	85	69	85
27	62	69	69	85	68	85
26	61	68	68	84	68	84
25	61	68	68	83	67	83
24	60	67	67	83	66	83
23	60	67	67	82	66	82
22	59	66	66	81	65	81
21	58	66	66	81	64	81
20	56	65	65	80	63	80

Table 4: Closing the Gaps Domain Score (continued)

Closing the Gaps Domain Score	Closing the Gaps Domain Scaled Score					
	Elementary	Middle	HS/K-12	AEA Campus	Non-AEA District	AEA District
19	55	65	65	79	63	79
18	54	64	64	78	62	78
17	52	63	63	77	61	77
16	51	63	63	76	61	76
15	50	62	62	75	60	75
14	48	62	62	74	59	74
13	47	61	61	73	57	73
12	46	61	61	72	55	72
11	45	60	60	71	53	71
10	43	59	59	70	51	70
9	42	56	56	69	49	69
8	41	53	53	68	47	68
7	39	50	50	67	45	67
6	38	47	47	66	42	66
5	37	45	45	65	40	65
4	35	42	42	63	38	63
3	34	39	39	62	36	62
2	33	36	36	61	34	61
1	31	33	33	60	32	60
0	30	30	30	30	30	30

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