

# **2020 Accountability Manual**

for Texas Public School Districts and Campuses



Governance & Accountability  
Performance Reporting Division

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# Table of Contents

<b>Chapter 1 – 2020 Accountability Overview .....</b>	<b>3</b>
About this Manual.....	3
Accountability Advisory Group .....	3
Overview of the 2020 Accountability System .....	3
Who is Rated? .....	4
Rating Labels .....	4
2020 Accountability System School Types.....	5
Accountability Subset Rules .....	7
STAAR Retest Performance .....	7
Ensuring Data Integrity .....	10
<b>Chapter 2 – Student Achievement Domain .....</b>	<b>13</b>
STAAR Component.....	13
College, Career, and Military Readiness Component .....	14
Graduation Rate (or Annual Dropout Rate) Component.....	17
Alternative Education Accountability Modifications .....	19
Student Achievement Domain Rating Calculation .....	20
<b>Chapter 3 – School Progress Domain.....</b>	<b>29</b>
School Progress, Part A: Academic Growth .....	29
School Progress, Part B: Relative Performance .....	33
School Progress Domain Rating Calculation .....	35
<b>Chapter 4 – Closing the Gaps Domain .....</b>	<b>37</b>
Academic Achievement Component .....	39
Academic Growth Components .....	39
Federal Graduation Status .....	40
English Language Proficiency Component.....	42
School Quality or Student Success Component.....	42
Participation Status.....	45
Calculating a Closing the Gaps Domain Score.....	48
2020 Closing the Gaps Performance Targets.....	50

<b>Chapter 5 – Calculating 2020 Ratings .....</b>	<b>51</b>
2020 Ratings.....	51
Scaling Process .....	51
2020 Cut Scores for Scaling Conversion.....	54
Scaling Tables .....	54
How to Convert to a Scaled Score.....	58
<b>Chapter 6 – Distinction Designations .....</b>	<b>67</b>
Distinction Designation Labels .....	67
Campus Comparison Groups.....	67
<b>Chapter 7 – Other Accountability System Processes .....</b>	<b>79</b>
Pairing .....	79
AEA Provisions.....	80
<b>Chapter 8 – Appealing the Ratings .....</b>	<b>85</b>
Appeals Process Overview and Calendar .....	85
General Considerations.....	86
How to Submit an Appeal .....	89
How an Appeal is Processed by the Agency.....	94
Relationship to the Federal Accountability Indicators, PBM, and Effective Schools Framework .....	95
<b>Chapter 9 –Responsibilities and Consequences .....</b>	<b>97</b>
State Responsibilities .....	97
Local Responsibilities .....	98
<b>Chapter 10 – Identification of Schools for Improvement .....</b>	<b>101</b>
Comprehensive Support and Improvement .....	101
Targeted Support and Improvement .....	102
Additional Targeted Support.....	103
<b>Chapter 11 – Local Accountability Systems.....</b>	<b>107</b>

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# **2020 Accountability Manual**

## **Chapters 1–11**

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## Chapter 1—2020 Accountability Overview

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### About this Manual

The *2020 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 *2020 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 2020 accountability.

**Accountability Policy Advisory Committee (APAC)** includes representatives from legislative offices, school districts, charter schools, and the business community. Members made recommendations to address policy issues for 2020 accountability.

The commissioner considered all proposals and released the 2020 Academic Accountability System Framework in March 2020.

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/2020AccountabilityDevelopment/>.

### Overview of the 2020 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 Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

## Who is Rated?

Districts and campuses with students enrolled in the fall of the 2019–20 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 2020 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 AEAs) that do not meet the performance target to earn at least a *D*.
- **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.
- **Not Rated: Declared State of Disaster** indicates that due to extraordinary public health and safety circumstances, the closure of schools during the state’s testing window inhibited the ability of the state to accurately measure district and campus performance. Notwithstanding any other provision of this *2020 Accountability Manual*, the 2020 rating label that is issued to all districts and campuses is *Not Rated: Declared State of Disaster*.

See Chapter 9 for more information on how these ratings impact sanctions and interventions.

### Single-Campus Districts

A school district or charter school comprised of only one campus that shares the same 2020 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 2020 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.

## 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.

## 2020 Accountability System School Types

Every campus is labeled as one of four school types according to its grade span based on 2019–20 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 171 campuses that serve only that grade span. A campus that serves grades five and six only is labeled middle school, and there are 122 such campuses statewide.

### 2020 Accountability System School Types (8,866 Total Campuses)

Elementary  
4,826 Campuses

Elementary/Secondary  
562 Campuses

Middle School  
1,696 Campuses

High School  
1,782 Campuses

		Highest Grade Level Served →														
Lowest Grade Level Served ↓		EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
	EE	8	74	60	48	66	35	171	1184	96	3	10	0	0	0	38
	PK		58	15	8	28	27	159	1107	178	11	116	3	3	4	158
	KG			0	6	15	13	119	671	101	4	44	10	2	9	44
	1				1	9	19	7	85	19	0	2	0	2	1	9
	2					0	11	10	34	4	0	1	0	0	1	5
	3						1	6	95	5	2	3	0	0	2	10
	4							3	39	30	2	5	1	1	2	10
	5								5	122	3	86	2	0	6	23
	6									28	12	1192	12	13	27	178
	7										2	204	7	9	24	121
	8											14	5	6	18	40
	9												27	29	26	1364
	10													17	12	36
	11														18	18
	12															17

TEA Division of Performance Reporting

## 2020 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 2019 administration	October 2018 enrollment snapshot
EOC fall 2019 administration	October 2019 enrollment snapshot
EOC spring 2020 administration	
Grades 3–8 spring 2020 administration	

The 2020 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 2019 results for students reported as enrolled in October 2018 snapshot;
  - fall 2019 results for students reported as enrolled in the October 2019 snapshot; and
  - spring 2020 results for students reported as enrolled in the October 2019 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 2020 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><b>Enrolled</b></i>	<i><b>Tested</b></i>	<i><b>Enrolled</b></i>	<i><b>Tested</b></i>	<i><b>Tested</b></i>
October 2018 Snapshot <b>Campus A</b>	Summer 2019 <b>Campus A</b>	October 2019 Snapshot <b>Campus A</b>	Fall 2019 <b>Campus A</b>	Spring 2020 <b>Campus A</b>
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 2019–20 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><b>Enrolled</b></i>	<i><b>Tested</b></i>	<i><b>Enrolled</b></i>	<i><b>Tested</b></i>	<i><b>Tested</b></i>
October 2018 Snapshot <b>Campus A</b>	Summer 2019 <b>Campus A</b>	October 2019 Snapshot <b>Campus A</b>	Fall 2019 <b>Campus B</b>	Spring 2020 <b>Campus B</b>
The best result is selected. Only the summer 2019 result meets the accountability subset rule.				

## 2020 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.

<b>TSDS PEIMS data used for accountability indicators</b>	<b>Data for</b>
4-year Longitudinal Graduation Rate	Class of 2019
5-year Longitudinal Graduation Rate	Class of 2018
6-year Longitudinal Graduation Rate	Class of 2017
Annual Dropout Rate	2018–19 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	2018–19, 2017–18, 2016–17, and 2015–16 School Years
Complete College Prep Course	
Dual Credit Course Completion	

## 2020 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.

<b>Other data used for College, Career, and Military Readiness</b>	<b>Data reported for</b>
ACT college admissions test	Tests as of July 2019 administration (2018–19, 2017–18, 2016–17, and 2015–16 school years)

Other data used for College, Career, and Military Readiness	Data reported for
AP examination	Tests as of May 2019 administration (2018–19, 2017–18, 2016–17, and 2015–16 school years)
IB examination	Tests as of May 2019 administration (2018–19, 2017–18, 2016–17, and 2015–16 school years)
TSI assessment	Tests from June 2011 to October 2019 administration
SAT college admissions test	Tests as of June 2019 administration (2018–19, 2017–18, 2016–17, and 2015–16 school years)
OnRamps dual enrollment course completion	Courses completed during the 2018–19, 2017–18, 2016–17, and 2015–16 school years
Level I and Level II certificates	Certificates earned during the 2018–19, 2017–18, 2016– 17, and 2015–16 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. A *D*, *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. TSDS PEIMS data submitted by districts, such as military enlistment data, are subject to audit at the discretion of the agency. Results of an audit may lead to corrective action plans, revised accountability ratings, or possible investigations under TEC, Section 39.057, and consequent actions and interventions under that section and TEC, Chapter 39A. 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 or 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 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 summer 2019 substitute assessments are included in the Student Achievement domain at the Meets Grade Level standard. Substitute assessments from fall 2019 and spring 2020 are not included in 2020 accountability calculations. 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 2020. 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.

Unschoolable asylees, unschooled refugees, and students with interrupted formal education (SIFEs) are included in state accountability beginning with their second 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 percentage by performance level and STAAR component score are 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 2019 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 2019, SAT and ACT results through the July 2019 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.

- *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.
- *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 an Associate's Degree.* A graduate earning an associate's degree prior to graduation from high school.
- *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.
- *Earn an Industry-Based Certification.* A graduate earning an industry-based certification under 19 TAC §74.1003.
- *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. The list of CTE courses aligned with industry-based certifications is provided at the end of this chapter.
- *Enlist in the Armed Forces.* A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines.
- *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 2020 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 245 industry-based certifications effective for 2019 annual graduates is found in 19 TAC §74.1003, available online at [https://tea.texas.gov/Academics/College\\_Career\\_and\\_Military\\_Prep/Career\\_and\\_Technical\\_Education/Career\\_and\\_Technical\\_Education](https://tea.texas.gov/Academics/College_Career_and_Military_Prep/Career_and_Technical_Education/Career_and_Technical_Education).

CTE Coherent Sequence Coursework Transition		Accountability Years	
CCMR Indicator		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 2020, 2019, and 2018 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.

$$\frac{\text{Number of Graduates Who Accomplished at Least One of the CCMR Indicators}}{\text{Number of 2019 Annual Graduates}}$$

Example Calculation: CCMR Component Score		
	Number of Graduates Who Accomplished at Least One of the CCMR Indicators	Number of 2019 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 2019 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 2019 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 2018 five-year graduation rate follows the same cohort of students for one additional year.
- Class of 2017 six-year graduation rate follows the same cohort of students for two additional years.
- Annual dropout rate for school year 2018–19 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 2019 (4-year), Class of 2018 (5-year), or Class of 2017 (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 2019, 4-year	85.2%
Class of 2018, 5-year	87.3%
Class of 2017, 6-year	85.0%
<b>Graduation Rate Score</b>	<b>87.3</b>

### 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 2018–19 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 2018–19 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 is 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 is also calculated using only the STAAR and CCMR components. Whichever calculation produces the higher rating is 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.

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

- Class of 2019 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 2018 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 2017 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 2018–19 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 2020 Ratings” for the methodology to calculate the Student Achievement domain rating.

## CTE Courses Aligned with Industry-Based Certifications

The following tables provide the 229 CTE courses aligned with industry-based certifications evaluated in the CCMR component of the 2020 accountability system.

Code	Course Title	Course Abbreviation
N1300262	Introduction to Process Technology	INTRPT
N1300270	Advanced Floral Design	ADVFLDES
N1300426	Pipefitting Technology II	PIPETEC2
N1300995	Advanced Video Game Programming	ADVVIDEOGP
N1301120	Fundamentals of Real Estate	FUNDRE
N1302533	Esthetics	ESTHE
N1302535	Barbering II	BARBER2
N1302803	Internetworking Technologies I (Cisco)	INTNET1
N1302804	Internetworking Technologies II (Cisco)	INTNET2
N1302805	Geographic Information Systems	GIS
N1302806	Raster Based Geographic Information Systems	RBGIS
N1302807	Spatial Technology and Remote Sensing	SPATECRS
N1302810	Principles of Cybersecurity	CYBRSEC
N1302812	Introduction to C# Programming Applications	INTCPA
N1303012	Forensic Psychology	FORENSPSY
N1303420	Retail Management	REMGMT
N1303422	Sports and Entertainment Marketing II	SPORTEM2
N1303680	Occupational Safety & Environmental Technology I	OSET I
N1303681	Occupational Safety & Environmental Technology II	OSET II
N1303683	Occupational Safety & Environmental Technology III	OSET III
N1303742	Introduction to Engineering Design	IED
N1303745	Aerospace Engineering	AERO
13000300	Livestock Production	LIVEPROD
13000400	Small Animal Management	SMANIMGT
13000600	Veterinary Medical Applications	VETMEDAP
13000610	Veterinary Medical Applications/Agricultural Laboratory and Field Experience	VETMEDLAB
13000700	Advanced Animal Science	ADVANSKI
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
13001800	Floral Design	FLORAL
13001900	Landscape Design and Management	LNDMGT

Code	Course Title	Course Abbreviation
13002000	Horticultural Science	HORTISCI
13002200	Agricultural Mechanics and Metal Technologies	AGMECHMT
13002210	Agricultural Mechanics and Metal Technologies/Agricultural Laboratory and Field Experience	AGMECMTL
13002300	Agricultural Structures Design and Fabrication	AGSDF
13002310	Agricultural Structures Design and Fabrication/Agricultural Laboratory and Field Experience	AGSDFLAB
13002350	Agricultural Equipment Design and Fabrication	AGEQDF
13002360	Agricultural Equipment Design and Fabrication/Agricultural Laboratory and Field Experience	AGEQDFLAB
13002400	Agriculture Power Systems	AGPOWSYS
13002410	Agricultural Power Systems/Agricultural Laboratory and Field Experience	AGPOWSLA
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
13006300	Masonry Technology I	MASTECH1
13006400	Masonry Technology II	MASTECH2
13008400	Animation II	ANIMAT2
13008410	Animation II/Animation II Lab	ANILAB2
13008450	Practicum in Animation (First Time Taken)	PRACANI1

Code	Course Title	Course Abbreviation
13008455	Practicum in Animation/Extended Practicum in Animation (First Time Taken)	EXPRANI1
13008460	Practicum in Animation (Second Time Taken)	PRACANI2
13008465	Practicum in Animation/Extended Practicum in Animation (Second Time Taken)	EXPRANI2
13008600	Audio/Video Production II	AVPROD2
13008610	Audio/Video Production II/Audio/Video Production II Lab	AVPLAB2
13008700	Practicum in Audio/Video Production (First Time Taken)	PRACAVP1
13008705	Practicum in Audio/Video Production/Extended Practicum in Audio/Video Production (First Time Taken)	EXPRAVP1
13008710	Practicum in Audio/Video Production (Second Time Taken)	PRACAVP2
13008715	Practicum in Audio/Video Production/Extended Practicum in Audio/Video Production (Second Time Taken)	EXPRAVP2
13008800	Graphic Design and Illustration I	GRAPHDI1
13008810	Graphic Design and Illustration I/Graphic Design and Illustration I Lab	GRDLAB1
13008900	Graphic Design and Illustration II	GRAPHDI2
13008910	Graphic Design and Illustration II/Graphic Design and Illustration II Lab	GRDLAB2
13009000	Practicum in Graphic Design and Illustration (First Time Taken)	PRACGRD1
13009005	Practicum in Graphic Design and Illustration/Extended Practicum in Graphic Design and Illustration (First Time Taken)	EXPRGRD1
13009010	Practicum in Graphic Design and Illustration (Second Time Taken)	PRACGRD2
13009015	Practicum in Graphic Design and Illustration/Extended Practicum in Graphic Design and Illustration (Second Time Taken)	EXPRGRD2
13009200	Commercial Photography II	CHPHOTO2
13009210	Commercial Photography II/Commercial Photography II Lab	CPHLAB2
13009250	Practicum in Commercial Photography (First Time Taken)	PRACCPH1
13009255	Practicum in Commercial Photography/Extended Practicum in Commercial Photography (First Time Taken)	EXPRCPH1
13009260	Practicum in Commercial Photography (Second Time Taken)	PRACCPH2
13009265	Practicum in Commercial Photography/Extended Practicum in Commercial Photography (Second Time Taken)	EXPRCPH2
13009700	Printing and Imaging II	PRIMTEC2
13009710	Printing and Imaging Technology II/Printing and Imaging Technology II Lab	PRILAB2
13009800	Practicum in Printing and Imaging Technology (First Time Taken)	PRACPRI1
13009805	Practicum in Printing and Imaging Technology/Extended Practicum in Printing and Imaging Technology (First Time Taken)	EXPRPRI1
13009810	Practicum in Printing and Imaging Technology (Second Time Taken)	PRACPRI2
13009815	Practicum in Printing and Imaging Technology/Extended Practicum in Printing and Imaging Technology (Second Time Taken)	EXPRPRI2
13009950	Digital Audio Technology I	DATECH1
13009960	Digital Audio Technology II	DATECH2
13011400	Business Information Management I	BUSIM1
13011410	Business Information Management I/Business Lab	BUSMLAB1
13011500	Business Information Management II	BUSIM2

Code	Course Title	Course Abbreviation
13011510	Business Information Management II/Business Lab	BUSMLAB2
13011800	Global Business	GLOBBUS
13011900	Human Resources Management	HRMGT
13012000	Virtual Business	VIRTBUS
13012100	Business Management	BUSMGT
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
13016200	Money Matters	MONEYM
13016300	Banking and Financial Services	BANKFIN
13016400	Securities and Investments	SECINV
13016500	Insurance Operations	INSOPS
13016600	Accounting I	ACCOUNT1
13016700	Accounting II	ACCOUNT2
13016800	Financial Analysis	FINANAL
13016900	Statistics and Business Decision Making	STATBDM
13018000	Financial Mathematics	FINMATH
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
13020600	Anatomy and Physiology	ANATPHYS
13020700	Medical Microbiology	MICRO
13020800	Pathophysiology	PATHO
13020950	Pharmacology	PHARMC
13020960	Health Informatics	HLTHINF
13020970	Mathematics for Medical Professionals	MTHMEDPR
13022600	Culinary Arts	CULARTS
13022650	Advanced Culinary Arts	ADCULART
13022700	Practicum in Culinary Arts	PRACCUL1
13022800	Hospitality Services	HOSPSRVS
13024800	Child Guidance	CHILGUI

Code	Course Title	Course Abbreviation
13024900	Family And Community Services	FAMCOSRV
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
13027700	Computer Programming II	COMPPRO2
13027900	Web Technologies	WEBTECH
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
13029300	Law Enforcement I	LAWENF1
13029400	Law Enforcement II	LAWENF2
13029500	Forensic Science	FORENSCI
13029550	Criminal Investigation	CRINVEST
13029600	Court Systems and Practices	COURTSP
13029700	Correctional Services	CORRSRVS
13029800	Federal Law Enforcement and Protective Services	FEDLEPS
13029900	Firefighter I	FIRE1
13030000	Firefighter II	FIRE2
13030100	Practicum in Law, Public Safety, Corrections and Security	PRACLPS1
13030105	Practicum in Law, Public Safety, Corrections, and Security/Extended Practicum in Law, Public Safety, Corrections, and Security (First Time Taken)	EXPRLPS1
13030110	Practicum in Law, Public Safety, Corrections, and Security (Second Time Taken)	PRACLPS2

Code	Course Title	Course Abbreviation
13030115	Practicum in Law, Public Safety, Corrections, and Security/Extended Practicum in Law, Public Safety, Corrections, and Security (Second Time Taken)	EXPRLPS2
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
13032660	Diversified Manufacturing II	DIMANU2
13032800	Metal Fabrication and Machining II	MTFBMCH2
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
13034200	Advertising	ADVERTIS
13034300	Fashion Marketing	FASHMKTG
13034400	Entrepreneurship	ENTREP
13034600	Sports and Entertainment Marketing	SPORTSEM
13034650	Social Media Marketing	SMEDMKTG
13036450	Biotechnology II	BIOTECH2
13036500	Engineering Design and Presentation I	ENGDSRP1
13036600	Engineering Design and Presentation II	ENGDSRP2
13036900	Solid State Electronics	SOSTELEC
13034700	Advanced Marketing	ADVMKTG
13034800	Practicum in Marketing (First Time Taken)	PRACMKT1
13034805	Practicum in Marketing/Extended Practicum in Marketing (First Time Taken)	EXPRMKT1
13034810	Practicum in Marketing (Second Time Taken)	PRACMKT2
13034815	Practicum in Marketing/Extended Practicum in Marketing (Second Time Taken)	EXPRMKT2
13037050	Robotics II	ROBOTIC2
13037400	Practicum in Science, Technology, Engineering, and Mathematics (First Time Taken)	PRCSTEM1
13037410	Practicum in Science, Technology, Engineering, and Mathematics (Second Time Taken)	PRCSTEM2

Code	Course Title	Course Abbreviation
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
13039300	Energy and Power of Transportation Systems	EPTSYS
13039400	Aircraft Airframe Technology	AIRAFTEC
13039410	Aircraft Airframe Technology/Advanced Transportation Systems Lab	AIRAFLAB
13039500	Aircraft Powerplant Technology	AIRPPTec
13039510	Aircraft Powerplant Technology/Advanced Transportation Systems Lab	AIRPPLAB
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
13040150	Diesel Equipment Technology I	DIEQTEC1
13040160	Diesel Equipment Technology II	DIEQTEC2
13040170	Diesel Equipment Technology II/Advanced Transportation Systems Lab	DIEQLAB2
13040300	Distribution and Logistics	DISTLGS
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
13040470	Practicum in Distribution and Logistics (First Time Taken)	PRACDLG1
13040475	Practicum in Distribution and Logistics/Extended Practicum in Distribution (First Time Taken)	EXPRDLG1
13040480	Practicum in Distribution and Logistics (Second Time Taken)	PRACDLG2
13040485	Practicum in Distribution and Logistics/Extended Practicum in Distribution (Second Time Taken)	EXPRDLG2



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## Chapter 3—School Progress Domain

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### Overview

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.

Unschoolable asylees, unschooled refugees, and students with interrupted formal education (SIFEs) are included in state accountability beginning with their second 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 three -year-average academic growth score is calculated for all students. The calculation is based on an aggregated three -year uniform average using the district’s or campus’s 2020, 2019, and 2018 academic growth data.
  - The all students group is evaluated if the three-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 2020, 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.

Qualifying results on summer 2019 substitute assessments are included in School Progress, Part B at the Meets Grade Level standard. Substitute assessments from fall 2019 and spring 2020 are not included.

### 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 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.

Unschoolable asylees, unschooled refugees, and SIFEs are included in state accountability beginning with their second 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 2020, 2019, and 2018 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**

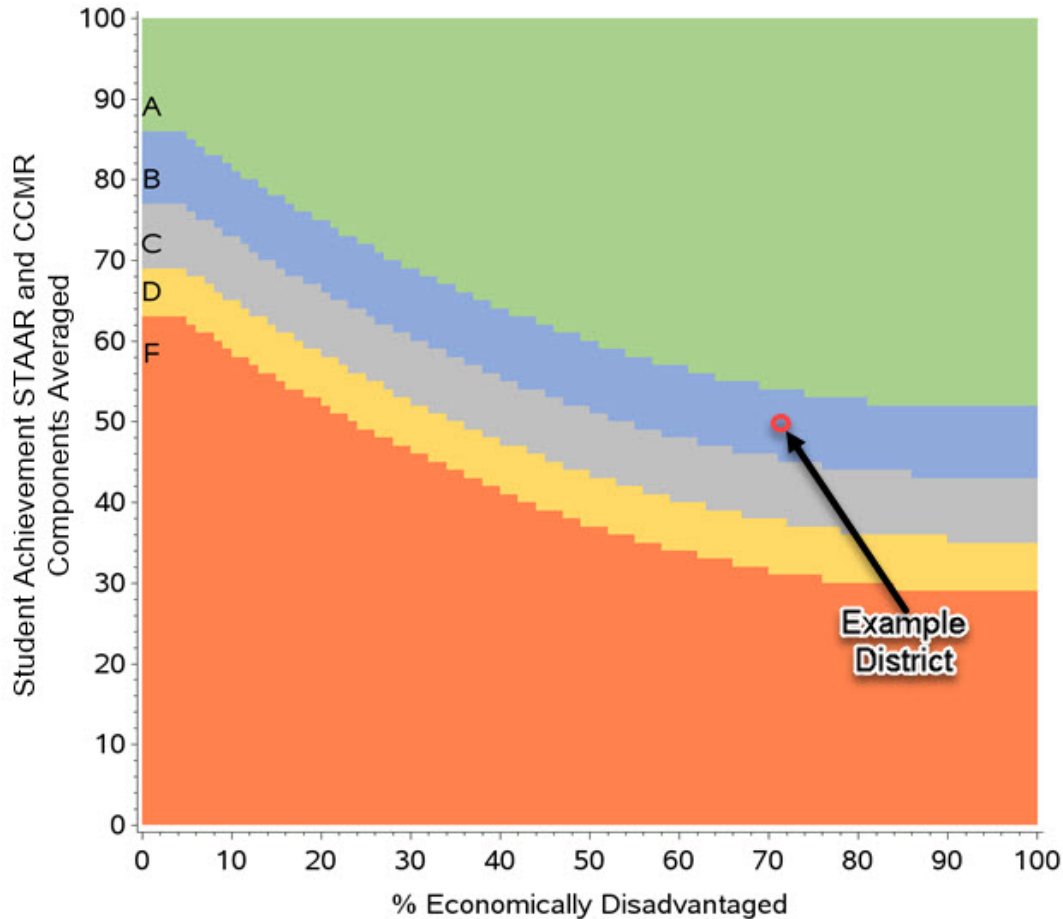
Alternative education campuses and alternative education accountability charter schools are not evaluated on School Progress, Part B due to the small number of districts and campuses available for comparison.

#### **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 on the following page, 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 2020 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

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### 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 and meet minimum size for at least five indicators 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 or on STAAR answer documents.

A student is 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 or 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) in TSDS PEIMS, TELPAS, or STAAR answer documents. A student is identified as monitored EL if the student is reported in TSDS PEIMS or on STAAR answer documents 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).

Both current and monitored ELs, through year 4, are included in performance rates for the Closing the Gaps domain. Exclusions for ELs 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 2016	Enrolled in District TSDS PEIMS Snapshot October 2017	Enrolled in District TSDS PEIMS Snapshot October 2018	Enrolled in Campus within District TSDS PEIMS Snapshot October 2019	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 in their second year in U.S. schools are included in accountability calculations. 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 in their second year in

U.S. schools with 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 included in state accountability beginning with their second 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 summer 2019 substitute assessments are included in this component at the Meets Grade Level standard. Substitute assessments from fall 2019 and spring 2020 are not included.

### **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.
- This component is evaluated if at least five student groups meet minimum size requirements.
- 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 2020 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 English II and Algebra I EOCs, 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.
- This component is evaluated if at least five student groups meet minimum size requirements.
- Small numbers analysis, as described below, applies to all students if the total number of STAAR progress measures is fewer than 10.
  - A three -year-average academic growth score is calculated for all students. The calculation is based on an aggregated three -year uniform average using the district’s or campus’s 2020, 2019, and 2018 academic growth data.
  - The all students group is evaluated if the three-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 2020 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 four-year federal graduation rate of the Class of 2019 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 four-year federal graduation rate, the Academic Growth Status is used, if available.

### Four-Year Graduation Rate Target

Texas requested to amend the graduation rate methodology as described in the Every Student Succeeds Act (ESSA) state plan. If the amendment request is approved, student groups will be evaluated against the four-year long-term target (94.0%), the four-year interim target (90.0%) with a tenth of a percent improvement, or expected growth toward the four-year long-term target using the calculation below.

$$\frac{\text{current year four-year graduation rate} - \text{prior year four-year graduation rate}}{10} \geq \frac{94.0 \text{ (long-term target)} - \text{prior year four-year graduation rate}}{10}$$

If the request is denied, student groups will be evaluated against the four-year interim target (90.0%); student groups that are at or above 90 percent will be required to exceed the previous year rate by at least a tenth of a percent. Targets are provided at the end of this chapter. See Appendix H for more information.

## 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.
- This component is evaluated if at least one student group meets minimum size requirements.
- Small numbers analysis, as described below, applies to all students if the number of students in the Class of 2019 (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 2018–19 dropouts reported during the fall 2019 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. Notwithstanding any other provision of this chapter, the 2020 rating label that is issued to all districts and campuses is *Not Rated: Declared State of Disaster*. As such, TELPAS and TELPAS Alternate are not evaluated for 2020 accountability.

### English Language Proficiency—Assessments Evaluated

The English Language Proficiency component evaluates the TELPAS and TELPAS Alternate results for grades K–12. Current year TELPAS and TELPAS Alternate results are compared to the prior year to determine if the students made progress. For TELPAS only, if a 2019 composite rating is not available, the composite rating from 2018 is used. In order to be included in the denominator, a student must have either a current year Advanced High TELPAS or Basic Fluency TELPAS Alternate composite rating or a non-zero 2019 or 2018 TELPAS or a 2019 TELPAS Alternate composite rating.

Composite ratings are not compared across TELPAS and TELPAS Alternate.

### 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 or Basic Fluency.
- For TELPAS only, if the composite rating from 2019 is not available, the 2018 composite rating is compared to the 2020 composite rating.

The current EL student group’s performance is compared to the 2020 English Language Proficiency target. The performance target is 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/ TELPAS Alternate assessments that advance by at least one score of the composite rating from prior year or are Advanced High/Basic Fluency

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Number of 2019–20 TELPAS/ TELPAS Alternate assessments with Advanced High/Basic Fluency 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 summer 2019 substitute assessments are included in this component at the Meets Grade Level standard. Substitute assessments from fall 2019 and spring 2020 are not included.

### **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.
- This component is evaluated if at least five student groups meet minimum size requirements.
- 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 2020 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 is 2019 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 2018–19 as reported in TSDS PEIMS attendance records. Grade 12 students reported in TSDS PEIMS as individualized education program (IEP) continuers are excluded from the Closing the Gaps CCMR denominator.

$$\frac{\text{Number of Graduates or Students in Grade 12 Who Accomplished at Least One of the CCMR Indicators}}{\text{Number of 2019 Annual Graduates plus Students in Grade 12 During School Year 2018–19}}$$

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 2019, SAT and ACT results through the July 2019 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.

- *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.
- *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 an Associate's Degree.* A graduate earning an associate's degree prior to graduation from high school.
- *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.
- *Earn an Industry-Based Certification.* A graduate earning an industry-based certificate under 19 TAC, §74.1003.
- *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.
- *Enlist in the Armed Forces.* A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines.
- *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.
- This component is evaluated if at least one student group meets minimum size requirements.
- 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 2020, 2019, and 2018 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 2020 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 in summer 2019 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, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Language Proficiency	10%
	College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

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

### Example Calculation: Elementary School

<i>Example:</i> 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**

<p><i>Example:</i> 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 by removing their weights from the denominator, as <math>100 - 20</math> (2 weights of 10%) = 80. The Academic Achievement weight becomes <math>30/80=37.5\%</math>, and the Academic Growth weight becomes <math>50/80=62.5\%</math></p>			
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			
<b>Closing the Gaps Domain Score</b>			<b>78</b>

**Closing the Gaps Domain Rating Calculation**

See “Chapter 5—Calculating 2020 Ratings” for the methodology to calculate the Closing the Gaps domain rating.

## 2020 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) <sup>1</sup>														
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 <sup>2</sup>														
											36%			

<sup>1</sup> 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.

<sup>2</sup> English Language Proficiency Status evaluates current ELs only.

## Chapter 5—Calculating 2020 Ratings

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### Overview

In 2020, districts and campuses receive a *Not Rated: Declared State of Disaster* label overall and in each domain. This chapter describes the process that would have been used to determine the ratings for districts and campuses if districts and campuses were to receive *A–F* ratings for overall performance and performance in each domain in 2020.

### 2020 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 63 in conjunction with the scaling methodology provided on page 67.

Determine a scaled score for the graduation rate component using the conversion table provided in Table 5.3 or Table 5.4 on page 64.

**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 65 and School Progress, Part B using the School Progress: Relative Performance Lookup Tables in conjunction with the scaling methodology provided on page 67.

**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 65 in conjunction with the scaling methodology provided on page 67.

## 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. If the campus is registered and evaluated under alternative education accountability (AEA) provisions as described in Chapter 7, this provision is not applied, if the AEA campus has an overall or corresponding domain rating of *D*. The provision is applied, if the AEA campus has an overall or corresponding domain rating of *F*.

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 2020 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 2020 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 2020 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		89	70%	62.3
School Progress, Part A	89	89			
School Progress, Part B	84				
Closing the Gaps	81			30%	24.3
Overall Score					87
2020 Overall Rating					B

## 2020 Cut Scores for Scaling Conversion

The following table shows the 2020 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
<i>A</i>	60	40	60	18
<i>B</i>	48	29	53	13
<i>C</i>	40	21	39	8
<i>D</i>	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
<i>A</i>	60	60	60	40	60	24
<i>B</i>	53	49	53	30	48	15
<i>C</i>	41	38	41	20	39	7
<i>D</i>	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	
<b>A</b>	$\text{Round} \left( 100 - \frac{10 (100 - \text{raw})}{100 - A \text{ cut point}} \right)$
<b>B</b>	$\text{Round} \left( 89 - \frac{9 ((A \text{ cut point} - 1) - \text{raw})}{(A \text{ cut point} - 1) - B \text{ cut point}} \right)$
<b>C</b>	$\text{Round} \left( 79 - \frac{9 ((B \text{ cut point} - 1) - \text{raw})}{(B \text{ cut point} - 1) - C \text{ cut point}} \right)$
<b>D</b>	$\text{Round} \left( 69 - \frac{9 ((C \text{ cut point} - 1) - \text{raw})}{(C \text{ cut point} - 1) - D \text{ cut point}} \right)$
<b>F</b>	$\text{Round} \left( 59 - \frac{29 ((D \text{ cut point} - 1) - \text{raw})}{(D \text{ cut point} - 1)} \right)$

### 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			
	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
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			
	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
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 Score				Middle School Scaled Score				High School/K-12 (STAAR + CCMR) Scaled Score				High School/K-12 (STAAR Only) Scaled Score			
	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

## School Progress, Part B: Relative Performance Lookup Tables

### Campus (continued)

% Economically Disadvantaged	Elementary School Scaled Score				Middle School Scaled Score				High School/K-12 (STAAR + CCMR) Scaled Score				High School/K-12 (STAAR Only) Scaled Score			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
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
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

## School Progress, Part B: Relative Performance Lookup Tables

### Campus (continued)

% Economically Disadvantaged	Elementary School Scaled Score				Middle School Scaled Score				High School/K-12 (STAAR + CCMR) Scaled Score				High School/K-12 (STAAR Only) Scaled Score			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
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
66.1 to 67	58	48	42	37	53	43	38	34	63	47	38	31	58	45	38	32
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

## School Progress, Part B: Relative Performance Lookup Tables

### Campus (continued)

% Economically Disadvantaged	Elementary School Scaled Score				Middle School Scaled Score				High School/K-12 (STAAR + CCMR) Scaled Score				High School/K-12 (STAAR Only) Scaled Score			
	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
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

## School Progress, Part B: Relative Performance Lookup Tables

### Campus (continued)

% Economically Disadvantaged	Elementary School Scaled Score				Middle School Scaled Score				High School/K-12 (STAAR + CCMR) Scaled Score				High School/K-12 (STAAR Only) Scaled Score			
	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
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

## Chapter 6—Distinction Designations

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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 2020, 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—2020 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.
- *Sole Indicator.* Attendance Rate cannot be the sole indicator used by a campus to attain an AADD; however, a campus may earn an AADD based on another sole indicator.

**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.											
<b>Step 1</b>	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%
<b>Step 2</b>	Compare performance to campuses in Colonial HS Comparison Group.						Q1	Q1	Q1		Q1
						Q2				Q2	
				Q3	Q3						
		Q4	Q4								
<b>Step 3</b>	Is performance in the top quartile?	No	No	No	No	No	Yes	Yes	Yes	No	Yes
<b>Result:</b>		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 Performance (Meets 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 2019 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.
- *Algebra I by Grade 8 Performance:* The Algebra I by Grade 8 Performance indicator limits the denominator to grade 8 students based on 2019 TSDS PEIMS fall enrollment. The numerator is Algebra I assessments at the Meets Grade Level standard or above taken in either the current or any prior school year as reported in the 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.
- *Sole Indicator.* Attendance Rate cannot be the sole indicator used by a campus to attain an AADD; however, a campus may earn an AADD based on another sole indicator.

## 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.
- *Sole Indicator.* Attendance Rate cannot be the sole indicator used by a campus to attain an AADD; however, a campus may earn an AADD based on another sole indicator.

**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.
- *Sole Indicator.* Attendance Rate cannot be the sole indicator used by a campus to attain an AADD; however, a campus may earn an AADD based on another sole indicator.

## Top 25 Percent: Comparative Academic Growth

A distinction designation for outstanding academic growth is awarded to campuses whose School Progress, Part A domain raw 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 raw scores. If the School Progress, Part A raw 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 raw 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 raw scores. If the Closing the Gaps raw 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 2020 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:**

<i>Example:</i> 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.									
<b>Step 1</b>	Determine Beta HS performance on its eight indicators.	STAAR Meets Grade Level or Above Standard <b>47%</b>	Graduation Rate <b>87.7%</b>	Graduation Plan Rate <b>85.9%</b>	TSI Criteria Graduates <b>79%</b>	College, Career, and Military Ready Graduates <b>85%</b>	SAT/ACT Participation <b>94.4%</b>	AP/IB Participation <b>49.6%</b>	CTE Coherent Sequence Graduates <b>28%</b>
<b>Step 2</b>	Compare performance to campuses in Beta HS Comparison Group.			Q1	Q1	Q1	Q1		
		Q2	Q2						
								Q3	
									Q4
<b>Step 3</b>	Is performance in the top quartile?	No	No	Yes	Yes	Yes	Yes	No	No
<b>Result:</b>		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 2018–19 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 2019 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
<b>Total</b>		<b>25</b>	<b>36</b>
<b>Result:</b>	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

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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. Likewise, traditional campuses may not be paired with AECs.

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. In 2020, as districts and campuses receive a *Not Rated: Declared State of Disaster* label, the pairing process was not necessary.

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.

## **Specialized Programs or Campuses**

The assessment; college, career, and military readiness; and graduation outcomes for students who attend specialized programs or campuses, such as, but not limited to magnets, P-TECHs, schools of choice, or academies must be attributed to the campus at which the student receives instruction. These outcomes may not be attributed to a student's campus of origin, if the student receives instruction at the campus that houses the specialized program. Campuses are rated on the performance of their students. Campuses that house multiple programs, such as a magnet program and a zoned attendance program, are rated on the performance of all 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 are registered 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 or to be served by a specialized program for an exceptional population.
- 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, 2019, 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 2019 AEA provisions are re-registered automatically in 2020, provided the campus continues to meet enrollment and at-risk criteria as determined by TSDS PEIMS October snapshot data. If a campus was registered in 2019 using the at-risk safeguard and does not meet the at-risk enrollment criterion in 2020, the campus is not eligible for AEA and is not re-registered for AEA in 2020.

Campuses that were not registered in 2019 but meet eligibility in 2020 are automatically registered for AEA by the agency. Districts may choose to remove a campus from evaluation under AEA procedures by submitting an AEA rescission form. The 2020 registration process occurred May 15–June 1, 2020.

### **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 25, 2019).
- 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 fourteen 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 fourteen 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 2020 that had at least 75 percent in 2019 remains registered in 2020.

## 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 June at which time an email notification is sent to all superintendents.

The *2020 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, 2019, 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 *2020 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 June, at which time an email is sent to all superintendents.

## AEA Modifications

“Chapter 2—Student Achievement Domain” and “Chapter 5—Calculating 2020 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). However, due to extraordinary public health and safety circumstances caused by the COVID-19 pandemic, the closure of schools during the state’s testing window inhibited the ability of the state to accurately measure district and campus performance, and all districts and campuses are labeled *Not Rated: Declared State of Disaster* for 2020. Therefore, notwithstanding any other provision of this chapter, the 2020 rating label cannot be appealed.

### 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 a reduced 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 in the *2020 Local Accountability System Guide*.

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 13, 2020	<i>Ratings Release on TEAL.</i> No appeals will be resolved before the public release of ratings.
August 14, 2020	<i>Preliminary Ratings Release on TEA Public Website.</i> Ratings are subject to change due to the results of an audit, investigation, or appeal.
August 1–September 11, 2020	<i>2020 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 11, 2020	<i>Appeals Deadline.</i> Appeals must be postmarked or hand-delivered no later than September 11, 2020, 5:00 p.m. CDT, to be considered.
December 2020	<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 11 deadline. Letters are posted to the TEAL Accountability application.

December 2020	<i>Final Ratings Release.</i> The outcomes of all appeals are reflected in the ratings update scheduled for December 2020. The TEAL and public websites are updated. Ratings are subject to change due to the results of an audit, investigation, or appeal.
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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 2019–20 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 2020 accountability data. District, charter school, or campus intervention requirements are determined in part by the current rating outcome. Requests to waive school improvement 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 2020 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.

- In order to be considered for 2020 accountability calculations, all TELPAS rescore requests must be made on or before June 5, 2020, and all STAAR rescore requests must be made on or before June 19, 2020. The outcomes of these requests will be included in the final CAF and used to calculate preliminary ratings. Rescore requests submitted after the deadline will not be considered during the appeals process.
- 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 2020 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 10, 2020) or the pairing application (5:00 p.m. CDT on May 8, 2020)
  - *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)
  - *Late rescore requests*
    - Requests made after June 5, 2020, to rescore TELPAS assessments
    - Requests made after June 19, 2020, to rescore STAAR assessments
  - *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 2020 accountability are identified based on TSDS PEIMS enrollment data submitted in fall 2019. 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 2020 ratings status based on information relevant to the 2020 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

- *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 2019 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.
- *Special Program Campuses.* Districts and charter schools should include documentation demonstrating the special nature of a campus designed to serve a specific population such as a campus designed solely to serve students receiving transition services under an individualized education program or a newcomer center designed specifically to serve unschooled asylees and refugees or students with interrupted formal education.

## 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. 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 from an *F* to *A–D*; however, if a district, charter school, or campus appeals an *A–D* rating and the appeal is granted, no adjustments will be made to distinction designation(s) awarded with the preliminary rating.

## 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 Thursday, August 13 through 5:00 p.m. CDT on Friday, September 11. 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_TEA/Other_Services/Secure_Applications/TEA_Secure_Applications_Information/).

- Districts and charter schools must submit their appeal in hard copy to TEA by 5:00 p.m. CDT on September 11, 2020. The appeal must include the following:
  - A statement that the letter is an appeal of a 2020 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	<div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">         postage       </div>
<b>Attn: Accountability Ratings Appeal</b>		

- 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 11, 2020, 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 11, 2020. Overnight courier tickets or tracking documentation must indicate package pickup on or before September 11.
- 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	TSDS Unique ID or 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 2020 accountability rating issued for Elm Street Elementary School (ID 123456789) in Elm ISD (123456).</p> <p>Specifically, I am appealing the overall and Closing the Gaps domain ratings. One Elm Street student was excluded from the economically disadvantaged student group preventing Elm Street Elementary from achieving a rating of <i>D</i>.</p> <p>The first attachment shows that this Elm Street Elementary student was correctly coded as economically disadvantaged in the district's PEIMS record as well as the STAAR precode file for those test administrations.</p> <p>The second attachment shows the recalculated percentages in the Closing the Gaps domain and the overall rating for Elm Elementary with the inclusion of this student in the economically disadvantaged group.</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 2020 accountability rating issued for Elm Street Elementary School (ID 123456789) in Elm ISD (123456).</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 A. 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 2019–20 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 to audits by the Data Reporting Compliance Unit, investigations by the Special Investigations Unit, and/or the need for the Division of School Improvement to address potential issues related to data integrity.

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## Chapter 9—Responsibilities and Consequences

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### 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.

- 2020: (No state accountability ratings issued)
- 2019: *A, B, C, D, F* for districts and campuses
- 2018: *A, B, C, D, F* for districts and *Met Standard, Met Alternative Standard, and Improvement Required* for campuses
- 2013–2017: *Met Standard, Met Alternative Standard, and Improvement Required*
- 2012: (No state accountability ratings issued)
- 2004–2011: *Exemplary, Recognized, Academically Acceptable, Academically Unacceptable, AEA: Academically Acceptable, and AEA: Academically Unacceptable*

While no ratings were issued in 2020, an overall or domain rating of *D* or *F* in 2019 and an overall or domain rating of *D* or *F* in 2021 will be considered to be consecutive. While no ratings were issued in 2012, an *Improvement Required* rating assigned in 2013 and *Academically Unacceptable/AEA: Academically Unacceptable* rating 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

Campuses that receive an *F* rating in both the Student Achievement domain and the School Progress domain are typically placed on the PEG List; however, because ratings were not issued in 2020, the campuses identified for PEG based on 2019 ratings will remain on the 2021–22 PEG List. The list of 2021–22 PEG campuses will be released on August 14, 2020. 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](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](https://tea.texas.gov/perfreport/peg_faq.html).

### Campus Intervention Requirements under TEC Chapter 39A

TEC Chapter 39A prescribes specific interventions for any campus that was rated a *D* or *F* in the state's accountability system.

When a district or campus receives a rating of *Not Rated*, *Not Rated: Declared State of Disaster*, or *Not Rated: Data Integrity Issues*, the district or campus shall continue to implement the previously ordered sanctions and interventions. If a campus has been ordered to prepare a turnaround plan and then receives a rating of *Not Rated*, *Not Rated: Declared State of Disaster*, or *Not Rated: Data Integrity Issues*, that campus is strongly encouraged, but not required, to implement the approved turnaround plan.

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 a *D* or *F* rating or *Accredited-Probation/Accredited-Warning* accreditation status and campuses with a *D* or *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 Interventions link at <https://tea.texas.gov/schoolimprovement/> and on the TEA Accreditation Status website at <https://tea.texas.gov/accredstatus/>.

When a district or campus receives a rating of *Not Rated*, *Not Rated: Declared State of Disaster*, or *Not Rated: Data Integrity Issues*, the district or campus shall continue to implement the previously ordered sanctions and interventions. If a campus has been ordered to prepare a turnaround plan and then receives a rating of *Not Rated*, *Not Rated: Declared State of Disaster*, or *Not Rated: Data Integrity Issues*, that campus is strongly encouraged, but not required, to implement the approved turnaround plan.

### **Campus Identification Numbers**

A campus represents the organization of students and teachers, not a physical facility. TEA assigns county-district-campus (CDC) numbers to instructional campuses as defined in the *Texas Education Data Standards*.

In a given year, districts or charter schools may need to update one or more 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 2019, but in 2020 serves only grade 6. The district did not request a new CDC number for the new configuration. Instead, the same CDC number used in 2019 was maintained (recycled). Therefore, in 2020, grade 6 performance on the assessments may be combined for small-numbers analyses purposes with grade 7 and 8 outcomes from prior years.

Making changes to campus numbers 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.



For requests applying to the current school year, TEA policy requires that school districts and charter schools request to make campus numbers active or obsolete by October 1 to ensure time for processing before the TSDS PEIMS fall snapshot date in late October. For requests applying to the upcoming school year, campus number requests received before August 15 may not be processed until after the public release of accountability ratings on August 15. For additional information about campus number requests, please contact AskTED at [AskTED@tea.texas.gov](mailto:AskTED@tea.texas.gov) or (512) 463-9809. Districts and charter schools must consult with the Division of School Improvement to make adjustments for campuses with an overall *D* or *F* rating. 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 a *D* or *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 *D*, *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 a *D* or *F* campus. 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

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### 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.

Due to extraordinary public health and safety circumstances caused by the COVID-19 pandemic, the closure of schools during the state’s testing window inhibited the ability of the state to accurately measure district and campus performance. Notwithstanding any other provision of this chapter, campuses identified for comprehensive support and improvement, targeted support and improvement, and additional targeted support in 2019 maintain that label and interventions for 2020–21 under the provisions of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), waiver approved by the U.S. Department of Education (USDE) on March 30, 2020.

### 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 federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Texas requested to amend the school improvement methodology as described in the Every Student Succeeds Act (ESSA) state plan. If the amendment is approved, campuses will be evaluated in 2020 accountability using the six-year federal graduation rate. If the amendment is denied, campuses will be evaluated in 2020 accountability using the four-year federal graduation rate. Non-Title I campuses are not eligible for comprehensive support grant funding.

If the ESSA amendment request is approved, any Title I campus identified for additional targeted support for three consecutive years will be identified for comprehensive support and improvement the following school year. Title I campuses will be escalated for the first time from additional targeted to comprehensive support and improvement based on 2022 accountability rating data and will be required to implement comprehensive interventions beginning in the 2022–23 school year.

If the amendment is denied, any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) will be 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 Additional Targeted Support and Improvement for Three Years<sup>3</sup>

When Identified	SY 2020–21	SY 2021–22	SY 2022–23
August 2020	ATS <sup>1</sup>		
August 2021		ATS	
August 2022			CS <sup>2</sup>

<sup>1</sup>ATS stands for additional targeted support.

<sup>2</sup>CS stands for comprehensive support and improvement.

<sup>3</sup> This example is applicable only if the ESSA amendment is approved.

## Six-Year Graduation Rate Target

If the ESSA amendment is approved, the determination of whether a campus has met the 67 percent threshold for comprehensive support and identification will use the six-year federal graduation rate as described below. If the amendment is denied, campuses will be evaluated using the four-year federal graduation rate as described in Chapter 4.

## Federal Graduation Status—Minimum Size Criteria and Small Numbers Analysis

- The campus is evaluated, if the all students group has at least 10 students in the class.
- Small numbers analysis applies to all students, if the number of students in the Class of 2017 (6-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.

## 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. The following student groups are not evaluated to identify campuses for targeted support and improvement: all students; former special education; continuously enrolled; and non-continuously enrolled. 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.

Each 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 Campus Identified for Targeted Support and Improvement

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)
<b>Count of Indicators Missed for Three Consecutive Years*</b>										
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.										
	3	0	-	-	-	-	-	0	0	-
<b>Academic Achievement (Percent at Meets Grade Level or Above)</b>										
<b>Reading</b>										
Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	27%/N	39%/Y	-	-	-	-	-	37%/Y	38%/Y	-
2019	28%/N	46%/Y	-	-	-	-	-	41%/Y	46%/Y	21%/Y
2020	25%/N	45%/Y	-	-	-	-	-	43%/Y	43%/Y	31%/Y
<b>Mathematics</b>										
Target	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2018	21%/N	43%/Y	-	-	-	-	-	40%/Y	44%/Y	-
2019	25%/N	44%/Y	-	-	-	-	-	40%/Y	43%/Y	21%/N
2020	19%/N	47%/Y	-	-	-	-	-	42%/Y	44%/Y	36%/Y
<b>Growth (Academic Growth)</b>										
<b>Reading</b>										
Target	62	65	69	67	77	67	68	64	64	59
2018	62/Y	71/Y	-	-	-	-	-	68/Y	80/Y	-
2019	-	71/Y	-	-	-	-	-	68/Y	70/Y	-
2020	-	74/Y	-	-	-	-	-	73/Y	72/Y	76/Y
<b>Mathematics</b>										
Target	67	69	74	71	86	74	73	68	68	61
2018	63/N	80/Y	-	-	-	-	-	78/Y	85/Y	-
2019	-	75/Y	-	-	-	-	-	75/Y	77/Y	-
2020	-	79/Y	-	-	-	-	-	79/Y	81/Y	83/Y
<b>Student Success (Student Achievement Domain Score (STAAR Component Only))</b>										
Target	36	41	58	46	73	48	55	38	37	23
2018	26/N	42/Y	-	-	-	-	-	40/Y	42/Y	33/Y
2019	29/N	46/Y	-	-	-	-	-	43/Y	46/Y	20/N
2020	28/N	48/Y	-	-	-	-	-	45/Y	46/Y	33/Y

## 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. The following student groups are not evaluated to identify campuses for additional targeted support: all students; former special education; continuously enrolled; and non-continuously enrolled. Identification occurs on an annual basis.

For example, in 2019 the scaled Closing the Gaps cut point for comprehensive identification at the bottom five percent of Title I campuses was a scaled score of 42. Unscaling the 42 equated to a 9 elementary raw score and a 4 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 9 percent (middle/high school 4 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. Each 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 Campus Identified for Additional Targeted Support

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)
Met 2019 Target	N	Y	Y	-	-	-	-	Y	Y	Y
Met 2020 Target	Y	Y	Y	-	-	-	-	Y	Y	N
Met 2020 Exit Criteria	Y	-	-	-	-	-	-	-	-	-
<b>Indicators Evaluated</b>										
Target	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%
% Indicators Met	100%	80%	100%	-	-	-	-	80%	67%	0%
# Indicators Met	5	4	5	-	-	-	-	4	4	0
# Indicators Evaluated	5	5	5	-	-	-	-	5	6	5
<b>Academic Achievement (Percent at Meets Grade Level or Above)</b>										
Reading	Y	Y	Y	-	-	-	-	Y	Y	N
Mathematics	Y	Y	Y	-	-	-	-	Y	Y	N
<b>Growth (Academic Growth)</b>										
Reading	Y	Y	Y	-	-	-	-	Y	Y	N
Mathematics	Y	N	Y	-	-	-	-	N	N	N
<b>English Language Proficiency</b>										
	-	-	-	-	-	-	-	-	N	-
<b>STAAR Only</b>										
	Y	Y	Y	-	-	-	-	Y	Y	N

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 all evaluated 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 by the end of the second year 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 federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status. If the ESSA amendment is approved, campuses will be evaluated using the six-year federal graduation rate. If the six-year rate is not at least 67 percent, the four-year rate will be evaluated. If the ESSA amendment is denied, campuses will be evaluated using the four-year federal graduation rate.

## Comprehensive Support and Improvement Examples

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

	Bottom 5% CTG* Score	CTG Grade	Identification
<b>2019</b>	Yes	F	CS
<b>2020</b>	No	F	CS-Progress
<b>2021</b>	No	D	EXIT

\*CTG stands for Closing the Gaps.

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

	Graduation Rate	SY 2020–21	SY 2021–22	SY 2022–23	SY 2023–24
<b>2019</b>	Below 67.0%	CS	–	–	–
<b>2020</b>	At or above 67.0%	–	CS-Progress	–	–
<b>2021</b>	At or above 67.0%	–	–	Exit	–
<b>2022</b>	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 is exited.

	Bottom 5% CTG Score	CTG Grade	Identification
<b>2019</b>	Yes	F	CS
<b>2020</b>	Not Rated	-	CS-Progress
<b>2021</b>	No	D	EXIT

	Bottom 5% CTG Score	CTG Grade	Identification
<b>2019</b>	Yes	F	CS
<b>2020</b>	Not Rated	-	CS-Progress
<b>2021</b>	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. If a student group does not meet minimum size, it is treated as having met the target for exiting purposes. If the ESSA amendment is approved, identification for additional targeted support from 2019 will not carry over to 2020.

CTG Indicator	2020	2021	OR	2021	OR	2021
Academic Achievement						
Reading	N	Y		N		Y
Math	N	N		Y		Y
Growth						
Reading	N	Y		Y		Y
Math	N	N		Y		N
ELP	–	–		–		–
STAAR Component	N	N		Y		N
Identification	ATS*	ATS		ATS		EXIT

\*ATS stands for additional targeted support.

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## Chapter 11—Local Accountability Systems

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### Overview

House Bill (HB) 22 (85th Texas Legislature, Regular Session, 2017) established the Local Accountability System (LAS) to allow districts and open-enrollment charter schools to develop local accountability system plans for their campuses. A district's local accountability plan provides stakeholders with detailed information about school performance and progress over time. Local accountability plans may vary by school type (elementary school, middle school, high school, and K–12) and by school group (magnet schools, early college high schools, etc.) but must apply equally to all campuses by school type and group.

### LAS Implementation

The implementation of a local accountability system is optional. Districts and open-enrollment charter schools that choose to participate must follow the procedures for implementation outlined in the *2020 Local Accountability System Guide*.

The LAS process includes a planning and implementation year during which districts and open-enrollment charter schools will 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.

### Ratings Under LAS

Districts and open-enrollment charter schools produce campus ratings for each LAS domain, which are used to calculate an overall LAS rating. These ratings consist of a scaled score and a corresponding letter grade. Upon completion of the planning year, participating districts submit actual LAS scaled scores and corresponding letter grades for the agency to combine with the state overall campus ratings. Districts and open-enrollment charter schools must submit scaled scores and letter grades assigned for each domain, each component, and an overall grade 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 combined with 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 combining the LAS overall scaled score at the proportion determined by the district with the state accountability overall scaled score. The overall scaled score and rating produced is displayed on the [txschools.gov](http://txschools.gov) and TEA websites along with the overall and domain scaled scores and ratings for both LAS and state accountability.

### 2020 LAS Ratings

For 2020, campuses with an approved local accountability plan must submit LAS campus data in the summer of 2020, to have LAS outcomes combined with 2020 state campus ratings. If LAS 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 14, 2020, reflecting the combined LAS and state ratings. For additional information on LAS submission requirements, please see the *2020 Local Accountability System Guide*.



## LAS Appeals

LAS districts and open-enrollment charter schools that wish to appeal LAS campus ratings must follow the LAS appeals process in the *2020 Local Accountability System Guide*. 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 combine state and 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 combined with the state overall rating upon the resolution of the appeal. The final campus overall rating is 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 *2020 Local Accountability System Guide* provides instructions for filing a LAS appeal. Please see Chapter 8 of this manual for filing instructions for a state accountability appeal.

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