

## Chapter 1—2018 Accountability Overview

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### About this Manual

The *2018 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 *2018 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 2018 accountability.

**Accountability Policy Advisory Committee (APAC)** includes representatives from legislative offices, school districts, charter schools, and the business community. Members identified issues critical to the accountability system and reviewed the ATAC recommendations. The APAC either endorsed the ATAC recommendations or developed its own, which were forwarded to the commissioner. The commissioner considered all proposals and released the House Bill 22 2018 Accountability Decisions Framework on April 10, 2018, which is reflected in this manual.

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/2018AccountabilityDevelopment/>.

### Overview of the 2018 Accountability System

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

**Student Achievement** evaluates performance across all subjects for all students, on both general and alternate assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.

**School Progress** measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

**Closing the Gaps** uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in this domain, as well as the

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

## Who is Rated?

Districts and campuses with students enrolled in the fall of the 2017–18 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 2018 rating labels for districts and campuses are as follows.

### Districts

- **A, B, C, or D:** Assigned for overall performance and for performance in each domain to districts (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 (including AEAs) that do not meet the performance target to earn at least a *D*
- **Not Rated:** Assigned to districts that—under certain, specific circumstances—do not receive a rating

### Single-Campus Districts

A school district or charter school comprised of only one campus that shares the same 2018 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 2018 performance targets applied to the campus are also applied to the district, ensuring that both the district and campus receive identical ratings. Single-campus districts receive either a *Met Standard* or *Improvement Required* rating for 2018 to align with the campus rating. 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.

## Campuses

- **Met Standard:** Assigned for overall performance and for performance in each domain to campuses that meet the performance targets
- **Improvement Required:** Assigned for overall performance and for performance in each domain to campuses (including AECs) that do not meet the performance targets
- **Met Alternative Standard:** Assigned for overall performance and for performance in each domain to alternative education campuses evaluated under AEA provisions that meet the performance targets
- **Not Rated:** Assigned to campuses that—under certain, specific circumstances—do not receive a rating

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

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

- The district or campus has no data in the accountability subset.
- The district or campus has insufficient data to assign a rating.
- The district operates only residential facilities.
- The campus is a Juvenile Justice Alternative Education Program (JJAEP).
- The campus is a Disciplinary Alternative Education Program (DAEP).
- The campus is a residential facility.
- The commissioner otherwise determines that the district or campus will not be rated.

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

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

## Distinction Designations

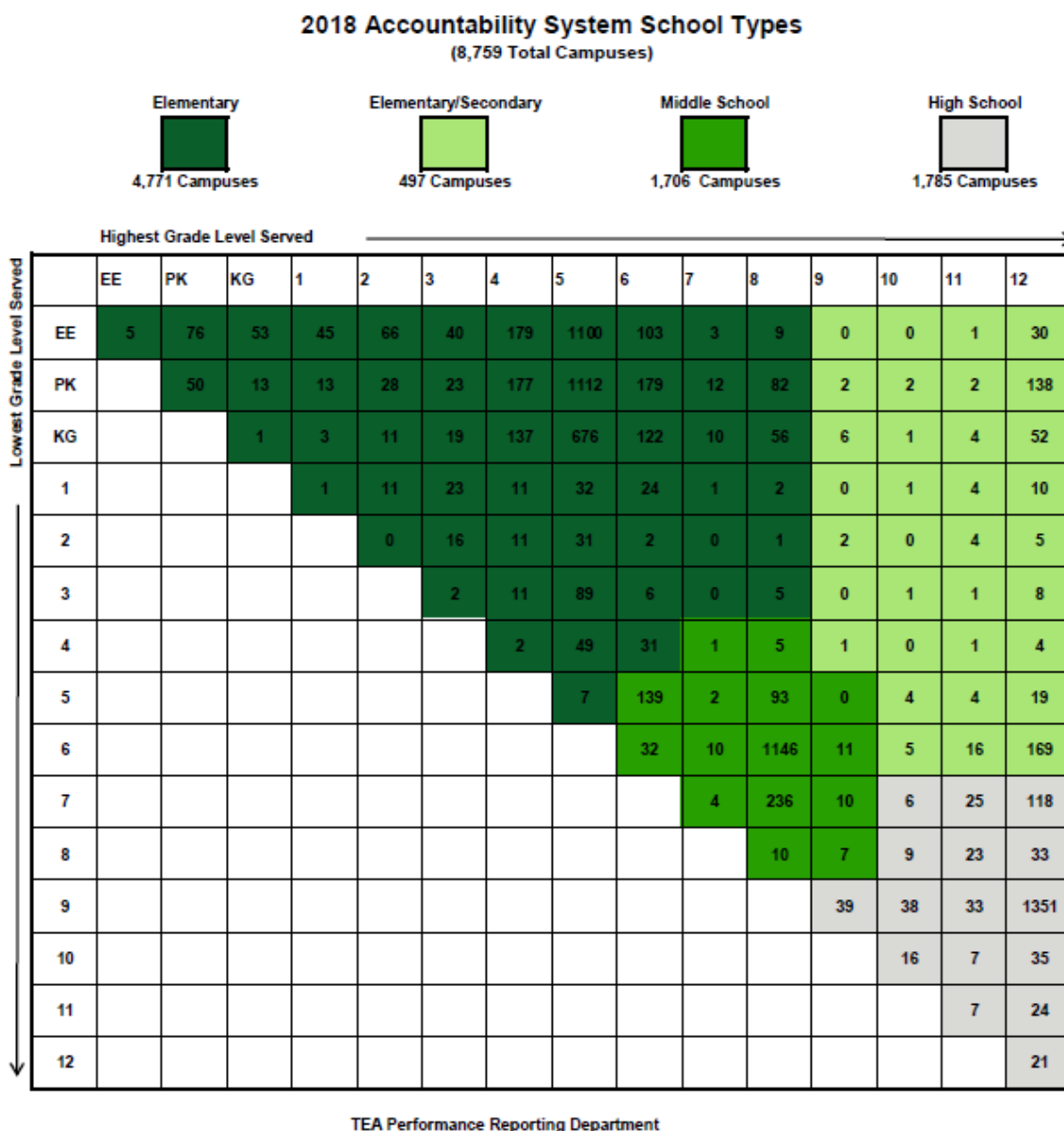
Campuses that receive an accountability rating of *Met Standard* are eligible to earn distinction designations. Distinction designations are awarded for achievement in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics.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

## 2018 Accountability System School Types

Every campus is labeled as one of four school types according to its grade span based on 2017–18 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 179 campuses that serve only that grade span. A campus that serves grades five and six only is labeled middle school, and there are 139 such campuses statewide.



## 2018 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 2017 administration	Fall 2016 enrollment snapshot
EOC fall 2017 administration	Fall 2017 enrollment snapshot
EOC spring 2018 administration	
Grades 3–8 spring 2018 administration	

The 2018 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 2017 results for students reported as enrolled in fall 2016 snapshot;
  - fall 2017 results for students reported as enrolled in the fall 2017 snapshot; and
  - spring 2018 results for students reported as enrolled in the fall 2017 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 2018 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. 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.

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>
Fall 2016 Snapshot <b>Campus A</b>	Summer 2017 <b>Campus A</b>	Fall 2017 Snapshot <b>Campus A</b>	Fall 2017 <b>Campus A</b>	Spring 2018 <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 2017–18 school year, the student’s single best result for each EOC is selected. 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>
Fall 2016 Snapshot <b>Campus A</b>	Summer 2017 <b>Campus A</b>	Fall 2017 Snapshot <b>Campus A</b>	Fall 2017 <b>Campus B</b>	Spring 2018 <b>Campus B</b>
The best result is selected. Only the summer 2017 result meets the accountability subset rule.				

**2018 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 2017
5-year Longitudinal Graduation Rate	Class of 2016
6-year Longitudinal Graduation Rate	Class of 2015

<b>TSDS PEIMS data used for accountability indicators</b>	<b>Data for</b>
Annual Dropout Rate	2016–17 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	
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications	2016–17, 2015–16, 2014–15, and 2013–14 School Years
Complete College Prep Course	
Dual-Credit Course Completion	

## 2018 Other Assessment Indicators

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

<b>Other assessment data used for College, Career, and Military Readiness</b>	<b>Data reported for</b>
ACT college admissions test	Tests as of June 2017 administration
AP examination	Tests as of May 2017 administration
IB examination	Tests as of May 2017 administration
TSI assessment	Tests as of October 2017 administration
SAT college admissions test	Tests as of June 2017 administration

## Ensuring Data Integrity

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

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

- **Campus Number Tracking:** Requests for campus number changes may be approved with consideration of prior state accountability ratings. An *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 Monitoring:** The Performance-Based Monitoring Analysis System (PBMAS) is a comprehensive system designed to improve student performance and program effectiveness. The PBMAS, like the state accountability system, is a data-driven system based on data submitted by districts; therefore, the integrity of districts' data is critical. The PBMAS includes annual data validation analyses that examine districts' leaver and dropout data, student assessment data, and discipline 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 <http://tea.texas.gov/student.assessment/security/>.
- **Not Rated: Data Integrity Issues:** This rating is used when the accuracy and/or integrity of performance results have been compromised, preventing the assignment of a rating. This label may be assigned temporarily pending an on-site investigation or may be the final rating for the year. It is not equivalent to an *F* or an *Improvement Required* rating, though the commissioner of education has the authority to lower a rating, assign an *F* or an *Improvement Required* rating due to data quality issues. A *Not Rated* rating does not break the chain of consecutive years of unacceptable accountability ratings for accountability sanctions and interventions purposes. All districts and campuses with a final rating label of *Not Rated: Data Integrity Issues* are automatically subject to desk audits the following year.

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

## Local Accountability Systems

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

The integration of Local Accountability Systems will come in stages. The agency is overseeing a small-scale pilot program for the 2017–18 academic year. This pilot program will inform the full roll out of the local accountability system option. Additional information will be released during the 2018–19 academic year.



## 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) and STAAR Alternate 2 assessment results for grades 3–8 and end-of-course in all subject areas.

Standard	STAAR Assessments (with and without accommodations)	STAAR Alternate 2 Assessments
Approaches Grade Level or above	Approaches Grade Level or above	Level II Satisfactory or above
Meets Grade Level or above	Meets Grade Level or above	Level II Satisfactory or above
Masters Grade Level	Masters Grade Level	Level III Accomplished

### STAAR Component—Substitute Assessments

Qualifying results on substitute assessments are included in the Student Achievement domain at the Meets Grade Level standard. The required equivalency standards for the eligible substitute assessment are found in 19 Texas Administrative Code (TAC), §101.4002, available online at <https://www.sos.texas.gov/texreg/archive/july212017/Adopted%20Rules/19.EDUCATION.html>.

### STAAR Component—Students Evaluated

All students, including English learners (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. Due to changes to the Texas English Language Proficiency Assessment System (TELPAS), Texas requested a waiver from the U.S. Department of Education to exclude EL students who are year two in U.S. schools from 2018 performance calculations. If granted, ELs who are in their second year in U.S. schools will be included in accountability for 2019 and beyond. STAAR Alternate 2 assessment results will be included regardless of an EL's years in U.S. schools.

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

### STAAR Component—Minimum Size Criteria and Small Numbers Analysis

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

## STAAR Component—Methodology

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

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

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

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

## College, Career, and Military Readiness Component

The College, Career, and Military Readiness (CCMR) component of the Student Achievement domain measures graduates' preparedness for college, the workforce, or the military. 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 2017, SAT and ACT results through the June 2017 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information.

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

- *Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.* A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB.
- *Earn Dual Course Credits.* A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. See Appendix H for additional information.
- *Enlist in the Armed Forces.* A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines.
- *Earn an Industry-Based Certification.* A graduate earning an industry-based certification under 19 TAC §74.1003.
- *Earn an Associate's Degree.* A graduate earning an associate's degree while in high school.
- *Graduate with Completed IEP and Workforce Readiness.* A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.
- *CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications.* A CTE coherent sequence graduate who has completed and received credit for at least one CTE course aligned with an industry-based certification. This indicator will award one-half point only for graduates who have met no other CCMR indicator. These graduates will receive one-half point credit for coursework completed toward an industry-based certification. The list of CTE courses aligned with industry-based certifications is provided at the end of this chapter.

### CTE Coherent Sequence Coursework Transition

In 2018 accountability, CTE coherent sequence graduates who complete and receive credit for at least one CTE course aligned with an industry-based certification will receive one-half point in the CCMR component calculation. This indicator will award one-half point only for graduates who have met no other CCMR indicator. The following chart details a five-year transition from CTE coherent sequence coursework to industry-based certification. The list of 73 industry-based certifications is found in 19 TAC §74.1003, available online at

<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539619413>.

CTE Coherent Sequence Coursework Transition	Accountability Years		
	2018 and 2019	2020 and 2021	2022 and Beyond
CTE coherent sequence graduates who complete and receive credit for at least one aligned CTE course	½ point		
CTE coherent sequence graduates who complete and receive credit for a pathway of courses toward an industry-based certification*		½ point	
Earn an industry-based certification	1 point	1 point	1 point

\*Expect a list of courses to be developed and adopted during the 2018–19 academic year.

## 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 is not used in the CCMR component.

## 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.

$$\frac{\text{Number of Graduates Who Accomplished at Least One of the CCMR Indicators}}{\text{Number of 2017 Annual Graduates}}$$

Example Calculation: CCMR Component Score		
	Number of Graduates Who Accomplished at Least One of the CCMR Indicators	Number of 2017 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 2017 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 2017 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 2016 five-year graduation rate follows the same cohort of students for one additional year.
- Class of 2015 six-year graduation rate follows the same cohort of students for two additional years.
- Annual dropout rate for school year 2016–17 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 2017 (4-year), Class of 2016 (5-year), or Class of 2015 (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 average 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 2017, 4-year	85.2%
Class of 2016, 5-year	87.3%
Class of 2015, 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 2016–17 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 average 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 2016–17 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. Small numbers analysis is not applied.

## 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. For more information on the alternative education accountability (AEA) eligibility criteria, please see “Chapter 7—Other Accountability System Processes.”

## AEA Graduation/Annual Dropout Rate—Methodology

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

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

- Class of 2017 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 2016 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 2015 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 2016–17 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 2018 Ratings” for the methodology to calculate the Student Achievement domain rating.

### CTE Courses Aligned with Industry-Based Certifications

The following tables provide the 85 CTE courses aligned with industry-based certifications evaluated in the CCMR component of the 2018 accountability system.

Code	Course Title	Course Abbreviation
N1300262	Introduction to Process Technology	INTRPT
N1300426	Pipefitting Technology II	PIPETEC2
N1302803	Internetworking Technologies I (Cisco)	INTNET1
N1302804	Internetworking Technologies II (Cisco)	INTNET2
N1302810	Principles of Cybersecurity	CYBRSEC
N1302812	Introduction to C# Programming Applications	INTCPA
13000600	Veterinary Medical Applications	VETMEDAP
13000610	Veterinary Medical Applications/Agricultural Laboratory and Field Experience	VETMEDLAB
13001100	Energy and Natural Resources Technology	ENGNRT
13001110	Energy and Natural Resource Technology/Agricultural Laboratory and Field Experience	ENGNRTLAB
13001200	Advanced Energy and Natural Resource Technology	ADENRT
13001210	Advanced Energy and Natural Resource Technology/Agricultural Laboratory and Field Experience	ADENRTLAB
13004220	Principles of Construction	PRINCON
13005000	Construction Management II	CONSMGT2
13005200	Construction Technology II	CONTECH2



<b>Code</b>	<b>Course Title</b>	<b>Course Abbreviation</b>
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
13005700	Electrical Technology II	ELECTEC2
13005900	Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II	HVACREF2
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
13006400	Masonry Technology II	MASTECH2
13011500	Business Information Management II	BUSIM2
13011510	Business Information Management II/Business Lab	BUSMLAB2
13012200	Practicum in Business Management (First Time Taken)	PRACBM
13012205	Practicum in Business Management/Extended Practicum in Business Management (First Time Taken)	EXPRBM
13012210	Practicum in Business Management (Second Time Taken)	PRACBM2
13012215	Practicum in Business Management/Extended Practicum in Business Management (Second Time Taken)	EXPRBM2
13016700	Accounting II	ACCOUNT2
13020400	Health Science Theory	HLTHSCI
13020410	Health Science Theory/Health Science Clinical	HLSCLIN
13020500	Practicum in Health Science (First Time Taken)	PRACHLS1
13020505	Practicum in Health Science/Extended Practicum in Health Science (First Time Taken)	EXPRHLS1
13020510	Practicum in Health Science (Second Time Taken)	PRACHLS2
13020515	Practicum in Health Science/Extended Practicum in Health Science (Second Time Taken)	EXPRHLS2
13020950	Pharmacology	PHARMC
13024800	Child Guidance	CHILDGUI
13025000	Practicum in Human Services (First Time Taken)	PRACHUS1
13025005	Practicum in Human Services/Extended Practicum in Human Services (First Time Taken)	EXPRHUS1
13025010	Practicum in Human Services (Second Time Taken)	PRACHUS2
13025015	Practicum in Human Services/Extended Practicum in Human Services (Second Time Taken)	EXPRHUS2
13025300	Cosmetology II	COSMET2
13025310	Cosmetology II/Cosmetology II Lab Innovative	COSLAB2
13027300	Computer Maintenance	COMPMTN

**CTE Courses Aligned with Industry-Based Certifications (continued)**

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
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
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
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
13036900	Solid State Electronics	SOSTELEC
13037400	Practicum in Science, Technology, Engineering, and Mathematics (First Time Taken)	PRCSTEM1
13037410	Practicum in Science, Technology, Engineering, and Mathematics (Second Time Taken)	PRCSTEM2
13037405	Practicum in Science, Technology, Engineering, and Mathematics/Extended Practicum in Science, Technology, Engineering, and Mathematics (First Time Taken)	EXPRSTEM1
13037415	Practicum in Science, Technology, Engineering, and Mathematics/Extended Practicum in Science, Technology, Engineering, and Mathematics (Second Time Taken)	EXPRSTEM2
13037600	Digital Electronics	DIGELC
13039700	Automotive Technology II: Automotive Service	AUTOTEC2
13039710	Automotive Technology II: Automotive Service/Advanced Transportation Systems Laboratory	AUTOLAB2
13039800	Collision Repair	COLLISR

**CTE Courses Aligned with Industry-Based Certifications (continued)**

13039810	Collision Repair/Advanced Transportation Systems Laboratory	COLLRLAB
13039900	Paint and Refinishing	PAINTREF
13039910	Paint and Refinishing/Advanced Transportation Systems Laboratory	PTREFLAB
13040450	Practicum in Transportation Systems (First Time Taken)	PRACTRS1
13040455	Practicum in Transportation Systems/Extended Practicum in Transportation Systems (First Time Taken)	EXPRTSR1
13040460	Practicum in Transportation Systems (Second Time Taken)	PRACTRS2
13040465	Practicum in Transportation Systems/Extended Practicum in Transportation Systems (Second Time Taken)	EXPRTSR2

## Chapter 3—School Progress Domain

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### Overview

House Bill 22 (85th Texas Legislature) requires the accountability system measure the percentage of students who met the standard for improvement and the overall student performance at a district or campus compared to similar districts or campuses. The School Progress domain measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of students relative to districts or campuses with similar economically disadvantaged percentages.

### School Progress, Part A: Academic Growth

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

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 3–8 and 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. Due to changes to the Texas English Language Proficiency Assessment System (TELPAS), Texas has requested a waiver from the U.S. Department of Education to exclude EL students who are year two in U.S. schools from 2018 performance calculations. If granted, ELs who are in their second year in U.S. schools will be included in accountability for 2019 and beyond. The STAAR progress measure is used for ELs and non-ELs in the School Progress, Part A domain.

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

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

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

- All students are evaluated; results are used if there are 10 or more STAAR progress measures, combined across ELA/reading and mathematics.
- Small numbers analysis is not used.

## **Part A: Academic Growth—Methodology**

School Progress, Part A includes all assessments with eligible growth measures (growth measure=STAAR progress measure). In order to receive a STAAR progress measure in 2018, 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 proficiency 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) and STAAR Alternate 2 assessment results for grades 3–8 and end-of-course in all subject areas.

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

### Part B: Relative Performance—Students Evaluated

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

### Part B: Relative Performance—Inclusion of English Learners

ELs who are year one in U.S. schools are excluded from accountability performance calculations. Due to changes to the TELPAS, Texas requested a waiver from the U.S. Department of Education to exclude EL students who are year two in U.S. schools from 2018 performance calculations. If granted, ELs who are in their second year in U.S. schools will be included in accountability for 2019 and beyond. STAAR Alternate 2 assessment results will be included regardless of an EL's years in U.S. schools.

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

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

- The STAAR component is evaluated if there are 10 or more STAAR assessments, combined across all subjects. Small numbers analysis is not used.
- The College, Career, and Military Readiness (CCMR) component is evaluated if there are 10 or more annual graduates. Small numbers analysis is not used.

### 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 fall snapshot.

#### 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 College, Career, and Military Readiness (CCMR) component compared to districts or campuses with similar percentages of economically disadvantaged students, as reported in the TSDS PEIMS fall snapshot.

#### 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

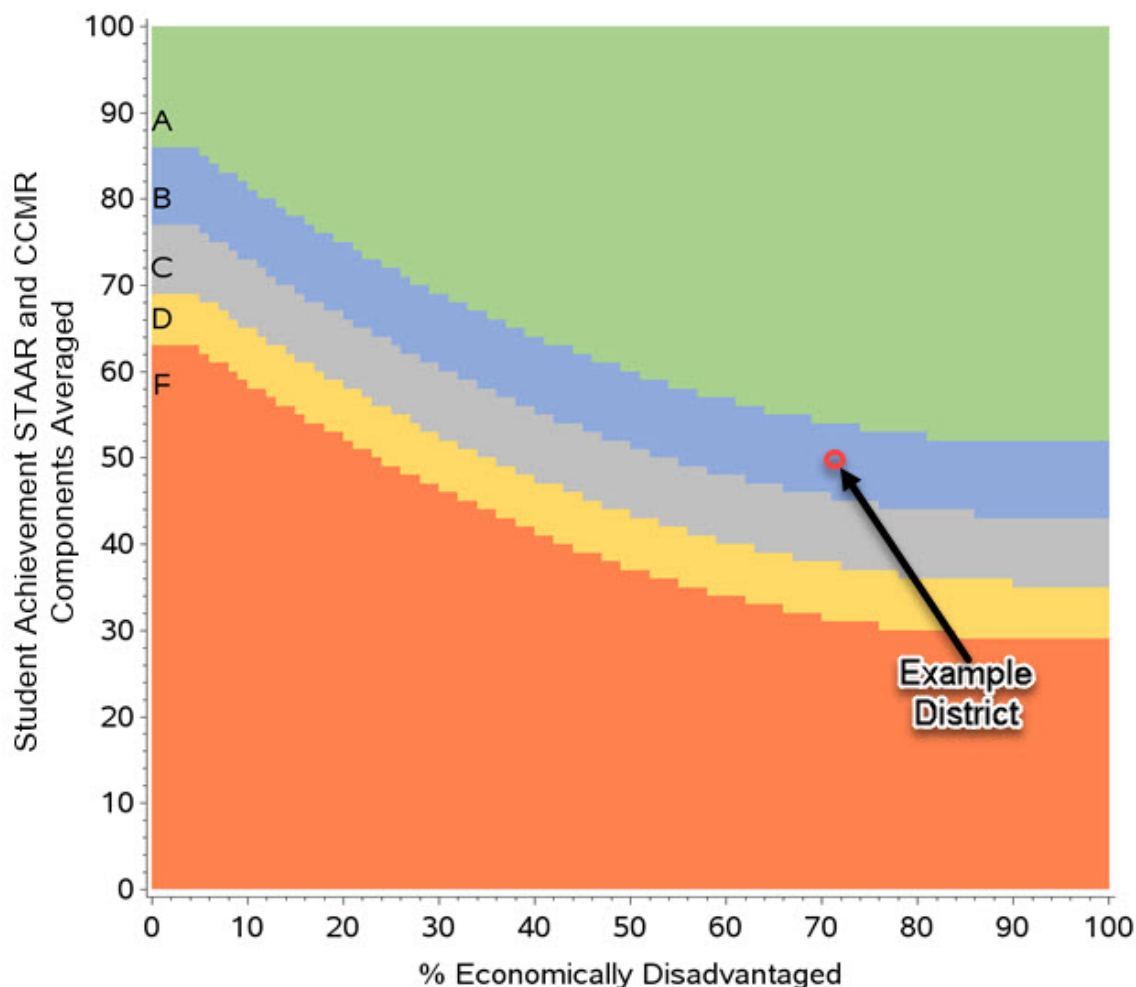
Alternative education campuses and alternative education accountability charter schools are not evaluated on School Progress, Part B due to the small number of districts and campuses available for comparison.

## Part B: Relative Performance Score

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

### Example: Part B: Relative Performance

In the example shown below, there were 71 percent of students identified as economically disadvantaged on the district's TSDS PEIMS fall 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 2018 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.

## 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 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.

Due to changes to the Texas English Language Proficiency Assessment System (TELPAS), Texas requested a waiver from the U.S. Department of Education to waive the English Language Proficiency component for 2018 accountability. If granted, the English Language Proficiency component will be evaluated for the first time in 2019.

### Minimum Size

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

### Students Evaluated

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

- All students
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races
- Economically disadvantaged
- Students receiving special education services
- Students formerly receiving special education services

- Current and monitored English learners (through year 4 of monitoring)
- Continuously enrolled
- Non-continuously enrolled

## **Current and Former Special Education Students**

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

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

## **Current and Monitored English Learners (ELs)**

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

Both current and monitored ELs, through year 4, are included in performance rates for the Closing the Gaps domain. Exclusions for EL students are detailed in this chapter. For 2018 accountability, a proxy is used to determine which students are in year 3 and year 4 of monitored status based on whether they were reported as monitored year 1 or year 2 in the previous years. For 2019 accountability, TSDS PEIMS codes will be added to collect year 3 and year 4 of monitored status.

## **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

Enrolled in District TSDS PEIMS Snapshot Fall 2014	Enrolled in District TSDS PEIMS Snapshot Fall 2015	Enrolled in District TSDS PEIMS Snapshot Fall 2016	Enrolled in Campus within District TSDS PEIMS Snapshot 2017	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. Due to changes to the TELPAS, Texas has requested a waiver from the U.S. Department of Education to exclude EL students who are year two in U.S. schools from 2018 performance calculations. If granted, ELs who are in their second year in U.S. schools will be included in accountability for 2019 and beyond. STAAR Alternate 2 assessment results will be included regardless of an EL's years in U.S. schools.

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

### Academic Achievement Component

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

#### Academic Achievement—Assessments Evaluated

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

#### Academic Achievement—Substitute Assessments

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

#### Academic Achievement—Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated if there are 10 or more assessments in the subject area.
- Student groups are evaluated if there are 25 or more assessments in the subject area.
- 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 2018 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 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 proficiency. 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 3–8 and EOC in English II and Algebra I, disaggregated by student group.

Substitute assessments are not included in the Academic Growth Status component.

### Academic Growth Status—Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated if there are 10 or more STAAR progress measures in ELA/reading and mathematics, considered separately.
- Student groups are evaluated if there are 25 or more STAAR progress measures in ELA/reading and mathematics, considered separately.
- Small numbers analysis is not used.

### Academic Growth Status—Methodology

Each student group is evaluated by subject area on the percentage of assessment results that maintained proficiency or met the growth expectations on STAAR. Each student group's performance is then compared to the 2018 Academic Growth Status performance targets. Please see "Chapter 3—School Progress Domain" for details on how points are awarded for growth. The performance targets are provided at the end of this chapter.

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

## Federal Graduation Status

The Federal Graduation Status component measures the federal four-year graduation rate of the Class of 2017 for high schools, K-12s, and districts. Texas uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate. For high schools, K-12s, and districts without a federal four-year graduation rate, the Academic Growth Status is used, if available.

The long term statewide goal for the four-year graduation rate is 94 percent. High schools and districts that do not meet the long-term graduation rate goal must meet the interim target for the four-year graduation rate. Student groups that are at or above interim or long-term targets will be required to exceed that rate in the following year(s).

### Four-Year Graduation Rate Interim Target

For the Class of 2017, the four-year graduation target is 90 percent of students graduate with a regular high school diploma in four years. The targets are provided at the end of this chapter.

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

### All Students

- The all students group is evaluated if there are at least 10 students in the class.
- Small numbers analysis, as described below, applies to all students if the number of students in the Class of 2017 (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 average 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.

## 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%.

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

## Inclusions to the Four-Year Federal Dropout Rate 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 2016–17 dropouts reported during the fall 2017 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.

## 2018 Waiver of English Language Proficiency Component

Due to changes to the TELPAS, Texas requested a waiver from the U.S. Department of Education to waive the English Language Proficiency component for 2018 accountability. If granted, the English Language Proficiency component will be evaluated for the first time in 2019.



## **English Language Proficiency—Assessments Evaluated**

The English Language Proficiency component evaluates the TELPAS results for grades K–12.

## **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.

If the prior year composite rating is not available, the second or third year prior composite rating is used.

The current EL student group's performance is compared to the 2018 English Language Proficiency target. The performance targets are provided at the end of this chapter.

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

## **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) and STAAR Alternate 2 assessment results for grades 3–8 and EOC in all subject areas at the Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standard. The performance rates calculated in this component are the disaggregated results used in the Student Achievement domain.

## **Student Achievement Domain Score: STAAR Component Only—Substitute Assessments**

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

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

- All students are evaluated if there are 10 or more assessments in the subject area.
- Student groups are evaluated if there are 25 or more assessments in the subject area.
- 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 2018 Student Achievement Domain Score: STAAR Component Only performance targets. The performance targets are provided at the end of this chapter.

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

## College, Career, and Military Readiness Performance Status

The College, Career, and Military Readiness Performance Status component measures students' preparedness for college, the workforce, or the military. This component differs from the CCMR component in the Student Achievement domain. The denominator used here is 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 2016–17 as reported in TSDS PEIMS attendance records.

Number of Graduates or Students in Grade 12 Who Accomplished at Least One of the CCMR Indicators  
Number of 2017 Annual Graduates plus Students in Grade 12 During School Year 2016–17

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 2017, SAT and ACT results through the June 2017 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information.  
  
A student must meet the TSI requirement for both ELA/reading and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in ELA/reading on the SAT and complete and earn credit for a college prep course in mathematics.
- *Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.* A student meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB.
- *Earn Dual Course Credits.* A student completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. See Appendix H for additional information.
- *Enlist in the Armed Forces.* A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines.
- *Earn an Industry-Based Certification.* A graduate earning an industry-based certificate under 19 TAC, §74.1003.
- *Earn an Associate's Degree.* A graduate earning an associate's degree while in high school.

- *Graduate with Completed IEP and Workforce Readiness.* A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.
- *CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications.* A CTE coherent sequence student who has completed and received credit for at least one CTE course aligned with an industry-based certification. This indicator will award one-half point only for students who have met no other CCMR indicator. These students will receive one-half point credit for coursework completed toward an industry-based certification. See Chapter 2 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 students in the class.
- Student groups are evaluated if there are 25 or more students in the class.
- Small numbers analysis is not used.

### **College, Career, and Military Readiness Performance Status—Methodology**

Each student group is evaluated on the percentage of students who meet the 2018 College, Career, and Military Readiness Performance Status targets. The performance targets are provided at the end of this chapter.

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

### **Participation Status**

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

- Students taking substitute assessments are included as participants.
- STAAR Alternate 2 students with No Authentic Academic Response (NAAR) designation are included as participants.
- Students with the medical exception or medically exempt designations are not included in the participation rate calculation. This includes both STAAR and STAAR Alternate 2 students.
- Should the participation status for the all students group or any student group fall below 95 percent, rounded to the whole number, the denominator used for calculating the Closing the Gaps Academic Achievement component is adjusted to include the necessary number of assessments to meet the 95 percent threshold.

### Example Adjusted Academic Achievement Performance Calculation

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

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

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

#### Original ELA/Reading Academic Achievement Performance Calculation

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

#### Adjusted ELA/Reading Academic Achievement Performance Calculation

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

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

### 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
<b>Total</b>									<b>11</b>	<b>16</b>
<b>Academic Achievement Component Score (Indicators Met ÷ Indicators Evaluated)</b>									<b>69</b>	

\*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 only require one evaluated indicator.

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

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

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

\*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
<b>Elementary and Middle Schools</b>	Academic Achievement	30%
	Academic Growth Status	50%
	English Language Proficiency <sup>1</sup>	10%
	Student Achievement Domain Score: STAAR Component Only	10%
<b>High Schools, K-12s, AEAs, and Districts</b>	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>2</sup>	10%
	English Language Proficiency <sup>1</sup>	10%
	College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>3</sup>	30%

<sup>1</sup> Due to changes to the TELPAS, Texas requested a waiver from the USDE to waive the English Language Proficiency component for 2018 accountability. If granted, the English Language Proficiency component will be evaluated for the first time in 2019, and the English Language Proficiency component weight will be distributed proportionally among the remaining components in 2018.

<sup>2</sup> If Federal Graduation Status is not available, Academic Growth Status will be used.

<sup>3</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only will be 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
<b>Closing the Gaps Domain Score</b>			<b>78</b>

**Example Calculation: Middle School**

<i>Example:</i> The sample middle school has met the minimum number of evaluated indicators in two components. In this example, the USDE has granted the waiver for English Language Proficiency in 2018.			
<b>Component</b>	<b>Percentage of Evaluated Indicators Met</b>	<b>Weight</b>	<b>Total Points</b>
Academic Achievement	69	37.5%	25.9
Academic Growth Status	83	62.5%	51.9
English Language Proficiency <sup>1</sup>			
Student Achievement Domain Score: STAAR Component Only <sup>2</sup>			
<b>Closing the Gaps Domain Score</b>			<b>78</b>

<sup>1</sup> This example shows the distribution if the English Language Proficiency component if waiver is granted by the USDE.

<sup>2</sup> In this example, the campus did not have five evaluated indicators in the Student Achievement Domain Score: STAAR Component Only for inclusion in the overall domain calculation. The weight of the Student Achievement Domain Score: STAAR Component Only was distributed proportionally among the two remaining components.

**Closing the Gaps Domain Rating Calculation**

See “Chapter 5—Calculating 2018 Ratings” for the methodology to calculate the Closing the Gaps domain rating.



## Identification of Schools for Improvement

To align identification of schools for improvement with the state's accountability system, TEA utilizes a rank-ordering method based on the Closing the Gaps domain performance to identify comprehensive, targeted, and additional targeted support and improvement schools.

### Comprehensive Support and Improvement

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. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017–18 performance data.

### Targeted Support and Improvement

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. TEA defines “consistently underperforming” as a campus having one or more student groups that do not meet interim benchmark goals for three consecutive years. Any campus that has one or more achievement gap(s) between individual student groups and the performance targets will be identified for targeted support and improvement.

Campuses are evaluated annually, and identification will occur for the first time in August 2019 based on 2017, 2018, and 2019 data.

### Additional Targeted Support

Any campus that is not identified for comprehensive or targeted support and improvement will be 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.

For example, if 25 percent of evaluated indicators met is the cut point for elementary schools to be identified for comprehensive support and improvement, then any elementary campus with a student group that has met 25 percent or fewer of its evaluated indicators will be identified for additional targeted support.

Identification will begin with the August 2018 school ratings and will occur on an annual basis.

### Exit Criteria for Comprehensive Support and Improvement Schools

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 will be considered as having successfully exited comprehensive support and improvement status.

### Exit Criteria for Additional Targeted Support and Improvement Schools

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

## 2018 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%	90%	90%	90%

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%	

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%	

English Language Proficiency Status <sup>2</sup>														
											42%			

<sup>1</sup>Ever ELs are included 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.

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

## Chapter 5—Calculating 2018 Ratings

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### Overview

In 2018, districts receive *A–F* ratings for overall performance and for performance in each domain. Campuses receive *Met Standard*, *Met Alternative Standard*, or *Improvement Required* ratings for overall performance and for performance in each domain. This chapter describes the process used to determine the ratings for districts and campuses.

### 2018 District 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 for districts.

##### 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 the scaling methodology provided later in this chapter.

Determine a scaled score for the graduation rate component using the conversion table provided later in this chapter.

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

##### School Progress Domain

*Step 3:* Determine a scaled score for both School Progress, Part A and Part B using the scaling methodology.

*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 the scaling methodology.

### Overall District 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.

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

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 *Improvement Required*. In this case, the highest scaled score a district can receive for the overall or in the corresponding domain is an 89.

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

### 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				<i>C</i>

### Example District Overall Rating Calculation

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	71				
School Progress, Part A	89	89	89	70%	62.3
School Progress, Part B	84				
Closing the Gaps	81			30%	24.3
Overall Score					87
2018 District Overall Rating					B

### Single-Campus Districts

A school district or charter school comprised of only one campus that shares the same 2018 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 2018 performance targets applied to the campus are applied to the district, ensuring that both

the district and campus receive identical ratings. Single-campus districts receive either a *Met Standard* or *Improvement Required* rating for 2018 to align with the campus rating.

## 2018 Campus Ratings

### Scaling Processes

The scaling processes that are used for districts are also used for campuses (by campus type).

### Methodology

The following methodology is used to calculate domain and overall ratings for campuses (by campus type).

#### 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 the scaling methodology provided in this chapter.

Determine a scaled score for the graduation rate component using the conversion table provided in this chapter.

*Step 2:* For elementary, middle, and high schools/K–12s without CCMR or graduation rate components, the STAAR component scaled score is the Student Achievement domain scaled score.

For high schools and K–12s with CCMR and graduation rate components, 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 campuses lacking the 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 campuses lacking both the CCMR and the graduation rate components, the STAAR component scaled score is the Student Achievement domain scaled score to determine the Student Achievement domain scaled score.

#### School Progress Domain

*Step 3:* Determine a scaled score for both School Progress, Part A and Part B using the scaling methodology.

*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 *Improvement Required* 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 the scaling methodology.

#### Overall Campus 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 *Improvement Required* 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.

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

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

### Example Campus Overall Rating Calculation

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	71				
School Progress, Part A	82	82	82	70%	57.4
School Progress, Part B	65				
Closing the Gaps	74			30%	22.2
Overall Score					80
2018 Campus Overall Rating					Met Standard

## 2018 District Cut Scores for Scaling Conversion

The following table shows the 2018 district cut points for each rating. These cut points apply to the overall rating as well as the rating for each domain.

District 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

## District Scaling Tables

District 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: District Student Achievement Domain: Graduation Rate Component**

District Student Achievement Domain: Graduation Rate Component Conversion Table				
Scaled Score	Non-AEA Districts		AEA Charter Schools	
	Longitudinal Graduation Rate			
	Low	High	Low	High
95	98	100	98	100
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 5.3: District School Progress, Part A Domain**

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

**Table 5.4: District Closing the Gaps Domain**

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

## 2018 Campus Cut Scores for Scaling Conversion

The following table shows the 2018 campus cut points for each rating. These cut points apply to the overall rating as well as the rating for each domain.

Non-AEA Campus Overall and Domain Rating Cut Points	
<i>Met Standard</i>	<i>Improvement Required</i>
scaled score 60–100	scaled score ≤59
AEA Campus Overall and Domain Rating Cut Points	
<i>Met Alternative Standard</i>	<i>Improvement Required</i>
scaled score 60–100	scaled score ≤59

## Campus Scaling Tables

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

**Table 5.5: Campus Student Achievement Domain: STAAR and CCMR Components**

Campus Student Achievement Domain: STAAR and CCMR Component Score Cut Points						
Scaled Score	STAAR				CCMR	
	Elementary	Middle	HS/K-12	AEA	Non-AEA	AEA
<b>90–100</b>	60	60	60	40	60	24
<b>80–89</b>	53	49	53	30	48	15
<b>70–79</b>	41	38	41	20	39	7
<b>60–69</b>	35	32	35	15	26	3

**Table 5.6: Campus Student Achievement Domain: Graduation Rate Component**

Campus Student Achievement Domain: Graduation Rate Component Conversion Table				
	Longitudinal Graduation Rate			
Scaled Score	Non-AEA		AEA	
	Low	High	Low	High
95	98	100	98	100
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 5.7: Campus School Progress, Part A Domain**

Campus School Progress, Part A: Score Cut Points				
Scaled Score	Elementary	Middle	HS/K-12	AEA
90-100	82	80	80	82
80-89	75	72	70	62
70-79	69	66	63	48
60-69	64	62	56	41

**Table 5.8: Campus Closing the Gaps Domain**

Campus Closing the Gaps Domain Score Cut Points				
Scaled Score	Elementary	Middle	HS/K-12	AEA
90-100	95	90	95	35
80-89	85	67	69	20
70-79	48	28	28	10
60-69	23	11	11	1

## 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.

### Districts

Districts: Formulas Used to Create Scaled Scores	
<b>A</b>	Round $\left(100 - \frac{10 (100 - \text{raw})}{100 - A \text{ cut point}}\right)$
<b>B</b>	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>	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>	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>	Round $\left(59 - \frac{29 ((D \text{ cut point} - 1) - \text{raw})}{(D \text{ cut point} - 1) - D \text{ cut point}}\right)$

### Campuses

Campuses: Formulas Used to Create Scaled Scores	
<b>Scaled scores 90–100</b>	Round $\left(100 - \frac{10 (100 - \text{raw})}{100 - \text{Scaled scores 90 - 100 cut point}}\right)$
<b>Scaled scores 80–89</b>	Round $\left(89 - \frac{9 ((\text{Scaled scores 90 - 100 cut point} - 1) - \text{raw})}{(\text{Scaled scores 90 - 100 cut point} - 1) - \text{Scaled scores 80 - 89 cut point}}\right)$
<b>Scaled scores 70–79</b>	Round $\left(79 - \frac{9 ((\text{Scaled scores 80 - 89 cut point} - 1) - \text{raw})}{(\text{Scaled scores 80 - 89 cut point} - 1) - \text{Scaled scores 70 - 79 cut point}}\right)$
<b>Scaled scores 60–69</b>	Round $\left(69 - \frac{9 ((\text{Scaled scores 70 - 79 cut point} - 1) - \text{raw})}{(\text{Scaled scores 70 - 79 cut point} - 1) - \text{Scaled scores 60 - 69 cut point}}\right)$
<b>Scaled scores 30–59</b>	Round $\left(59 - \frac{29 ((\text{Scaled scores 70 - 79 cut point} - 1) - \text{raw})}{(\text{Scaled scores 60 - 69 cut point} - 1) - \text{Scaled scores 60 - 69 cut point}}\right)$

## Example: Converting to a Scaled Score District

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 Scores				Middle School Scaled Scores				High School/K-12 (STAAR + CCMR) Scaled Scores				High School/K-12 (STAAR Only) Scaled Scores			
	90-100	80-89	70-79	60-69	90-100	80-89	70-79	60-69	90-100	80-89	70-79	60-69	90-100	80-89	70-79	60-69
0 to 5	86	75	69	65	86	76	71	67	96	80	70	63	89	76	69	64
5.1 to 6	85	75	68	64	85	75	70	66	95	79	70	63	88	76	68	63
6.1 to 7	85	74	68	63	84	75	69	65	94	78	69	62	88	75	67	62
7.1 to 8	84	73	67	63	83	74	69	65	93	77	68	61	87	74	67	61
8.1 to 9	84	73	67	62	83	73	68	64	93	76	67	60	86	73	66	60
9.1 to 10	83	72	66	62	82	73	67	63	92	76	66	59	85	73	65	60
10.1 to 11	82	72	65	61	81	72	66	62	91	75	65	59	85	72	64	59
11.1 to 12	82	71	65	60	81	71	66	62	90	74	65	58	84	71	64	58
12.1 to 13	81	70	64	60	80	70	65	61	89	73	64	57	83	70	63	58
13.1 to 14	81	70	64	59	79	70	64	60	89	72	63	56	82	70	62	57
14.1 to 15	80	69	63	59	78	69	64	60	88	72	62	55	82	69	62	56
15.1 to 16	79	69	63	58	78	68	63	59	87	71	62	55	81	68	61	55
16.1 to 17	79	68	62	57	77	68	62	58	86	70	61	54	80	68	60	55
17.1 to 18	78	68	61	57	76	67	62	58	86	69	60	53	80	67	59	54
18.1 to 19	78	67	61	56	76	66	61	57	85	69	59	53	79	66	59	53
19.1 to 20	77	67	60	56	75	66	60	56	84	68	59	52	78	66	58	53
20.1 to 21	77	66	60	55	75	65	60	56	84	67	58	51	78	65	58	52
21.1 to 22	76	66	59	55	74	65	59	55	83	67	57	51	77	64	57	52
22.1 to 23	76	65	59	54	73	64	59	55	82	66	57	50	77	64	56	51
23.1 to 24	75	64	58	54	73	63	58	54	82	65	56	49	76	63	56	50
24.1 to 25	75	64	58	53	72	63	57	53	81	65	55	49	75	62	55	50
25.1 to 26	74	63	57	53	71	62	57	53	80	64	55	48	75	62	54	49
26.1 to 27	74	63	57	52	71	61	56	52	80	63	54	47	74	61	54	48
27.1 to 28	73	62	56	52	70	61	55	51	79	63	54	47	74	61	53	48
28.1 to 29	73	62	56	51	70	60	55	51	78	62	53	46	73	60	53	47
29.1 to 30	72	62	55	51	69	60	54	50	78	62	52	45	72	60	52	47
30.1 to 31	72	61	55	50	69	59	54	50	77	61	52	45	72	59	52	46
31.1 to 32	71	61	54	50	68	59	53	49	77	60	51	44	71	58	51	46
32.1 to 33	71	60	54	49	67	58	53	49	76	60	51	44	71	58	51	45

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

### Campus (continued)

% Economically Disadvantaged	Elementary School Scaled Scores				Middle School Scaled Scores				High School/K-12 (STAAR + CCMR) Scaled Scores				High School/K-12 (STAAR Only) Scaled Scores			
	90-100	80-89	70-79	60-69	90-100	80-89	70-79	60-69	90-100	80-89	70-79	60-69	90-100	80-89	70-79	60-69
33.1 to 34	70	60	53	49	67	57	52	48	76	59	50	43	70	57	50	45
34.1 to 35	70	59	53	48	66	57	52	48	75	59	50	43	70	57	49	44
35.1 to 36	69	59	53	48	66	56	51	47	75	58	49	42	69	56	49	44
36.1 to 37	69	58	52	48	65	56	50	46	74	58	48	42	69	56	48	43
37.1 to 38	69	58	52	47	65	55	50	46	73	57	48	41	68	55	48	43
38.1 to 39	68	57	51	47	64	55	49	45	73	57	47	41	68	55	47	42
39.1 to 40	68	57	51	46	64	54	49	45	72	56	47	40	67	54	47	42
40.1 to 41	67	57	50	46	63	54	48	44	72	56	47	40	67	54	47	41
41.1 to 42	67	56	50	45	63	53	48	44	72	55	46	39	66	53	46	41
42.1 to 43	66	56	50	45	62	53	47	43	71	55	46	39	66	53	46	40
43.1 to 44	66	55	49	45	62	52	47	43	71	54	45	38	65	53	45	40
44.1 to 45	66	55	49	44	61	52	46	42	70	54	45	38	65	52	45	39
45.1 to 46	65	55	48	44	61	51	46	42	70	54	44	37	65	52	44	39
46.1 to 47	65	54	48	43	60	51	45	41	69	53	44	37	64	51	44	39
47.1 to 48	65	54	48	43	60	50	45	41	69	53	43	37	64	51	44	38
48.1 to 49	64	53	47	43	59	50	45	41	69	52	43	36	63	51	43	38
49.1 to 50	64	53	47	42	59	50	44	40	68	52	43	36	63	50	43	37
50.1 to 51	63	53	47	42	59	49	44	40	68	52	42	35	63	50	42	37
51.1 to 52	63	52	46	42	58	49	43	39	67	51	42	35	62	49	42	37
52.1 to 53	63	52	46	41	58	48	43	39	67	51	42	35	62	49	42	36
53.1 to 54	62	52	45	41	57	48	42	38	67	51	41	34	62	49	41	36
54.1 to 55	62	51	45	41	57	47	42	38	66	50	41	34	61	48	41	36
55.1 to 56	62	51	45	40	56	47	42	38	66	50	41	34	61	48	41	35
56.1 to 57	61	51	44	40	56	47	41	37	66	50	40	33	61	48	40	35
57.1 to 58	61	50	44	40	56	46	41	37	66	49	40	33	60	47	40	35
58.1 to 59	61	50	44	39	55	46	40	36	65	49	40	33	60	47	40	34
59.1 to 60	60	50	44	39	55	46	40	36	65	49	39	33	60	47	39	34
60.1 to 61	60	49	43	39	55	45	40	36	65	49	39	32	59	47	39	34
61.1 to 62	60	49	43	38	54	45	39	35	64	48	39	32	59	46	39	33
62.1 to 63	60	49	43	38	54	44	39	35	64	48	39	32	59	46	39	33
63.1 to 64	59	49	42	38	53	44	39	35	64	48	38	32	59	46	38	33
64.1 to 65	59	48	42	38	53	44	38	34	64	48	38	31	58	46	38	33
65.1 to 66	59	48	42	37	53	43	38	34	64	47	38	31	58	45	38	32

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

### Campus (continued)

% Economically Disadvantaged	Elementary School Scaled Scores				Middle School Scaled Scores				High School/K-12 (STAAR + CCMR) Scaled Scores				High School/K-12 (STAAR Only) Scaled Scores			
	90-100	80-89	70-79	60-69	90-100	80-89	70-79	60-69	90-100	80-89	70-79	60-69	90-100	80-89	70-79	60-69
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
70.1 to 71	57	47	41	36	51	42	36	32	63	46	37	30	57	44	37	31
71.1 to 72	57	47	40	36	51	42	36	32	63	46	37	30	57	44	37	31
72.1 to 73	57	46	40	36	51	41	36	32	62	46	37	30	57	44	36	31
73.1 to 74	57	46	40	35	50	41	36	32	62	46	37	30	56	44	36	31
74.1 to 75	57	46	40	35	50	41	35	31	62	46	37	30	56	44	36	31
75.1 to 76	56	46	39	35	50	40	35	31	62	46	37	30	56	43	36	31
76.1 to 77	56	45	39	35	50	40	35	31	62	46	36	30	56	43	36	30
77.1 to 78	56	45	39	35	49	40	35	31	62	46	36	29	56	43	36	30
78.1 to 79	56	45	39	34	49	40	34	30	62	46	36	29	56	43	36	30
79.1 to 80	56	45	39	34	49	40	34	30	62	46	36	29	56	43	35	30
80.1 to 81	55	45	38	34	49	39	34	30	62	46	36	29	56	43	35	30
81.1 to 82	55	44	38	34	48	39	34	30	62	45	36	29	56	43	35	30
82.1 to 83	55	44	38	34	48	39	33	29	62	45	36	29	55	43	35	30
83.1 to 84	55	44	38	33	48	39	33	29	62	45	36	29	55	43	35	30
84.1 to 85	55	44	38	33	48	38	33	29	62	45	36	29	55	42	35	30
85.1 to 86	55	44	38	33	48	38	33	29	62	45	36	29	55	42	35	30
86.1 to 87	54	44	37	33	47	38	33	29	62	45	36	29	55	42	35	30
87.1 to 88	54	44	37	33	47	38	33	29	62	45	36	29	55	42	35	30
88.1 to 89	54	43	37	33	47	38	32	28	62	45	36	29	55	42	35	30
89.1 to 90	54	43	37	33	47	38	32	28	62	45	36	29	55	42	35	30
90.1 to 91	54	43	37	32	47	37	32	28	62	45	36	29	55	42	35	30
91.1 to 92	54	43	37	32	47	37	32	28	62	45	36	29	55	42	35	30
92.1 to 93	54	43	37	32	47	37	32	28	62	45	36	29	55	42	35	30
93.1 to 94	53	43	37	32	46	37	32	28	62	45	36	29	55	42	35	30
94.1 to 95	53	43	36	32	46	37	31	27	62	45	36	29	55	42	35	30
95.1 to 96	53	43	36	32	46	37	31	27	62	45	36	29	55	42	35	30
96.1 to 97	53	43	36	32	46	37	31	27	62	45	36	29	55	42	35	30
97.1 to 98	53	42	36	32	46	37	31	27	62	45	36	29	55	42	35	30
98.1 to 99	53	42	36	32	46	36	31	27	62	45	36	29	55	42	35	30
99.1 to 100	53	42	36	32	46	36	31	27	62	45	36	29	55	42	35	30

## Chapter 6—Distinction Designations

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Campuses that receive an accountability rating of *Met Standard* 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. The distinction designation indicators are typically separate from those used to assign accountability ratings. Districts that receive a rating of *A*, *B*, *C*, or *D* are eligible for a distinction designation in postsecondary readiness.

### Distinction Designations

For 2018, 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 is rated *A*, *B*, *C*, or *D* and meets the criteria for the distinction designation. The campus is rated *Met Standard* and meets the criteria for the distinction designation.

***No Distinction Earned.*** The district is rated *F* or does not meet the criteria for the distinction designation. The campus is rated *Improvement Required* 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—2018 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.
- 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 a *Met Standard* 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 Growth 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 >= Criterion): ELA

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

**Methodology:**

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

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

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

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

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

**Other information:**

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



**Example Campus Calculation:**

<i>Example:</i> Colonial High School is fictional but typical of Texas high schools with varied performance on the 10 indicators for this distinction. To determine whether it has earned the distinction, its performance is compared to its unique campus comparison group for each of the 10 indicators. It must be in the top quartile (Q1) for at least 33 percent of the indicators to earn the AADD in ELA/Reading.											
<b>Step 1</b>	Determine Colonial HS performance on its 10 indicators	Attendance rate	Accelerated ELA Growth	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 a *Met Standard* 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 Growth in Mathematics
- Grade 3 Mathematics Performance (Masters Grade Level)

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

**Methodology:**

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

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

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

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

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

**Other information:**

- *Algebra I by Grade 8 Participation:* The Algebra I by Grade 8 Participation indicator limits the denominator to grade 8 students based on 2017 TSDS PEIMS fall enrollment. The numerator is Algebra I assessments taken in either the current or any prior school year as reported in the consolidated accountability file (CAF) cumulative history section.
- *Advanced/Dual-Credit Course Completion: Mathematics.* The advanced/dual-credit course completion rate for mathematics includes students enrolled in grades 9 through 12.
- *Assessments.* A complete list of AP and IB assessments used to award this distinction is available in Appendix H.
- *Attendance Rate.* This is based on student attendance for the entire school year for students in grades 1–12. The attendance rate indicator applies to all four subject area distinctions. Consequently, this indicator cannot be the sole measure used by a campus to attain an AADD.

## Academic Achievement in Science

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

**Who is Eligible:** Campuses assigned a *Met Standard* 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: Mathematics.* Minimum size is 10 students enrolled in grades 11 and 12.
  - *Advanced/Dual-Credit Course Completion: Science.* Minimum size is 10 students in grades 9 through 12 who complete at least one course.

### **AADD Science Indicators:**

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

### **Methodology:**

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

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

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

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

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

### **Other information:**

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

## **Academic Achievement in Social Studies**

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

**Who is Eligible:** Campuses assigned a *Met Standard* 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).* Minimum size is 10 students for each assessment. If a campus has fewer than 10 test takers for an assessment, any indicator relying on that assessment cannot be used to evaluate the campus for this distinction.
- *Participation.*
  - *AP/IB: Social Studies.* Minimum size is 10 students enrolled in grades 11 and 12.
  - *Advanced/Dual-Credit Course Completion: Social Studies.* Minimum size is 10 students in grades 9 through 12 who complete at least one course.

**AADD Social Studies Indicators:**

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

**Methodology:**

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

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

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

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

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

**Other information:**

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

## Top 25 Percent: Comparative Academic Growth

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

**Who is Eligible:** Campuses evaluated on School Progress, Part A and assigned a *Met Standard* rating

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

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

## Top 25 Percent: Comparative Closing the Gaps

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

**Who is Eligible:** Campuses evaluated on Closing the Gaps domain and assigned a *Met Standard* rating

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

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

## Postsecondary Readiness

Both districts that receive an *A*, *B*, *C*, or *D* rating and campuses that receive a *Met Standard* 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 assigned an *A*, *B*, *C*, or *D* rating and campuses assigned a *Met Standard* rating

For single-campus districts and charter schools that share the same 2018 performance data as its only campus, the campus is eligible to earn a postsecondary readiness distinction designation, but the district or charter school is *not* eligible to earn the district postsecondary readiness distinction designation.

**Student Groups:** Performance of the all students group only

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

### Postsecondary Readiness Indicators for Campuses:

- Percentage of STAAR Results at Meets Grade Level or Above Standard (All Subjects)
- Percentage of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics

- Four-Year Longitudinal Graduation Rate
- Four-Year Longitudinal Graduation Plan Rate
- TSI Criteria Graduates
- College, Career, and Military Ready Graduates
- SAT/ACT Participation
- AP/IB Examination Participation: Any Subject
- CTE Coherent Sequence Graduates

### Methodology:

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

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

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

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

### Example Postsecondary Readiness Campus Calculation:

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

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

**Other Information:**

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

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

*Four-Year Longitudinal Graduation Plan Rate.* This indicator uses the higher of two rates comprised of students who graduate with Recommended High School Plan (RHSP) or Distinguished Achievement Plan (DAP) compared to students who graduate with RHSP or 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 2016–17 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 2017 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.		



## Chapter 7—Other Accountability System Processes

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Most accountability ratings are determined through the process detailed in Chapters 1–6. Accommodating all districts and campuses in Texas increases the complexity of the accountability system but also ensures the fairness of the ratings assigned. This chapter describes other processes necessary to implement the accountability system.

### Pairing

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

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

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

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

### Pairing Process

Districts may use the prior-year pairing relationship or select a new relationship by completing the pairing form on the TEA Secure Environment (TEASE) Accountability application. Pairing decisions for 2018 were due May 11, 2018, at 5:00 p.m. CDT.

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

### Guidelines

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

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

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

For 2018 accountability, a campus paired with its district receives a *Met Standard* rating if its district receives an *A*, *B*, *C*, or *D*. If its district receives an *F*, the campus is rated *Improvement Required*.

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

Districts may change pairings from year to year. Any changes should, however, be based on establishing the most appropriate pairing relationship. For example, a change in attendance zones that affects feeder patterns may cause a district to change pairing. A change in a pairing relationship does not change accountability ratings assigned in previous years to either campus.

## **Non-Traditional Education Settings**

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

## **Inclusion or Exclusion of Performance Data**

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

## **Student Attribution Codes**

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

## **JJAEPs and DAEPs**

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

## **Special Education Campuses**

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

## **AEA Provisions**

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

AEA provisions apply to and are appropriate for

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

## AEA Campus Identification

AECs, including charter school AECs, must serve students at risk of dropping out of school as defined in TEC §29.081(d) and provide accelerated instructional services to these students. The performance results of students at registered AECs are included in the district's performance and used in determining the district's accountability rating.

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

- AEC of choice – At-risk students enroll at AECs of choice to expedite progress toward performing at grade level and high school completion.
- Dropout recovery school (DRS) – Education services are targeted to dropout prevention and recovery of students in grades 9–12, with enrollment consisting of at least 50 percent of the students 17 years of age or older as of September 1, 2017, 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 TEASE Accountability application. AECs rated by 2017 AEA provisions are re-registered automatically in 2018. Filing an *AEA Campus Registration Form* is required for each AEC not on the list of registered AECs that wishes to be evaluated by 2018 AEA provisions. The 2018 registration process occurred March 26–April 6, 2018.

## 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 fall snapshot day (October 27, 2017).
- 3) The AEC must be identified in AskTED (Ask Texas Education Directory database) as an alternative instructional campus. This is a self-designation that districts and charter schools request via AskTED.
- 4) The AEC must be dedicated to serving students at risk of dropping out of school as defined in TEC §29.081(d). Each AEC must have at least 75 percent at-risk student enrollment at the AEC verified through current-year TSDS PEIMS fall enrollment data.
- 5) At least 50 percent of students at the AEC must be enrolled in grades 6–12 verified through current-year TSDS PEIMS fall enrollment data.
- 6) The AEC must operate on its own campus budget.

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

### **At-Risk Enrollment Criterion**

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

*Prior-Year Safeguard.* If a registered AEC does not meet the at-risk enrollment criterion in the current year, it remains registered for AEA if the AEC meets the at-risk enrollment criterion in the prior year. For example, an AEC with an at-risk enrollment below 75 percent in 2018 that had at least 75 percent in 2017 remains registered in 2018.

### **Grades 6–12 Enrollment Criterion**

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

### **Final AEA Campus List**

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

The *2018 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, 2017, 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 in determining the charter school’s accountability rating and for distinction designations.

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

### **AEC Enrollment Criterion for Charter Schools**

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

### **Final AEA Charter School List**

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

### **AEA Modifications**

“Chapter 2—Student Achievement Domain” and “Chapter 5—Calculating 2018 Ratings” describe the provisions and targets used to evaluate AEA campuses and AEA charter schools.

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## Chapter 8—Appealing the Ratings

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

### Appeals Process Overview and Calendar

While districts and charter schools may appeal for any reason, the accountability system framework limits the likelihood that a single indicator or measure will result in an *F* or *Improvement Required* 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). The compensatory nature of the performance framework minimizes the possibility that district or charter school data coding errors in the TSDS PEIMS or STAAR program will negatively impact the overall accountability rating. 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.

Following are the dates for appealing ratings. These deadlines are final. To maintain a fair appeal process, late appeals are denied. Please see “Chapter 11—Calendar” for more information.

August 14, 2018	<i>Ratings Release on TEASE.</i> No appeals will be resolved before the public release of ratings.
August 15, 2018	<i>Ratings Release on TEA Public Website.</i>
August 14–September 14, 2018	<i>2018 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 TEASE 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 14, 2018	<i>Appeals Deadline.</i> Appeals must be postmarked or hand-delivered no later than September 14, 2018, 5:00 p.m. CDT, to be considered.
December 2018	<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 14 deadline. Letters are posted to the TEASE Accountability application.



December 2018	<i>Ratings Update.</i> The outcomes of all appeals are reflected in the ratings update scheduled for December 2018. The TEASE and public websites are updated.
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## General Considerations

The basis for appeals should be a data or calculation error attributable to TEA, an ESC, or the testing contractor(s). The appeals process is not an appropriate method to correct data that were inaccurately reported by the district. A district that submits inaccurate data must follow the procedures and timelines for resubmitting data (e.g., the Texas Education Data Standards). Appeals based on poor data quality will not receive favorable consideration. Poor data quality can, however, be a reason to lower a district's accreditation status (TEC §39.052[b][2][A][i]). When a district or campus rating is changed as the result of an appeal, the data and calculations on which the original rating was based are not changed; only the rating and affected scaled scores are changed. The Accountability Report Card and all other reports related to accountability for the 2017–18 school year (e.g., School Report Cards, TAPR, TPRS) 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 of *Improvement Required*.
- 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 2018 accountability data. District, charter school, or campus intervention requirements are determined in part by the current rating outcome. Requests to waive Professional Service Provider (PSP) requirements are not considered an appeal of the accountability rating and are, therefore, denied.
- Districts and charter schools are responsible for providing accurate information to TEA, including information provided on student answer documents or submitted via online testing systems. Districts and charter schools have several opportunities to confirm and correct data submitted for accountability purposes during the correction window.
- The appeals process is not a permissible method to correct data that were inaccurately reported by the district or charter school. Appeals from districts and charter schools that missed data resubmission window opportunities are denied. Appeal requests for data corrections for the following submissions are not considered:



*TSDS PEIMS data submissions for the following:*

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

*STAAR 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 2018 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 6, 2018) or the pairing application (5:00 p.m. CDT on May 11, 2018)
  - *Inclusion or exclusion of specific test results*
    - Specific administration results used to meet grade 5 or 8 Student Success Initiative (SSI)
    - Grade-level mathematics assessment for a middle school student who took the Algebra I end-of-course (EOC)
  - *Inclusion or exclusion of specific students*
    - English learners (ELs)
    - Unschooled asylees, unschooled refugees, and students with interrupted formal education
    - Students receiving special education services
  - *Requests to modify calculations or methodology applied to all districts and campuses*

- STAAR progress measures; 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, prior-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 2018 accountability are identified based on TSDS PEIMS enrollment data submitted in fall 2017. 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 designated *Improvement Required* in their first year of operation

## Data Relevant to the Prior-Year Results

Appeals are considered for the 2018 ratings status based on information relevant to the 2018 evaluation. Appeals are not considered for circumstances that may have affected the prior-year measures, regardless of whether the prior-year results impacted the current-year rating.

## No Guaranteed Outcomes

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

## Special Circumstance Appeals

- *Rescoring.* If a district or charter school requests its writing results be rescored and the rescored results impact the rating, the district or charter school must provide a copy of the dated request to the testing contractor(s) and the outcome of the rescored tests with the appeal. These appeals are necessary because rescored results may not be processed in time to be included in the assessment data used to determine the accountability ratings released by August 15, 2018.
- *Other Issues.* If other serious issues are found, copies of correspondence with the testing contractor(s), the regional ESC, or TEA should 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 rated *B–F* or campus rated *Improvement Required* because of mismatches in the student-identifying information between the TSI data files (used in the College, Career, and Military Readiness component) and the TEA 2017 annual graduates file, may submit an appeal.

Sufficient documentation of student-identifying information and TSI assessment scores should be included.

- *Years in U.S. Schools.* Districts and charter schools should include documentation demonstrating that using prior-spring TELPAS records for students taking EOCs in summer or fall would result in a higher accountability rating.

## Not Rated Appeals

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

## Distinction Designations

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

## How to Submit an Appeal

Districts and charter schools should file their intent to appeal district, charter school, or campus ratings using the TEA Secure Environment (TEASE) 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 TEASE at <https://seguin.tea.state.tx.us/apps/logon.asp> or 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 Tuesday, August 14 through 5:00 p.m. CDT on Friday, September 14. The status of the appeal (e.g., intent notification and receipt of documentation) will be available on the TEASE Accountability application.

District superintendents and charter school chief operating officers who do not have TEASE access must request access at the TEA Secure Applications Information page at [https://tea.texas.gov/About TEA/Other Services/Secure Applications/TEA Secure Applications Information/](https://tea.texas.gov/About%20TEA/Other%20Services/Secure%20Applications/TEA%20Secure%20Applications%20Information/).

- Districts and charter schools must submit their appeal in hard copy to TEA by 5:00 p.m. CDT on September 14, 2018. The appeal must include the following:
  - A statement that the letter is an appeal of a 2018 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 Department as follows:

Your ISD Your address City, TX Zip	Performance Reporting Department 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;"> <span style="color: blue; font-weight: bold;">postage</span> </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.

- 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.*
- Appeals postmarked after September 14, 2018, are not considered. Appeals delivered to TEA in person must be time-stamped by the Performance Reporting Department before 5:00 p.m. CDT on September 14, 2018. Overnight courier tickets or tracking documentation must indicate package pickup on or before September 14.
- 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.

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 2018 accountability rating issued for Elm Street Elementary School (ID 123456789) in Elm ISD.</p> <p>Specifically, I am appealing the overall and Student Achievement domain ratings. The STAAR writing test results for this campus are the only indicator preventing Elm Street Elementary from achieving a rating of <i>Met Standard</i>.</p> <p>We sent two grade 4 writing tests back for rescoring. Upon rescore, these two tests are now at Masters Grade Level. The first attachment contains the rescore request and outcomes.</p> <p>The second attachment shows the recalculated percentages in the Student Achievement domain for Elm Elementary.</p> <p>We recognize the appeal process as the mechanism to address these unique issues. By my signature below, I certify that all information included in this appeal is true and correct to the best of my knowledge and belief.</p> <p>Sincerely, J. Q. Educator Superintendent of Schools</p> <p><i>Attachments</i></p>	<p>Dear Commissioner Morath,</p> <p>This is an appeal of the 2018 accountability rating issued for Elm Street Elementary School (ID 123456789) in Elm ISD.</p> <p>Specifically, I am appealing the Closing the Gaps Academic Achievement indicator in reading for the Hispanic student group. This is the only indicator keeping Elm Street Elementary from achieving a rating of <i>Met Standard</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 Department receives an appeal packet.
- Once the appeal is received, TEA staff updates the TEASE 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 TEASE Accountability application.
- Performance Reporting will process appeals in the following order:
  - District appeals of *D* or *F* overall ratings and campus appeals of *Improvement Required* overall ratings will be processed first. Priority will be given to districts and campuses facing sanctions and/or interventions.
  - District appeals of *D* or *F* domain ratings and campus appeals of *Improvement Required* domain ratings will be processed second.
  - District appeals of *C* overall or domain ratings will be processed third.
  - District 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 TEASE 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 TEASE.
- 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 2017–18 school year (e.g., School Report Cards, TAPR, TPRS) will include the same data and calculations as do the original reports.

## **Relationship to the Federal Accountability Indicators, PBMAS, and TAIS**

Federal accountability indicators, Performance-Based Monitoring Analysis System (PBMAS) indicators, and Texas Accountability Intervention System (TAIS) intervention requirements are considered when evaluating the appeal. District or charter school data submitted through TSDS PEIMS or to the state testing contractor(s) are also considered. Certain appeal requests may lead the Division of School Improvement to address potential issues related to data integrity.



## Chapter 9—Responsibilities and Consequences

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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 5—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. Accreditation statuses were first assigned under this statute in 2007.

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.

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

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

### Public Education Grant (PEG) Program Campus List

Each year, TEA produces a list of campuses identified under the Public Education Grant (PEG) criteria. House Bill 22 (85<sup>th</sup> Texas Legislature) changed the criteria for identifying PEG campuses: those that receive an *Improvement Required* rating in both the Student Achievement domain and the School Progress domain in August 2018 will be on the 2019–20 PEG List. The list of 2019–20 PEG campuses will be released on August 15, 2018. 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 *Improvement Required*, 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 Subchapters B and C of TEC Chapter 39A

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

### Actions Required Due to Low Ratings or Low Accreditation Status

Districts and charter schools that earn an *F* rating or *Accredited-Probation/Accredited-Warned* accreditation status and campuses with an *Improvement Required* rating will be required to follow directives from the commissioner designed to remedy the identified concerns. Requirements will

vary depending on the circumstances for each individual district or charter school. Commissioner of education rules that define the implementation details of these statutes are available on the TEA School Improvement Division website at the Accountability link at <https://tea.texas.gov/schoolimprovement/> and on the TEA Accreditation Status website at <https://tea.texas.gov/accredstatus/>.

## Campus Identification Numbers

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

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

*Example:* A campus served grades 7 and 8 in 2017, but in 2018 serves only grade 6. The district did not request a new CDC number for the new configuration. Instead, the same CDC number used in 2017 was maintained (recycled). Therefore, in 2018, grade 6 performance on the assessments may be combined for small-numbers analyses purposes with grade 7 and 8 outcomes from prior years.

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

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

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

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