

## Summary of Changes in the Final Chapters 1–9 of the 2018 Accountability Manual

Page numbers throughout Chapters 1–9 of the 2018 Accountability Manual were updated. The final chapters also include the following changes either to provide clarification to readers or in response to public comment.

**Chapter 1** was revised to specify the best result is found for performance and progress; the results are considered separately.

**Chapter 2** was revised to include a modified methodology for small numbers analysis applied to the College, Career, and Military Readiness component. Language was added to clarify how English learners (ELs) who are in their second year in U.S. schools will be included in 2018 accountability calculations if the Texas English Language Proficiency Assessment System (TELPAS) waiver submitted to the U.S. Department of Education is denied. In addition, a technical edit was made to the URL link pointing to the list of 73 industry-based certifications found in 19 TAC §74.1003.

**Chapter 3** was updated to reflect three changes. Language was added to clarify how ELs who are in their second year in U.S. schools will be included in 2018 accountability calculations if the TELPAS waiver submitted to the U.S. Department of Education is denied. Language was revised to specify how Academic Growth evaluates STAAR assessment results for grades 4–8, English II and Algebra I end of course. Language was also updated to specify the y-axis for School Progress, Part B: Relative Performance is either the raw STAAR component score or the average of the raw STAAR and College, Career, and Military Readiness component scores.

**Chapter 4** was updated to reflect multiple changes. Language was added to clarify how ELs who are in their second year in U.S. schools will be included in 2018 accountability calculations if the TELPAS waiver submitted to the U.S. Department of Education is denied. Language was revised to clarify the Academic Achievement component evaluates STAAR results at the Meets Grade Level standard or above. Language was revised to clarify the data sources for former special education identification. Language was added to clarify the minimum size criteria for the Academic Achievement component of the Closing the Gaps domain. Language was added, as a technical correction, to clarify the methodology for the English Language Proficiency component if the TELPAS waiver submitted to the U.S. Department of Education is denied. The Student Achievement Domain Score: STAAR Component Only minimum size criteria and small numbers analysis section was updated to remove subject area references, as this component does not disaggregate by subject area. The College, Career, and Military Readiness component was revised to include a modified methodology for small numbers analysis. The targets for elementary and middle schools were rearranged to be presented before the targets for high schools, K–12s, and districts. The Federal Graduation Status targets for former special education, continuously enrolled, and non-continuously enrolled were removed, as these student groups are not evaluated in the graduation component of the Closing the Gaps domain.

**Chapter 5** was updated to correct scaling formulas for *F* and scaled scores 30–59. Additionally, Chapter 5 was updated to include language clarifying overall district, open-enrollment charter school, and campus overall rating calculations. For districts and open-enrollment charter schools, if three of the four areas (Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps), receive an *F* rating, the highest scaled score a district or open-enrollment charter school can receive for the overall rating is a 59. Likewise, if a campus receives an *Improvement Required* rating in three of the four areas (Student Achievement; School Progress, Part A: Academic

## **Summary of Changes in the Final Chapters 1–9 of the 2018 Accountability Manual**

Growth; School Progress, Part B: Relative Performance; or Closing the Gaps), the highest scaled score a campus can receive for the overall rating is a 59. In order for this provision to be applied, the district, open-enrollment charter school, or campus must be evaluated on all four areas.

**Chapter 6** was not changed.

**Chapter 7** was not changed.

**Chapter 8** was not changed.

**Chapter 9** was not changed.