Chapter 3—School Progress Domain

Overview

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

School Progress, Part A: Academic Growth

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

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

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

Part A: Academic Growth—Assessments Evaluated

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

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

Part A: Academic Growth—Students Evaluated

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

Part A: Academic Growth—Inclusion of English Learners

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

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

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

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

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

Part A: Academic Growth—Methodology

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

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

An assessment result that meets the *Expected* or *Accelerated* STAAR progress measure expectation earns a district or campus one point. Otherwise, prior-year and current-year performance are evaluated, and districts and campuses are awarded points according to the following table. The best result is used.

Part A: Academic Growth—Methodology (continued)

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

STAAR (with and without accommodations)

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

STAAR Alternate 2

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

Part A: Academic Growth Score

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

Example Calculation: Part A: Academic Growth

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

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

Example Calculation: Part A: Academic Growth

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

School Progress, Part B: Relative Performance

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

Part B: Relative Performance—Assessments Evaluated

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

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

Part B: Relative Performance—Students Evaluated

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

Part B: Relative Performance—Inclusion of English Learners

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

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

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

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

Part B: Relative Performance—Methodology

Elementary and Middle Schools

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

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

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

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

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

Alternative Education Accountability

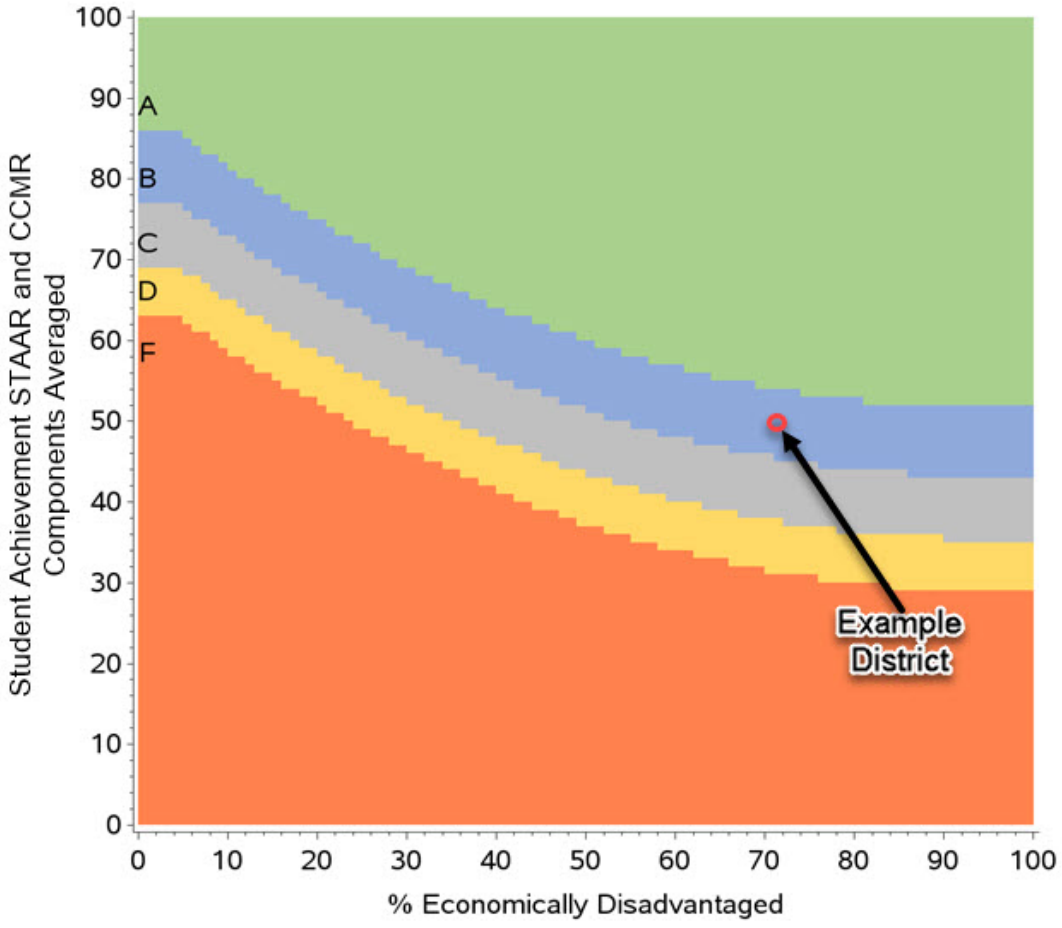
Alternative education campuses and alternative education accountability charter schools are not evaluated on School Progress, Part B due to the small number of districts and campuses available for comparison.

Part B: Relative Performance Score

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

Example: Part B: Relative Performance

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



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

School Progress Domain Rating Calculation

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