Participation Rates and Accountability

Updated for the 2027 Accountability Year

Student participation rates play a role in determining accountability scores for Domain 3: Closing the Gaps. As outlined in the *2027 Accountability Rating System Manual*, every student's participation status is determined by the score codes entered in the Test Information Delivery System (TIDE) and can directly impact a school's overall rating. This resource explains how participation rates are calculated, how student codes affect participation calculations, and how to use the data verification window to ensure student data is accurate.

What are participation rates?

Participation rates represent the percentage of students enrolled during the testing window who completed a state-administered assessment. Participation rates are a requirement under the Every Student Succeeds Act (ESSA), which requires that states test at least 95% of all students, as well as 95% of each student subgroup on the reading and mathematics assessments that are used for accountability purposes. To meet this requirement, participation rates are calculated independently for mathematics and reading language arts (RLA) and included as a component of the Domain 3 accountability calculation.

Which assessments are used to calculate participation?

Participation is determined by results from multiple state-administered assessments. Mathematics and RLA participation are calculated independently for all students, including emergent bilingual (EB) students. Participation in each subject is based on whether students take one of the following assessments:

- The State of Texas Assessments of Academic Readiness (STAAR®)/STAAR Alternate 2
- SAT (for accelerated testers only)
- ACT (for accelerated testers only)
- The Texas English Language Proficiency Assessment System (TELPAS)/TELPAS Alternate (for eligible EB students only)
    - For 2027 accountability, the TELPAS composite score is used for TELPAS participation.

Emergent bilingual (EB) students and students in their first year in U.S. schools

Federal requirements allow certain participation exceptions to ensure EB students and students in their first year in U.S. schools are assessed appropriately. TELPAS is an English language proficiency assessment aligned to reading and language development; therefore, TELPAS participation satisfies participation requirements for RLA for EB students as follows:

- For EB students who have been enrolled in U.S. schools for one year or less **and** who are identified as asylee/refugee students or students with interrupted formal education (SIFE), TELPAS participation also satisfies the participation requirement for mathematics.
- Once a student has been enrolled in U.S. schools for more than one year, TELPAS participation counts **only** toward RLA participation and does not satisfy mathematics participation requirements.

Table 1 outlines the assessments that count toward participation in RLA and mathematics.

Table 1. Assessments that satisfy participation in RLA and mathematics

Participation Area	Assessment	Satisfies Participation
RLA	STAAR RLA	Yes, with an "S" score code
	STAAR Alternate 2 RLA	Yes, with "S" and "N" score codes, for eligible students
	ERW SAT or ELA ACT	Yes, for accelerated testers
	TELPAS	Yes
	TELPAS Alternate	Yes
Mathematics	STAAR Math	Yes, with an "S" score code
	STAAR Alternate 2 Math	Yes, with "S" and "N" score codes, for eligible students
	Mathematics SAT or ACT	Yes, for accelerated testers
	TELPAS	Yes, for EB students in their first year in U.S. schools identified as asylee/refugee or SIFE with an "A" or "O" score code on STAAR mathematics
	TELPAS Alternate	Yes, for eligible EB students in their first year in U.S. schools identified as asylee/refugee or SIFE with an "A" or "O" score code on STAAR mathematics

How do participation rates affect accountability scores?

Federal mandate requires that 95 percent of all students and student groups participate in state assessments. This requirement is accounted for in Domain 3, within the Academic Achievement component.

If the participation rate for the "all students" group or any individual group falls below 95 percent, the denominator used to determine the Academic Achievement component is adjusted to include the necessary number of assessments to meet that 95 percent threshold.

This adjusted performance means that any student missing from the 95 percent requirement is counted as a nonparticipant, which can negatively impact the 0–4 points earned for that component.

How is Domain 3 calculated?

Per the *2027 Accountability Rating System Manual*, Domain 3 ensures gaps are closing by examining the achievement and progress of specific student groups. This domain evaluates four primary groups:

- All students
- First lowest performing racial/ethnic group from prior year
- Second lowest performing racial/ethnic group from prior year
- High focus group

The four student groups are evaluated against targets across four components required by ESSA, with different weights.

For each component and group, up to four points can be earned based on progress toward defined federal targets. No growth results in a score of 0, while earning four points indicates that the federal target was met.

Participation rates may affect the Academic Achievement component, which is one of the weighted components used to evaluate student group performance. The components differ for schools with a four-year graduation rate and schools without a four-year graduation rate, as shown in Table 2.

Table 2. Domain 3 Components and Weights

Component	Component Weight for Schools With a 4-Year Graduation Rate	Component Weight for Schools Without a 4-Year Graduation Rate	Possible Points Earned (Based on Progress Toward Federal Targets)
Academic Achievement STAAR RLA at Meets Grade Level STAAR Math at Meets Grade Level	50%	30%	0–8 (4 per subject)
Growth Growth in STAAR RLA and STAAR Math	N/A	50%	0–8 (4 per subject)
Graduation Rate 4-Year Federal Graduation Rate	10%	N/A	0–4
English Language Proficiency TELPAS progress	10%	10%	0–4
School Quality/Student Success CCMR for graduates and students in grade 12	30%	N/A	0–4
School Quality/Student Success Average of all STAAR performance scores	N/A	10%	0–4

How is the Academic Achievement calculation adjusted for schools that don't meet the 95 percent participation rate?

The Academic Achievement component measures and reflects the federal requirement that 95 percent of students are tested in each subject-area assessment. The Academic Achievement component measures only students at Meets Grade Level standard or above. **If a group's participation is below 95 percent, the denominator is automatically increased to equal the 95 percent of students who should have tested.** This adjustment occurs prior to the evaluation of minimum size.

For example, if participation is 93 percent, the denominator is artificially increased to meet the 95 percent threshold. This is called the **Adjusted Academic Achievement** performance.

Example 1 shows how not achieving the 95 percent threshold could negatively impact a score for the Academic Achievement component.

Example 1. Participation Adjustment

Example Scenario	Description
Situation	School A has 100 students in the "All Students" student group. To meet the federal requirement, at least 95 students must participate. Only 90 students (90%) actually participate, and 72 of them achieve Meets Grade Level or above.
Calculation for School A's **actual** academic achievement performance	$\frac{\text{72 at meets or above (numerator)}}{\text{90 tested (denominator)}} = 80\%$
Calculation for School A's **adjusted** academic achievement performance	$\frac{\text{72 at meets or above (numerator)}}{\text{95 tested (adjusted denominator)}} = 75.8\%$
Why the score changed	Because School A fell below 95% participation, the denominator was adjusted[1] to meet the 95% student threshold, but the numerator was not. This means the 5 missing students (the difference between the 90 who tested and the 95 required) counted as having tested but earned 0 points, bringing the score down by nearly 5 percentage points.

[1] *For Domain 3, percentages are converted into a score of 0 to 4 points based on defined Federal targets. The example illustrates how scores may be reduced when the 95 percent participation requirement is not met.*

How do I ensure student participation codes are accurately reflected in accountability results?

Student participation status is determined by the score codes entered in TIDE. These codes are the primary data source for calculating the 95 percent participation threshold required for Domain 3 calculations. For guidance on entering scoring information in TIDE, please refer to the *District and Campus Coordinator Resources.*

Proper coding ensures that students are correctly identified as participants, nonparticipants, or exclusions and that they're reflected accurately in accountability.

Table 3 shows how the score code on an assessment can impact participation rates.

Table 3. Score codes and their impact on participation rates

Assessment	Score Code or Status on Assessment	Participation Status (Domain 3)	Impact on Participation Rate
STAAR, STAAR Alt 2	S (Scored)	Participant	**Positive:** Included in the numerator and the total student group denominator
STAAR Alt 2	N (No Authentic Academic Response)	Participant	**Positive:** Included in the numerator and the total student group denominator
STAAR, STAAR Alt 2	M (Medical)	Neutral	**Neutral:** Removed from the total student group denominator
STAAR, STAAR Alt 2	A (Absent)	Nonparticipant	**Negative:** Included in the total student group denominator only
STAAR, STAAR Alt 2	O (Other)	Nonparticipant	**Negative:** Included in the total student group denominator only
ERW SAT or ELA ACT	Number of accelerated testers who participated	Participant	**Positive:** Included in the numerator and the total student group denominator
Mathematics SAT or ACT	Number of accelerated testers who participated	Participant	**Positive:** Included in the numerator and the total student group denominator
ERW SAT or ELA ACT	Number of accelerated testers who did not participate	Nonparticipant	**Negative:** Included in the total student group denominator only
Mathematics SAT or ACT	Number of accelerated testers who did not participate	Nonparticipant	**Negative:** Included in the total student group denominator only
TELPAS, TELPAS Alt	S (Scored)	Participant	**Positive:** Included in the numerator and the total student group denominator
TELPAS, TELPAS Alt	S (Scored) **and** A (Absent) or O (Other) on STAAR Math **and** Identified as a student in their first year in a U.S. school and asylee/refugee or SIFE	Participant	**Positive**: Included in the numerator and the total student group denominator

How does the English II End-of-Course (EOC) phaseout affect participation rates and accountability?

The phaseout of the English II End-of-Course (EOC) assessment under House Bill 8 affects participation rates and accountability calculations. Students in the accountability subset who take the English II EOC as either a first-time tester or a retester in June 2026, December 2026, or spring 2027 are included in 2027 accountability calculations. Students who take the English II EOC in June 2027 are included in 2028 accountability calculations. The June 2027 administration is the final English II EOC administration.

For participation rates used in Domain 3: Closing the Gaps:

- Students with an "A" (Absent) or "O" (Other) score code are included as nonparticipants in participation rate calculations.
- District testing personnel may remove the English II Eligibility and Retester flags in TIDE for the December 2026, spring 2027, and June 2027 English II EOC administrations. Students whose English II Eligibility and Retester flags are removed in TIDE are not included in participation rate calculations.
- For English II EOC retesters graduating after August 31, 2027, "A" and "O" score codes should not be entered.

Can participation codes be corrected?

Yes. Students must be coded correctly in TIDE to avoid unnecessary penalties. Districts have a final opportunity to update codes during **data verification windows**. The 2027 data verification windows vary by assessment and are outlined in the table below.

Table 4. 2027 Data Verification Window Dates

Assessment	Window Opens	Window Closes
STAAR 3–8	June 10, 2027	June 16, 2027
Spring STAAR EOC	June 4, 2027	June 10, 2027
December STAAR	January 14, 2027	January 29, 2027
June STAAR	July 28, 2027	August 3, 2027
STAAR Alternate 2	June 18, 2027	June 23, 2027
TELPAS	June 1, 2027	June 7, 2027
TELPAS Alternate	April 26, 2027	April 30, 2027

Next Steps for 2027 Accountability

- Review student records in TIDE during the data verification window to ensure students are coded correctly. Refer to the Campus Testing Coordinator Checklist in the Complete Administrations section of the *District and Campus Coordinator Resources* for guidance.
- Submit all score code changes in TIDE before the data verification window closes. Once the data verification window closes, no further changes will be accepted for 2027 accountability.

Resources and Contact Information

- *2027 Accountability Rating System Manual,* Chapter 4 – Closing the Gaps
- *2027 Accountability Rating System Manual,* Appendix H – Data Sources
- Reporting for the Texas Assessment Program, 2026–2027 School Year
- *District and Campus Coordinator Resources,* Entering Information in TIDE
- For questions or support related to Performance Reporting, please submit a request through the Performance Reporting Help Desk.

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