

A-F Accountability System Development for 2018-19 Accountability Technical Advisory Committee (ATAC)

AEAs and Accountability

Comment: There were too many AEA campuses rated *Improvement Required* in 2018 due to scores of zero in the Closing the Gaps domain. By my count, out of 141 AEA campuses with a rating in Closing the Gaps, 92 were *IR* and all 92 had a score of zero for Closing the Gaps.

[Article about AEAs and ESSA plans](#)

District			
Overall Grade	District - Rated under AEA Procedures (Y/N)		
Frequency Col Pct	N	Y	Total
A	150 18.45	3 18.75	153
B	352 43.30	4 25.00	356
C	245 30.14	2 12.50	247
D	53 6.52	4 25.00	57
F	13 1.60	3 18.75	16
Total	813	16	829

Campus			
Overall Grade	Campus - Rated under AEA Procedures (Y/N)		
Frequency Col Pct	N	Y	Total
A	1501 19.82	22 8.53	1523
B	2768 36.55	55 21.32	2823
C	2283 30.15	75 29.07	2358
D	730 9.64	65 25.19	795
F	291 3.84	41 15.89	332
Total	7573	258	7831

District			
Domain 1 Achievement A-F Grade	District - Rated under AEA Procedures (Y/N)		
Frequency Col Pct	N	Y	Total
A	111 13.65	1 6.25	112
B	351 43.17	7 43.75	358
C	273 33.58	5 31.25	278
D	68 8.36	3 18.75	71
F	10 1.23	0 0.00	10
Total	813	16	829

Campus			
Domain 1 Achievement A-F Grade	Campus - Rated under AEA Procedures (Y/N)		
Frequency Col Pct	N	Y	Total
A	1385 18.29	22 8.53	1407
B	1713 22.62	73 28.29	1786
C	2778 36.68	98 37.98	2876
D	1103 14.56	50 19.38	1153
F	594 7.84	15 5.81	609
Total	7573	258	7831

District			
Domain 2a - Growth A-F Grade	District - Rated under AEA Procedures (Y/N)		
Frequency Col Pct	N	Y	Total
A	46 5.66	3 18.75	49
B	268 32.96	3 18.75	271
C	284 34.93	7 43.75	291
D	127 15.62	0 0.00	127
F	88 10.82	2 12.50	90
Z	0 0.00	1 6.25	1
Total	813	16	829

Campus			
Domain 2a - Growth A-F Grade	Campus - Rated under AEA Procedures (Y/N)		
Frequency Col Pct	N	Y	Total
A	475 6.39	5 4.39	480
B	2190 29.46	39 34.21	2229
C	2489 33.48	42 36.84	2531
D	1390 18.70	16 14.04	1406
F	891 11.98	12 10.53	903
Total	7435	114	7549

District			
Domain 3 Closing the Gaps A-F Grade	District - Rated under AEA Procedures (Y/N)		
Frequency Col Pct	N	Y	Total
A	133 16.36	1 6.25	134
B	236 29.03	0 0.00	236
C	299 36.78	6 37.50	305
D	106 13.04	0 0.00	106
F	39 4.80	7 43.75	46
Z	0 0.00	2 12.50	2
Total	813	16	829

Campus			
Domain 3 Closing the Gaps A-F Grade	Campus - Rated under AEA Procedures (Y/N)		
Frequency Col Pct	N	Y	Total
A	1323 17.64	6 4.26	1329
B	1428 19.03	7 4.96	1435
C	3093 41.23	25 17.73	3118
D	1192 15.89	11 7.80	1203
F	466 6.21	92 65.25	558
Total	7502	141	7643

Campus			
Overall A-F Grade	AEA Type		
Frequency Col Pct	AEC OF CHOICE	AEC OF CHOICE - DRS	Total
A	5 8.77	17 8.46	22
B	18 31.58	37 18.41	55
C	15 26.32	60 29.85	75
D	15 26.32	50 24.88	65
F	4 7.02	37 18.41	41
Total	57	201	258

Campus			
Domain 1 Achievement A-F Grade	AEA Type		
Frequency Col Pct	AEC OF CHOICE	AEC OF CHOICE - DRS	Total
A	5 8.77	17 8.46	22
B	21 36.84	52 25.87	73
C	20 35.09	78 38.81	98
D	5 8.77	45 22.39	50
F	6 10.53	9 4.48	15
Total	57	201	258

Campus			
Domain 2a - Growth A-F Grade	AEA Type		
Frequency Col Pct	AEC OF CHOICE	AEC OF CHOICE - DRS	Total
A	2 4.35	3 4.41	5
B	22 47.83	17 25.00	39
C	17 36.96	25 36.76	42
D	3 6.52	13 19.12	16
F	2 4.35	10 14.71	12
Total	46	68	114

Campus			
Domain 3 Closing the Gaps A-F Grade	AEA Type		
Frequency Col Pct	AEC OF CHOICE	AEC OF CHOICE - DRS	Total
A	3 7.69	3 2.94	6
B	3 7.69	4 3.92	7
C	10 25.64	15 14.71	25
D	6 15.38	5 4.90	11
F	17 43.59	75 73.53	92
Total	39	102	141

Discussion Topic: What are options in future accountability systems for AEA's?

ESSA and SAT/ACT

From the Texas ESSA plan, “The State of Texas provides and encourages all students the opportunity to be prepared for and take advanced mathematics coursework in middle school. Texas focuses its elementary and middle school curriculum on Algebra I-readiness skills to prepare all students for success in Algebra I and to continue in higher-level mathematics courses throughout their school career. We created a Texas Algebra Ready website and curriculum focal points for mathematics in kindergarten through grade 8. We also have Texas Regional Collaboratives that support science and mathematics teaching strategies and instruction. In addition, Texas Administrative Code (TAC) §74.26(b) provides that “districts may offer courses designated for Grades 9–12 (refer to §74.11 of this title (relating to High School Graduation Requirements)) in earlier grade levels.” TAC §111.39 related to the Algebra I curriculum states that “this course is recommended for students in Grade 8 or 9.”

“Recent legislation from the 85th Texas Legislature included changes to the accountability system that, once implemented, will allow high schools to factor Advanced Placement (AP), International Baccalaureate (IB), SAT, and ACT tests into their accountability ratings. The State is studying the number of Grade 8 students who take Algebra I in middle school and go on to take AP, IB, SAT, and ACT tests in high school (**roughly 90 percent**). Understanding the high rate at which these students participate in advanced mathematics testing and how they perform on these exams will provide important data to assist Texas in updating the State’s accountability system to include these advanced mathematics tests. Therefore, to take advantage of this federal **flexibility the state will require students who take Algebra I in middle school to also take SAT or ACT in high school so that their results can be used in the accountability system.**”

CURRENT YEAR	CURRENT YEAR + 1	CURRENT YEAR + 2	CURRENT YEAR + 3	CURRENT YEAR + 4
Algebra I in 8th Grade or Before				
8th grader taking Algebra I	9–12 take SAT/ACT or additional assessment			
7th grader taking Algebra I	8th grade take SAT/ACT or additional assessment	9–12 take SAT/ACT or additional assessment		
6th grader taking Algebra I	7th grade take SAT/ACT or additional assessment	8th grade take SAT/ACT or additional assessment	9–12 take SAT/ACT or additional assessment	
5th grader taking Algebra I	6th grade take SAT/ACT or additional assessment	7th grade take SAT/ACT or additional assessment	8th grade take SAT/ACT or additional assessment	9–12 take SAT/ACT or additional assessment

CURRENT YEAR	CURRENT YEAR + 1	CURRENT YEAR + 2	CURRENT YEAR + 3	CURRENT YEAR + 4
English I in 8th Grade or Before				
8th grader taking English I	9–12 take English II			
7th grader taking English I	8th grade take English II	9–12 take SAT/ACT or additional assessment		
6th grader taking English I	7th grade take English II	8th grade take SAT/ACT or additional assessment	9–12 take SAT/ACT or additional assessment	
5th grader taking English I	6th grade take English II	7th grade take SAT/ACT or additional assessment	8th grade take SAT/ACT or additional assessment	9–12 take SAT/ACT or additional assessment
English II in 8th Grade or Before				
8th grader taking English II	9–12 take SAT/ACT or additional assessment			
7th grader taking English II	8th grade take SAT/ACT or additional assessment	9–12 take SAT/ACT or additional assessment		
6th grader taking English II	7th grade take SAT/ACT or additional assessment	8th grade take SAT/ACT or additional assessment	9–12 take SAT/ACT or additional assessment	
5th grader taking English II	6th grade take SAT/ACT or additional assessment	7th grade take SAT/ACT or additional assessment	8th grade take SAT/ACT or additional assessment	9–12 take SAT/ACT or additional assessment

Use of Best Result for SAT/ACT

The agency will have four years of SAT and ACT results for 2018 graduates for use in 2019 accountability. For 2018 annual graduates, the agency will evaluate 2017–18, 2016–17, 2015–16, and 2014–15 SAT/ACT results.

Use of Substitute Assessments

The standard-setting and equating processes for aligning substitute assessments with STAAR takes more time than was available during the 2017–18 school year. While substitute assessments were included at the Meets Grade Level standard for the 2018 accountability ratings, TEA is currently exploring identifying cut points for Approaches Grade Level, Meets Grade Level, and Masters Grade Level on substitute assessments and expects to implement differentiated performance levels in 2020. There are several reasons that this standard-setting process takes significant time. The agency must

- determine which substitute assessments to allow;
- study the alignment of the TEKS to substitute assessments;
- coordinate and define performance levels with the Texas Higher Education Coordinating Board, College Board, and ACT Inc.;
- consider how to incorporate cut points for growth; and
- discuss the inclusion of substitute assessments with multiple advisory committees and stakeholders, including the Accountability Technical Advisory Committee, Accountability Policy Advisory Committee, and the Texas Technical Advisory Committee.

Discussion Topic:

As referenced in the [September 19 article from EdWeek](#), the Connecticut study, conducted by the state education agency, determined that

"The study found 'very solid' alignment in English, with 71 percent of state standards matching content on the SAT. In math, it found only a 43 percent match. The researchers wrote that the material on the SAT 'may not be as deep or broad' as the expectations in Connecticut's academic standards, and they worried that teachers 'may begin to limit their instruction' to topics on the SAT."

- The topic of discussion should be the percentage of Algebra I TEKS/standards measured in SAT/ACT?
- The topic of discussion should be the percentage of Geometry TEKS/standards measured in SAT/ACT?
- The topic of discussion should be the percentage of Algebra II TEKS/standards measured in SAT/ACT?

[Feasibility of the Use of the ACT and SAT in Lieu of Florida Statewide Assessments Article](#)

EL Progress Measure

Described below is a procedure to create the expectations for all eligible English learners (EL) based on their TELPAS performance to determine whether students are making sufficient progress towards meeting each STAAR performance standard—if the student would grow at the same rate, he/she would meet the STAAR performance standards when exiting the EL program.

On a test-by-test basis, ELs must meet all five criteria to be included in the target student group. A student may meet criteria for one test but not another.

1. RUI (Record Update Indicator in the reporting data files) = 0.
2. The student is classified as current limited English proficient (LEP= "C").
3. The student does not have a parent denial for EL services.

4. The student has a valid reported STAAR scaled score.
 - The student is not a “TAKS/TAAS/TEAMS” EOC student, which is indicated by STAAR answer document agency use column D as 1, 2, 3, or 4.
5. The student took an English-language version of a general STAAR assessment
 - Does not include STAAR Algebra II and English III
 - Does not include STAAR Alternate 2 or Spanish versions of STAAR

Though the expectation is based on all ELs who meet the criteria, it’s the current plan to report the progress for recently arrived **EL students who are in their second year in U.S. schools.**

The expectations are individually set by taking into consideration the number of years the student has been in U.S. schools and the student’s expected years to exit the EL program according to his/her TELPAS composite rating (same as the “EL Progress Plan” used for the “EL Progress Measure”; see Table 1 for details).

Table 1. Expected Years to Exit EL Program Based on Students’ TELPAS Composite Ratings

Number of years in U.S. schools	TELPAS Composite	Expected Years to Exit EL Program	
		All Except EOC English	EOC English (I & II)
1	1	4	5
	2	3	4
	3	2	3
	4	1	2
2	1, 2	4	5
	3	3	4
	4	2	3
3	1, 2, 3	4	5
	4	3	4
4	1, 2, 3, 4	4	5
5	1, 2, 3, 4	N/A	5

Three distances are used on each STAAR assessment scaled score scale to describe students’ progress towards meeting each STAAR performance standards (see Figure 1.)

1. The distance between STAAR Chance-level scaled score and *Approaches/Approaches 2012_15* standards.
2. The distance between STAAR *Approaches/Approaches 2012_15* and *Meets* standards
3. The distance between STAAR *Meets* and *Masters* standard.

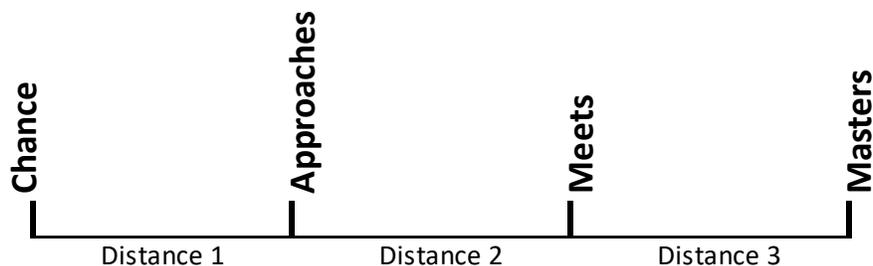


Figure 1. Three Distances Used for Expectation Calculations

By assuming an EL will grow at the same rate in his/her remaining years, a proportion can be calculated as the following:

$$\textit{Proportion} = 1 - (\text{“Number of years in U.S. schools “} / \text{“Expected years to exit EL program”})$$

Each EL’s progress towards meeting STAAR performance standards can be described as

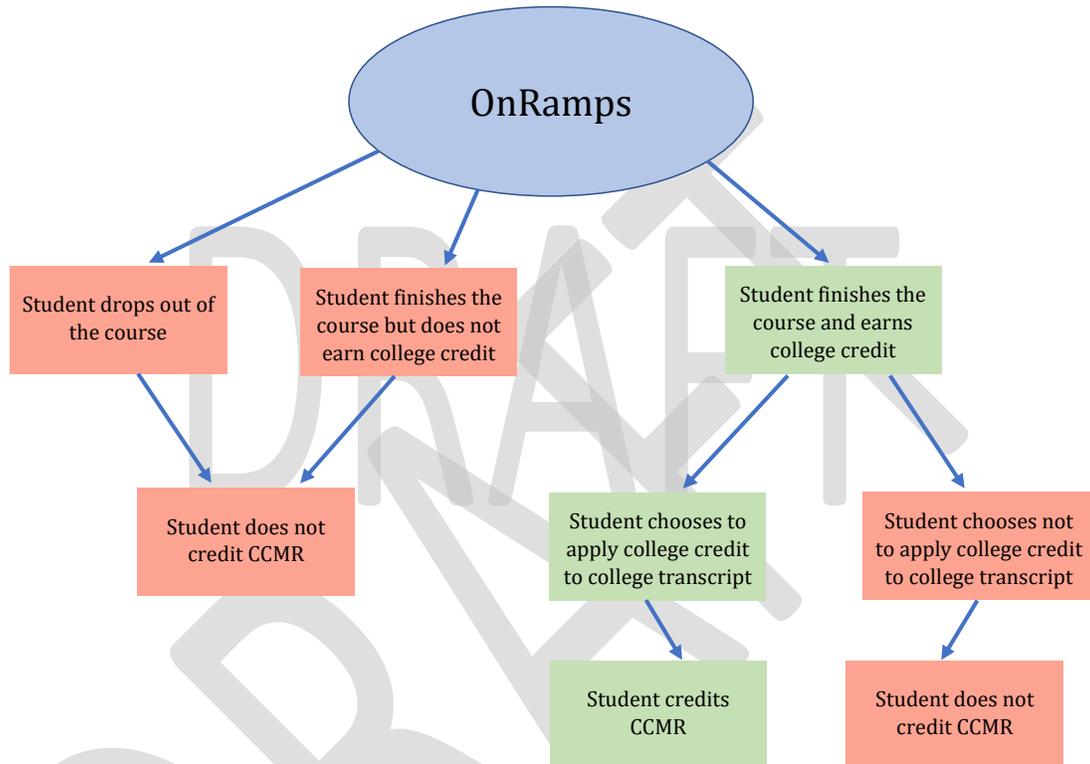
1. An EL is making sufficient progress to reach “*Masters*” performance level if his/her STAAR scaled score is at or above Masters – (*proportion* * distance 3).
2. An EL is making sufficient progress to reach “*Meets*” performance level if his/her STAAR scaled score is at or above Meets – (*proportion* * distance 2).
3. An EL is making sufficient progress to reach “*Approaches*” performance level if his/her STAAR scaled score is at or above Approaches – (*proportion* * distance 1).
4. An EL is not making sufficient progress to reach “*Approaches*” performance level if his/her STAAR scaled score is below Approaches – (*proportion* * distance 1).

2019 and Beyond CCMR Indicators

- **Complete an OnRamps course (2019)**

OnRamps course completion data was collected for the first time in the 2017–18 school year as part of the course completion collection.

Below is the proposed methodology for crediting OnRamps in CCMR for 2019:



- **Meet standards on a composite of indicators indicating college readiness (TBD)**

Data availability TBD.

Here are some suggestions for the CCMR indicator:

- Capstone Project Senior Year – Add a TSDS element to collect data.
- Offer a class specifically for a capstone project. Offer a capstone class. Which class service ID would that be?
- Can we get credit for returning overage students. For example, a 18–26 year-old who returns to complete high school graduation requirements such as TAAS or TAKS testing. Student took 4 years of core content (English, Math, Science, Social Studies) with good performance such as *As* and *Bs*.
- Senior students took 4 years of core content (English, Math, Science, Social Studies) with good performance such as *As* and *Bs*.

- e. Marketable skills award from a higher education institution. For example, be able to answer the phone, provide customer service – be ready for entry level position with soft skills needed for employment.
- **Be admitted to post-secondary industry certification program (TBD)**

Data availability TBD. The agency is working with the THECB to see if they can provide the records directly to TEA.

Question:

Students who pass the optional English III EOC and Algebra II EOC are considered TSI exempt. Many of these students do not take the TSIA, ACT, or SAT therefore, they do not meet the TSI requirement in ELA and Math through the TSIA, ACT, SAT. Why don't students who meet the requirements on English III, and Algebra II get credit in accountability in the CCMR indicator?

Answer:

Statute (TEC §39.0238 (f)(1)) prohibits the use of Algebra II and English III results in accountability.

Question:

Can a high school that has students complete the academic core of college classes required by Texas higher education institutions receive CCMR credit for that student?

Extra/Co-Curricular Taskforce

- **Feasibility Study**
 - Determine the feasibility of incorporating indicators that account for extracurricular and co-curricular student activity.
 - The commissioner may establish an advisory committee.
- **Report**

A report to the legislature on the feasibility of these indicators is due by December 1, 2022, unless a similar indicator is adopted prior to December 1, 2022.
- **Timeline**

October–December 2018	Determine size of advisory committee
	Determine membership of advisory committee
	Determine meeting dates for advisory committee
	Determine operating procedures for advisory committee
January–March 2019	Convene initial meeting of advisory committee
April–June 2019	Convene second meeting of advisory committee
July–September 2019	Convene final meeting of advisory committee
October–December 2019	Present recommendations to commissioner

Collection and Use of Enrollment Type

Beginning in November 2018, enrollment type information as referenced below, will be collected via AskTED. We strongly encourage participation by all districts as the data will be collected and analyzed to determine the feasibility of adding enrollment type to a TSDS PEIMS data submission. The timing of that implementation will most likely begin in fall of 2019.

Zoned School (no transfers accepted)—School in which attendance is based on the student’s home address. ECHS, T-STEM, and P-TECH schools are normally included in this campus enrollment type.

Zoned School (transfers accepted)—School in which attendance is based on the student’s home address or allowance of transfer students from another zoned school or district. ECHS, T-STEM, and P-TECH schools are normally included in this campus enrollment type.

Open Enrollment School—School that allows enrollment to any student regardless of the home address. This could include ECHS, T-STEM, and P-TECH schools.

Selective Enrollment School—School that uses some sort of selective criteria (e.g., student grades, audition, interview, discipline) for determination of enrollment of students. Enrollment in these schools may or may not be based on the student’s home address.

DAEP/JJAEP School—School that enrolls students based on school suspension or discipline issues or court ordered appointment related to juvenile justice.

NOTE: A school may fit into many or only one of the above categories depending upon local policy.

2018 Federal Report Card

ESSA, which replaced the NCLB, gives states freedom or flexibility in terms of accountability, school improvement plan, and how to use federal funds. At the same time, ESSA also bolsters some federal requirements, which are well reflected in the data reporting requirement, i.e. the Federal Report Card (FRC), such as reporting on performance results of vulnerable student groups, data on civil rights, school climate and safety, and postsecondary enrollment, etc.

Below is an outline of the major changes which will be implemented in the new FRC.

1) More Student Groups

Besides the traditional 14 reporting groups (all students, seven race/ethnic groups, economically disadvantaged, special ed, EL, male, female, and migrant), special ed and economically disadvantaged need to be compared with non-special ed, and non- economically disadvantaged respectively. Three more groups are added as well: foster children, homeless students, and students from military families. Altogether, there are 19 student groups to be reported for certain FRC parts.

2) New Reporting Items

FRC total reporting parts have increased from 6 to 13. Below is a list of the new FRC parts. Highlighted are new items.

- Part (i): General description of the state's accountability system
- Part (ii): Student academic achievement by proficiency level
- Part (iii)(I): Academic growth
- Part (iii)(II): Graduation rate
- Part (iv): English language proficiency
- Part (v): School quality or student success (SQSS)
- Part (vi): Goal-meeting status
- Part (vii): STAAR participation
- Part (viii): Civil rights data – School climate and safety
Enrollment in preschool or postsecondary programs
- Part (ix): Teacher quality data
- Part (x): Per-pupil expenditure
- Part (xi): STAAR Alternate 2 participation
- Part (xii): Statewide national assessment of educational program (NAEP)
- Part (xiii): Cohort rate of graduates enrolled in postsecondary education institutions (In-State Public Institutions, In-State Private Institutions, Out-of-State Public Institutions. The latter two are new.)

3) New Reporting Format

Cross-tabulation: Data on Part (ii) (student achievement), Part (iii) (academic growth and graduation rate), and Part (vii) (participation) need to be cross-tabulated by, at a minimum, each major racial/ethnic group, gender, English learner, and children with or without disabilities.

Additional Topics for Discussion

Local Accountability System Update

Financial Reporting

Updates to Reports and Feedback

January

- Accountability scatterplot tool available (public web)
- Accountability trend tool available (public web)
- District/Campus comparison tool (public web)

Badges and Distinctions

Impact of Testing Disruptions and Hurricane Harvey on 2019 Accountability

TELPAS and ELP Target

District Versus Campus Domain Scores

Is there a way to make the district domain scores more reflective of the campus scores? My region has a district that each campus had a met standard rating in Domain II, one campus even earned a distinction, yet the district Domain II score was an "F". This becomes an issue when explaining to board members and community members.

Bowie ISD: Academic Growth: 59 (Raw score of 62 with **1352 tests**), Relative Performance: 76

**Texas Education Agency
2018 Accountability Ratings Overall Summary
BOWIE ISD (169901)**

	Component Score	Scaled Score	Rating
Overall		78	C
Student Achievement		81	B
STAAR Performance	46	78	
College, Career and Military Readiness	48	76	
Graduation Rate	99.1	95	
School Progress		76	C
Academic Growth	62	59	F
Relative Performance (Eco Dis: 53.8%)	47	76	C
Closing the Gaps	31	71	C

Distinction Designations

Postsecondary Readiness Not Earned

Bowie HS: Academic Growth: 86 (Raw score of 76 with **231 tests**) Relative Performance: 79, (received Academic Growth distinction)

**Texas Education Agency
2018 Accountability Ratings Overall Summary
BOWIE H S (169901001) - BOWIE ISD**

	Component Score	Scaled Score	Rating
Overall		85	Met Standard
Student Achievement		84	Met Standard
STAAR Performance	55	83	
College, Career and Military Readiness	48	80	
Graduation Rate	99.1	95	
School Progress		86	Met Standard
Academic Growth	76	86	Met Standard
Relative Performance (Eco Dis: 46.3%)	52	79	Met Standard
Closing the Gaps	71	81	Met Standard

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Earned
Science	Not Earned
Social Studies	Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Earned

Bowie JH: Academic Growth: 56 (Raw score of 54 with **678 tests**), Relative Performance: 66

**Texas Education Agency
2018 Accountability Ratings Overall Summary
BOWIE J H (169901041) - BOWIE ISD**

	Component Score	Scaled Score	Rating
Overall		70	Met Standard
Student Achievement		74	Met Standard
STAAR Performance	42	74	
College, Career and Military Readiness			
Graduation Rate			
School Progress		66	Met Standard
Academic Growth	54	56	Improvement Required
Relative Performance (Eco Dis: 50.0%)	42	66	Met Standard
Closing the Gaps	10	59	Improvement Required

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Earned
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

Bowie Int: Academic Growth: 65 (Raw score of 66 with **443 tests**), Relative Performance: 66

**Texas Education Agency
2018 Accountability Ratings Overall Summary
BOWIE INT (169901042) - BOWIE ISD**

	Component Score	Scaled Score	Rating
Overall		68	Met Standard
Student Achievement		70	Met Standard
STAAR Performance	41	70	
College, Career and Military Readiness Graduation Rate			
School Progress		66	Met Standard
Academic Growth	66	65	Met Standard
Relative Performance (Eco Dis: 60.2%)	41	66	Met Standard
Closing the Gaps	27	62	Met Standard

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

Bowie JH earned *Improvement Required* in Academic Growth. Also, Bowie JH contributed nearly 50 percent of the assessments to the district’s score for Academic Growth, which is the reason for the low district score. School Progress, which used Relative Performance, is a C.

Closing the Gaps Domain Student Group Targets

I would like to have a discussion on Domain 3 targets for ethnic groups and use Forman Elementary in Plano ISD as an example. A Title I Campus.

566 students.

462 are EconDis, 81%.

356, 63% Hispanic.

69, 12% White.

Of the Hispanic students, 91% are Econ-Dis.

Of the 12% White, 42, 61% are Economically Disadvantaged.

In Domain 3,

- a. Hispanic Students met 4/5 targets.
- b. Econ Dis met 5/5 targets
- c. ELL/Monitored met 6/6 targets
- d. SpEd met 2/3 targets
- e. White met 0/5 targets

The issue here is that Domain 3 assumes all white students are similar. That is not the case as in a Title I school, most students are Econ-Dis, irrespective of ethnicity. As most WHITE students in the state are not EconDis, setting the same majority NON-ED White standard to White-ED students, is not an unbiased target.

Scaling of Graduation Rates

Why does the graduation rate scaled score cap at 95 while the other scaled scores cap at 100?

Schools of Choice

The list of schools which earned the highest overall scale score in the 2018 accountability system is dominated by schools of choice. I contend that these schools tend to recruit students with histories of academic success. The concern is that a significant number of *A* ratings and distinctions will be determined in 2019 by student selection rather than by the quality of educational services provided. For the 2019 accountability ratings, will TEA find a way to more effectively address the impact of student selection?

DRAFT

Impact of 89 Overall/Domain Cap and 3 of 4

Domain 1 limited to 89 because Failing Domain 2	
	Frequency
District	0
Campus	1

Domain 2 limited to 89 because Campus in District failed Domain 2	
	Frequency
District	6

Domain 2A limited to 89 because Failing Domain 2B	
	Frequency
District	1
Campus	8

Domain 3 limited to 89 because Campus in District failed Domain 3	
	Frequency
District	11

Domain 2B limited to 89 because Failing Domain 2A	
	Frequency
District	4
Campus	7

Overall Scale Score limited to 59 due to failing 3 out of 4 Domains	
	Frequency
District	3
Campus	57

Domain 2 limited to 89 because Failing Domain 1	
	Frequency
District	0
Campus	5

Overall Scale Score limited to 89 because Campus in District failed Overall	
	Frequency
District	3

Domain 1 limited to 89 because Campus in District failed Domain 1	
	Frequency
District	4