

## Chapter 1—2021 Accountability Overview

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### About this Manual

The *2021 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 TEA processes information from different sources to produce 2021 accountability data reports.

The *2021 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 2021 accountability.

**Accountability Policy Advisory Committee (APAC)** includes representatives from legislative offices, school districts, charter schools, and the business community. Members made recommendations to address policy issues for 2021 accountability.

The commissioner considered all proposals and released the 2021 Academic Accountability System Framework in February 2021.

The accountability development proposals and supporting materials that were reviewed and discussed at each advisory group meeting are available online at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2021-accountability-development-materials>.

### Overview of the 2021 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 background and other factors. The indicators included in this domain, as well as the

domain’s construction, align the state accountability system with the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

## Who is Rated?

Districts and campuses with students enrolled in the fall of the 2020–21 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 rating labels for districts and campuses are as follows.

- **A, B, C, or D:** Assigned for overall performance and for performance in each domain to districts and campuses (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 and campuses (including AEAs) that do not meet the performance target to earn at least a *D*.
- **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.
- **Not Rated: Declared State of Disaster** indicates that extraordinary public health and safety circumstances inhibited the ability of the state to accurately measure district and campus performance. Notwithstanding any other provision of this *2021 Accountability Manual*, the 2021 rating label that is issued to all districts and campuses is *Not Rated: Declared State of Disaster*.

See Chapter 9 for more information on how these ratings impact sanctions and interventions.

### Single-Campus Districts

A school district or charter school comprised of only one campus that shares the same 2021 performance data with its only campus must meet the performance targets required for the campus to demonstrate acceptable performance. For these single-campus school districts and charter schools, the 2021 performance targets applied to the campus are also applied to the district, ensuring that both the district and campus receive identical ratings. 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.

### Distinction Designations


Districts and campuses that receive accountability ratings of *A*, *B*, *C*, or *D* 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. Districts are eligible for a distinction designation in postsecondary readiness. Please see “Chapter 6—Distinction Designations” for more information.

### 2021 Accountability System School Types


Every campus is labeled as one of four school types according to its grade span based on 2020–21 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 served that grade span in 2019–20.

### 2020 Accountability System School Types (8,866 Total Campuses)

**Elementary**  
  
4,826 Campuses

**Elementary/Secondary**  
  
562 Campuses

**Middle School**  
  
1,696 Campuses

**High School**  
  
1,782 Campuses

		Highest Grade Level Served →														
Lowest Grade Level Served		EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
	EE	8	74	60	48	66	35	171	1184	96	3	10	0	0	0	38
PK		58	15	8	28	27	159	1107	178	11	116	3	3	4	158	
KG			0	6	15	13	119	671	101	4	44	10	2	9	44	
1				1	9	19	7	85	19	0	2	0	2	1	9	
2					0	11	10	34	4	0	1	0	0	1	5	
3						1	6	95	5	2	3	0	0	2	10	
4							3	39	30	2	5	1	1	2	10	
5								5	122	3	86	2	0	6	23	
6									28	12	1192	12	13	27	178	
7										2	204	7	9	24	121	
8											14	5	6	18	40	
9												27	29	26	1364	
10													17	12	36	
11														18	18	
12															17	

TEA Division of Performance Reporting

## 2021 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 fall 2020 administration	October 2020 enrollment snapshot
EOC spring 2021 administration	
Grades 3–8 spring 2021 administration	

The 2021 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
  - fall 2020 results for students reported as enrolled in the October 2020 snapshot; and
  - spring 2021 results for students reported as enrolled in the October 2020 snapshot.

### STAAR Retest Performance

The opportunity to retest is available to students who have taken EOC assessments in any subject.

- EOC retesters are counted as passers based on the passing standard in place when they were first eligible to take any EOC assessment.
- A district may retest a student who achieves the Approaches Grade Level standard on an English I EOC assessment or an Algebra I EOC assessment in order to provide an opportunity for the student to achieve the Meets Grade Level or Masters Grade Level standard only under the following conditions:
  - the student is in ninth grade;
  - the student first takes the EOC during the December administration; and
  - the student retakes the EOC during the spring administration immediately following the December administration during which the student first took the assessment.

In this case, the best result from both administrations is found for each subject retested. Second, the accountability subset rules determine whether the result is included in accountability. If all results have the same level of performance, then the most recent result is selected for calculation. The following charts provide examples of how the accountability subset is applied to EOC retesters.

**Accountability Subset Examples for EOC Retesters**

<i>Enrolled</i>	<i>Tested</i>	<i>Tested</i>
October 2020 Snapshot <b>Campus A</b>	Fall 2020 <b>Campus A</b>	Spring 2021 <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 2020–21 school year, the student’s single best result for each EOC is selected. The best result is found for performance and progress, considered separately. If all results have the same level of performance, the most recent result is selected for calculations. The selected result is only applied to the district and campus that administered the assessment if the student meets the accountability subset rule (discussed above).

<i>Enrolled</i>	<i>Tested</i>	<i>Tested</i>
October 2020 Snapshot <b>Campus A</b>	Fall 2020 <b>Campus A</b>	Spring 2021 <b>Campus B</b>
The best result is selected. Only the fall 2020 result meets the accountability subset rule. If spring 2021 was selected as the best result, the result would not meet the accountability subset rule for inclusion at Campus A or Campus B.		

**SAT/ACT Inclusion—Accountability Subset**

The SAT/ACT accountability subset rules determine to which district and campus an accelerated tester’s SAT/ACT result is attributed for accountability. Please see Chapter 2 for additional information on accelerated testers and the inclusion of SAT/ACT results.

## 2021 TSDS PEIMS-Based Indicators

One of the primary sources for data used in the accountability system is the Texas Student Data System (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 2020
5-year Longitudinal Graduation Rate	Class of 2019
6-year Longitudinal Graduation Rate	Class of 2018
Annual Dropout Rate	2019–20 school year
Graduate with Completed IEP and Workforce Readiness	
Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student	
Earn an Industry-Based Certification	Earned during  2019–20, 2018–19, 2017–18, and 2016–17 school years
Complete College Prep Course	
Dual Credit Course Completion	
Earn an Associate Degree	

## 2021 Other Indicators

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

<b>Other data used for College, Career, and Military Readiness</b>	<b>Data reported for</b>
ACT college admissions test	Tests as of July 2020 administration (2019–20, 2018–19, 2017–18, and 2016–17 school years)

Other data used for College, Career, and Military Readiness	Data reported for
AP examination	Tests as of May 2020 administration (2019–20, 2018–19, 2017–18, and 2016–17 school years)
IB examination	Tests as of May 2020 administration (2019–20, 2018–19, 2017–18, and 2016–17 school years)
TSI assessment	Tests from June 2011 to October 2020 administration
SAT college admissions test	Tests as of June 2020 administration (2019–20, 2018–19, 2017–18, and 2016–17 school years)
OnRamps dual enrollment course completion	Courses completed during the 2019–20, 2018–19, 2017–18, and 2016–17 school years
Level I and Level II certificates	Certificates earned during the 2019–20, 2018–19, 2017–18, and 2016–17 school years

Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.

## 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. Ratings of *D*, *F*, or *Improvement Required* 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 System:** Data Validation is a data-driven system designed to confirm the integrity of district submitted data. Annual data validation analyses examine districts' leaver and dropout data, student assessment data, discipline data and may also validate other district submitted 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 <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/191694176/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. TSDS PEIMS data submitted by districts, such as military enlistment data, are subject to audit at the discretion of the agency. Results of an audit may lead to corrective action plans, revised accountability ratings, or possible investigations under TEC, Section 39.057, and consequent actions and interventions under that section and TEC, Chapter 39A. 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* rating, though the commissioner of education has the authority to lower a rating or assign an *F* rating due to data quality issues. A *Not Rated: Data Integrity Issues* 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 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.

## 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. For 2021, component raw scores will be displayed; neither raw nor scaled scores are calculated for the Student Achievement domain.

### 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 for grades 3–8, English learner (EL) performance measure results, end-of-course (EOC) in all subject areas, and SAT/ACT results for accelerated testers as described later in this chapter.

Standard	STAAR Assessments (with and without accommodations)	STAAR Alternate 2 Assessments	English Learner Performance Measure (Second Year in U.S. Schools Only)
Approaches Grade Level or above	Approaches Grade Level or above	Level II Satisfactory or above	Approaches Grade Level or above
Meets Grade Level or above	Meets Grade Level or above	Level II Satisfactory or above	Meets Grade Level or above
Masters Grade Level	Masters Grade Level	Level III Accomplished	Masters Grade Level

### STAAR Component—Students Evaluated

All students, including 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. ELs who are in their second year in U.S. schools are included in accountability for 2021. 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 and are included in the same manner as non-ELs. 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 included in state accountability beginning with their second 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, EL performance measures, and/or SAT/ACT results combined across all subjects.
- Small numbers analysis is not used in the STAAR component.

## Inclusion of SAT/ACT Results for Accelerated Testers

As part of the Every Student Succeeds Act (ESSA) Plan 2021 Addendum, TEA requested to delay the implementation of the accelerated testers requirement until August 2022. If that request is granted, TEA will not include the results for accelerated testers in 2021 data. TEA will begin the inclusion of grade 12 accelerated testers' SAT/ACT results with the 2022 accountability cycle.

If the request is denied, the STAAR component of the Student Achievement domain calculation will include SAT and/or ACT results for accelerated testers as described in this chapter. Accelerated testers are defined as students who complete a STAAR EOC at the Approaches Grade Level or above standard in Algebra I, English II, and/or Biology prior to grade 9.

### SAT/ACT Inclusion—Assessments Evaluated

The Student Achievement domain includes SAT and/or ACT results for accelerated testers in the STAAR component in the subject areas of English language arts (ELA)/reading, mathematics, and science at the standards provided below.

Standard	SAT Evidence-Based Reading and Writing (EBRW)	SAT Math	ACT English and Reading	ACT Math	ACT Science
Approaches Grade Level or above	410 – 470	440 – 520	27 – 33	16 – 20	16 – 22
Meets Grade Level or above	480 – 660	530 – 680	34 – 59	21 – 29	23 – 27
Masters Grade Level	670 – 800	690 – 800	60 – 72	30 – 36	28 – 36

### SAT/ACT Inclusion—Students Evaluated

Accelerated testers have a corresponding subject-area SAT or ACT result included for the accountability cycle in which the student is reported as enrolled in grade 12 on the TSDS PEIMS October snapshot.

### SAT/ACT Inclusion—Methodology

SAT/ACT assessment results at or above the scores provided in the chart above are included in the STAAR component of the Student Achievement domain at the following levels:

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

The agency evaluates SAT/ACT results from grades 9–12 for the accelerated subject area once the accelerated tester is reported as enrolled in grade 12. If an accelerated tester has more than one corresponding subject-area SAT and/or ACT result across evaluated years, the best result from either SAT or ACT is found for each accelerated subject tested. ACT results considered include assessments from enrolled grade 9 through the April 2021 administration, and SAT results considered include assessments from enrolled grade 9 through the May 2021 administration.

## SAT/ACT Inclusion—Accountability Subset

The SAT/ACT accountability subset rules determine to which district and campus the accelerated tester's SAT/ACT result is attributed for accountability. The SAT/ACT result for an accelerated tester is attributed to the district and campus at which the student is reported as enrolled in grade 12 on the TSDS PEIMS October snapshot for that accountability cycle. SAT/ACT results are attributed to that campus without regard to the campus at which the student took the corresponding STAAR EOC before grade 9 or the enrolled campus at the time of SAT/ACT administration.

## 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 percentage by performance level and STAAR component score are 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%
<b>Total Percentage Points</b>							<b>108</b>
<b>Student Achievement Domain STAAR Component Score</b> (Total Percentage Points ÷ 3)							<b>36</b>

## 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. The Student Achievement CCMR denominator consists of 2020 annual graduates. Annual graduates are students who graduate from a district or campus in a school year regardless of cohort. This is separate from, and may include different students than, the longitudinal graduation cohorts. 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 2020, SAT and ACT results through the July 2020 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.

- *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.
- *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 higher for AP and 4 or higher for IB.
- *Earn an Associate Degree.* A graduate earning an associate degree by August 31 immediately following high school graduation.
- *Complete an OnRamps Dual Enrollment Course.* A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. See Appendix H for additional information.
- *Earn an Industry-Based Certification.* A graduate earning an industry-based certification under 19 TAC §74.1003.
- *Graduate with Completed Individualized Education Program (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.
- *\*Enlist in the Armed Forces.* A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines.
- *Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student.* A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA).
- *Earn a Level I or Level II Certificate.* A graduate earning a level I or level II certificate in any workforce education area. See Appendix D or H for additional information.

\*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and TSDS PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.

## 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, 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 2021, 2020, and 2019 CCMR data.
  - The all students group is evaluated if the three-year sum has at least 10 annual graduates.

## College, Career, and Military Readiness Component—Methodology

One point is given for each annual graduate who accomplishes any one of the CCMR indicators. 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.

$$\frac{\text{Number of Graduates Who Accomplished at Least One of the CCMR Indicators}}{\text{Number of 2020 Annual Graduates}}$$

Example Calculation: CCMR Component Score		
	Number of Graduates Who Accomplished at Least One of the CCMR Indicators	Number of 2020 Annual Graduates
<b>Total</b>	<b>208</b>	<b>365</b>
<b>Student Achievement Domain CCMR Component Score</b> (Number of Graduates Who Accomplished at Least One of the CCMR Indicators ÷ Number of 2020 Annual Graduates)		<b>57</b>

## 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 2020 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 2019 five-year graduation rate follows the same cohort of students for one additional year.
- Class of 2018 six-year graduation rate follows the same cohort of students for two additional years.
- Annual dropout rate for school year 2019–20 for grades 9–12 is used 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. This 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

- All Students are 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 2020 (4-year), Class of 2019 (5-year), or Class of 2018 (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 sum 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%.

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

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 highest score is used to calculate the graduation rate score.

Example Calculation: Graduation Rate	
Graduation Rate	All Students
Class of 2020, 4-year	85.2%
Class of 2019, 5-year	87.3%
Class of 2018, 6-year	85.0%
<b>Graduation Rate Score</b> (Highest of 4-year, 5-year & 6-year graduation rate)	<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

- All Students are 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 2019–20 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 sum 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 2019–20 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.

For example, a 1.1% annual dropout rate conversion calculation is:  $100 - (1.1 \times 10) = 100 - 11 = 89$ .

The annual dropout rate calculation requires at least a three-year average of 10 students per class.

## 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. The annual dropout rate is used on a safeguard basis only for campuses designated as dropout recovery schools (DRS). The Student Achievement domain for DRS without a longitudinal graduation rate is calculated using STAAR, CCMR, and the annual dropout rate; it is also calculated using only the STAAR and CCMR components. Whichever calculation produces the higher rating is used. For more information on the alternative education accountability (AEA) eligibility and DRS 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.

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

- Class of 2020 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 2019 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 2018 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 2019–20 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.

For example, a 1.1% AEA annual dropout rate conversion calculation is:  $100 - (1.1 \times 5) = 100 - 5.5 = 94.5$ .

## Chapter 3—School Progress Domain

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### Overview

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. For 2021, neither raw nor scaled scores are calculated for the School Progress domain.

### School Progress, Part A: Academic Growth

In spring 2020, the U.S. Department of Education (USDE) granted Texas a waiver under section 8401(b) of the Elementary and Secondary Education Act of 1965 (ESEA) of assessment, accountability and school identification, and certain related reporting requirements for the 2019–20 school year. As a result of this waiver, Texas does not have the data necessary (i.e., the prior year STAAR scaled score) to calculate School Progress: Part A: Academic Growth. Therefore, School Progress: Part A: Academic Growth is not calculated for 2021.

### 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.

#### 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 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.

Unschooling asylees, unschooled refugees, and SIFEs are included in state accountability beginning with their second 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 2021, 2020, and 2019 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. The economically disadvantaged percentage is rounded to one decimal place.

### **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. The economically disadvantaged percentage is rounded to one decimal place.

### **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. For 2021, only component raw scores are displayed.

## 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). For 2021, component raw scores are displayed; neither raw nor scaled scores are calculated for the Closing the Gaps domain.

### Components

There are four components evaluated in the Closing the Gaps domain.

- Academic Achievement: STAAR Performance Status at the Meets Grade Level or above standard 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 (unavailable for 2021)
  - 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.

### Minimum Size

A district or campus must have 10 reading and 10 mathematics assessment results for the all students group and meet minimum size for at least five indicators 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 14 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 or on STAAR answer documents.

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

Both current and monitored ELs, through year 4, are included in performance rates for the Closing the Gaps domain. Exclusions for ELs are detailed in this chapter.

## 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 (Grade 4–8)

Enrolled in District TSDS PEIMS Snapshot October 2017	Enrolled in District TSDS PEIMS Snapshot October 2018	Enrolled in District TSDS PEIMS Snapshot October 2019	Enrolled in Campus within District TSDS PEIMS Snapshot October 2020	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. ELs in their second year in U.S. schools are included in accountability calculations. The EL performance measure is used to include ELs in their second year in U.S. schools in the Academic Achievement and Student Achievement Domain Score: STAAR Component Only components. ELs in their second year in

U.S. schools with 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.

Unschooling asylees, unschooled refugees, and students with interrupted formal education (SIFEs) are included in state accountability beginning with their second 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), STAAR Alternate 2 results for grades 3–8, EL performance measure results for end-of-course (EOC) in ELA/reading and mathematics, and SAT/ACT results for accelerated testers as described in Chapter 2 at the Meets Grade Level or above standard.

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

- The all students group is evaluated if there are 10 or more assessments in the subject area, considered separately.
- Student groups are evaluated if there are 25 or more assessments in the subject area, considered separately.
- This component is evaluated if at least five student groups meet minimum size requirements.
- 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 2021 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 Status or Federal Graduation Status

### Academic Growth Status—2021 Accountability

Each student group is evaluated by subject area on the percentage of assessment results that maintained performance from the prior year to the current year or meets the *Expected* or *Accelerated* STAAR progress measure expectation. In spring 2020, the U.S. Department of Education (USDE) granted Texas a waiver under section 8401(b) of the Elementary and Secondary Education Act of 1965 (ESEA) of assessment, accountability and school identification, and certain related reporting requirements for the 2019–20 school year. As a result of this waiver from administering statewide assessments due to COVID-19, Texas does not have the data necessary (i.e., the prior year STAAR scaled score) to calculate academic growth.

### Federal Graduation Status

The Federal Graduation Status component measures the four-year federal graduation rate of the Class of 2020 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.

## Four-Year Graduation Rate Target

Student groups will be evaluated against the four-year long-term target (94.0%), the four-year interim target (90.0%) with a tenth of a percent improvement, or expected growth toward the four-year long-term target using the calculation below.

$$\frac{\text{current year four-year graduation rate} - \text{prior year four-year graduation rate}}{10} \geq \frac{94.0 \text{ (long-term target)} - \text{prior year four-year graduation rate}}{10}$$

Targets are provided at the end of this chapter. See Appendix H for more information.

## 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.
- This component is evaluated if at least one student group meets minimum size requirements.
- Small numbers analysis, as described below, applies to the all students group if the number of students in the Class of 2020 (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 sum 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.
- The continuously enrolled, non-continuously enrolled, and former special education student groups are not evaluated.

## 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%.

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

To determine if the student group met the graduation rate indicator, the group's four-year federal graduation rate is evaluated using the following three steps.

1. Did the student group meet the four-year long-term graduation rate target of 94.0% and demonstrate improvement of at least 0.1% over the Class of 2015 statewide baseline rate for this group?
2. If #1 is no, did the student group meet the four-year interim graduation rate target of 90.0% and demonstrate improvement of at least 0.1% over the prior year rate?
3. If #1 and #2 are no, did the student group meet its four-year graduation rate growth target? The growth target is calculated as follows.

*Did the student group demonstrate sufficient growth from the prior year in order to meet the long-term graduation rate target of 94.0% (i.e., a 10% decrease in difference between the prior year rate and the long-term target)?*

$$\frac{\text{current year four-year graduation rate} - \text{prior year four-year graduation rate}}{\text{rate}} \geq \frac{94.0 \text{ (long-term target)} - \text{prior year four-year graduation rate}}{10}$$

For example, the 2019 four-year federal graduation rate for the special education student group was 66.7%, and the 2020 four-year federal graduation rate was 70.0%. Using this methodology, the student group would meet the growth target as demonstrated below:

$$70.0 - 66.7 = 3.3 > 2.73 \quad \frac{94.0 - 66.7}{10}$$

## Inclusion of English Learners

Ever ELs (EL [Ever HS]) are evaluated for the EL student group 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. The EL student group is evaluated if there are at least 25 current EL students.

## Inclusions to the Four-Year Federal Dropout 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 2019–20 dropouts reported during the fall 2020 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.

## English Language Proficiency—Assessments Evaluated

The English Language Proficiency component evaluates the TELPAS and TELPAS Alternate results for grades K–12. Current year TELPAS and TELPAS Alternate results are compared to the prior year results to determine if the students made progress. As the completion of TELPAS was optional in spring 2020 due to the impact of COVID-19, if a 2020 composite rating is not available, the composite rating from 2019 is used as the prior year result. In order to be included in the denominator, a student must have either a current year Advanced High TELPAS or Basic Fluency TELPAS Alternate composite rating or a non-zero 2020, 2019, or 2018 TELPAS or a 2020 or 2019 TELPAS Alternate composite rating.



Composite ratings are not compared across TELPAS and TELPAS Alternate.

### 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 2021 result is Advanced High or Basic Fluency.
- For 2021, if the 2020 composite rating is available but does not show progress, the 2019 composite rating is compared to the 2021 composite rating.
- If the composite rating from 2020 is not available, the 2019 composite rating is compared to the 2021 composite rating.
- If the composite rating from 2019 is not available, the 2018 composite rating is compared to the 2021 composite rating.

The current EL student group’s performance is compared to the 2021 English Language Proficiency target. The performance target is 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%.

$$\frac{\text{Number of TELPAS or TELPAS Alternate assessments that advance by at least one score of the composite rating from prior year or are Advanced High or Basic Fluency}}{\text{Number of 2020–21 TELPAS or TELPAS Alternate assessments with Advanced High or Basic Fluency rating or non-zero 2020, 2019, or 2018 composite ratings}}$$

### 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), STAAR Alternate 2 assessments, EL performance measure results for grades 3–8 and EOC, and SAT/ACT results for accelerated testers as described in Chapter 2 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—Minimum Size Criteria and Small Numbers Analysis

- The all students group is evaluated if there are 10 or more assessments.
- Student groups are evaluated if there are 25 or more assessments.
- This component is evaluated if at least five student groups meet minimum size requirements.
- 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 2021 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 is 2020 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 2019–20 as reported in TSDS PEIMS attendance records. Grade 12 students reported in the fall 2019–20 TSDS PEIMS collection as individualized education program (IEP) continuers are excluded from the Closing the Gaps CCMR denominator.

$$\frac{\text{Number of Graduates or Students in Grade 12 Who Accomplished at Least One of the CCMR Indicators}}{\text{Number of 2020 Annual Graduates plus Students in Grade 12 During School Year 2019–20}}$$

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 2020, SAT and ACT results through the July 2020 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.

- *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.
- *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 higher for AP and 4 or higher for IB.

- *Earn an Associate Degree.* A graduate earning an associate degree by August 31 immediately following high school graduation.
- *Complete an OnRamps Dual Enrollment Course.* A student completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. See Appendix H for additional information.
- *Earn an Industry-Based Certification.* A graduate earning an industry-based certificate under 19 TAC, §74.1003.
- *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.
- *Enlist in the Armed Forces.\** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines.
- *Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student.* A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA).
- *Earn a Level I or Level II Certificate.* A graduate earning a Level I or Level II certificate in any workforce education area. See Appendix D or H for additional information.

\*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and TSDS PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.

### College, Career, and Military Readiness Performance Status—Minimum Size Criteria and Small Numbers Analysis

- The all students group is evaluated in the CCMR component if there are 10 or more annual graduates plus students in grade 12 who did not graduate.
- Student groups are evaluated if there are 25 or more annual graduates plus students in grade 12 who did not graduate.
- This component is evaluated if at least one student group meets minimum size requirements.
- Small numbers analysis, as described below, applies to the all students group if the number of annual graduates plus students in grade 12 who did not graduate is fewer than 10.
  - A three-year-average CCMR rate is calculated for the all students group. The calculation is based on an aggregated three-year uniform average using the district's or campus's 2021, 2020, and 2019 CCMR data.
  - The all students group is evaluated if the three-year sum has at least 10 annual graduates plus students in grade 12 who did not graduate.

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

Each student group is evaluated on the percentage of students who meet the 2021 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.

- 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.

As part of the Every Student Succeeds Act (ESSA) Plan 2021 Addendum, TEA requested to report only reading and mathematics participation rates for districts and campuses for 2021.

If the request is denied, 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 for 2021.

## 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

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

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.

### Limits on Use of Alternative Assessments

Federal limitations require that the number of students assessed using STAAR Alternate 2 not exceed one percent of total assessment participation. While this measure is reported for regions, districts, and campuses on the federal report card, monitoring only applies at the state level—the number of students assessed throughout the state using STAAR Alternate 2 must not exceed one percent of the state’s total participation on STAAR and STAAR Alternate 2.

### 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
- Student Achievement Domain Score: STAAR Component Only

The remaining components, Federal Graduation Status and CCMR Performance Status, only require one evaluated indicator.

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

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

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

## 2021 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%

2021 Federal Graduation Status (High Schools, K–12s, and Districts) <sup>1</sup>														
90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a
Class of 2015 Statewide Baseline Rate														
89%	85%	87%	93%	86%	95%	89%	92%	78%	86%	72%	n/a	n/a	n/a	n/a

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%	

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%	

English Language Proficiency Status <sup>2</sup>														
											36%			

<sup>1</sup> Ever ELs (EL [Ever HS]) are evaluated in the federal graduation rates. Ever ELs (EL [Ever HS]) 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 evaluates current ELs only.

## Chapter 5—Calculating 2021 Ratings

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### Overview

In 2021, districts and campuses receive a *Not Rated: Declared State of Disaster* label overall and in each domain.



## Chapter 6—Distinction Designations

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In 2021, districts and campuses receive a *Not Rated: Declared State of Disaster* label overall and in each domain. Distinction designations are not awarded for 2021.

### 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—2021 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.

## Chapter 7—Other Accountability System Processes

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Most accountability ratings are determined through the process detailed in Chapters 1–5. 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. Likewise, traditional campuses may not be paired with AECs.

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 Login (TEAL) Accountability application.

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 2019 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 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 this instance; districts may select another campus for pairing.

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.

## **Specialized Programs or Campuses**

The assessment; college, career, and military readiness; and graduation outcomes for students who attend specialized programs or campuses, such as, but not limited to magnets, P-TECHs, schools of choice, or academies must be attributed to the campus at which the student receives instruction. These outcomes may not be attributed to a student's campus of origin, if the student receives instruction at the campus that houses the specialized program. Campuses are rated on the performance of their students. Campuses that house multiple programs, such as a magnet program and a zoned attendance program, are rated on the performance of all 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;
- open-enrollment charter schools that operate only AECs; and
- open-enrollment 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 are registered 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 or to be served by a specialized program for an exceptional population.
- 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, 2020, 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 TEAL Accountability application. AECs designated for 2020 AEA provisions are re-registered automatically in 2021, provided the campus continues to meet enrollment and at-risk criteria as determined by TSDS PEIMS October snapshot data. If a campus was registered in 2020 using the at-risk safeguard and does not meet the at-risk enrollment criterion in 2021, the campus is not eligible for AEA and is not re-registered for AEA in 2021.

Campuses that were not registered in 2020 but meet eligibility in 2021 are automatically registered for AEA by the agency. Districts may choose to remove a campus from evaluation under AEA procedures by submitting an AEA rescission form. The 2021 registration process occurred March 29–April 9, 2021.

### **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 October snapshot day (October 30, 2020).
- 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 90 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 as verified through current-year TSDS PEIMS fall enrollment data in order to be evaluated by AEA provisions. TEC §29.081 defines fourteen 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 fourteen 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 2021 that had at least 75 percent in 2020 remains registered in 2021.

## Grades 6–12 Enrollment Criterion

In order to be evaluated by AEA provisions, each registered AEC must have at least 90 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 June at which time an email notification is sent to all superintendents.

The *2021 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, 2020, 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 to determine the charter school's accountability rating and 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.

## 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) as verified through current-year TSDS PEIMS fall enrollment data.

## Final AEA Charter School List

After the *2021 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” describes the provisions used to evaluate AEA campuses and AEA charter schools.

## Chapter 8—Appealing the Ratings

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In 2021, districts and campuses receive a *Not Rated: Declared State of Disaster* label overall and in each domain. Therefore, the 2021 rating label cannot be appealed.

## 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 4—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.

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 will be considered. Details for which years ratings were issued and the rating labels used are shown below.

- 2020 and 2021: (No state accountability ratings issued)
- 2019: *A, B, C, D, F* for districts and campuses
- 2018: *A, B, C, D, F* for districts and *Met Standard, Met Alternative Standard, and Improvement Required* for campuses
- 2013–2017: *Met Standard, Met Alternative Standard, and Improvement Required*
- 2012: (No state accountability ratings issued)
- 2004–2011: *Exemplary, Recognized, Academically Acceptable, Academically Unacceptable, AEA: Academically Acceptable, and AEA: Academically Unacceptable*

The rating labels utilized in determining multiple-year unacceptable status include *F, Improvement Required, Academically Unacceptable, or AEA: Academically Unacceptable*. While no ratings were issued in 2020 and 2021, an overall or domain rating of *D* or *F* in 2019 and an overall or domain rating of *D* or *F* in 2022 will be considered to be consecutive. While no ratings were issued in 2012, an *Improvement Required* rating assigned in 2013 and *Academically Unacceptable/AEA: Academically Unacceptable* rating 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

Campuses that receive an *F* rating in both the Student Achievement domain and the School Progress domain are typically placed on the PEG List; however, because ratings were not issued in 2020 and 2021,



the campuses identified for PEG based on 2019 ratings will remain on the 2022–23 PEG List. The list of 2022–23 PEG campuses will be released on August 13, 2021. 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 *F*, 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 TEC Chapter 39A

TEC Chapter 39A prescribes specific interventions for any campus that was rated a *D* or *F* in the state’s accountability system.

When a district or campus receives a rating of *Not Rated*, *Not Rated: Declared State of Disaster*, or *Not Rated: Data Integrity Issues*, the district or campus shall continue to implement the previously ordered sanctions and interventions. If a campus has been ordered to prepare a turnaround plan and then receives a rating of *Not Rated*, *Not Rated: Declared State of Disaster*, or *Not Rated: Data Integrity Issues*, that campus is strongly encouraged, but not required, to implement the approved turnaround plan.

For additional details on interventions, please see the Division of School Improvement’s Accountability Interventions website at <https://tea.texas.gov/si/accountabilityinterventions/>.

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

Districts and charter schools that earn a *D* or *F* rating or *Accredited-Probation/Accredited-Warned* accreditation status and campuses with a *D* or *F* 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 Interventions link at <https://tea.texas.gov/schoolimprovement/> and on the TEA Accreditation Status website at <https://tea.texas.gov/accredstatus/>.

When a district or campus receives a rating of *Not Rated*, *Not Rated: Declared State of Disaster*, or *Not Rated: Data Integrity Issues*, the district or campus shall continue to implement the previously ordered sanctions and interventions. If a campus has been ordered to prepare a turnaround plan and then receives a rating of *Not Rated*, *Not Rated: Declared State of Disaster*, or *Not Rated: Data Integrity Issues*, that campus is strongly encouraged, but not required, to implement the approved turnaround plan.

## Campus Identification Numbers

A campus represents the organization of students and teachers, not a physical facility. TEA assigns county-district-campus (CDC) numbers to instructional campuses as defined in the *Texas Education Data Standards*.

In a given year, districts or charter schools may need to update one or more 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 2019, but in 2021 serves only grade 6. The district did not request a new CDC number for the new configuration. Instead, the same CDC number used in 2019 was maintained (recycled). Therefore, in 2021, grade 6 performance on the assessments may be combined for small-numbers analyses purposes with grade 7 and 8 outcomes from prior years.

Making changes to campus numbers 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.

For requests applying to the current school year, TEA policy requires that school districts and charter schools request to make campus numbers active or obsolete by October 1 to ensure time for processing before the TSDS PEIMS fall snapshot date in late October. For requests applying to the upcoming school year, campus number requests received before August 15 may not be processed until after the public release of accountability ratings. For additional information about campus number requests, please contact AskTED at [AskTED@tea.texas.gov](mailto:AskTED@tea.texas.gov) or (512) 463-9809. Districts and charter schools must consult with the Division of School Improvement to make adjustments for campuses with an overall *D* or *F* rating. 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 *D* or *F* 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 *D*, *F*, *Improvement Required*, *Academically Unacceptable*, or *AEA: Academically Unacceptable* 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 a *D* or *F* campus. 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.

## Chapter 10—Identification of Schools for Improvement

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### Overview

To align identification of schools for improvement with the state’s accountability system, TEA utilizes the Closing the Gaps domain performance to identify comprehensive support and improvement (CSI), targeted support and improvement (TSI), and additional targeted support (ATS) schools.

In 2021, districts and campuses receive a *Not Rated: Declared State of Disaster* label overall and in each domain. On January 27, 2021, TEA submitted an addendum to the state’s Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) consolidated state plan to the U.S Department of Education (USDE) requesting the following adjustments for 2021 accountability. If the addendum requests are denied, TEA will provide additional information to districts and campuses in spring 2021.

- To retain existing CSI, TSI, and ATS labels for school year 2021–22 and delay the identification of the next cohort of CSI, TSI, and ATS campuses by one year, until August 2022.
- To postpone the escalation of three-year ATS campuses to comprehensive status until August 2023.
- To receive funding for 2021–22, CSI campuses must opt-in for continued interventions. Campuses that opt-out of continued interventions opt-out of funding and remain CSI identified.
- Current CSI campuses identified solely by the graduation rate criteria may exit if the campus meets the CSI graduation rate exit criteria.

### Updated Timeline for Title I Campuses Identified for ATS for Three Consecutive Years

Pending USDE approval of the addendum request, the escalation of three-year ATS campuses to comprehensive status will be postponed to August 2023. Three consecutive years under the pending addendum are as follows.

When Identified	SY 2020–21	SY 2022–23	SY 2023–24
<b>August 2020</b> (2019 carryover due to COVID-19)	ATS		
<b>August 2022</b>		ATS	
<b>August 2023</b>			CSI

### Exit Criteria for Comprehensive Support and Improvement

Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

The six-year federal graduation rates for the Class of 2017 and Class of 2018 are evaluated to determine if a campus has successfully met exit criteria in 2021.

Note that the four-year federal graduation rate was used for CSI identification in 2019. As defined in the January 2020 Amendment to the ESSA State Plan, the six-year federal graduation rate is now used for CSI identification and exit.

Data Source	Graduation Rate	SY 2019–20	SY 2020–21	SY 2021–22
Class of 2018, 4-year rate	Below 67.0%	CSI	–	–
Class of 2017, 6-year rate	At or above 67.0%	–	CSI-Progress	–
Class of 2018, 6-year rate	At or above 67.0%	–	–	Exit

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

- The campus is evaluated for CSI exit, if the all students group has at least 10 students in the class.
- Small numbers analysis applies to all students if the number of students in the Class of 2018 (6-year graduation rate) 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.

### 2018 and 2019 Identification Methodologies

Additional information on the methodology used to identify campuses for comprehensive, targeted, and additional targeted support and improvement is available in the state’s consolidated ESSA plan available at <https://tea.texas.gov/about-tea/laws-and-rules/essa/every-student-succeeds-act>. Methodology used in 2018 is available in the *2018 Accountability Manual*. 2019 identification methodology is available in the *2019 Accountability Manual*. These manuals are available on the Performance Reporting Division website at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting>.

## Chapter 11—Local Accountability Systems

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### Overview

The Local Accountability System (LAS) allows districts and open-enrollment charter schools to develop local accountability system plans for their campuses. A district's local accountability plan provides stakeholders with detailed information about school performance and progress over time. Local accountability plans may vary by school type (elementary school, middle school, high school, and K–12) and by school group (magnet schools, early college high schools, etc.) but must apply equally to all campuses by school type and group. In 2021, districts and campuses receive a *Not Rated: Declared State of Disaster* label overall and in each domain.

### LAS Implementation

The implementation of a local accountability system is optional. Districts and open-enrollment charter schools that choose to participate must follow the procedures for implementation outlined in the applicable *Local Accountability System Guide*.

The LAS process includes a planning year during which districts and open-enrollment charter schools will work with TEA LAS staff to design and refine a LAS plan, including LAS domains, components, scaling methodologies, and metrics. Once the LAS plan is final, it is reviewed and approved or denied by TEA staff.

### Ratings Under LAS

Districts and open-enrollment charter schools produce campus ratings for each LAS domain, which are used to calculate an overall LAS rating. These ratings consist of a scaled score and a corresponding letter grade. Upon implementation of a TEA approved LAS plan, participating districts submit LAS scaled scores and corresponding letter grades for the agency to combine with the state overall campus ratings. Districts and open-enrollment charter schools must submit scaled scores and letter grades assigned for each domain, each component, and an overall grade for each LAS campus, as approved in the LAS plan. Eligible LAS campuses that receive a C or higher state overall rating have their LAS overall scaled score combined with their state overall scaled score. The LAS plan specifies the proportion the LAS rating contributes to the overall campus rating, which may be up to 50 percent.

TEA calculates overall ratings for LAS campuses by combining the LAS overall scaled score at the proportion determined by the district with the state accountability overall scaled score. The overall scaled score and rating produced is displayed on the txschools.gov and TEA websites along with the overall and domain scaled scores and ratings for both LAS and state accountability.

### 2021 LAS Ratings

In 2021, districts and campuses receive a *Not Rated: Declared State of Disaster* label overall and in each domain. Therefore, the 2021 state and LAS ratings are not combined.

### LAS Appeals

In 2021, districts and campuses receive a *Not Rated: Declared State of Disaster* label overall and in each domain. Therefore, neither 2021 state nor LAS rating labels can be appealed.