2022 Administrator's Guide

for Texas Public School Districts and Campuses

School Programs | Assessment & Reporting |Performance Reporting Division

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2022 Accountability Administrator's Guide

About this Guide

The *2022 Accountability Administrator's Guide* briefly explains how the Texas Education Agency (TEA) uses the accountability system to evaluate the academic performance of Texas public schools. The guide describes the accountability system and explains how information from various sources is used to calculate and assign accountability ratings and award distinction designations.

This guide is intended to provide information that is relevant to school district and open-enrollment charter school administrators. The *2022 Accountability Manual* provides additional technical details and scenarios beyond those provided in this guide. The full manual and additional materials are available on the Performance Reporting 2022 ratings page at https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2022-accountability-rating-system.

Performance Reporting Products

The table below describes various Performance Reporting products and the typical month of release.

Product	Description	Month of Release
Accountability System Framework	A brief summary of the changes to the accountability system.	February
Accountability System Overview	A one-page summary of the accountability system.	February
Accountability Manual	A technical guide to the accountability system available as one comprehensive document and as individual chapters.	May
College, Career, and Military Readiness (CCMR) Tracker	A system in TEAL that allows districts to track CCMR completion for students in grades 9–12. Released in two parts. Part 1: TSDS PEIMS, OnRamps, and TSIA data through the 2020–21 school year Part 2: SAT, ACT, AP, IB, and level I and level I certificates through the 2020–21 school year	Part 1 released in March Part 2 released in June
CCMR Verifier	A system in TEAL that allows districts to verify and correct CCMR completion credit for annual graduates. PEIMS related indicators are not eligible for corrections.	May
TXschools.gov	A site for educators, parents, and the public that provides detailed information about Texas schools and districts. Information such as location, student enrollment, staff information, and accountability data are available on TXschools.gov.	Updated August 15 with new ratings
Texas Academic Performance Reports (TAPR)	A document that provides a wide range of data for campuses and districts. A TAPR Glossary is released each year with the TAPR. TAPR data downloads are also available.	December
School Report Cards	A document that provides a broad view of campus performance.	December
Texas Performance Reporting System (TPRS)	A system that provides a variety of data for campuses and districts. This system is updated on a rolling basis as data become available. Each tab includes a corresponding glossary.	Updated as data are released
Performance Reporting Resources Webpage	A webpage with explanatory materials, webinars, presentations, and other resources for Performance Reporting products.	Updated regularly

Performance Reporting Weekly Bulletin	Weekly bulletin containing helpful information about academic accountability ratings and assessment scoring and reporting. Subscribe here.	Every Friday

Part 1—Who is Rated?

Districts and campuses with students enrolled on the Texas Student Data System Public Education Information Management System (TSDS PEIMS) October snapshot as reported in the fall 2021–22 collection are assigned a state accountability rating. For this purpose, students are considered enrolled if they are in membership. In order for a student to be in membership they must be scheduled to attend at least two hours of instruction each school day or participate in an alternative attendance accounting program.

Students instructed virtually are included in accountability calculations in the same manner as in-person students. Students enrolled in virtual courses under an agreement described by Texas Education Code (TEC), Section 29.9091 are considered enrolled in the sending district or school for purposes of average daily attendance and accountability.

Districts

Beginning the first year they report fall enrollment, school districts and open-enrollment 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.

Rating Labels

Districts and campuses receive an overall rating, as well as a rating for each domain. The 2022 rating labels are as follows.

Districts and Campuses

- ***A, B, or C***: 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

- ***Not Rated***: ***Senate Bill 1365:*** Assigned in 2022 for overall performance to districts and campuses that do not meet the performance target to earn at least a *C.*

Single-Campus Districts

A school district or charter school comprised of only one campus that shares the same 2022 performance data with its only campus must meet the performance targets required for the campus in order to demonstrate acceptable performance. For these single-campus school districts and charter schools, the 2022 performance targets applied to the campus are also applied to the district, ensuring that both the district and campus receive identical ratings.

In a few specific circumstances, a district or campus does not receive a rating. When this occurs, a district or campus is given one of the following labels.

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 Under Review indicates data accuracy or integrity may have been compromised performance results, making it impossible to assign a rating. The assignment of a *Not Rated: Data Under Review* label is temporary while the data are reviewed.

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 is permanent.

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.

Part 2—Data Sources

The following sections describe academic accountability data sources.

2022 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 summer 2021 administration	Fall 2020 enrollment snapshot
EOC fall 2021 administration	Fall 2021 enrollment snapshot
EOC spring 2022 administration	
Grades 3–8 spring 2022 administration	

The 2022 accountability subset rules apply to the STAAR performance results evaluated across all three domains.

- Grades 3–8: districts and campuses are responsible for spring 2022 assessment results for students reported as enrolled in fall 2021 snapshot (referred to as October snapshot).

- End-of-Course (EOC): districts and campuses are responsible for
  - summer 2021 results for students reported as enrolled in fall 2020 snapshot;
  - fall 2021 results for students reported as enrolled in the fall 2021 snapshot; and
  - spring 2022 results for students reported as enrolled in the fall 2021 snapshot.

SAT/ACT Inclusion – Accountability Subset

The SAT/ACT accountability subset rules determine to which district and campus an accelerated tester's SAT/ACT results are attributed for accountability. Chapter 2 of the *2022 Accountability Manual* provides additional information on accelerated testers and the inclusion of SAT/ACT results.

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.

Performance and progress are calculated separately; the most recent result from the accountability cycle (summer 2021, fall 2021, and spring 2022) is selected for performance calculations, while the only available STAAR progress measure is selected for progress. The selected result is applied to the district and campus that administered the assessment if the student meets the accountability subset rule (discussed above).

Accountability Subset Examples for EOC Retesters

Enrolled	Tested	Enrolled	Tested	Tested
October 2020 Snapshot **Campus A**	Summer 2021 **Campus A**	October 2021 Snapshot **Campus A**	Fall 2021 **Campus A**	Spring 2022 **Campus A**
The best result is selected. Each result meets the accountability subset rule.				

Enrolled	Tested	Enrolled	Tested	Tested
October 2020 Snapshot **Campus A**	Summer 2021 **Campus A**	October 2021 Snapshot **Campus A**	Fall 2021 **Campus B**	Spring 2022 **Campus B**
The best result is selected. Only the summer 2021 result meets the accountability subset rule.				

2022 TSDS PEIMS-Based Indicators

One of the primary sources for data used in the accountability system is the 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.

TSDS PEIMS data used for accountability indicators	Data for
4-year Longitudinal Graduation Rate	Class of 2021
5-year Longitudinal Graduation Rate	Class of 2020
6-year Longitudinal Graduation Rate	Class of 2019
Annual Dropout Rate	2020–21 school year
Graduate with Completed IEP and Workforce Readiness	
Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student	

TSDS PEIMS data used for accountability indicators	Data for
Earn an Industry-Based Certification	Earned during 2020–21, 2019–20, 2018–19, and 2017–18 school years
Complete College Prep Course	
Dual Credit Course Completion	
Earn an Associate Degree	

2022 Other Indicators

The College, Career, and Military Readiness (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.

Data used for College, Career, and Military Readiness	Data reported for
ACT college admissions test	Tests as of July 2021 administration (2020–21, 2019–20, 2018–19, and 2017–18 school years)
AP examination	Tests as of June 2021 administration (2020–21, 2019–20, 2018–19, and 2017–18 school years)
IB examination	Tests as of May 2021 administration (2020–21, 2019–20, 2018–19, and 2017–18 school years)
TSI assessment	Tests from June 2011 to October 2021 administration
SAT college admissions test	Tests as of June 2021 administration (2020–21, 2019–20, 2018–19, and 2017–18 school years)
OnRamps dual-enrollment course completion	Courses completed during the 2020–21, 2019–20, 2018–19, and 2017–18 school years
Level I and Level II certificates	Certificates earned during the 2020–21, 2019–20, 2018–19, and 2017–18 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* rating 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 and maintain certain test administration materials for five years. All testing personnel are required to be trained in test security and administration procedures at least once. However, annual test administration training is strongly encouraged, especially for policies and procedures that have changed. Detailed information about test security policies for the state assessment program is available online at https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2547990915/Test+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, possible investigations under TEC, Section 39.057, and consequent actions and interventions under that section and TEC, Chapter 39A. This label 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 for the year 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.

Part 3—Overview of the 2022 Accountability System

The graphic below provides an overview of the accountability system. The following sections briefly describe each of the three domains evaluated; however, if you would like to view additional information, please see Chapters 2, 3, and 4 of the *2022 Accountability Manual.*

Better Of:			Plus:
Student Achievement	**School Progress**	**Closing the Gaps**	
Evaluates the performance across all subjects for all students on STAAR, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.	Measures outcomes in two areas: number of students that grew at least one year academically and the achievement of students relative to districts or campuses with similar economically disadvantaged percentages.	Uses disaggregated data to demonstrate differentials among racial or ethnic groups, socioeconomic backgrounds and other factors.	
70% of Total Grade			**30% of Total Grade**

Student Achievement Domain

Student Achievement evaluates performance across all subjects for all students, on both general and alternate assessments (STAAR Component), College, Career, and Military Readiness (CCMR) indicators, and graduation rates.

STAAR Component—Methodology

One point is given for each percentage of assessment results across all subjects 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.

College, Career, and Military Readiness Component—Methodology

The CCMR component of the Student Achievement domain measures graduates' preparedness for college, the workforce, or the military. One point is given for each annual graduate who accomplishes any one of the following CCMR indicators:

- *Meet Texas Success Initiative (TSI) Criteria in ELA/Reading and Mathematics.*

- *Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.*

- *Earn Dual Course Credits.*

- **Enlist in the Armed Forces.*

- *Earn an Industry-Based Certification.*

- *Earn an Associate Degree.*

- *Graduate with Completed IEP and Workforce Readiness.*

- *Complete an OnRamps Dual Enrollment Course.*

- *Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student.*

- *Earn a Level I or Level II Certificate.*

*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.

Graduation Rate Component—Methodology
The graduation rate component of the Student Achievement domain includes the best of the four-year, five-year, or six-year high school graduation rates or the annual dropout rate, if no graduation rate is available. The annual dropout rate is used on a safeguard basis only for campuses designated as dropout recovery schools (DRS). For additional information, see Chapter 2 of the *2022 Accountability Manual*.

Student Achievement Domain Rating—Methodology
For elementary, middle, and high schools/K–12s without CCMR or graduation rate components, the STAAR component scaled score is the Student Achievement domain scaled score. For high schools, K–12s, and districts with CCMR and graduation rate components, the STAAR component scaled score is weighted at 40 percent, the CCMR component scaled score at 40 percent, and the graduation rate converted score at 20 percent to determine the Student Achievement domain scaled score.

For districts and campuses lacking a graduation rate component, the STAAR component scaled score is weighted at 50 percent and the CCMR component scaled score at 50 percent to determine the Student Achievement domain scaled score.

For districts and campuses lacking both the CCMR and the graduation rate components, the STAAR component scaled score is the Student Achievement domain scaled score.

For more information about scaling, please see "Chapter 5—Calculating 2022 Ratings" of the *2022 Accountability Manual* or visit our Scaling Resources page at https://rptsvr1.tea.texas.gov/perfreport/account/scaling-tool.html.

School Progress Domain
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 (Part A) and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages (Part B).

School Progress, Part A: Academic Growth—Methodology
School Progress, Part A: Academic Growth provides an opportunity for districts and campuses to receive credit for STAAR results in ELA/reading and mathematics that either meet the student-level criteria for the STAAR progress measure or maintain performance. For additional details about how points are awarded, please see "Chapter 3—School Progress Domain" of the *2022 Accountability Manual*.

School Progress, Part B: Relative Performance—Methodology

School Progress, Part B: Relative Performance measures the achievement of all students on either STAAR across all subjects or STAAR across all subjects and the College, Career, and Military component (if available) relative to districts or campuses (by campus type) with similar economically disadvantaged percentages.

School Progress Domain Rating—Methodology

The better outcome of the School Progress, Part A or Part B scaled scores is used for the School Progress domain rating. If either Part A or Part B's scaled score results in a scaled score less than 60, the highest scaled score that can be used is an 89. For more information about scaling, please see "Chapter 5—Calculating 2022 Ratings" of the *2022 Accountability Manual*.

Closing the Gaps Domain

Closing the Gaps uses disaggregated data in four components to demonstrate differentials among racial/ethnic groups, socioeconomic status and other factors. The four components include Academic Achievement, English Language Proficiency, either Academic Growth Status or Federal Graduation Status, and either the CCMR or STAAR Component, depending on the campus grade levels. 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).

The Closing the Gaps domain evaluates performance of fourteen 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 emergent bilingual (EB) students/English learners (ELs) (through year 4 of monitoring)
- Continuously enrolled
- Non-continuously enrolled

Academic Achievement—Methodology

Each student group is evaluated by subject area on the percentage of ELA/reading and mathematics assessment results that are at the Meets Grade Level or above standard. Each student group's performance is then compared to the 2022 Academic Achievement performance targets. The performance targets are provided in "Chapter 4—Closing the Gaps Domain" of the *2022 Accountability Manual.*

Academic Growth Status—Methodology

For elementary and middle schools, as well as high schools, K–12s, and districts without graduation rates, each student group is evaluated by subject area on the percentage of ELA/reading and mathematics assessment results that maintained performance or met the growth expectations on STAAR. Each student group's performance is then compared to the 2022 Academic Growth Status performance targets. Please see "Chapter 3—School Progress Domain" for details on how points are awarded for growth. The performance targets are provided in "Chapter 4—Closing the Gaps Domain" of the *2022 Accountability Manual*.

Federal Graduation Status—Methodology
For high schools, K–12s, and districts with graduation rates the Federal Graduation Status component measures the federal four-year graduation rate without state exclusions for each student group in the Class of 2021. The four-year federal graduation rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. 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?

For more information about how the growth target mentioned in step #3 is calculated and for more information about Federal Graduation Status, please refer to "Chapter 4 – Closing the Gaps Domain" of the *2022 Accountability Manual*.

English Language Proficiency Component—Methodology
The English Language Proficiency component evaluates the TELPAS results for grades K–12. 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 2022 result is Advanced High or Basic Fluency. If the composite rating from 2021 is not available, the 2020 composite rating is compared to the 2022 composite rating. As the completion of TELPAS was optional in 2020, if the 2020 composite rating is available but does not show progress, the 2019 composite rating is compared to the 2022 composite rating. If the composite rating from 2020 is not available, the 2019 composite rating is compared to the 2022 composite rating. If the composite rating from 2019 is not available, the 2018 composite rating is compared to the 2022 composite rating. The current EB student/EL student group's performance is compared to the 2022 English Language Proficiency target. The performance target is provided in "Chapter 4—Closing the Gaps Domain" of the *2022 Accountability Manual.*

Student Achievement Domain Score: STAAR Component Only—Methodology
For elementary and middle schools, as well as high schools, K–12s, and districts without annual graduates, the Student Achievement Domain Score: STAAR Component Only evaluates STAAR results 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. The performance targets are provided in "Chapter 4—Closing the Gaps Domain" of the *2022 Accountability Manual.*

College, Career, and Military Readiness Performance Status—Methodology
For high schools, K–12s, and districts with annual graduates the College, Career, and Military Readiness Performance Status component measures students' preparedness for college, the workforce, or the military. This component differs slightly from the CCMR component in the Student Achievement domain. The denominator used here is annual graduates plus students in grade 12 who did not graduate. The performance targets are provided in "Chapter 4—Closing the Gaps Domain" of the *2022 Accountability Manual.*

Closing the Gaps Domain Rating—Methodology

The percentage of eligible indicators met out of the total eligible indicators determines the component scores. Each component is weighted according to the following table and scaled. For more information about scaling, please see "Chapter 5—Calculating 2022Ratings" of the *2022 Accountability Manual.*

Closing the Gaps Component Weights		
Campus Types	**Closing the Gaps Domain Component**	**Weight**
Elementary and Middle Schools	Academic Achievement	30%
	Academic Growth Status	50%
	English Language Proficiency	10%
	Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K–12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status[1]	10%
	English Language Proficiency	10%
	College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only[2]	30%

[1] If Federal Graduation Status is not available, Academic Growth Status is used.

[2] If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

Overall District or Campus Rating

The better outcome of the Student Achievement and the School Progress domain scaled scores is weighted at 70 percent. If either domain's scaled score results in a scaled score less than 60, the highest scaled score that can be used is an 89.

The Closing the Gaps domain scaled score is weighted at 30 percent. The total weighted outcome of the two scaled scores is the overall score.

A district may not receive an overall or domain rating of *A* if the district includes any campus with an overall or corresponding scaled score less than 70. In this case, the highest scaled score a district can receive for the overall or in the corresponding domain is an 89.

If a scaled score less than 60 is received in three of the four areas of Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score a district, open-enrollment charter school, or campus can receive for the overall rating is a 59. In order for this provision to be applied, the district, open-enrollment charter school, or campus must be evaluated in all four areas. If the Student Achievement domain scaled score is at least 60, this provision is not applied.

The following chart illustrates an overall rating calculation.

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	71		89	70%	62.3
School Progress, Part A	89	89			
School Progress, Part B	84				
Closing the Gaps	81			30%	24.3
				Overall Score	87
				2022 Overall Rating	*B*

Part 4—Inclusion of EB Students/ELs in 2022 Accountability

EB students/ELs who are in year one in U.S. schools are excluded from accountability performance calculations. EB students/ELs in year two in U.S. schools are included in performance components using the EL performance measure. EB students/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-EB students/ELs. For additional information, please refer to the EL performance measure resource available at https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/Assessment_Scoring_and_Reporting/.

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

The STAAR progress measure is used for ELs and non-ELs in the School Progress, Part A domain.

Unschooled 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.

Part 5—Other Accountability System Processes

Pairing

All campuses serving prekindergarten 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. For more information on campus pairing, please see "Chapter 7—Other Accountability System Processes" of the *2022 Accountability Manual*.

Alternative Education Accountability Provisions

Alternative education accountability (AEA) charter schools and campuses are evaluated on all the domains, components, and indicators except for School Progress, Part B: Relative Performance due to the small number of districts and campuses used for comparison.

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. Please see "Chapter 2—Student Achievement Domain" of the *2022 Accountability Manual*.

Targets and cut points established by campus type have AEA-specific targets and cut points, as applicable. AEA charter schools and campuses also have the opportunity to earn bonus points which may be added to the overall scaled score. For more information, please see "Chapter 5—Calculating 2022 Ratings" of the *2022 Accountability Manual*.

Part 6—Distinction Designations

Districts and campuses that demonstrate acceptable performance are eligible to earn distinction designations. Acceptable performance is defined as an overall rating of *A, B,* or *C* for 2022.

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.

For 2022, distinction designations are awarded in the following areas:

- Academic Achievement in English Language Arts/Reading (campus only)
- Academic Achievement in Mathematics (campus only)
- Academic Achievement in Science (campus only)
- Academic Achievement in Social Studies (campus only)
- Top 25 Percent: Comparative Academic Growth (campus only)
- Top 25 Percent: Comparative Closing the Gaps (campus only)
- Postsecondary Readiness (district and campus)

Please see "Chapter 6—Distinction Designations" of the *2022 Accountability Manual* for more information.

Part 7—Appeals

The commissioner of education is required to provide a process for school districts (districts) or open-enrollment charter schools (charter schools) to challenge an agency decision relating to an academic rating that affects the district or school, including a determination of consecutive school years of unacceptable performance ratings (Texas Education Code [TEC], §39.151).

While districts and charter schools may appeal for any reason, the accountability system framework limits the likelihood that a single indicator or measure will result in a reduced rating. For this reason, a successful accountability appeal is usually limited to such rare cases as a data or calculation error attributable to the testing contractor(s), a regional education service center (ESC), or the Texas Education Agency (TEA). Online applications provided by TEA and the testing contractors ensure that districts and charter schools are aware of data correction opportunities. District and charter school responsibility for data quality is the cornerstone of a fair and uniform rating determination.

District and charter school appeals that challenge the agency determination of the accountability rating and/or determination of consecutive school years of unacceptable performance ratings are carefully reviewed by an external panel. District superintendents and chief operating officers of charter schools may appeal accountability ratings by following the guidelines in "Chapter 8—Appealing the Ratings" of the *2022 Accountability Manual*.

Part 8—Identification of Schools for Improvement

To align identification of schools for improvement with the state's accountability system, TEA utilizes the Closing the Gaps domain performance to identify comprehensive, targeted, and additional targeted support and improvement schools. For further information, please see "Chapter 10—Identification of Schools for Improvement" of the *2022 Accountability Manual*.

Comprehensive Support and Improvement Identification

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement (CSI). To identify schools for CSI, TEA annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final CSI determinations. Using a multi-step process, Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI.

First, TEA determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type—elementary, middle, high school/ K–12, and alternative education accountability. TEA then determines which campuses fell in the bottom five percent for each school type. Please see Chapters 1 and 7 for additional information on school types.

Next, TEA rank orders the overall scaled scores for *all* Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point that also rank in their school type's bottom five percent are identified for CSI.

For example, if Texas has 6,400 Title I campuses in 2022, the state must identify and/or reidentify at least 320 campuses as CSI. By rank ordering the overall scaled scores, a cut point is established that aligns with at least 320 campuses falling within the lowest percentile. At least 320 Title I campuses must be identified and/or reidentified by falling within both their school type's bottom five percent and within the lowest overall scaled score ranking.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent six-year federal graduation rate for the all students group, the campus is identified for CSI.

Any campus identified for CSI that has fewer than 100 students enrolled as reported in October snapshot is not required to implement interventions associated with the identification. If a campus chooses not to implement interventions, it is not eligible for comprehensive support grant funding. Choosing not to implement interventions does not exit the campus from CSI identification.

Exit Criteria for Comprehensive Support and Improvement

Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years *and* have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited.

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

The four-year federal graduation rates for the Class of 2021 and Class of 2020 are evaluated to determine if a campus has two consecutive years of a four-year graduation rate to exit. The six-year federal graduation rates for the Class of 2019 and Class of 2018 are evaluated to determine if a campus has successfully met exit criteria in 2022.

Note that the four-year federal graduation rate was used for CSI identification in 2018 and 2019. As defined in the January 2020 Amendment to the ESSA State Plan, the six-year federal graduation rate is also used to evaluate these campuses for exit.

Targeted Support and Improvement Identification

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). Campuses are evaluated annually and identified in August.

Additional Targeted Support Identification

ATS identification is based on the subset of TSI-identified campuses. ATS identifies both Title I and non-Title I campuses. Any TSI-identified campus has its identification escalated to ATS if it has at least one consistently underperforming student group that did not meet *any* of its evaluated indicators for three consecutive years.

Exit Criteria for Additional Targeted Support Schools

To exit ATS, the campus must not be reidentified for ATS. A campus may exit ATS to TSI status if the campus continues to meet TSI criteria but does not have at least one consistently underperforming student group that did not met any evaluated indicators for three consecutive years.

For additional information and for examples for each identification, please refer to "Chapter 10 – Identification of Schools for Improvement" of the *2022 Accountability Manual.*

Part 9—Local Accountability Systems

House Bill 22 (85th Texas Legislature, Regular Session, 2017) established Local Accountability Systems (LAS), which allow districts and open-enrollment charter schools to develop plans to locally evaluate their campuses. Once a LAS plan receives approval from the agency, districts and open-enrollment charter schools may use locally developed domains and indicators in addition to the three state-mandated domains to assign ratings for campuses that meet certain criteria. Please see "Chapter 11—Local Accountability Systems" of the *2022 Accountability Manual* for more information.

LAS Implementation

The implementation of LAS is optional. Districts and open-enrollment charter schools that choose to participate must follow the procedures for implementation as are adopted 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. LAS domains, components, scaling methodologies, and metrics are established during the implementation year. 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 and for LAS overall. 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 applying the LAS overall scaled score at the proportion determined by the district with the state accountability overall scaled score. The combined overall scaled score and rating produced is then displayed on the txschools.gov and TEA websites along with the overall and domain scaled scores and ratings for both LAS and state accountability.

2022 LAS Ratings

For 2022, districts with an approved plan must submit LAS data by July 8, 2022 in order to have LAS outcomes combined with 2022 state accountability data for eligible campuses. If these campuses receive a *C* or higher state overall rating, combined ratings are published on public websites on August 15, 2022, reflecting the combination of LAS and state ratings. For additional information on LAS submission requirements, please see Section 2 of the *Local Accountability System Guide.*

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