

Appendix H—Data Sources

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This appendix provides data sources for the indicators used in the accountability system. The primary sources for all data used in the accountability system are the Texas Student Data System Public Education Information Management System (TSDS PEIMS), the testing contractors, and the Texas Certificate of High School Equivalency (TxCHSE) database. The following tables describe these data sources in detail. The terms provided in these tables are referenced within the indicator descriptions.

1. Data Sources Used in Accountability

| Organization Name | Description |
|--|--|
| ACT, Inc. | ACT, Inc. annually provides the agency with ACT examination results of students from Texas public schools. If a student takes an ACT examination more than once, the agency will use the best score, by subject, for accountability calculations. The ACT data as of the July administration are used. |
| College Board | The College Board annually provides the agency with SAT examination results of students from Texas public schools. If a student takes an SAT examination more than once, the agency will use the best score, by subject, for accountability calculations. The SAT data as of the June administration are used. In addition, the College Board provides the agency with the Advanced Placement (AP) examination results of Texas public school students each year. The AP data as of the June administration are used. |
| Cambium Assessment, Inc. (CAI) | For 2022 accountability, CAI is TEA’s contractor for STAAR grades 3–8 and EOC assessments, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), and TELPAS Alternate. CAI produces the consolidated accountability file (CAF) used to assign accountability ratings and award distinction designations. |
| International Baccalaureate (IB) | International Baccalaureate provides the agency with IB examination results of Texas public school students each year. The IB data as of the May administration* are used. |
| Texas Higher Education Coordinating Board (THECB) | The College Board provides the THECB with Texas Success Initiative assessment (TSIA) results of all students in Texas. The TSIA data are matched to 2020–21 annual graduates and non-graduating 12 th graders from TSDS PEIMS. The TSIA data through October 2021 are used in creating college, career, and military readiness indicators. Level I and Level II certificates data are also provided by the THECB and used in college, career, and military readiness components. |
| TEA Texas Certificate of High School Equivalency (TxCHSE) Database | A permanent TEA database contains high school equivalency test scores and certificates from 1942 to present. The GED test was the only high school equivalency test in Texas until HiSET (from Educational Testing Service) and TASC (from Data Recognition Corporation (CTB) testing began in 2017. Unlike the information in most TEA data files which is reported annually, high school equivalency test scores are submitted electronically to TEA by the test vendors immediately after being scored. Candidates take the tests year-round in school districts, colleges, universities, education service centers, correctional facilities and other TEA-approved test centers. Once a test taker has successfully passed a single test vendor’s battery of tests, TEA issues a Texas Certificate of High School Equivalency and emails it to the test taker. |

| Organization Name | Description |
|-------------------|--|
| OnRamps Program | The OnRamps program provides OnRamps course completion data for accountability calculations. |

*IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. Students from schools pursuing the examination route were awarded examination scores using examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades.

2. TSDS PEIMS Sub-Categories Used in Accountability

| Sub-Category Code | Sub-Category Name | Description | Submission |
|-------------------|------------------------------|--|---------------------|
| 40100 | Student Basic Information | <p>Identification - the information necessary to identify the person. This information is Social Security number or state-approved alternative student ID and student name.</p> <p>Demographic - the characteristics of a person. This includes the sex, ethnicity, race, date of birth, and various other student characteristics.</p> | Fall/Summer |
| 40110 | Enrollment | The specific enrollment attributes of the student. This information includes the campus, grade, and special program participation for each student. | Fall/Summer |
| 40203 | Leaver | The information about prior year students who are not current year students. | Fall |
| 42400 | Basic Attendance | Information pertaining to the attendance of a student, such as the days absent and present. | Summer |
| 42405 | Special Education Attendance | Information about each student served in a special education program. For each student, for each six-week period, districts report grade-level and instructional-setting codes. | Summer |
| 43415 | Course Completion | The courses that are attempted by students in grades 1–12. The course and the course outcomes are reported. | Summer/ Extended |
| 42500 | Flexible Attendance | Information pertaining to the flexible attendance program of a student. This information is the minutes present, special education days eligible, eligible career and technical minutes present, bilingual/ESL days eligible, and pregnancy related services days eligible for students participating in the Optional Flexible School Day and the High School Equivalency Program. | Summer |

| Sub-Category Code | Sub-Category Name | Description | Submission |
|-------------------|---------------------------------------|---|------------|
| 42505 | Special Education Flexible Attendance | Information about the special education flexible attendance data for each eligible special education student enrolled in an approved Flexible Attendance Program. | Summer |
| 48011 | Student Graduation Program | A program that identifies the intent of students enrolled in the Foundation High School Program by collecting the Participant Code, Distinguished Level of Achievement Indicator Code, the Endorsement Indicator Codes, and Performance Acknowledgements. | Fall |

3. Student Groups Used in Accountability

| Group | Description |
|---|--|
| Economically Disadvantaged | <p>A student may be identified as economically disadvantaged by the district if he or she meets one of the following criteria:</p> <ul style="list-style-type: none"> • Meets eligibility requirements for <ul style="list-style-type: none"> ○ free or reduced-price meals under the National School Lunch and Child Nutrition Program; ○ programs under Title II of the Job Training Partnership Act (JTPA); ○ food stamp benefits; or ○ Temporary Assistance to Needy Families (TANF) or other public assistance. • Receives a Pell grant or comparable state program of need-based financial assistance • Is from a family with an annual income at or below the official federal poverty line |
| Current and Monitored Emergent Bilingual (EB) Students/English Learners (ELs) | <p>A student whose primary language is other than English and who is in the process of acquiring English. Students are identified as EB students/ELs by the Language Proficiency Assessment Committee (LPAC) per criteria established in the Texas Administrative Code. Not all students identified as EB/EL receive bilingual or English as a second language instruction, although most do. A student is identified as monitored EB/EL if the student is reported in TSDS PEIMS as having met the criteria for exiting a bilingual/ESL program and is being monitored as required by 19 Texas Administrative Code, §89.1220(k).</p> |
| Race/Ethnicity | <p>Students are identified as one of seven racial/ethnic categories: African American, American Indian, Asian, Hispanic, Pacific Islander, white, or two or more races.</p> |
| Current and Former Special Education | <p>Students are identified as currently receiving special education services if they are reported as receiving special instruction and related developmental, corrective, supportive, or evaluative services for the current school year in TSDS PEIMS or on STAAR answer documents.</p> <p>Students are identified as formerly receiving special education services if in any of the preceding three years, they were reported in TSDS PEIMS as participating in a special education program but in the current year, as reported through TSDS PEIMS or on STAAR answer documents, are no longer participating in a special education program.</p> |

| Group | Description |
|--|---|
| Continuously and Non-continuously Enrolled | <p>For grades 4–12, a student is identified as continuously enrolled at the district if the student was enrolled in the district on the TSDS PEIMS October 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 October snapshot and each of the preceding two years.</p> <p>For grades 4–12, a student is identified as continuously enrolled at the campus if the student was enrolled in the campus on the TSDS PEIMS October 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 October snapshot and in the same district each of the preceding two years.</p> <p>If the enrollment requirement is not met, then the student is considered non-continuously enrolled.</p> |

4. Opportunities for Data Correction

4.1 TSDS PEIMS

General Data. The TSDS PEIMS data collection has a prescribed process and set calendar for correcting errors or omissions discovered after the original submission. *The accuracy of all accountability reports is dependent on the accuracy of the information submitted by districts through TSDS PEIMS.* Districts are responsible for the accuracy of all their TSDS PEIMS data. Several mechanisms are in place to facilitate the collection of accurate data. First, all submitted data must pass an editor program before being accepted. In addition, districts can access various summary reports through the TSDS PEIMS application to assist them in verifying the accuracy of their data prior to submission deadlines. For each submission, a resubmission window allows districts an opportunity to resubmit information if an error is detected. Data submitted to the Working File are not used in accountability calculations. See the *Texas Education Data Standards* at http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/ for more details about the correction windows and submission deadlines.

Unique ID System Updates (UID). Student identification changes have profound ramifications throughout the Texas public education data system. Year-to-year and collection-to-collection matching are dependent upon stable identification records. Texas Education Data Standards should be followed to ensure that identification updates submitted by districts are processed properly. For more information, please see the edit process for student identification online at http://www.texasstudentdatasystem.org/TSDS/News_and_FAQs/FAQs/UID_PID_andPET/.

4.2 Assessment Data

State Assessments. Student identification, demographic data, and scoring status information as entered on the answer document at the time of testing are used to determine the accountability subset and student groups (School Progress, Part B percentage of economically disadvantaged students is based on TSDS PEIMS October snapshot) for district and campus accountability. Districts have several opportunities to provide accurate information through TSDS PEIMS submissions, student registration uploads provided to the testing contractor, and updates in the Test Information Distribution Engine (TIDE). After the testing dates, districts have a corrections window when they can provide corrections to the testing contractor and request corrected reports. However, only corrections submitted by districts in TIDE during the correction window to the *Test Taken Information* field are reflected in the consolidated accountability file (CAF) used for determining accountability calculations and subsequent reports (e.g. TAPR, School Report Cards, etc.).

SAT, ACT, AP, and IB. The student taking the SAT, ACT, AP, or IB assessment identifies the campus to which scores are attributed. Districts are responsible for verifying that the campus identified by the student is accurate as well as all other relevant information included on the campus summary for these assessments immediately upon receipt from the testing companies. This can include the students' name, date of birth, grade, and anticipated graduation year, if relevant. Discrepancies should be immediately reported to the testing companies, not to TEA. Once the testing companies have finalized results, and provided those results to TEA, subsequent corrections—corrections made outside a testing company's correction window—will not be made by the testing companies, nor TEA, and will not be reflected in any national, state, district, or campus results released. Additionally, districts were provided with the 2022 CCMR Verifier in June of 2022 and given an opportunity to report any discrepancies to the agency.

TSIA. The College Board provides the THECB with TSIA1 and TSIA2 results of all Texas students. The TSIA results received from THECB are matched to 2020–21 annual graduates and non-graduating 12th graders from TSDS PEIMS. The results are matched to students using an algorithm which includes TSDS Unique ID, SSN, local ID, and a combination of first name, middle name, last name, and DOB. Then the results are attributed to the districts and campuses at which the students are identified as annual graduates or non-graduating 12th graders in TSDS PEIMS. Additionally, districts were provided with the 2022 CCMR Verifier in June of 2022 and given an opportunity to report any discrepancies to the agency.

5. Exclusions Based on Student Attribution Codes

Students who have been ordered by a juvenile court into a residential program or students in a residential facility are excluded from state accountability performance indicators. These exclusions are required under Texas Education Code (TEC) §39.055 and based on specific student attribution codes that are submitted by districts in the fall TSDS PEIMS submission.

Students with the following attribution codes are excluded from each of the indicators used to calculate domain scores. See “Appendix G—Inclusion or Exclusion of Performance Data” for the specific attribution codes used for each indicator.

| Student Attribution Codes | |
|---------------------------|---|
| Code | Description |
| 21 | Residential treatment facility—By court order, not regularly assigned to the district |
| 22 | Residential treatment facility—By court order, regularly assigned to the district |
| 23 | Residential treatment facility—Not by court order, not regularly assigned to the district |
| 24 | Residential treatment facility—Not by court order, regularly assigned to the district |
| 25 | Texas Juvenile Justice Department facility—By court order, not regularly assigned to the district |
| 26 | Texas Juvenile Justice Department facility—By court order, regularly assigned to the district |
| 27 | Texas Juvenile Justice Department facility—Not by court order, not regularly assigned to the district |
| 28 | Texas Juvenile Justice Department facility—Not by court order, regularly assigned to the district |

6. Data Used in Accountability Calculations

The following outline provides the domains, components, and indicators used in 2022 accountability calculations and locations within this appendix.

- I. Student Achievement Domain**
 - a. STAAR Component (6.1)
 - b. College, Career, and Military Readiness (CCMR) Component (6.2.1)
 - c. Graduation Rate Component (6.4)
- II. School Progress Domain**
 - a. Part A: Academic Growth (6.5)
 - b. Part B: Relative Performance
 - i. STAAR Component (6.1)
 - ii. CCMR Component (6.2.1)
 - iii. Economically Disadvantaged Percentage (6.5)
- III. Closing the Gaps Domain**
 - a. Academic Achievement Component
 - i. Reading: STAAR Results at Meets Grade Level or Above Standard (6.7)
 - ii. Mathematics: STAAR Results at Meets Grade Level or Above Standard (6.7)
 - b. Academic Growth or Federal Graduation Status
 - i. Reading: Academic Growth (6.5)
 - ii. Mathematics: Academic Growth (6.5)
 - iii. Federal Graduation Rate (6.4.2)
 - c. School Quality or Student Success
 - i. Student Achievement Domain Score: STAAR Component Only (6.1)
 - ii. CCMR Performance Status Component (6.2.2)
 - d. English Language Proficiency Component (6.8)

6.1. STAAR

See Chapters 1–4 for detailed information on the methodology used to evaluate the STAAR results in each domain.

Year of Data: 2021–22

Source of Data: *Consolidated Accountability File (CAF)*. The testing contractor provides TEA, ESCs, school districts, and open-enrollment charter schools with a CAF, which contains all performance information as well as all demographic and program information for every student. Accountability calculations are based on the CAF.

Student Group Information: Depending on the domain, performance results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, economically disadvantaged, students formerly served by special education, students currently served by special education, current and monitored EB students/ELs, continuously enrolled, and non-continuously enrolled.

The testing contractor pre-codes student demographic and program information onto a pre-ID label on test answer documents. The contractor uses either TSDS PEIMS data supplied by TEA or from the student registration upload. A new on-demand label can be printed and pasted on the answer document on the day of testing by district staff. The test answer documents may also be coded on the day of testing by district staff. The CAF provided by the testing contractor includes the most recent demographic and program information available. If the student was administered the TELPAS or TELPAS Alternate, the value in the emergent bilingual indicator field on the CAF will be 'C.'

Other Information:

- *STAAR Progress Measures.* The STAAR progress measure results are used in the School Progress Part A: Academic Growth and Closing the Gaps domain calculations. Detailed information about the STAAR progress measure is available online at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/progress-measures>.
- *English Learner Performance Measure.* EB students/ELs who are in their second year in U.S. schools are included in the STAAR component using the EL performance measure. EB students/ELs who are in their second year in U.S. schools who have a parental denial for EB/EL services do not receive an EL performance measure. See Chapter 2 for further information.
- *End-of-course (EOC) Results for Middle School Students.* If a student takes an EOC assessment and a STAAR grade 8 assessment, only the EOC assessment result is included in the accountability calculations for the campus and the district where the student tested.
- *TAKS, TAAS, TEAMS, TABS Exclusions.* STAAR results for students retaking EOC exams to meet graduation requirements who originally tested under TAKS, TAAS, TEAMS, and/or TABS are excluded from accountability calculations.
- *Foreign Exchange Students.* STAAR results for foreign exchange students are included in 2022 accountability calculations in the same manner as a typical student.

Table 6.1. STAAR Component Used in Accountability

| Component | Methodology | Student Groups Evaluated | Use in 2022 Accountability |
|-----------|---|--|--|
| STAAR | Percentage of Assessments at Approaches Grade Level or Above + Percentage of Assessments at Meets Grade Level or Above + Percentage of Assessments at Masters Grade Level <i>(from CAF/College Board & ACT, Inc.)</i> ---divided by--- Three | All students | <ul style="list-style-type: none"> ▪ Student Achievement ▪ School Progress, Part B |
| | | <ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Former special education ▪ Current special education ▪ EB/EL (current and monitored) ▪ Continuously enrolled ▪ Non-continuously enrolled | Closing the Gaps |

6.2 College, Career, and Military Readiness (CCMR)

See Chapters 2–4 for detailed information on the methodology for each indicator used to evaluate the CCMR results in each domain.

Sources and Years of Data:

| TSDS PEIMS data used for CCMR | Data for |
|--|---|
| *Enlist in U.S. Armed Forces | 2020–21 School Year |
| Graduate with Completed IEP and Workforce Readiness | |
| Graduate with Advanced Diploma Plan and be Identified as a Current Special Education Student | |
| Complete College Prep Course | Earned during 2020–21, 2019–20, 2018–19, and 2017–18 school years |
| Dual Credit Course Completion | |
| Earn an Industry-Based Certification | |
| Earn an Associate Degree | |

*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.

| Other data used for CCMR | Data reported for examinations taken as of |
|---|--|
| 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) |
| TSIA1 and/or TSIA2 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 |

*IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. Students from schools pursuing the examination route were awarded examination scores using examination results and coursework, while students from schools pursuing the non-examination route were awarded ex-amination scores based on internal coursework and teacher-submitted predicted grades.

Student Group Information: Depending on the domain, performance results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, economically disadvantaged, students formerly served by special education, students currently served by special education, current and monitored EB students/ELs, continuously enrolled, and non-continuously enrolled.

Use in 2022 Accountability: CCMR is used in calculating the Student Achievement; School Progress, Part B: Relative Performance; and Closing the Gaps domain results for high schools, K–12s, and districts.

Other Information: The CCMR component used in the Student Achievement and School Progress, Part B domains measures graduates' preparedness for college, the workforce, or the military. Annual graduates demonstrate college, career, or military readiness by meeting any one of the CCMR indicators. See Chapter 2 for specific criteria for each CCMR indicator.

The College, Career, and Military Readiness Performance Status component evaluated in the Closing the Gaps domain differs from the CCMR component in the Student Achievement and School Progress, Part B domains. The denominator used in Closing the Gaps is annual graduates plus students in grade 12 who did not graduate. These grade 12 students are those who were in attendance during the sixth six weeks of school year 2020–21 as reported in TSDS PEIMS attendance records. Grade 12 students who are reported in TSDS PEIMS as IEP Continuers on the 2020–21 October snapshot and those who were not enrolled in a Texas public school in any of the preceding four years are excluded from the 2022 Closing the Gaps CCMR denominator.

See Chapter 4 for further information.

Table 6.2.1. CCMR Component Used in Student Achievement and School Progress, Part B Domains

| Component | Methodology | Student Groups Evaluated | Use in 2022 Accountability |
|--|--|--------------------------|--|
| <p>College, Career, and Military Readiness (CCMR)</p> | <p style="text-align: center;">Number of 2020–21 annual graduates who</p> <p>1) meet the college-ready criteria on the TSI1 and/or TSIA2 assessment, SAT, ACT, and/or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. <i>(from TSDS PEIMS 43415, THECB, College Board, and ACT)</i></p> <p style="text-align: center;">or</p> <p>2) meet the criteria of 3 on AP or 4 on IB examinations in any subject <i>(from College Board or IB)</i></p> <p style="text-align: center;">or</p> <p>3) complete and earn credit for three hours of dual-course credits in ELA or mathematics or nine hours in any subject <i>(from TSDS PEIMS 43415)</i></p> <p style="text-align: center;">or</p> <p>4) *enlist in the U.S. Armed Forces <i>(from TSDS PEIMS 40203)</i></p> <p style="text-align: center;">or</p> <p>5) earn an approved industry-based certification <i>(from TSDS PEIMS 48011)</i></p> <p style="text-align: center;">or</p> <p>6) earn an associate degree while in high school <i>(from TSDS PEIMS 40100)</i></p> <p style="text-align: center;">or</p> <p>7) graduate with completed IEP and workforce readiness <i>(from TSDS PEIMS 40203)</i></p> <p style="text-align: center;">or</p> <p>8) complete an OnRamps dual enrollment course and qualify for at least three hours of university or college credit in any subject area <i>(from OnRamps program)</i></p> <p style="text-align: center;">or</p> <p>9) graduate under an advanced diploma plan and be identified as a current special education student <i>(from TSDS PEIMS 40203 and 40110)</i></p> <p style="text-align: center;">or</p> <p>10) earn a level I or level II certificate <i>(from THECB)</i></p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of 2020–21 annual graduates <i>(from TSDS PEIMS 40203)</i></p> | <p>All students</p> | <ul style="list-style-type: none"> ▪ Student Achievement (high schools, K–12s, & districts) ▪ School Progress, Part B (high schools, K–12s, & districts) |

*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

Table 6.2.2. CCMR Performance Status Component Used in Closing the Gaps Domain

| Component | Methodology | Student Groups Evaluated | Use in 2022 Accountability |
|-------------------------|---|--|---|
| CCMR Performance Status | <p style="text-align: center;">Number of graduates or students in grade 12* who</p> <p>1) meet the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, and/or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. <i>(from TSDS PEIMS 43415, THECB, College Board, and ACT)</i></p> <p style="text-align: center;">or</p> <p>2) meet the criteria of 3 on AP or 4 on IB examinations in any subject <i>(from College Board or IB)</i></p> <p style="text-align: center;">or</p> <p>3) complete and earn credit for three hours of dual-course credits in ELA or mathematics or nine hours in any subject <i>(from TSDS PEIMS 43415)</i></p> <p style="text-align: center;">or</p> <p>4) **enlist in the U.S. Armed Forces <i>(from TSDS PEIMS 40203)</i></p> <p style="text-align: center;">or</p> <p>5) earn an approved industry-based certification <i>(from TSDS PEIMS 48011)</i></p> <p style="text-align: center;">or</p> <p>6) earn an associate degree while in high school <i>(from TSDS PEIMS 40100)</i></p> <p style="text-align: center;">or</p> <p>7) graduate with completed IEP and workforce readiness <i>(from TSDS PEIMS 40203)</i></p> <p style="text-align: center;">or</p> <p>8) complete an OnRamps dual enrollment course and qualify for at least three hours of university or college credit in any subject area <i>(from OnRamps program)</i></p> <p style="text-align: center;">or</p> <p>9) graduate under an advanced diploma plan and be identified as a current special education student <i>(from TSDS PEIMS 40203 and 40110)</i></p> <p style="text-align: center;">or</p> <p>10) earn a level I or level II certificate <i>(from THECB)</i></p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of 2021 annual graduates plus students in grade 12 during school year 2020–21 <i>(from TSDS PEIMS 42400 and 40203)</i></p> | <ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Former special education ▪ Current special education ▪ EB/EL (current and monitored) ▪ Continuously enrolled ▪ Non-continuously enrolled | Closing the Gaps (high schools, K–12s, & districts) |

* Grade 12 students reported in TSDS PEIMS as IEP Continuers on the 2020–21 October snapshot and those who were not enrolled in a Texas public school in any of the preceding 4 years are excluded from the 2022 Closing the Gaps CCMR denominator.

**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.

6.3. Texas Success Initiative (TSI) Criteria Graduates

Year of Data: 2020–21

Student Group Information: All students only

Other Information:

- *TSIA*. This measure includes the performance for 2020–21 annual graduates and non-graduating 12th graders. The results include TSIA1 and/or TSIA2 assessments through October 2021.
- *SAT and ACT*. This measure includes the performance for 2020–21 annual graduates and non-graduating 12th graders. If a student takes an ACT or SAT test more than once, the best score, by subject, is used.
- *College Prep Course*. This measure includes performance for 2020–21 annual graduates and non-graduating 12th graders. Graduates must have completed and received credit for a college prep course, as defined in TEC §28.014, in ELA and/or mathematics.
- *Matching ID*. Students are included only once. The numerator consists of students matched across the multiple assessments using their unique IDs.

Table 6.3. TSI Criteria Graduates

| Indicator | Methodology | | | | | | Student Groups Evaluated | Use in 2022 Accountability | |
|---|--|--------------------------------|---|--|---|---|--|---|---|
| TSI Criteria Graduate | <p>Number of graduates (and non-graduating 12th graders in the Closing the Gaps domain) meeting the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA <u>and</u> mathematics</p> <p><i>(from TSDS PEIMS 43415, THECB, College Board, and ACT)</i></p> <p>---divided by---</p> <p>Number of 2020–21 annual graduates (and non-graduating 12th graders in the Closing the Gaps domain)</p> <p><i>(from TSDS PEIMS 40203)</i></p> | | | | | | <ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Former special education ▪ Current special education ▪ EB/EL (current and monitored) ▪ Continuously enrolled ▪ Non-continuously enrolled | <ul style="list-style-type: none"> ▪ Student Achievement (high schools, K–12s, & districts) ▪ School Progress, Part B (high schools, K–12s, & districts) ▪ Closing the Gaps (high schools, K–12s, & districts) | |
| | TSI Criteria | | | | | | | | |
| | <u>TSIA1 and/or TSIA2</u> | | <u>SAT</u> | | <u>ACT</u> | | | | <u>College Prep Course</u> |
| | <p>>= ELAR criteria shown below</p> | or | <p>>=480 on the Evidence-Based Reading and Writing (ERW)</p> | or | <p>>=19 on English and >= 23 Composite</p> | or | | | <p>Complete and earn credit for ELA college prep course</p> |
| <p>>= Mathematics criteria shown below</p> | or | <p>>=530 on Mathematics</p> | or | <p>>=19 on Mathematics and >=23 Composite</p> | or | <p>Complete and earn credit for mathematics college prep course</p> | | | |

| Subject | Assessment Version | Score Requirements for CCMR | | | | |
|---|--------------------|---|-----|---|-----------------------------------|-----------------------------------|
| English Language Arts and Reading (ELAR) | TSIA1 | Score \geq 351 on Reading | | | | |
| | TSIA2 | Score \geq 945 on the ELAR College Readiness Classification (CRC) | AND | | Score \geq 5 on the essay | |
| | | OR | | | | |
| | | Score $<$ 945 on the ELAR CRC | AND | Score \geq 5 on the diagnostic | AND | Score \geq 5 on the essay |
| | Combination | Score \geq 945 on the ELAR CRC on the TSIA2 | AND | | Score \geq 5 on the TSIA1 essay | |
| | | OR | | | | |
| | | Score $<$ 945 on the ELAR CRC on the TSIA2 | AND | Score \geq 5 on the diagnostic on the TSIA2 | AND | Score \geq 5 on the TSIA1 essay |
| Mathematics | TSIA1 | Score \geq 350 on Mathematics | | | | |
| | TSIA2 | Score \geq 950 on the Mathematics CRC | | | | |
| | | OR | | | | |
| | | Score $<$ 950 on the Mathematics CRC | AND | Score = 6 on the diagnostic | | |

6.4. Graduation Rate

Years of Data: TSDS PEIMS Submission 1 leaver data, 2016–17 through 2021–22; TSDS PEIMS Submission 3 attendance data, 2015–16 through 2020–21; TSDS PEIMS Submission 1 enrollment data, 2021–22; TxCHSE records as of August 31, 2021.

Student Group Information: Depending on the domain, performance results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, economically disadvantaged, students currently served by special education, and current and monitored EB students/ELs.

Use in 2022 Accountability: Graduation Rate is used in determining the Student Achievement and Closing the Gaps outcomes for high schools, K–12s, and districts.

Other Information:

- *Cohort Members.* A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in a given 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 stay with their original cohort, whether they are retained or promoted. Students are members of only one cohort.
- *Class vs. Cohort.* The denominator of the graduation rate calculation is defined as the “class.” For purposes of these rates, the class is the sum of students from the original cohort who have a final status of “graduated,” “received TxCHSE,” or “dropped out” as of August 31, 2021, or who have a final status of “continued” as of fall 2021. There are other students who are members of the original cohort but whose final status does not affect the graduation rate calculation. These are
 - students with a final status that are not considered to be either a graduate, continuer, TxCHSE recipient, or a dropout based on specific leaver codes;
 - students whose final status could not be determined because data errors prevented records from being matched or because final status records were not submitted; and
 - students who are excluded from accountability ratings due to state statutory requirements (see Annual Dropout Rate definition).

Students in the cohort but not in the class do not affect the graduation rate calculation; they are in neither the numerator nor the denominator.

| Code | Leaver Reason Code |
|--|--|
| Graduated or received an out-of-state high school equivalency certificate | |
| 01 | Graduated from a campus in this district or charter |
| 85 | Graduated outside Texas before entering Texas public school, entered Texas public school, left again |
| 86 | High school equivalency certificate outside Texas |
| 90 | Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children |
| Moved to other educational setting | |
| 24 | College, pursue associate or bachelor’s degree |
| 60 | Home schooling |
| 66 | Removed-child protective services |
| 81 | Enroll in TX private school |
| 82 | Enroll in school outside Texas |
| 87 | Enroll in university high school diploma program |
| Withdrawn by school district | |
| 78 | Expelled for offense under TEC §37.007, cannot return |
| 83 | Withdrawn by district because not entitled to enrollment |
| Left school for other reasons | |
| 03 | Died |
| 08* | Pregnancy |
| 16 | Return to home country or emigrate to another country |
| 20* | Medical Injury |
| 88* | Court-ordered to a high school equivalency program, has not earned a Texas Certificate of High School Equivalency |
| 89* | Incarcerated in state jail or federal penitentiary as an adult |
| 98* | Other |

*School leavers with a code 08 or 98 LEAVER-REASON-CODE are counted as dropouts for state and federal accountability purposes.

*School leavers with a code 20, 88 or 89 LEAVER-REASON-CODE are counted as dropouts for federal accountability purposes.

These designations are provided for informational purposes only. They are not the final or comprehensive description of the definitions used for dropout and completion processing. For more information please see the [Secondary School Completion and Dropouts in Texas Public Schools](#).

Table 6.4.1. Graduation Rate (with exclusions*)

| Component | Methodology | Student Groups Evaluated | Use in 2022 Accountability |
|--|--|--------------------------|--|
| Four-Year Longitudinal Graduation Rate | Number of students in the 2021 cohort (students who first attended 9 th grade in 2017–18 or who transferred in to Texas public schools on grade in 2018–19, 2019–20, or 2020–21) who received a high school diploma by August 31, 2021 <i>(from TSDS PEIMS 40110 and 40203)</i> ---divided by--- Number of students in the Class of 2021 <i>(from TSDS PEIMS 40100, 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)</i> | All students | Student Achievement (high schools, K–12s, & districts) |
| Five-Year Extended Longitudinal Graduation Rate | Number of students in the 2020 cohort (students who first attended 9 th grade in 2016–17 or who transferred in to Texas public schools on grade in 2017–18, 2018–19, or 2019–20) who received a high school diploma by August 31, 2021 <i>(from TSDS PEIMS 40110 and 40203)</i> ---divided by--- Number of students in the Class of 2020 <i>(from TSDS PEIMS 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)</i> | All students | Student Achievement (high schools, K–12s, & districts) |
| Six-Year Extended Longitudinal Graduation Rate | Number of students in the 2018 cohort (students who first attended 9 th grade in 2015–16 or who transferred in to Texas public schools on grade in 2016–17, 2017–18, or 2018–19) who received a high school diploma by August 31, 2021 <i>(from TSDS PEIMS 40100, 40110, and 40203)</i> ---divided by--- Number of students in the Class of 2019 <i>(from TSDS PEIMS 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)</i> | All students | Student Achievement (high schools, K–12s, & districts) |

* State statute specifies certain exclusions that TEA must make when calculating dropout and graduation rates for state accountability. See Other Information under “6.4.3. Annual Dropout Rate” for a detailed list of exclusions.

Table 6.4.2. Federal Graduation Rate (without exclusions*)

| Component | Methodology | Student Groups Evaluated | Use in 2022 Accountability |
|--|---|---|--|
| <p>Four-Year Federal Graduation Rate (without exclusions¹)</p> | <p>Number of students in 2021 cohort (students who first attended 9th grade in 2017–18 or who transferred in to Texas public schools on grade in 2018–19, 2019–20, or 2020–21) who received a high school diploma by August 31, 2021 <i>(from TSDS PEIMS 40110 and 40203)</i></p> <p style="text-align: center;">---divided by---</p> <p>Number of students in the Class of 2021 <i>(from TSDS PEIMS 40100, 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)</i></p> | <ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Current special education ▪ EB/EL (Ever EB students/ELs)² | <p>Closing the Gaps (high schools, K-12s, & districts)</p> |
| <p>Six-Year Federal Graduation Rate (without exclusions¹)</p> | <p>Number of students in 2019 cohort (students who first attended 9th grade in 2015–16 or who transferred in to Texas public schools on grade in 2016–17, 2017–18, or 2018–19) who received a high school diploma by August 31, 2021 <i>(from TSDS PEIMS 40110 and 40203)</i></p> <p style="text-align: center;">---divided by---</p> <p>Number of students in the Class of 2019 <i>(from TSDS PEIMS 40100, 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)</i></p> | <ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Current special education ▪ EB/EL (Ever EB students/ELs)² | <p>Closing the Gaps (high schools, K-12s, & districts)</p> |

¹State statute specifies certain exclusions that TEA must make when calculating dropout and graduation rates for state accountability. See Other Information under “6.4.3. Annual Dropout Rate” for a detailed list of exclusions.

²Ever EB students/ELs (EB students/EL [Ever HS]) are evaluated in the federal graduation rates. Ever EB students/ELs (EB students/EL [Ever HS]) are students reported in TSDS PEIMS as EB students/ELs at any time while attending grades 9–12 in a Texas public school.

6.4.3. Annual Dropout Rate

Year of Data: 2020–21

Student Group Information: All students only

Use in 2022 Accountability: Annual Dropout Rate is used in Student Achievement domain calculations for high schools, K–12s, and districts in cases where the campus or district has grade 9, 10, 11, or 12 but does not have a longitudinal graduation rate.

Other Information:

- *School-Start Window.* This is the period between the first day of school and the last Friday in September. The end of the school-start window is the day that students served in the prior year must return to school to not be considered leavers.
- *Cumulative Denominator.* A cumulative count of students is used in the denominator with all annual dropout rate calculations. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student ever reported in attendance at the campus or district throughout the school year, regardless of length of stay.

Campus of Accountability. Leavers are assigned to the campuses they were attending when they left the Texas public school system. A student served at a Disciplinary Alternative Education Program (DAEP) and/or a Juvenile Justice Alternative Education Program (JJAEP) is assigned to a "campus of accountability" based on the campus he or she last attended when one can be identified. Campus of accountability may be reported by the district or may be determined by the agency based on TSDS PEIMS attendance records reported for the prior year. A detailed table showing assignment in specific situations may be found in the [TWEDS - Complex Type Details \(state.tx.us\)](https://www.texas.gov/info/what-is-tweds-complex-type-details.html).

- *Summer Dropouts.* Summer dropouts are attributed to the school year just completed, based on the last campus the student attended the previous school year.
- *Dropout Recovery Schools.* The annual dropout rate will be used on a safeguard basis only for campuses designated as dropout recovery schools (DRS). For more information, please see "Chapter 2—Student Achievement Domain."
- *Exclusions to the National Center for Education Statistics (NCES) Dropout Definition.* The definition of dropout that is used for state accountability differs slightly from the NCES definition of dropout that is required for federal accountability. For state accountability in 2022, the 2020–21 dropouts reported during the fall 2021 TSDS PEIMS data submission are processed using the NCES dropout definition with adjustments to exclude the following from being counted as dropouts:
 - Under Texas Education Code (TEC) §39.053(g-1), a student who meets one or more of the following criteria is excluded from campus and district graduation and dropout rate calculations used for state accountability purposes:
 - A student who is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate

- A student previously reported to the state as a dropout
- A student in attendance but who is not in membership for purposes of average daily attendance (i.e., students for whom districts are not receiving state Foundation School Program [FSP] funds)
- A student whose initial enrollment in a school in the United States in grades 7 through 12 was as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- (Also under TEC §39.053[g-3]) a student who is in a district exclusively as a function of having been detained at a county detention facility but is otherwise not a student of the district, or a student who is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- A student who is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- A student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Under TEC §39.053 (g-2), a student who: (a) is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; (b) has not completed his or her individualized education program (IEP); and (c) is enrolled and receiving IEP services will be excluded from campus and district longitudinal rate calculations for state accountability purposes.
- Under TEC §39.053 (g-4), a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program is excluded from campus and district annual dropout and longitudinal rate calculations.
- Under TEC §39.055, a student in a Texas Juvenile Justice Department facility (e.g., county- or state-operated juvenile justice facility) or residential treatment facility served by a Texas public school district is excluded from campus and district rate calculations for state and federal accountability purposes.

Table 6.4.3. Annual Dropout Rate

| Component | Methodology | Student Groups Evaluated | Use in 2022 Accountability |
|----------------------------|--|--------------------------|--|
| Annual Dropout Rate | <p style="text-align: center;">Number of grade 9–12 dropouts in 2020–21 <i>(from TSDS PEIMS 40203)</i></p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of grade 9–12 students who were in attendance at any time during the 2020–21 school year <i>(from TSDS PEIMS 40110, 42400, 42500)</i></p> | All students | Student Achievement (high schools, K–12s, & districts) |

6.5. Academic Growth

Years of Data: 2020–21 and 2021–22

Source of Data: CAF

Student Group Information: Depending on the domain, performance results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, economically disadvantaged, students formerly served by special education, students currently served by special education, current and monitored EB students/ELs, continuously enrolled, and non-continuously enrolled.

Use in 2022 Accountability: Academic Growth is used in determining the School Progress, Part A: Academic Growth and Closing the Gaps domain ratings for districts and campuses.

Other Information:

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

Table 6.5. Academic Growth

| Component | Methodology | Student Groups Evaluated | Use in 2022 Accountability |
|-----------------|---|--------------------------|----------------------------|
| Academic Growth | Points earned for STAAR assessments in ELA/reading and mathematics that either meet the student-level criteria for the STAAR progress measure or maintain performance <i>(from CAF)</i> ---divided by--- Number of STAAR assessments in ELA/reading and mathematics eligible for STAAR progress measure <i>(from CAF)</i> | All students | School Progress, Part A |

Table 6.5. Academic Growth (continued)

| Component | Methodology | Student Groups Evaluated | Use in 2022 Accountability |
|-----------------|--|--|----------------------------|
| Academic Growth | <p>Points earned for STAAR assessments in ELA/reading and mathematics that either meet the student-level criteria for the STAAR progress measure or maintain performance <i>(from CAF)</i></p> <p>---divided by---</p> <p>Number of STAAR assessments in ELA/reading and mathematics eligible for STAAR progress measure <i>(from CAF)</i></p> | <ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Former special education ▪ Current special education ▪ EB/EL (current and monitored) ▪ Continuously enrolled ▪ Non-continuously enrolled | Closing the Gaps |

6.6. Economically Disadvantaged Percentage

Years of Data: 2021–22

Use in 2022 Accountability: The percentage of students identified as economically disadvantaged is used in School Progress, Part B: Relative Performance domain calculations. School Progress, Part B: Relative Performance measures the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

Other Information:

This percentage is based on the count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance as reported on the TSDS PEIMS October snapshot. A student is reported as economically disadvantaged on the TSDS PEIMS October snapshot using codes 01, 02, or 99:

01: Eligible For Free Meals Under The National School Lunch And Child Nutrition Program

02: Eligible For Reduced-price Meals Under The National School Lunch And Child Nutrition Program

99: Other Economic Disadvantage, Including: a) from a family with an annual income at or below the official federal poverty line, b) eligible for Temporary Assistance to Needy Families (TANF) or other public assistance, c) received a Pell Grant or comparable state program of need-based financial assistance, d) eligible for programs assisted under Title II of the Job Training Partnership Act (JTPA), or e) eligible for benefits under the Food Stamp Act of 1977

6.7. Academic Achievement

Years of Data: 2021–22

Source of Data: CAF/College Board, ACT Inc.

Student Group Information: Results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, economically disadvantaged, students formerly served by special education, students currently served by special education, current and monitored EB students/ELs, continuously enrolled, and non-continuously enrolled.

Use in 2022 Accountability: Academic Achievement is evaluated in the Closing the Gaps domain for districts and campuses.

Table 6.7. Academic Achievement

| Component | Methodology | Student Groups Evaluated | Use in 2022 Accountability |
|------------------------------------|--|--|----------------------------|
| <p>Academic Achievement</p> | <p>Number of ELA/reading or mathematics assessments at the Meets Grade Level or above standard <i>(from CAF/College Board & ACT, Inc.)</i> ---divided by--- Number of ELA/reading or mathematics assessments <i>(from CAF/College Board & ACT, Inc.)</i></p> | <ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Former special education ▪ Current special education ▪ EB/EL (current and monitored) ▪ Continuously enrolled ▪ Non-continuously enrolled | <p>Closing the Gaps</p> |

6.8. English Language Proficiency Component

Years of Data: 2017–18, 2018–19, 2019–20, 2020–21, and 2021–22

Source of Data: TELPAS File

Student Group Information: Results are reported for 2021–22 current EB students/ELs.

Use in 2022 Accountability: The English Language Proficiency component evaluates the TELPAS and TELPAS Alternate results for grades K–12. English Language Proficiency is used in calculating the Closing the Gaps domain for districts and campuses.

Other Information:

In 2022 accountability, the English Language Proficiency component evaluates TELPAS and TELPAS Alternate results compared to the prior year results to determine if the students made progress. 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. In order to be included in the denominator, a student must have either a current year Advanced High TELPAS composite rating or a Basic Fluency TELPAS Alternate composite rating or a non-zero 2021, 2020, 2019, or 2018 TELPAS or a TELPAS Alternate composite rating.

Composite ratings are not compared across TELPAS and TELPAS Alternate.

TELPAS assesses the English language proficiency of K–12 EB students/ELs in four language domains: listening, speaking, reading, and writing. English language proficiency assessments in grades K–12 are federally required to evaluate the progress that EB students/ELs make in becoming proficient in the use of academic English.

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 if the student's current year result is Advanced High.

Table 6.8. English Language Proficiency Component

| Component | Methodology | Student Groups Evaluated | Use in 2022 Accountability |
|--|---|-----------------------------|----------------------------|
| <p>English Language Proficiency</p> | <p>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 <i>(from TELPAS File)</i></p> <p>---divided by---</p> <p>Number of 2021–22 TELPAS or TELPAS Alternate assessments with Advanced High or Basic Fluency rating or non-zero 2021, 2020, 2019, or 2018 composite ratings <i>(from TELPAS File)</i></p> | <p>EB/EL (current only)</p> | <p>Closing the Gaps</p> |

6.9. Participation Status

Years of Data: 2021–22

Student Group Information: Results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, economically disadvantaged, students formerly served by special education, students currently served by special education, current and monitored EB students/ELs, continuously enrolled, and non-continuously enrolled.

Use in 2022 Accountability: Participation status is used in calculating the Closing the Gaps component results for districts and campuses.

Other Information:

The target for Participation Status is 95 percent of students taking a state-administered assessment. Participation measures are based on STAAR, TELPAS, and TELPAS Alternate assessment results. TEA will only report reading and mathematics participation rates for districts and campuses for 2022 if the waiver request submitted to the U.S. Department of Education is approved.

See Chapter 4 for additional information.

- 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.

Table 6.9. Participation Status

| Component | Methodology | Student Groups Evaluated | Use in 2022 Accountability |
|------------------------------------|---|--|---|
| <p>Participation Status</p> | <p>1) Number of answer documents with a score code of “S”, 2) number of STAAR Alternate 2 testers with a score code of “N”, 3) number of “A” or “O” reading answer documents with a scored TELPAS or TELPAS Alternate assessment, 4) number of “A” or “O” mathematics answer documents with a scored TELPAS or TELPAS Alternate assessment for year 1 asylee/refugees and SIFEs, 5) number of accelerated testers’ ERW SAT or ELA ACT assessments and mathematics SAT or ACT assessments*</p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of “scored” (S), “absent” (A), “no authentic academic response” (N), “other” (O) assessments, and accelerated testers (from CAF)</p> | <ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Former special education ▪ Current special education ▪ EB/EL (current and monitored) ▪ Continuously enrolled ▪ Non-continuously enrolled | <p style="text-align: center;">Closing the Gaps</p> |

* SAT results include assessments from August 2018 through the May 2022 administration, and ACT results include assessments from August 2018 through the April 2022 administration.

Table 6.9.1 Small Numbers Analysis

Small numbers analysis is only applied to the all students group when there are fewer than 10 assessments or graduates/non-graduating 12th graders.

| Domain | Component | Years Used |
|----------------------------|---|---|
| Student Achievement | STAAR Performance | N/A |
| | Graduation Rate: 4-Year 5-Year 6-Year | Classes of: 2021, 2020, and 2019 2020, 2019, and 2018 2019, 2018, and 2017 |
| | College, Career, and Military Readiness (CCMR) | 2021, 2020, and 2019 Annual Graduates |
| | School Progress | Academic Growth |
| | Relative Performance | N/A |
| Closing the Gaps | Academic Achievement | N/A |
| | Academic Growth Status | N/A |
| | Graduation Rate: 4-year Federal Graduation Rate | Classes of: 2021, 2020, and 2019 |
| | English Language Proficiency | N/A |
| | Student Achievement Domain Score: STAAR Component Only | N/A |
| | CCMR Performance | 2021, 2020, and 2019 Annual Graduates/ Non-Graduating 12th Graders |

7. Data used in Distinction Designations

Districts and campuses that receive an acceptable rating are eligible to earn distinction designations. For campuses, 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.

See “Chapter 6—Distinction Designations” for detailed information on the methodology used to evaluate each distinction designation.

7.1. STAAR Data Used in Distinction Designations

Year of Data: 2021–22

Source of Data: CAF

Student Group Information: All students only

Other Information:

- *STAAR Progress Measures.* The STAAR progress measure results are used in the Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Top 25 Percent: Comparative Academic Growth, and Top 25 Percent: Comparative Closing the Gaps distinction designation calculations. Detailed information about the STAAR progress measure is available online at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/progress-measures>.
- *TAKS, TAAS, TEAMS, TABS Exclusions.* STAAR results for students retaking EOC exams to meet graduation requirements who originally tested under TAKS, TAAS, TEAMS, and/or TABS are excluded from distinction designation calculations.

Table 7.1. STAAR Indicators

| Indicator | Methodology | Student Groups Evaluated | Use in 2022 Distinctions |
|--|---|--------------------------|--------------------------|
| Accelerated Student Progress in ELA/Reading | Percentage of tests taken in 2021–22 that earned Accelerated progress in ELA/reading <i>(from CAF)</i> | All students | AADD: ELA/Reading |
| Accelerated Student Progress in Mathematics | Percentage of tests taken in 2021–22 that earned Accelerated progress in mathematics <i>(from CAF)</i> | All students | AADD: Mathematics |
| Grade 3 Reading Performance (Masters Grade Level) | Percentage of grade 3 reading tests taken in 2021–22 that met the Masters Grade Level standard <i>(from CAF)</i> | All students | AADD: ELA/Reading |
| Grade 3 Mathematics Performance (Masters Grade Level) | Percentage of grade 3 mathematics tests taken in 2021–22 that met the Masters Grade Level standard <i>(from CAF)</i> | All students | AADD: Mathematics |
| Grade 4 Reading Performance (Masters Grade Level) | Percentage of grade 4 reading tests taken in 2021–22 that met the Masters Grade Level standard <i>(from CAF)</i> | All students | AADD: ELA/Reading |
| Grade 4 Mathematics Performance (Masters Grade Level) | Percentage of grade 4 mathematics tests taken in 2021–22 that met the Masters Grade Level standard <i>(from CAF)</i> | All students | AADD: Mathematics |
| Grade 5 Reading Performance (Masters Grade Level) | Percentage of grade 5 reading tests taken in 2021–22 that met the Masters Grade Level standard <i>(from CAF)</i> | All students | AADD: ELA/Reading |
| Grade 5 Mathematics Performance (Masters Grade Level) | Percentage of grade 5 mathematics tests taken in 2021–22 that met the Masters Grade Level standard <i>(from CAF)</i> | All students | AADD: Mathematics |

Table 7.1. STAAR Indicators (continued)

| Indicator | Methodology | Student Groups Evaluated | Use in 2022 Distinctions |
|--|--|--------------------------|--------------------------|
| Grade 5 Science Performance (Masters Grade Level) | Percentage of grade 5 science tests taken in 2021–22 that met the Masters Grade Level standard <i>(from CAF)</i> | All students | AADD: Science |
| Grade 6 Reading Performance (Masters Grade Level) | Percentage of grade 6 reading tests taken in 2021–22 that met the Masters Grade Level standard <i>(from CAF)</i> | All students | AADD: ELA/Reading |
| Grade 6 Mathematics Performance (Masters Grade Level) | Percentage of grade 6 mathematics tests taken in 2021–22 that met the Masters Grade Level standard <i>(from CAF)</i> | All students | AADD: Mathematics |
| Grade 7 Reading Performance (Masters Grade Level) | Percentage of grade 7 reading tests taken in 2021–22 that met the Masters Grade Level standard <i>(from CAF)</i> | All students | AADD: ELA/Reading |
| Grade 7 Mathematics Performance (Masters Grade Level) | Percentage of grade 7 mathematics tests taken in 2021–22 that met the Masters Grade Level standard <i>(from CAF)</i> | All students | AADD: Mathematics |
| Grade 8 Reading Performance (Masters Grade Level) | Percentage of grade 8 reading tests taken in 2021–22 that met the Masters Grade Level standard <i>(from CAF)</i> | All students | AADD: ELA/Reading |
| Grade 8 Mathematics Performance (Masters Grade Level) | Percentage of grade 8 mathematics tests taken in 2021–22 that met the Masters Grade Level standard <i>(from CAF)</i> | All students | AADD: Mathematics |
| Algebra I by Grade 8 Participation | Percentage of grade 8 students enrolled in fall 2021 who took an EOC Algebra I test in the current school year or a prior school year <i>(from TSDS PEIMS 40110 and CAF)</i> | All students | AADD: Mathematics |
| Algebra I by Grade 8 Performance (Meets Grade Level) | Percentage of grade 8 students enrolled in fall 2021 who took an EOC Algebra I test in the current school year or a prior school year and earned Meets Grade Level or above <i>(from CAF)</i> | All students | AADD: Mathematics |

Table 7.1. STAAR Indicators (continued)

| Indicator | Methodology | Student Groups Evaluated | Use in 2022 Distinctions |
|--|---|--------------------------|--|
| Grade 8 Science Performance (Masters Grade Level) | Percentage of grade 8 science tests taken in 2021–22 that met the Masters Grade Level standard <i>(from CAF)</i> | All students | AADD: Science |
| Grade 8 Social Studies Performance (Masters Grade Level) | Percentage of grade 8 social studies tests taken in 2021–22 that met the Masters Grade Level standard <i>(from CAF)</i> | All students | AADD: Social Studies |
| EOC English I Performance (Masters Grade Level) | Percentage of EOC English I tests taken in 2021–22 that met the Masters Grade Level standard <i>(from CAF)</i> | All students | AADD: ELA/Reading |
| EOC Algebra I Performance (Masters Grade Level) | Percentage of EOC Algebra I tests taken in 2021–22 that met the Masters Grade Level standard <i>(from CAF)</i> | All students | AADD: Mathematics |
| EOC Biology Performance (Masters Grade Level) | Percentage of EOC Biology tests taken in 2021–22 that met the Masters Grade Level standard <i>(from CAF)</i> | All students | AADD: Science |
| EOC English II Performance (Masters Grade Level) | Percentage of EOC English II tests taken in 2021–22 that met the Masters Grade Level standard <i>(from CAF)</i> | All students | AADD: ELA/Reading |
| EOC U.S. History Performance (Masters Grade Level) | Percentage of EOC U.S. History tests taken in 2021–22 that met the Masters Grade Level standard <i>(from CAF)</i> | All students | AADD: Social Studies |
| SAT/ACT Results for Accelerated Testers (Masters Grade Level) | Percentage of SAT/ACT tests taken by accelerated testers in 2021–22 that met the Masters Grade Level standard equivalent score <i>(from CAF/College Board, ACT Inc.)</i> | All Students | AADD: ELA/Reading, Mathematics, and Science |
| Percentage of STAAR Results at Meets Grade Level or Above Standard (All | Percentage of STAAR Results at Meets Grade Level or Above Standard (All Subjects) <i>(from CAF)</i> | All students | AADD: Postsecondary |

| | | | |
|--|--|--------------|-------------------------------------|
| Subjects) | | | Readiness |
| Percentage of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics | Percentage of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics <i>(from CAF)</i> | All students | AADD: Postsecondary Readiness |

7.2. Graduation Plan Rate

For 2022 distinction designations, this indicator uses the rate comprised of students who graduate with 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). Beginning with the Class of 2018, all students are required to select the FHSP. Until then, students may have earned an FHSP, Minimum High School Plan (MHSP), RHSP, or DAP diploma. During this transition period, this approach addresses the varying degrees to which FHSP graduation plans have been implemented across districts.

Year of Data: Class of 2021

Student Group Information: All students only

Use in 2022 Distinction Designations: The four-year longitudinal RHSP/DAP/FHSP-E/FHSP-DLA rate for all students is used to determine the distinction designation for postsecondary readiness.

Other Information:

- *Graduation Types.* RHSP graduates are students with type codes of 19, 22, 25, 28, or 31; DAP graduates are students with type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with type codes 34, 35, 54, 55, 56 or 57. See the [Texas Education Data Standards](#) for more information.

Table 7.2. Graduation Plan Rate

| Indicator | Methodology | Student Groups Evaluated | Use in 2022 Distinctions |
|--|---|--------------------------|----------------------------------|
| Four-Year Longitudinal RHSP or DAP or FHSP-E or FHSP-DLA Rate | Number of graduates in the Class of 2021 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA <i>(from TSDS PEIMS 40203)</i> ---divided by--- Number of graduates in the Class of 2021 with reported graduation plans <i>(from TSDS PEIMS 40203)</i> | All students | AADD: Postsecondary Readiness |

7.3. Texas Success Initiative (TSI) Criteria Graduates

Year of Data: 2020–21

Student Group Information: All students only

Other Information:

- *TSIA*. This measure includes the performance for the Class of 2021. The results include TSI assessments through October 2021.
- *SAT and ACT*. This measure includes the performance for the Class of 2021. If a student takes an ACT or SAT test more than once, the best score, by subject, is used.
- *College Prep Course*. This measure includes performance for the Class of 2021. Graduates must have completed and received credit for a college prep course, as defined in TEC §28.014, in ELA and/or mathematics.
- *Matching ID*. Students are included only once. The numerator consists of students matched across the multiple assessments using their unique IDs.

Table 7.3. Texas Success Initiative (TSI) Criteria Graduates

| Indicator | Methodology | | | | | | | Student Groups Evaluated | Use in 2022 Distinctions |
|-------------------------------------|--|----------------------|---|---|--|--|--|--------------------------|----------------------------------|
| TSI Criteria Graduate | Number of graduates meeting the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA <u>and</u> mathematics. <i>(from TSDS PEIMS 43415, THECB, College Board, and ACT)</i> ---divided by--- Number of 2020–21 annual graduates <i>(from TSDS PEIMS 40203)</i> | | | | | | | All students | AADD: Postsecondary Readiness |
| | TSI Criteria | | | | | | | | |
| | <u>TSIA1 and/or TSIA2</u> | | <u>SAT</u> | | <u>ACT</u> | | <u>College Prep Course</u> | | |
| | >= ELAR criteria shown below | or | >=480 on the Evidence-Based Reading and Writing (ERW) | or | >=19 on English and >= 23 Composite | or | Complete and earn credit for ELA college prep course | | |
| >= Mathematics criteria shown below | or | >=530 on Mathematics | or | >=19 on Mathematics and >=23 Composite | or | Complete and earn credit for mathematics college prep course | | | |

| Subject | Assessment Version | Score Requirements for CCMR | | | | |
|--|--------------------|---|-----|---|-----------------------------------|-----------------------------------|
| English Language Arts and Reading (ELAR) | TSIA1 | Score \geq 351 on Reading | | | | |
| | TSIA2 | Score \geq 945 on the ELAR College Readiness Classification (CRC) | AND | | Score \geq 5 on the essay | |
| | | OR | | | | |
| | | Score $<$ 945 on the ELAR CRC | AND | Score \geq 5 on the diagnostic | AND | Score \geq 5 on the essay |
| | Combination | Score \geq 945 on the ELAR CRC on the TSIA2 | AND | | Score \geq 5 on the TSIA1 essay | |
| | | OR | | | | |
| | | Score $<$ 945 on the ELAR CRC on the TSIA2 | AND | Score \geq 5 on the diagnostic on the TSIA2 | AND | Score \geq 5 on the TSIA1 essay |
| Mathematics | TSIA1 | Score \geq 350 on Mathematics | | | | |
| | TSIA2 | Score \geq 950 on the Mathematics CRC | | | | |
| | | OR | | | | |
| | | Score $<$ 950 on the Mathematics CRC | AND | Score = 6 on the diagnostic | | |

7.4. College, Career, and Military Ready Graduates

Sources and Years of Data:

| TSDS PEIMS data used for accountability indicators | Data Reported 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 | |
| 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 | |

| Other 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 |

Student Group Information: All students only

Other Information: The CCMR component of the Student Achievement domain is used to evaluate districts and campuses for the Postsecondary Readiness distinction designation. See Chapter 2 for additional information.

Table 7.4. College, Career, and Military Ready Graduates

| Indicator | Methodology | Student Groups Evaluated | Use in 2022 Distinctions |
|---|---|--------------------------|--|
| <p>College, Career, and Military Ready Graduates</p> | <p style="text-align: center;">Number of 2020–21 annual graduates who</p> <p>1) meet the college-ready criteria on the TSI assessment, SAT, ACT, and/or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. <i>(from TSDS PEIMS 43415, THECB, College Board, and ACT)</i></p> <p style="text-align: center;">or</p> <p>2) meet the criteria of 3 on AP or 4 on IB examinations in any subject <i>(from College Board or IB)</i></p> <p style="text-align: center;">or</p> <p>3) complete and earn credit for three hours of dual-course credits in ELA or mathematics or nine hours in any subject <i>(from TSDS PEIMS 43415)</i></p> <p style="text-align: center;">or</p> <p>4) *enlist in the U.S. Armed Forces <i>(from TSDS PEIMS 40203)</i></p> <p style="text-align: center;">or</p> <p>5) earn an approved industry-based certification <i>(from TSDS PEIMS 48011)</i></p> <p style="text-align: center;">or</p> <p>6) earn an associate’s degree while in high school <i>(from TSDS PEIMS 40100)</i></p> <p style="text-align: center;">or</p> <p>7) graduate with completed IEP and workforce readiness <i>(from TSDS PEIMS 40203)</i></p> <p style="text-align: center;">or</p> <p>8) complete an OnRamps dual enrollment course and qualify for at least three hours of university or college credit in any subject area <i>(from OnRamps program)</i></p> <p style="text-align: center;">or</p> <p>9) graduate under an advanced degree plan and be identified as a current special education student <i>(from TSDS PEIMS 40203 and 40110)</i></p> <p style="text-align: center;">or</p> <p>10) earn a Level I or Level II certificate <i>(from THECB)</i></p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of 2020–21 annual graduates <i>(from TSDS PEIMS 40203)</i></p> | <p>All students</p> | <p>AADD: Postsecondary Readiness</p> |

*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

7.5. AP/IB Participation and Performance

Year of Data: 2020–21

Student Group Information: All students only

Use in 2022 Distinction Designations: AP/IB performance and participation in the following examinations are used in determining the following distinction designations:

| Distinction Designation | AP Examination | IB Examination |
|--|---|--|
| Academic Achievement in ELA/Reading | <ul style="list-style-type: none"> English Language and Composition English Literature and Composition | <ul style="list-style-type: none"> English A: Literature English A: Language and Literature |
| Academic Achievement in Mathematics | <ul style="list-style-type: none"> Calculus AB Calculus BC Computer Science A Computer Science Principles Statistics | <ul style="list-style-type: none"> Mathematics: Applications and Interpretation Mathematics: Analysis and Approaches |
| Academic Achievement in Science | <ul style="list-style-type: none"> Biology Chemistry Physics 1 Physics 2 Physics C: Mechanics Physics C: Electricity and Magnetism Environment Science | <ul style="list-style-type: none"> Biology Chemistry Computer Science Physics Environmental Systems and Societies Design Technology Astronomy |

| Distinction Designation | AP Examination | IB Examination |
|---|---|---|
| Academic Achievement in Social Studies | <ul style="list-style-type: none"> • United States History • European History • World History • United States Government and Politics • Comparative Government and Politics • Human Geography • Microeconomics • Macroeconomics • Psychology | <ul style="list-style-type: none"> • History • History Americas • History Europe • World Religions • Geography • Economics • Philosophy • Psychology • Business and Management • Information Technology in a Global Society • Social and Cultural Anthropology |
| Postsecondary Readiness | Performance on all AP and IB subject assessments is included. | |

Other Information: Criterion score is 3 or more for AP and 4 or more for IB.

Table 7.5. AP/IB Participation and Performance

| Indicator | Methodology | Student Groups Evaluated | Use in 2022 Distinctions |
|--|--|--------------------------|--------------------------|
| AP/IB Examination Participation: ELA | Number of 11th and 12th graders taking at least one AP or IB exam in ELA in 2020–21 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2020–21 <i>(from TSDS PEIMS 40110)</i> | All students | AADD: ELA/Reading |
| AP/IB Examination Participation: Mathematics | Number of 11th and 12th graders taking at least one AP or IB exam in mathematics in 2020–21 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2020–21 <i>(from TSDS PEIMS 40110)</i> | All students | AADD: Mathematics |
| AP/IB Examination Participation: Science | Number of 11th and 12th graders taking at least one AP or IB exam in science in 2020–21 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2020–21 <i>(from TSDS PEIMS 40110)</i> | All students | AADD: Science |
| AP/IB Examination Participation: Social Studies | Number of 11th and 12th graders taking at least one AP or IB exam in social studies in 2020–21 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2020–21 <i>(from TSDS PEIMS 40110)</i> | All students | AADD: Social Studies |

| Indicator | Methodology | Student Groups Evaluated | Use in 2022 Distinctions |
|--|--|--------------------------|--------------------------------|
| <p>AP/IB Examination Participation: Any Subject</p> | <p>Number of 11th and 12th graders taking at least one AP or IB exam in any subject in 2020–21 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2020–21 <i>(from TSDS PEIMS 40110)</i></p> | <p>All students</p> | <p>Postsecondary Readiness</p> |
| <p>AP/IB Examination Results (Examinees >= Criterion): ELA</p> | <p>Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in ELA in 2020–21 <i>(from College Board or IB)</i> ---divided by--- Number of 11th and 12th graders taking at least one AP or IB exam in ELA in 2020–21 <i>(from College Board or IB)</i></p> | <p>All students</p> | <p>AADD: ELA/Reading</p> |
| <p>AP/IB Examination Results (Examinees >= Criterion): Mathematics</p> | <p>Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in mathematics in 2020–21 <i>(from College Board or IB)</i> ---divided by--- Number of 11th and 12th graders taking at least one AP or IB exam in mathematics in 2017–18 <i>(from College Board or IB)</i></p> | <p>All students</p> | <p>AADD: Mathematics</p> |
| <p>AP/IB Examination Results (Examinees >= Criterion): Science</p> | <p>Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in science in 2020–21 <i>(from College Board or IB)</i> ---divided by--- Number of 11th and 12th graders taking at least one AP or IB exam in science in 2020–21 <i>(from College Board or IB)</i></p> | <p>All students</p> | <p>AADD: Science</p> |

| Indicator | Methodology | Student Groups Evaluated | Use in 2022 Distinctions |
|---|--|--------------------------|----------------------------------|
| AP/IB Examination Results (Examinees >= Criterion): Social Studies | <p>Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in social studies in 2020–21</p> <p style="text-align: center;"><i>(from College Board or IB)</i></p> <p style="text-align: center;">---divided by---</p> <p>Number of 11th and 12th graders taking at least one AP or IB exam in social studies in 2020–21</p> <p style="text-align: center;"><i>(from College Board or IB)</i></p> | All students | AADD: Social Studies |
| AP/IB Examination AP/IB Examination Results (Examinees >= Criterion): Any Subject | <p>Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in any subject in 2020–21</p> <p style="text-align: center;"><i>(from College Board or IB)</i></p> <p style="text-align: center;">---divided by---</p> <p>Number of 11th and 12th graders taking at least one AP or IB exam in any subject in 2020–21</p> <p style="text-align: center;"><i>(from College Board or IB)</i></p> | All students | AADD: Postsecondary Readiness |

7.6. SAT/ACT Results

Year of Data: 2020–21

Student Group Information: All students only

Use in 2022 Distinction Designations: SAT and ACT results are used in determining distinction designations for academic achievement in ELA/reading, mathematics, science, and postsecondary readiness.

Other Information: See Table 7.3 for details regarding TSI criterion score.

Table 7.6. SAT/ACT Participation and Performance

| Indicator | Methodology | Student Groups Evaluated | Use in 2022 Distinctions |
|---|---|--------------------------|---|
| SAT/ACT Participation | Number of graduating examinees taking either the SAT or ACT <i>(from College Board and ACT)</i> ---divided by--- Number of total graduates reported for the 2020–21 school year <i>(from TSDS PEIMS 40203)</i> | All students | AADD: ELA/Reading Mathematics Postsecondary Readiness |
| SAT/ACT Performance | Number of graduating examinees at or above the TSI criterion score on the SAT or ACT <i>(from College Board and ACT)</i> ---divided by--- Number of graduating examinees taking either the SAT or ACT <i>(from College Board and ACT)</i> | All students | AADD: Postsecondary Readiness |
| Average SAT Score: Reading and Writing | Sum of scores in evidence-based reading and writing of all graduates who took the SAT <i>(from College Board)</i> ---divided by--- Number of graduating examinees taking the SAT <i>(from College Board)</i> | All students | AADD: ELA/Reading |

| Indicator | Methodology | Student Groups Evaluated | Use in 2022 Distinctions |
|---------------------------------------|---|--------------------------|--------------------------|
| Average SAT Score: Mathematics | Sum of scores in mathematics of all graduates who took the SAT <i>(from College Board)</i> ---divided by--- Number of graduating examinees taking the SAT <i>(from College Board)</i> | All students | AADD: Mathematics |
| Average ACT Score: ELA | Sum of average scores in English and reading of all graduates who took the ACT <i>(from ACT)</i> ---divided by--- Number of graduating examinees taking the ACT <i>(from ACT)</i> | All students | AADD: ELA/Reading |
| Average ACT Score: Mathematics | Sum of scores in mathematics of all graduates who took the ACT <i>(from ACT)</i> ---divided by--- Number of graduating examinees taking the ACT <i>(from ACT)</i> | All students | AADD: Mathematics |
| Average ACT Score: Science | Sum of scores in science of all graduates who took the ACT <i>(from ACT)</i> ---divided by--- Number of graduating examinees taking the ACT <i>(from ACT)</i> | All students | AADD: Science |

7.7. Advanced/Dual-Credit Course Completion

Year of Data: 2020–21

Student Group Information: All students only

Use in 2022 Distinction Designations: This indicator is used in determining the distinction designations for academic achievement in ELA/reading, mathematics, science, social studies, and postsecondary readiness.

Other Information:

- *Advanced/Dual-Credit Course Completion by Subject.* Advanced/dual-credit course completion percentages are calculated and available by subject for ELA, mathematics, science, and social studies.
- *Advanced Course List.* A list of courses designated as advanced is published each year in the *TAPR Comprehensive Glossary*. The most current list can be accessed online at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/glossary.pdf>

Table 7.7. Advanced/Dual-Credit Course Completion

| Indicator | Methodology | Student Groups Evaluated | Use in 2022 Distinctions |
|---|--|--------------------------|--------------------------|
| Advanced/Dual-Credit Course Completion Rate: ELA | Number of students in grades 9–12 in 2020–21 who received credit for at least one advanced/dual-credit course in ELA <i>(from TSDS PEIMS 43415)</i> ---divided by--- Number of students in grades 9–12 in 2020–21 who completed at least one credit course in ELA <i>(from TSDS PEIMS 43415)</i> | All students | AADD: ELA/Reading |
| Advanced/Dual-Credit Course Completion Rate: Mathematics | Number of students in grades 9–12 in 2020–21 who received credit for at least one advanced/dual-credit course in mathematics <i>(from TSDS PEIMS 43415)</i> ---divided by--- Number of students in grades 9–12 in 2020–21 who completed at least one credit course in mathematics <i>(from TSDS PEIMS 43415)</i> | All students | AADD: Mathematics |

| Indicator | Methodology | Student Groups Evaluated | Use in 2022 Distinctions |
|--|--|--------------------------|--------------------------|
| Advanced/Dual-Credit Course Completion Rate: Science | Number of students in grades 9–12 in 2020–21 who received credit for at least one advanced/dual-credit course in science <i>(from TSDS PEIMS 43415)</i> ---divided by--- Number of students in grades 9–12 in 2020–21 who completed at least one credit course in science <i>(from TSDS PEIMS 43415)</i> | All students | AADD: Science |
| Advanced/Dual-Credit Course Completion Rate: Social Studies | Number of students in grades 9–12 in 2020–21 who received credit for at least one advanced/dual-credit course in social studies <i>(from TSDS PEIMS 43415)</i> ---divided by--- Number of students in grades 9–12 in 2020–21 who completed at least one credit course in social studies <i>(from TSDS PEIMS 43415)</i> | All students | AADD: Social Studies |

7.8. Attendance Rate

Year of Data: 2020–21

Student Group Information: All students only

Use in 2022 Distinction Designations: Attendance rate is used in determining distinction designations for academic achievement in ELA/reading, mathematics, science, and social studies.

| Indicator | Methodology | Student Groups Evaluated | Use in 2022 Distinctions |
|-----------------|--|--------------------------|--|
| Attendance Rate | Total number of days students in grade 1–12 are present during the 2020–21 school year <i>(from TSDS PEIMS 42400)</i> ---divided by--- Total number of days students in grade 1–12 are in membership during the 2020–21 school year <i>(from TSDS PEIMS 42400)</i> | All students | AADD: ELA/Reading Mathematics Science Social Studies |