Chapter 1—2023~~2~~ Accountability Overview

About this Manual

The *2023~~2~~ Accountability Manual* is a technical guide that explains how the Texas Education Agency (TEA) uses the accountability system to evaluate the academic performance of Texas public schools. The manual describes the accountability system and explains how -TEA processes information from different sources to produce 2023~~2~~ accountability data reports.

The ~~*2022 Accountability Manual*~~*2023 Accountability Manual* attempts to address all possible scenarios; however, because of the number and diversity of districts and campuses in Texas, there could be unforeseen circumstances that are not anticipated in the manual. If a data source used to determine district or campus performance is unintentionally affected by unforeseen circumstances, including natural disasters or test administration issues, the commissioner of education will consider those circumstances and their impact in determining whether or how that data source will be used to assign accountability ratings and award distinction designations. In such instances, the commissioner will interpret the manual as needed to assign the appropriate ratings and/or award distinction designations that preserve both the intent and the integrity of the accountability system.

Accountability Advisory Groups

Educators, school board members, business and community representatives, professional organizations, and legislative representatives from across the state have been instrumental in developing the current accountability system.

Texas Accountability Advisory Group (TAAG) includes representatives from school districts, legislative offices, and the business community. Members identify issues critical to the accountability system and make~~s~~ recommendations and provide feedback on major policy issues.

ESC Accountability Group (EAG) includes representatives from each regional education service center (ESC) in the state. Members identify issues critical to the accountability system and make recommendations/provide feedback on major policy issues.

Accountability Technical Advisory Committee (ATAC) included~~s~~ representatives from school districts, charter schools, and regional education service centers (ESCs). Members made recommendations to address technical issues for 2023~~2~~ accountability.

Accountability Policy Advisory Committee (APAC) include~~s~~d representatives from legislative offices, school districts, charter schools, parents, and the business community. Members made recommendations to address policy issues for 2023~~2~~ accountability.

~~The commissioner considered all proposals and released the 2022 Academic Accountability System Framework in February 2022.~~

The commissioner considered all proposals and released preliminary *A–F* frameworks in June and November of 2022 and January of 2023. The final 2023 *A–F* System Framework was released in March~~February~~ 2023.

The accountability development proposals and supporting materials that were reviewed and discussed at each advisory group meeting are available online at https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2023-accountability-development-materials. ~~https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2023-accountability-development-~~

materialshttps://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2022-accountability-development-materials-0.

Overview of the 2023~~2022~~ Accountability System

The overall design of the accountability system evaluates performance according to three domains:

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

School Progress measures district and campus outcomes in two areas: the number of students that grew, or were accelerated, at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic background, and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Who is Rated?

Districts and campuses with students enrolled in the fall of the 2022~~1~~–23~~2~~ school year 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 proportional results of students in their campuses. Districts without any students enrolled in the grades for which STAAR assessments are administered (3–12) are assigned the rating label of *Not Rated.*

State-administered school districts, including Texas School for the Blind and Visually Impaired, Texas School for the Deaf, Texas Juvenile Justice Department, and Windham School District are not assigned a state accountability rating.

Campuses

Beginning the first year they report fall enrollment, campuses, and open-enrollment charter schools, including alternative education campuses (AECs), are rated based on the performance of their students. For the purposes of assigning accountability ratings, campuses that do not serve any grade level for which the STAAR assessments are administered are paired with campuses in their district that serve students who take STAAR. Please see "Chapter 7—Other Accountability System Processes" for information on pairing.

Rating Labels

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

- ***A, B, C, D, or ~~For 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:*** 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: 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*.~~
- ***Data Under Review*** indicates that a district or campus has data that fell outside of an expected range or has otherwise been identified for having local practices potentially inconsistent with TEA guidelines which could impact performance results within TEA's discretion to identify. These data variances and/or local practices necessitate a more comprehensive data-related compliance review by TEA that may include asking for clarification and documentation to validate the data reported. If concerns are not resolved after the completion of a compliance review, the matter may be referred to TEA's Special Investigations Unit for review as a special investigation and TEA may elect to assign the district or campus with a temporary *Data Under Review* label. This label may be applied at any point, including to either a preliminary or final rating. TEA will take the response provided by the district or campus into consideration before making any final determination about possible wrongdoing.
- ~~***Not Rated: Data Under Review*** indicates data accuracy or integrity may have 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.

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

Distinction Designations

Districts and campuses that receive acceptable accountability ratings are eligible to earn distinction designations. Distinction designations are awarded for achievement in several areas and are based on

performance relative to a group of campuses of similar type, size, grade span, and student demographics. Districts are eligible for a distinction designation in postsecondary readiness. Please see “Chapter 6—Distinction Designations” for more information.

2023~~2~~ Accountability System School Types

Every campus is labeled as one of four school types according to its grade span based on 2022~~1~~–23~~2~~ enrollment data reported in the fall Texas Student Data System (TSDS) PEIMS submission. The four types—elementary school, middle school, elementary/secondary (also referred to as K–12), and high school—are illustrated by the table on the following page. The table shows every combination of grade levels served by campuses in Texas and the number of campuses that serve each of those combinations. The shading indicates the corresponding school type.

To find out how a campus that serves a certain grade span is labeled, find the lowest grade level reported as being served by that campus along the leftmost column and the highest grade level reported as being served along the top row. The shading of the cell where the two grade levels intersect indicates which of the four school types that campus is considered. The number inside the cell indicates how many campuses in Texas served that grade span in 2021–22. For example, a campus that serves early elementary (EE) through grade four is labeled elementary school; there are ~~179~~ 175 campuses that serve only that grade span. A campus that serves grades five and six only is labeled middle school, and there are 113 ~~110~~ such campuses statewide.

2023 Accountability System School Types
(9,044 Total Campuses)

Elementary: 4,923 Campuses
Elementary/Secondary: 591 Campuses
Middle School: 1,715 Campuses
High School: 1,815 Campuses

Highest Grade Level Served →
Lowest Grade Level Served ↓

	EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
EE	7	85	64	47	85	25	175	1202	113	.	7	.	.	.	33
PK	.	45	16	6	22	19	147	1244	186	13	135	3	3	3	177
KG	.	.	1	3	13	19	108	608	70	7	39	7	1	2	58
1	.	.	.	.	10	19	6	95	16	.	4	1	.	.	11
2	.	.	.	.	.	11	6	36	2	.	1	.	.	.	4
3	.	.	.	.	.	3	7	109	8	.	8	2	2	1	12
4	.	.	.	.	.	.	2	38	24	2	5	2	1	3	4
5	.	.	.	.	.	.	.	7	113	2	81	4	2	4	20
6	.	.	.	.	.	.	.	.	21	11	1243	13	17	18	200
7	.	.	.	.	.	.	.	.	.	5	186	7	7	26	118
8	.	.	.	.	.	.	.	.	.	.	15	7	8	25	36
9	.	.	.	.	.	.	.	.	.	.	.	30	24	33	1394
10	.	.	.	.	.	.	.	.	.	.	.	.	16	7	35
11	.	.	.	.	.	.	.	.	.	.	.	.	.	16	22
12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	18

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2022 Accountability System School Types

(8,966 Total Campuses)

Elementary	Elementary/Secondary	Middle School	High School
4,887 Campuses	558 Campuses	1,720 Campuses	1,801 Campuses

Highest Grade Level Served →

Lowest Grade Level Served ↓

	EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
EE	10	78	66	40	74	32	179	1163	113	3	9	0	0	0	27
PK		47	12	11	36	20	141	1270	182	17	125	6	3	1	177
KG			0	2	18	20	101	596	77	3	41	1	2	8	56
1				0	9	18	10	93	16	1	4	0	0	0	9
2					0	9	5	35	3	1	2	1	0	2	3
3						2	7	105	5	2	5	1	0	1	9
4							1	35	30	0	6	0	1	2	4
5								3	110	3	89	1	2	1	22
6									29	13	1230	18	9	23	187
7										5	190	6	12	23	107
8											14	6	12	20	32
9												39	29	34	1357
10													18	9	48
11														14	28
12															19

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2023~~2~~ 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 2022~~1~~ administration	October 2021~~0~~ enrollment snapshot
EOC fall 2022~~1~~ administration	October 2022~~1~~ enrollment snapshot
EOC spring 2023~~2~~ administration	
Grades 3–8 spring 2023~~2~~ administration	

The 2023~~2~~ accountability subset rules apply to the STAAR performance results evaluated across all three domains.

- Grades 3–8: ~~districts and~~ campuses are responsible for students reported as enrolled in the fall (referred to as October snapshot) in the spring assessment results.
- End-of-Course (EOC): ~~districts and~~ campuses are responsible for
  - summer 2022~~1~~ results for students reported as enrolled in the October 2021~~0~~ snapshot;
  - fall 2022~~1~~ results for students reported as enrolled in the October 2022~~1~~ snapshot; and
  - spring 2023~~2~~ results for students reported as enrolled in the October 2022~~1~~ snapshot.

STAAR Retest Performance

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

- EOC retesters are counted as passers based on the passing standard in place when they were first eligible to take any EOC assessment.

In this case, the most recent result is found for each subject retested and included in performance calculations if the result meets the accountability subset rule. If a STAAR ~~progress measure is available~~result is eligible for growth under School Progress, Part A: Academic Growth, the result is included in progress calculations if the result meets the accountability subset rule. The following charts provide examples of how the accountability subset is applied to EOC retesters.

Accountability Subset Examples for EOC Retesters

Enrolled	***Tested***	***Enrolled***	***Tested***	***Tested***
October 2021~~0~~ Snapshot **Campus A**	Summer 2022~~1~~ **Campus A**	October 2022~~1~~ Snapshot **Campus A**	Fall 2022~~1~~ **Campus A**	Spring 2023~~2~~ **Campus A**
The best result is selected. Each result meets the accountability subset rule.				

The best result is found for performance (most recent result) and progress (only available), considered separately. The selected result is only applied to the ~~district and~~ campus that administered the assessment if the student meets the accountability subset rule (discussed above).

Enrolled	***Tested***	***Enrolled***	***Tested***	***Tested***
October 2021~~0~~ Snapshot **Campus A**	Summer 2022~~1~~ **Campus A**	October 2022~~1~~ Snapshot **Campus A**	Fall 2022~~1~~ **Campus A**	Spring 2023~~2~~ **Campus B**
The best result is selected. Only the fall 2021 result meets the accountability subset rule. If spring 2023~~2~~ was selected as the best result, the result would not meet the accountability subset rule for inclusion at Campus A or Campus B.				

SAT/ACT Inclusion—Accountability Subset

The SAT/ACT results of accelerated testers (or the non-participation of accelerated testers in SAT/ACT) is attributed to the ~~district and~~ campus at which the student was reported as enrolled on October 2022~~1~~ PEIMS snapshot. Please see Chapter 2 for additional information on accelerated testers and the inclusion of SAT/ACT results.

2023~~2~~ 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 2022~~1~~
5-year Longitudinal Graduation Rate	Class of 2021~~0~~
6-year Longitudinal Graduation Rate	Class of 2020~~19~~
Annual Dropout Rate	2021~~0~~–22~~1~~ 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 2021~~0~~–22~~1~~, 2020~~19~~–21~~0~~, 2019~~8~~–2020~~19~~, and 2018~~7~~–19~~8~~ school years
Complete College Prep Course	
Dual Credit Course Completion	
Earn an Associate Degree	

2023~~2~~ Other Indicators

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

Other data used for College, Career, and Military Readiness	**Data reported for**
ACT college admissions test	Tests as of July 2022~~1~~ administration (2021~~0~~–22~~1~~, 2020~~19~~–21~~0~~, 2019~~8~~–2020~~19~~, and 2018~~7~~–19~~8~~ school years)

Other data used for College, Career, and Military Readiness	Data reported for
AP examination	Tests as of June 2022~~1~~ administration (2021~~0~~–22~~1~~, 2020~~19~~–21~~0~~, 2019~~8~~–2019, and 2018~~7~~–19~~8~~ school years)
IB examination	Tests as of May 2022~~1~~ administration (2021~~0~~–22~~1~~, 2020~~19~~–21~~0~~, 2019~~8~~–2019, and 2018~~7~~–19~~8~~ school years)
TSI assessment	Tests from June 2012~~1~~ to October 2022~~1~~ administration
SAT college admissions test	Tests as of June 2022~~1~~ administration (2021~~0~~–22~~1~~, 2020~~19~~–21~~0~~, 2019~~8~~–19~~9~~, and 2018~~7~~–19~~8~~ school years)
OnRamps dual enrollment course completion	Courses completed during the 2021~~0~~–22~~1~~, 2020~~19~~–21~~0~~, 2019~~8~~–2019, and 2018~~7~~–19~~18~~ school years
Level I and level II certificates	Certificates earned during the 2021~~0~~–22~~1~~, 2020~~19~~–21~~20~~, 2019~~8~~–2019, and 2018~~7~~–19~~8~~ school years

*The military enlistment indicator is scheduled to return for 2024 accountability based on a new data collection as explained in the September 9, 2022 To The Administrator Addressed correspondence.

~~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 or F ~~, F, or Improvement Required~~* for the same campus assigned two different campus numbers may be considered as consecutive years of unacceptable ratings for accountability interventions and sanctions, if the commissioner determines this is necessary to preserve the integrity of the accountability system.
- **Data Validation System:** Data Validation is a data-driven system designed to confirm the integrity of district submitted data. Annual data validation analyses examine districts' leaver and dropout data,

student assessment data, discipline data and may also validate other district submitted data. Districts identified with potential data integrity concerns engage in a process to either validate the accuracy of their data or determine that erroneous data were submitted. This process is fundamental to the integrity of all the agency's evaluation systems. For more information, see the Data Validation Manuals on the PBM website at http://tea.texas.gov/pbm/DVManuals.aspx.

- **Test Security:** As part of ongoing efforts to improve security measures surrounding the assessment program, TEA uses a comprehensive set of test security procedures designed to assure parents, students, and the public that assessment results are meaningful and valid. Among other measures, districts are required to implement seating charts during all administrations 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/2793212784/Test+Security ~~https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2547990915/Test+Security~~

- **Data-Related Compliance Reviews and Special Investigations:** TEA's data-related compliance reviews are a collaborative review process with districts to ensure they are acting in accordance with state law and other regulatory requirements. The reviews are based on data submitted by districts (or other sources) that could impact performance results. TEA requests documentation and other information from districts by a particular deadline to review and determine whether there has been a violation and commonly works with the districts to bring them into compliance and/or to establish better local practices.
    - If TEA's data-related compliance reviews do not resolve the concerns raised, TEA may elect to open a special investigation under TEC §39.003 to review these more consequential concerns.
        - If TEA makes a preliminary determination that the accuracy and/or integrity of performance results may have been compromised (whether intentional or not), TEA may issue a temporary *Data Under Review* label at any point, including on either a preliminary or final rating.
    - If the results of a special investigation determine that the accuracy and/or integrity of performance results have been compromised (whether intentional or not), TEA may elect to issue the district or campus a *Not Rated: Data Integrity Issues* final accountability rating label. A *Not Rated: Data Integrity Issues* accountability rating label 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. As a result of a special investigation, TEA may elect to take actions and interventions under Chapters 39 and 39A, including (but not limited to) lowering an accountability rating.

- ~~***Not Rated: Data Integrity Issues:*** This rating is used when the accuracy and/or integrity of performance results have been compromised, preventing the assignment of a rating. TSDS PEIMS data submitted by districts, such as military enlistment data, are subject to audit at the discretion of the agency. Results of an audit may lead to corrective action plans, revised accountability ratings, or possible investigations under TEC, Section 39.057, and consequent actions and interventions under that section and TEC, Chapter 39A. This label is not equivalent to an *F* rating, though the~~

~~commissioner of education has the authority to lower a rating or assign an *F* rating due to data quality issues. A *Not Rated: Data Integrity Issues* rating does not break the chain of consecutive years of unacceptable accountability ratings for accountability sanctions and interventions purposes. All districts and campuses with a final rating label of *Not Rated: Data Integrity Issues* are automatically subject to desk audits the following year.~~

These steps can occur either before or after the ratings release, and sanctions can be imposed at any time. To the extent possible, ratings are finalized when updated ratings are released following the resolution of appeals. A rating change resulting from an imposed sanction will stand as the final rating for the year.

Chapter 2—Student Achievement Domain

Overview

The Student Achievement domain evaluates ~~district and~~ campus performance based on student achievement in three areas: performance on STAAR assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.

STAAR Component

The STAAR component of the Student Achievement domain calculation uses a methodology in which scores are calculated based on students' level of performance at Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standards.

STAAR Component—Assessments Evaluated

The Student Achievement domain evaluates STAAR (with and without accommodations), STAAR Alternate 2, emergent bilingual students/English learner (EB students~~s~~/EL) performance measure results (EL Performance Measure), STAAR end-of-course (EOC) assessments, and SAT/ACT results for accelerated testers as described later in this chapter.

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

STAAR Component—Students Evaluated

All students, including EB students/ELs as described below, are evaluated as one group.

STAAR Component—Inclusion of EB Students/ELs

The data saved by districts in the Test Information Distribution Engine (TIDE) by May 12, 2023 ~~May 20, 2022~~, are used to identify EB students/ELs for accountability purposes. EB students/ELs who are year one in U.S. schools are excluded from accountability performance calculations. 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 EL services do not receive an EL performance measure and are included in the same manner as non-EB students/ELs. STAAR Alternate 2 assessment results are included regardless of an EB students/EL's years in U.S. schools.

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.

STAAR Component—Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated in the STAAR component if there are 10 or more STAAR assessments, EL performance measures, and/or SAT/ACT results combined across all subjects.
- Small numbers analysis is not used in the STAAR component.

Inclusion of SAT/ACT Results for Accelerated Testers

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

SAT/ACT Inclusion—Assessments Evaluated

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

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

SAT/ACT Inclusion—Students Evaluated

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

SAT/ACT Inclusion—Methodology

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

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

The agency evaluates SAT/ACT results from grades 9–12 for the accelerated subject area once the accelerated tester is reported as enrolled in grade 12. If an accelerated tester has more than one corresponding subject-area SAT and/or ACT result across evaluated years, the best result from either SAT or ACT is found for each accelerated subject tested. ACT results considered include assessments from enrolled grade 9 through the April ~~2022~~2023 administration, and SAT results considered include assessments from enrolled grade 9 through the May ~~2022~~2023 administration.

SAT/ACT Inclusion—Accountability Subset

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

STAAR Component—Methodology

One point is given for each percentage of assessment results that are at or above the following:

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

The STAAR component score is calculated by dividing the total points (cumulative performance for the three performance levels) by three resulting in an overall score of 0 to 100 for all ~~districts and~~ campuses. The percentage by performance level and STAAR component score are rounded to the nearest whole number.

STAAR Component—Example Calculation

~~**Example Calculation: STAAR Component Score**~~						
STAAR Performance	**~~Reading~~RLA**	**Math-ematics**	**Science**	**Social Studies**	**Totals**	**Percentages**
Number of Assessments	531	482	330	274	1617	
Approaches Grade Level or Above	325	323	143	87	878	54%
Meets Grade Level or Above	220	190	45	76	531	33%
Masters Grade Level	109	165	41	22	337	21%
Total Percentage Points						**108**
Student Achievement Domain STAAR Component Score **(Total Percentage Points ÷ 3)**						**36**

College, Career, and Military Readiness Component

The College, Career, and Military Readiness (CCMR) component of the Student Achievement domain measures graduates' preparedness for college, the workforce, or the military. The Student Achievement CCMR denominator consists of ~~2021~~2022 annual graduates. Annual graduates are students who graduate from a ~~district or~~ campus in a school year regardless of cohort. This is separate from, and may

include different students than, the longitudinal graduation cohorts. Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

- *Meet Texas Success Initiative (TSI) Criteria in RLA ~~ELA/Reading~~ and Mathematics.* A graduate meeting the TSI college readiness standards in both ~~ELA/reading~~ RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both ELA and mathematics. The criteria for successful completion of a college prep course should be in alignment between an LEA and the partnering IHE(s). In accordance with §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October ~~2021~~2022, SAT and ACT results through the July ~~2021~~2022 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information.

  A graduate must meet the TSI requirement for both RLA ~~reading~~ and mathematics but does not necessarily need to meet them on the same assessment. For example, a graduate may meet the TSI criteria for college readiness in ~~ELA/reading~~ RLA on the SAT and complete and earn credit for a college prep course in mathematics.

- *Earn Dual Course Credits.* A graduate completing and earning credit for at least three credit hours in ~~ELA~~ RLA or mathematics or at least nine credit hours in any subject. See Appendix H for additional information.

- *Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.* A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or higher for AP and 4 or higher for IB.

- *Earn an Associate Degree.* A graduate earning an associate degree by August 31 immediately following high school graduation.

- *Complete an OnRamps Dual Enrollment Course.* A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. See Appendix H for additional information.

- *Earn an Industry-Based Certification (IBC).* A graduate earning an IBC ~~industry-based certification~~ under 19 TAC §74.1003. See Appendix J for a complete list of approved IBCs.
  - See the next section for the phase-in schedule to align programs of study and IBCs.

- *Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness.* A graduate receiving a graduation type code of 04, 05, 54, or 55, which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.

- **Enlist in the Armed Forces or Texas National Guard.* A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or the Texas National Guard.

- ~~**Enlist in the Armed Forces.* A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines.~~

- *Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student.* A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA).
- *Earn a Level I or Level II Certificate.* A graduate earning a level I or level II certificate in any workforce education area. See Appendix D or H for additional information.

*~~Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and TSDS PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.~~ The military enlistment indicator is scheduled to return for 2024 accountability based on a new data collection as explained in the September 9, 2022 To The Administrator Addressed correspondence.

Phase-In Schedule for Sunsetting IBCs and Alignment with Programs of Study

Sunsetting IBCs

Beginning with 2023 ratings, a campus may not earn CCMR credit for more than five graduates, or 20 percent of graduates, whichever is higher, who only meet CCMR criteria via a sunsetting IBC. This limit is applied within Student Achievement and School Progress, Part B: Relative Performance domains. Please see Appendix J for additional information on sunsetting IBCs.

Example: Texas High School has 200 graduates. 50 graduates earned ONLY a sunsetting IBC as their CCMR credit. With the limit, Texas High School would receive credit for 40 of these graduates (20 percent), and ten of these graduates would not generate CCMR credit.

Phase-In for IBCs and Programs of Study

To allow districts time to implement aligned programs of study, the following transition timeline provides guidance on how the alignment will be phased-in over the next three years.

The requirement to earn an IBC plus an aligned level two or higher course applies for the Class of 2024, the Concentrator requirement applies for the Class of 2025, and the Completer requirement applies for the Class of 2026.

The Texas Education Agency will monitor how this proposed phase-in impacts dropout recovery schools and may make adjustments to the proposal before 2027 accountability.

Annual Graduates	Accountability Year	CCMR Credit Requirement
Class of 2022	2023	Earn IBC (2019–2022 list with sunsetting limit)
Class of 2023	2024	Earn IBC (2019–2022 & 2022–2024 lists with sunsetting limit)
Class of 2024	2025	Earn IBC (2019–2022 & 2022–2024 lists with sunsetting limit) plus 1 course in aligned program of study[1]

Class of 2025	2026	Earn IBC (2022–2024 & 2024–2026 lists) plus Concentrator in aligned program of study[2]
Class of 2026	2027	Earn IBC (2022–2024 & 2024–2026 lists) plus Completer in aligned program of study[3]

[1] One course that is level two or higher (excludes Career Prep I, Extended Career Prep I, Project Based Research, and/or Scientific Research and Design)
[2] Two or more courses for at least two credits in the same program of study
[3] Three or more courses for four or more credits, including one level three or level four course in the same program of study

College, Career, and Military Readiness Component—Students Evaluated

All students are evaluated as one group.

College, Career, and Military Readiness Component—Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated in the CCMR component if there are at least 10 annual graduates.
- Small numbers analysis, as described below, applies to all students if the number of annual graduates is fewer than 10.
  - A three-year average CCMR rate is calculated for all students. The calculation is based on an aggregated three-year uniform average using the ~~district's or~~ campus's ~~2022~~2023, ~~2021~~2022, and ~~2020~~2021, CCMR data.
  - The all students group is evaluated if the three-year sum has at least 10 annual graduates.

An example of small numbers analysis follows:

$$\frac{\text{Number of } \cancel{2021}2022, \cancel{2020}2021, \text{ and } \cancel{2019}2020 \text{ Graduates Who Accomplished at Least One of the CCMR Indicators}}{\text{Number of } \cancel{2021}2022, \cancel{2020}2021, \text{ and } \cancel{2019}2020 \text{ Annual Graduates}}$$

College, Career, and Military Readiness Component—Methodology

One point is given for each annual graduate who accomplishes any one of the CCMR indicators. The CCMR component is calculated by dividing the total points (cumulative number of CCMR graduates) by the number of annual graduates. The CCMR component score is rounded to the nearest whole number. If applicable, the sunsetting IBC limit is applied at this step.

$$\frac{\text{Number of Graduates Who Accomplished at Least One of the CCMR Indicators}}{\text{Number of } \cancel{2021}2022 \text{ Annual Graduates}}$$

College, Career, and Military Readiness Component—Example Calculation

~~Example Calculation: CCMR Component Score~~		
	Number of Graduates Who Accomplished at Least One of the CCMR Indicators	**Number of 20212022 Annual Graduates**
Total	**208**	**365**

Student Achievement Domain CCMR Component Score (Number of Graduates Who Accomplished at Least One of the CCMR Indicators ÷ Number of ~~2021~~2022 Annual Graduates)	**57**

Graduation Rate (or Annual Dropout Rate) Component

Graduation Rate Component

The graduation rate component of the Student Achievement domain includes the four-year, five-year, and six-year high school graduation rates or the annual dropout rate if no graduation rate is available. The total points and the maximum number of points are reported for the four-year, five-year, and six-year graduation rate. The graduation rate that results in the higher score is used to calculate the graduation rate score. If a campus only has a four-year graduation rate, that rate will be used. If a campus has only a four- and five-year graduation rate, the better of those will be used.

- Class of ~~2021~~2022 four-year graduation rate is calculated for ~~districts and~~ campuses if they: (a) served grade 9, as well as grade 11 or 12, in the first and fifth years of the cohort or (b) served grade 12 in the first and fifth years of the cohort.
- Class of ~~2020~~2021 five-year graduation rate follows the same cohort of students for one additional year.
- Class of ~~2019~~2020 six-year graduation rate follows the same cohort of students for two additional years.
- Annual dropout rate for school year ~~2020~~2021–22~~–21~~ for grades 9–12 is used if a campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year, five-year, or six-year graduation rate. This proxy for the graduation rate is calculated by converting the grade 9–12 annual dropout rate into a positive measure. Please see *Annual Dropout Rate—Conversion* on the following pages.

Graduation Rate—Students Evaluated

All students are evaluated as one group.

Graduation Rate—Minimum Size Criteria and Small Numbers Analysis

- All Students are evaluated if there are at least 10 students in the class.
- Small numbers analysis, as described below, applies to all students if the number of students in the Class of ~~2021~~2022 (4-year), Class of ~~2020~~2021 (5-year), or Class of ~~2019~~2020 (6-year) is fewer than 10. The total number of students in the class consists of graduates, continuing students, Texas high school equivalency certificate (TxCHSE) recipients, and dropouts.
    - A three-year-average graduation rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
    - The all students group is evaluated if the three-year sum has at least 10 students.

    An example of small numbers analysis follows:

    $$\frac{\text{Number of Graduates in the Class of ~~2021~~2022, Class of ~~2020~~2021, and Class of ~~2019~~2020}}{\text{Number of Students in the Class of ~~2021~~2022, Class of ~~2020~~2021, and Class of ~~2019~~2020}}$$

Graduation Rate—Methodology

The four-year graduation rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. The five-year graduation rate follows the same cohort of students for one

additional year. The six-year graduation rate follows the same cohort of students for two additional years. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four, five, or six years for reasons other than graduating, receiving a TxCHSE, or dropping out are removed from the class.

The four-year, five-year, and six-year graduation rate measures the percentage of graduates in a class. The graduation rates are expressed as a percentage rounded to one decimal place. For example, 74.875% rounds to 74.9%, not 75%.

$$\frac{\text{Number of Graduates in the Class}}{\text{Number of Students in the Class}}$$

(Graduates + Continuers + TxCHSE Recipients + Dropouts)

The total points and the maximum number of points are reported for the four-year, five-year, and six-year graduation rate. The graduation rate that results in the highest score is used to calculate the graduation rate score.

Graduation Rate—Example Calculation

~~Example Calculation: Graduation Rate~~	
Graduation Rate	**All Students**
Class of ~~2021~~2022, 4-year	85.2%
Class of ~~2020~~2021, 5-year	87.3%
Class of ~~2019~~2020, 6-year	85.0%
Graduation Rate Score **(Highest of 4-year, 5-year & 6-year graduation rate)**	**87.3**

Annual Dropout Rate Component

For ~~districts and~~ campuses that serve students enrolled in grades 9–12, the grade 9–12 annual dropout rate is used if a four-year, five-year, or six-year graduation rate is not available.

Annual Dropout Rate—Students Evaluated

All students are evaluated as one group.

Annual Dropout Rate—Minimum Size Criteria and Small Numbers Analysis

- All Students are evaluated if there are at least 10 students enrolled during the school year.
- Small numbers analysis, as described below, applies to the group of all students if the number of students enrolled in grades 9–12 during the ~~2020~~2021–22 ~~–21~~ school year is fewer than 10.
  - A three-year-average annual dropout rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
  - The all students group is evaluated if the three-year sum has at least 10 students.

    An example of small numbers analysis follows:

    Number of Dropouts in Grades 9–12 in ~~2020~~2021–~~21~~22, ~~2019~~2020–~~20~~21, and ~~2018~~2019–~~19~~20

Number of Students in Grades 9–12 in ~~2020~~2021–~~21~~22, ~~2019~~2020–~~20~~21, and ~~2018~~2019–~~19~~20

Annual Dropout Rate—Methodology

The annual dropout rate is calculated by dividing the number of students in grades 9–12 designated as having dropped out by the number of students enrolled in grades 9–12 at any time during the ~~2020~~2021–~~21~~ 22 school year. Grade 9–12 annual dropout rates are expressed as a percentage rounded to one decimal place. For example, 24 dropouts divided by 2,190 students enrolled in grades 9–12 is 1.095% which rounds to a 1.1% annual dropout rate.

Annual Dropout Rate—Conversion

Because the annual dropout rate is a measure of negative performance—the rate rises as performance declines—it must be transformed into a positive measure to be used as a component of the Student Achievement domain. The following calculation converts the annual dropout rate for a non-AEA ~~district or~~ campus into a positive measure that is a proxy for the graduation rate.

100 – (grade 9–12 annual dropout rate x 10) with a floor of zero

The multiplier of 10 allows the non-AEA ~~district or~~ campus to accumulate points towards the Student Achievement domain score only if its annual dropout rate is less than 10 percent.

For example, a 1.1% annual dropout rate conversion calculation is: 100 – (1.1 x 10) = 100 – 11 = 89.

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

Alternative Education Accountability Modifications

Alternative procedures applicable to the CCMR, graduation rate, and annual dropout rate calculations are provided for approved campuses ~~and charter schools~~ serving at-risk students in alternative education programs. The annual dropout rate is used on a safeguard basis only for campuses designated as dropout recovery schools (DRS). The Student Achievement domain for DRS without a longitudinal graduation rate is calculated using STAAR, CCMR, and the annual dropout rate; it is also calculated using only the STAAR and CCMR components. Whichever calculation produces the higher rating is used. For more information on the alternative education accountability (AEA) eligibility and DRS criteria, please see “Chapter 7—Other Accountability System Processes.”

AEA CCMR Rate—Methodology

The CCMR rate calculation is modified to credit AEA campuses for previous dropouts who earn CCMR. One point is given for each annual graduate who accomplishes any one of the CCMR indicators. Previous dropouts who earn CCMR will only be included in the numerator. The CCMR component is calculated by dividing the total points (cumulative number of CCMR graduates) by the number of annual graduates. The CCMR component score is rounded to the nearest whole number. If applicable, the sunsetting IBC limit is applied at this step. A raw score more than 100 is scaled to 100.

Number of Graduates Who Accomplished at least One of the CCMR Indicators
+ Previous Dropouts Who Accomplished at least One of the CCMR Indicators
Number of 2022 Annual Graduates

AEA Graduation/Annual Dropout Rate—Methodology

The graduation rate calculation is modified to credit AEA campuses ~~and charter schools~~ for graduates, continuing students (continuers), ~~and~~ TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the four-year, five-year, and six-year rates. The completion rate

that results in the highest score is used to calculate the graduation rate score. Previous dropouts who complete will only be included in the numerator. A raw score more than 100 is scaled to 100.

The grade 9–12 annual dropout rate is used if no combined graduation, continuer, ~~and~~ TxCHSE, and previous dropout rate is available.

$$\frac{\text{Number of Graduates + Continuers + TxCHSE Recipients + Previous Dropouts who Complete in the Class}}{\text{Number of Students in the Class}}$$

(Graduates + Continuers + TxCHSE Recipients + Dropouts [– Previous Dropouts who Returned])

- Class of ~~2021~~2022 four-year graduation, continuer, ~~and~~ TxCHSE, and previous dropouts who complete rates are calculated for AEA campuses ~~and charter schools~~ if they: (a) served grade 9, as well as grade 11 or 12, in the first and fifth years of the cohort or (b) served grade 12 in the first and fifth years of the cohort.
- Class of ~~2020~~2021 five-year graduation, continuer, ~~and~~ TxCHSE, and previous dropouts who complete rates follow the same cohort of students for one additional year; therefore, most AEA campuses ~~and charter schools~~ that have a four-year graduation, continuer, TxCHSE, and previous dropouts ~~and TxCHSE~~ rate in one year will have a five-year graduation, continuer, TxCHSE, and previous dropouts ~~and TxCHSE~~ rate for that cohort in the following year.
- Class of ~~2019~~2020 six-year graduation, continuer, ~~and~~ TxCHSE, and previous dropouts who complete rates continue to follow the same cohort of students for one additional year; therefore, most AEA campuses ~~and charter schools~~ that have a five-year graduation, continuer, TxCHSE, and previous dropouts ~~and TxCHSE~~ rate in one year will have a six-year graduation, continuer, TxCHSE, and previous dropouts ~~and TxCHSE~~ rate for that cohort in the following year.
- Annual dropout rate for school year ~~2020~~2021–22~~1~~ for grades 9–12. If an AEA ~~charter school or~~ campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year, five-year, or six-year graduation, continuer, and TxCHSE ~~and TxCHSE~~ rate, a proxy for the graduation rate is calculated by converting the grade 9–12 annual dropout rate into a positive measure.

AEA Annual Dropout Rate—Conversion

The annual dropout rate conversion is also modified for AEA campuses ~~and districts~~.

100 – (grade 9–12 annual dropout rate x 5) with a floor of zero

By using the multiplier of 5, an AEA ~~charter or~~ campus accumulates points towards the Student Achievement domain score if its annual dropout rate is less than 20 percent.

For example, a 1.1% AEA annual dropout rate conversion calculation is: 100 – (1.1 x 5) = 100 – 5.5 = 94.5.

Student Achievement Domain Rating Calculation

See “Chapter 5—Calculating ~~2022~~2023 Ratings” for the methodology to calculate the Student Achievement domain rating.

Chapter 3—School Progress Domain

Overview

The School Progress domain measures ~~district and~~ campus outcomes in three~~two~~ areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results, the number of students who earned Did Not Meet Grade Level in the prior year and Approaches Grade Level or above in the current year, and the achievement of students relative to ~~districts or~~ campuses with similar economically disadvantaged percentages.

School Progress, Part A: Academic Growth

The School Progress, Part A: Academic Growth domain provides an opportunity for ~~districts and~~ campuses to receive credit for STAAR results in reading/language arts (RLA) ~~ELA/reading~~ and mathematics that show annual growth and/or demonstrate accelerated learning.~~either meet the student-level criteria on the STAAR progress measure or maintain performance.~~

~~The STAAR progress measure~~Annual Growth indicates the amount of improvement or growth a student has made from year to year. For STAAR assessments (with or without accommodations), annual growth~~progress~~ is measured ~~as a student's gain score—the difference between the scaled score a student achieved in the prior year and the scaled score a student achieved in the current year~~by a transition table. Individual student progress is ~~then categorized~~ calculated ~~by~~ as the change between ~~as~~ Low Did Not Meet Grade Level, High Did Not Meet Grade Level, Low Approaches Grade Level, High Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance from the prior year to the current year.~~Limited, Expected, or Accelerated. If a student's progress measure is Expected., he or she met growth expectations. If the student's progress measure is *Accelerated,* he or she exceeded growth expectations.~~

Accelerated Learning is measured for students who earned Did Not Meet Grade Level in the prior year and were accelerated to Approaches Grade Level or above in the current year.

~~For STAAR Alternate 2 assessments, the progress measure is based on a student's stage change from the prior year to the current year. A student's stage for each year is determined by the student's scaled score achieved on the assessment. The student's stages of performance from the prior year and the current year are then compared to assign the student a progress indicator, which is a determination of whether the progress made is sufficient to designate the student as having Met or Exceeded growth expectations.~~

Part A: Academic Growth—Assessments Evaluated

School Progress, Part A evaluates STAAR (with and without accommodations) and STAAR Alternate 2 assessment results for grades 4–8, and STAAR English I, English II, and Algebra I end-of-course (EOC) assessment results.~~, combined.~~ SAT/ACT results for accelerated testers are not included.

Part A: Academic Growth—Students Evaluated

All students, including emergent bilingual (EB) students/English learners (ELs) as described below, are evaluated as one group.

Part A: Academic Growth—Inclusion of EB Students/ELs

EB students/ELs who are year one in U.S. schools are excluded from accountability growth ~~performance~~ calculations. All other EB students/ELs are included. ~~EB students/ELs who are in their second year in U.S. schools who have a parental denial for EB students/EL services do not receive an EB student/EL~~

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

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

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 A: Academic Growth—Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated; results are used if there are 10 or more STAAR assessments with academic growth outcomes, combined across RLA ~~ELA/reading~~ and mathematics.
- Small numbers analysis is not used in Academic Growth.

Part A: Annual~~Academic~~ Growth—Methodology

School Progress, Part A includes all assessments with eligible ~~STAAR progress measures~~Annual Growth data. ~~In order to receive an~~To be eligible for an Annual Growth score ~~STAAR progress measure in 20232~~, a student must meet ALL of the following criteria within the same content area (RLA ~~ELA/reading~~ or mathematics):

- Has a valid score from the previous year and the current year.
- Has tested in successive grade levels or EOC assessments in the previous year and the current year. Students who took the same grade-level or EOC assessment in the previous year and the current year will not ~~a progress measure~~be evaluated for annual growth. Students who take STAAR assessments and have skipped a grade level between the previous year and the current year will be evaluated for annual growth ~~progress measure~~.
- Has taken a STAAR assessment in the previous year and a STAAR assessment in the current year.
- ~~For STAAR reading assessments, has taken assessments in the same language in the previous year and the current year (i.e., English or Spanish).~~
- For STAAR Algebra I and English I ~~and English II~~ EOCs, has taken the assessment for the first time.
- For English II, growth is measured if student has taken the English II assessment for the first time in current year and has taken the English I assessment for the first time either in the previous or current year.
- For students taking a STAAR Alternate 2 test in current year, must have taken a STAAR Alternate 2 in the previous year.

The data produced for Annual Growth fulfills Texas Education Code, §39.304 which requires the use of a student's previous years' performance data on STAAR to determine the student's expected annual improvement.

The following tables show how ~~districts and~~ campuses earn credit in School Progress, Part A for results that ~~maintained performance or~~ met the Annual Growth expectations.

Part A: Annual Growth Points (STAAR)

Prior Year* Performance on STAAR	Current Year Performance on STAAR					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level

Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

**For STAAR English I and English II EOCs, growth is also measured if the student has taken the assessments for the first time within the same accountability cycle.*

Part A: Annual Growth- Points (STAAR Alternate 2)

Prior Year Performance on STAAR Alternate 2	Current Year Performance on STAAR Alternate 2			
	Low Level I: Developing	High Level I: Developing	Level II: Satisfactory	Level III: Accomplished
Low Level I: Developing	0	1	1	1
High Level I: Developing	0	1/2	1	1
Level II: Satisfactory	0	0	1	1
Level III: Accomplished	0	0	0	1

Part A: Accelerated Learning—Methodology

School Progress, Part A includes all assessments with eligible Accelerated Learning data. To be eligible for an Accelerated Learning score, a student must meet ALL the criteria for Annual Growth and must have earned Did Not Meet Grade Level in the prior year in the same content area (RLA or mathematics):

The following tables show how campuses earn credit in School Progress: Part A for results that met the accelerated learning expectations.

Part A: Accelerated Learning Points (STAAR)

Prior Year Performance on STAAR	Current Year Performance on STAAR			
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	0	1	1	1

Part A: Accelerated Learning Points (STAAR Alternate 2)

Prior Year Performance on STAAR Alternate 2	Current Year Performance on STAAR Alternate 2		
	Level I: Developing	Level II: Satisfactory	Level III: Accomplished
Level I: Developing	0	1	1

Part A: Academic Growth Score

The Part A: Academic Growth score denominator is the number of eligible RLA and mathematics assessments. If an assessment is eligible for annual growth and accelerated learning, it will only count once in the denominator. The numerator is the total number of points earned for Annual Growth plus 0.25 multiplied by the total number of points earned for Accelerated Learning. Any raw component score in excess of 100 is scaled to 100.~~is expressed as a percentage: total points divided by maximum points, rounded to the nearest whole number. For example, 142.5 total points divided by 200 maximum points is 71.25%, which is rounded to 71%.~~

Example Calculation: Part A: Academic Growth

A campus has ~~100~~ 277 grade 4–6~~8~~ students, all of whom took a ~~reading~~n RLA and mathematics STAAR assessment in the current year and the prior year (denominator = ~~200~~ 554 STAAR ~~progress measures).~~assessments). 170 RLA and mathematics assessments were at the Did Not Meet Grade Level in the prior year.

Annual Growth Points (Example)

Prior Year	Current Year						Total
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level	
Low Did Not Meet Grade Level	20	40	10	10	8	2	90
High Did Not Meet Grade Level	5	30	20	10	10	5	80
Low Approaches Grade Level	0	10	20	40	20	10	100
High Approaches Grade Level	2	6	10	30	40	25	113
Meets Grade Level	0	2	2	1	50	45	100
Masters Grade Level	0	0	8	1	12	50	71
Total	27	88	70	92	140	137	554

Accelerated Learning Points (Example)

Prior Year	Current Year				Total
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	
Did Not Meet Grade Level	95	50	18	7	170

Example Calculation: Part A: Academic Growth

Assessments Earning 0.5 points	80	X 0.5	40
Assessments Earning 1 point	395	X 1	395
Annual Growth Points Earned			435.0

The total is expressed as a percentage: total points earned divided by number of assessments, rounded to the nearest whole number. For example, 453.75 total earned points divided by 554 assessments is 81.9 percent, which is rounded to 82 percent.

Annual Growth Points Earned			435.0
Accelerated Learning Points Earned	75	X 0.25	18.75
Sum Annual Growth plus Accelerated Learning Points			453.75
Total Assessments			554
School Progress, Part A: Academic Growth Raw Score			82

School Progress, Part B: Relative Performance

School Progress, Part B: Relative Performance measures the achievement of all students relative to ~~districts or~~ campuses with similar economically disadvantaged percentages.

Part B: Relative Performance—Assessments Evaluated

School Progress, Part B evaluates STAAR (with and without accommodations), STAAR Alternate 2, English learner (EL) performance measure results, STAAR end-of-course (EOC) assessments, and SAT/ACT results for accelerated testers.

Part B: Relative Performance—Students Evaluated

All students, including EB students/ELs as described below, are evaluated as one group.

Part B: Relative Performance—Inclusion of EB Students/ELs

The data saved by districts in the TIDE by May 12~~20~~, 2023~~2~~, are used to identify EB students/ELs for accountability purposes. EB students/ELs who are year one in U.S. schools are excluded from accountability performance calculations. 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 EL services do not receive an EL performance measure. STAAR Alternate 2 assessment results are included regardless of an EB student/EL's years in U.S. schools.

Unschooled asylees, unschooled refugees, and SIFEs are included in state accountability beginning with their second year of enrollment in U.S. schools.

Part B: Relative Performance—Minimum Size Criteria and Small Numbers Analysis

- The STAAR component is evaluated if there are 10 or more STAAR assessments, combined across all subjects.
- All students are evaluated in the CCMR component if there are at least 10 annual graduates.
- Small numbers analysis is not used in Relative Performance.

Part B: Relative Performance—Methodology

Elementary and Middle Schools

For elementary and middle schools, School Progress, Part B evaluates the overall student performance on the Student Achievement STAAR component compared to campuses with similar percentages of economically disadvantaged students, as reported in the TSDS PEIMS October snapshot. The economically disadvantaged percentage is rounded to one decimal place.

High Schools and ~~,~~ K–12 Campuses ~~, and Districts~~ with CCMR Component

For high schools and~~,~~ K–12 campuses~~, and districts~~, School Progress, Part B evaluates the ~~average of the~~ Student Achievement STAAR component and the CCMR component compared to ~~districts or~~ campuses with similar percentages of economically disadvantaged students, as reported in the TSDS PEIMS October snapshot. The economically disadvantaged percentage is rounded to one decimal place.

High Schools and ~~,~~ K–12 Campuses ~~, and Districts~~ without CCMR Component

If CCMR outcomes are not available for a high school or~~,~~ K–12~~, and district~~, only the Student Achievement STAAR component is used as described above.

Alternative Education Accountability Campuses

Alternative education accountability campuses are not evaluated on Relative Performance. These campuses are evaluated on School Progress, Part B: Retest Growth as described below.

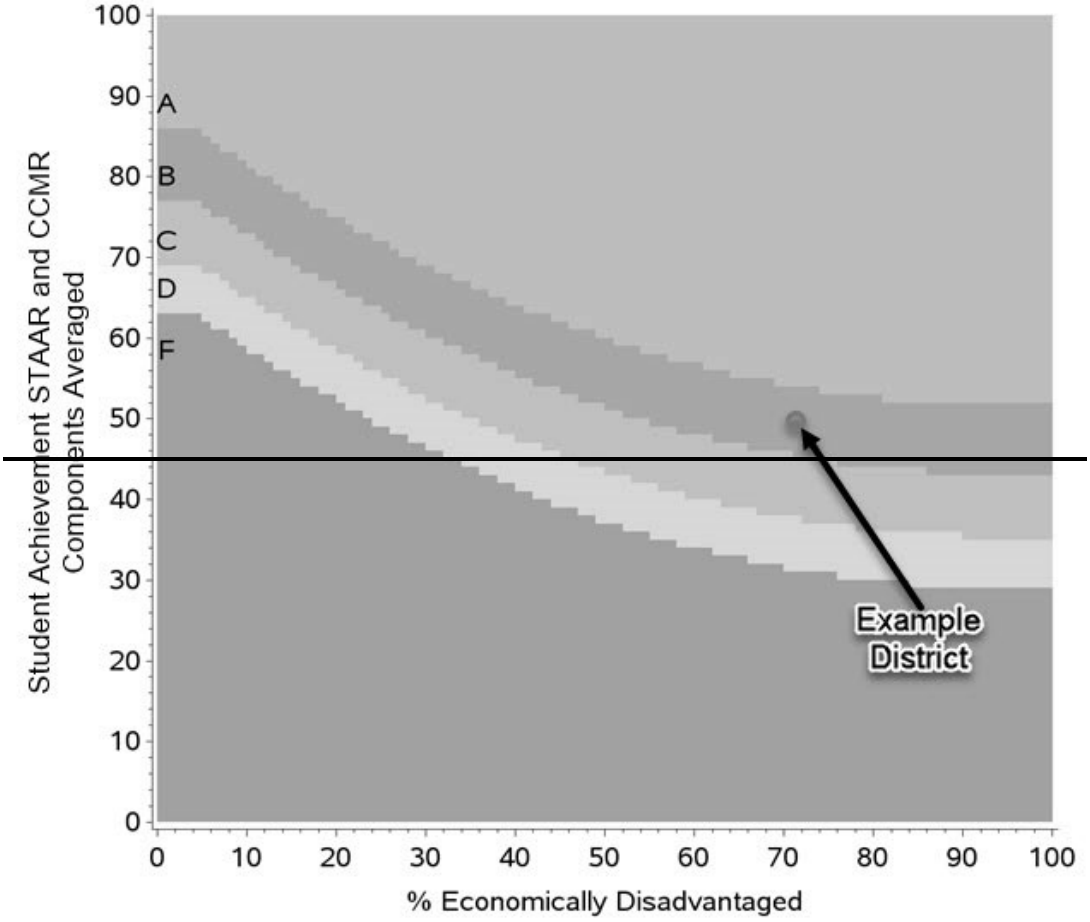
Part B: Relative Performance Score

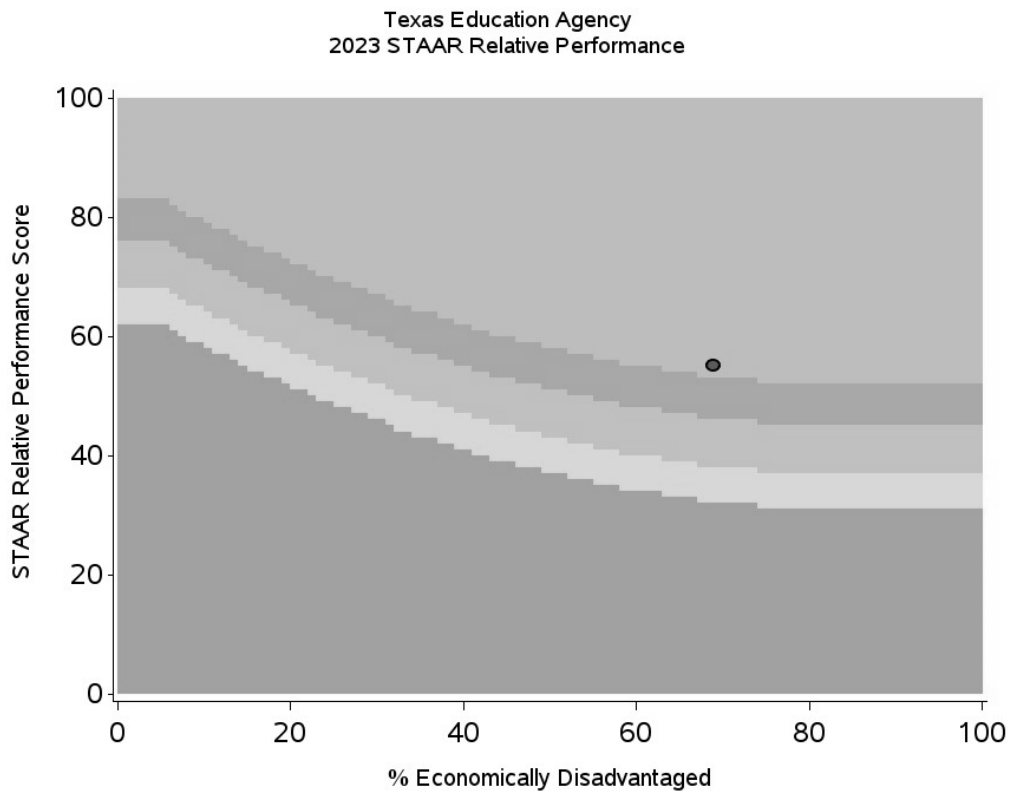
The Part B: Relative Performance score is either the raw Student Achievement STAAR component score or the average of the ~~raw~~ Student Achievement STAAR and CCMR components, depending upon campus type. The raw scores from Student Achievement are scaled using Relative Performance scaling prior to calculating the average. The score is rounded to the nearest whole number.

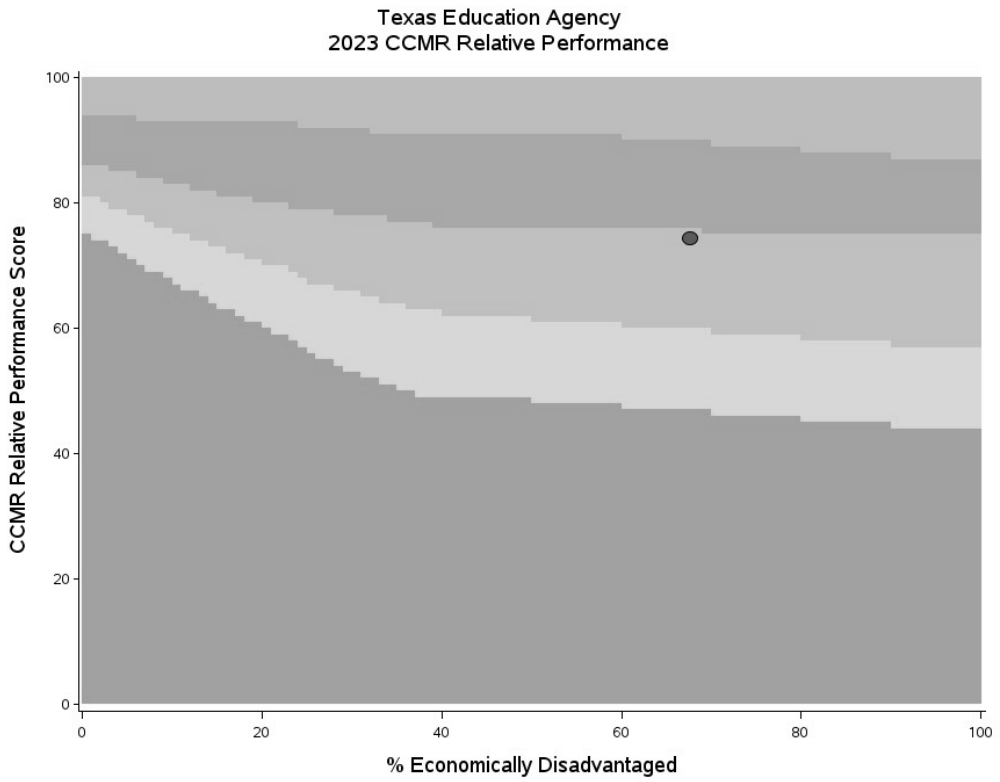
Example: Part B: Relative Performance

~~In the example shown below, there were 71 percent of students identified as economically disadvantaged on the district's TSDS PEIMS October snapshot, and the district earned a 50 on Student Achievement STAAR and CCMR components averaged. In this case, the district would earn a *B* for Part B: Relative Performance.~~

In the high school example shown below, there were 67.9 percent of students identified as economically disadvantaged on the campus's TSDS PEIMS October 2022 snapshot, and the campus earned a 56 raw score on Student Achievement STAAR and a 75 raw score in Student Achievement CCMR. The STAAR Relative Performance scaled scored would be 91, and the CCMR Relative Performance scaled score would be 79. The average of these components is 85, which would result in a *B* for Part B: Relative Performance.


Student Achievement STAAR and CCMR Components Averaged
% Economically Disadvantaged
A
B
C
D
F
Example District
0
10
20
30
40
50
60
70
80
90
100





Note: The images above are~~is~~ for illustrative purposes only and are ~~is~~ only meant to provide a general idea of the methodology used for School Progress, Part B.

Alternative Education Accountability—Part B: Retest Growth

Campuses registered under alternative education accountability (AEA) are evaluated on School Progress, Part B: Retest Growth in place of Part B: Relative Performance.

AEA Part B: Retest Growth—Assessments Evaluated

School Progress, Part B evaluates STAAR end-of-course (EOC) assessments.

AEA Part B: Retest Growth—Students Evaluated

All students, including EB students/ELs as described below, are evaluated as one group.

AEA Part B: Retest Growth—Inclusion of EB Students/ELs

The data saved by districts in the TIDE by May 12, 2023, are used to identify EB students/ELs for accountability purposes. EB students/ELs who are year one in U.S. schools are excluded from accountability performance calculations. EB students/ELs who are in their second year in U.S. schools are included in the STAAR component using the EL performance measure.

Unschooled asylees, unschooled refugees, and SIFEs are included in state accountability beginning with their second year of enrollment in U.S. schools.

AEA Part B: Retest Growth—Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated; results are used if there are 10 or more STAAR EOC retest assessments, combined across all subject areas.
- Small numbers analysis is not used in Retest Growth.

AEA Part B: Retest Growth—Methodology

AEA Part B: Retest Growth awards AEA campuses points for the percentage of EOC retest assessments at the Approaches Grade Level, Meets Grade Level, and Masters Grade Level standards during the 2023 accountability cycle. The numerator consists of STAAR EOC retest assessments at the Approaches Grade Level, Meets Grade Level, and Masters Grade Level standard. The denominator includes all EOC retest assessments. The all students group is evaluated if there are at least ten EOC retest assessments across all subject areas.

$$\frac{\text{1 point for each STAAR EOC assessment at Approaches Grade Level or above}}{\text{Total Number of STAAR EOC Retests}}$$

School Progress Domain Rating Calculation

See “Chapter 5—Calculating 2023~~2~~ Ratings” for the methodology to calculate ratings for Part A: Academic Growth and Part B: Relative Performance. The ~~overall~~ resolved rating for the School Progress domain ~~will be~~is the better of Part A: Academic Growth or Part B: Relative Performance. For AEA campuses, the resolved rating for the School Progress domain is the better of Part A: Academic Growth or Part B: Retest Growth.

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Chapter 4—Closing the Gaps Domain

Overview

The Closing the Gaps domain uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA).

Students Evaluated

The Closing the Gaps domain evaluates the disaggregated performance of student groups. The data saved by districts in the Test Information Distribution Engine (TIDE) by May 12, 2023, are used to determine demographics for accountability purposes.

- All students
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races
- Two lowest performing racial/ethnic groups determined by comparing performance of racial/ethnic groups from the prior year (2021– 22). Please see additional information below for determining these groups.
- High focus
- Continuously enrolled
- Former special education

High Focus

Students are included in the high focus student group if they are identified as any of the following.

- Economically disadvantaged
- EB student/EL (Please see Inclusion of EB student/ELs for additional information.)
- Current special education
- Highly mobile

Highly Mobile

Students are included in the highly mobile student group if they are identified as any of the following.

- Foster Care: Student is currently in the conservatorship of the Department of Family and Protective Services (source: PEIMS).
- Homeless: Student is coded with a homeless status PEIMS indicator code of 2, 3, or 4 (source: PEIMS).
- Migrant: Student is, or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity (source: TIDE).

Two Lowest Performing Racial/Ethnic Groups from the Prior Year

The two lowest-performing racial/ethnic groups from the prior year are determined by averaging the Academic Achievement RLA and mathematics indicators from the prior year. The two lowest performing racial/ethnic groups for 2023–24 evaluation are determined using 2022–23 Academic Achievement performance.

Existing Campus: Two Lowest Performing Racial/Ethnic Groups from the Prior Year

- Identify the campus' two lowest groups by averaging the 2022 Academic Achievement indicator using the numerators and denominators.
  - A group must have 10 assessments in both RLA and mathematics to be evaluated for the lowest prior year identification.
  - If two or more of the lowest performing groups [meeting minimum size] have the same performance rate, the lowest performing groups with the largest denominator are selected.
  - If the campus meets minimum size for only one of the racial/ethnic groups, only that group is selected.
- If the campus meets minimum size in 2023 for both identified racial/ethnic groups, both are evaluated.
- If the campus meets minimum size in 2023 for only one of the identified racial/ethnic groups, only that group is evaluated.
- If the campus does not meet minimum size for either identified racial/ethnic group, no racial/ethnic groups are evaluated for that year.

New Campuses: Two Lowest Performing Racial/Ethnic Groups from the Prior Year

- New campuses in their first year of operation are evaluated on the state's two lowest performing racial/ethnic groups from the prior year. For 2023, the African American and Hispanic groups were identified.
  - If the campus meets minimum size for both racial/ethnic groups, both are evaluated.
  - If the campus meets minimum size for only one of the racial/ethnic groups, only that group is evaluated.
  - If the campus does not meet minimum size for either racial/ethnic group, no racial/ethnic groups are evaluated for that year.

A campus must have 10 RLA and 10 mathematics assessment results for the all students group and meet minimum size for at least four indicators in the Academic Achievement component to be evaluated on the Closing the Gaps domain. If a campus does not meet minimum size, the Closing the Gaps domain is not evaluated.

Current and Former Special Education Students

A student is identified as a current special education student if the student receives special instruction and related developmental, corrective, supportive, or evaluative services for the current school year as reported in TIDE.

A student is identified as formerly receiving special education services if in any of the preceding three years, they were reported in TSDS PEIMS as receiving special instruction and related developmental, corrective, supportive, or evaluative services, but in the current year, as reported through TSDS PEIMS or in TIDE, are no longer participating in a special education program.

Current and Monitored EB students/ELs

A student is identified as a current EB student/EL if the student is reported as emergent bilingual in TIDE. A student is identified as a monitored EB student/EL if the student is reported in TIDE as having met the criteria for exiting a bilingual/ESL program and is being monitored as required by 19 Texas Administrative Code, §89.1220(l).

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

Continuously Enrolled

For grades 4–12, a student is identified as continuously enrolled if the student was enrolled in the campus on the fall snapshot during the current school year and in the same district each of the three preceding years. For grade 3, a student is identified as continuously enrolled if the student was enrolled in the campus on the current year fall snapshot and in the same district each of the preceding two years.

Example Campus Continuously Enrolled Determination (Grade 4–8)

Enrolled in District TSDS PEIMS Snapshot October 2019	Enrolled in District TSDS PEIMS Snapshot October 2020	Enrolled in District TSDS PEIMS Snapshot October 2021	Enrolled in Campus within District TSDS PEIMS Snapshot October 2022	Continuously Enrolled or Non-continuously Enrolled
Yes	Yes	Yes	Yes	Continuously Enrolled
Yes	No	Yes	Yes	Non-continuously Enrolled
No	No	Yes	Yes	Non-continuously Enrolled

Inclusion of EB students/ELs

EB students/ELs who are year one in U.S. schools are excluded from accountability calculations. EB students/ELs in their second year in U.S. schools are included in accountability calculations. The EL performance measure is used to include EB students/ELs in their second year in U.S. schools in the Academic Achievement and Student Achievement Domain Score: STAAR Component Only components. EB students/ELs in their second year in U.S. schools with a parental denial for EL services do not receive an EL performance measure. STAAR Alternate 2 assessment results are included regardless of an EB student/EL's years in U.S. schools.

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.

Student Groups Evaluated for Closing the Gaps Domain Rating

While each of the student groups listed above are evaluated within Closing the Gaps under ESSA requirements, the following four groups' outcomes contribute to the domain rating.

- All students
- Two lowest performing racial/ethnic groups from the prior year
- High focus

Please refer to Chapter 10 for additional information on how each group is evaluated for federal school improvement identification.

Components

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

- Academic Achievement: STAAR Performance Status at the Meets Grade Level or above standard in reading/language arts (RLA) ~~English language arts (ELA)/reading~~ and mathematics
- Growth or Graduation
  - Academic Growth Status: The School Progress, Part A domain data in RLA ~~reading~~ and mathematics for elementary and middle schools
  - Federal Graduation Status: The four-year federal graduation rate (without exclusions) for high schools or~~,~~ K–12s~~, and districts~~ with graduation rates. If a high school or~~,~~ K–12~~, or district~~ does not have graduation data, Academic Growth Status is used, if available.
- English Language Proficiency
- School Quality or Student Success
  - STAAR component of the Student Achievement domain for elementary and middle schools
  - College, Career, and Military Readiness (CCMR) Performance Status component for high schools or~~,~~ K–12s~~, and districts~~. If a high school or~~,~~ K–12~~, or district~~ does not have CCMR data, STAAR component is used, if available.

Minimum Size

A ~~district or~~ campus must have 10 ~~reading~~ RLA and 10 mathematics assessment results for the all students group and meet minimum size for at least ~~five~~ four indicators in the Academic Achievement component to be evaluated on the Closing the Gaps domain. If a ~~district or~~ campus does not meet minimum size, the Closing the Gaps domain is not evaluated.

~~Students Evaluated~~

~~The Closing the Gaps domain evaluates performance of 14 student groups. The data saved by districts in the TIDE by May 20, 2022, are used to determine demographics for accountability purposes.~~

- ~~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~~

~~Current and Former Special Education Students~~

~~A student is identified as a current special education student if the student receives special instruction and related developmental, corrective, supportive, or evaluative services for the current school year as reported in TSDS PEIMS or on STAAR answer documents.~~

~~A student is identified as formerly receiving special education services if in any of the preceding three years, they were reported in TSDS PEIMS as receiving special instruction and related developmental,~~

~~corrective, supportive, or evaluative services, but in the current year, as reported through TSDS PEIMS or on STAAR answer documents, are no longer participating in a special education program.~~

~~Current and Monitored EB students/ ELs~~

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

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

~~Continuously Enrolled and Non-Continuously Enrolled Students~~

~~District~~

~~For grades 4–12, a student is identified as continuously enrolled if the student was enrolled in the district on the fall snapshot during the current school year and each of the three preceding years. For grade 3, a student is identified as continuously enrolled if the student was enrolled in the same district on the current year fall snapshot and each of the preceding two years.~~

~~If the enrollment requirement is not met, then the student is considered non-continuously enrolled.~~

~~Campus~~

~~For grades 4–12, a student is identified as continuously enrolled if the student was enrolled in the campus on the fall snapshot during the current school year and in the same district each of the three preceding years. For grade 3, a student is identified as continuously enrolled if the student was enrolled in the campus on the current year fall snapshot and in the same district each of the preceding two years.~~

~~Example Campus Continuously Enrolled Determination (Grade 4–8)~~

~~Enrolled in District TSDS PEIMS Snapshot October 2019~~~~8~~	~~Enrolled in District TSDS PEIMS Snapshot October 2020~~~~19~~	~~Enrolled in District TSDS PEIMS Snapshot October 2021~~~~0~~	~~Enrolled in Campus within District TSDS PEIMS Snapshot October 2022~~~~1~~	~~Continuously Enrolled or Non-continuously Enrolled~~
~~Yes~~	~~Yes~~	~~Yes~~	~~Yes~~	~~Continuously Enrolled~~
~~Yes~~	~~No~~	~~Yes~~	~~Yes~~	~~Non-continuously Enrolled~~
~~No~~	~~No~~	~~Yes~~	~~Yes~~	~~Non-continuously Enrolled~~

~~Inclusion of EB students/ELs~~

~~EB students/ELs who are year one in U.S. schools are excluded from accountability calculations. EB students/ELs in their second year in U.S. schools are included in accountability calculations. The EL performance measure is used to include EB students/ELs in their second year in U.S. schools in the Academic Achievement and Student Achievement Domain Score: STAAR Component Only components. EB students/ELs in their second year in U.S. schools with a parental denial for EL services do not receive an EL performance measure. STAAR Alternate 2 assessment results are included regardless of an EB student/EL's years in U.S. schools.~~

~~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.~~

0–4 Points

The performance of each student group is compared to the performance targets for each component based on school type. The performance targets are provided at the end of this chapter. Information on determining school type is available in Chapter 1.

Student groups earn 0–4 points for each indicator based on the following gradated point methodology.

Points	Definition
4	Met long-term target (2037-38 target)
3	Met interim target (2022-23 through 2026-27 target)
2	Did not meet interim target but showed expected growth toward next interim target
1	Did not meet interim target but showed minimal growth
0	Did not meet interim target and did not show minimal growth

The definition of expected growth toward the next interim target (for 2 points) is on-track growth to reach the next interim target. The denominator for 2023 is six years as the next -interim target will be evaluated in 2027–28. The denominator for 2024 will be five years and so forth.

$$\text{Current year rate} - \text{prior year rate} \geq \frac{\text{Next interim target} - \text{prior year rate}}{6}$$

The expected growth calculation is rounded to one decimal point. An example is provided below.

Minimal growth (for 1 point) is defined as at least 1.0 percent growth for STAAR and CCMR indicators. Minimal growth is at least 0.1 percent growth for graduation indicators.

New campuses in their first year of operation are evaluated for 4, 3, or 0 points as they do not have prior year data. If a student group meets minimum size for an indicator in 2023 but did not minimum size in 2022, that group's indicator is evaluated for 4, 3, or 0 points as the prior year data did not meet minimum size.

Example 0–4 Points Determination

At Oak High School, the African American student group's 2022 Academic Achievement: RLA outcome was 26%. In 2023, the student group earned 28%.

	Targets	African American
Academic Achievement: RLA	2023 Target	32%
	Next Interim Target (2027-28 through 2031-32)	43%
	Long Term Target (2037-38)	66%

Points	Definition	Oak High School
4	Met long-term target (2037-38 Target)	No

3	Met interim target (2022-23 through 2026-27 Target)	No
2	Did not meet interim target but showed expected growth toward next interim target	No
1	Did not meet interim target but showed minimal growth	**Yes**
0	Did not meet interim target and did not show minimal growth	N/A

Example 2 Points Calculation

Student Group Growth		**Expected Growth**
current year rate – prior year rate	**≥**	**next interim target – prior year rate** **6**
28 – 26	≥	43 – 26 6
2	**~~≥~~**	**2.8**

Academic Achievement Component

The Academic Achievement component measures STAAR performance in ~~ELA/reading~~RLA and mathematics at the Meets Grade Level or above standard.

Academic Achievement—Assessments Evaluated

The Academic Achievement component evaluates STAAR (with and without accommodations), STAAR Alternate 2, EL performance measure results, STAAR end-of-course (EOC), and SAT/ACT results for accelerated testers as described in Chapter 2 at the Meets Grade Level or above standard.

Academic Achievement—Minimum Size Criteria and Small Numbers Analysis

- ~~The all students group is evaluated if there are 10 or more assessments in the subject area, considered separately.~~
- Student groups are evaluated if there are ~~25~~ 10 or more assessments in the subject area, considered separately.
- This component is evaluated if at least four indicators ~~five student groups~~ meet minimum size requirements, across both RLA and mathematics.
- Small numbers analysis is not used.

Academic Achievement—Methodology

Each student group is evaluated by subject area on the percentage of assessment results that are at the Meets Grade Level or above standard. Each student group's performance is then compared to the 2023~~2~~ Academic Achievement performance targets ~~provided at the end of this chapter.~~ based on school type. The performance targets are provided at the end of this chapter. To determine how many points a student group earns for Academic Achievement, the group's achievement outcomes are evaluated using the 0–4 point methodology described above.

The Academic Achievement calculation is determined by summing the total points earned for each evaluated indicator divided by the number of possible points (those indicators that met minimum size).

Component points are rounded to one decimal place. Total points for each component are determined by multiplying the points earned by the corresponding weight and rounding to one decimal place. For example, 59.87% is rounded to 59.9% and 79.49% is rounded to 79.5%.

~~The Academic Achievement calculation is expressed as a percentage, rounded to the nearest whole number. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.~~

Academic Growth Status or Federal Graduation Status

Academic Growth Status

For elementary and middle schools, the Academic Growth Status component provides an opportunity for campuses to receive credit for STAAR results in RLA and mathematics that show annual growth and/or demonstrate accelerated learning. For high schools and ~~,~~ K–12s ~~, and districts~~ without a federal four-year graduation rate, the Academic Growth Status is used, if available.

Academic Growth Status—Assessments Evaluated

The Academic Growth Status component evaluates STAAR (with and without accommodations) and STAAR Alternate 2 assessment results for grades 4–8, and STAAR English I, English II, and Algebra I EOC assessment results. SAT/ACT results for accelerated testers are not included.

~~STAAR (with and without accommodations) and STAAR Alternate 2 assessment results and progress measures for grades 4–8 and English II and Algebra I EOCs, disaggregated by student group.~~

~~EB student/EL performance measures are not included in the Academic Growth Status component. EB students/ELs are evaluated using the STAAR progress measure.~~

Academic Growth Status—Minimum Size Criteria and Small Numbers Analysis

- ~~All students are evaluated if there are 10 or more STAAR progress measures in ELA/reading and mathematics, considered separately.~~
- Student groups are evaluated if there are 10~~25~~ or more STAAR ~~progress measures~~tests eligible for growth evaluation in RLA~~ELA/reading~~ and mathematics, considered separately.
- This component is evaluated if at least four indicators ~~five student groups~~ meet minimum size requirements, across both RLA and mathematics.
- Small numbers analysis is not used.

Academic Growth Status—Methodology

Each student group is evaluated by subject area on the percentage of assessment results that show annual growth and/or demonstrate accelerated learning.~~maintained performance from the prior year to the current year or meets the *Expected or Accelerated* STAAR progress measure expectation~~ ~~.~~Each student group's performance is then compared to the ~~2022~~2023 Academic Growth Status performance targets based on school type. To determine how many points a student group earns for the Academic Growth indicator, the group's Academic Growth outcome is evaluated using the 0–4 point methodology described above.

Please see "Chapter 3—School Progress Domain" for details on ~~how points are awarded for~~the growth methodology. The performance targets, by school type, are provided at the end of this chapter.

The Academic Growth Status calculation is determined by summing the total points earned for each evaluated indicator divided by the number of possible points (those indicators that met minimum size).

Component points are rounded to one decimal place. Total points for each component are determined by multiplying the points earned by the corresponding weight and rounding to one decimal place. For example, 59.87% is rounded to 59.9% and 79.49% is rounded to 79.5%.

~~The Academic Growth Status calculation is expressed as a percentage, rounded to the nearest whole number. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.~~

Federal Graduation Status

The Federal Graduation Status component measures the four-year federal graduation rate of the Class of 2022~~2021~~ for high schools and~~,~~ K–12s~~, and districts~~. Texas uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate.

~~Four-Year Graduation Rate Target~~

~~Student groups are evaluated against the four-year long-term target (94.0%) with at least 0.1% improvement over the Class of 2015 baseline rate, the four-year interim target (90.0%) with at least 0.1% improvement or expected growth toward the four-year long-term target using the calculation below.~~

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

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

Federal Graduation Status—Minimum Size Criteria and Small Numbers Analysis

All Students

- The all students group is evaluated if there are at least 10 students in the class.
- This component is evaluated if at least one student group meets minimum size requirements.
- Small numbers analysis, as described below, applies to the all students group if the number of students in the Class of ~~2021~~ 2022 (4-year) is fewer than 10. The total number of students in the class consists of graduates, continuing students, Texas certificate of high school equivalency (TxCHSE) recipients, and dropouts.
  - A three-year-average graduation rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
  - The all students group is evaluated if the three-year sum has at least 10 students.

Student Groups

- A student group is evaluated if there are at least 10~~25~~ students from the group in the class.
- Small numbers analysis is not applied to student groups.
- The continuously enrolled ~~, non-continuously enrolled,~~ and former special education student groups are not evaluated.

Federal Graduation Status—Methodology

The Federal Graduation Status component is calculated using the four-year federal graduation rate without state exclusions. To determine how many points a student group earns for the graduation rate

indicator, the group's four-year federal graduation rate is evaluated using the 0–4 point methodology described above. The performance targets are provided at the end of this chapter.

The four-year federal graduation rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four years for reasons other than graduating, receiving a TxCHSE, or dropping out are removed from the class.

The four-year federal graduation rate measures the percentage of graduates in a class. The graduation rates are expressed as a percentage rounded to one decimal place. For example, 74.875% rounds to 74.9%, not 75%.

$$\frac{\text{Number of Graduates in the Class}}{\text{Number of Students in the Class}}$$

(Graduates + Continuers + TxCHSE Recipients + Dropouts)

Inclusion of EB Students/ELs

Ever EB students/ELs are evaluated for the EB students/ELs student group in the federal graduation rates. Ever EB/ELs are students reported in TSDS PEIMS as EB students/ELs at any time while attending grades 9–12 in a Texas public school. The EB student/EL student group is evaluated if there are at least 10~~25~~ current EB students/ELs.

Highly Mobile Graduate Identification

Students identified as experiencing homelessness, identified as migrant, or in foster care in the year they are reported as graduates are evaluated in the Highly Mobile graduation rate.

Inclusions to the Four-Year Federal Dropout Definition

The definition of dropout that is used for the Student Achievement domain differs slightly from the NCES definition of dropout that is required for federal accountability. For Closing the Gaps domain calculations, the ~~2020–21~~2021–22 dropouts reported during the fall ~~2021~~ 2022 TSDS PEIMS data submission are processed using the NCES dropout definition so that certain students can be counted as dropouts. For additional information on dropout inclusions, please see Appendix G.

English Language Proficiency Component

The English Language Proficiency component measures an EB student/EL's progress towards achieving English language proficiency. Current EB students/ELs are the only students evaluated in this component.

English Language Proficiency—Assessments Evaluated

The English Language Proficiency component evaluates the TELPAS and TELPAS Alternate results for grades K–12. Current year TELPAS and TELPAS Alternate results are compared to the prior year results to determine if the student~~s~~ made progress. As the TELPAS writing domain is being updated for 2023, TELPAS results are evaluated at the domain level for 2023.

~~In order to be included in the denominator, a student must have either a current year Advanced High TELPAS or Basic Fluency TELPAS Alternate composite rating or a rating below Advanced High or Basic Fluency plus a prior year non-zero TELPAS or TELPAS Alternate composite rating..~~

~~Composite ratings are not compared across TELPAS and TELPAS Alternate.~~

English Language Proficiency—Minimum Size Criteria and Small Numbers Analysis

- The EB student/EL student group is evaluated if there are at least 10~~25~~ current EB students/ELs.
- Small numbers analysis is not used.

English Language Proficiency—Methodology

- For 2023, TELPAS results are evaluated at the domain level.
- A student is considered having made progress if the student advances, or is scored as Advanced High or Basic Fluency, in at least two of the three domains from the prior year (2022) to the current year (2023).
- The three evaluated domains for ELP are listening, speaking, and reading.
- Only students evaluated in all three domains in both 2022 and 2023 are evaluated.
- Ratings are not compared across TELPAS and TELPAS Alternate.

~~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.~~

$$\frac{\text{Number of TELPAS or TELPAS Alternate assessments that advance by at least one score in at least two of the three domains from prior year or are Advanced High or Basic Fluency in the current year}}{\text{Number of 2022–23 TELPAS or TELPAS Alternate assessments with Advanced High or Basic Fluency in at least two of the three domains or have scores in at least three domains in both 2023 and 2022}}$$

- ~~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~~2023 English Language Proficiency target based on school type. The performance targets are ~~is~~ provided at the end of this chapter. To determine how many points are earned, the group's achievement outcomes are evaluated using the 0–4 point methodology described above.

Component points are rounded to one decimal place. Total points for each component are determined by multiplying the points earned by the corresponding weight and rounding to one decimal place. For example, 59.87% is rounded to 59.9% and 79.49% is rounded to 79.5%.

~~The English Language Proficiency component calculation is expressed as a percentage, rounded to the nearest whole number. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.~~

$$\frac{\text{Number of TELPAS or TELPAS Alternate assessments that advance by at least one score of the composite rating from prior year or are Advanced High or Basic Fluency}}{\text{Number of 2021–22 TELPAS or TELPAS Alternate assessments with Advanced High or Basic Fluency rating or non-zero 2021, 2020, 2019, or 2018 composite ratings}}$$

School Quality or Student Success Component

For elementary and middle schools, the Student Achievement Domain Score: STAAR Component Only evaluates disaggregated student performance on the STAAR. For high schools and~~,~~ K–12s ~~, and districts~~ with annual graduates, the College, Career, and Military Readiness Performance Status component

measures disaggregated students' preparedness for college, the workforce, or the military. If a high school or~~,~~ K–12 ~~, or district~~ does not have CCMR data, the Student Achievement Domain Score: STAAR Component Only is used, if available.

Student Achievement Domain Score: STAAR Component Only—Assessments Evaluated

The Student Achievement Domain Score: STAAR Component Only evaluates STAAR (with and without accommodations), STAAR Alternate 2, EL performance measure results, STAAR EOC, and SAT/ACT results for accelerated testers as described in Chapter 2 in all subject areas at the Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standard.

The performance rates calculated in this component are the disaggregated results used in the Student Achievement domain.

Student Achievement Domain Score: STAAR Component Only—Minimum Size Criteria and Small Numbers Analysis

- ~~The all students group is evaluated if there are 10 or more assessments.~~
- Student groups are evaluated if there are 10 ~~25~~ or more assessments.
- This component is evaluated if at least four indicators ~~five student groups~~ meet minimum size requirements.
- Small numbers analysis is not used.

Student Achievement Domain Score: STAAR Component Only—Methodology

Each student group is evaluated on the average percentage of assessment results that are at the Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standard. Each student group's performance is then compared to the ~~2022~~2023 Student Achievement Domain Score: STAAR Component Only performance targets based on school type. The performance targets are provided at the end of this chapter.

The Student Achievement Domain Score: STAAR Component Only calculation is determined by summing the total points earned for each evaluated indicator divided by the number of possible points (those indicators that met minimum size).

Component points are rounded to one decimal place. Total points for each component are determined by multiplying the points earned by the corresponding weight and rounding to one decimal place. For example, 59.87% is rounded to 59.9% and 79.49% is rounded to 79.5%.

~~The Student Achievement Domain Score: STAAR Component Only calculation is expressed as a percentage, rounded to the nearest whole number. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.~~

College, Career, and Military Readiness Performance Status

The College, Career, and Military Readiness Performance Status component measures students' preparedness for college, the workforce, or the military. This component differs from the CCMR component in the Student Achievement domain. The denominator used is 2022~~2021~~ annual graduates plus students in grade 12 who did not graduate. These grade 12 students are those who were in attendance during the last six weeks of school year 2021–22 ~~2020–21~~ as reported in TSDS PEIMS attendance records. Grade 12 students reported in the fall 2021–22 ~~2020–21~~ TSDS PEIMS collection as individualized education program (IEP) continuers are excluded from the Closing the Gaps CCMR denominator.

Number of Graduates or Students in Grade 12 Who Accomplished at Least One of the CCMR Indicators

Number of 2022 ~~2021~~ Annual Graduates plus Students in Grade 12 During School Year 2021–22~~2020–21~~

Students demonstrate college, career, or military readiness in any one of the following ways:

- *Meet Texas Success Initiative (TSI) Criteria in ~~ELA/Reading~~RLA and Mathematics*. A student meeting the TSI college readiness standards in both ~~ELA/reading~~RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both ~~ELA~~ RLA and mathematics. The criteria for successful completion of a college prep course should be in alignment between an LEA and the partnering IHE(s). In accordance with §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October ~~2021~~2022, SAT and ACT results through the July ~~2021~~ 2022 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information.

  A student must meet the TSI requirement for both RLA ~~ELA/reading~~ and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in ~~ELA/reading~~RLA on the SAT and complete and earn credit for a college prep course in mathematics.

- *Earn Dual Course Credits.* A student completing and earning credit for at least three credit hours in ~~ELA~~ RLA or mathematics or at least nine credit hours in any subject. See Appendix H for additional information.

- *Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.* A student meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or higher for AP and 4 or higher for IB.

- *Earn an Associate Degree.* A graduate earning an associate degree by August 31 immediately following high school graduation.

- *Complete an OnRamps Dual Enrollment Course.* A student completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. See Appendix H for additional information.

- *Earn an Industry-Based Certification (IBC).* A graduate earning an ~~industry-based certificate~~IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunsetting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps.
- *Graduate with Completed IEP and Workforce Readiness.* A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.

- *Enlist in the Armed Forces.** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, ~~or~~ Marines, or Texas National Guard.

- *Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student.* A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP),

Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA).

- *Earn a Level I or Level II Certificate.* A graduate earning a level I or level II certificate in any workforce education area. See Appendix D or H for additional information.

*The military enlistment indicator is scheduled to return for 2024 accountability based on a new data collection as explained in the September 9, 2022 To The Administrator Addressed correspondence.

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

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

- ~~The all students group is evaluated in the CCMR component if there are 10 or more annual graduates plus students in grade 12 who did not graduate.~~
- Student groups are evaluated if there are 10~~25~~ or more annual graduates plus students in grade 12 who did not graduate.
- This component is evaluated if at least one student group meets minimum size requirements.
- Small numbers analysis, as described below, applies to the all students group if the number of annual graduates plus students in grade 12 who did not graduate is fewer than 10.
  - A three-year-average CCMR rate is calculated for the all students group. The calculation is based on an aggregated three-year uniform average using the ~~district's or~~ campus's ~~2022~~2023, 2022~~2021~~, and 2021~~2020~~ CCMR data.
  - The all students group is evaluated if the three-year sum has at least 10 annual graduates plus students in grade 12 who did not graduate.

College, Career, and Military Readiness Performance Status—Methodology

Each student group is evaluated on the percentage of students who meet the ~~2022~~2023 College, Career, and Military Readiness Performance Status targets. The performance targets are provided at the end of this chapter.

The College, Career, and Military Readiness Performance calculation is determined by summing the total points earned for each evaluated indicator divided by the number of possible points (those indicators that met minimum size).

Component points are rounded to one decimal place. Total points for each component are determined by multiplying the points earned by the corresponding weight and rounding to one decimal place. For example, 59.87% is rounded to 59.9% and 79.49% is rounded to 79.5%.

~~The College, Career, and Military Readiness Performance Status calculation is expressed as a percentage, rounded to the nearest whole number. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.~~

Participation Status

The target for Participation Status is 95 percent of students taking a state-administered assessment. Participation measures are based on STAAR and TELPAS assessment results.

- STAAR Alternate 2 students with No Authentic Academic Response (NAAR) designation are included as participants.
- Students with the medical exception or medically exempt designations are not included in the participation rate calculation. This includes both STAAR and STAAR Alternate 2 students.

~~On December 27, 2021, TEA requested an extension of a waiver of section 1111(b)(2)(D)(i)(I) of ESSA. This waiver requested that the US Department of Education waive the requirement that a state may not assess using an alternate assessment aligned with alternate academic achievement standards (AA-AAAS) more than 1.0 percent of the total number of students. Due to the impact of COVID-19 on the 2020–2021 administration of STAAR, Texas also requested a one-year waiver of the requirement under Section 1111(c)(4)(E) to annually measure the achievement on STAAR of not less than 95 percent of all students and 95 percent of all students in each subgroup of students who are enrolled in public schools. Texas sought this waiver in order to be eligible for a 2021–2022 1.0 percent AA-AAAS waiver.~~

~~The US Department of Education did not grant the participation waiver request.~~ Should the participation status for the all students group or any student group fall below 95 percent, rounded to the whole number, the denominator used ~~for calculating~~to determine 0–4 points for the ~~the Closing the Gaps~~ Academic Achievement component is adjusted to include the necessary number of assessments to meet the 95 percent threshold.

Example Adjusted Academic Achievement Performance Calculation

A campus had 100 students with STAAR ~~answer document~~assessments in RLA~~ELA/reading~~. Five ~~answer document~~assessments were marked A (Absent), and two ~~answer document~~assessments were marked O (Not Scored - Other). The campus's participation rate for ~~ELA/reading~~RLA was 93 percent.

$$\frac{\text{93 scored answered documents}}{\text{100 scored, absent, or other ~~answer document~~assessments}}$$

Since the campus did not meet the 95 percent Participation Status target for ~~ELA/reading~~RLA, adjustments were made when determining 0–4 points for ~~calculating the ELA/reading~~RLA ~~performance for~~in the Academic Achievement component. The performance denominator had to be adjusted to include enough assessments to meet the 95 percent target, rounded to the nearest whole number.

Original ~~ELA/Reading~~RLA Academic Achievement Performance Calculation

$$\frac{\text{53 assessments at Meets Grade Level or above standard}}{\text{93 scored assessments that meet accountability subset (out of 100 total ~~answer document~~assessments)}} \quad \mathbf{=57\%}$$

Adjusted RLA ~~ELA/Reading~~ Academic Achievement Performance Calculation

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

The campus's ~~ELA/reading~~RLA performance denominator was increased by two assessments to meet the 95 percent threshold. The Academic Achievement calculation used the updated denominator to determine the new performance outcome. The performance rates used in the Academic Achievement Performance component are the disaggregated results at the Meets Grade Level or above standard used in the Student Achievement domain.

Minimum Number of Evaluated Indicators

The following components must have a minimum of four indicators that meet minimum size to be included in the Closing the Gaps calculation:

- Academic Achievement
- Academic Growth Status
- Student Achievement Domain Score: STAAR Component Only

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

Calculating Component Scores

To calculate a score for each of the Closing the Gaps components, sum the total points earned for each evaluated indicator. Divide the number of earned points by the number of possible points (those indicators that met minimum size). The points earned for each component is then weighted based on the following table. Component points are rounded to one decimal place. Total points for each component are determined by multiplying the points earned by the corresponding weight and rounding to one decimal place.

Example: Component Score Chart

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB[1], SpEd, Highly Mobile)	Component Points
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races		
Academic Achievement (RLA)									Earned ÷ Possible (rounded to 0.1)
0-4	0-4			0-4				0-4	
Academic Achievement (Mathematics)									
0-4	0-4			0-4				0-4	
Federal Graduation Status (HS/K-12)									Earned ÷ Possible (rounded to 0.1)
0-4	0-4			0-4				0-4	
Academic Growth in RLA (EL/MS)									Earned ÷ Possible (rounded to 0.1)
0-4	0-4			0-4				0-4	
Academic Growth in Mathematics (EL/MS)									
0-4	0-4			0-4				0-4	
SQSS: CCMR (HS/K-12)									Earned ÷ Possible (rounded to 0.1)
0-4	0-4			0-4				0-4	
SQSS: STAAR ONLY (EL/MS)									Earned ÷ Possible (rounded to 0.1)
0-4	0-4			0-4				0-4	
English Language Proficiency[1]									Earned ÷ Possible (rounded to 0.1)
								0-4	

[1]Current EB students/ELs are the only students evaluated in English Language Proficiency

Calculating a Closing the Gaps Domain Score

To calculate the Closing the Gaps domain score, each component for which the ~~district or~~ campus has at least the minimum number of evaluated indicators based on the following table is weighted. If a campus does not meet minimum size for a component, the weight of the missing component is distributed proportionally among the remaining components. An example is available below.

Component points are rounded to one decimal place. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to

one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number.

Closing the Gaps Component Weights

~~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, and 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.

Example Closing the Gaps Calculation: Elementary School

Component	Component Points	Weight	Total Points
Academic Achievement	69.5	30%	20.9
Academic Growth Status	83.0	50%	41.5
English Language Proficiency	100	10%	10
Student Achievement Domain Score: STAAR Component Only	60.5	10%	6.1
		Closing the Gaps Domain Raw Score	**79**

~~*Example:* The sample elementary school has met the minimum number of evaluated indicators in all four components.~~			
~~**Component**~~	~~**Percentage of Evaluated Indicators Met**~~	~~**Weight**~~	~~**Total Points**~~
~~Academic Achievement~~	~~69~~	~~30%~~	~~20.7~~
~~Academic Growth Status~~	~~83~~	~~50%~~	~~41.5~~
~~English Language Proficiency~~	~~100~~	~~10%~~	~~10~~

~~Student Achievement Domain Score: STAAR Component Only~~	~~60~~	~~10%~~	~~6~~
		~~Closing the Gaps Domain Score~~	~~78~~

Example Closing the Gaps Calculation: Middle School

Example: The sample middle school has met the minimum number of evaluated indicators in two components. The campus does not have ~~five~~ four evaluated indicators in the Student Achievement Domain Score: STAAR Component Only for inclusion in the overall domain calculation. It does not meet minimum size for the English Language Proficiency component. The weight of the Student Achievement Domain Score: STAAR Component Only and English Language Proficiency components are distributed proportionally among the two remaining components by removing their weights from the denominator, as 100 – 20 (2 weights of 10%) = 80. The Academic Achievement weight becomes 30/80=37.5%, and the Academic Growth weight becomes 50/80=62.5%

Component	~~**Percentage of Evaluated Indicators Met**~~**Component Points**	**Weight**	**Total Points**
Academic Achievement	69	37.5%	25.9
Academic Growth Status	83	62.5%	51.9
English Language Proficiency			
Student Achievement Domain Score: STAAR Component Only			
		Closing the Gaps Domain Raw Score	**78**

Closing the Gaps Domain Rating Calculation

See "Chapter 5—Calculating ~~2022~~2023 Ratings" for the methodology to calculate the Closing the Gaps domain rating.

~~2022~~2023 Closing the Gaps Performance Targets: High Schools, K–12s, and AEAs

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL[1] (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
Ac. Ach.: RLA	2023 Target	44%	32%	36%	62%	43%	74%	45%	58%	32%	20%	33%	13%	30%	46%
	Next Interim Target (2027-28 through 2031-32)	53%	43%	47%	68%	53%	78%	54%	65%	43%	33%	44%	28%	42%	55%
	Long Term Target (2037-38)	72%	66%	68%	81%	72%	87%	73%	79%	66%	60%	67%	57%	65%	73%
Ac Ach.: Math	2023 Target	38%	26%	35%	48%	37%	72%	41%	44%	31%	31%	32%	15%	33%	40%
	Next Interim Target (2027-28 through 2031-32)	48%	38%	46%	57%	48%	77%	51%	53%	43%	43%	43%	29%	44%	50%
	Long Term Target (2037-38)	69%	63%	68%	74%	69%	86%	71%	72%	66%	66%	66%	58%	67%	70%
Growth: RLA (only if no Grad Rate)	2023 Target	70%	66%	68%	73%	69%	81%	72%	72%	66%	62%	67%	48%	65%	71%
	Next Interim Target (2027-28 through 2031-32)	78%	76%	77%	80%	78%	86%	80%	80%	76%	72%	76%	58%	75%	79%
	Long Term Target (2037-38)	95%	95%	95%	95%	95%	95%	95%	95%	95%	92%	95%	78%	95%	95%
Growth: Math (only if no Grad Rate)	2023 Target	74%	73%	76%	72%	72%	86%	75%	72%	73%	77%	74%	62%	71%	76%
	Next Interim Target (2027-28 through 2031-32)	81%	80%	82%	80%	80%	89%	82%	80%	80%	83%	81%	72%	79%	82%
	Long Term Target (2037-38)	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	92%	95%	95%
EL Proficiency	2023 Target										34%				
	Next Interim Target (2027-28 through 2031-32)										36%				
	Long Term Target (2037-38)										40%				

[1] English Language Proficiency Status evaluates current EB students/ELs only.

2023 Closing the Gaps Performance Targets: High Schools, K–12s, and AEAs (continued)

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL[1] (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
STAAR Only (Only if no CCMR Rate)	2023 Target	47%	36%	42%	58%	45%	74%	47%	56%	39%	38%	38%	23%	43%	49%
	Next Interim Target (2027-28 through 2031-32)	57%	46%	52%	68%	55%	81%	57%	66%	49%	48%	48%	33%	53%	59%
	Long Term Target (2037-38)	77%	66%	72%	88%	75%	95%	77%	86%	69%	68%	68%	53%	73%	79%
CCMR	2023 Target	63%	47%	60%	71%	58%	84%	51%	63%	56%	51%	56%	64%	45%	67%
	Next Interim Target (2027-28 through 2031-32)	73%	57%	70%	79%	68%	88%	61%	73%	66%	61%	66%	74%	55%	76%
	Long Term Target (2037-38)	93%	77%	90%	95%	88%	95%	81%	93%	86%	81%	86%	94%	75%	95%
4 Year Fed Grad Rate[2]	2023 Target	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.5%	80.0%	86.7%	79.7%		
	Next Interim Target (2027-28 through 2031-32)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.3%	86.0%	90.5%	85.8%		
	Long Term Target (2037-38)	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%		

	~~Academic Achievement (Percentage at Meets Grade Level or above)~~													
~~Subject~~	~~All Students~~	~~African American~~	~~Hispanic~~	~~White~~	~~American Indian~~	~~Asian~~	~~Pacific Islander~~	~~Two or More Races~~	~~Special Educ.~~	~~Econ. Disadv.~~	~~EB Student/EL (Current and Monitored)~~	~~Special Ed (Former)~~	~~Cont. Enrolled~~	~~Non-Cont. Enrolled~~
~~ELA/Reading~~	~~44%~~	~~32%~~	~~37%~~	~~60%~~	~~43%~~	~~74%~~	~~45%~~	~~56%~~	~~19%~~	~~33%~~	~~29%~~	~~36%~~	~~46%~~	~~42%~~
~~Mathematics~~	~~46%~~	~~31%~~	~~40%~~	~~59%~~	~~45%~~	~~82%~~	~~50%~~	~~54%~~	~~23%~~	~~36%~~	~~40%~~	~~44%~~	~~47%~~	~~45%~~

~~Subject~~	~~Academic Growth Status (Elementary and Middle Schools)~~													
~~ELA/Reading~~	~~66%~~	~~62%~~	~~65%~~	~~69%~~	~~67%~~	~~77%~~	~~67%~~	~~68%~~	~~59%~~	~~64%~~	~~64%~~	~~65%~~	~~66%~~	~~67%~~
~~Mathematics~~	~~71%~~	~~67%~~	~~69%~~	~~74%~~	~~71%~~	~~86%~~	~~74%~~	~~73%~~	~~61%~~	~~68%~~	~~68%~~	~~70%~~	~~71%~~	~~70%~~

	~~2022 Federal Graduation Status (High Schools, K–12s, and Districts)[1]~~													
~~Interim Target~~	~~90%~~	~~90%~~	~~90%~~	~~90%~~	~~90%~~	~~90%~~	~~90%~~	~~90%~~	~~90%~~	~~90%~~	~~90%~~	~~n/a~~	~~n/a~~	~~n/a~~
~~Long-Term Target~~	~~94%~~	~~94%~~	~~94%~~	~~94%~~	~~94%~~	~~94%~~	~~94%~~	~~94%~~	~~94%~~	~~94%~~	~~94%~~	~~n/a~~	~~n/a~~	~~n/a~~
	~~Class of 2015 Statewide Baseline Rate~~													
	~~89%~~	~~85%~~	~~87%~~	~~93%~~	~~86%~~	~~95%~~	~~89%~~	~~92%~~	~~78%~~	~~86%~~	~~72%~~	~~n/a~~	~~n/a~~	~~n/a~~

	~~Student Achievement Domain Score: STAAR Component Only (Elementary and Middle Schools)~~													
-	~~47%~~	~~36%~~	~~41%~~	~~58%~~	~~46%~~	~~73%~~	~~48%~~	~~55%~~	~~23%~~	~~38%~~	~~37%~~	~~43%~~	~~48%~~	~~45%~~

	~~College, Career, and Military Readiness Performance Status (High Schools, K–12s, and Districts)~~													
-	~~47%~~	~~31%~~	~~41%~~	~~58%~~	~~42%~~	~~76%~~	~~39%~~	~~53%~~	~~27%~~	~~39%~~	~~30%~~	~~43%~~	~~50%~~	~~31%~~

~~English Language Proficiency Status[2]~~		
-	~~36%~~	

[1] English Language Proficiency Status evaluates current EB students/ELs only.~~Ever EB students/ELs are evaluated in the federal graduation rates. Ever EB students/ELs are students reported in TSDS PEIMS as EB students/ELs at any time while attending grades 9–12 in a Texas public school.~~

[2] ~~English Language Proficiency Status evaluates current EB students/ELs only.~~Ever EB students/ELs are evaluated in the federal graduation rates. Ever EB students/ELs are students reported in TSDS PEIMS as EB students/ELs at any time while attending grades 9–12 in a Texas public school.

~~2022~~2023 Closing the Gaps Performance Targets: Middle Schools

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL[1] (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
Ac. Ach.: RLA	2023 Target	44%	32%	35%	59%	44%	74%	46%	56%	33%	28%	31%	19%	38%	45%
	Next Interim Target (2027-28 through 2031-32)	53%	43%	46%	66%	53%	78%	55%	63%	44%	40%	43%	33%	48%	54%
	Long Term Target (2037-38)	72%	66%	68%	80%	72%	87%	73%	78%	67%	64%	66%	60%	69%	73%
Ac Ach.: Math	2023 Target	47%	32%	39%	61%	47%	85%	52%	56%	36%	36%	35%	21%	44%	49%
	Next Interim Target (2027-28 through 2031-32)	56%	43%	49%	68%	56%	88%	60%	63%	47%	47%	46%	34%	53%	58%
	Long Term Target (2037-38)	74%	66%	70%	81%	74%	93%	76%	78%	68%	68%	68%	61%	72%	75%
Growth: RLA	2023 Target	69%	64%	66%	74%	68%	83%	69%	73%	65%	63%	64%	50%	68%	69%
	Next Interim Target (2027-28 through 2031-32)	78%	74%	76%	81%	77%	87%	78%	80%	75%	73%	74%	60%	77%	78%
	Long Term Target (2037-38)	95%	95%	95%	95%	95%	95%	95%	95%	95%	93%	94%	80%	95%	95%
Growth: Math	2023 Target	66%	61%	63%	70%	65%	86%	69%	69%	62%	62%	62%	50%	65%	67%
	Next Interim Target (2027-28 through 2031-32)	76%	72%	74%	78%	75%	89%	78%	78%	73%	72%	72%	60%	75%	76%
	Long Term Target (2037-38)	95%	95%	95%	95%	95%	95%	95%	95%	95%	92%	92%	80%	95%	95%
EL Proficiency	2023 Target										44%				
	Next Interim Target (2027-28 through 2031-32)										46%				
	Long Term Target (2037-38)										50%				

[1] English Language Proficiency Status evaluates current EB students/ELs only.

2023 Closing the Gaps Performance Targets: Middle Schools (continued)

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL[1] (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
STAAR Only	2023 Target	47%	37%	41%	58%	45%	74%	49%	55%	38%	37%	38%	23%	42%	48%
	Next Interim Target (2027-28 through 2031-32)	57%	47%	51%	68%	55%	81%	59%	65%	48%	47%	48%	33%	52%	58%
	Long Term Target (2037-38)	77%	67%	71%	88%	75%	95%	79%	85%	68%	67%	68%	53%	72%	78%

[1] English Language Proficiency Status evaluates current EB students/ELs only.

2023 Closing the Gaps Performance Targets: Elementary Schools

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL[1] (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
Ac. Ach.: RLA	2023 Target	46%	34%	39%	59%	44%	73%	46%	55%	37%	37%	35%	26%	38%	47%
	Next Interim Target (2027-28 through 2031-32)	55%	45%	49%	66%	53%	78%	55%	63%	48%	48%	46%	38%	48%	56%
	Long Term Target (2037-38)	73%	67%	70%	80%	72%	87%	73%	78%	69%	69%	68%	63%	69%	74%
Ac Ach.: Math	2023 Target	49%	33%	44%	60%	47%	82%	51%	55%	42%	45%	40%	29%	45%	51%
	Next Interim Target (2027-28 through 2031-32)	58%	44%	53%	67%	56%	85%	59%	63%	52%	54%	50%	41%	54%	59%
	Long Term Target (2037-38)	75%	67%	72%	80%	74%	91%	76%	78%	71%	73%	70%	65%	73%	76%
Growth: RLA	2023 Target	72%	68%	71%	75%	71%	86%	72%	74%	69%	70%	69%	56%	73%	73%
	Next Interim Target (2027-28 through 2031-32)	80%	77%	79%	82%	79%	89%	80%	81%	78%	78%	78%	66%	80%	80%
	Long Term Target (2037-38)	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	86%	95%	95%
Growth: Math	2023 Target	72%	65%	71%	75%	71%	89%	74%	73%	70%	73%	69%	59%	73%	73%
	Next Interim Target (2027-28 through 2031-32)	80%	75%	79%	82%	79%	91%	81%	80%	78%	80%	78%	69%	80%	80%
	Long Term Target (2037-38)	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	89%	95%	95%
EL Proficiency	2023 Target										49%				
	Next Interim Target (2027-28 through 2031-32)										51%				
	Long Term Target (2037-38)										55%				

[1] English Language Proficiency Status evaluates current EB students/ELs only.

2023 Closing the Gaps Performance Targets: Elementary Schools (continued)

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL[1] (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
STAAR Only	2023 Target	47%	36%	41%	58%	46%	72%	49%	55%	40%	37%	38%	23%	42%	48%
	Next Interim Target (2027-28 through 2031-32)	57%	46%	51%	68%	56%	80%	59%	65%	50%	47%	48%	33%	52%	58%
	Long Term Target (2037-38)	77%	66%	71%	88%	76%	95%	79%	85%	70%	67%	68%	53%	72%	78%

[1] English Language Proficiency Status evaluates current EB students/ELs only.

Chapter 5—Calculating ~~2022~~2023 Ratings

Overview

In ~~2022~~2023, districts and campuses receive a *A–F~~C~~* ratings ~~or a *Not Rated: Senate Bill 1365* label~~ overall and in each domain. This chapter describes the process used to determine the ratings for districts and campuses.

~~2022~~2023 Ratings

Scaling Processes

In order to align letter grades and scores used in the academic accountability system to the common conception of letter grades, raw domain and component scores are adjusted to scaled scores. The methodology and formulas for scaling domains and components are provided in this chapter. For additional details on the scaling methodology, please see Appendix I.

Please note, the graduation rate component does not use the scaling process described above. This component is scaled using a conversion table provided in this chapter.

Campus Domain Methodology

The following methodology is used to calculate campus domain ~~and overall~~ ratings.

Student Achievement Domain

Step 1: Determine a scaled score for the STAAR and College, Career, and Military Readiness (CCMR) components of the Student Achievement domain using Table 5.1 ~~or 5.2~~ on page 66~~49~~ in conjunction with the scaling methodology provided on page 70~~53~~.

Step 2: Determine a scaled score for the graduation rate component using the conversion table provided in Table 5.2~~3 or Table 5.4~~ on page 67~~50~~.

Step 3~~2~~: Weight the STAAR component scaled score 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, weight the STAAR component scaled score 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 ~~districts and~~ campuses lacking the CCMR component, weight the STAAR component scaled score at 100 percent.

School Progress Domain

Step ~~3~~4: Determine a scaled score for both School Progress, Part A using Table 5.3~~5 or Table 5.6~~ on page 68~~51~~ and School Progress, Part B using the School Progress: Relative Performance Lookup Tables in conjunction with the scaling methodology provided on page 70~~53~~. For high schools with STAAR and CCMR data, scaled scores are calculated for both parts and then averaged. For campuses registered under alternative education accountability, use the School Progress: Retest Growth Lookup Table 5.6 beginning on page 84.

Step ~~4~~5: Determine the better outcome of the School Progress, Part A and Part B scaled scores. Use the better as the School Progress domain scaled score. 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.

Closing the Gaps Domain

Step ~~6~~5: Determine a scaled score for the Closing the Gaps domain using Table 5.4~~7 or Table 5.8~~ on page ~~51~~ 69 in conjunction with the scaling methodology provided on page 70~~53~~.

District Proportional Domain Methodology

District domain ratings are calculated using a proportionality method. This methodology only considers campus enrollment counts for grades 3–12, excludes *Not Rated* and paired campuses, is applied to each domain, and includes campuses evaluated under alternative education accountability.

Step 1: Determine the number of students enrolled in grades 3–12 at each campus.

Step 2: Sum the number of students enrolled in grades 3–12 at the district.

Step 3: Divide the number of grades 3–12 students at the campus by the district total.

The resulting percentage is the weight that each campus contributes to the district domain score. If a campus is not rated in a domain, the weights are determined by only those campuses with a domain rating.

Step 4: Multiply the campus domain scaled score by its weight to determine the points.

Step 5: Sum the points for all campuses to determine the district's domain score.

Step 6: Determine the better outcome of the School Progress, Part A and Part B scores. Use the better as the district's School Progress domain scaled score. 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.

Example District Proportional Student Achievement Domain Rating Calculation

Campus	Grade 3–12 Enrollment	Calculation	Weight
Campus 1	334	*334 ÷ 2,417*	**13.8%**
Campus 2	990	*990 ÷ 2,417*	**41.0%**
Campus 3	62	*62 ÷ 2,417*	**2.6%**
Campus 4	761	*761 ÷2,417*	**31.5%**
Campus 5	270	270 ÷2,417	**11.2%**
District 3–12 Enrollment	2,417		

Campus	**Student Achievement Domain Scaled Score**	**Weight**	**Points**
Campus 1	85	13.8%	11.7
Campus 2	85	41.0%	34.9
Campus 3	77	2.6%	2.0

Campus 4	72	31.5%	22.7
Campus 5	67	11.2%	7.5
	District Student Achievement Domain Scaled Score		**79**

Overall Rating (Districts and Campuses)

Step 7~~6~~: Determine the better outcome of the Student Achievement and the School Progress domain scaled scores. 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.

Step 8~~7~~: Weight the better outcome of the Student Achievement or the School Progress domain scaled score at 70 percent.

Step 9~~8~~: Weight the Closing the Gaps domain scaled score at 30 percent. For districts and campuses lacking a Closing the Gaps domain score, weight the better outcome of the Student Achievement or School Progress domain scaled score at 100 percent.

Step 10~~9~~: Total the weighted outcome of the two scaled scores to calculate the overall score.

Step 11~~10~~: 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. This provision is not applied to a dropout recovery school. If the Student Achievement domain scaled score is 60 or higher, this provision will not be applied.

Step 12: If a scaled score less than 70 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 69. In order for this provision to be applied, the district, open-enrollment charter school, or campus must be evaluated in all four areas. This provision is not applied to a dropout recovery school. If the Student Achievement domain scaled score is 70 or higher, this provision will not be applied.

A district may not receive an overall or domain rating of *A* if the district includes any campus with a corresponding overall or domain 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 the campus is registered and evaluated under alternative education accountability (AEA) provisions as described in Chapter 7, this provision is not applied if the AEA campus has an overall or corresponding domain scaled score of at least 60. The provision is applied, if the AEA campus has an overall or corresponding domain scaled score less than 60.

Weighted domain outcomes are rounded to the nearest decimal point. Overall rating scores are rounded to the nearest whole number.

~~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 for the campus to demonstrate acceptable performance. For these single-campus school districts and charter schools, the~~

~~2022 performance targets applied to the campus are applied to the district, ensuring that both the district and campus receive identical ratings.~~

~~Alternative Education Accountability (AEA) Bonus Points Methodology~~

~~AEA charter schools and AEA campuses registered for evaluation under AEA provisions can earn bonus points toward the overall scaled score. A maximum of ten AEA bonus point may be added to the overall scaled score for AEA charter schools or AEA campuses.~~

~~A maximum of 10 bonus points may be added to the overall scaled score for points earned in these two indicators.~~

- ~~Credit for graduation plan type awards AEA charter schools and AEA campuses bonus points for the percentage of graduates in the all students group who graduate under either a Recommended High School Plan (RHSP) or Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA). RHSP/DAP/FHSP-E/FHSP-DLA rates are based on the four-year longitudinal cohort. For AEA districts and campuses that use the annual dropout rate, an annual RHSP/DAP/FHSP-E/FHSP-DLA rate is calculated for bonus points. The annual rate is also used if no longitudinal graduation plan data meet the minimum size requirement. For AEA districts and campuses that use the annual dropout rate, the RHSP/DAP/FHSP-E/FHSP-DLA annual rates are calculated as the percentage of prior year graduates reported as having satisfied the course requirements for the RHSP, DAP, FHSP-E, or FHSP-DLA. The all students group is evaluated if there are at least ten annual graduates. Graduation plan bonus points are earned as described in Table 5.9 provided on page 52.~~
- ~~Credit for EOC retest assessments awards AEA charter schools and AEA campuses bonus points for the percentage of EOC retest assessments in the all students group at the Approaches, Meets, and Masters Grade Level standards during the 2022 accountability cycle. The numerator for this indicator consists of EOC retest assessments at the Approaches, Meets, and Masters Grade Level standard. The denominator includes all EOC retest assessments. The all students group is evaluated if there are at least ten EOC assessments across all subject areas. EOC retest bonus points are earned as described in Table 5.10 provided on page 52.~~

Example Campus ~~District~~ Student Achievement Domain Calculation

Component	Component Score	Scaled Score	Weight	Weighted Points
STAAR	36	62	40%	24.8
CCMR	57	86	40%	34.4
Graduation Rate	87.3	60	20%	12.0
			Student Achievement Scaled Score	**71**
			~~District~~ Campus Student Achievement Domain Rating	***C***

Example 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~~2023 Overall Rating	***B***

~~2022~~2023 Cut Scores for Scaling Conversion

The following table shows the ~~2022~~2023 cut points for each rating. These cut points apply to the overall rating as well as the rating for each domain.

Overall and Domain Rating Cut Points				
A	***B***	***C***	~~***Not Rated: Senate Bill 1365***~~***D***	~~***Not Rated: Senate Bill 1365***~~***F***
Scaled score 90–100	scaled score 80–89	scaled score 70–79	scaled score 60–69	scaled score ≤59

Scaling Tables

School Progress, Part B: Relative Performance lookup tables are available at the end of this chapter.

~~Table 5.1: District Student Achievement Domain: STAAR and CCMR Components~~

~~District Student Achievement Domain: STAAR and CCMR Component Score Cut Points~~				
	~~STAAR~~		~~CCMR~~	
~~Rating~~	~~Non-AEA Districts~~	~~AEA Charter Schools~~	~~Non-AEA Districts~~	~~AEA Charter Schools~~
~~A~~	~~60~~	~~40~~	~~60~~	~~18~~
~~B~~	~~48~~	~~29~~	~~53~~	~~13~~
~~C~~	~~40~~	~~21~~	~~39~~	~~8~~
~~NR: Senate Bill 1365~~	~~35~~	~~16~~	~~29~~	~~5~~

Table 5.1~~2~~: Campus Student Achievement Domain: STAAR and CCMR Components

Campus Student Achievement Domain: STAAR and CCMR Component Score Cut Points						
	STAAR				**CCMR**	
Rating	**Elementary**	**Middle**	**HS/K–12**	**AEA**	**Non-AEA**	**AEA**
A	60	60	60	40	88~~60~~	60~~24~~
B	53	49	53	30	78~~48~~	30~~15~~
C	41	38	41	20	64~~39~~	18~~7~~
~~NR: Senate Bill 1365~~D	35	32	35	15	51~~26~~	12~~3~~

~~Table 5.3: District Student Achievement Domain: Graduation Rate Component~~

~~**District Student Achievement Domain: Graduation Rate Component Conversion Table**~~				
~~**Scaled Score**~~	~~**Longitudinal Graduation Rate**~~			
	~~**Non-AEA Districts**~~		~~**AEA Charter Schools**~~	
	~~**Low**~~	~~**High**~~	~~**Low**~~	~~**High**~~
~~**100**~~	~~100~~	~~-~~	~~100~~	~~-~~
~~**95**~~	~~98~~	~~99.9~~	~~98~~	~~99.9~~
~~**90**~~	~~96~~	~~97.9~~	~~96~~	~~97.9~~
~~**85**~~	~~95~~	~~95.9~~	~~92~~	~~95.9~~
~~**80**~~	~~94~~	~~94.9~~	~~85~~	~~91.9~~
~~**75**~~	~~93~~	~~93.9~~	~~80~~	~~84.9~~
~~**70**~~	~~92~~	~~92.9~~	~~70~~	~~79.9~~
~~**65**~~	~~88~~	~~91.9~~	~~50~~	~~69.9~~
~~**60**~~	~~86~~	~~87.9~~	~~35~~	~~49.9~~
~~**55**~~	~~70~~	~~85.9~~	~~20~~	~~34.9~~
~~**50**~~	~~50~~	~~69.9~~	~~0~~	~~19.9~~
~~**40**~~	~~30~~	~~49.9~~	~~-~~	~~-~~
~~**30**~~	~~0~~	~~29.9~~	~~-~~	~~-~~

Table 5.2~~4~~: Campus Student Achievement Domain: Graduation Rate Component

Campus Student Achievement Domain: Graduation Rate Component Conversion Table				
	Longitudinal Graduation Rate			
	Non-AEA		**AEA**	
Scaled Score	**Low**	**High**	**Low**	**High**
100	100	-	100	-
95	99~~98~~	99.9~~99.9~~	99~~98~~	99.9~~99.9~~
90	98~~96~~	98.9~~97.9~~	98~~96~~	98.9~~97.9~~
85	97~~95~~	97.9~~95.9~~	97~~92~~	97.9~~95.9~~
80	96~~94~~	96.9~~94.9~~	96~~85~~	96.9~~91.9~~
75	95~~93~~	95.9~~93.9~~	92~~80~~	95.9~~84.9~~
70	94~~92~~	94.9~~92.9~~	88~~70~~	91.9~~79.9~~
65	91~~88~~	93.9~~91.9~~	79~~50~~	87.9~~69.9~~
60	88~~86~~	90.9~~87.9~~	70~~35~~	78.9~~49.9~~
55	72~~70~~	87.9~~85.9~~	60~~20~~	69.9~~34.9~~
50	50~~50~~	71.9~~69.9~~	45~~0~~	59.9~~19.9~~
40	30	49.9	30~~-~~	44.9~~-~~
30	0	29.9	0~~-~~	29.9~~-~~

~~Table 5.5: District School Progress, Part A Domain~~

~~District School Progress, Part A: Score Cut Points~~		
~~Rating~~	~~Non-AEA Districts~~	~~AEA Charter Schools~~
~~A~~	~~76~~	~~68~~
~~B~~	~~70~~	~~61~~
~~C~~	~~66~~	~~49~~
~~NR: Senate Bill 1365~~	~~63~~	~~42~~

Table 5.3~~6~~: Campus School Progress, Part A Domain

Campus School Progress, Part A: Score Cut Points				
Rating	**Elementary**	**Middle**	**HS/K–12**	**AEA**
A	85~~82~~	85~~80~~	85~~80~~	80~~82~~
B	76~~75~~	72~~72~~	76~~70~~	68~~62~~
C	69~~69~~	65~~66~~	69~~63~~	58~~48~~
~~NR: Senate Bill 1365~~D	64~~64~~	60~~62~~	64~~56~~	47~~41~~

~~Table 5.7: District Closing the Gaps Domain~~

~~District Closing the Gaps Domain Score Cut Points~~		
~~Rating~~	~~Non-AEA Districts~~	~~AEA Charter Schools~~
~~A~~	~~89~~	~~35~~
~~B~~	~~62~~	~~20~~
~~C~~	~~29~~	~~10~~
~~NR: Senate Bill 1365~~	~~15~~	~~1~~

Table 5.4~~8~~: Campus Closing the Gaps Domain

Campus Closing the Gaps Domain Score Cut Points				
Rating	**Elementary**	**Middle**	**HS/K–12**	**AEA**
A	65~~95~~	65~~90~~	74~~95~~	40~~35~~
B	52~~85~~	52~~67~~	62~~69~~	30~~20~~
C	38~~48~~	38~~28~~	48~~28~~	21~~10~~
~~***NR: Senate Bill 1365***~~*D*	29~~23~~	29~~11~~	38~~11~~	11~~1~~

~~Table 5.9: AEA Graduation Plan Bonus Points~~

~~**AEA Charter School or AEA Campus**~~	
~~**Percentage of Annual Graduates with RHSP/DAP/FHSP-E/FHSP-DLA Graduation Plan**~~	~~**Bonus Points Earned**~~
~~0–39~~	~~0~~
~~40–54~~	~~1~~
~~55–69~~	~~2~~
~~70–79~~	~~3~~
~~80–89~~	~~4~~
~~90–100~~	~~5~~

~~Table 5.10: AEA EOC Retest Assessments Bonus Points~~

~~**AEA Charter School or AEA Campus**~~	
~~**Percentage of EOC Retest Assessments at Approaches Grade Level or Above**~~	~~**Bonus Points Earned**~~
~~0–39~~	~~0~~
~~40–44~~	~~1~~
~~45–49~~	~~2~~
~~50–54~~	~~3~~
~~55–59~~	~~4~~
~~60–100~~	~~5~~

How to Convert to a Scaled Score

Use the cut point tables to convert a raw domain or component score to a scaled score by using the following corresponding formula.

A	$\text{Round}\left(100 - \frac{10\,(100 - \text{raw})}{100 - A\text{ cut point}}\right)$
B	$\text{Round}\left(89 - \frac{9\,((A\text{ cut point} - 1) - \text{raw})}{(A\text{ cut point} - 1) - B\text{ cut point}}\right)$
C	$\text{Round}\left(79 - \frac{9\,((B\text{ cut point} - 1) - \text{raw})}{(B\text{ cut point} - 1) - C\text{ cut point}}\right)$
~~NR: Senate Bill 1365~~D	$\text{Round}\left(69 - \frac{9\,((C\text{ cut point} - 1) - \text{raw})}{(C\text{ cut point} - 1) - D\text{ cut point}}\right)$
~~NR: Senate Bill 1365~~F	$\text{Round}\left(59 - \frac{29\,((D\text{ cut point} - 1) - \text{raw})}{(D\text{ cut point} - 1)}\right)$

Example: Converting to a Scaled Score

An elementary campus received an Academic Achievement domain score of 56. The scaling table shows an Academic Achievement domain score between 53–60 for a non-AEA elementary campus falls within the *B* range. To convert the domain score to a scaled score, use the scaling formula for the *B* range.

$$\text{Round}\left(89 - \frac{9\,((60 - 1) - 56)}{(60 - 1) - 53}\right)$$

$$\text{Round}\left(89 - \frac{9(59 - 56)}{59 - 53}\right)$$

$$\text{Round}\left(89 - \frac{9\,(3)}{6}\right)$$

$$\text{Round}\left(89 - \frac{27}{6}\right)$$

$$\text{Round}\,(89 - 4.5)$$

$$\text{Round}\,(84.5)$$

Scaled Score = 85

~~A school district received a Closing the Gaps domain score of 67. The district scaling table shows a Closing the Gaps domain score between 62–88 for a non-AEA district falls within the *B* range. To convert the domain score to a scaled score, use the scaling formula for the *B* range.~~

$$\text{Round}\left(89 - \frac{9\,((8 - 1) - 67}{(89 - 1) - 62}\right)$$

$$\cancel{\text{Round}\left(89 - \frac{9\,(88-67)}{88-62}\right)}$$

$$\cancel{\text{Round}\left(89 - \frac{9\,(21)}{26}\right)}$$

$$\cancel{\text{Round}\left(89 - \frac{189}{26}\right)}$$

$$\cancel{\text{Round}\,(89 - 7.3)}$$

$$\cancel{\text{Round}\,(81.7)}$$

~~Scaled Score = 82~~

~~School Progress, Part B: Relative Performance Lookup Tables~~

~~District~~

~~% Economically Disadvantaged~~	~~STAAR + CCMR~~				~~STAAR Only~~			
	~~A~~	~~B~~	~~C~~	~~D~~	~~A~~	~~B~~	~~C~~	~~D~~
~~0 to 5~~	~~86~~	~~77~~	~~69~~	~~63~~	~~80~~	~~74~~	~~68~~	~~64~~
~~5.1 to 6~~	~~85~~	~~76~~	~~68~~	~~62~~	~~79~~	~~73~~	~~68~~	~~63~~
~~6.1 to 7~~	~~84~~	~~75~~	~~68~~	~~61~~	~~79~~	~~73~~	~~67~~	~~62~~
~~7.1 to 8~~	~~83~~	~~75~~	~~67~~	~~61~~	~~78~~	~~72~~	~~66~~	~~62~~
~~8.1 to 9~~	~~83~~	~~74~~	~~66~~	~~60~~	~~77~~	~~71~~	~~66~~	~~61~~
~~9.1 to 10~~	~~82~~	~~73~~	~~65~~	~~59~~	~~77~~	~~71~~	~~65~~	~~60~~
~~10.1 to 11~~	~~81~~	~~73~~	~~65~~	~~58~~	~~76~~	~~70~~	~~64~~	~~60~~
~~11.1 to 12~~	~~80~~	~~72~~	~~64~~	~~58~~	~~76~~	~~69~~	~~64~~	~~59~~
~~12.1 to 13~~	~~80~~	~~71~~	~~63~~	~~57~~	~~75~~	~~69~~	~~63~~	~~59~~
~~13.1 to 14~~	~~79~~	~~70~~	~~63~~	~~56~~	~~74~~	~~68~~	~~62~~	~~58~~
~~14.1 to 15~~	~~78~~	~~70~~	~~62~~	~~56~~	~~74~~	~~68~~	~~62~~	~~57~~
~~15.1 to 16~~	~~78~~	~~69~~	~~61~~	~~55~~	~~73~~	~~67~~	~~61~~	~~57~~
~~16.1 to 17~~	~~77~~	~~68~~	~~61~~	~~54~~	~~73~~	~~66~~	~~61~~	~~56~~
~~17.1 to 18~~	~~76~~	~~68~~	~~60~~	~~54~~	~~72~~	~~66~~	~~60~~	~~56~~
~~18.1 to 19~~	~~76~~	~~67~~	~~59~~	~~53~~	~~71~~	~~65~~	~~59~~	~~55~~
~~19.1 to 20~~	~~75~~	~~67~~	~~59~~	~~53~~	~~71~~	~~65~~	~~59~~	~~54~~
~~20.1 to 21~~	~~75~~	~~66~~	~~58~~	~~52~~	~~70~~	~~64~~	~~58~~	~~54~~
~~21.1 to 22~~	~~74~~	~~65~~	~~58~~	~~51~~	~~70~~	~~63~~	~~58~~	~~53~~
~~22.1 to 23~~	~~73~~	~~65~~	~~57~~	~~51~~	~~69~~	~~63~~	~~57~~	~~53~~
~~23.1 to 24~~	~~73~~	~~64~~	~~56~~	~~50~~	~~69~~	~~62~~	~~57~~	~~52~~
~~24.1 to 25~~	~~72~~	~~64~~	~~56~~	~~49~~	~~68~~	~~62~~	~~56~~	~~52~~
~~25.1 to 26~~	~~72~~	~~63~~	~~55~~	~~49~~	~~67~~	~~61~~	~~56~~	~~51~~
~~26.1 to 27~~	~~71~~	~~62~~	~~55~~	~~48~~	~~67~~	~~61~~	~~55~~	~~50~~
~~27.1 to 28~~	~~70~~	~~62~~	~~54~~	~~48~~	~~66~~	~~60~~	~~54~~	~~50~~
~~28.1 to 29~~	~~70~~	~~61~~	~~53~~	~~47~~	~~66~~	~~60~~	~~54~~	~~49~~
~~29.1 to 30~~	~~69~~	~~61~~	~~53~~	~~47~~	~~65~~	~~59~~	~~53~~	~~49~~
~~30.1 to 31~~	~~69~~	~~60~~	~~52~~	~~46~~	~~65~~	~~59~~	~~53~~	~~48~~
~~31.1 to 32~~	~~68~~	~~60~~	~~52~~	~~46~~	~~64~~	~~58~~	~~52~~	~~48~~
~~32.1 to 33~~	~~68~~	~~59~~	~~51~~	~~45~~	~~64~~	~~58~~	~~52~~	~~47~~
~~33.1 to 34~~	~~67~~	~~59~~	~~51~~	~~45~~	~~63~~	~~57~~	~~51~~	~~47~~
~~34.1 to 35~~	~~67~~	~~58~~	~~50~~	~~44~~	~~63~~	~~57~~	~~51~~	~~46~~
~~35.1 to 36~~	~~66~~	~~58~~	~~50~~	~~44~~	~~62~~	~~56~~	~~50~~	~~46~~
~~36.1 to 37~~	~~66~~	~~57~~	~~49~~	~~43~~	~~62~~	~~56~~	~~50~~	~~45~~
~~37.1 to 38~~	~~65~~	~~57~~	~~49~~	~~43~~	~~61~~	~~55~~	~~49~~	~~45~~
~~38.1 to 39~~	~~65~~	~~56~~	~~48~~	~~42~~	~~61~~	~~55~~	~~49~~	~~44~~
~~39.1 to 40~~	~~64~~	~~56~~	~~48~~	~~42~~	~~60~~	~~54~~	~~49~~	~~44~~

~~School Progress, Part B: Relative Performance Lookup Tables~~

~~District (continued)~~

~~% Economically Disadvantaged~~	~~STAAR + CCMR~~				~~STAAR Only~~			
	~~A~~	~~B~~	~~C~~	~~D~~	~~A~~	~~B~~	~~C~~	~~D~~
~~40.1 to 41~~	~~64~~	~~55~~	~~47~~	~~41~~	~~60~~	~~54~~	~~48~~	~~44~~
~~41.1 to 42~~	~~63~~	~~55~~	~~47~~	~~41~~	~~60~~	~~53~~	~~48~~	~~43~~
~~42.1 to 43~~	~~63~~	~~54~~	~~47~~	~~40~~	~~59~~	~~53~~	~~47~~	~~43~~
~~43.1 to 44~~	~~63~~	~~54~~	~~46~~	~~40~~	~~59~~	~~52~~	~~47~~	~~42~~
~~44.1 to 45~~	~~62~~	~~54~~	~~46~~	~~39~~	~~58~~	~~52~~	~~46~~	~~42~~
~~45.1 to 46~~	~~62~~	~~53~~	~~45~~	~~39~~	~~58~~	~~52~~	~~46~~	~~41~~
~~46.1 to 47~~	~~61~~	~~53~~	~~45~~	~~39~~	~~57~~	~~51~~	~~45~~	~~41~~
~~47.1 to 48~~	~~61~~	~~52~~	~~44~~	~~38~~	~~57~~	~~51~~	~~45~~	~~41~~
~~48.1 to 49~~	~~61~~	~~52~~	~~44~~	~~38~~	~~57~~	~~50~~	~~45~~	~~40~~
~~49.1 to 50~~	~~60~~	~~52~~	~~44~~	~~37~~	~~56~~	~~50~~	~~44~~	~~40~~
~~50.1 to 51~~	~~60~~	~~51~~	~~43~~	~~37~~	~~56~~	~~50~~	~~44~~	~~39~~
~~51.1 to 52~~	~~59~~	~~51~~	~~43~~	~~37~~	~~55~~	~~49~~	~~43~~	~~39~~
~~52.1 to 53~~	~~59~~	~~50~~	~~43~~	~~36~~	~~55~~	~~49~~	~~43~~	~~39~~
~~53.1 to 54~~	~~59~~	~~50~~	~~42~~	~~36~~	~~55~~	~~48~~	~~43~~	~~38~~
~~54.1 to 55~~	~~58~~	~~50~~	~~42~~	~~36~~	~~54~~	~~48~~	~~42~~	~~38~~
~~55.1 to 56~~	~~58~~	~~49~~	~~42~~	~~35~~	~~54~~	~~48~~	~~42~~	~~37~~
~~56.1 to 57~~	~~58~~	~~49~~	~~41~~	~~35~~	~~54~~	~~47~~	~~42~~	~~37~~
~~57.1 to 58~~	~~57~~	~~49~~	~~41~~	~~35~~	~~53~~	~~47~~	~~41~~	~~37~~
~~58.1 to 59~~	~~57~~	~~48~~	~~41~~	~~34~~	~~53~~	~~47~~	~~41~~	~~36~~
~~59.1 to 60~~	~~57~~	~~48~~	~~40~~	~~34~~	~~53~~	~~46~~	~~41~~	~~36~~
~~60.1 to 61~~	~~57~~	~~48~~	~~40~~	~~34~~	~~52~~	~~46~~	~~40~~	~~36~~
~~61.1 to 62~~	~~56~~	~~48~~	~~40~~	~~34~~	~~52~~	~~46~~	~~40~~	~~35~~
~~62.1 to 63~~	~~56~~	~~47~~	~~40~~	~~33~~	~~52~~	~~45~~	~~40~~	~~35~~
~~63.1 to 64~~	~~56~~	~~47~~	~~39~~	~~33~~	~~51~~	~~45~~	~~39~~	~~35~~
~~64.1 to 65~~	~~55~~	~~47~~	~~39~~	~~33~~	~~51~~	~~45~~	~~39~~	~~35~~
~~65.1 to 66~~	~~55~~	~~47~~	~~39~~	~~33~~	~~51~~	~~44~~	~~39~~	~~34~~
~~66.1 to 67~~	~~55~~	~~46~~	~~39~~	~~32~~	~~50~~	~~44~~	~~38~~	~~34~~
~~67.1 to 68~~	~~55~~	~~46~~	~~38~~	~~32~~	~~50~~	~~44~~	~~38~~	~~34~~
~~68.1 to 69~~	~~55~~	~~46~~	~~38~~	~~32~~	~~50~~	~~44~~	~~38~~	~~33~~
~~69.1 to 70~~	~~54~~	~~46~~	~~38~~	~~32~~	~~49~~	~~43~~	~~38~~	~~33~~
~~70.1 to 71~~	~~54~~	~~46~~	~~38~~	~~31~~	~~49~~	~~43~~	~~37~~	~~33~~
~~71.1 to 72~~	~~54~~	~~45~~	~~38~~	~~31~~	~~49~~	~~43~~	~~37~~	~~33~~
~~72.1 to 73~~	~~54~~	~~45~~	~~37~~	~~31~~	~~49~~	~~42~~	~~37~~	~~32~~
~~73.1 to 74~~	~~54~~	~~45~~	~~37~~	~~31~~	~~48~~	~~42~~	~~37~~	~~32~~
~~74.1 to 75~~	~~53~~	~~45~~	~~37~~	~~31~~	~~48~~	~~42~~	~~36~~	~~32~~

~~School Progress, Part B: Relative Performance Lookup Tables~~

~~Campus~~

~~% Economically Disadvantaged~~	~~Elementary School Scaled Score~~				~~Middle School Scaled Score~~				~~High School/K-12 (STAAR + CCMR) Scaled Score~~				~~High School/K-12 (STAAR Only) Scaled Score~~			
-	~~A~~	~~B~~	~~C~~	~~D~~	~~A~~	~~B~~	~~C~~	~~D~~	~~A~~	~~B~~	~~C~~	~~D~~	~~A~~	~~B~~	~~C~~	~~D~~
~~0 to 5~~	~~86~~	~~75~~	~~69~~	~~65~~	~~86~~	~~76~~	~~71~~	~~67~~	~~96~~	~~80~~	~~70~~	~~63~~	~~89~~	~~76~~	~~69~~	~~64~~
~~5.1 to 6~~	~~85~~	~~75~~	~~68~~	~~64~~	~~85~~	~~75~~	~~70~~	~~66~~	~~95~~	~~79~~	~~70~~	~~63~~	~~88~~	~~76~~	~~68~~	~~63~~
~~6.1 to 7~~	~~85~~	~~74~~	~~68~~	~~63~~	~~84~~	~~75~~	~~69~~	~~65~~	~~94~~	~~78~~	~~69~~	~~62~~	~~88~~	~~75~~	~~67~~	~~62~~
~~7.1 to 8~~	~~84~~	~~73~~	~~67~~	~~63~~	~~83~~	~~74~~	~~69~~	~~65~~	~~93~~	~~77~~	~~68~~	~~61~~	~~87~~	~~74~~	~~67~~	~~61~~
~~8.1 to 9~~	~~84~~	~~73~~	~~67~~	~~62~~	~~83~~	~~73~~	~~68~~	~~64~~	~~93~~	~~76~~	~~67~~	~~60~~	~~86~~	~~73~~	~~66~~	~~60~~
~~9.1 to 10~~	~~83~~	~~72~~	~~66~~	~~62~~	~~82~~	~~73~~	~~67~~	~~63~~	~~92~~	~~76~~	~~66~~	~~59~~	~~85~~	~~73~~	~~65~~	~~60~~
~~10.1 to 11~~	~~82~~	~~72~~	~~65~~	~~61~~	~~81~~	~~72~~	~~66~~	~~62~~	~~91~~	~~75~~	~~65~~	~~59~~	~~85~~	~~72~~	~~64~~	~~59~~
~~11.1 to 12~~	~~82~~	~~71~~	~~65~~	~~60~~	~~81~~	~~71~~	~~66~~	~~62~~	~~90~~	~~74~~	~~65~~	~~58~~	~~84~~	~~71~~	~~64~~	~~58~~
~~12.1 to 13~~	~~81~~	~~70~~	~~64~~	~~60~~	~~80~~	~~70~~	~~65~~	~~61~~	~~89~~	~~73~~	~~64~~	~~57~~	~~83~~	~~70~~	~~63~~	~~58~~
~~13.1 to 14~~	~~81~~	~~70~~	~~64~~	~~59~~	~~79~~	~~70~~	~~64~~	~~60~~	~~89~~	~~72~~	~~63~~	~~56~~	~~82~~	~~70~~	~~62~~	~~57~~
~~14.1 to 15~~	~~80~~	~~69~~	~~63~~	~~59~~	~~78~~	~~69~~	~~64~~	~~60~~	~~88~~	~~72~~	~~62~~	~~55~~	~~82~~	~~69~~	~~62~~	~~56~~
~~15.1 to 16~~	~~79~~	~~69~~	~~63~~	~~58~~	~~78~~	~~68~~	~~63~~	~~59~~	~~87~~	~~71~~	~~62~~	~~55~~	~~81~~	~~68~~	~~61~~	~~55~~
~~16.1 to 17~~	~~79~~	~~68~~	~~62~~	~~57~~	~~77~~	~~68~~	~~62~~	~~58~~	~~86~~	~~70~~	~~61~~	~~54~~	~~80~~	~~68~~	~~60~~	~~55~~
~~17.1 to 18~~	~~78~~	~~68~~	~~61~~	~~57~~	~~76~~	~~67~~	~~62~~	~~58~~	~~86~~	~~69~~	~~60~~	~~53~~	~~80~~	~~67~~	~~59~~	~~54~~
~~18.1 to 19~~	~~78~~	~~67~~	~~61~~	~~56~~	~~76~~	~~66~~	~~61~~	~~57~~	~~85~~	~~69~~	~~59~~	~~53~~	~~79~~	~~66~~	~~59~~	~~53~~
~~19.1 to 20~~	~~77~~	~~67~~	~~60~~	~~56~~	~~75~~	~~66~~	~~60~~	~~56~~	~~84~~	~~68~~	~~59~~	~~52~~	~~78~~	~~66~~	~~58~~	~~53~~
~~20.1 to 21~~	~~77~~	~~66~~	~~60~~	~~55~~	~~75~~	~~65~~	~~60~~	~~56~~	~~84~~	~~67~~	~~58~~	~~51~~	~~78~~	~~65~~	~~58~~	~~52~~
~~21.1 to 22~~	~~76~~	~~66~~	~~59~~	~~55~~	~~74~~	~~65~~	~~59~~	~~55~~	~~83~~	~~67~~	~~57~~	~~51~~	~~77~~	~~64~~	~~57~~	~~52~~
~~22.1 to 23~~	~~76~~	~~65~~	~~59~~	~~54~~	~~73~~	~~64~~	~~59~~	~~55~~	~~82~~	~~66~~	~~57~~	~~50~~	~~77~~	~~64~~	~~56~~	~~51~~
~~23.1 to 24~~	~~75~~	~~64~~	~~58~~	~~54~~	~~73~~	~~63~~	~~58~~	~~54~~	~~82~~	~~65~~	~~56~~	~~49~~	~~76~~	~~63~~	~~56~~	~~50~~
~~24.1 to 25~~	~~75~~	~~64~~	~~58~~	~~53~~	~~72~~	~~63~~	~~57~~	~~53~~	~~81~~	~~65~~	~~55~~	~~49~~	~~75~~	~~62~~	~~55~~	~~50~~
~~25.1 to 26~~	~~74~~	~~63~~	~~57~~	~~53~~	~~71~~	~~62~~	~~57~~	~~53~~	~~80~~	~~64~~	~~55~~	~~48~~	~~75~~	~~62~~	~~54~~	~~49~~

Table 5.5: School Progress, Part B: Relative Performance Lookup Tables

% Economically Disadvantaged	Elementary School Scaled Score				Middle School Scaled Score				High School/K-12 (STAAR) Scaled Score				High School/K-12 (CCMR) Scaled Score			
_	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*
0 to 5	86	75	69	65	86	76	71	67	83	76	68	62	94	85	79	72
5.1 to 6	85	75	68	64	85	75	70	66	83	76	68	62	94	85	78	71
6.1 to 7	85	74	68	63	84	75	69	65	82	75	67	61	93	84	78	70
7.1 to 8	84	73	67	63	83	74	69	65	81	74	66	60	93	84	77	69
8.1 to 9	84	73	67	62	83	73	68	64	80	73	65	59	93	84	76	69
9.1 to 10	83	72	66	62	82	73	67	63	80	73	65	59	93	83	76	68
10.1 to 11	82	72	65	61	81	72	66	62	79	72	64	58	93	83	75	67
11.1 to 12	82	71	65	60	81	71	66	62	78	71	63	57	93	83	75	66
12.1 to 13	81	70	64	60	80	70	65	61	78	71	63	57	93	82	74	66
13.1 to 14	81	70	64	59	79	70	64	60	77	70	62	56	93	82	74	65
14.1 to 15	80	69	63	59	78	69	64	60	76	69	61	55	93	82	73	64
15.1 to 16	79	69	63	58	78	68	63	59	75	68	60	54	93	81	73	63
16.1 to 17	79	68	62	57	77	68	62	58	75	68	60	54	93	81	72	63
17.1 to 18	78	68	61	57	76	67	62	58	74	67	59	53	93	81	72	62
18.1 to 19	78	67	61	56	76	66	61	57	74	67	59	53	93	81	71	61
19.1 to 20	77	67	60	56	75	66	60	56	73	66	58	52	93	80	71	61
20.1 to 21	77	66	60	55	75	65	60	56	72	65	57	51	93	80	70	60
21.1 to 22	76	66	59	55	74	65	59	55	72	65	57	51	93	80	70	59
22.1 to 23	76	65	59	54	73	64	59	55	71	64	56	50	93	80	70	59
23.1 to 24	75	64	58	54	73	63	58	54	70	63	55	49	93	79	69	58
24.1 to 25	75	64	58	53	72	63	57	53	70	63	55	49	92	79	68	57
25.1 to 26	74	63	57	53	71	62	57	53	69	62	54	48	92	79	67	56
26.1 to 27	74	63	57	52	71	61	56	52	69	62	54	48	92	79	67	55
27.1 to 28	73	62	56	52	70	61	55	51	68	61	53	47	92	79	67	55

Table 5.5: School Progress, Part B: Relative Performance Lookup Tables (continued)

% Economically Disadvantaged	Elementary School Scaled Score				Middle School Scaled Score				High School/K-12 (STAAR) Scaled Score				High School/K-12 (CCMR) Scaled Score			
_	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*
28.1 to 29	73	62	56	51	70	60	55	51	68	61	53	47	92	78	66	54
29.1 to 30	72	62	55	51	69	60	54	50	67	60	52	46	92	78	66	53
30.1 to 31	72	61	55	50	69	59	54	50	67	60	52	46	92	78	66	53
31.1 to 32	71	61	54	50	68	59	53	49	66	59	51	45	92	78	65	52
32.1 to 33	71	60	54	49	67	58	53	49	65	58	50	44	91	78	65	52
33.1 to 34	70	60	53	49	67	57	52	48	65	58	50	44	91	78	64	51
34.1 to 35	70	59	53	48	66	57	52	48	64	57	49	43	91	77	64	51
35.1 to 36	69	59	53	48	66	56	51	47	64	57	49	43	91	77	64	50
36.1 to 37	69	58	52	48	65	56	50	46	64	57	49	43	91	77	63	50
37.1 to 38	69	58	52	47	65	55	50	46	63	56	48	42	91	77	63	49
38.1 to 39	68	57	51	47	64	55	49	45	63	56	48	42	91	77	63	49
39.1 to 40	68	57	51	46	64	54	49	45	62	55	47	41	91	76	63	49
40.1 to 41	67	57	50	46	63	54	48	44	62	55	47	41	91	76	62	49
41.1 to 42	67	56	50	45	63	53	48	44	61	54	46	40	91	76	62	49
42.1 to 43	66	56	50	45	62	53	47	43	61	54	46	40	91	76	62	49
43.1 to 44	66	55	49	45	62	52	47	43	60	53	45	39	91	76	62	49
44.1 to 45	66	55	49	44	61	52	46	42	60	53	45	39	91	76	62	49
45.1 to 46	65	55	48	44	61	51	46	42	60	53	45	39	91	76	62	49
46.1 to 47	65	54	48	43	60	51	45	41	59	52	44	38	91	76	62	49
47.1 to 48	65	54	48	43	60	50	45	41	59	52	44	38	91	76	62	49
48.1 to 49	64	53	47	43	59	50	45	41	59	52	44	38	91	76	62	49
49.1 to 50	64	53	47	42	59	50	44	40	58	51	43	37	91	76	62	49
50.1 to 51	63	53	47	42	59	49	44	40	58	51	43	37	91	76	61	48

Table 5.5: School Progress, Part B: Relative Performance Lookup Tables (continued)

% Economically Disadvantaged	Elementary School Scaled Score				Middle School Scaled Score				High School/K-12 (STAAR) Scaled Score				High School/K-12 (CCMR) Scaled Score			
	A	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*
51.1 to 52	63	52	46	42	58	49	43	39	58	51	43	37	91	76	61	48
52.1 to 53	63	52	46	41	58	48	43	39	57	50	42	36	91	76	61	48
53.1 to 54	62	52	45	41	57	48	42	38	57	50	42	36	91	76	61	48
54.1 to 55	62	51	45	41	57	47	42	38	57	50	42	36	91	76	61	48
55.1 to 56	62	51	45	40	56	47	42	38	56	49	41	35	91	76	61	48
56.1 to 57	61	51	44	40	56	47	41	37	56	49	41	35	91	76	61	48
57.1 to 58	61	50	44	40	56	46	41	37	56	49	41	35	91	76	61	48
58.1 to 59	61	50	44	39	55	46	40	36	55	48	40	34	91	76	61	48
59.1 to 60	60	50	44	39	55	46	40	36	55	48	40	34	91	76	61	48
60.1 to 61	60	49	43	39	55	45	40	36	55	48	40	34	90	76	60	47
61.1 to 62	60	49	43	38	54	45	39	35	55	48	40	34	90	76	60	47
62.1 to 63	60	49	43	38	54	44	39	35	55	48	40	34	90	76	60	47
63.1 to 64	59	49	42	38	53	44	39	35	54	47	39	33	90	76	60	47
64.1 to 65	59	48	42	38	53	44	38	34	54	47	39	33	90	76	60	47
65.1 to 66	59	48	42	37	53	43	38	34	54	47	39	33	90	76	60	47
66.1 to 67	58	48	42	37	53	43	38	34	54	47	39	33	90	76	60	47
67.1 to 68	58	48	41	37	52	43	37	33	53	46	38	32	90	76	60	47
68.1 to 69	58	47	41	37	52	42	37	33	53	46	38	32	90	76	60	47
69.1 to 70	58	47	41	36	52	42	37	33	53	46	38	32	90	75	60	47
70.1 to 71	57	47	41	36	51	42	36	32	53	46	38	32	89	75	59	46
71.1 to 72	57	47	40	36	51	42	36	32	53	46	38	32	89	75	59	46
72.1 to 73	57	46	40	36	51	41	36	32	53	46	38	32	89	75	59	46
73.1 to 74	57	46	40	35	50	41	36	32	53	46	38	32	89	75	59	46
74.1 to 75	57	46	40	35	50	41	35	31	52	45	37	31	89	75	59	46
75.1 to 76	56	46	39	35	50	40	35	31	52	45	37	31	89	75	59	46
76.1 to 77	56	45	39	35	50	40	35	31	52	45	37	31	89	75	59	46

Table 5.5: School Progress, Part B: Relative Performance Lookup Tables (continued)

% Economically Disadvantaged	Elementary School Scaled Score				Middle School Scaled Score				High School/K-12 (STAAR) Scaled Score				High School/K-12 (CCMR) Scaled Score			
	A	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*
77.1 to 78	56	45	39	35	49	40	35	31	52	45	37	31	89	75	59	46
78.1 to 79	56	45	39	34	49	40	34	30	52	45	37	31	89	75	59	46
79.1 to 80	56	45	39	34	49	40	34	30	52	45	37	31	89	75	59	46
80.1 to 81	55	45	38	34	49	39	34	30	52	45	37	31	88	75	58	45
81.1 to 82	55	44	38	34	48	39	34	30	52	45	37	31	88	75	58	45
82.1 to 83	55	44	38	34	48	39	33	29	52	45	37	31	88	75	58	45
83.1 to 84	55	44	38	33	48	39	33	29	52	45	37	31	88	75	58	45
84.1 to 85	55	44	38	33	48	38	33	29	52	45	37	31	88	75	58	45
85.1 to 86	55	44	38	33	48	38	33	29	52	45	37	31	88	75	58	45
86.1 to 87	54	44	37	33	47	38	33	29	52	45	37	31	88	75	58	45
87.1 to 88	54	44	37	33	47	38	33	29	52	45	37	31	88	75	58	45
88.1 to 89	54	43	37	33	47	38	32	28	52	45	37	31	88	75	58	45
89.1 to 90	54	43	37	33	47	38	32	28	52	45	37	31	88	75	58	45
90.1 to 91	54	43	37	32	47	37	32	28	52	45	37	31	87	75	57	44
91.1 to 92	54	43	37	32	47	37	32	28	52	45	37	31	87	75	57	44
92.1 to 93	54	43	37	32	47	37	32	28	52	45	37	31	87	75	57	44
93.1 to 94	53	43	37	32	46	37	32	28	52	45	37	31	87	75	57	44
94.1 to 95	53	43	36	32	46	37	31	27	52	45	37	31	87	75	57	44
95.1 to 96	53	43	36	32	46	37	31	27	52	45	37	31	87	75	57	44
96.1 to 97	53	43	36	32	46	37	31	27	52	45	37	31	87	75	57	44
97.1 to 98	53	42	36	32	46	37	31	27	52	45	37	31	87	75	57	44
98.1 to 99	53	42	36	32	46	36	31	27	52	45	37	31	87	75	57	44
99.1 to 100	53	42	36	32	46	36	31	27	52	45	37	31	87	75	57	44

Table 5.6: School Progress, Part B: AEA Retest Growth Lookup Tables

	Retest Growth Scaled Score
Retest Growth Score	AEA
100	100
99	100
98	100
97	99
96	99
95	99
94	99
93	98
92	98
91	98
90	98
89	97
88	97
87	97
86	97
85	96
84	96
83	96
82	96
81	95
80	95
79	95
78	95
77	94
76	94
75	94
74	94
73	93
72	93

Table 10: School Progress, Part B: AEA Retest Growth Lookup Tables (continued)

	Retest Growth Scaled Score
Retest Growth Score	AEA
71	93
70	93
69	92
68	92
67	92
66	92
65	91
64	91
63	91
62	91
61	90
60	90
59	90
58	89
57	88
56	88
55	87
54	86
53	86
52	85
51	85
50	84
49	83
48	83
47	82
46	81
45	81
44	80
43	79

Table 10: School Progress, Part B: AEA Retest Growth Lookup Tables (continued)

	Retest Growth Scaled Score
Retest Growth Score	AEA
42	78
41	77
40	76
39	75
38	73
37	72
36	71
35	70
34	69
33	68
32	66
31	65
30	63
29	62
28	60
27	59
26	58
25	57
24	56
23	55
22	54
21	53
20	51
19	50
18	49
17	48
16	47
15	46
14	45

Table 10: School Progress, Part B: AEA Retest Growth Lookup Tables (continued)

	Retest Growth Scaled Score
Retest Growth Score	AEA
13	44
12	43
11	42
10	41
9	40
8	39
7	38
6	36
5	35
4	34
3	33
2	32
1	31
0	30

Chapter 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~~2023.

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.

Distinction Designations

For ~~2022~~2023, distinction designations are awarded in the following areas:

- Academic Achievement in ~~English Language Arts/Reading~~Reading/Language Arts (RLA) (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)

Distinction Designation Labels

The Distinction Designation Reports show one of the following labels for each distinction designation:

Distinction Earned. The district or campus demonstrates acceptable performance and meets the criteria for the distinction designation.

No Distinction Earned. The district or campus does not demonstrate acceptable performance or does not meet the criteria for the distinction designation.

Not Eligible. The district or campus does not have results to evaluate for the distinction designation, is not rated, is evaluated by alternative education accountability (AEA) provisions, or is a campus paired with a feeder campus for accountability evaluation.

Campus Comparison Groups

Each campus is assigned to a unique comparison group comprised of Texas schools that are most similar to it. To determine the campus comparison group, each campus is identified by school type (See the school types chart in "Chapter 1—~~2022~~2023 Accountability Overview" for more information.) then grouped with 40 other campuses from anywhere in Texas that are most similar in grade levels served, size, percentage of students who are economically disadvantaged, mobility rate, percentage of emergent bilingual students/English learners, percentage of students receiving special education services, and percentage of students enrolled in an Early College High School program. Each campus has only one unique campus comparison group. There is no limit on the number of comparison groups to which a campus may be a member. It is possible for a campus to be a member of no comparison group other than its own or a member of several comparison groups.

A campus earns a distinction designation if it is in the top quartile (Q1) of its comparison group for at least 33 percent (for high schools and K–12 campuses) or 50 percent (for elementary and middle schools) of the indicators used to award the distinction.

- For an indicator to be used to evaluate campuses for a distinction designation, at least 20 campuses in the comparison group must have data for that indicator. If fewer than 20 campuses have data for the indicator, it cannot be used to evaluate campuses for the distinction. This often affects campuses with non-traditional grade spans.
- When campuses have scores that tie in the Top 25 Percent: Comparative Academic Growth and Top 25 Percent: Comparative Closing the Gaps distinctions, the top ten campuses in the group are awarded the distinction. If the tie occurs at the ten-campus point, the campuses that tie with campus ten will be awarded the distinction.
- Campuses will not have access to the performance data of other campuses and will not know where they rank in their comparison groups until the public release of all accountability data.

For details on how campus comparison groups are constructed, please see Appendix E.

Academic Achievement in (RLA) ~~English Language Arts/Reading~~

An Academic Achievement Distinction Designation (AADD) is awarded to campuses for outstanding achievement in ~~ELA/reading~~ RLA based on outcomes of several performance indicators.

Who is Eligible: Campuses that demonstrate acceptable performance.

Student Groups: Performance of only the all students group is used.

Minimum Size: Minimum size is determined separately for each indicator.

- *Attendance Rate*. Minimum size is based on total days in membership. If a campus has fewer than 1,800 total days in membership (e.g., 10 students x 180 school days) attendance cannot be used to evaluate the campus for this distinction.
- *Assessments* (*STAAR, AP/IB, SAT*, *and/or ACT)*. Minimum size is 10 students for each assessment. If a campus has fewer than 10 test takers for an assessment, any indicator relying on that assessment cannot be used to evaluate the campus for this distinction.
- *Participation.*
  - *AP/IB: RLA~~ELA~~*. Minimum size is 10 students enrolled in grades 11 and 12.
  - *Advanced/Dual-Credit Course Completion: ~~ELA/Reading~~RLA*. Minimum size is 10 students in grades 9 through 12 who complete at least one course.
  - *SAT/ACT Participation*. Minimum size is 10 reported annual graduates.

AADD ~~ELA/Reading~~ RLA Indicators:

- Attendance Rate
- Accelerated Student Learning: RLA ~~Progress in ELA/Reading~~
- Retest Growth: RLA
- Grade 3 RLA ~~Reading~~ Performance (Masters Grade Level)
- Grade 4 RLA ~~Reading~~ Performance (Masters Grade Level)
- Grade 5 RLA ~~Reading~~ Performance (Masters Grade Level)
- Grade 6 RLA ~~Reading~~ Performance (Masters Grade Level)
- Grade 7 ~~Reading~~ RLA Performance (Masters Grade Level)
- Grade 8 RLA~~Reading~~ Performance (Masters Grade Level)
- English I Performance (Masters Grade Level)
- English II Performance (Masters Grade Level)
- SAT/ACT Results for Accelerated Testers (Masters Grade Level)

- AP/IB Examination Participation: ~~ELA~~RLA
- AP/IB Examination Results (Examinees >= Criterion): RLA~~ELA~~
- SAT/ACT Participation
- Average SAT Score: Evidence-Based Reading and Writing (EBRW)
- Average ACT Score: ~~ELA~~RLA
- Advanced/Dual-Credit Course Completion Rate: ~~ELA/Reading~~ RLA (grades 9–12)

Methodology:

Step 1: Determine a campus' performance on each indicator that applies to it and for which it has data.

Step 2: Compare that campus' performance for each indicator within the campus comparison group.

Step 3: Determine if the campus is in the top 25 percent of its campus comparison group.

- High schools and combined elementary/secondary schools (K–12) must be in the top quartile (Q1) for 33 percent or more of all the indicators for which they have data.
- Middle schools, junior high schools, and elementary schools must be in the top quartile for 50 percent or more of all the indicators for which they have data.

Please see Appendix H for a description of the source of data for each indicator.

Other information:

- *Accelerated Student Learning: RLA.* The RLA accelerated learning data as defined in School Progress, Part A: Academic Growth.
- *Retest Growth: RLA.* The percentage of English I and/or English II end-of-course (EOC) retests that earned Approaches Grade Level or above in the current cycle.
- *Advanced/Dual-Credit Course Completion: ~~ELA/Reading~~RLA.* The advanced/dual-credit course completion rate for ~~ELA/reading~~ RLA includes students enrolled in grades 9 through 12.
- *Assessments.* A complete list of AP and IB assessments used to award this distinction is available in Appendix H.
- *Attendance Rate.* This is based on student attendance for the entire school year for students in grades 1–12. The attendance rate indicator applies to all four subject area distinctions.
- *Sole Indicator.* Attendance Rate cannot be the sole indicator used by a campus to attain an AADD; however, a campus may earn an AADD based on another sole indicator.

Example Campus Calculation:

Example: Colonial High School is fictional but typical of Texas high schools with varied performance on the 1~~0~~1 indicators for this distinction. To determine whether it has earned the distinction, its performance is compared to its unique campus comparison group for each of its 11~~0~~ indicators. It must be in the top quartile (Q1) for at least 33 percent of the indicators to earn the AADD in ~~ELA/Reading~~RLA.

Step 1	Determine Colonial HS performance on its 10 indicators	Attend-ance rate	Accelerated Student Learning: ~~ELA~~ RLA ~~Progress~~	Retest Growth: RLA	English I Perform-ance	English II Perform-ance	AP/IB ~~ELA~~ RLA Results	AP/IB ~~ELA~~ RLA Participation	SAT/ACT Participation	Average SAT Score: EBRW	Average ACT Score: R~~E~~LA	Advanced/ Dual-Credit Course Completion
		93.3%	**2%**	**5%**	**8%**	**9%**	**72%**	**48.9%**	**90%**	**1079**	**23.5**	**18.5%**
Step 2	Compare performance to campuses in Colonial HS Comparison Group.							Q1	Q1	Q1		Q1
							Q2				Q2	
					Q3	Q3						
		Q4	Q4	Q4								
Step 3	Is performance in the top quartile?	No	No	No	No	No	No	Yes	Yes	Yes	No	Yes
Result:		Performance on 4 of 1~~0~~1 indicators is in Q1, which is greater than 33 percent of indicators; Colonial High School earns an AADD in ~~ELA/Reading~~RLA.										

Academic Achievement in Mathematics

An AADD is awarded to campuses for outstanding achievement in mathematics based on outcomes of several performance indicators.

Who is Eligible: Campuses that demonstrate acceptable performance.

Student Groups: Performance of only the all students group is used.

Minimum Size: Minimum size is determined separately for each indicator.

- *Attendance Rate.* Minimum size is based on total days in membership. If a campus has fewer than 1,800 total days in membership (e.g., 10 students x 180 school days) attendance cannot be used to evaluate the campus for this distinction.
- *Assessments (STAAR, AP/IB, SAT, and/or ACT).* Minimum size is 10 students for each assessment. If a campus has fewer than 10 test takers for an assessment, any indicator relying on that assessment cannot be used to evaluate the campus for this distinction.
- *Participation*
  - *AP/IB: Mathematics.* Minimum size is 10 students enrolled in grades 11 and 12.
  - *Advanced/Dual-Credit Course Completion: Mathematics.* Minimum size is 10 students in grades 9 through 12 who complete at least one course.
  - *Algebra I by Grade 8 Participation*. Minimum size is 10 students enrolled in grade 8.
  - *SAT/ACT Participation.* Minimum size is 10 reported annual graduates.

AADD Mathematics Indicators:

- Attendance Rate
- Accelerated Student Learning: ~~Progress in~~ Mathematics
- Retest Growth: Mathematics
- Grade 3 Mathematics Performance (Masters Grade Level)
- Grade 4 Mathematics Performance (Masters Grade Level)
- Grade 5 Mathematics Performance (Masters Grade Level)
- Grade 6 Mathematics Performance (Masters Grade Level)
- Grade 7 Mathematics Performance (Masters Grade Level)
- Grade 8 Mathematics Performance (Masters Grade Level)
- Algebra I by Grade 8 Performance (Meets Grade Level)
- Algebra I by Grade 8 Participation
- Algebra I Performance (Masters Grade Level)
- SAT/ACT Results for Accelerated Testers (Masters Grade Level)
- AP/IB Examination Participation: Mathematics
- AP/IB Examination Results (Examinees >= Criterion): Mathematics
- SAT/ACT Participation
- Average SAT Score: Mathematics
- Average ACT Score: Mathematics
- Advanced/Dual-Credit Course Completion Rate: Mathematics (grades 9–12)

Methodology:

Step 1: Determine a campus' performance on each indicator that applies to it and for which it has data.

Step 2: Compare that campus' performance for each indicator within the campus comparison group.

Step 3: Determine if the campus is in the top 25 percent of its campus comparison group.

- High schools and combined elementary/secondary schools (K–12) must be in the top quartile (Q1) for 33 percent or more of all the indicators for which they have data.
- Middle schools, junior high schools, and elementary schools must be in the top quartile for 50 percent or more of all the indicators for which they have data.

Please see Appendix H for a description of the source of data for each indicator.

Other information:

- *Accelerated Student Learning: Mathematics.* The mathematics accelerated learning data as defined in School Progress, Part A: Academic Growth.
- *Retest Growth: Mathematics.* The percentage of Algebra I EOC retests that earned Approaches Grade Level or above in the current cycle.
- *Algebra I by Grade 8 Participation*: The Algebra I by Grade 8 Participation indicator limits the denominator to grade 8 students based on ~~2021~~2022 TSDS PEIMS fall enrollment. The numerator is Algebra I assessments taken in either the current or any prior school year as reported in the consolidated accountability file (CAF) cumulative history section.
- *Algebra I by Grade 8 Performance*: The Algebra I by Grade 8 Performance indicator limits the denominator to grade 8 students based on ~~2021~~2022 TSDS PEIMS fall enrollment. The numerator is

Algebra I assessments at the Meets Grade Level standard or above taken in either the current or any prior school year as reported in the CAF cumulative history section.

- *Advanced/Dual-Credit Course Completion: Mathematics*. The advanced/dual-credit course completion rate for mathematics includes students enrolled in grades 9 through 12.
- *Assessments.* A complete list of AP and IB assessments used to award this distinction is available in Appendix H.
- *Attendance Rate.* This is based on student attendance for the entire school year for students in grades 1–12. The attendance rate indicator applies to all four subject area distinctions.
- *Sole Indicator.* Attendance Rate cannot be the sole indicator used by a campus to attain an AADD; however, a campus may earn an AADD based on another sole indicator.

Academic Achievement in Science

An AADD is awarded to campuses for outstanding achievement in science based on outcomes of several performance indicators.

Who is Eligible: Campuses that demonstrate acceptable performance.

Student Groups: Performance of only the all students group is used.

Minimum Size: Minimum size is determined separately for each indicator.

- *Attendance Rate.* Minimum size is based on total days in membership. If a campus has fewer than 1,800 total days in membership (e.g., 10 students x 180 school days) attendance cannot be used to evaluate the campus for this distinction.
- *Assessments (STAAR, AP/IB, and/or ACT)*. Minimum size is 10 students for each assessment. If a campus has fewer than 10 test takers for an assessment, any indicator relying on that assessment cannot be used to evaluate the campus for this distinction.
- *Participation.*
  - *AP/IB: Science.* Minimum size is 10 students enrolled in grades 11 and 12.
  - *Advanced/Dual-Credit Course Completion: Science.* Minimum size is 10 students in grades 9 through 12 who complete at least one course.

AADD Science Indicators:

- Attendance Rate
- Grade 5 Science Performance (Masters Grade Level)
- Grade 8 Science Performance (Masters Grade Level)
- EOC Biology Performance (Masters Grade Level)
- Retest Growth: Science
- ACT Results for Accelerated Testers (Masters Grade Level)
- AP/IB Examination Participation: Science
- AP/IB Examination Results (Examinees >= Criterion): Science
- Average ACT Score: Science
- Advanced/Dual-Credit Course Completion Rate: Science (grades 9–12)

Methodology:

Step 1: Determine a campus' performance on each indicator that applies to it and for which it has data.

Step 2: Compare that campus' performance for each indicator within the campus comparison group.

Step 3: Determine if the campus is in the top 25 percent of its campus comparison group.

- High schools and combined elementary/secondary schools (K–12) must be in the top quartile (Q1) for 33 percent or more of all the indicators for which they have data.
- Middle schools, junior high schools, and elementary schools must be in the top quartile for 50 percent or more of all the indicators for which they have data.

Please see Appendix H for a description of the source of data for each indicator.

Other information:

- *Retest Growth: Science.* The percentage of Biology EOC retests that earned Approaches Grade Level or above in the current cycle.
- *Advanced/Dual-Credit Course Completion: Science.* The advanced/dual-credit course completion rate for science includes students enrolled in grades 9 through 12.
- *Assessments*. A complete list of AP and IB assessments used to award this distinction is available in Appendix H.
- *Attendance Rate.* This is based on student attendance for the entire school year for students in grades 1–12. The attendance rate indicator applies to all four subject area distinctions.
- *Sole Indicator.* Attendance Rate cannot be the sole indicator used by a campus to attain an AADD; however, a campus may earn an AADD based on another sole indicator.

Academic Achievement in Social Studies

An AADD is awarded to campuses for outstanding achievement in social studies based on outcomes of several performance indicators.

Who is Eligible: Campuses that demonstrate acceptable performance.

Student Groups: Performance of only the all students group is used.

Minimum Size: Minimum size is determined separately for each indicator.

- *Attendance Rate.* Minimum size is based on total days in membership. If a campus has fewer than 1,800 total days in membership (e.g., 10 students x 180 school days) attendance cannot be used to evaluate the campus for this distinction.
- *Assessments (STAAR and/or AP/IB).* Minimum size is 10 students for each assessment. If a campus has fewer than 10 test takers for an assessment, any indicator relying on that assessment cannot be used to evaluate the campus for this distinction.
- *Participation.*
  - *AP/IB: Social Studies*. Minimum size is 10 students enrolled in grades 11 and 12.
  - *Advanced/Dual-Credit Course Completion: Social Studies*. Minimum size is 10 students in grades 9 through 12 who complete at least one course.

AADD Social Studies Indicators:

- Attendance Rate
- Grade 8 Social Studies Performance (Masters Grade Level)
- EOC U.S. History Performance (Masters Grade Level)
- Retest Growth: Social Studies
- AP/IB Examination Participation: Social Studies
- AP/IB Examination Results (Examinees >= Criterion): Social Studies

- Advanced/Dual-Credit Course Completion Rate: Social Studies (grades 9–12)

Methodology:
Step 1: Determine a campus' performance on each indicator that applies to it and for which it has data.

Step 2: Compare that campus' performance for each indicator within the campus comparison group.

Step 3: Determine if the campus is in the top 25 percent of its campus comparison group.

  - High schools and combined elementary/secondary schools (K–12) must be in the top quartile (Q1) for 33 percent or more of all the indicators for which they have data.
  - Middle schools, junior high schools, and elementary schools must be in the top quartile for 50 percent or more of all the indicators for which they have data.

Please see Appendix H for a description of the source of data for each indicator.

Other information:

- *Retest Growth: Social Studies.* The percentage of US History EOC retests that earned Approaches Grade Level or above in the current cycle.
- *Advanced/Dual-Credit Course Completion: Social Studies.* The advanced/dual-credit course completion rate for social studies includes students enrolled in grades 9 through 12.
- *Assessments.* A complete list of AP and IB assessments used to award this distinction is available in Appendix H.
- *Attendance Rate.* This is based on student attendance for the entire school year for students in grades 1–12. The attendance rate indicator applies to all four subject area distinctions.
- *Sole Indicator.* Attendance Rate cannot be the sole indicator used by a campus to attain an AADD; however, a campus may earn an AADD based on another sole indicator.

Top 25 Percent: Comparative Academic Growth

A distinction designation for outstanding academic growth is awarded to campuses whose School Progress, Part A domain raw score is ranked in the top 25 percent (Q1) of campuses in its campus comparison group.

Who is Eligible: Campuses evaluated on School Progress, Part A and demonstrate acceptable performance.

Methodology: Campuses are arranged in descending order per School Progress, Part A raw scores. If the School Progress, Part A raw score for a campus is within the top quartile of its comparison group, it earns a distinction for student progress.

For more information on the School Progress domain, please see "Chapter 3—School Progress Domain."

Top 25 Percent: Comparative Closing the Gaps

A distinction designation for outstanding performance in closing student achievement gaps is awarded to campuses whose Closing the Gaps domain raw score is ranked in the top 25 percent (Q1) of campuses in its campus comparison group.

Who is Eligible: Campuses evaluated on Closing the Gaps domain and demonstrate acceptable performance.

Methodology: Campuses are arranged in descending order per their Closing the Gaps domain raw scores. If the Closing the Gaps raw score for a campus is in the top quartile of its comparison group, it earns a distinction for closing student achievement gaps.

For more information on the Closing the Gaps domain, please see "Chapter 4—Closing the Gaps Domain."

Postsecondary Readiness

Both districts and campuses that demonstrate acceptable performance are eligible for a distinction designation for outstanding academic performance in attainment of postsecondary readiness. To earn a distinction for postsecondary readiness, an elementary or middle school must be in the top quartile for at least 50 percent or more of all the indicators for which they have data, high schools and K–12 campuses must have at least 33 percent of their indicators in the top quartile of their campus comparison groups, and districts must have at least 55 percent of all their campuses' postsecondary indicators in the top quartile.

Who is Eligible: Multi-campus districts and campuses that demonstrate acceptable performance.

For single-campus districts and charter schools that share the same ~~2022~~2023 performance data as its only campus, the campus is eligible to earn a postsecondary readiness distinction designation, but the district or charter school is *not* eligible to earn the district postsecondary readiness distinction designation.

Student Groups: Performance of the all students group only

Minimum Size: The all students group must have a minimum size of 10.

Postsecondary Readiness Indicators for Campuses:

- Percentage of STAAR Results at Meets Grade Level or Above Standard (All Subjects)
- Percentage of Grade 3–8 Results at Meets Grade Level or Above in Both RLA ~~Reading~~ and Mathematics
- Four-Year Longitudinal Graduation Rate
- Four-Year Longitudinal Graduation Plan Rate
- TSI Criteria Graduates
- College, Career, and Military Ready Graduates
- SAT/ACT Participation
- AP/IB Examination Participation: Any Subject

Methodology:
Elementary and Middle Schools: Elementary and middle schools must be in the top quartile (Q1) for 50 percent or more of all the indicators for which they have data.

High Schools: High schools and combined elementary/secondary schools (K–12) must be in the top quartile (Q1) for 33 percent or more of all the indicators for which they have data.

Districts: A district must have at least 55 percent of its campuses' postsecondary indicators in the top quartile (Q1). See the sample district calculation at the end of this chapter.

Districts with fewer than five campus-level postsecondary indicators are not eligible for the postsecondary readiness distinction.

Example Postsecondary Readiness Campus Calculation:

Example: Beta High School is fictional but typical of Texas high schools with varied performance on the eight indicators for this distinction. To determine whether it has earned the distinction, its performance is compared to its unique campus comparison group for each of the seven indicators for which Beta High School had data. It must be in the top quartile (Q1) for at least 33 percent of the indicators to earn the Postsecondary Readiness Distinction Designation.

Step 1	Determine Beta HS performance on its eight indicators.	STAAR Meets Grade Level or Above Standard **47%**	Graduation Rate **87.7%**	Graduation Plan Rate **85.9%**	TSI Criteria Graduates **79%**	College, Career, and Military Ready Graduates **85%**	SAT/ACT Participation **94.4%**	AP/IB Partic-ipation **49.6%**
Step 2	Compare performance to campuses in Beta HS Comparison Group.			Q1	Q1	Q1	Q1	
		Q2	Q2					
								Q3
Step 3	Is performance in the top quartile?	No	No	Yes	Yes	Yes	Yes	No
Result:		Performance on four of seven indicators is in Q1, which is greater than 33 percent of indicators. Beta High School earns a Postsecondary Readiness Distinction Designation.						

Other Information:

Percentage of STAAR Results at Meets Grade Level or Above Standard (All Subjects). This indicator measures the total percentage of STAAR results in all subjects at the Meets Grade Level or above standard.

Percentage of Grade 3–8 Results at Meets Grade Level or Above Standard in Both ~~Reading~~ RLA and Mathematics. This indicator measures the percentage of students in grades 3–8 who were administered the RLA ~~reading~~ and mathematics STAAR and achieved the Meets Grade Level or above standard on both assessments.

Four-Year Longitudinal Graduation Plan Rate. This indicator uses the rate comprised of students who graduate with Recommended High School Plan (RHSP) or Distinguished Achievement Plan (DAP) or Foundation High School Plan with an Endorsement (FHSP-E) or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA).

Texas Success Initiative (TSI) Criteria Graduates. This indicator measures the percentage of graduates meeting the TSI college readiness standards in both ~~ELA/reading~~ RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both ~~ELA~~ RLA and mathematics. The criteria for successful completion of a college prep course should be in alignment between an LEA and the partnering IHE(s). In accordance with §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSI1 and/or TSIA2 through October

Example District Postsecondary Readiness Calculation:

Example: A sample district has 12 campuses. Each campus has either 2 or 8 possible indicators for this distinction.			
School	**Grade Span**	**Postsecondary Indicators in Top Quartile for This School**	**Maximum Possible Postsecondary Indicators**
High School A	9–12	7	8
High School B	9–12	6	8
Middle School C	6–8	0	2
Middle School D	6–8	1	2
Middle School E	6–8	1	2
Middle School F	6–8	1	2
Elementary G	PK–5	2	2
Elementary H	PK–5	1	2
Elementary I	PK–5	2	2
Elementary J	PK–5	2	2
Elementary K	PK–5	0	2
Elementary L	PK–5	2	2
Total		**25**	**36**
Result:	Performance on 25 of 36 indicators is in Q1, or 69 percent, which is greater than 55 percent. This sample district earns a Postsecondary Readiness Distinction Designation.		

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Chapter 7—Other Accountability System Processes

Most accountability ratings are determined through the process detailed in Chapters 1–5. Accommodating all districts and campuses in Texas increases the complexity of the accountability system but also ensures the fairness of the ratings assigned. This chapter describes other processes necessary to implement the accountability system.

Pairing

All campuses serving prekindergarten (PK) through grade 12 must receive an accountability rating. Campuses that do not serve any grade level for which STAAR assessments are administered are paired with another campus in the same district for accountability purposes. A campus may pair with its district and be evaluated on the district's results.

The Texas Education Agency (TEA) analyzes TSDS PEIMS fall enrollment data to determine which campuses need to be paired. Campuses that serve only grades not tested on the STAAR (i.e., PK, K, grade 1, or grade 2) are paired with either another campus in the district or the district itself.

Charter school campuses and alternative education campuses (AECs) registered for evaluation by alternative education accountability (AEA) provisions are not paired with another campus. Likewise, traditional campuses may not be paired with AECs.

Paired data are not used for distinction designation indicators; therefore, paired campuses cannot earn distinction designations.

Pairing Process

Districts may use the prior-year pairing relationship or select a new relationship by completing the pairing form on the TEA Login (TEAL) Accountability application.

If a district fails to inform TEA of its pairing preference, pairing decisions are made by TEA. For campuses that have been paired in the past, staff assumes that ~~2021~~2022 pairing relationships still apply. For campuses in need of pairing for the first time, pairing selections are based on the guidelines given in this section in conjunction with analysis of attendance and enrollment patterns using TSDS PEIMS data.

Guidelines

Campuses that are paired should have a "feeder" relationship and should serve students in contiguous grades. For example, a kindergarten (K) through grade 2 campus should be paired with the campus that serves grade 3 in which its students will be enrolled following grade 2.

When a campus being asked to pair is a PK or K campus with a "feeder" relationship to a campus that also requires pairing (e.g., a grade 1–2 campus) both campuses should pair with the same campus that serves grade 3 in which their students will be enrolled following grade 2.

A campus may be paired with its district instead of with another campus. This option is suggested for cases in which the campus has no clear relationship with another campus in the district. A campus paired with its district ~~is evaluated using the district's assessment results (for all grades tested in the district).~~is assigned the same rating as the district. Note that pairing with a district is not required~~ in this instance~~; districts may select another campus for pairing.

Multiple pairings are possible. If several K–2 campuses feed the same 3–5 campus, all the K–2 campuses may pair with that 3–5 campus.

Districts may change pairings from year to year. Any changes should, however, be based on establishing the most appropriate pairing relationship. For example, a change in attendance zones that affects feeder patterns may cause a district to change pairing. A change in a pairing relationship does not change accountability ratings assigned in previous years to either campus.

Non-Traditional Education Settings

Even though districts are responsible for the performance of all their students, statutory requirements affect the rating calculations for residential treatment facilities (RTF), Texas Juvenile Justice Department (TJJD), juvenile justice alternative education program (JJAEP), and disciplinary alternative education program (DAEP) campuses.

Inclusion or Exclusion of Performance Data

The performance of students served in certain campuses cannot be used in evaluating the district where the campus is located. Texas Education Code (TEC) §39.055 requires that students ordered by a juvenile court into a residential program or facility operated by the TJJD, a juvenile board, or any other governmental entity or any student who is receiving treatment in a residential facility be excluded from the district and campus when determining the accountability ratings. Please see Appendix G.

Student Attribution Codes

Districts with RTF or TJJD campuses are required to submit student attribution codes in TSDS PEIMS.

JJAEPs and DAEPs

State statute and statutory intent prohibit the attribution of student performance results to JJAEPs and DAEPs. Each district that sends students to a JJAEP or DAEP is responsible for properly attributing all performance and attendance data to the home campuses according to the Texas Education Data Standards and testing guidelines.

Special Education Campuses

Campuses where all students are served in special education programs and tested on STAAR are rated on the performance of their students.

Specialized Programs or Campuses

The assessment; college, career, and military readiness; and graduation outcomes for students who attend specialized programs or campuses, such as, but not limited to magnets, P-TECHs, schools of choice, or academies must be attributed to the campus at which the student receives instruction. These outcomes may not be attributed to a student's campus of origin, if the student receives instruction at the campus that houses the specialized program. Campuses are rated on the performance of their students. Campuses that house multiple programs, such as a magnet program and a zoned attendance program, are rated on the performance of all students.

AEA Provisions

Alternative performance measures for campuses serving at-risk students were first implemented in the 1995–96 school year. Over time, these measures expanded to include charter schools that served large populations of at-risk students. Accountability advisory groups consistently recommend evaluating AECs by separate AEA provisions due to the large number of students served in alternative education programs on AECs and to ensure these unique campus settings are appropriately evaluated for accountability.

AEA provisions apply to and are appropriate for

- campuses that offer nontraditional programs, rather than programs within a traditional campus;
- campuses that meet the at-risk enrollment criterion;
- campuses that meet the grades 6–12 enrollment criterion;
- open-enrollment charter schools that operate only AECs; and
- open-enrollment charter schools that meet the AEC enrollment criterion.

AEA Campus Identification

AECs, including charter school AECs, must serve students at risk of dropping out of school as defined in TEC §29.081(d) and provide accelerated instructional services to these students. The performance results of students at registered AECs are included in the district's performance and used in determining the district's accountability rating.

In this manual, the terms *AEC* and *registered AEC* refer collectively to residential facilities and dropout recovery schools that are registered for evaluation by AEA provisions and meet the at-risk and grades 6–12 enrollment criteria.

Dropout recovery schools (DRS) are identified by two methods. First, AECs that meet the statutory DRS definition found in TEC §39.0548 are identified and preregistered for AEA. These campuses provide education services targeted to dropout prevention and recovery of students in grades 9–12, with enrollment consisting of at least 60 percent of the students 16 years of age or older as of September 1, ~~2021~~2022, as reported for the fall semester TSDS PEIMS submission. Campuses that meet the AEA criteria listed below, but do not meet the age criterion for DRS, may apply for DRS designation. Districts may submit an application and supporting documentation via TEAL Accountability presenting how the campus is providing dropout prevention and/or recovery services. If the agency approves the application, these campuses receive a discretionary DRS designation and are registered for AEA.

DAEPs, JJAEPs, and stand-alone Texas high school equivalency certificate (TxCHSE) programs are ineligible for evaluation by AEA provisions. Data for these campuses are attributed to the home campus.

AEA Campus Registration Process

The AEA campus registration process is conducted online using the TEAL Accountability application. DRS designated for ~~2021~~2022 AEA provisions are re-registered automatically in ~~2022~~2023, provided the campus continues to meet age, enrollment, and at-risk criteria as determined by TSDS PEIMS October snapshot data. If a campus was registered in ~~2021~~2022 using the at-risk safeguard and does not meet the at-risk enrollment criterion in ~~2022~~2023, the campus is not eligible for AEA and is not re-registered for AEA in ~~2022~~2023.

Campuses that were not registered in ~~2021~~2022 but meet DRS eligibility in ~~2022~~2023 are automatically registered for AEA by the agency. Districts may choose to remove a campus from evaluation under AEA procedures by submitting an AEA rescission form. The ~~2022~~2023 registration process occurred ~~March 28–April 8, 2022~~March 27–April 7, 2023.

Campuses that meet the following AEA campus registration criteria, but do not meet the statutory DRS age requirement, must submit a DRS application during the registration process to receive a discretionary DRS designation. For campuses that have received discretionary DRS designations in 2022 and continue to meet the AEA campus registration criteria, staff assumes the 2022 designation still applies. If a campus does not submit a DRS application, or the DRS application is denied, the campus is not registered for AEA. The campus will be evaluated under standard accountability for ~~2022~~2023.

AEA Campus Registration Criteria

Campuses must meet thirteen criteria to register for AEA. However, the requirements in criteria 8–13 may not apply to charter school campuses (depending on the terms of the charter) or for community-based dropout recovery campuses established in accordance with TEC §29.081(e).

1) The AEC must have its own county-district-campus number for which TSDS PEIMS data are submitted and ~~test answer documents~~assessments are coded. A program operated within or supported by another campus does not qualify.
2) The AEC must have its own county-district-campus number on TSDS PEIMS October snapshot day (October 28~~29~~, ~~2021~~2022).
3) The AEC must be identified in AskTED (Ask Texas Education Directory database) as an alternative instructional campus. This is a self-designation that districts and charter schools request via AskTED.
4) The AEC must be dedicated to serving students at risk of dropping out of school as defined in TEC §29.081(d). Each AEC must have at least 75 percent at-risk student enrollment at the AEC verified through current-year TSDS PEIMS fall enrollment data.
5) At least 90 percent of students at the AEC must be enrolled in grades 6–12 verified through current-year TSDS PEIMS fall enrollment data.
6) The AEC must operate on its own campus budget.
7) The AEC must offer nontraditional settings and methods of instructional delivery designed to meet the needs of the students served on the AEC.
8) The AEC cannot be the only middle school or high school listed for its district in AskTED.
9) The AEC must have an appropriately certified, full-time administrator whose primary duty is the administration of the AEC.
10) The AEC must have appropriately certified teachers assigned in all areas including special education, bilingual education, and/or English as a second language (ESL) to serve students eligible for such services.
11) The AEC must provide each student the opportunity to attend a 75,600-minute school year as defined in TEC §25.081(a), according to the needs of each student.
12) If the campus has students served by special education, the students must be placed at the AEC by their Admission, Review, and Dismissal (ARD) committee. If the campus is a residential facility, the students must have been placed in the facility by the district.
13) Students served by special education must receive all services outlined in their current individualized education programs (IEPs). Emergent bilingual students/English learners (EB students/ELs) must receive all services outlined by the language proficiency assessment committee (LPAC). Students served by special education or language programs must be served by appropriately certified teachers.

At-Risk Enrollment Criterion

Each registered AEC must have at least 75 percent at-risk student enrollment on the AEC as verified through current-year TSDS PEIMS fall enrollment data in order to be evaluated by AEA provisions. TEC §29.081 defines fourteen criteria used to identify students as “at-risk of dropping out of school”. Districts and charter schools must identify students in TSDS PEIMS who meet one or more of the

fourteen criteria. The at-risk enrollment criterion restricts use of AEA provisions to AECs that serve large populations of at-risk students and enhances at-risk data quality.

Prior-Year Safeguard. If a registered AEC does not meet the at-risk enrollment criterion in the current year, it remains registered for AEA if the AEC meets the at-risk enrollment criterion in the prior year. For example, an AEC with an at-risk enrollment below 75 percent in ~~2022~~2023 that had at least 75 percent in ~~2021~~2022 remains registered in ~~2022~~2023.

Grades 6–12 Enrollment Criterion

In order to be evaluated by AEA provisions, each registered AEC must have at least 90 percent student enrollment in grades 6–12 based on total students enrolled (early education–grade 12) verified through current-year TSDS PEIMS fall enrollment data. The grades 6–12 enrollment criterion restricts use of AEA provisions to middle and high schools.

Final AEA Campus List

The final list of AEA campuses is posted on the TEA website in April at which time an email notification is sent to all superintendents. For ~~2022~~2023, all campuses on the final AEA list will be identified either as RTFs or DRSs. As district ratings are determined proportionally based on campus outcomes for 2023, AEA Charter School identifications are no longer assigned.

~~AEA Charter School Identification~~

~~Charter school ratings are based on aggregate performance of the campuses operated by the charter school. Performance results of all students in the charter school are used to determine the charter school's accountability rating and distinction designations.~~

- ~~Charter schools that operate only registered AECs are evaluated by AEA provisions.~~
- ~~Charter schools that operate both non-AEA campuses and registered AECs are evaluated by AEA provisions if the AEC enrollment criterion described below is met.~~
- ~~Charter schools that operate both non-AEA campuses and registered AECs that do not meet the AEC enrollment criterion described below do not qualify for evaluation by AEA provisions.~~
- ~~Charter schools that operate only non-AEA campuses do not qualify for evaluation by AEA provisions.~~

~~AEC Enrollment Criterion for Charter Schools~~

~~A charter school that operates both non-AEA campuses and registered AECs is eligible for evaluation by AEA provisions if at least 50 percent of the charter school's students are enrolled at registered AECs. AEC enrollment is based on total students enrolled (early education–grade 12) as verified through current-year TSDS PEIMS fall enrollment data.~~

~~Final AEA Charter School List~~

~~After the *2022 AEA Campus List* is finalized, AEA charter schools eligible for evaluation by AEA provisions are identified. The final list of AEA charter schools is posted on the TEA website in April, at which time an email is sent to all superintendents.~~

AEA Modifications

~~"Chapter 2—Student Achievement Domain"~~ Chapters 2 and 3 describe~~s~~ the provisions used to evaluate AEA campuses. ~~and AEA charter schools.~~

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Chapter 8—Appealing the Ratings

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).

Appeals Process Overview and Calendar

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, particularly through TSDS PEIMS data submissions and the Test Information Distribution Engine (TIDE). ~~Texas Assessment Management System (TAMS).~~ 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 this chapter. Local Accountability System (LAS) districts and open-enrollment charter schools that wish to appeal LAS campus ratings must follow the LAS appeals process in the ~~*2022*~~ *Local Accountability System Guide*.

Following are the dates for appealing ratings. These deadlines are final. To maintain a fair appeal process, late appeals are denied. Please see “Chapter 12 —Calendar” for more information.

~~August~~September ~~12~~26, ~~2022~~2023	*Ratings Release on TEAL.* No appeals will be resolved before the public release of ratings.
~~August~~September ~~15~~28, ~~2022~~2023	*Preliminary Ratings and Preliminary Count of Consecutive Years of Unacceptable Performance Release on TEA Public Website.* Ratings and counts of consecutive years are subject to change due to the results of an audit, investigation, or appeal.
~~August 12–~~ September 26–October 31~~12~~, ~~2022~~2023	~~*2022*~~*2023 Appeals Window.* Appeals may be submitted by the superintendent or chief operating officer once ratings and year counts are released. Districts and charter schools register their intent to appeal using the TEA Login (TEAL) Accountability application ~~TEAL~~ Accountability application and mail their appeal letter with supporting documentation. Appeals not signed by the district superintendent or chief operating officer of the charter school are denied. See the “How to Appeal” section later in this chapter.
~~September 12~~October 31, ~~2022~~2023	*Appeals Deadline.* Appeals must be uploaded in the TEAL Accountability Appeals system, postmarked, or hand-delivered no later than ~~September 12, 2022~~ October 31, 2023, 5:00 p.m. CDT, to be considered.

~~December 2022~~January 2024	*Decisions Released.* Commissioner's decisions are mailed in the form of response letters to each district and charter school that filed an appeal by the ~~September 12~~October 31 deadline. Letters are posted to the TEAL Accountability application.
~~December 2022~~January 2024	*Final Ratings and Count of Consecutive Years of Unacceptable Performance Release.* The outcomes of all appeals are reflected in the ratings and year counts update scheduled for ~~December 2022~~January 2024. The TEAL and public websites are updated. Ratings and year counts are subject to change due to the results of an audit, investigation, or appeal.

General Considerations

The basis for appeals should be a data or calculation error attributable to TEA, an ESC, or the testing contractor(s). The appeals process is not an appropriate method to correct data that were inaccurately reported by the district. A district that submits inaccurate data must follow the procedures and timelines for resubmitting data (e.g., the Texas Education Data Standards). Appeals based on poor data quality will not receive favorable consideration. Poor data quality can, however, be a reason to lower a district's accreditation status (TEC §39.052[b][2][A][i]). When a district or campus rating is changed as the result of an appeal, the data, and calculations on which the original rating was based are not changed; only the rating and affected scaled scores are changed. The Accountability Report Card and all other reports related to accountability for the 2022–23 ~~2021–22~~ school year (e.g., School Report Cards, TAPR, etc.) will include the same data and calculations as do the original reports.

Districts and charter schools may appeal for any reason. However, the accountability system requires that the rules be applied uniformly. Therefore, requests for exceptions to the rules for a district, charter school, or campus are viewed unfavorably and will most likely be denied.

- Districts and charter schools may appeal any overall or domain rating, any campus overall or domain rating, and/or determination of consecutive school years of unacceptable performance ratings.
- Only appeals that would result in a changed ~~rating~~ scaled score are considered. For its appeal to be considered, a district, charter school, or campus must explain how the proposed change will affect the district, charter school, or campus rating. The district, charter school, or campus must submit all relevant data and revised calculations that support all requirements for a higher rating. All supporting documentation must be submitted at the time of the appeal. Districts and charter schools will not be prompted for additional materials.
- Per TAC 97.1061(j), districts, charter schools, and campuses must engage in required interventions that begin upon release of preliminary ratings. Interventions may only be adjusted based on final accountability ratings.
- Appeals of the Closing the Gaps domain will not affect identification for the comprehensive, targeted, or additional targeted interventions as this identification is based on ~~August~~September ~~2022~~2023 accountability data. District, charter school, or campus intervention requirements are determined in part by the current rating outcome. Requests to waive school improvement requirements are not considered an appeal of the accountability rating and are, therefore, denied.

- Campuses identified for comprehensive, targeted, or additional targeted support interventions may not appeal the designation as this identification is based on ~~August~~September ~~2022~~2023 accountability data.
- Districts and charter schools are responsible for providing accurate information to TEA, including information provided on student answer documents or submitted via online testing systems. Districts and charter schools have several opportunities to confirm and correct data submitted for accountability purposes during the correction window.
- In order to be considered for ~~2022~~2023 accountability calculations, all TELPAS rescore requests must be made on or before the deadline provided in the Calendar of Events. The outcomes of these requests will be included in the final CAF and used to calculate preliminary ratings. Rescore requests submitted after the deadline will not be considered during the appeals process.
- The appeals process is not a permissible method to correct data that were inaccurately reported by the district or charter school. Appeals from districts and charter schools that missed data resubmission window opportunities are denied. Appeal requests for data corrections for the following submissions are not considered:

  TSDS PEIMS data submissions for the following:
  - Student identification information or program participation
  - Student racial/ethnic categories
  - Student economic status
  - Student at-risk status
  - Student attribution codes
  - Student leaver data
  - Student grade-level enrollment data
  - Student course completion

  STAAR, STAAR Alternate 2, TELPAS Alternate, and TELPAS ~~answer documents,~~TIDE data, specifically, the following:
  - Student identification information, demographic, or program participation
  - Student racial/ethnic categories
  - Student economic status
  - Score codes or test version codes
  - Student year in U.S. schools information reported on TELPAS
  - Campus ~~and group~~ ID ~~(header) sheets~~
- Requests to modify the ~~2022~~2023 state accountability calculations adopted by commissioner rule are not considered. Commissioner rules are adopted under the Administrative Procedures Act (APA) in Texas Government Code Chapter 2001, and challenges to a commissioner rule should be made under that chapter of the Government Code. Recommendations for changes to state accountability rules submitted to the agency outside of the appeals process may be considered by accountability advisory groups for future accountability cycles.
- Requests to modify statutorily required implementation rules defined by the commissioner are not considered. TSDS PEIMS requirements, campus identifications, and statutorily required exclusions are based on data submitted by districts. These data reporting requirements are reviewed by the appropriate advisory committee(s), such as the TEA Information Task Force (ITF) and Policy

Committee on Public Education Information (PCPEI). Recommendations for changes to agency rules submitted outside of the appeals process may be considered as the appropriate advisory groups reconvene annually. Examples of issues considered unfavorably by TEA on appeal are described below.

- *Late Online Application Requests.* Requests to submit or provide information after the deadline of the online alternative education accountability (AEA) campus registration (5:00 p.m. CDT on April 7, 2023~~April 8, 2022~~) or the pairing application (5:00 p.m. CDT on May 5, 2023~~May 6, 2022~~)
- *Inclusion or exclusion of specific test results*
  - Grade-level mathematics assessment for a middle school student who took the Algebra I end-of-course (EOC)
- *Late rescore requests*
  - Requests made after the deadline provided in the Calendar of Events
- *Inclusion or exclusion of specific students*
  - Emergent Bilingual (EB) students/English learners (ELs)
  - Unschooled asylees, unschooled refugees, and students with interrupted formal education
  - Students receiving special education services
- *Requests to modify calculations or methodology applied to all ~~districts and~~ campuses*
  - ~~STAAR progress measures;~~ EL performance measures; longitudinal graduation rates; annual dropout rates; college, career, and military readiness indicators
  - ~~District and campus~~Campus mobility/accountability subsets
  - Rounding
  - Minimum size criteria
  - Small-numbers analysis
  - Student groups evaluated in Closing the Gaps
- *Requests to modify provisions or methodology applied to accountability*
  - *AEA Provisions.* Requests for consideration of campus registration criteria, at-risk or grades 6–12 enrollment criteria, previous year safeguard methodology, dropout recovery school (DRS) designations, and to waive the alternative education campus (AEC) enrollment criterion for charter schools
  - *School Types.* The four campus types categories used for ~~2022~~2023 accountability are identified based on TSDS PEIMS enrollment data submitted in fall ~~2021~~2022. Requests to redefine the grade spans that determine school types
  - *Campus Configuration Changes.* Districts and charter schools have the opportunity to determine changes in campus identification numbers and grade configurations. Requests for consideration of accountability rules based on changes in campus configurations are, therefore, viewed unfavorably
  - *New Campuses*. Requests to assign a *Not Rated* label to campuses that are rated in their first year of operation

- *District Proportional Ratings*. Requests to not rate districts based on the proportional outcomes of their campuses.

Data Relevant to the Prior-Year Results

Appeals are considered for the ~~2022~~2023 ratings status based on information relevant to the ~~2022~~2023 evaluation. Appeals are not considered for circumstances that may have affected the prior-year measures, regardless of whether the prior-year results impacted the current-year rating.

No Guaranteed Outcomes

Each appeal is evaluated on the details of its unique situation. Well-written appeals that follow the guidelines are more easily processed but not automatically granted.

Special Circumstance Appeals

- *Other Issues.* If other serious issues are found, copies of correspondence with the testing contractor(s), the regional ESC, or TEA must be provided with the appeal.
- *Online Testing Errors.* Appeals based on STAAR or TELPAS online test submission errors must include documentation or validation of the administration of the assessment.
- *Years in U.S. Schools.* Districts and charter schools should include documentation demonstrating that using prior-spring TELPAS records for students taking EOCs in summer or fall would result in a higher accountability rating.
- *Special Program Campuses.* Districts and charter schools should include documentation demonstrating the special nature of a campus designed to serve a specific population such as a campus designed solely to serve students receiving transition services under an individualized education program or a newcomer center designed specifically to serve unschooled asylees and refugees or students with interrupted formal education.

Not Rated Appeals

Districts, charter schools, and campuses assigned *Not Rated* labels are responsible for appealing this rating by the appeal deadline if the basis for this rating was due to special circumstance or error by the testing contractor(s). If TEA determines that the *Not Rated* label was indeed due to special circumstances, it may assign a revised rating.

Distinction Designations

Decisions regarding distinction designations cannot be appealed. Indicators for distinctions are reported for most districts, charter schools, and campuses regardless of eligibility for a designation. Districts, charter schools, and campuses receiving an unacceptable rating are not eligible for a distinction. Districts, charter schools, and campuses that appeal an unacceptable rating will automatically receive any distinction designation earned if their appeal is granted and the district, charter school, or campus rating is revised to an acceptable rating; however, if a district, charter school, or campus appeals an acceptable rating and the appeal is granted, no adjustments will be made to distinction designation(s) awarded with the preliminary rating. Please see Chapter 9 for further information on acceptable and unacceptable ratings.

How to Submit an Appeal

Districts and charter schools should file their intent to appeal district, charter school, or campus ratings using the ~~TEA Login (~~TEAL~~)~~ Accountability application. This confidential online system provides a

mechanism for tracking all accountability rating appeals and allows districts and charter schools to upload an electronic copy of their appeal(s), and monitor the status of their appeal(s).

After filing an intent to appeal, districts and charter schools must either upload an appeal packet in the TEAL Accountability application or mail an appeal packet including all supporting documentation necessary for TEA to process the appeal. Filing an intent to appeal does not constitute an appeal. To file an intent to appeal:

1. Log on to TEAL at https://tealprod.tea.state.tx.us/.
2. Click *ACCT – Accountability*.
3. From the Welcome page, click the *Notification of Intent to Appeal* link and follow the instructions.

The *Notification of Intent to Appeal* link will be available during the appeals window from Tuesday, ~~Friday, August 12~~September 26 through 5:00 p.m. CDT on ~~Monday~~Tuesday, ~~September 12~~October 31. The status of the appeal (e.g., intent notification and receipt of documentation) will be available on the TEAL Accountability application.

District superintendents and charter school chief operating officers who do not have TEAL access must request access at the TEA Secure Applications Information page at https://tea.texas.gov/About_TEA/Other_Services/Secure_Applications/TEA__Secure_Applications_Information/.

- Districts and charter schools must submit their appeal either by upload or in hard copy to TEA by 5:00 p.m. CDT on ~~September 12~~October 31, ~~2022~~2023. The appeal must include the following:
  - A statement that the letter is an appeal of a ~~2022~~2023 accountability rating and/or an appeal of the determination of consecutive school years of unacceptable performance ratings
  - The name and ID number of the district, open-enrollment charter school, or campus(es) to which the appeal applies
  - For consecutive years appeals, the specific year(s) rating appealed. Appeals should be focused solely on how the information provided directly affects the count of the consecutive school years of unacceptable performance ratings, including details of how a prior issued rating should be overturned
  - The specific indicator(s) appealed
  - The special circumstance(s) regarding the appeal, including details of the data affected and what caused the problem
  - If applicable, the reason(s) why the cause for appeal is attributable to TEA, a regional ESC, or the testing contractor(s)
  - The effect(s) a granted appeal would have on the district, charter school, and/or campuses
  - The reason(s) why granting the appeal may result in a revised rating, including calculations and data that support that rating
  - A statement that all information included in the appeal is true and correct to the best of the district superintendent's or charter school chief operating officer's knowledge and belief
  - The district superintendent's or charter school chief operating officer's signature on official district or charter school letterhead
- If mailed, ~~T~~the appeal shall be addressed to the Performance Reporting Division as follows:

Your ISD
Your address
City, TX Zip

postage

Performance Reporting Division
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1494

Attn: Accountability Ratings Appeal

- The letter of appeal should be addressed to Mr. Mike Morath, Commissioner of Education (see example letters on the following page).
- Appeals for more than one campus, including alternative education campuses, within a single district or charter school must be included in the same letter.
- Appeals for more than one indicator must be included in the same letter.
- All appeals and supporting documentation must be included in the original appeal submission. The appeal must contain information for all the campuses for which the district or charter school is appealing. If the district or charter school is appealing the district or charter school rating, this documentation must also be included in the original appeal.
- It is the district's or charter school's responsibility to ensure all relevant information is included in an appeal at the time of submission as districts and charter schools will not be prompted for additional materials.
- If the appeal will impact the rating of the district, the charter school, or a paired campus, the consequence must be noted.
- Appeals postmarked after ~~September 12~~October 31, ~~2022~~2023, are not considered. Appeals delivered to TEA in person must be time-stamped by the Performance Reporting Division before 5:00 p.m. CDT on ~~September 12~~October 31, ~~2022~~2023. Overnight courier tickets or tracking documentation must indicate package pickup on or before ~~September 12~~October 31.
- Only ~~send~~ provide one copy of the appeal letter and/or supporting documentation.
- Districts and charter schools are encouraged to obtain delivery confirmation services from their mail courier.
- When student-level information is in question, supporting documentation must be provided for review (i.e., a list of the students by name and identification number). It is not sufficient to reference indicator data without providing documentation with which the appeal can be researched and evaluated. *Confidential student-level documentation included in the appeal packet will be processed and stored in a secure location and accessible only by TEA staff authorized to view confidential student results. Please clearly mark any page that contains confidential student data.*

- If the appeal involves student-level information, the following table shows an example of the data needed in order for staff researchers to validate appeal statements. Appeals submitted without sufficient data cannot be processed.

Data Element	Note
County-District-Campus-Number	9-digits
District Name	
Campus Name	
Student ID	TSDS Unique ID or student's ~~social security number or a state-approved alternate ID consisting of an "S" followed by eight digits.~~TEMP ID used in TIDE
Last Name	
First Name	
Test Administration	e.g. spring administration
Subject Information	e.g. reading/language arts (RLA), mathematics, science

Examples of satisfactory and unsatisfactory appeals are provided for illustration only.

Satisfactory Appeal:	**Unsatisfactory Appeals:**
Dear Commissioner Morath, This is an appeal of the ~~2022~~2023 accountability rating issued for Elm Street Elementary School (ID 123456789) in Elm ISD (123456). Specifically, I am appealing the overall and Closing the Gaps domain ratings. One Elm Street student was excluded from the economically disadvantaged student group preventing Elm Street Elementary from achieving a rating of *C*. The first attachment shows that this Elm Street Elementary student was correctly coded as economically disadvantaged in the district's PEIMS record as well as ~~the STAAR precode file~~TIDE for those test administrations. The second attachment shows the recalculated percentages in the Closing the Gaps domain and the overall rating for Elm Elementary with the inclusion of this student in the economically disadvantaged group. We recognize the appeal process as the mechanism to address these unique issues. By my signature below, I certify that all information included in this appeal is true and correct to the best of my knowledge and belief. Sincerely, J. Q. Educator Superintendent of Schools *Attachments*	Dear Commissioner Morath, This is an appeal of the ~~2022~~2023 accountability rating issued for Elm Street Elementary School (ID 123456789) in Elm ISD (123456). Specifically, I am appealing the Closing the Gaps Academic Achievement indicator in RLA ~~reading~~ for the Hispanic student group. This is the only indicator keeping Elm Street Elementary from achieving a rating of *C*. My analysis shows a coding change made to one student's race/ethnicity ~~on the answer document~~in TIDE ~~at the time of testing~~ was in error. One fifth grade Hispanic student was miscoded as white ~~on the answer document~~. Had this student, who achieved Meets Grade Level on the ~~reading~~ RLA test, been included in the Hispanic student group, this group would have met the target and earned 3 points. Removing this student from the white student group does not cause the white student group performance to ~~fall below the target.~~change. We recognize the importance of accurate data coding and have put new procedures in place to prevent this from occurring in the future. Sincerely, J. Q. Educator Superintendent of Schools *Attachments*
	Dear Commissioner Morath, Maple ISD feels that its rating should be an *A*. The discrepancy occurs because TEA shows the performance in the Student Achievement domain for English is 48%. We have sent two assessments back for rescoring and are confident they will be changed to Masters Grade Level. Sincerely, J. Q. Educator Superintendent of Schools *(no attachments)*

How an Appeal is Processed by the Agency

- The Performance Reporting Division receives an appeal packet either via the TEAL Accountability upload or by mail.
- Once the appeal is received, TEA staff updates the TEAL Accountability application to reflect the postmark or upload date for each appeal and, if mailed, the date on which each appeal packet is received by the agency. Districts and charter schools may monitor the status of their appeal(s) using the TEAL Accountability application.
- Researchers evaluate the request using agency data sources to validate the statements made to the extent possible. The agency examines all relevant data, *not just the results for students specifically named in the appeal.*
- Researchers analyze the effect that granting a campus appeal may have on other campuses in the district or charter school (such as paired campuses), even if they are not specifically named in the appeal. Similarly, the effect that granting a campus appeal may have on the district or charter school is evaluated, even if the district or charter school is not named in the appeal. In single-campus districts or charter schools, both the campus and district or charter school are evaluated, regardless of whether the district or charter school submits the appeal as a campus or district or charter school appeal.
- Staff prepares a recommendation and submits it to an external panel for review.
- The review panel examines all appeals, supporting documentation, staff research, and the staff recommendation. The panel determines its recommendation.
- The panel's recommendations are forwarded to the commissioner.
- The commissioner makes the final decision on all appeals.
- District superintendents and charter school chief operating officers receive written notification of the commissioner's decision and the rationale upon which the decision is based. The commissioner's response letters are posted to the TEAL Accountability application at the same time the letters are mailed. District superintendents and charter school chief operating officers are also notified via email that appeal decisions are available on TEAL.
- If an appeal is granted, the data upon which the appeal is based are not modified. Accountability and performance reports, as well as all other publications reflecting accountability data, must report the data as submitted to the TEA. Accountability data are subject to scrutiny by the Office of the State Auditor.

The commissioner's decisions are final and not subject to further appeal or negotiation. The letter from the commissioner serves as notification of the final district or campus rating. Districts and charter schools may publicize the changed ratings at that time. The agency website and other accountability products are updated in December after the resolution of all appeals to reflect any changed rating. When a district, charter school, or campus rating is changed as the result of an appeal, the data, and calculations on which the original rating was based are not changed; only the rating itself is changed. The Accountability Report Card and all other reports related to accountability for the 2022–23~~2021–22~~ school year (e.g., School Report Cards, TAPR) will include the same data and calculations as do the original reports.

Relationship to the Federal Accountability Indicators, PBM, and Effective Schools Framework

Federal accountability indicators, ~~Performance-Based Monitoring system~~Results Driven Accountability (~~PBM~~RDA) indicators, and Effective Schools Framework (ESF) intervention requirements are considered when evaluating the appeal. District or charter school data submitted through TSDS PEIMS or to the state testing contractor(s) are also considered. Certain appeal requests may lead to audits by the Data Reporting Compliance Unit, investigations by the Special Investigations Unit, and/or the need for the Division of School Improvement to address potential issues related to data integrity.

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Chapter 9—Responsibilities and Consequences

State Responsibilities

The Texas Education Agency (TEA) is responsible for the state accountability system and other statutory requirements related to its implementation. As described in "Chapter 4—Closing the Gaps," and this chapter, TEA applies a variety of safeguards to ensure the integrity of the system. TEA is also charged with taking actions to intervene when conditions warrant.

District Accreditation Status

State statute requires the commissioner of education to determine an accreditation status for districts and charter schools.

Rules that define the procedures for determining a district's or charter school's accreditation status, as well as the prior accreditation statuses for all districts and charter schools in Texas are available at https://tea.texas.gov/accredstatus/.

Determination of Count of Consecutive School Years of Unacceptable Performance Ratings

Beginning with the 2014 ratings, TEA sums the consecutive years of *F* or *Improvement Required* overall ratings for the district, open-enrollment charter school, or campus.

- A rating of *A, B, C, Met Standard,* or *Met Alternative Standard* resets the consecutive count to 0 for that year.
- *Not Rated: Hurricane Harvey* in 2018 does not break or increase the consecutive year count.
- *Not Rated: Data Integrity* ~~in 2019~~ does not break or increase the consecutive year count.
- *Not Rated: Declared State of Disaster* in 2020 and/or 2021 does not break or increase the consecutive year count.
    - If the campus earned an *Acceptable* rating under the 2021 optional alternative evaluation, the 2021 *Acceptable* rating reset the consecutive year count to 0.
- *Not Rated: Senate Bill 1365* in 2022 does not break or increase the consecutive year count.

For campuses approved for Texas Partnerships under Texas Education Code (TEC), §11.174, (also known as Senate Bill (SB) 1882 campuses), pauses in consecutive year counts are applied during the SB 1882 partnership years. Campuses approved for Math Innovation Zones under TEC, §28.020, also receive a pause in consecutive year counts. Unacceptable ratings received during these pause years do not increase the consecutive year count. An acceptable rating of *A, B,* or *C* earned during these years breaks the consecutive year count.

Impact of Overall D Ratings

SB 1365 (87th Texas Legislature, 2021) established 2019 ratings as the year for starting the *D* count. An overall rating of *D* does not break the count of consecutive years of unacceptable performance. Under TEC, §39A.118, a third overall *D* affects interventions and/or sanctions and thereby increases the count of consecutive years of unacceptable performance ratings. This increase occurs only if a district, open-enrollment charter school, or campus has not broken the chain of consecutive years by earning an overall *A, B,* or *C*.

An overall *D* following an *A, B*, or *C* rating does not begin the count of consecutive years of unacceptable performance until the third overall *D*. An overall rating of *D* following an *F* or *Improvement Required* rating pauses the count of consecutive years until the third overall *D*. An overall *D* following an *F* or *Improvement Required* rating is considered unacceptable for purposes such as District of Innovation termination under TEC, §12A.008, and eligibility for distinction designations under TEC, §39.201.

In determining consecutive years of unacceptable ratings for purposes of accountability interventions and sanctions, only years that a district, charter school, or campus is assigned an accountability rating will be considered. Details for which years ratings were issued, and the rating labels used are shown below.

- 2023: *A, B, C, D, F* for districts and campuses
- 2022: *A, B, C, Not Rated: Senate Bill 1365* for districts and campuses
- 2021: *Not Rated: Declared State of Disaster* or *Acceptable*
- 2020: No state accountability ratings issued
- 2019: *A, B, C, D, F* for districts and campuses
- 2018: *A, B, C, D, F* for districts and *Met Standard, Met Alternative Standard, and Improvement Required* for campuses
- 2013–17: *Met Standard, Met Alternative Standard,* and *Improvement Required*

Public Education Grant (PEG) Program Campus List

Campuses that receive an overall *F* rating ~~scaled score below 60~~ in ~~2022~~ 2023 are placed on the ~~2023–24~~2024–25 PEG List. The list of 2024–25 ~~2023–24~~ PEG campuses will be released ~~on~~ September 28, 2023.~~August 15, 2022.~~ For more information about the PEG program, please see the PEG webpage on the TEA website at https://tea.texas.gov/PEG.aspx.

Local Responsibilities

Districts and charter schools have responsibilities associated with the state accountability system. Primarily these involve following statutory requirements, collecting and submitting accurate data, and properly managing campus identification numbers.

Statutory Compliance

Several state statutes direct local districts, charter schools, and/or campuses to perform certain tasks or duties in response to the annual release of the state accountability ratings. Key statutes are discussed below.

Public Discussion of Ratings (TEC §11.253(g))

Each campus site-based decision-making committee must hold at least one public meeting annually after the receipt of the annual campus accountability rating for discussing the performance of the campus and the campus performance objectives. The confidentiality of the performance results must be ensured before public release. The accountability data tables available on the TEA public website have been masked to protect confidentiality of individual student results.

Notice in Student Grade Report and on District Website (TEC §§39.361–39.362)

Districts and charter schools are required to publish accountability ratings on their websites and include the rating in the student grade reports. These statutes require, in relevant part, districts and charter schools

- to include, along with the first written notice of a student's performance that a school district or charter school gives during a school year, a statement of whether the campus has been awarded a distinction designation or has been rated *F*, as well as an explanation of the distinction or unacceptable identification; and
- by the 10th day of the new school year to have posted on the district or charter school website the most current information available in the school report card and the information contained in the most recent performance report for the district or charter school.

For more information regarding these requirements, please see *Requirement for Posting of Performance Frequently Asked Questions: Notice in Student Grade Report*, available on the TEA website at https://rptsvr1.tea.texas.gov/perfreport/3297_faq.html.

Public Education Grant Program Parent Notification (TEC §§29.201–29.205)

The PEG program permits parents with children attending campuses that are on the PEG List to request that their children be transferred to another campus. If a transfer is granted to another district, funding is provided to the receiving district. A list of campuses identified under the PEG criteria is released to districts annually. Districts must notify each parent of a student assigned to attend a campus on the PEG List by February 1. For more information on the PEG program, please see *PEG Frequently Asked Questions*, available at https://tea.texas.gov/perfreport/peg_faq.html.

Campus Intervention Requirements under TEC Chapter 39A

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

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

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

Actions Required Due to Low Ratings or Low Accreditation Status

Districts and charter schools that earn a *D* or *F* rating or *Accredited-Probation/Accredited-Warned* accreditation status and campuses with a *D* or *F* rating will be required to follow directives from the commissioner designed to remedy the identified concerns. Requirements will vary depending on the circumstances for each individual district or charter school. Commissioner of E~~e~~ducation rules that define the implementation details of these statutes are available on the TEA School Improvement Division website at the Accountability Interventions link at https://tea.texas.gov/schoolimprovement/ and on the TEA Accreditation Status website at https://tea.texas.gov/accredstatus/.

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

Campus Identification Numbers

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

Within any ~~In a~~ given year, districts or charter schools may need to update one or more CDC numbers due to closing old schools, opening new schools, or changing the grades or populations served by an existing school. Unintended consequences can occur when districts or charter schools "recycle" CDC numbers.

As performance results of prior years are a component of the accountability system in small-numbers analysis and possible statutorily-required improvement calculations in future years, merging prior-year files with current-year files is driven by campus identification numbers. Comparisons may be inappropriate when a campus configuration has changed. The following example illustrates this situation.

Example: A campus served grades 7 and 8 in ~~2021~~2022, but in 2023~~2022~~ serves only grade 6. The district did not request a new CDC number for the new configuration. Instead, the same CDC number used in 2023 ~~2022~~ was maintained (recycled). Therefore, in ~~2022~~2023, grade 6 performance on the assessments may be combined for small-numbers analyses purposes with grade 7 and 8 outcomes from prior years.

Making changes to campus numbers is a serious decision for local school districts and charter schools. Districts and charter schools should exercise caution when either requesting new numbers or continuing to use existing numbers when the student population changes significantly, or the grades served change significantly. Districts and charter schools are strongly encouraged to request new CDC numbers when campus organizational configurations change dramatically.

For requests applying to the current school year, TEA policy requires that school districts and charter schools request to make campus numbers active or obsolete by September 1 to ensure time for processing before TSDS PEIMS deadlines in late September for the class roster and charter waitlist collections. For requests applying to the upcoming school year, campus number requests received before accountability ~~August 15~~ratings are released may not be processed until after the public release of ~~accountability~~ the ratings.

For requests involving campuses that received an overall rating of *D, F,* or *Not Rated* ~~a *Not Rated: Senate Bill 1365* rating~~ or were identified for comprehensive support and improvement under the Every Student Succeeds Act, districts and charter schools must first consult with the TEA Office of Governance. Each such request is then reviewed by an agency campus number committee. For these reasons, as well as the deadline for campus status change requests, all campus number requests involving campuses that received an overall rating of *D, F,* or *Not Rated* or ~~a *Not Rated: Senate Bill 1365* rating or campuses~~ that were identified for comprehensive support and improvement must be received no later than ~~**August 16, 2022**~~ **September 29, 2023.**

The consolidation, deletion, division, or addition of a campus identification number does not absolve the district or charter school of the state accountability rating history associated with campuses newly consolidated, divided, or closed, nor preclude the requirement of participation in intervention activities for campuses ~~that received a *Not Rated: Senate Bill 1365* rating~~. The Division of School Improvement will work with the district or charter school to determine specific intervention requirements. For additional information about campus number requests, please contact AskTED at AskTed@tea.texas.gov or (512) 463-9809.

Although the ratings history may be linked across campus numbers for purposes of determining consecutive years of *D, F, Improvement Required, Academically Unacceptable*, or *AEA: Academically Unacceptable* ratings, data will not be linked across campus numbers. This includes TSDS PEIMS data, assessment data, and graduation/dropout data that are used to develop the accountability indicators. Therefore, changing a campus number under these circumstances may be to the disadvantage of a *D* or *F* campus. ~~In the rare circumstance where a campus or charter school receives a new campus or district number, the ratings history is linked while the data are not linked across the district numbers.~~

If a district or charter school enters into a legal agreement with TEA that requires new district or campus numbers, the ratings history will be linked to the previous district or campus numbers. In this case, both the district/charter school and campuses will be rated the first year under the new numbers. Data for districts, charter schools, and campuses in these circumstances will not be linked. This includes the TSDS PEIMS data, assessment data, and graduation/dropout data that are used to develop the accountability indicators. Districts, charter schools, or campuses under a legal agreement with TEA cannot take advantage of small-numbers analysis the first year under a new district or campus number.

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Chapter 10—Identification of Schools for Improvement

Overview

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

Targeted Support and Improvement Identification

TEA uses ~~the~~ Closing the Gaps domain data to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. A "no" is considered missing the target for 2019 and 2022. For 2023 and beyond, a student group that earns either a zero or one point for the indicator is considered as missing the target.

Any campus not identified for CSI that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. ~~Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.~~ Campuses are evaluated annually for TSI identification.

Minimum Size

In order to be considered when evaluating campuses for TSI identification, student groups must meet the following minimum size requirements. When a student group is not evaluated because it does not meet minimum size, the count of consecutive years resets for that student group.

Each student group must have 10~~25~~ reading/language arts (RLA) *and* ~~25~~ 10 mathematics assessment results for evaluation in the Academic Achievement component. If a student group does not meet minimum size in Academic Achievement, it is not considered when evaluating the campus for identification. The former minimum size of 25 remains in effect for 2019 and 2022 data. The minimum size of 10 applies to 2023 and beyond.

Students Evaluated

In alignment with ESSA, TSI identifications are determined annually using the disaggregated performance of the following student groups. The data saved by districts in the Test Information Distribution Engine (TIDE) by May 12, 2023, are used to determine demographics for accountability purposes.

- African American
- American Indian
- Asian
- Hispanic
- Pacific Islander
- White
- Two or more races
- Economically disadvantaged
- Special education
- Emergent bilingual (EB) students/English learners(EL)

- Continuously Enrolled (beginning with 2023)
- Former Special Education (beginning with 2023)

The continuously enrolled and former special education groups are evaluated for ATS/TSI for the first time in 2023. These two groups could potentially be identified as "consistently underperforming" in August 2025 based on data from 2023, 2024, and 2025.

~~The following student groups are not evaluated to identify campuses for TSI: all students; former special education; continuously enrolled; and non-continuously enrolled. Campuses are evaluated annually for TSI identification.~~

Example Campus Identified for Targeted Support and Improvement

In the following example, this campus would be identified for TSI based on the performance of the white student group. This group met minimum size in and missed the same three evaluated indicators for three consecutive years: Academic Achievement (RLA), Academic Achievement (mathematics), and STAAR Only.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored	Special Education (Current)	Special Education (Former)	Continuously Enrolled
Academic Achievement (RLA)												
2019	39%	37%	N	-	N	-	-	37%	36%	36%	-	-
2022	N	N	N	-	N	-	-	N	40%	28%	-	-
2023	2	0	0	-	2	-	-	0	3	2	2	1
Academic Achievement (Mathematics)												
2019	35%	N	N	-	N	-	-	N	44%	39%	-	-
2022	N	42%	51%	-	N	-	-	36%	54%	30%	-	-
2023	0	2	1	-	3	-	-	3	2	2	-	2
Growth (RLA)												
2019	68	71	69	-	N	-	-	68	75	78	-	-
2022	68	76	84	-	84	-	-	73	84	-	-	-
2023	2	2	3	-	2	-	-	2	3	-	-	2
Growth (Mathematics)												
2019	70	N	N	-	N	-	-	N	74	73	-	-
2022	74	78	89	-	90	-	-	80	84	-	-	-
2023	2	2	2	-	2	-	-	2	3	-	-	2
SQSS: STAAR ONLY (EL/MS)												
2019	37	N	N	-	N	-	N	38	45	34	-	-
2022	N	41	N	-	N	-	N	40	50	29	-	-
2023	2	2	0	2	2	2	2	2	2	2	2	1
English Language Proficiency[1]												
2019	-	-	-	-	-	-	-	-	45	-	-	-
2022	-	-	-	-	-	-	-	-	50	-	-	-
2023	-	-	-	-	-	-	-	-	3	-	-	-

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco Dis	EL Current and Monitored	SPED Current
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.										
Years Missed			3							
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	39%	37%	56%	-	59%	-	-	37%	36%	36%
2019	25%	35%	50%	-	61%	-	-	32%	40%	28%
2022	34%	33%	52%	-	74%	-	-	31%	38%	28%
Mathematics Target	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2018	35%	31%	50%	-	76%	-	-	34%	44%	39%
2019	22%	42%	51%	-	73%	-	-	36%	54%	30%
~~2022~~	~~26%~~	~~45%~~	~~51%~~		~~93%~~			~~36%~~	~~54%~~	~~30%~~
Growth (Academic Growth)										
Reading Target	62	65	69	67	77	67	68	64	64	59
2018	68	71	69	-	76	-	-	68	75	78
2019	68	76	84	-	84	-	-	73	84	-
2022	63	68	82	-	85	-	-	70	81	-
Mathematics Target	67	69	74	71	86	74	73	68	68	61
2018	70	60	62	-	85	-	-	64	74	73
2019	74	78	89	-	90	-	-	80	84	-
2022	72	78	86	-	91	-	-	78	81	-
Student Success (Student Achievement Domain Score (STAAR Component Only))										
Target	36	41	58	46	73	48	55	38	37	23
2018	37	40	50	-	63	-	42	38	45	34
2019	34	41	53	-	62	-	30	40	50	29
2022	36	41	54	-	73	-	56	40	52	25

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 meets both ATS identification criteria. First, the campus must meet the identification for TSI by having at least one consistently underperforming student group. Second, the campus must also have at least one consistently underperforming student group that did not meet any of its evaluated indicators for three consecutive years. A "no" is considered missing the target for 2019 and 2022. For 2023 and beyond, a student group that earns either a zero or one point for the indicator is considered as missing the target.

Minimum Size

In order to be evaluated for ATS, each student group must have ~~25~~ 10 ~~reading~~ RLA *and* 10 ~~25~~ mathematics assessment results for evaluation in the Academic Achievement component. If a student group does not meet minimum size in Academic Achievement, it is not considered when evaluating the campus for identification.

For elementary and middle schools, the student group must meet minimum size for all three years in all five indicators: Academic Achievement ~~Reading~~RLA, Academic Achievement Mathematics, Academic Growth ~~Reading~~RLA, Academic Growth Mathematics, and Student Success (STAAR Only).

For high schools and K–12s the student group must meet minimum size for all three years in all four indicators: Academic Achievement ~~Reading~~RLA, Academic Achievement Mathematics, Graduation Rate, and School Quality (CCMR). If the campus does not have a graduation rate, Academic Growth is used with the four indicators minimum requirement.

The former minimum size of 25 remains in effect for 2019 and 2022 data. The minimum size of 10 applies to 2023 and beyond.

Students Evaluated

The same student groups evaluated for TSI are evaluated for ATS.

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.

Example Campus Identified for Additional Targeted Support and Improvement

In the following example, this campus would be identified for ATS based on the performance of the white student group. This group met minimum size in and missed all evaluated indicators for three consecutive years.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored	Special Education (Current)	Special Education (Former)	Continuously Enrolled
Academic Achievement (RLA)												
2019	39%	37%	N	-	N	-	-	37%	36%	36%	-	-
2022	N	N	N	-	N	-	-	N	40%	28%	-	-
2023	2	0	1	-	2	-	-	0	3	2	2	1
Academic Achievement (Mathematics)												
2019	35%	N	N	-	N	-	-	N	44%	39%	-	-
2022	N	42%	N	-	N	-	-	36%	54%	30%	-	-
2023	1	2	0	-	3	-	-	3	2	2	-	2
Growth (RLA)												
2019	68	71	N	-	N	-	-	68	75	78	-	-
2022	68	76	N	-	84	-	-	73	84	-	-	-
2023	2	3	~~N~~0	-	2	-	-	2	2	-	-	2
Growth (Mathematics)												
2019	70	N	N	-	N	-	-	N	74	73	-	-
2022	74	78	N	-	90	-	-	80	84	-	-	-
2023	2	3	0	-	3	-	-	2	3	-	-	2
SQSS: STAAR ONLY (EL/MS)												
2019	37	N	N	-	N	-	N	38	45	34	-	-
2022	N	41	N	-	N	-	N	40	50	29	-	-
2023	2	2	1	-	2	-	2	2	3	2	2	1
English Language Proficiency[1]												
2019	-	-	-	-	-	-	-	-	45	-	-	-
2022	-	-	-	-	-	-	-	-	50	-	-	-
2023	-	-	-	-	-	-	-	-	3	-	-	-

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco Dis	EL Current and Monitored	SPED Current
If a consistently underperforming student group missed all evaluated indicators for three years, the campus is escalated to ATS.										
Years Missed			3							
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	39%	37%	56%	-	59%	-	-	37%	36%	36%
2019	25%	35%	50%	-	61%	-	-	32%	40%	28%
2022	34%	33%	52%	-	74%	-	-	31%	38%	28%
Mathematics Target	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2018	35%	31%	50%	-	76%	-	-	34%	44%	39%
2019	22%	42%	51%	-	73%	-	-	36%	54%	30%
~~2022~~	~~26%~~	~~45%~~	~~51%~~	~~-~~	~~83%~~	~~-~~	~~-~~	~~36%~~	~~54%~~	~~30%~~
Growth (Academic Growth)										
Reading Target	62	65	69	67	77	67	68	64	64	59
2018	68	71	67	-	76	-	-	68	75	78
2019	68	76	68	-	84	-	-	73	84	-
2022	63	68	68	-	85	-	-	70	81	-
Mathematics Target	67	69	74	71	86	74	73	68	68	61
2018	70	60	62	-	85	-	-	64	74	73
2019	74	78	73	-	90	-	-	80	84	-
2022	72	78	73	-	91	-	-	78	81	-
Student Success (Student Achievement Domain Score (STAAR Component Only))										
Target	36	41	58	46	73	48	55	38	37	23
2018	37	40	50	-	63	-	42	38	45	34
2019	34	41	53	-	62	-	30	40	50	29
2022	36	41	54	-	73	-	56	40	52	25

Comprehensive Support and Improvement Identification

~~As part of the spring 2022 Every Student Succeeds Act (ESSA), amendment, TEA requested to update the CSI identification and exit criteria. Under ESSA, at least five percent of Title I campuses statewide must be identified and/or reidentified. TEA annually establishes the minimum number of campuses that must be identified and/or reidentified to fulfill ESSA requirements. 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.~~

~~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.~~

To identify schools for CSI, TEA annually ranks all Title I campuses based on Closing the Gaps scaled scores. 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. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Please see Chapters 1 and 7 for additional information on school types.

Additionally, if any Title I or non-Title I campus does not attain a 66.7 ~~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 with fewer than 100 students 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.

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

Any Title I campus identified for ATS for three consecutive years will be identified for CSI the following school year. ~~As part of the spring 2022 ESSA amendment request, TEA requested to delay the escalation of ATS campuses until August 2024. If the request is approved,~~ Title I campuses will be escalated for the first time from ATS to CSI in August 2024 based on 2022, 2023, and 2024 accountability rating data. These campuses will be required to implement CSI interventions beginning in the 2024–25 school year.

When Identified	SY 2022–23	SY 2023–24	SY 2024–25
~~August~~ Fall 2022	**ATS (Year 1)**		
Fall~~August~~ 2023		**ATS (Year 2)**	
~~August~~ Fall 2024			**CSI (Third Identification)**

~~If the request is denied, Title I campuses will be escalated for the first time from ATS to CSI in August 2023 as detailed below.~~

~~When Identified~~	~~SY 2020–21~~	~~SY 2021–22~~	~~SY 2022–23~~	~~SY 2023–24~~
~~**August 2020**~~ ~~(2019 carryover due to COVID-19)~~	~~**ATS (Year 1)**~~			
~~**August 2021**~~ ~~(2019 carryover due to COVID-19)~~		~~**ATS (Year 1)**~~		
~~**August 2022**~~			~~**ATS (Year 2)**~~	
~~**August 2023**~~				~~**CSI (Third 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 Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited.

~~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 low graduation rate ~~below 67 percent~~ must have a four or six-year federal graduation rate of at least 66.7~~67~~ percent for two consecutive years to exit CSI status.

The four-year federal graduation rates for the Class of 2022~~2021~~ and Class of 2021~~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 2020~~2019~~ and Class of ~~2018~~ 2019 are evaluated to determine if a campus has successfully met exit criteria in ~~2022~~2023.

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.~~

Federal Graduation Status—Minimum Size Criteria and Small Numbers Analysis

- The campus is evaluated for CSI exit, if the all students group has at least 10 students in the class.
- Small numbers analysis applies to all students if the number of students in the class is fewer than 10. The total number of students in the class consists of graduates, continuing students, Texas certificate of high school equivalency (TxCHSE) recipients, and dropouts.
- A three-year-average graduation rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.

Identification Methodologies for Previous Years

Additional information on the methodology used to identify campuses for CSI, TSI, and ATS is available in the state's consolidated ESSA plan available at https://tea.texas.gov/about-tea/laws-and-rules/essa/every-student-succeeds-act. Methodology used in prior years is available in that year's respective accountability manual. ~~2018 is available in the *2018 Accountability Manual*. 2019 identification methodology is available in the *2019 Accountability Manual.*~~ These manuals are available on the Performance Reporting Division website at https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting.

In 2020 and 2021, districts and campuses received a *Not Rated: Declared State of Disaster* label overall and in each domain. The U.S. Department of Education (USDE) approved waivers for the following for those years:

- To measure progress toward long-term and interim goals
- To meaningfully differentiate all public schools
- To adjust the Academic Achievement indicator based on a participation rate below 95 percent
- To identify schools for CSI, TSI, and ATS based on data from the 2019–20 and 2020–21 school year

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Chapter 11—Local Accountability Systems

Overview

The Local Accountability System (LAS) allows districts and open-enrollment charter schools to develop local accountability system plans for their campuses. A district's local accountability plan provides stakeholders with detailed information about school performance and progress over time. Local accountability plans may vary by school type (elementary school, middle school, high school, and K–12) and by school group (magnet schools, early college high schools, etc.) but must apply equally to all applicable campuses by school type and group.

LAS Implementation

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

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

Ratings Under LAS

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

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

~~2022~~ 2023 LAS Ratings

For ~~2022~~2023, districts with an approved plan must submit LAS data by ~~July 8, 2022~~ July 7, 2023, in order to have LAS outcomes combined with ~~2022~~ 2023 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~~September 28, 2023, 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.*

LAS Appeals

LAS districts and open-enrollment charter schools that wish to appeal LAS campus ratings must follow the LAS appeals process, as stated in the *Local Accountability System Guide*. The LAS appeal response letter from the commissioner serves as notification of the final campus rating. The commissioner's decisions are final and not subject to further appeal or negotiation.

LAS campuses that receive a state overall scaled score less than 70 may not apply LAS ratings. A district may choose to appeal the state overall accountability rating. If the appeal is granted, and the campus receives a final state overall rating of *C* or higher, the LAS overall rating will be applied to the state overall rating upon the resolution of the state appeal. The final campus overall rating will be updated at this time.

Districts and open-enrollment charter schools that wish to appeal both LAS and state accountability ratings for campuses must submit two appeals: a LAS appeal with supporting data and a state accountability appeal with supporting data. Section 5~~3~~ of the *Local Accountability System Guide* provides instructions for filing a LAS appeal. Please see Chapter 8 of this manual for filing instructions for a state accountability appeal.

Chapter 12—Results Driven Accountability (RDA)

RDA Framework and Guiding Principles

The Results Driven Accountability (RDA) chapter of the *2023 Accountability Manual* is a technical resource to the annually issued RDA Report that is used by the Texas Education Agency (TEA) as one part of its annual evaluation of LEA performance and program effectiveness. Prior to the 2022–23 school year, this RDA chapter was a standalone RDA Manual (see RDA and PBMAS Manuals). However, its inclusion in the *2023 Accountability Manual* is one of the first steps to integrating the RDA system into the *A–F* accountability rating system. The RDA system is structured according to a general framework that consists of indicators selected based on the RDA guiding principles.

RDA Framework

RDA is a local education agency (LEA) level, data-driven monitoring framework developed and implemented annually by the Division of Review and Support in the Office of Special Populations and Monitoring (OSPM) and in coordination with other divisions like Performance-Based Monitoring (PBM) and Special Education Program, Policy, Engagement, and Reporting (SEPPER) within the TEA.[1]

The RDA framework consists of indicators for three program areas: Bilingual Education/English as a Second Language & Emergent Bilingual (BE/ESL/EB), Other Special Populations (OSP), and Special Education (SPED). The RDA indicators are grouped into three domains for each program area.

- **Domain I:** Academic Achievement
- **Domain II**: Post-Secondary Readiness
- **Domain III**: Disproportionate Analysis

The program area indicators that are not Report Only are each assigned at least one performance level (PL). Some indicators, like those used for state assessment, consist of multiple PLs for each subject area tested. To assign the PL(s) for a non-Report Only indicator, the LEA's performance is compared to cut points established for the applicable indicator with consideration for the applied PL standards. Report Only indicators are reported for LEA information and planning purposes.

RDA Guiding Principles

The RDA indicators are selected based on the following five guiding principles.

- **Principle 1: Partnership and transparency with stakeholders**
  - **Public Input and Accessibility.** The design, development, and implementation of RDA are informed by public input received through stakeholder meetings, the public comment period included in the annual rule adoption of the RDA chapter in the accountability manual, and ongoing virtual meeting opportunities with LEA and regional partners. The information RDA generates is available to the public.
  - **End-User Design.** Information guides and reports will seek to make sense of the data for practitioner use and decision-making purposes.
- **Principle 2: Drives Improved Results and High Expectations**
  - **LEA Effectiveness.** RDA is intended to assist LEAs in their efforts to improve local performance.

[1]Unless otherwise noted, the term LEA includes open-enrollment charter schools.

- **Statutory Requirements.** RDA is designed to meet statutory requirements.
- **Indicator Design.** RDA indicators reflect critical areas of student performance, program effectiveness, and data integrity.
- **Progressive Standards.** RDA cut points will be adjusted over time to ensure continued student achievement and progress to achieve high expectations.

- **Principle 3: Protects Children and Families**
  - **Maximum Inclusion.** RDA evaluates a maximum number of LEAs by using appropriate alternatives to analyze the performance of LEAs with small numbers of students.
  - **Annual Statewide Evaluation.** RDA ensures the annual evaluation of all LEAs in the state.
- **Principle 4: Differentiated Incentives and Supports to LEAs**
  - **Individual Program Accountability.** RDA is structured to ensure low performance in one program area cannot be offset by high performance in other program areas or lead to interventions in program areas where performance is high.
- **Principle 5: Responsive to Needs**
  - **System Evolution.** RDA is a dynamic system in which indicators are added, revised, or deleted in response to changes and developments that occur outside of the system, including new legislation and the development of new assessments.
  - **Coordination.** RDA is part of an overall agency coordination strategy for the student outcomes-based evaluation of LEAs.

Components of the RDA Report

Data Sources

Data used in the RDA report come from a variety of sources. Student assessment data are obtained from data files provided by the TEA's test contractor[1]. Data obtained from areas within TEA include dropout and longitudinal graduation data from the Research and Analysis Division and Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) data from the Statewide Education Data Systems Division. On rare occasions, a data source used in the RDA report may be unintentionally affected by unforeseen circumstances, including natural disasters or test contractor administration issues. Should those circumstances occur, TEA will consider how or whether that data source will be used to ensure RDA calculations, performance level (PL) assignments and interventions are implemented appropriately and in alignment with the system's guiding principles. Specific information about the data sources is included for each indicator in Appendix K.

The calculations for each indicator use the most current data available and, for ease of understanding, are presented in this chapter as single-year calculations. In certain instances, however, multiple years of data are combined (see Minimum Size Requirement (MSR) and Special Analysis (SA) sections).

Data Exclusions

Students described under Texas Education Code (TEC) §39.053(*g*-3) are excluded from the computation of annual dropout rates. Any other exclusions that have been applied to a specific indicator are identified in the description of the indicator in Appendix K.

[1] **STAAR® is a registered trademark of the Texas Education Agency. The minimum level of satisfactory performance described in this manual corresponds with the labels adopted under 19 Texas Administrative Code §101.3041: Approaches Grade Level (STAAR/STAAR Spanish) and Level II: Satisfactory Academic Performance (STAAR Alternate 2)**

No Data Available for an Indicator

An LEA with no data available receives a designation of No Data, which means the LEA cannot be evaluated because of an absence of data. For example, if an LEA had no bilingual education students to report, then for any bilingual education indicators based on that data, the RDA report for the LEA will indicate a PL of No Data. LEAs with one or more PL designations of No Data should examine their local data collection and submission procedures as well as the data source for each RDA indicator to confirm the accuracy of the No Data designation. It is the ongoing responsibility of LEAs to ensure students are coded correctly for both TSDS PEIMS and student assessment data. In addition, data validation analyses and reviews are conducted by the agency as part of its RDA activities.

Accountability Subset

Students who are enrolled in an LEA on October 28, 2022 (fall snapshot date) and test in the same LEA in the fall of 2022 or spring of 2023 are in the "accountability subset" while students who are enrolled in an LEA on October 28, 2022, but not enrolled in the same LEA for fall 2022 or spring 2023 testing are not in the accountability subset. The accountability subset for students who test in the summer of 2022 is based on the 2021 fall snapshot date. Whether the accountability subset is used for a particular indicator is noted in the description of the indicator.

Rounding

All RDA rates are rounded to one decimal place (e.g., 79.877% is rounded to 79.9%). The intermediate results for all RDA significant disproportionality ratios are not rounded (e.g., 0.2526315789473684 = 240/950). This multiple decimal place precision helps ensure the accuracy of the final risk ratio value.

Masking

RDA data are released to each LEA as allowed under the Family Educational Rights and Privacy Act (FERPA). RDA data released to the public are masked to protect student confidentiality. An RDA Masking Rules document is available on both the RDA district reports and data download web pages:

- https://rptsvr1.tea.texas.gov/pbm/distrpts.html
- https://rptsvr1.tea.texas.gov/pbm/download.html

Performance Levels (PLs)

A PL is the result that occurs when a standard is applied to an LEA's performance on an indicator. The PLs available for indicators in the 2023 RDA system include Not Assigned (NA) (including Not Assigned through SA), 0, 0 SA, 0 RI, 1, 1 SA, 2, 2 SA, 3, 3 SA, 3 HH, 4, 4 SA, 4 HH, and SD. SA refers to Special Analysis, which is described in the Minimum Size Requirement (MSR) and Special Analysis (SA) section. RI refers to Required Improvement, which is also described in a separate section. HH refers to Hold Harmless, described further in this section. SD refers to Significant Disproportionality and is used to meet federal requirements under 34 CFR §300.647.

RDA indicators include a range of PLs, and each PL range has an established set of cut points. Throughout the RDA indicators, the higher the PL is, the lower the LEA's performance is.

Targeted hold harmless provision for certain indicators will continue in RDA 2023. RDA 2023 provides PL assignments for Other Special Populations (OSP) results for identified students in Foster Care, experiencing homelessness, or Military-Connected for each OSP indicator. Combined results will eliminate over representation of Not Assigned (NA) in single student populations included under OSP within a single year analysis. Under the targeted Hold Harmless (HH) provision, any LEA that would otherwise receive a PL 3 on OSP Indicator #1(i-iv), a PL 3 on OSP Indicator #3(i-iii) or PL 4 on #3(iv), a PL 3 on OSP Indicator #4, or a PL 3 on OSP Indicator #5, but who would not have met minimum size

requirement (MSR) in each of the single OSP populations for the particular indicator, will receive a PL 3 HH or PL 4 HH, as applicable for RDA 2023. For 2023 RDA interventions purposes, the count of PL 3 HH or PL 4 HH under those indicators will not be added to an LEA's total PL 3 and PL 4 count.

Changes to RDA Cut Points

As part of the annual RDA development cycle, the cut points for each RDA indicator are evaluated. A decision to adjust cut points for one or more indicators is based on the following considerations:

- whether a state or federal goal has been identified for the indicator
- performance of the state on each indicator at the time cut points are set
- expected and actual improvement on the indicator over time
- amount of improvement reasonable for the indicator
- the overall impact on the RDA system of adjustments to cut points
- the RDA system's guiding principles
- other considerations that could affect performance on particular indicators
- appropriate cut points across similar indicators
- internal and external input

Report Only Indicators

Some RDA indicators are reported for LEA information and planning purposes. For these indicators, the LEA's performance will be reported along with the overall state rate for the indicator. Cut points, MSR, and PLs are not typically applied to Report Only indicators.

Generally, after a period of one or two years, PLs are assigned to Report Only indicators, and LEA performance on these indicators will be evaluated. The inclusion of Report Only indicators in RDA provides LEAs with an opportunity to review current performance and plan accordingly.

Minimum Size Requirement (MSR) and Special Analysis (SA)

The MSR is incorporated into all indicators assigned a PL. In general, LEAs must have at least 30 students in the relevant segment of the student population denominator to be evaluated on an indicator using the standard RDA analysis. In addition, for certain RDA indicators, LEAs must have at least 5 or 10 students in the relevant segment of the student population numerator to be evaluated using the standard RDA analysis. The MSR is noted in the description of each indicator.

The MSR can be met either in the current year or through the aggregation of numerators and denominators over the last two years, if applicable. If the MSR is met for a particular performance indicator, then an LEA is evaluated using the standard RDA analysis. Under standard analysis, when the MSR is met with the current year's data, a PL is assigned based on that data in relation to the cut points for the indicator. When the MSR is met based on the last two years of data, the numerator and denominator for the current and prior years are aggregated, the indicator is calculated, and a PL is assigned based on the current year's cut points for the indicator. Depending on the indicator, there may be one or two prior years of data aggregated with the current year's data to assign a PL. If the MSR is not met, then the LEA may be evaluated under the Special Analysis (SA) process.

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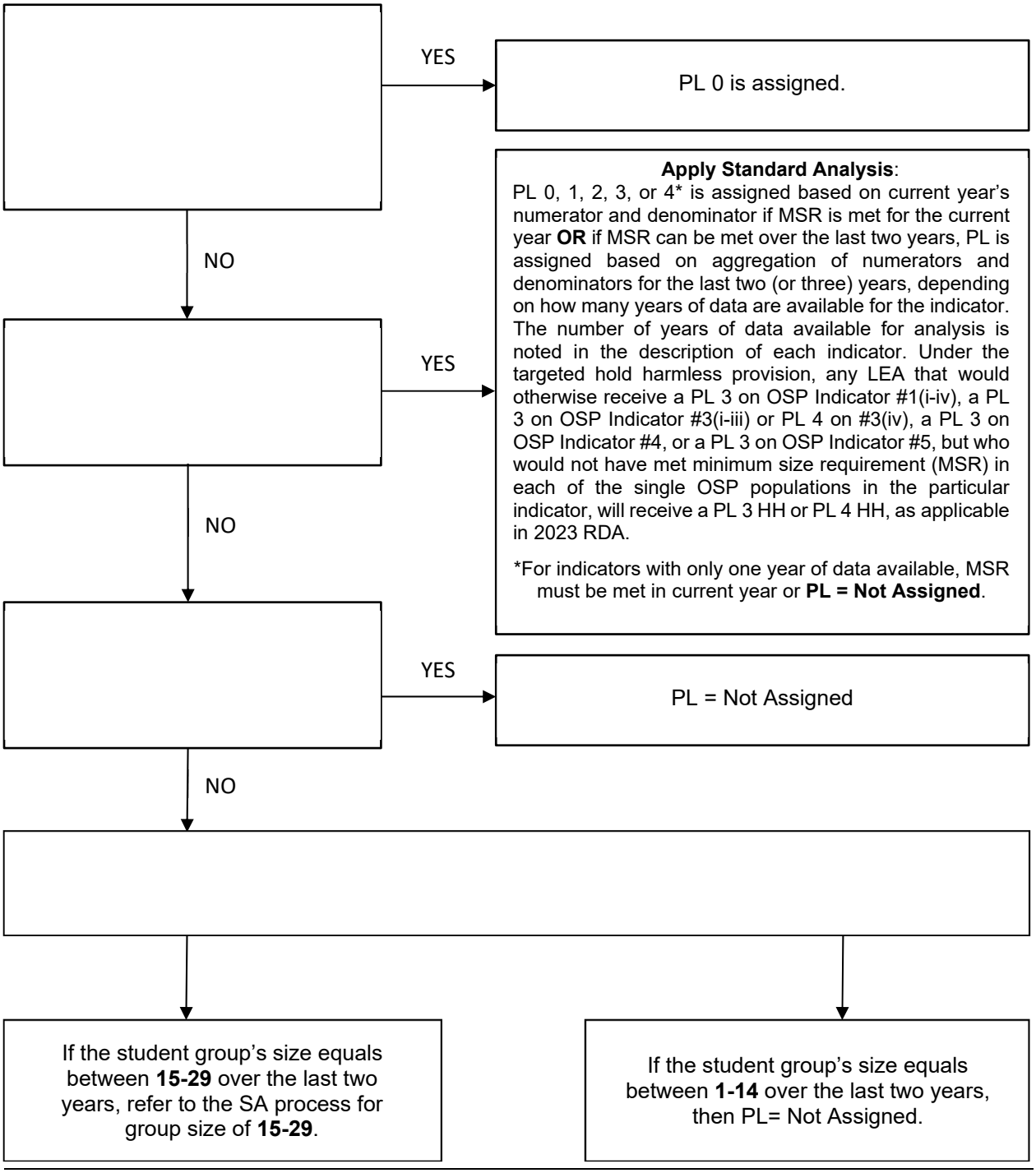
There is one exception to the MSR. If an LEA does not meet MSR for an indicator, but the performance of the LEA meets the criteria to earn a PL of 0, then the LEA receives a PL of 0, regardless of the number of students in the relevant segment of the student population.

The SA process evaluates the performance of LEAs that do not meet MSR. PLs established using the SA process will have "SA" appended (NA SA, 0 SA, 1 SA, 2 SA, 3 SA, 4 SA) and will be included on the RDA reports to LEAs, along with the LEA's numerators, denominators, and rates used in the SA process.

The following flowcharts depict whether standard analysis or SA is applied in the RDA.

RDA PL Assignment and SA Determination Process



Note: For indicators eligible for the RDA SA process that have an MSR in both the denominator and the numerator, an LEA's group size is determined by the smallest denominator or numerator over the last two years.

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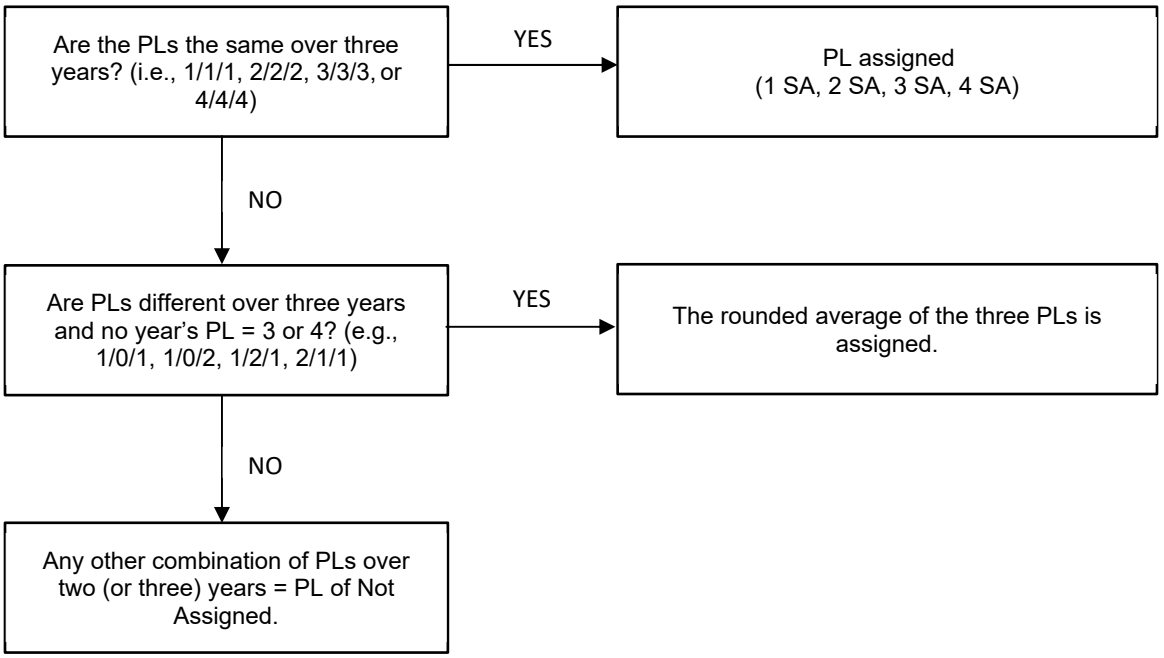
RDA PL Assignment and SA Process for Group Size of 15-29



Note: Group size is based on the sum of the last two years. Previous years' PLs are determined based on the relevant years' numerators, denominators, and rates shown on the LEA's RDA report.

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Required Improvement (RI)

The RDA framework and report, by design, has a built-in improvement component. Because the system includes a range of PLs, LEAs that demonstrate improvement from one year to the next can progress from one PL to another. For example, an LEA with a 74% special education graduation rate received a PL 1 in the 2022 RDA. If the LEA improves its special education graduation rate to 80% in 2023, it would receive a PL 0 because its performance meets the 2023 PL 0 cut point.

In addition to the system's built-in improvement component, the 2023 RDA will again include RI for certain indicators. The indicator descriptions in Appendix K will indicate if RI is available for an indicator. The following examples show two RDA RI calculations for both positive numbers and negative numbers.

RI Calculation (Positive Numbers)

For the indicators where increases in rates are measured in positive numbers and RI is available, the following equations and calculation will be used for LEAs that meet the MSR in both the current year and the previous year and have an initial PL value that is not equal to 0:

Required Improvement Equations

$$Actual\ Change = performance\ in\ 2023 - \ performance\ in\ 2022$$

$$Required\ Improvement\ (RI)\ = \frac{minimum\ PL\ 0\ for\ 2023 - \ performance\ in\ 2022}{number\ of\ years\ to\ reach\ minimum\ PL\ 0\ cut\ point}$$

Required Improvement Designation

$$RI\ Designation\ =\ Actual\ Change \geq Required\ Improvement$$

Example

The RI positive numbers example uses "RDA SPED Indicator #6: SPED Graduation Rate" and is based on rates for 2022 and 2023 and the targeted minimum cut off graduation rate for a PL 0.

- 2022 LEA SPED Graduation Rate = 60.0%
- 2023 LEA SPED Graduation Rate = 72.0%
- 2023 Minimum PL 0 Cut Point = 80.0%

Step 1: Calculate the Actual Change for the LEA's SPED Graduation Rate

$$12.0 = \ 72.0\% - \ 60.0\%$$

$$Actual\ Change = \ 12.0$$

Step 2: Calculate the RI for the LEA's SPED graduation rate. The 2024 target year affords LEAs an additional year beyond 2023 to reach the 2023 minimum PL 0 cut point of 80.0%.

$$10.0 = \frac{80.0\% - 60.0\%}{2}$$

$$Required\ Improvement\ (RI) = 10.0$$

Step 3: Compare the two numbers to see if the Actual Change is greater than or equal to the RI: 12.0 > 10.0. (Gains in graduation rates are measured in positive numbers.)

$$RI\ Designation = 12.0 > 10.0$$

Step 4: Based on the RI designation, the LEA meets RI and would receive a PL of 0 RI.

RI Calculation (Negative Numbers)

For indicators where reductions in rates are measured in negative numbers and RI is available, the following equations and calculation will be used for LEAs that meet the MSR in both the current year and the previous year and have an initial PL value that is not equal to 0. Note that for these types of indicators, actual change needs to be less than or equal to RI for the PL 0 cut point to be met.

Required Improvement Equations

$$Actual\ Change = performance\ in\ 2023 - performance\ in\ 2022$$

$$Required\ Improvement\ (RI) = \frac{maximum\ PL\ 0\ for\ 2023 - performance\ in\ 2022}{number\ of\ years\ to\ reach\ maximum\ PL\ 0\ cut\ point}$$

Required Improvement Designation

$$RI\ Designation = Actual\ Change \leq Required\ Improvement$$

Example

The RI negative numbers example uses "RDA SPED Indicator #7: SPED Annual Dropout Rate (Grades 7-12)" and is based on rates for 2022 and 2023 and the targeted maximum cut off dropout rate for a PL 0.

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- 2022 LEA SPED Annual Dropout Rate = 8.1%
- 2023 LEA SPED Annual Dropout Rate = 3.8%
- 2023 Maximum Annual Dropout Rate PL 0 Cut Point = 1.8%

Step 1: Calculate the Actual Change for the LEA's SPED annual dropout rate

$$-4.3 = 3.8\% - 8.1\%$$

$$Actual\ Change = -4.3$$

Step 2: Calculate the RI for the LEA's SPED annual dropout rate. The 2024 target year affords LEAs an additional year beyond 2023 to reach the 2023 maximum PL 0 cut point of 1.8%.

$$-3.2 = \frac{1.8\% - 8.1\%}{2}$$

$$Required\ Improvement\ (RI) = -3.2$$

Step 3: Compare the two numbers to see if the Actual Change is less than or equal to the RI: – 4.3 < -3.2. (Reductions in annual dropout rates are measured in negative numbers.)

$$RI\ Designation = -4.3 < -3.2$$

Step 4: Based on the RI designation, the LEA meets RI and would receive a PL of 0 RI.

Significant Disproportionality (SD) Indicators

The Individuals with Disabilities Education Act (IDEA), as indicated by 20 U.S.C. §1418(d)(1) and 34 CFR §300.646(a), requires each state education agency to provide for the collection and examination of data to determine if significant disproportionality based on race and ethnicity is occurring in the state and the LEAs of the state with respect to RDA indicators in the following three areas:

- **Placement** of children in an educational setting
  - RDA Indicator #11 SPED Regular Class <40% Rate (school-aged))
  - RDA Indicator #12 SPED Separate Settings Rate (school-aged)
- **Identification (representation)** of children with a particular disability
  - RDA Indicator #13 SPED Representation (Ages 3–21)
- **Disciplinary actions** related to the incidence, duration, and type of suspensions/expulsions of children
  - RDA Indicator #14 SPED OSS and Expulsion ≤10 Days Rate (Ages 3–21)
  - RDA Indicator #15 SPED OSS and Expulsion >10 Days Rate (Ages 3–21)
  - RDA Indicator #16 SPED ISS ≤10 Days Rate (Ages 3–21)
  - RDA Indicator #17 SPED ISS >10 Days Rate (Ages 3–21)
  - RDA Indicator #18 SPED Total Disciplinary Removals Rate (Ages 3–21)

Note. A performance level (PL) is also assigned to RDA SPED Indicator #18.

The TEA calculates risk ratios for LEAs in seven racial/ethnic groups within the areas of identification (representation), placement, and discipline. LEAs that exceed the state established risk ratio threshold of 2.5 for any racial/ethnic group category are assigned a designation of significant disproportionality (SD). For more information about the collection and reporting of race/ethnicity, refer to the resource *Race and Ethnicity in Special Education: Difference Between Data Collection and Data Reporting*.

LEAs can be designated with one, two, or three years of SD for the same type/category. An LEA with a first-year SD designation is assigned SD Year 1. An LEA with two consecutive years within the same racial/ethnic group category is assigned SD Year 2. Lastly, an LEA with three consecutive years within the same racial/ethnic group category is assigned SD Year 3, unless reasonable progress (RP) is achieved (Additional information regarding SD RP is included later in this section). Only the last 3 consecutive years of available data are analyzed for the purposes of SD Year 3 and RP.

Minimum size requirements for SD analysis are applied using the following criteria:

- An LEA must have at least 30 students in a particular group or the comparison group of the student population denominator and 10 students in a particular group or the comparison group of the student population numerator to be evaluated for SD. The comparison group is comprised of all other racial/ethnic groups within an LEA or within the state.
- An alternate risk ratio is applied when the comparison group in the LEA does not meet

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the minimum cell size or the minimum *n*-size. This calculation is performed by dividing the risk of a particular outcome for children in one racial or ethnic group within an LEA by the risk of that outcome for children in all other racial or ethnic groups in the State.

- No risk ratio or alternate risk ratio is calculated in a particular category for an LEA if the racial/ethnic group analyzed does not meet the minimum cell size (10) or minimum *n*-size (30) or if the comparison group in the state does not meet the minimum cell size (10) or minimum *n*-size (30).

The following section describes the risk ratio methodology and equations and then provides example calculations for the identification, identification in disability, placement, and discipline risk ratios.

Because there are seven racial/ethnic groups and 14 regulation defined categories, per 34 CFR §300.647(b)(2), LEA data are analyzed according to 98 categories of significant disproportionality.

98 Required Significant Disproportionality Categories

	Categories	Hispanic/Latino of any race; and, for individuals who are non-Hispanic/Latino only	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Total of 98 possible (49+14+35)
Representation	Identification of children ages 3 through 21 with a disability	✓	✓	✓	✓	✓	✓	✓	Representation = 49
	Identification of children ages 3 through 21 with: 1. Intellectual disabilities	✓	✓	✓	✓	✓	✓	✓	
	2. Specific learning disabilities	✓	✓	✓	✓	✓	✓	✓	
	3. Emotional disturbance	✓	✓	✓	✓	✓	✓	✓	
	4. Speech or language impairments	✓	✓	✓	✓	✓	✓	✓	
	5. Other health impairments	✓	✓	✓	✓	✓	✓	✓	
	6. Autism	✓	✓	✓	✓	✓	✓	✓	
Placement	Placements of school-aged children into particular educational settings: 1. Inside a regular class less than 40 percent of the day	✓	✓	✓	✓	✓	✓	✓	Placement = 14
	2. Inside separate schools and residential facilities, not including homebound or hospital settings, correctional facilities or private schools	✓	✓	✓	✓	✓	✓	✓	
Discipline	Placements of children ages 3 through 21 into particular disciplinary settings: 1. Out-of-school suspensions and expulsions of 10 days or fewer	✓	✓	✓	✓	✓	✓	✓	Discipline = 35
	2. Out-of-school suspensions and expulsions of more than 10 days	✓	✓	✓	✓	✓	✓	✓	
	3. In-school suspensions of 10 days or fewer	✓	✓	✓	✓	✓	✓	✓	
	4. In-school suspensions of more than 10 days	✓	✓	✓	✓	✓	✓	✓	
	5. Total disciplinary removals including in-school and out- of-school suspensions, expulsions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer	✓	✓	✓	✓	✓	✓	✓	

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Risk Ratio Method: Identification (Representation)

Identification Risk Ratio

The following risk ratio equations for identification (representation) by special education race/ethnicity are utilized for special education RDA indicator #13.

$$Rate\ 1 = \frac{\text{number of SPED children from race/ethnicity group}}{\text{number of children from race/ethinicity group}} \times 100$$

$$Rate\ 2 = \frac{\text{number of all other SPED children}}{\text{number of all other children}} \times 100$$

$$LEA\ Identification\ Risk\ Ratio = \frac{Rate\ 1}{Rate\ 2}$$

Note. The intermediate results (i.e., the calculations for both Rate 1 and Rate 2) for all RDA SD risk ratios are not rounded to increase precision. However, the final SD risk ratio is round to one decimal place.

Example

The following example shows the risk ratio calculation performed in four steps for the **identification (representation) of SPED Asian Students** at an LEA.

Step 1: Identify LEA level student counts for both the numerator and the denominator

- Numerator = 340 SPED Students
- Denominator = 3,456 All Students

Step 2: Calculate LEA rate for SPED Asian (Rate 1)

1. Based on the numerator in Step 1, identify the number of SPED Asian Students. For this example, there are **240 SPED Asian Students** out of 340 SPED Students.
2. Based on the denominator in Step 1, identify the number of Asian Students. For this example, there are **950 Asian Students** out of 3,456 All Students.
3. Divide the number of SPED Asian Students (numerator) by the number of All Asian Students (denominator).

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$$0.2526315789473684 = \frac{240}{950}$$

4. Multiply the quotient by 100 to find Rate 1.

$$25.26315789473684 = 0.2526315789473684 \text{ x } 100$$

$$\boldsymbol{Rate\ 1} = 25.26315789473684$$

Step 3: Calculate LEA rate for All Other Students (Rate 2)

1. Based on the numerator in Step 1, identify the number of Other SPED Students (Not including SPED Asian Students). For this example, there are **100 Other SPED Students** out of 340 SPED Students.
2. Based on the denominator in Step 1, identify the number of Other Students. For this example, there are **2,506 Other Students** (Not including Asian Students) out of 3,456 All Students.
3. Divide the number of **Other SPED Students** (numerator) by the number of **Other Students** (denominator).

$$0.0399042298483639 = \frac{100}{2{,}506}$$

4. Multiply the quotient by 100 to find Rate 2.

$$3.99042298483639 = 0.0399042298483639 \text{ x } 100$$

$$\boldsymbol{Rate\ 2} = 3.99042298483639$$

Step 4: Calculate LEA Risk Ratio

- Divide Rate 1 (numerator) by Rate 2 (denominator) and the resulting quotient represents the risk ratio for identification of **SPED Asian Students**.

$$6.3 = \frac{25.26315789473684}{3.99042298483639}$$

$$\boldsymbol{Risk\ Ratio} = 6.3$$

In this case, because the risk ratio is greater than the 2.5 risk ratio threshold, the LEA would receive an SD designation for the identification of **SPED Asian Students**.

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Risk Ratio Method: Identification (Representation) in Disability

The following risk ratio equations for identification (representation) in disability by special education race/ethnicity are utilized for special education RDA indicator #13.

$$Rate\ 1 = \frac{number\ of\ SPED\ children\ from\ race/ethnicity\ group\ and\ disability\ category}{number\ of\ SPED\ children\ from\ race/ethinicity\ group}$$

$$Rate\ 2 = \frac{number\ of\ SPED\ children\ from\ disability\ category}{number\ of\ all\ other\ SPED\ children}$$

$$LEA\ Identification\ in\ Disability\ Risk\ Ratio = \frac{Rate\ 1}{Rate\ 2}$$

Note. The intermediate results (i.e., the calculations for both Rate 1 and Rate 2) for all RDA SD risk ratios are not rounded to increase precision. However, the final SD risk ratio is round to one decimal place.

Example

The following example shows the risk ratio calculation performed in four steps for the **identification (representation) in disability of SPED Asian Autism Students** at an LEA.

Step 1: Identify the number of SPED students at LEA

- Number of SPED Students = 420

Step 2: Calculate LEA rate for SPED Asian Autism (Rate 1)

1. Based on the number of SPED students from Step 1, identify the number of SPED Asian Autism Students. For this example, there are **25 SPED Asian Autism Students**.
2. Based on the number of SPED students from Step 1, identify the number of SPED Asian Students. For this example, there are **54 SPED Asian Students**.
3. Divide the number of SPED Asian Autism Students (numerator) by the number of SPED Asian Students (denominator).

$$0.462962962962963 = \frac{25}{54}$$

4. Multiply the quotient by 100 to find Rate 1.

$$46.2962962962963 = 0.462962962962963 \times 100$$

$$\boldsymbol{Rate\ 1} = 46.2962962962963$$

Step 3: Calculate LEA rate for All Other Students with Autism (Rate 2)

1. Numerator: Based on the number of SPED students from Step 1, identify the number of Other SPED Students with Autism (Not including SPED Asian Autism Students). For this example, there are **18 Other SPED Students with Autism**.
2. Denominator: Based on the number of SPED students from Step 1, identify the number of Other SPED Students. For this example, there are **366 Other SPED Students** (Not including the 54 SPED Asian Students) out of the 420 SPED Students (Check: 366 + 54 = 420).
3. Divide the number of **Other SPED Students with Autism** (numerator) by the number of **Other SPED Students** (denominator).

$$0.0491803278688525 = \frac{18}{366}$$

4. Multiply the quotient by 100 to find Rate 2.

$$4.91803278688525 = 0.0491803278688525 \text{ X } 100$$

$$\boldsymbol{Rate\ 2} = 4.91803278688525$$

Step 4: Calculate LEA Risk Ratio

- Divide Rate 1 (numerator) by Rate 2 (denominator) and the resulting quotient represents the risk ratio for identification in disability of **SPED Asian Autism Students**.

$$9.4 = \frac{46.2962962962963}{4.91803278688525}$$

$$\boldsymbol{Risk\ Ratio} = 9.4$$

In this case, because the risk ratio is greater than the 2.5 risk ratio threshold, the LEA would receive an SD designation for the identification in disability of **SPED Asian Autism Students**.

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Risk Ratio Method: Placement

The following risk ratio equations for special education students' placement by race/ethnicity are utilized for special education RDA indicators #11 and #12.

$$Rate\ 1 = \frac{\text{number of SPED children from race/ethnicity group in placement category}}{\text{number of SPED children from race/ethinicity group}}$$

$$Rate\ 2 = \frac{\text{number of all other SPED children in placement category}}{\text{number of all other SPED children}}$$

$$LEA\ Discipline\ Risk\ Ratio = \frac{Rate\ 1}{Rate\ 2}$$

Note. The intermediate results (i.e., the calculations for both Rate 1 and Rate 2) for all RDA SD risk ratios are not rounded to increase precision. However, the final SD risk ratio is round to one decimal place.

Example

The following example shows the risk ratio calculation performed in four steps for the **placement of SPED Asian Regular Class < 40% Students** at an LEA.

Step 1: Identify the number of SPED students at LEA

- Number of SPED Students = 535

Step 2: Calculate LEA rate for SPED Asian Regular Class < 40% (Rate 1)

1. Based on the number of SPED students from Step 1, identify the number of SPED Asian Regular Class < 40% Students. For this example, there are **126 SPED Asian Regular Class < 40%**.
2. Based on the number of SPED students from Step 1, identify the number of **SPED Asian Students**. For this example, there are **248 SPED Asian Students**.
3. Divide the number of **SPED Asian Regular Class < 40% Students** (numerator) by the number of **SPED Asian Students** (denominator).

$$0.5080645161290323 = \frac{126}{248}$$

4. Multiply the quotient by 100 to find Rate 1.

$$50.80645161290323 = 0.5080645161290323 \times 100$$

$$\boldsymbol{Rate\ 1} = 50.80645161290323$$

Step 3: Calculate LEA rate for All Other SPED Regular Class < 40% Students (Rate 2)

1. Based on the number of SPED students from Step 1, identify the number of Other SPED Regular Class <40% Students. For this example, there are **62 Other SPED Regular Class < 40% Students**.
2. Based on the number of SPED students from Step 1, identify the number of All Other SPED Students. For this example, there are **287 All Other SPED Students** (Not including SPED Asian Students) out of 535 SPED Students (Check: 248 + 287 = 535).
3. Divide the number of **Other SPED Regular Class < 40% Students** (numerator) by the number of **All Other SPED Students** (denominator).

$$0.2160278745644599 = \frac{62}{287}$$

4. Multiply the quotient by 100 to find Rate 2.

$$21.60278745644599 = 0.2160278745644599 \times 100$$

$$\boldsymbol{Rate\ 2} = 21.60278745644599$$

Step 4: Calculate LEA Risk Ratio

- Divide Rate 1 (numerator) by Rate 2 (denominator) and the resulting quotient represents the risk ratio for placement of **SPED Asian Regular Class < 40% Students**.

$$2.4 = \frac{50.80645161290323}{21.60278745644599}$$

$$\boldsymbol{Risk\ Ratio} = 2.4$$

In this case, because the risk ratio is less than the 2.5 risk ratio threshold, the LEA would not receive an SD designation for the placement of **SPED Asian Regular Class < 40% Students**.

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Risk Ratio Method: Discipline

The following risk ratio equations for discipline by special education race/ethnicity are utilized for special education RDA indicators #14, #15, #16, #17 and #18.

$$Rate\ 1 = \frac{\text{number of SPED children from race/ethnicity group in discipline category}}{\text{number of SPED children from race/ethinicity group}}$$

$$Rate\ 2 = \frac{\text{number of all other SPED children in discipline category}}{\text{number of all other SPED children}}$$

$$LEA\ Discipline\ Risk\ Ratio = \frac{Rate\ 1}{Rate\ 2}$$

Note. The intermediate results (i.e., the calculations for both Rate 1 and Rate 2) for all RDA SD risk ratios are not rounded to increase precision. However, the final SD risk ratio is round to one decimal place.

Example

The following example shows the risk ratio calculation performed in four steps for the **discipline of SPED African American/Black In-School Suspension > 10 Days** at an LEA.

Step 1: Identify the number of SPED students at LEA

- Number of SPED Students = 535

Step 2: Calculate LEA rate for SPED African American In-School Suspension > 10 Days (Rate 1)

1. Based on the number of SPED students from Step 1, identify the number of SPED African American In-School Suspension > 10 Days. For this example, there are **126 SPED African American/Black In-School Suspension > 10 Days**.
2. Based on the number of SPED students from Step 1, identify the number of SPED All African American/Black Students. For this example, there are **248 All SPED African American/Black Students**.
3. Divide the number of **SPED African American/Black In-School Suspension > 10 Days** (numerator) by the number of **All SPED African American/Black Students** (denominator).

$$0.5080645161290323 = \frac{126}{248}$$

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4. Multiply the quotient by 100 to find Rate 1.

$$50.80645161290323 = 0.5080645161290323 \times 100$$

$$\boldsymbol{Rate\ 1} = 50.80645161290323$$

Step 3: Calculate LEA rate for All Other SPED Students with In-School Suspension > 10 Days (Rate 2)

1. Based on the number of SPED students from Step 1, identify the number of All Other SPED Students with In-School Suspension > 10 Days. For this example, there are **62 All Other SPED Students with In-School Suspension > 10 Days**.
2. Based on the number of SPED students from Step 1, identify the number of All Other SPED Students. For this example, there are **287 All Other SPED Students** (Not including SPED Asian Students) out of 535 SPED Students (Check: 248 + 287 = 535).
3. Divide the number of **All Other SPED Students with In-School Suspension > 10 Days** (numerator) by the number of **All Other SPED Students** (denominator).

$$0.2160278745644599 = \frac{62}{287}$$

4. Multiply the quotient by 100 to find Rate 2.

$$21.60278745644599 = 0.2160278745644599 \times 100$$

$$\boldsymbol{Rate\ 2} = 21.60278745644599$$

Step 4: Calculate LEA Risk Ratio

- Divide Rate 1 (numerator) by Rate 2 (denominator) and the resulting quotient represents the risk ratio for discipline of **SPED African American/Black In-School Suspension > 10 Days**.

$$2.4 = \frac{50.80645161290323}{21.60278745644599}$$

$$\boldsymbol{Risk\ Ratio} = 2.4$$

In this case, because the risk ratio is less than the 2.5 risk ratio threshold, the LEA would

not receive an SD designation for the discipline of **SPED African American/Black In-School Suspension > 10 Days**.

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Reasonable Progress (RP) in Certain Indicators

Texas defines LEAs who exceed the risk ratio threshold in the same category for three consecutive years and who do not meet RP as significantly disproportionate (SD Year 3). To receive an RP designation, an LEA must reduce its risk ratio in each of two prior consecutive years and meet a proportionate improvement rate requirement. Per 34 CFR §300.647(d)(2), the TEA is not required to identify an LEA for SD until the LEA has exceeded the risk ratio threshold and has failed to demonstrate RP. Per 34 CFR §300.647(d)(2), the TEA is not required to identify an LEA for SD until they exceed the risk ratio threshold and have failed to demonstrate RP.

RP Calculations

The TEA will use the Proportionate Improvement Method for calculating RP. This method requires an LEA to achieve a two-year decrease in SD risk ratio proportional to the difference between the threshold (2.5) and an LEA's first-year risk ratio (SD Year 1). An LEA meets RP designation in its third year of SD analysis if the difference between its current year (CY) risk ratio and its first year (PY2) risk ratio meets the rate of progress needed to fall below the SD threshold (2.5) in year four. The following equation shows a decrease in risk ratio represents the yearly progress needed to fall below the SD threshold the following year.

Step 1 Proportionate Improvement Calculation

$$Expected\ Yearly\ Decrease = 2 \times \frac{2.5 - PY2\ risk\ ratio}{3}$$

$$Two\ Year\ Decrease = CY\ risk\ ratio - PY2\ risk\ ratio$$

Step 2 Reasonable Progress Designation

$$RP\ Designation = Two\ Year\ Decrease \leq Expected\ Yearly\ Decrease$$

If the two-year decrease is less than or equal to the expected yearly decrease, then the LEA receives an RP designation because of the Proportionate Improvement Method calculation.

Example

The example shows an RP calculation for an LEA using the Proportionate Improvement Method.

- SD Year 1 (PY 2 Risk Ratio) =4.9
- SD Year 2 (PY Risk Ratio) = 4.0
- SD Year 3 (CY Risk Ratio) = 3.2

Step 1: Calculate the expected yearly decrease

$$-1.6 = 2 \times \frac{2.5 - 4.9}{3}$$

$$\boldsymbol{Expected\ Yearly\ Decrease} = -1.6$$

Step 2: Calculate the two-year decrease

$$-1.7 = 3.2 - 4.9$$

$$\boldsymbol{Two\ Year\ Decrease} = -1.7$$

Step 3: Determine if the two-year decrease (-1.7) is less than or equal to the expected yearly decrease (-1.6). If the result of this comparison is True, then the LEA is assigned RP for the SD area.

$$True = -1.7 < -1.6$$

$$\boldsymbol{RP\ Designation} = True$$

The two-year decrease of -1.7 is less than the expected yearly decrease of -1.6. Therefore, the determination for an RP designation is True, and the LEA is assigned SD RP.

System Safeguards

System safeguards are conducted by TEA to ensure RDA system integrity. These safeguards include validation analyses of leaver data, student assessment data, and discipline data. Randomization or other means of LEA selection are implemented to verify system effectiveness and implementation of monitoring requirements.

Monitoring Interventions

The Department of Review and Support utilizes performance results obtained from the RDA report along with compliance data included in the RDA framework when making annual federally required determinations. Each LEA receives a determination level (DL) and is selected for 2023 RDA interventions based on its DL status. The Department of Review and Support will provide further instructions on monitoring interventions via the listserv for "To the Administrator Addressed" (TAA) correspondence and provides specific monitoring and additional support information through its website. This information is located at https://tea.texas.gov/academics/special-student-populations/review-and-support. It is each LEA's obligation to access TAA correspondence to stay informed about the required monitoring interventions.

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RDA Program Area Indicators

Bilingual Education/English as a Second Language/Emergent Bilingual (BE/ESL/EB)

The BE/ESL/EB RDA report includes 12 indicators across domains I through III that are used to measure and ensure the academic success of emergent bilingual (EB) students in Texas.

BE/ESL/EB Domain 1: Academic Achievement (Indicators 1-9)

Indicators included in BE/ESL/EB Domain I relate to student academic achievement as measured on the State of Texas Assessments of Academic Readiness (STAAR) program, and the Texas English Language Proficiency Assessment System (TELPAS).

Indicator	Description	Definition
Indicator #1 (i-iv)	BE STAAR 3-8 Passing Rate (Report Only; No PL Assigned)	Measures the percent of students served in a standard Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.
Indicator #2 (i-iv)	ESL STAAR 3-8 Passing Rate (Report Only; No PL Assigned)	Measures the percent of students served in a standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.
Indicator #3 (i-iv)	ALP STAAR 3-8 Passing Rate (Report Only; No PL Assigned)	Measures the percent of students served in an alternative language program (ALP) rather than served in a standard BE or standard ESL program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.
Indicator #4 (i-iv)	EB (Not Served in BE/ESL) STAAR 3-8 Passing Rate (Report Only; No PL Assigned)	Measures the percent of emergent bilingual (EB) students not served in a BE or ESL program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.
Indicator #5	EB Dyslexia STAAR 3-8 Reading Language Arts Passing Rate (Report Only; No PL Assigned)	Measures the percent of emergent bilingual (EB) students identified with dyslexia who met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading Language Arts assessment.
Indicator #6 (i-iv)	EB Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate (PL Assignment)	Measures the percent of certain former emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.
Indicator #7 (i-iv)	EB STAAR EOC Passing Rate (PL Assignment)	Measures the percent of emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.
Indicator #8	TELPAS Reading Beginning Proficiency Level	Measures the percent of emergent bilingual (EB) students tested over two years who performed at the beginning proficiency level on the TELPAS Reading

	Rate (PL Assignment)	assessment in the current year.
Indicator #9	TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years (PL Assignment)	Measures the percent of emergent bilingual (EB) students in U.S. schools multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.

BE/ESL/EB Domain II: Post-Secondary Readiness (Indicators 10-11)

Indicators included in BE/ESL/EB Domain II relate to post-secondary readiness as measured by four-year longitudinal graduation and annual dropout rates. An LEA's performance is compared to the RDA cut points on applicable indicators and Performance level (PL) standards are applied.

Indicator	Description	Definition
Indicator #10	EB Graduation Rate (PL Assignment)	Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.
Indicator #11	EB Annual Dropout Rate (Grades 7-12) (PL Assignment)	Measures the percent of emergent bilingual (EB) students in Grades 7-12 who dropped out in a given school year.

BE/ESL/EB Domain III: Disproportionate Analysis (Indicator 12)

Indicator(s) included in BE/ESL/EB Domain III relate to disproportionate analysis measured in difference rates for certain populations. These indicator(s) are applicable as Report Only to provide LEAs and TEA with an opportunity to review results and ensure policies and procedures are not discriminatory, creating over or under representation in these populations.

Indicator	Description	Definition
Indicator #12	EB Dyslexia Representation (Ages 6-21) (Report Only; No PL Assigned)	Measures the difference between the rate of emergent bilingual (EB) students identified with dyslexia and the rate of all students identified with dyslexia in the LEA.

Other Special Populations (OSP)

The OSP RDA report includes 6 indicators across Domains I through III that are used to measure and ensure the academic success of students in Foster Care, experiencing homelessness, or Military-Connected in an LEA in Texas.

OSP Domain I: Academic Achievement (Indicators 1-3)

Indicators included in OSP Domain I relate to student academic achievement as measured on the State of Texas Assessments of Academic Readiness (STAAR) program, and inclusive of students in Foster Care, experiencing homelessness, or Military-Connected in an LEA.

Indicator	Description	Definition
Indicator #1 (i-	OSP STAAR 3-8	Measures the percent of students in Foster Care,

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iv)	Passing Rate (PL Assignment)	experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.
Indicator #2	OSP Dyslexia STAAR 3-8 Reading Language Arts Passing Rate (Report Only; No PL Assigned)	Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who are also identified with dyslexia and met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading Language Arts assessment.
Indicator #3 (i-iv)	OSP STAAR EOC Passing Rate (PL Assignment)	Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.

OSP Domain II: Post-Secondary Readiness (Indicators 4-5)

Indicators included in OSP Domain II relate to post-secondary readiness as measured by four-year longitudinal graduation and annual dropout rates inclusive of students in Foster Care, experiencing homelessness, or Military-Connected in an LEA. An LEA's performance is compared to the RDA cut points on applicable indicators and PL standards are applied. Further disaggregation in each indicator of the three inclusive student populations are reported without assignment of PL application.

Indicator	Description	Definition
Indicator #4	OSP Graduation Rate (PL Assignment)	Measures the percent of students ever in Foster Care, ever experiencing homelessness, or ever Military-Connected (OSP) students (nonduplicative count) who graduated with a high school diploma in four years
Indicator #5	OSP Annual Dropout Rate (Grades 7-12) (PL Assignment)	Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students (nonduplicative count) in Grades 7-12 who dropped out in a given school year.

OSP Domain III: Disproportionate Analysis (Indicator 6)

Indicator(s) included in OSP Domain III relate to disproportionate analysis measured in difference rates for certain populations inclusive of students in Foster Care, experiencing homelessness, or Military-Connected in an LEA. These indicator(s) are applicable as Report Only to provide LEAs and TEA with an opportunity to review results and ensure policies and procedures are not discriminatory, creating over or under representation in these populations. Further disaggregation in each indicator of the three inclusive student populations is reported.

Indicator	Description	Definition
Indicator #6	OSP Dyslexia Representation (Ages 6-21) (Report Only; No PL	Measures the difference in the rate of students in Foster Care, experiencing homelessness, or Military-Connected (OSP) students identified with dyslexia to the rate of all students identified with dyslexia in the

	Assigned)	LEA.

Special Education (SPED)

The SPED RDA report includes 18 indicators across Domains I through III that are used to measure and ensure the academic success of students receiving special education services in Texas.

SPED Domain I: Academic Achievement (Indicators 1-5)

Indicators included in SPED Domain I relate to student academic achievement as measured on the State of Texas Assessments of Academic Readiness (STAAR) program.

Indicator	Description	Definition
Indicator #1 (i-iv)	SPED STAAR 3-8 Passing Rate (PL Assignment)	Measures the percent of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.
Indicator #2	SPED Dyslexia STAAR 3-8 Reading Language Arts Passing Rate (Report Only; No PL Assigned)	Measures the percent of SPED students identified with dyslexia who met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading Language Arts assessment.
Indicator #3 (i-iv)	SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate (PL Assignment)	Measures the percent of students formerly served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.
Indicator #4 (i-iv)	SPED STAAR EOC Passing Rate (PL Assignment)	Measures the percent of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.
Indicator #5 (i-iii)	SPED STAAR Alternate 2 Participation Rate (Report Only; No PL Assigned)	Measures the percent of all students who were tested on STAAR Alternate 2 in Mathematics (including Algebra I), Reading Language Arts/ELA (including English I and II), or Science (including Biology).

SPED Domain II: Post-Secondary Readiness (Indicators 6-7)

Indicators included in SPED Domain II relate to post-secondary readiness as measured by four-year longitudinal graduation and annual dropout rates. An LEA's performance is compared to the RDA cut points on applicable indicators and Performance level (PL) standards are applied.

Indicator	Description	Definition
Indicator #6	SPED Graduation Rate (PL Assignment)	Measures the percent of students served in special education (SPED) who graduated with a high school diploma in four years.
Indicator #7	SPED Annual Dropout Rate (Grades 7-12) (PL	Measures the percent of students in Grades 7-12 served in special education (SPED) who dropped out

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	Assignment)	in a given school year.

SPED Domain III: Disproportionate Analysis (Indicator 8-18)

Indicators included in SPED Domain III relate to disproportionate and significant disproportionate (SD) analysis measured in difference rates and risk ratios for certain indicators. Some of these indicators are applicable as Report Only to provide LEAs and TEA with an opportunity to review results and ensure policies and procedures are not discriminatory, creating over or under representation in these populations. For some indicators, an LEA's performance is compared to the RDA cut points and Performance level (PL) standards are applied. Indicators 11 through 18 apply the federal requirements under 34 CFR §300.647 for the calculations and the designations of SD.

Indicator	Description	Definition
Indicator #8	SPED Dyslexia Representation (school-aged) (Report Only; No PL Assigned)	Measures the difference between the rate of (school-aged) students served in special education (SPED) identified with dyslexia and the rate of all students identified with dyslexia in the LEA.
Indicator #9	SPED Regular Early Childhood Program Rate (preschool-aged) (PL Assignment)	Measures the percent of students ages 3-4, and age 5 not enrolled in kindergarten, served in special education (SPED) who were placed in a regular early childhood program.
Indicator #10	SPED Regular Class ≥80% Rate (school-aged) (PL Assignment)	Measures the percent of students (school-aged) served in special education (SPED) in the regular class 80% or more of the day.
Indicator #11	SPED Regular Class <40% Rate (school-aged) (PL Assignment)	Measures the percent of students (school-aged) served in special education (SPED) in the regular class less than 40% of the day.
Indicator #12	SPED Separate Settings Rate (school-aged) (Report Only; No PL Assigned)	Measures the percent of students (school-aged) served in special education (SPED) in separate settings.
Indicator #13	SPED Representation (Ages 3-21) (Report Only; No PL Assigned)	Measures the disaggregated percent of enrolled students (ages 3-21) who received special education (SPED) services.
Indicator #14	SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21) (Report Only; No PL Assigned)	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported as suspended out-of-school (OSS) or expelled for ten or fewer school days
Indicator #15	SPED OSS and Expulsion >10 Days Rate (Ages 3-21) (Report Only; No PL Assigned)	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported as suspended out-of-school (OSS) or expelled for more than 10 school days.
Indicator #16	SPED ISS ≤10 Days Rate (Ages 3-21) (Report Only; No PL Assigned)	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported with in-school suspension (ISS) for ten or fewer school days.
Indicator #17	SPED ISS >10 Days Rate (Ages 3-21) (Report Only; No PL Assigned)	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported with in-school suspension (ISS) for more

Domain	Description	Definition
		than ten school days.
Indicator #18	SPED Total Disciplinary Removals Rate (Ages 3-21) (PL Assignment)	Measures the disaggregated percent of total disciplinary removals of students ages 3-21 served in special education (SPED).

RDA PL Assignments for Program Area Determinations

The TEA, per its obligation under 20 USC §1416(a) and 34 CFR §300.600(a)(2), makes annual determinations on the performance and compliance of LEAs using four determination levels (DLs): Meets Requirements (DL 1), Needs Assistance (DL 2), Needs Intervention (DL 3), and Needs Substantial Intervention (DL 4).

RDA determinations for BE/ESL/EB and OSP program areas are based on the PLs for the program-specific RDA indicators while determinations for SPED are based on the PLs for both the program-specific RDA indicators and the four federally required elements (FREs). The FREs include (a) the compliance status for the state performance plan (SPP) indicators 4b, 9, 10, 11, 12, and 13, (b) the valid, reliable, and timely submission of data for SPP 11, 12, and 13, (c) the status of uncorrected noncompliance, and (d) the timely correction of financial audit findings related to the Individuals with Disabilities Education Act (IDEA).

The RDA indicators included in the annual determination for each LEA program area must have a PL assignment. Each RDA indicator has at least one PL assignment, but some indicators may have more than one PL assignment. All PL assignments are included in the program area determination. For example, RDA SPED Indicator #1(i-iv), STAAR 3-8 Passing Rate, consists of four PL assignments with one PL assignment for each subject tested: (i) Mathematics, (ii) Reading Language Arts, (iii) Science, and (iv) Social Studies. All four of these PL assignments would be included in the calculation for the LEA's special education determination.

BE/ESL/EB PL Assignments for RDA Determinations

Domain	PL Indicator	Description
Domain I	Indicator #6 (i. Mathematics)	EB Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate
Domain I	Indicator #6 (ii. Reading Language Arts)	EB Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate
Domain I	Indicator #6 (iii. Science)	EB Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate
Domain I	Indicator #6 (iv. Social Studies)	EB Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate
Domain I	Indicator #7 (i. Algebra I)	EB STAAR EOC Passing Rate
Domain I	Indicator #7 (ii. Biology)	EB STAAR EOC Passing Rate
Domain I	Indicator #7 (iii. U.S. History)	EB STAAR EOC Passing Rate
Domain I	Indicator #7 (iv. English I & II)	EB STAAR EOC Passing Rate
Domain I	Indicator #8	TELPAS Reading Beginning Proficiency Level Rate
Domain II	Indicator #9	EB Graduation Rate
Domain II	Indicator #10	EB Annual Dropout Rate (Grades 7-12)

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OSP PL Assignments for RDA Determinations

Domain	PL Indicator	Description
Domain I	Indicator #1 (i. Mathematics)	OSP STAAR 3-8 Passing Rate
Domain I	Indicator #1 (ii. Reading Language Arts)	OSP STAAR 3-8 Passing Rate
Domain I	Indicator #1 (iii. Science)	OSP STAAR 3-8 Passing Rate
Domain I	Indicator #1 (iv. Social Studies)	OSP STAAR 3-8 Passing Rate
Domain I	Indicator #3 (i. Algebra I)	OSP STAAR EOC Passing Rate
Domain I	Indicator #3 (ii. Biology)	OSP STAAR EOC Passing Rate
Domain I	Indicator #3 (iii. U.S. History)	OSP STAAR EOC Passing Rate
Domain I	Indicator #3 (iv. English I & II)	OSP STAAR EOC Passing Rate
Domain II	Indicator #4	OSP Graduation Rate
Domain II	Indicator #5	OSP Annual Dropout Rate (Grades 7-12)

SPED PL Assignments for RDA Determinations

Domain	PL Indicator	Description
Domain I	Indicator #1 (i. Mathematics)	SPED STAAR 3-8 Passing Rate
Domain I	Indicator #1 (ii. Reading Language Arts)	SPED STAAR 3-8 Passing Rate
Domain I	Indicator #1 (iii. Science)	SPED STAAR 3-8 Passing Rate
Domain I	Indicator #1 (iv. Social Studies)	SPED STAAR 3-8 Passing Rate
Domain I	Indicator #3 (i. Mathematics)	SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate
Domain I	Indicator #3 (ii. Reading Language Arts)	SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate
Domain I	Indicator #3 (iii. Science)	SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate
Domain I	Indicator #3 (iv. Social Studies)	SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate
Domain I	Indicator #4 (i. Algebra I)	SPED STAAR EOC Passing Rate
Domain I	Indicator #4 (ii. Biology)	SPED STAAR EOC Passing Rate
Domain I	Indicator #4 (iii. U.S. History)	SPED STAAR EOC Passing Rate
Domain I	Indicator #4 (iv. English I & II)	SPED STAAR EOC Passing Rate
Domain II	Indicator #6	SPED Graduation Rate

Domain II	Indicator #7	SPED Annual Dropout Rate (Grades 7-12)
Domain III	Indicator #9	SPED Regular Early Childhood Program Rate (preschool-aged)
Domain III	Indicator #10	SPED Regular Class ≥80% Rate (school-aged)
Domain III	Indicator #11	SPED Regular Class <40% Rate (school-aged)
Domain III	Indicator #18	SPED Total Disciplinary Removals Rate (Ages 3-21)

Comments, Questions, and Review of Data

The Texas Education Agency welcomes comments and questions concerning RDA data and assignments of LEA PLs. If an LEA determines that one or more 2023 RDA PL assignments were based on a data or a calculation error attributable to the TEA or one of the TEA's data contractors, the LEA should submit specific information about the error no later than 10 business days from the LEA unmasked confidential report release date, to the address below. Requests based on disagreement with the RDA indicators, cut points, and methodologies adopted in rule or LEA data errors will not be considered.

Contact Information:			
Address	Texas Education Agency Dept of Special Populations General Supervision and Monitoring 1701 North Congress Avenue Austin, Texas 78701-1494		
Phone	(512) 463-9414		
Email	reviewandsupport@tea.texas.gov		
Other Helpful Contact Information:			
Name Phone Email	Performance Based Monitoring (512) 463-9704 PBM@tea.texas.gov	Name Phone Email	Emergent Bilingual Support (512) 463-9414 EnglishLearnerSupport@tea.texas. gov
Name Phone Email	Highly Mobile and At-Risk Student Programs (512) 463-9414 Not Available	Name Phone Email	Special Education (512) 463-9414 specialeducation@tea.texas.gov

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