How to submit questions during the webinar

- Open a browser on any laptop, tablet, or smartphone
- Go to slido.com
- Enter the event code #DISTINCTIONS
- Copies of this presentation and others are located at https://tea.texas.gov/perfreport/resources/index.html
Accountability Fall Learning Webinars

- 2019 Accountability Data Tables
- Understanding Distinction Designations
- Understanding the 2019 TAPR Wed, Dec. 11 at 1:00 PM

A copy of this presentation is available at https://tea.texas.gov/A-F/
Overview of Distinction Designations
Overview of Distinction Designations

- A distinction designation acknowledges districts and campuses for outstanding achievement based on the outcomes of several performance indicators.

- 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 and campuses that receive accountability ratings of A, B, C, or D are eligible to earn distinction designations.
For 2019, distinction designations are awarded in the following areas:

- Academic Achievement in English Language Arts/Reading (campus only)
- Academic Achievement in Mathematics (campus only)
- Academic Achievement in Science (campus only)
- Academic Achievement in Social Studies (campus only)
- Top 25 Percent: Comparative Academic Growth (campus only)
- Top 25 Percent: Comparative Closing the Gaps (campus only)
- Postsecondary Readiness (district and campus)
Districts, charter schools, and campuses receiving an \( F \) or \( \text{Not Rated} \) rating are not eligible for distinction designations.

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

Campuses evaluated under alternative education accountability provisions are not eligible for distinction designations.
Overview of Distinction Designations

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

- **DISTINCTION EARNED**: The district or campus is rated A, B, C, or D and meets the criteria for the distinction designation.

- **NO DISTINCTION EARNED**: The district or campus is rated F 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.
Overview of Distinction Designations

- You can view parent-friendly accountability ratings and distinction designations information by visiting TXschools.gov.
Overview of Distinction Designations


- The TEA website provides detailed data tables and additional resources to help educators understand why distinction designations were awarded.
Overview of Distinction Designations

Search page:

Choose data report:

Choose a report to view:

- Accountability Reports
  - Accountability Ratings Overview Summary
  - District Summary (All Campuses)
  - Student Achievement: STAAR Performance Data Tables
  - Student Achievement: College, Career, and Military Readiness Data Tables
  - Student Achievement: Graduation Rate Data Tables
  - School Progress: Academic Growth Data Tables
  - School Progress: Relative Performance
  - Closing the Gaps Status and Data Tables
  - Identification of Schools for Improvement (Available for Campus Only)
  - Accountability Ratings Domain Data Overview Report (Available for Campus Only) Using the Accountability Ratings Domain Data Overview Report Tool

- Distinction Designation
  - Distinction Designation Report
  - Campus Comparison Group (Available for Campus Only)
  - Distinction Designation Data Overview Report (Available for Campus Only) Using the Distinction Designation Data Overview Report Tool

Click on the View Report button below to see your selected report.

View Report
Overview of Distinction Designations

Demo
Campus Comparison Groups
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 then grouped with 40 other campuses from anywhere in Texas that are most similar.

- 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.
Characteristics used to determine campus comparison groups include:

- Grade levels served
- Size
- Percentage of students who are economically disadvantaged
- Mobility rate
- Percentage of English learners
- Percentage of students receiving special education services
- Percentage of students enrolled in an Early College High School program
2019 Campus Comparison Group

You can view your campus comparison group at https://tea.texas.gov/2019 accountability.aspx.

School administrators find campus comparison groups useful for comparing performance with peer campuses.
1. Report header displays the campus and district name, campus type, and number.

2. Column headers display grade levels served, total number of students, percentage of students who are economically disadvantaged, percentage of English learners, mobility rate, the percentage of students enrolled in an early college high school program, and the percentage of students receiving special education services.

3. Listing of the forty other campuses from anywhere in Texas that are most similar.
Academic Achievement in English Language Arts/Reading
An Academic Achievement Distinction Designation (AADD) is awarded to campuses for outstanding achievement in ELA/reading based on outcomes of several performance indicators.

- Who is Eligible: Campuses assigned an A, B, C, or D rating
- Student Groups: Performance of only the all students group is used.
Academic Achievement in English Language Arts/Reading

**AADD ELA/Reading Indicators:**

- Attendance Rate
- Accelerated Student Progress in ELA/Reading
- Grade 3 Reading Performance (Masters Grade Level)
- Grade 4 Reading Performance (Masters Grade Level)
- Grade 4 Writing Performance (Masters Grade Level)
- Grade 5 Reading Performance (Masters Grade Level)
- Grade 6 Reading Performance (Masters Grade Level)
- Grade 7 Reading Performance (Masters Grade Level)
- Grade 7 Writing Performance (Masters Grade Level)
- Grade 8 Reading Performance (Masters Grade Level)
- English I Performance (Masters Grade Level)
- English II Performance (Masters Grade Level)
- AP/IB Examination Participation: ELA
- AP/IB Examination Results (Examinees >= Criterion): ELA
- SAT/ACT Participation
- Average SAT Score: Reading and Writing
- Average ACT Score: ELA
- Advanced/Dual-Credit Course Completion Rate: ELA/Reading (grades 9–12)

**Minimum Size Criteria**

- 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.
- Participation:
  - AP/IB: ELA. Minimum size is 10 students enrolled in grades 11 and 12.
  - Advanced/Dual-Credit Course Completion: ELA/Reading. 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.
Academic Achievement in English Language Arts/Reading

Methodology:

- Step 1: Determine a campus’s performance on each applicable indicator and for which it has data.
- Step 2: Compare that campus’s 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.
**Example:** Colonial High School is fictional but typical of Texas high schools with varied performance on the 10 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 10 indicators. It must be in the top quartile (Q1) for at least 33 percent of the indicators to earn the AADD in ELA/Reading.

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Determine Colonial HS performance on its 10 indicators</th>
<th>Attendance rate</th>
<th>Accelerated ELA Progress</th>
<th>English I Performance</th>
<th>English II Performance</th>
<th>AP/IB ELA Results</th>
<th>AP/IB ELA Participation</th>
<th>SAT/ACT Participation</th>
<th>Average SAT Score: Reading and Writing</th>
<th>Average ACT Score: ELA</th>
<th>Advanced/Dual-Credit Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>93.3%</td>
<td>2%</td>
<td>8%</td>
<td>9%</td>
<td>72%</td>
<td>48.9%</td>
<td>90%</td>
<td>1079</td>
<td>23.5</td>
<td>18.5%</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Step 1</th>
<th>Determine Colonial HS performance on its 10 indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2</th>
<th>Compare performance to campuses in Colonial HS Comparison Group.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Q1</td>
</tr>
<tr>
<td></td>
<td>Q2</td>
</tr>
<tr>
<td></td>
<td>Q3</td>
</tr>
<tr>
<td></td>
<td>Q4</td>
</tr>
</tbody>
</table>
## Academic Achievement in English Language Arts/Reading

*Example: Colonial High School is fictional but typical of Texas high schools with varied performance on the 10 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 10 indicators. It must be in the top quartile (Q1) for at least 33 percent of the indicators to earn the AADD in ELA/Reading.*

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Determine Colonial HS performance on its 10 indicators</th>
<th>Attendance rate</th>
<th>Accelerated ELA Progress</th>
<th>English I Performance</th>
<th>English II Performance</th>
<th>AP/IB ELA Results</th>
<th>AP/IB ELA Participation</th>
<th>SAT/ACT Participation</th>
<th>Average SAT Score: Reading and Writing</th>
<th>Average ACT Score: ELA</th>
<th>Advanced/Dual-Credit Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2</th>
<th>Compare performance to campuses in Colonial HS Comparison Group.</th>
<th>Q1</th>
<th>Q1</th>
<th>Q1</th>
<th>Q1</th>
<th>Q2</th>
<th>Q2</th>
<th>Q3</th>
<th>Q3</th>
<th>Q4</th>
<th>Q4</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Step 3</th>
<th>Is performance in the top quartile?</th>
<th>No</th>
<th>No</th>
<th>No</th>
<th>No</th>
<th>No</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
</table>

**Result:** Performance on 4 of 10 indicators is in Q1, which is greater than 33 percent of indicators; Colonial High School earns an AADD in ELA/Reading.
Academic Achievement in English Language Arts/Reading

1. Report header displays the campus and district name, campus type, and number

2. AADD ELA/Reading indicators

3. Lists the campus’s performance on each applicable indicator and for which it has data available

4. Lists the campus’s performance for each indicator within the campus comparison group and states what quartile the performance places within (green shading indicates top quartile performance)

5. States the campus outcome and calculation used to determine distinctions

6. Distinction designation label

7. Lists additional notes regarding the distinction designation calculation
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 assigned an A, B, C, or D rating
- Student Groups: Performance of only the all students group is used.
Methodology:

- Step 1: Determine a campus’s performance on each applicable indicator and for which it has data.
- Step 2: Compare that campus’s 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.
1. Header displays the campus and district name, campus type, and number
2. AADD Mathematics indicators
3. Lists the campus’s performance on each applicable indicator and for which it has data available
4. Lists the campus’s performance for each indicator within the campus comparison group and states what quartile the performance places within (green shading indicates top quartile performance)
5. States the campus outcome and calculation used to determine distinctions
6. Distinction designation label
7. Lists additional notes regarding the distinction designation calculation
Academic Achievement in Science
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 assigned an A, B, C, or D rating
  - Student Groups: Performance of only the all students group is used.
<table>
<thead>
<tr>
<th>AADD Science Indicators:</th>
<th>Minimum Size Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attendance Rate</td>
<td>• 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.</td>
</tr>
<tr>
<td>• Grade 5 Science Performance (Masters Grade Level)</td>
<td>• Assessments (STAAR, AP/IB, SAT, and/or ACT): minimum size is 10 students for each assessment</td>
</tr>
<tr>
<td>• Grade 8 Science Performance (Masters Grade Level)</td>
<td>• Participation:</td>
</tr>
<tr>
<td>• EOC Biology Performance (Masters Grade Level)</td>
<td>• AP/IB: Science: minimum size is 10 students enrolled in grades 11 and 12.</td>
</tr>
<tr>
<td>• AP/IB Examination Participation: Science</td>
<td>• Advanced/Dual-Credit Course Completion: Science. Minimum size is 10 students in grades 9 through 12 who complete at least one course.</td>
</tr>
<tr>
<td>• AP/IB Examination Results (Examinees &gt;= Criterion): Science</td>
<td></td>
</tr>
<tr>
<td>• Average ACT Score: Science</td>
<td></td>
</tr>
<tr>
<td>• Advanced/Dual-Credit Course Completion Rate: Science (grades 9–12)</td>
<td></td>
</tr>
</tbody>
</table>
Academic Achievement in Science

1. Header displays the campus and district name, campus type, and number
2. AADD Science indicators
3. Lists the campus’s performance on each applicable indicator and for which it has data available
4. Lists the campus’s performance for each indicator within the campus comparison group and states what quartile the performance places within (green shading indicates top quartile performance)
5. States the campus outcome and calculation used to determine distinctions
6. Distinction designation label
7. Lists additional notes regarding the distinction designation calculation
Academic Achievement in Social Studies
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 assigned an A, B, C, or D rating
  - Student Groups: Performance of only the all students group is used.
AADD Social Studies Indicators:

- Attendance Rate
- Grade 8 Social Studies Performance (Masters Grade Level)
- EOC U.S. History Performance (Masters Grade Level)
- 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)

Minimum Size Criteria

- 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
- 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.
1. Header displays the campus and district name, campus type, and number
2. AADD Social studies indicators
3. Lists the campus’s performance on each applicable indicator and for which it has data available
4. Lists the campus’s performance for each indicator within the campus comparison group and states what quartile the performance places within (green shading indicates top quartile performance)
5. States the campus outcome and calculation used to determine distinctions
6. Distinction designation label
7. Lists additional notes regarding the distinction designation calculation
Top 25 Percent: Comparative Academic Growth
A distinction designation for outstanding academic growth is awarded to campuses whose School Progress, Part A domain scaled 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 assigned an A, B, C, or D rating
Methodology:

- Campuses are arranged in descending order by School Progress, Part A scaled score. If the School Progress, Part A scaled score for a campus is within the top quartile of its comparison group, it earns a distinction for growth.
Top 25 Percent: Comparative Academic Growth

1. Header displays the campus and district name, campus type, and number
2. Campus comparison group listing arranged in descending order by School Progress, Part A scaled score.
3. Academic Growth scaled score for each campus
4. Distinction designation label
5. Lists additional notes regarding the distinction designation calculation
Top 25 Percent: Comparative Closing the Gaps
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 scaled 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 assigned an A, B, C, or D rating
Methodology:

- Campuses are arranged in descending order by their Closing the Gaps domain scaled score. If the Closing the Gaps scaled score for a campus is in the top quartile of its comparison group, it earns a distinction for closing student achievement gaps.
Top 25 Percent: Comparative Closing the Gaps

1. Header displays the campus and district name, campus type, and number.
2. Campus comparison group listing arranged in descending order by their Closing the Gaps domain scaled score.
3. Closing the Gaps scaled score for each campus.
4. Distinction designation label.
5. Lists additional notes regarding the distinction designation calculation.

<table>
<thead>
<tr>
<th>Campus Name</th>
<th>District Name</th>
<th>CTG Scaled Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAGNOLIA MIDDLE (291867)</td>
<td>UNITED ISD</td>
<td>93</td>
</tr>
<tr>
<td>UNITED MIDDLE (291863)</td>
<td>UNITED ISD</td>
<td>90</td>
</tr>
<tr>
<td>LEANER MIDDLE (291866)</td>
<td>LEANER ISD</td>
<td>89</td>
</tr>
<tr>
<td>KATY J H (191940)</td>
<td>KATY ISD</td>
<td>87</td>
</tr>
<tr>
<td>OTTO MIDDLE (291864)</td>
<td>PLANO ISD</td>
<td>87</td>
</tr>
<tr>
<td>PARK CREDIT MIDDLE (291849)</td>
<td>PLEASANT GROVE ISD</td>
<td>86</td>
</tr>
<tr>
<td>CEDARHILL MIDDLE (291846)</td>
<td>EAGLE MT SAGINAW ISD</td>
<td>84</td>
</tr>
<tr>
<td>SCOTT MORGAN JOHN MIDDLE (291847)</td>
<td>MCKINNEY ISD</td>
<td>81</td>
</tr>
<tr>
<td>RUNNING GRASSY MIDDLE (291844)</td>
<td>LEANDER ISD</td>
<td>79</td>
</tr>
<tr>
<td>STINSON MIDDLE (291843)</td>
<td>NORTH ISD</td>
<td>79</td>
</tr>
<tr>
<td>CONNAWAY MIDDLE (291842)</td>
<td>NORTH ISD</td>
<td>78</td>
</tr>
<tr>
<td>MILLER MIDDLE (291841)</td>
<td>WICHITA FALLS ISD</td>
<td>78</td>
</tr>
<tr>
<td>CHANDLER MIDDLE (291840)</td>
<td>KLEIN ISD</td>
<td>78</td>
</tr>
<tr>
<td>FALLACY MIDDLE (291839)</td>
<td>RUTTLE ISD</td>
<td>77</td>
</tr>
<tr>
<td>HARRIS MIDDLE (291838)</td>
<td>NORTH EAST ISD</td>
<td>77</td>
</tr>
<tr>
<td>HOGG MIDDLE (191927)</td>
<td>HOUSTON ISD</td>
<td>77</td>
</tr>
<tr>
<td>ROLAND IN REAGAN MIDDLE (291836)</td>
<td>GRANGER ISD</td>
<td>77</td>
</tr>
<tr>
<td>NIXOS MIDDLE (291835)</td>
<td>KATY ISD</td>
<td>76</td>
</tr>
<tr>
<td>STOGGERY JH (191932)</td>
<td>KATY ISD</td>
<td>75</td>
</tr>
<tr>
<td>PROTHROP MIDDLE (291833)</td>
<td>PLANO ISD</td>
<td>75</td>
</tr>
<tr>
<td>KAUFFMAN JH (191931)</td>
<td>HALL ISD</td>
<td>75</td>
</tr>
<tr>
<td>NOBLE MIDDLE (291830)</td>
<td>ROUND ROCK ISD</td>
<td>75</td>
</tr>
<tr>
<td>LANE DALLAS MIDDLE (291841)</td>
<td>LARK ISD</td>
<td>75</td>
</tr>
<tr>
<td>CLE MIDDLE (291848)</td>
<td>FISHER ISD</td>
<td>74</td>
</tr>
<tr>
<td>CHARLES E PATTERSON MIDDLE (291837)</td>
<td>KLEIN ISD</td>
<td>74</td>
</tr>
<tr>
<td>CHISHOLM TRAIL MIDDLE (291838)</td>
<td>ROUND ROCK ISD</td>
<td>74</td>
</tr>
<tr>
<td>STURROOK MIDDLE (191929)</td>
<td>NORTH ISD</td>
<td>74</td>
</tr>
<tr>
<td>JEFFERSON MIDDLE (291835)</td>
<td>EAGLE MT SAGINAW ISD</td>
<td>73</td>
</tr>
<tr>
<td>GRANT MIDDLE (191924)</td>
<td>CORPUS CHRISTI ISD</td>
<td>73</td>
</tr>
<tr>
<td>VERSON SCHRO E MIDDLE (291834)</td>
<td>HUMBLE ISD</td>
<td>73</td>
</tr>
<tr>
<td>KEEVINGHAM MIDDLE (191934)</td>
<td>HUMBLE ISD</td>
<td>72</td>
</tr>
<tr>
<td>ACTON MIDDLE (291829)</td>
<td>GRANBURY ISD</td>
<td>71</td>
</tr>
<tr>
<td>HUTT MIDDLE (291833)</td>
<td>RUTTLE ISD</td>
<td>70</td>
</tr>
<tr>
<td>LAKE RYTON MIDDLE (291832)</td>
<td>BELLIS ISD</td>
<td>67</td>
</tr>
<tr>
<td>EDELMAN MIDDLE (191928)</td>
<td>WAXAHACHIE ISD</td>
<td>65</td>
</tr>
<tr>
<td>NORTON MIDDLE (291831)</td>
<td>WACO ISD</td>
<td>62</td>
</tr>
<tr>
<td>ANDREWS MIDDLE (291830)</td>
<td>ANDREWS ISD</td>
<td>60</td>
</tr>
<tr>
<td>SANTA FE JH (291829)</td>
<td>SANTA FE ISD</td>
<td>45</td>
</tr>
<tr>
<td>BIVIN MIDDLE (291832)</td>
<td>ECTOR COUNTY ISD</td>
<td>39</td>
</tr>
<tr>
<td>FISCHER MIDDLE (291833)</td>
<td>WACO ISD</td>
<td>32</td>
</tr>
</tbody>
</table>

Slido.com: #DISTINCTIONS
Postsecondary Readiness
Postsecondary Readiness

- Both districts and campuses that receive an A, B, C, or D rating are eligible for a distinction designation for outstanding academic performance in attainment of postsecondary readiness.
  - Who is Eligible: multi-campus districts and campuses assigned an A, B, C, or D rating

For single-campus districts and charter schools that share the same 2019 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 only the all students group is used.
Postsecondary Readiness Indicators:

- 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 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
- CTE Coherent Sequence Graduates

Minimum Size Criteria

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

Districts with fewer than five campus-level postsecondary indicators are not eligible for the postsecondary readiness distinction.
1. Header displays the campus and district name, campus type, and number
2. Postsecondary readiness indicators
3. Lists the campus’s performance on each applicable indicator and for which it has data available
4. Lists the campus’s performance for each indicator within the campus comparison group and states what quartile the performance places within (green shading indicates top quartile performance)
5. States the campus outcome and calculation used to determine distinctions
6. Distinction designation label
7. Lists additional notes regarding the distinction designation calculation
Postsecondary Readiness

1. Header displays the campus and district name, campus type, and number

2. Postsecondary readiness indicators by campus type

3. Lists the district’s number of postsecondary readiness indicators in the top quartile (Q1)

4. Lists the district’s number of eligible postsecondary readiness

5. States the district outcome and calculation used to determine distinctions

6. Distinction designation label
1. Displays the 2019 overall rating label and score
2. Displays the 2018 and 2019 rating label and score
3. Displays the rating label and score in each of the three domains
4. Indicates if a distinction designation was earned (green highlighting) or not earned (red highlighting).
Questions

Resources

- [http://tea.texas.gov/A-F](http://tea.texas.gov/A-F)
- [https://tea.texas.gov/perfreport/resources/index.html](https://tea.texas.gov/perfreport/resources/index.html)

Sign up for the Performance Reporting weekly bulletin:
Performance Reporting Resources and Contacts

- Performance Reporting Home Page
  http://tea.texas.gov/accountability/

- 2019 Accountability Rating System
  https://tea.texas.gov/2019Accountability.aspx

- Performance Reporting Email
  performance.reporting@tea.texas.gov

- Performance Reporting Telephone
  (512) 463-9704
Thank you!