

How to submit questions during the webinar

- Open a browser on any laptop, tablet, or smartphone
- Go to [slido.com](https://www.slido.com)
- Enter the event code #**DISTINCTIONS**
- Copies of this presentation and others are located at <https://tea.texas.gov/perfreport/resources/index.html>



A copy of this presentation
is available at
<https://tea.texas.gov/A-F/>



Understanding
Distinction Designations



Understanding the
2019 TAPR
Wed, Dec. 11 at 1:00 PM

Understanding Distinction Designations

Texas Education Agency
Office of Governance and Accountability
Performance Reporting Division

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 *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.

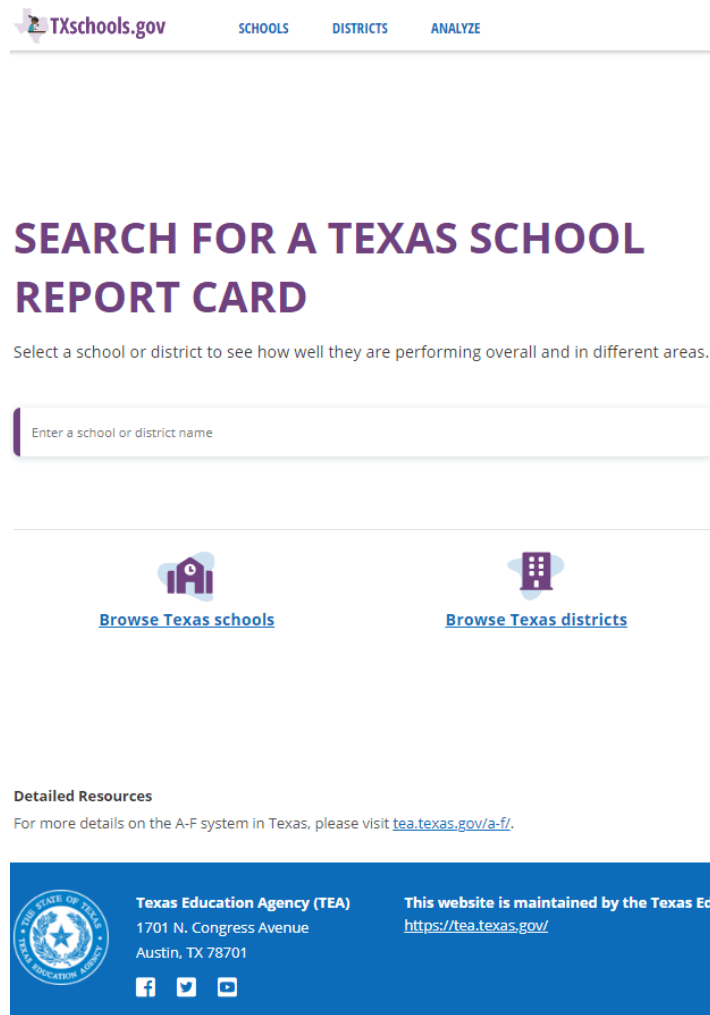
NO DISTINCTION EARNED

The district or campus is rated *F* or does not meet the criteria for the distinction designation.

NOT ELIGIBLE

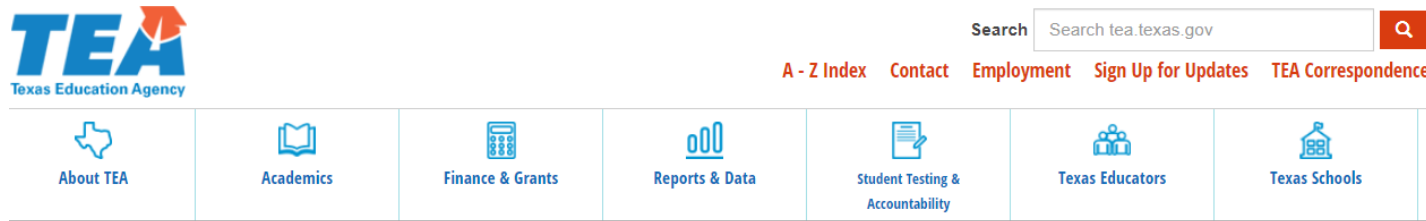
The district or campus does not have results to evaluate for the distinction designation, is *Not Rated*, is evaluated by alternative education accountability (AEA) provisions, or is a campus paired with a feeder campus for accountability evaluation.

- You can view parent-friendly accountability ratings and distinction designations information by visiting [TXschools.gov](https://txschools.gov).



The screenshot shows the TXschools.gov website. At the top, there are navigation links for "TXschools.gov", "SCHOOLS", "DISTRICTS", and "ANALYZE". The main heading is "SEARCH FOR A TEXAS SCHOOL REPORT CARD". Below this is a sub-heading: "Select a school or district to see how well they are performing overall and in different areas." There is a search input field with the placeholder text "Enter a school or district name". Below the search field are two buttons: "Browse Texas schools" and "Browse Texas districts". At the bottom of the page, there is a "Detailed Resources" section with the text: "For more details on the A-F system in Texas, please visit tea.texas.gov/a-f/." The footer contains the Texas Education Agency (TEA) logo, contact information (1701 N. Congress Avenue, Austin, TX 78701), and social media icons for Facebook, Twitter, and YouTube. A note states: "This website is maintained by the Texas Education Agency" with the URL <https://tea.texas.gov/>.





[Home](#) / [Student Testing and Accountability](#)

2019 Accountability Rating System

The 2019 accountability ratings and reports are available using the links below.

The new [TXSchools.gov](#) website contains interactive accountability rating summaries and detailed reports for each district, campus, and open-enrollment charter school in the state of Texas (*TXSchools.gov is optimized for Chrome, Firefox, and Safari*).

Data reports are available from TEA by campus or district.

State accountability reports and data tables are also available by [ESC region](#) and for the [state](#).

A downloadable [overview of statewide ratings](#) data is available in Excel.

The following links provide accountability ratings for all ESC regions, districts, and campuses from several different perspectives and provide additional information related to the ratings.

[Statewide Ratings \(PDF\) \(XLS\)](#) All districts, charters, and campuses in Texas listed alphabetically by district

[All Ratings in a District](#) All campuses in a district listed by campus number

[All Districts by Rating \(PDF\) \(XLS\)](#) All districts in Texas listed alphabetically and grouped by rating

[All Campuses by Rating \(PDF\) \(XLS\)](#) All campuses in Texas listed alphabetically and grouped by rating

Related Content

[2019 Accountability Development](#)
[Accountability Ratings](#)
[TEAL Accountability Application Request](#)
[Performance Reporting Resources](#)

Contact Information

Performance Reporting
 Phone: (512) 463-9704
 Fax: (512) 936-6431
performance.reporting@tea.texas.gov



- You can also view distinction designation reports on the 2019 Accountability Rating System site at <https://tea.texas.gov/2019accountability.aspx>.
- The TEA website provides detailed data tables and additional resources to help educators understand why distinction designations were awarded.

Search page:





[Home](#) > [Performance Reporting Department](#) > [Texas Accountability Rating System](#) > [2019 Accountability Ratings](#) > 2019 Accountability Reports

2019 Accountability Reports

This search will provide district and campus ratings. You can search for a district or campus by entering the name, number, county name, or region number.

What report level would you like?

- Campus Report
- District Report

How do you wish to search?

- District Name (full or partial name)
- District Number
- District by County Name (full or partial name)
- District by Region Number

Enter the appropriate name or number:

When entering the school name, do not include the type of school (EL, JR, HS). For example, enter Travis, not Travis EL.
 When entering the district name, do not include the type of district (ISD, CISD). For example, enter Houston, not Houston ISD.
 When entering the region number, use two digits. For example, enter 03 for region 3.
 When entering the county name, do not include the word *county*.
 Do not use commas, apostrophes, periods or other symbols when entering text, as this may result in an error.

Enter name or number:



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.

Demo

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

Choose a report to view:

Accountability Reports

- Accountability Ratings Overview Summary
- District Summary (All Campuses)
- Student Achievement: STAAR Performance Data Tables
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Distinction Designation

- Distinction Designation Report
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- 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

- You can view your campus comparison group at <https://tea.texas.gov/2019accountability.aspx>.
- School administrators find campus comparison groups useful for comparing performance with peer campuses.

2019 Campus Comparison Group
 KATY J H (101914041) - KATY ISD
 Campus Type: Middle School
 Sorted by District Name

1

2

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
KATY J H (101914041)	KATY ISD	06-08	1,085	44.1	8.8	8.6	0.0	15.4
1 ANDREWS MIDDLE (002901041)	ANDREWS ISD	06-08	1,026	39.9	10.0	10.8	0.0	10.9
2 LAKE BELTON MIDDLE (014903043)	BELTON ISD	06-08	916	49.3	4.1	12.6	0.0	14.2
3 GRANT MIDDLE (178904056)	CORPUS CHRISTI ISD	06-08	948	45.4	2.8	12.0	0.0	8.5
4 NAVO MIDDLE (061901047)	DENTON ISD	06-08	985	39.9	4.2	15.0	0.0	11.4
5 CREEKVIEW MIDDLE (220918043)	EAGLE MT-SAGINAW ISD	06-08	993	42.0	7.9	12.4	0.0	11.0
6 ED WILLKIE MIDDLE (220918045)	EAGLE MT-SAGINAW ISD	06-08	1,045	48.4	8.7	14.7	0.0	9.5
7 WILSON & YOUNG MEDAL OF HONOR MIDD (068901045)	ECTOR COUNTY ISD	06-08	1,116	45.3	6.7	17.6	0.0	8.3
8 MACARIO GARCIA MIDDLE (079907049)	FORT BEND ISD	06-08	1,264	39.4	10.3	7.7	0.0	8.9
9 VERNON SCHRADER MIDDLE (057909054)	GARLAND ISD	06-08	1,063	50.6	10.4	11.7	0.0	11.0
10 ACTON MIDDLE (111901042)	GRANBURY ISD	06-08	942	41.9	4.4	14.7	0.0	12.4
11 RONALD W REAGAN MIDDLE (057910050)	GRAND PRAIRIE ISD	06-08	855	45.3	8.5	8.4	0.0	12.2
12 HALLSVILLE J H (102904041)	HALLSVILLE ISD	06-08	1,212	38.7	3.5	9.2	0.0	10.0
13 HOGG MIDDLE (101912053)	HOUSTON ISD	06-08	984	51.0	12.6	4.6	0.0	9.5
14 TIMBERWOOD MIDDLE (101913046)	HUMBLE ISD	06-08	1,147	41.2	4.1	6.3	0.0	8.5
15 FARLEY MIDDLE (246906042)	HUTTO ISD	06-08	916	37.0	7.9	10.3	0.0	13.3
16 HUTTO MIDDLE (246906041)	HUTTO ISD	06-08	853	43.5	11.1	9.4	0.0	14.1
17 STOCKDICK J H (101914055)	KATY ISD	06-08	903	47.6	10.0	11.7	0.0	14.2
18 CHARLES E PATTERSON MIDDLE (014906053)	KILLEEN ISD	06-08	1,056	48.9	6.7	18.1	0.0	12.4
19 HILDEBRANDT INT (101915042)	KLEIN ISD	06-08	948	46.5	15.6	11.0	0.0	12.3
20 SCHINDEWOLF INT (101915047)	KLEIN ISD	06-08	1,227	37.5	8.4	9.1	0.0	10.4
21 LAKE DALLAS MIDDLE (061912041)	LAKE DALLAS ISD	06-08	917	43.6	8.9	10.2	0.0	14.3
22 LEANDER MIDDLE (246913042)	LEANDER ISD	06-08	1,111	39.0	11.3	11.8	0.0	15.0
23 RUNNING BRUSHY MIDDLE (246913043)	LEANDER ISD	06-08	1,227	34.8	8.9	11.1	0.0	15.2
24 SCOTT MORGAN JOHNSON MIDDLE (043907044)	MCKINNEY ISD	06-08	936	49.0	14.3	12.9	0.0	16.7
25 HARRIS MIDDLE (015910058)	NORTH EAST ISD	06-08	1,069	49.5	6.2	12.4	0.0	12.1
26 CONNALLY MIDDLE (015915052)	NORTHSIDE ISD	06-08	952	48.2	6.3	11.2	0.0	11.8
27 STEVENSON MIDDLE (015915047)	NORTHSIDE ISD	06-08	1,233	39.5	4.8	11.2	0.0	13.4
28 STINSON MIDDLE (015915050)	NORTHSIDE ISD	06-08	1,144	40.2	7.5	10.0	0.0	12.2
29 CELE MIDDLE (227904048)	PFLUGERVILLE ISD	06-08	1,123	40.3	12.2	9.1	0.0	10.5
30 PARK CREST MIDDLE (227904043)	PFLUGERVILLE ISD	06-08	909	46.2	8.9	11.5	0.0	12.9
31 FRANKFORD MIDDLE (043910052)	PLANO ISD	06-08	1,028	43.7	14.9	13.6	0.0	12.0
32 OTTO MIDDLE (043910056)	PLANO ISD	06-08	1,100	34.1	13.5	9.0	0.0	11.1
33 CHISHOLM TRAIL MIDDLE (246909043)	ROUND ROCK ISD	06-08	943	38.4	12.3	12.6	0.0	11.6
34 HOPEWELL MIDDLE (246909046)	ROUND ROCK ISD	06-08	1,216	35.1	6.4	11.4	0.0	11.3
35 SANTA FE J H (084909041)	SANTA FE ISD	06-08	1,082	43.8	4.1	10.5	0.0	9.4
36 UNITED MIDDLE (240903041)	UNITED ISD	06-08	1,148	51.0	12.1	6.8	0.0	7.1
37 EVELYN LOVE COLEMAN J H (070912045)	WAXAHACHIE ISD	06-08	897	44.8	8.8	13.5	0.0	13.2
38 HALL MIDDLE (184903041)	WEATHERFORD ISD	06-08	972	42.0	9.3	13.6	0.0	10.2
39 TISON MIDDLE (184903042)	WEATHERFORD ISD	06-08	936	40.2	8.9	10.8	0.0	11.6
40 MCNIEL MIDDLE (243905047)	WICHITA FALLS ISD	06-08	1,223	49.3	2.4	14.2	0.0	12.3
Comparison Group Average			1,039	43.3	8.5	11.4	0.0	11.7

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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.

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 \geq 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.

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.

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.

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

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.

Step 1	Determine Colonial HS performance on its 10 indicators	Attendance rate	Accelerated ELA Progress	English I Performance	English II Performance	AP/IB ELA Results	AP/IB ELA Participation	SAT/ACT Participation	Average SAT Score: Reading and Writing	Average ACT Score: ELA	Advanced/Dual-Credit Course Completion
		93.3%	2%	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								

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.

Step 1	Determine Colonial HS performance on its 10 indicators	Attendance rate	Accelerated ELA Progress	English I Performance	English II Performance	AP/IB ELA Results	AP/IB ELA Participation	SAT/ACT Participation	Average SAT Score: Reading and Writing	Average ACT Score: ELA	Advanced/Dual-Credit Course Completion
		93.3%	2%	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
				Q3	Q3	Q2				Q2	
		Q4	Q4								
Step 3	Is performance in the top quartile?	No	No	No	No	No	Yes	Yes	Yes	No	Yes
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

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TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Academic Achievement in English Language Arts/Reading
KATY J H (101914041) - KATY ISD
Campus Type: Middle School

Indicator	Indicator Score	Quartile
Attendance Rate	96.5%	Q1
Accelerated Student Progress in ELA/Reading	19.0%	Q3
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)	20.0%	Q2
Grade 7 Reading Performance (Masters Grade Level)	37.0%	Q1
Grade 7 Writing Performance (Masters Grade Level)	28.0%	Q1
Grade 8 Reading Performance (Masters Grade Level)	31.0%	Q2
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 Completion: ELA/Reading (9-12)		
Total Indicators for ELA/Reading		3 of 6

Distinction Campus Outcome: 3 of 6 eligible indicators in Q1 (Top Quartile)

3 of 6 = 50%

Distinction Target: Middle School = 50% or higher

DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

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.

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Academic Achievement in Mathematics
KATY J H (101914041) - KATY ISD
 Campus Type: Middle School

Indicator	Indicator Score	Quartile
Attendance Rate	96.5%	Q1
Accelerated Student Progress in Mathematics	19.0%	Q1
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)	26.0%	Q1
Grade 7 Mathematics Performance (Masters Grade Level)	9.0%	Q3
Grade 8 Mathematics Performance (Masters Grade Level)	26.0%	Q1
Algebra I by Grade 8 - Participation	29.0%	Q2
Algebra I Performance (Masters Grade Level)	89.0%	Q1
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 Completion: Mathematics (9-12)		
Total Indicators for Mathematics		5 of 7

Distinction Campus Outcome: 5 of 7 eligible indicators in Q1 (Top Quartile)

5 of 7 = 71%

Distinction Target: Middle School = 50% or higher

DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

- Header displays the campus and district name, campus type, and number
- AADD Mathematics indicators
- Lists the campus's performance on each applicable indicator and for which it has data available
- 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)
- States the campus outcome and calculation used to determine distinctions
- Distinction designation label
- Lists additional notes regarding the distinction designation calculation

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.

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)
- AP/IB Examination Participation: Science
- AP/IB Examination Results (Examinees \geq Criterion): Science
- Average ACT Score: Science
- Advanced/Dual-Credit Course Completion Rate: Science (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: 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.

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**TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Academic Achievement in Science
KATY J H (101914041) - KATY ISD
Campus Type: Middle School**

Indicator	3 Indicator Score	4 Quartile
Attendance Rate	96.5%	Q1
Grade 5 Science Performance (Masters Grade Level)		
Grade 8 Science Performance (Masters Grade Level)	34.0%	Q1
EOC Biology Performance (Masters Grade Level)		
AP/IB Examination Participation: Science		
AP/IB Examination Results (Examinees >= Criterion): Science		
Average ACT Score: Science		
Advanced/Dual-Credit Completion: Science (9–12)		
Total Indicators for Science		2 of 2

Distinction Campus Outcome: 2 of 2 eligible indicators in Q1 (Top Quartile)

2 of 2 = 100%

Distinction Target: Middle School = 50% or higher **5**

6
DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction. **7**

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

- 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 \geq 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.

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Academic Achievement in Social Studies
WEST MEMORIAL J H (101914042) - KATY ISD
 Campus Type: Middle School

Indicator	Indicator Score	Quartile
Attendance Rate	96.2%	Q1
Grade 8 Social Studies Performance (Masters Grade Level)	25.0%	Q1
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 Completion: Social Studies (9–12)		
Total Indicators for Social Studies		2 of 2

Distinction Campus Outcome: 2 of 2 eligible indicators in Q1 (Top Quartile)

2 of 2 = 100%

Distinction Target: Middle School = 50% or higher

DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

- Header displays the campus and district name, campus type, and number
- AADD Social studies indicators
- Lists the campus's performance on each applicable indicator and for which it has data available
- 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)
- States the campus outcome and calculation used to determine distinctions
- Distinction designation label
- 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

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Top 25 Percent: Comparative Academic Growth (AG)
KATY J H (101914041) - KATY ISD
 Campus Type: Middle School

Campus Name	District Name	AG Scaled Score
1 OTTO MIDDLE (043910056)	PLANO ISD	86
2 LEANDER MIDDLE (246913042)	LEANDER ISD	84
3 MACARIO GARCIA MIDDLE (079907049)	FORT BEND ISD	83
4 CREEKVIEW MIDDLE (220918043)	EAGLE MT-SAGINAW ISD	81
5 UNITED MIDDLE (240903041)	UNITED ISD	81
KATY J H (101914041)	KATY ISD	80
6 PARK CREST MIDDLE (227904043)	PFLUGERVILLE ISD	79
7 RUNNING BRUSHY MIDDLE (246913043)	LEANDER ISD	77
8 SCHINDEWOLF INT (101915047)	KLEIN ISD	77
9 HALLSVILLE J H (102904041)	HALLSVILLE ISD	74
10 SCOTT MORGAN JOHNSON MIDDLE (043907044)	MCKINNEY ISD	74
11 VERNON SCHRADER MIDDLE (057909054)	GARLAND ISD	74
12 CHISHOLM TRAIL MIDDLE (246909043)	ROUND ROCK ISD	72
13 FARLEY MIDDLE (246906042)	HUTTO ISD	72
14 FRANKFORD MIDDLE (043910052)	PLANO ISD	72
15 HOGG MIDDLE (101912053)	HOUSTON ISD	72
16 HOPEWELL MIDDLE (246909046)	ROUND ROCK ISD	72
17 LAKE DALLAS MIDDLE (061912041)	LAKE DALLAS ISD	72
18 MCNIEL MIDDLE (243905047)	WICHITA FALLS ISD	72
19 NAVO MIDDLE (061901047)	DENTON ISD	72
20 STOCKDICK J H (101914055)	KATY ISD	72
21 CHARLES E PATTERSON MIDDLE (014906053)	KILLEEN ISD	70
22 HARRIS MIDDLE (015910058)	NORTH EAST ISD	70
23 ANDREWS MIDDLE (002901041)	ANDREWS ISD	69
24 CONNALLY MIDDLE (015915052)	NORTHSIDE ISD	69
25 RONALD W REAGAN MIDDLE (057910050)	GRAND PRAIRIE ISD	69
26 CELE MIDDLE (227904048)	PFLUGERVILLE ISD	66
27 ED WILLKIE MIDDLE (220918045)	EAGLE MT-SAGINAW ISD	66
28 HALL MIDDLE (184903041)	WEATHERFORD ISD	66
29 HILDEBRANDT INT (101915042)	KLEIN ISD	66
30 STINSON MIDDLE (015915050)	NORTHSIDE ISD	66
31 LAKE BELTON MIDDLE (014903043)	BELTON ISD	63
32 HUTTO MIDDLE (246906041)	HUTTO ISD	60
33 STEVENSON MIDDLE (015915047)	NORTHSIDE ISD	60
34 ACTON MIDDLE (111901042)	GRANBURY ISD	59
35 EVELYN LOVE COLEMAN J H (070912045)	WAXAHACHIE ISD	59
36 GRANT MIDDLE (178904056)	CORPUS CHRISTI ISD	59
37 TISON MIDDLE (184903042)	WEATHERFORD ISD	59
38 SANTA FE J H (084909041)	SANTA FE ISD	58
39 TIMBERWOOD MIDDLE (101913046)	HUMBLE ISD	58
40 WILSON & YOUNG MEDAL OF HONOR MIDD (068901045)	ECTOR COUNTY ISD	55

Top 25 Percent: Comparative Academic Growth Target = Academic Growth Scaled Score of 74

DISTINCTION EARNED

Blank values for an Academic Growth Scaled Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Academic Growth Scaled Scores are identical, the campuses are listed alphabetically by campus name.

- Header displays the campus and district name, campus type, and number
- Campus comparison group listing arranged in descending order by School Progress, Part A scaled score.
- Academic Growth scaled score for each campus
- Distinction designation label
- Lists additional notes regarding the distinction designation calculation

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

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Top 25 Percent: Comparative Closing the Gaps (CTG)
KATY J H (101914041) - KATY ISD
 Campus Type: Middle School

Campus Name	District Name	CTG Scaled Score
1 MACARIO GARCIA MIDDLE (079907049)	FORT BEND ISD	93
2 UNITED MIDDLE (240903041)	UNITED ISD	90
3 LEANDER MIDDLE (246913042)	LEANDER ISD	88
KATY J H (101914041)	KATY ISD	87
4 OTTO MIDDLE (043910056)	PLANO ISD	87
5 PARK CREST MIDDLE (227904043)	PFLUGERVILLE ISD	86
6 CREEKVIEW MIDDLE (220918043)	EAGLE MT-SAGINAW ISD	84
7 SCOTT MORGAN JOHNSON MIDDLE (043907044)	MCKINNEY ISD	81
8 RUNNING BRUSHY MIDDLE (246913043)	LEANDER ISD	79
9 STINSON MIDDLE (015915050)	NORTHSIDE ISD	79
10 CONNALLY MIDDLE (015915052)	NORTHSIDE ISD	78
11 MCNIEL MIDDLE (243905047)	WICHITA FALLS ISD	78
12 SCHINDEWOLF INT (101915047)	KLEIN ISD	78
13 FARLEY MIDDLE (246906042)	HUTTO ISD	77
14 HARRIS MIDDLE (015910058)	NORTH EAST ISD	77
15 HOGG MIDDLE (101912053)	HOUSTON ISD	77
16 RONALD W REAGAN MIDDLE (057910050)	GRAND PRAIRIE ISD	77
17 NAVO MIDDLE (061901047)	DENTON ISD	76
18 STOCKDICK J H (101914055)	KATY ISD	76
19 FRANKFORD MIDDLE (043910052)	PLANO ISD	75
20 HALLSVILLE J H (102904041)	HALLSVILLE ISD	75
21 HOPEWELL MIDDLE (246909046)	ROUND ROCK ISD	75
22 LAKE DALLAS MIDDLE (061912041)	LAKE DALLAS ISD	75
23 CELE MIDDLE (227904048)	PFLUGERVILLE ISD	74
24 CHARLES E PATTERSON MIDDLE (014906053)	KILLEEN ISD	74
25 CHISHOLM TRAIL MIDDLE (246909043)	ROUND ROCK ISD	74
26 STEVENSON MIDDLE (015915047)	NORTHSIDE ISD	74
27 ED WILLKIE MIDDLE (220918045)	EAGLE MT-SAGINAW ISD	73
28 GRANT MIDDLE (178904056)	CORPUS CHRISTI ISD	73
29 VERNON SCHRADER MIDDLE (057909054)	GARLAND ISD	73
30 HILDEBRANDT INT (101915042)	KLEIN ISD	71
31 TIMBERWOOD MIDDLE (101913046)	HUMBLE ISD	71
32 ACTON MIDDLE (111901042)	GRANBURY ISD	70
33 HUTTO MIDDLE (246906041)	HUTTO ISD	70
34 LAKE BELTON MIDDLE (014903043)	BELTON ISD	67
35 EVELYN LOVE COLEMAN J H (070912045)	WAXAHACHIE ISD	63
36 HALL MIDDLE (184903041)	WEATHERFORD ISD	62
37 ANDREWS MIDDLE (002901041)	ANDREWS ISD	60
38 SANTA FE J H (084909041)	SANTA FE ISD	45
39 WILSON & YOUNG MEDAL OF HONOR MIDD (068901045)	ECTOR COUNTY ISD	36
40 TISON MIDDLE (184903042)	WEATHERFORD ISD	30

Top 25 Percent: Comparative Closing the Gaps Target = Closing the Gaps Scaled Score of 78

DISTINCTION EARNED

Blank values for a Closing the Gaps Scaled Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Closing the Gaps Scaled Scores are identical, the campuses are listed alphabetically by campus name.

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

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.

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary **1**
Postsecondary Readiness
KATY J H (101914041) - KATY ISD
 Campus Type: Middle School

2

Indicator	Indicator Score 3	Quartile 4
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	57.0%	Q1
Pct of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics	40.0%	Q1
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		
Total Indicators for Postsecondary Readiness		2 of 2

Evaluation of campus outcomes: 2 of 2 eligible indicators in Q1 (Top Quartile)

2 of 2 = 100%

5

Distinction Target: Middle School = 50% or higher

DISTINCTION EARNED **6**

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

7

- Header displays the campus and district name, campus type, and number
- Postsecondary readiness indicators
- Lists the campus's performance on each applicable indicator and for which it has data available
- 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)
- States the campus outcome and calculation used to determine distinctions
- Distinction designation label
- Lists additional notes regarding the distinction designation calculation

**TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary** ①
Postsecondary Readiness
BASIS TEXAS (015834)

Campus Type	Indicator	# of Indicators at Q1	# of Eligible Indicators
Elementary	Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	0	2
	Pct of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics	0	2
Elementary/Secondary	Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	1	1
	Pct of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics	1	1
	Four-Year Longitudinal Graduation Rate	0	0
	Four-Year Longitudinal Graduation Plan Rate	0	0
	TSI Criteria Graduates	1	1
	College, Career, and Military Ready Graduates	1	1
	SAT/ACT Participation	1	1
	AP/IB Examination Participation: Any Subject	1	1
	CTE Coherent Sequence Graduates	0	1
Total Indicators for Postsecondary Readiness		6	11

Distinction District Outcome: 6 of 11 eligible indicators in the Top Quartile (Q1)

6 of 11 = 55%

Distinction Target: 55% or higher

DISTINCTION EARNED

- Header displays the campus and district name, campus type, and number
- Postsecondary readiness indicators by campus type
- Lists the district's number of postsecondary readiness indicators in the top quartile (Q1)
- Lists the district's number of eligible postsecondary readiness
- States the district outcome and calculation used to determine distinctions
- Distinction designation label

The screenshot shows the 'HOW WELL DID THIS SCHOOL PERFORM OVERALL?' section of the TXschools.gov website. It includes a 'SCHOOL OVERVIEW 2018-19' card with a 'B' rating and a score of 87 out of 100. A 'CHANGE OVER TIME' chart shows a decline from 88 out of 100 in 2017-18 to 87 out of 100 in 2018-19. Below this are three 'OVERALL PERFORMANCE DETAILS' cards: 'STUDENT ACHIEVEMENT' (87 out of 100), 'SCHOOL PROGRESS' (86 out of 100), and 'CLOSING THE GAPS' (87 out of 100). At the bottom, a 'WHERE DID THIS SCHOOL PERFORM EXCEPTIONALLY WELL?' section lists various domains with green checkmarks for 'ACADEMIC ACHIEVEMENT IN SCIENCE', 'ACADEMIC ACHIEVEMENT IN MATHEMATICS', 'ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE ARTS/READING', 'TOP 25% COMPARATIVE ACADEMIC GROWTH', 'POST-SECONDARY READINESS', and 'TOP 25% COMPARATIVE CLOSING THE GAPS'. A red 'X' is visible next to 'ACADEMIC ACHIEVEMENT IN SOCIAL STUDIES'.

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).



Resources

- <http://tea.texas.gov/A-F>
- <https://tea.texas.gov/perfreport/resources/index.html>

Sign up for the Performance Reporting weekly bulletin:



- **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

A large, diverse group of school children of various ethnicities and ages are sitting together, smiling and looking towards the camera. They are dressed in casual school attire. A white rectangular box is overlaid on the center of the image, containing the text "Thank you!" in a blue, sans-serif font.

Thank you!