

## Chapter 1—2022 Accountability Overview

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### About this Manual

The *2022 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 2022 accountability data reports.

The *2022 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.

**Accountability Technical Advisory Committee (ATAC)** includes representatives from school districts, charter schools, and regional education service centers (ESCs). Members made recommendations to address technical issues for 2022 accountability.

**Accountability Policy Advisory Committee (APAC)** includes representatives from legislative offices, school districts, charter schools, parents, and the business community. Members made recommendations to address policy issues for 2022 accountability.

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

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/2022-accountability-development-materials-0>.

### Overview of the 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 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 2021–22 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 charter schools are rated based on the aggregate results of students in their campuses. Districts without any students enrolled in the grades for which STAAR assessments are administered (3–12) are assigned the rating label of *Not Rated*.

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

## Campuses

Beginning the first year they report fall enrollment, campuses, and open-enrollment charter schools, including alternative education campuses (AECs), are rated based on the performance of their students. For the purposes of assigning accountability ratings, campuses that do not serve any grade level for which the STAAR assessments are administered are paired with campuses in their district that serve students who take STAAR. 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, or C:** Assigned for overall performance and for performance in each domain to districts and campuses (including those evaluated under alternative education accountability (AEA)) that meet the performance target for the letter grade
- **Not Rated:** 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.
- **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.

### Single-Campus Districts

For single-campus school districts and charter schools, the 2022 performance targets applied to the campus are also applied to the district, ensuring that both the district and campus receive identical ratings. School districts or charter schools that meet the definition above are considered single-campus districts or charter schools in any criteria outlined in this manual.

## Distinction Designations

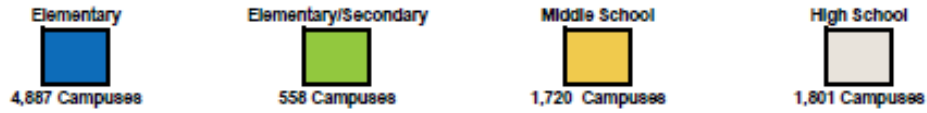
Districts and campuses that receive acceptable accountability ratings are eligible to earn distinction designations. Distinction designations are awarded for achievement in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics. Districts are eligible for a distinction designation in postsecondary readiness. Please see “Chapter 6—Distinction Designations” for more information.

## 2022 Accountability System School Types

Every campus is labeled as one of four school types according to its grade span based on 2021–22 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 campuses that serve only that grade span. A campus that serves grades five and six only is labeled middle school, and there are 110 such campuses statewide.

### 2022 Accountability System School Types (8,966 Total Campuses)



Highest Grade Level Served →

	EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12	
Lowest Grade Level Served	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

TEA Division of Performance Reporting

## 2022 STAAR-Based Indicators

### Accountability Subset Rule

A subset of assessment results is used to calculate each domain. The calculation includes only assessment results for students enrolled in the district or campus in a previous fall, as reported on the TSDS PEIMS October snapshot. Three assessment administration periods are considered for accountability purposes:

STAAR results are included in the subset of district/campus accountability	if the student was enrolled in the district/campus on this date:
EOC summer 2021 administration	October 2020 enrollment snapshot
EOC fall 2021 administration	October 2021 enrollment snapshot
EOC spring 2022 administration	
Grades 3–8 spring 2022 administration	

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

- Grades 3–8: districts and campuses are responsible for 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 2021 results for students reported as enrolled in the October 2020 snapshot;
  - fall 2021 results for students reported as enrolled in the October 2021 snapshot; and
  - spring 2022 results for students reported as enrolled in the October 2021 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, 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**

<i>Enrolled</i>	<i>Tested</i>	<i>Enrolled</i>	<i>Tested</i>	<i>Tested</i>
October 2020 Snapshot <b>Campus A</b>	Summer 2021 <b>Campus A</b>	October 2021 Snapshot <b>Campus A</b>	Fall 2021 <b>Campus A</b>	Spring 2022 <b>Campus A</b>
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).

<i>Enrolled</i>	<i>Tested</i>	<i>Enrolled</i>	<i>Tested</i>	<i>Tested</i>
October 2020 Snapshot <b>Campus A</b>	Summer 2021 <b>Campus A</b>	October 2021 Snapshot <b>Campus A</b>	Fall 2021 <b>Campus A</b>	Spring 2022 <b>Campus B</b>
The best result is selected. Only the fall 2021 result meets the accountability subset rule. If spring 2022 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 2021 PEIMS snapshot. Please see Chapter 2 for additional information on accelerated testers and the inclusion of SAT/ACT results.

## 2022 TSDS PEIMS-Based Indicators

One of the primary sources for data used in the accountability system is the TSDS PEIMS data collection. The TSDS PEIMS data collection has a prescribed process and timeline that offer school districts the opportunity to correct data submission errors or data omissions discovered following the initial data submission. TSDS PEIMS data provided by school districts and used to create specific indicators are listed below.

<b>TSDS PEIMS data used for accountability indicators</b>	<b>Data for</b>
4-year Longitudinal Graduation Rate	Class of 2021
5-year Longitudinal Graduation Rate	Class of 2020
6-year Longitudinal Graduation Rate	Class of 2019
Annual Dropout Rate	2020–21 school year
Graduate with Completed IEP and Workforce Readiness	
Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student	
Earn an Industry-Based Certification	Earned during 2020–21, 2019–20, 2018–19, and 2017–18 school years
Complete College Prep Course	
Dual Credit Course Completion	
Earn an Associate Degree	

## 2022 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.

<b>Other data used for College, Career, and Military Readiness</b>	<b>Data reported for</b>
ACT college admissions test	Tests as of July 2021 administration (2020–21, 2019–20, 2018–19, and 2017–18 school years)

Other data used for College, Career, and Military Readiness	Data reported for
AP examination	Tests as of June 2021 administration (2020–21, 2019–20, 2018–19, and 2017–18 school years)
IB examination	Tests as of May 2021 administration (2020–21, 2019–20, 2018–19, and 2017–18 school years)
TSI assessment	Tests from June 2011 to October 2021 administration
SAT college admissions test	Tests as of June 2021 administration (2020–21, 2019–20, 2018–19, and 2017–18 school years)
OnRamps dual enrollment course completion	Courses completed during the 2020–21, 2019–20, 2018– 19, and 2017–18 school years
Level I and level II certificates	Certificates earned during the 2020–21, 2019–20, 2018– 19, and 2017–18 school years

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

## Ensuring Data Integrity

Accurate data is fundamental to accountability ratings. The system depends on the responsible collection and submission of assessment and TSDS PEIMS information by school districts and charter schools. Responsibility for the accuracy and quality of data used to determine district and campus ratings, therefore, rests with local authorities. An appeal that is solely based on a district's submission of inaccurate data will likely be denied.

Because accurate and reliable data are the foundation of the accountability system, TEA has established several steps to protect the quality and integrity of the data and the accountability ratings that are based on that data.

- Campus Number Tracking:** Requests for campus number changes may be approved with consideration of prior state accountability ratings. Ratings of *D*, *F*, or *Improvement Required* for the same campus assigned two different campus numbers may be considered as consecutive years of unacceptable ratings for accountability interventions and sanctions, if the commissioner determines this is necessary to preserve the integrity of the accountability system.
- Data Validation System:** Data Validation is a data-driven system designed to confirm the integrity of district submitted data. Annual data validation analyses examine districts' leaver and dropout data, student assessment data, discipline data and may also validate other district submitted data. Districts identified with potential data integrity concerns engage in a process to either validate the accuracy of their data or determine that erroneous data were submitted. This process is



fundamental to the integrity of all the agency's evaluation systems. For more information, see the Data Validation Manuals on the PBM website at <http://tea.texas.gov/pbm/DVManuals.aspx>.

- **Test Security:** As part of ongoing efforts to improve security measures surrounding the assessment program, TEA uses a comprehensive set of test security procedures designed to assure parents, students, and the public that assessment results are meaningful and valid. Among other measures, districts are required to implement seating charts during all administrations and maintain certain test administration materials for five years. All testing personnel are required to be trained in test security and administration procedures at least once. However, annual test administration training is strongly encouraged, especially for policies and procedures that have changed. Detailed information about test security policies for the state assessment program is available online at <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2547990915/Test+Security>
- **Not Rated: Data Integrity Issues:** This rating is used when the accuracy and/or integrity of performance results have been compromised, preventing the assignment of a rating. TSDS PEIMS data submitted by districts, such as military enlistment data, are subject to audit at the discretion of the agency. Results of an audit may lead to corrective action plans, revised accountability ratings, 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.