Chapter 2—Student Achievement Domain

Overview

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

STAAR Component

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

STAAR Component—Assessments Evaluated

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

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

STAAR Component—Students Evaluated

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

STAAR Component—Inclusion of EB Students/ELs

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

Unschooled asylees, unschooled refugees, and students with interrupted formal education (SIFEs) are included in state accountability beginning with their second year of enrollment in U.S. schools.

STAAR Component—Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated in the STAAR component if there are 10 or more STAAR assessments, EL performance measures, and/or SAT/ACT results combined across all subjects.

• Small numbers analysis is not used in the STAAR component.

Inclusion of SAT/ACT Results for Accelerated Testers

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

SAT/ACT Inclusion—Assessments Evaluated

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

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

SAT/ACT Inclusion—Students Evaluated

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

SAT/ACT Inclusion—Methodology

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

• Approaches Grade Level or above

• Meets Grade Level or above

• Masters Grade Level

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

SAT/ACT Inclusion—Accountability Subset

The SAT/ACT accountability subset rules determine to which district and campus the accelerated tester's SAT/ACT result is attributed for accountability. The SAT/ACT result for an accelerated tester is attributed to the district and campus at which the student is reported as enrolled in grade 12 on the TSDS PEIMS October snapshot for that accountability cycle. SAT/ACT results are attributed to that district and

campus without regard to the district or campus at which the student took the corresponding STAAR EOC before grade 9 or the enrolled district of campus at the time of SAT/ACT administration.

STAAR Component—Methodology

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

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

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

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

College, Career, and Military Readiness Component

The College, Career, and Military Readiness (CCMR) component of the Student Achievement domain measures graduates' preparedness for college, the workforce, or the military. The Student Achievement CCMR denominator consists of 2021 annual graduates. Annual graduates are students who graduate from a district or campus in a school year regardless of cohort. This is separate from, and may include different students than, the longitudinal graduation cohorts. Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

- *Meet Texas Success Initiative (TSI) Criteria in ELA/Reading and Mathematics.* A graduate meeting the TSI college readiness standards in <u>both</u> ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The assessment results considered include TSIA1 and/or TSIA2 assessments through

October 2021, SAT and ACT results through the July 2021 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information.

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

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

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

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

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

- *Earn an Industry-Based Certification.* A graduate earning an industry-based certification under 19 TAC §74.1003. See Appendix J for a complete list of approved IBCs.

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

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

- *Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student.* A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA).

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

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

College, Career, and Military Readiness Component—Students Evaluated
All students are evaluated as one group.

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

- All students are evaluated in the CCMR component if there are at least 10 annual graduates.

- Small numbers analysis, as described below, applies to all students if the number of annual graduates is fewer than 10.

  o A three-year average CCMR rate is calculated for all students. The calculation is based on an aggregated three-year uniform average using the district's or campus's 2022, 2021, and 2020, CCMR data.

  o The all students group is evaluated if the three-year sum has at least 10 annual graduates.

  An example of small numbers analysis follows:

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

College, Career, and Military Readiness Component—Methodology

One point is given for each annual graduate who accomplishes any one of the CCMR indicators. The CCMR component is calculated by dividing the total points (cumulative number of CCMR graduates) by the number of annual graduates. The CCMR component score is rounded to the nearest whole number.

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

Example Calculation: CCMR Component Score		
	Number of Graduates Who Accomplished at Least One of the CCMR Indicators	**Number of 2021 Annual Graduates**
Total	**208**	**365**
Student Achievement Domain CCMR Component Score (Number of Graduates Who Accomplished at Least One of the CCMR Indicators ÷ Number of 2021 Annual Graduates)		**57**

Graduation Rate (or Annual Dropout Rate) Component

Graduation Rate Component

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

- Class of 2021 four-year graduation rate is calculated for districts and campuses if they: (a) served grade 9, as well as grade 11 or 12, in the first and fifth years of the cohort or (b) served grade 12 in the first and fifth years of the cohort.

- Class of 2020 five-year graduation rate follows the same cohort of students for one additional year.

- Class of 2019 six-year graduation rate follows the same cohort of students for two additional years.

- Annual dropout rate for school year 2020–21 for grades 9–12 is used if a campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year, five-year, or six-year graduation rate. This proxy for the graduation rate is calculated by converting the grade 9–12 annual dropout rate into a positive measure. Please see *Annual Dropout Rate—Conversion* on the following pages.

Graduation Rate—Students Evaluated
All students are evaluated as one group.

Graduation Rate—Minimum Size Criteria and Small Numbers Analysis

- All Students are evaluated if there are at least 10 students in the class.

- Small numbers analysis, as described below, applies to all students if the number of students in the Class of 2021 (4-year), Class of 2020 (5-year), or Class of 2019 (6-year) is fewer than 10. The total number of students in the class consists of graduates, continuing students, Texas high school equivalency certificate (TxCHSE) recipients, and dropouts.

  o A three-year-average graduation rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.

  o The all students group is evaluated if the three-year sum has at least 10 students.

  An example of small numbers analysis follows:

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

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

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

$$\frac{\text{Number of Graduates in the Class}}{\text{Number of Students in the Class}}$$
$$(\text{Graduates} + \text{Continuers} + \text{TxCHSE Recipients} + \text{Dropouts})$$

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

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

Annual Dropout Rate Component

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

Annual Dropout Rate—Students Evaluated

All students are evaluated as one group.

Annual Dropout Rate—Minimum Size Criteria and Small Numbers Analysis

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

    An example of small numbers analysis follows:

    $$\frac{\text{Number of Dropouts in Grades 9–12 in 2020–21, 2019–20, and 2018–19}}{\text{Number of Students in Grades 9–12 in 2020–21, 2019–20, and 2018–19}}$$

Annual Dropout Rate—Methodology

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

Annual Dropout Rate—Conversion

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

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

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

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

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

Alternative Education Accountability Modifications

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

AEA Graduation/Annual Dropout Rate—Methodology

The graduation rate calculation is modified to credit AEA campuses and charter schools for graduates, continuing students (continuers), and TxCHSE recipients. The grade 9–12 annual dropout rate is used if no combined graduation, continuer, and TxCHSE rate is available.

$$\frac{\text{Number of Graduates + Continuers + TxCHSE Recipients in the Class}}{\substack{\text{Number of Students in the Class} \\ \text{(Graduates + Continuers + TxCHSE Recipients + Dropouts)}}}$$

- Class of 2021 four-year graduation, continuer, and TxCHSE rates are calculated for AEA campuses and charter schools if they: (a) served grade 9, as well as grade 11 or 12, in the first and fifth years of the cohort or (b) served grade 12 in the first and fifth years of the cohort.

- Class of 2020 five-year graduation, continuer, and TxCHSE rates follow the same cohort of students for one additional year; therefore, most AEA campuses and charter schools that have a four-year graduation, continuer, and TxCHSE rate in one year will have a five-year graduation, continuer, and TxCHSE rate for that cohort in the following year.

- Class of 2019 six-year graduation, continuer, and TxCHSE rates continue to follow the same cohort of students for one additional year; therefore, most AEA campuses and charter schools that have a five-year graduation, continuer, and TxCHSE rate in one year will have a six-year graduation, continuer, and TxCHSE rate for that cohort in the following year.

- Annual dropout rate for school year 2020–21 for grades 9–12. If an AEA charter school or campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year, five-year, or six-year graduation, continuer, and TxCHSE rate, a proxy for the graduation rate is calculated by converting the grade 9–12 annual dropout rate into a positive measure.

AEA Annual Dropout Rate—Conversion

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

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

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

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

Student Achievement Domain Rating Calculation

See "Chapter 5—Calculating 2022 Ratings" for the methodology to calculate the Student Achievement domain rating.