Chapter 3—School Progress Domain

Overview

The School Progress domain measures campus outcomes in two areas:

- Part A: Academic Growth
  - Percentage of students who grew at least one year academically as measured by STAAR results (Annual Growth).
  - Percentage of students who earned Did Not Meet Grade Level in the prior year and Approaches Grade Level or above in the current year (Accelerated Learning).
- Part B: Relative Performance
  - The achievement of students relative to campuses with similar economically disadvantaged percentages.
  - For AEA campuses, Part B: Retest Growth is the percentage of students who earned Approaches Grade Level or above on an EOC retest during the accountability cycle.

School Progress, Part A: Academic Growth

The School Progress, Part A: Academic Growth provides an opportunity for campuses to receive credit for STAAR results in reading/language arts (RLA) and mathematics that show annual growth and if applicable demonstrate accelerated learning.

Annual Growth indicates the amount of improvement or growth a student has made from year to year. For STAAR assessments (with or without accommodations), annual growth is measured by a transition table. Individual student growth is calculated as the change between Low Did Not Meet Grade Level, High Did Not Meet Grade Level, Low Approaches Grade Level, High Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance from the prior year to the current year.

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

The Academic Growth component of the School Progress domain calculation uses a methodology in which scores are calculated based on students' level of performance for STAAR assessments as reported in the consolidated accountability file (CAF). See Appendix H for more information.

Part A: Academic Growth—Assessments Evaluated

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

Part A: Academic Growth—Students Evaluated

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

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

The student demographic data saved by districts in the Test Information Distribution Engine (TIDE) by the date indicated on the Texas Assessment Program Calendar of Events are used to identify EB students/ELs for accountability purposes (*"Final Date to Enter Student Information for Accountability Reporting"*).

EB students/ELs inclusion and exclusion are available in Appendix H. EB students/ELs TIDE coding can be found in Appendix D.

- EB students/ELs who are year one in U.S. schools are excluded from accountability calculations.
- EB students/ELs in their second year in U.S. schools are included in accountability calculations.
- EB students/ELs in their second year in U.S. schools with a parental denial for EL services do not receive an EL performance measure and are included in the same manner as non-EB students/ELs.
- Current and monitored (through year 4) EB students/ELs are included in accountability calculations.

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) who are in year one in U.S. schools are excluded from accountability performance calculations and are included in state accountability beginning with their second year of enrollment in U.S. schools.

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

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

Part A: Academic Growth: Annual Growth—Methodology

The Annual Growth score in School Progress, Part A includes all assessments with eligible Annual Growth data. To be eligible for an Annual Growth score, a student must meet all of the following criteria within the same content area (RLA or mathematics):

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

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

The following tables show how campuses earn credit in School Progress, Part A for results that met the Annual Growth expectations.

Part A: Academic Growth: Annual Growth Points (STAAR)

Prior Year* Performance on STAAR	Current Year Performance on STAAR					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

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

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

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

Part A: Academic Growth: Accelerated Learning—Methodology

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

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

Part A: Academic Growth: Accelerated Learning Points (STAAR)

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

Part A: Academic Growth: Accelerated Learning Points (STAAR Alternate 2)

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

Part A: Academic Growth Score

The Part A: Academic Growth score denominator is the number of eligible RLA and mathematics assessments. If an assessment is eligible for annual growth and accelerated learning, it will only count once in the denominator. The numerator is the total number of points earned for Annual Growth plus 0.25 multiplied by the total number of points earned for Accelerated Learning. Any raw component score in excess of 100 is scaled to 100.

Example Calculation: Part A: Academic Growth

A campus has 277 grade 4–6 students, all of whom took an RLA and mathematics STAAR assessment in the current year and the prior year (denominator = 554 STAAR assessments). 170 RLA and mathematics assessments were at the Did Not Meet Grade Level in the prior year.

Annual Growth Points (Example)

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

Accelerated Learning Points (Example)

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

Example Calculation: Part A: Academic Growth

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

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

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

School Progress, Part B: Relative Performance

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

Part B: Relative Performance—Assessments and Measures Evaluated

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

Part B: Relative Performance—Students Evaluated

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

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

The student demographic data saved by districts in the Test Information Distribution Engine (TIDE) by the date indicated on the Texas Assessment Program Calendar of Events, are used to identify EB students/ELs for accountability purposes (*"Final Date to Enter Student Information for Accountability Reporting"*). The specific codes for EB students/ELs inclusion and exclusion are available in Appendix H. EB students/ELs TIDE coding can be found in Appendix D.

- 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.

- Current and monitored (through year 4) EB students/ELs are included in accountability calculations.

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

Unschooled asylees, unschooled refugees, and SIFEs who are in year one in U.S. schools are excluded from accountability performance calculations and are included in state accountability beginning with their second year of enrollment in U.S. schools.

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

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

Part B: Relative Performance—Methodology

Elementary and Middle Schools

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

High Schools and K–12 Campuses with CCMR Component

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

High Schools and K–12 Campuses without CCMR Component

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

Alternative Education Accountability Campuses

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

Part B: Relative Performance Score

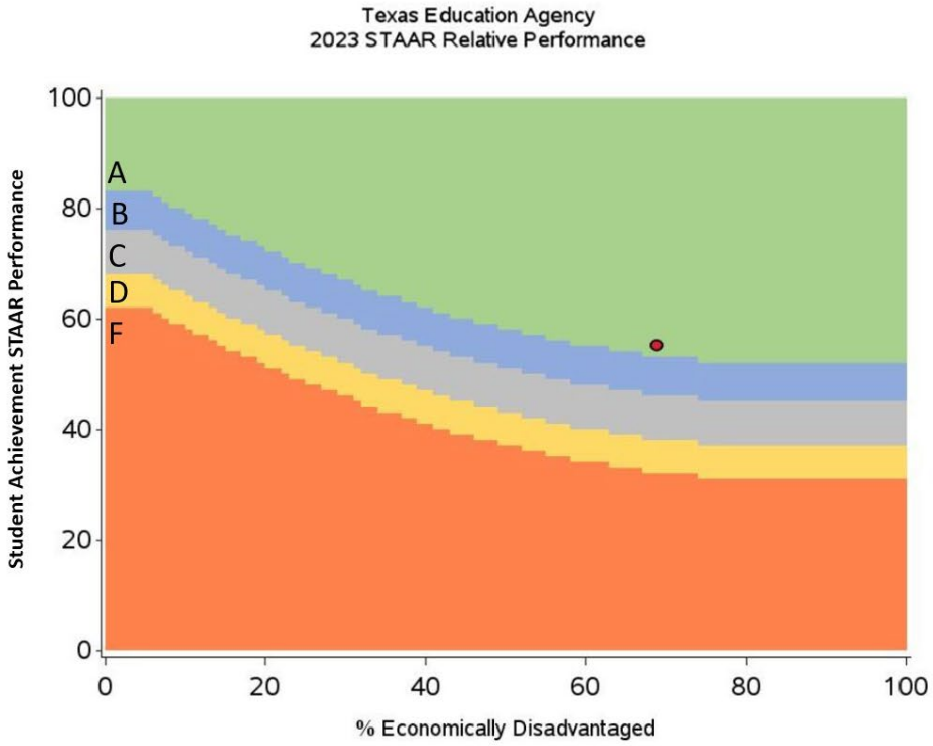
The Part B: Relative Performance score is determined as follows:

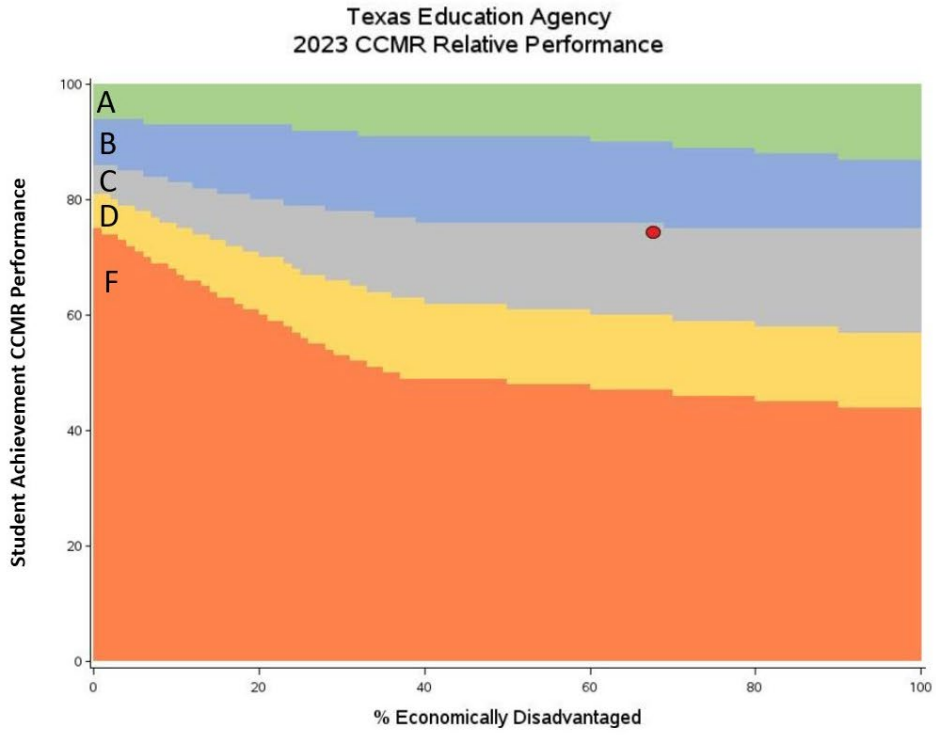
- For elementary and middle school campuses, the raw Student Achievement STAAR component score is scaled using Relative Performance scaling (see Chapter 5).
- For high schools and K-12 campuses, the raw Student Achievement STAAR and CCMR scores from the Student Achievement domain are each scaled using Relative Performance scaling (see Chapter 5). The two scale scores are then averaged and rounded to the nearest whole number.

Examples: Part B: Relative Performance

In the high school examples shown below, there were 67.9 percent of students identified as economically disadvantaged on the campus's TSDS PEIMS October 2022 snapshot, and the campus earned a 56 raw score on Student Achievement STAAR and a 75 raw score in Student Achievement CCMR. The STAAR Relative Performance scaled score would be 91, and the CCMR Relative Performance

scaled score would be 79. The average of these components is 85, which would result in a *B* for Part B: Relative Performance.





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

Alternative Education Accountability—Part B: Retest Growth

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

AEA Part B: Retest Growth—Assessments Evaluated

School Progress, Part B evaluates STAAR end-of-course (EOC) assessments. The Retest Growth component of the School Progress domain calculation uses a methodology in which scores are calculated based on students' level of performance for STAAR assessments as reported in the consolidated accountability file (CAF). See Appendix H for more information.

AEA Part B: Retest Growth—Students Evaluated

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

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

The student demographic data saved by districts in TIDE by the date indicated on the Texas Assessment Program Calendar of Events, are used to identify EB students/ELs for accountability purposes (*"Final Date to Enter Student Information for Accountability Reporting"*). The specific codes for EB students/ELs inclusion and exclusion are available in Appendix H. EB students/ELs TIDE coding can be found in Appendix D.

- 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.
- Current and monitored (through year 4) EB students/ELs are included in accountability calculations.

Unschooled asylees, unschooled refugees, and SIFEs who are in year one in U.S. schools are excluded from accountability performance calculations and are included in state accountability beginning with their second year of enrollment in U.S. schools.

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

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

AEA Part B: Retest Growth—Methodology

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

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

School Progress Domain Rating Calculation

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