Accountability Policy Advisory Committee (APAC) WBT Room 1-104

Agenda Wednesday, October 16, 2019 9:00 a.m. to 5:00 p.m.

I. Welcome	9:00-9:15
New APAC Member Introductions	
Meeting Goals	
II. Closing the Gaps Domain	9:15-12:00
Graduation Rate Methodology	
• Graduation Rate Methodology for P-TECH/T-STEM/ECHS Campuses	
Alternative Education Accountability (AEA)	11:00–12:00
Lunch	12:00-1:00
III. Every Student Succeeds Act (ESSA) State Plan	1:00-3:00
• Amendment(s)	1:00-2:15
Accelerated Testers	2:15-3:00
IV. Ratings Release Timeline	3:00-4:00
V. CTE Coherent Sequence Auto Calculation	4:00-4:30
VI. 2020 Accountability Open Forum	4:30-5:00

The Accountability Policy Advisory Committee (APAC) develops and makes recommendations to the commissioner of education regarding policy matters related to the state academic accountability system. The committee neither controls nor supervises public business or policy. To ensure that the recommendations are thoughtful and carefully considered, Texas Education Agency (TEA) staff establishes a forum in which committee members feel comfortable to freely express thoughts and feelings and relate experiences.

For this reason, and in accordance with the Attorney General's *Open Meetings Handbook 2018*, the meetings of APAC are closed to the public. Only committee members and relevant TEA staff may attend.



MEMBERSHIP 2020 Accountability Policy Advisory Committee (APAC)

Legislative Staff

- Mary Lynn Bunkley, Policy Advisor, Office of the Governor
- Chris Duke, Education Policy Assistant, Office of the Lieutenant Governor
- Ted Holladay, Public Education Budget Analyst, Legislative Budget Board
- Amy Peterson, Committee Director, House Public Education Committee
- Andrea Sheridan, Senior Education Advisor, Office of the Speaker of the House
- Brigitt Hartin, Committee Director, Senate Education Committee

School District / School Board / College and University / Education Organization Representatives

- HD Chambers, Superintendent, Alief ISD
- Eddie Conger, Superintendent, International Leadership of Texas
- Andrew Kim, Superintendent, Comal ISD
- Steve Lecholop, Trustee—District 1, San Antonio ISD
- Cesar Maldonado, Chancellor, Houston Community College
- Donna McKethan, Director, Career and Technical Education, Waco ISD
- Gonzalo Salazar, Superintendent, Los Fresnos CISD
- Greg Smith, Superintendent, Clear Creek ISD
- Randy Willis, Superintendent, Granger ISD
- Marc Puig, Superintendent, Beeville ISD

Business / Other Representatives

- Julia Erwin, Parent, Texas Special Education Continuing Advisory Committee
- Sandy Garcia, Coordinator for Special Programs, Compliance, and Monitoring, ESC 6
- Shannon Holmes, Executive Director, Association of Texas Professional Educators
- William McKenzie, Editorial Director, George W. Bush Institute
- Mike Meroney, Consultant and Lobbyist, Meroney Public Affairs
- Drew Scheberle, Senior Vice President, Austin Chamber of Commerce
- Jeri Stone, Executive Director/General Counsel, Texas Classroom Teachers Association
- Laura Subrin Yeager, Parent, TAMSA
- Robert Sanborn, President & CEO, Children At Risk

Total = 25 members

Membership 2019–20 Accountability Technical Advisory Committee (ATAC) by ESC Region

As of November 2019

Region I

Francisco Rivera, La Joya Independent School District, Executive Director for Curriculum and Evaluation

Kelly VanHee, Region I Education Service Center, Administrator for Curriculum, Instruction, and Assessment

Region II

Emily Lorenz, Calallen Independent School District, Director of Curriculum and Instructional Support

Region III

Susanne Carroll, Victoria Independent School District, Executive Director of Curriculum, Instruction, and Accountability

Region IV

Keith Haffey, Spring Branch Independent School District, Executive Director, Accountability and Research

Brian Moore, Lamar Consolidated Independent School District, Director of Research, Assessment, and Accountability

Region V

Sherrie Thornhill, Silsbee Independent School District, Assistant Superintendent of Curriculum and HR

Region VI

Julia Woods, Region VI Education Service Center, Education Specialist for Leadership and Accountability

Region VII

Donna Porter, Carthage Independent School District, Assistant Superintendent

Region VIII

Beth Anne Dunavant, Pittsburg Independent School District, Assistant Superintendent

Region IX

Micki Wesley, Region IX Education Service Center, Director of Accountability and Compliance

Region X

Brian Fry, Palmer Independent School District, Assistant Superintendent of Curriculum and Instruction

Dash Weerasinghe, Plano Independent School District, Director of Assessment and Accountability

Region XI

Sara Arispe, Fort Worth Independent School District, Associate Superintendent, Accountability and Data Quality

Kevin Barlow, Arlington Independent School District, Assistant Superintendent of Research and Accountability

Region XII

Robert Lowry, Coolidge Independent School District, Superintendent

Region XIII

Brenda Cruz, Leander Independent School District, Director of State Assessment, Accountability, and Academic Measures Kevin Malandruccolo, Hays Consolidated Independent School District, Coordinator of Accountability and Testing

Membership 2019-20 Accountability Technical Advisory Committee (ATAC) by ESC Region

As of November 2019

Region XIV

Julie Conde, Responsive Education Solutions, Executive Director of Accountability, BE/ESL Education

Kriste O'Dell-Farias, Region XIV Education Service Center, School Improvement/Accountability Consultant

Region XV

Michael Bohensky, Region XV Education Service Center, Executive Leadership Specialist

Region XVI

Kelly Legg, Dumas Independent School District, Assistant Superintendent for Instruction

Region XVII

Ty Duncan, Region XVII Education Service Center, Senior Specialist, Accountability and Compliance Services

Region XVIII

Annette Macias, Ector County Independent School District, Executive Director of Accountability, Assessment, and School Improvement

Region XIX

Glenn Nathan, Region XIX Education Service Center, Research Analyst

Region XX

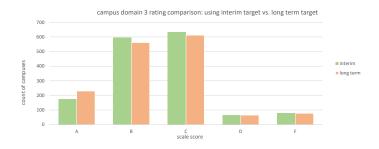
Cheri Hendrick, Region XX Education Service Center, Accountability and Assessment Specialist

Theresa Urrabazo, San Antonio Independent School District, Senior Executive Director, Accountability, Research, Evaluation and Testing

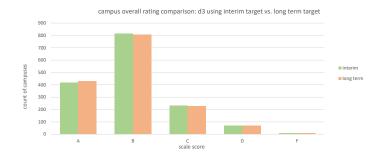
Total = 27 Members

Long Term (90.0%) vs. Interim Targets Campus Comparison

Domain 3: scale score	interim count	long term count
A	175	230
В	594	561
C	633	612
D	65	65
F	78	77

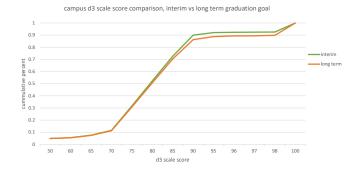


Overall:		
scale score	interim count	long term count
A	420	432
В	815	807
C	231	227
D	71	71
F	8	8



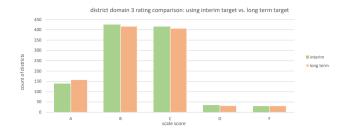
d3_rating_interim	d3_rating_longterm	Frequency	Percent
A	A	175	11.33
В	A	55	3.56
В	В	539	34.89
C	В	22	1.42
C	C	611	39.55
D	C	1	0.06
D	D	64	4.14
F	D	1	0.06
F	F	77	4.98

overall_rating_interim	overall_rating_longterm	Frequency	Percent
A	A	420	27.18
В	A	12	0.78
В	В	803	51.97
C	В	4	0.26
С	С	227	14.69
D	D	71	4.6
F	F	8	0.52

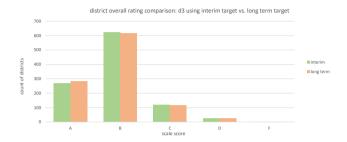


Long Term (90.0%) vs. Interim Targets District Comparison

Domain 3:		
scale score	interim count	long term count
A	138	158
В	426	417
C	415	407
D	35	32
F	31	31

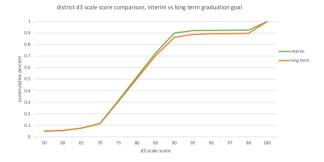


271	283
624	616
121	117
27	27
2	2
	27



d3_rating_interim	d3_rating_longterm	Frequency	Percent
A	A	138	13.21
В	A	20	1.91
В	В	406	38.85
C	В	11	1.05
C	C	404	38.66
D	С	3	0.29
D	D	32	3.06
F	F	31	2.97

overall_rating_interim	overall_rating_longterm	Frequency	Percent
A	A	271	25.93
В	A	12	1.15
В	В	612	58.56
C	В	4	0.38
C	С	117	11.2
D	D	27	2.58
F	F	2	0.19



Long Term (90.0%) vs. Interim Targets Campus Rating Changes

c	AMPUS CAMPNAME	campus_type	overall_rating_interim	overall_rating_longterm	overall_score_interim	overall_score_longterm	overall_score_diff	d3_rating_interim	d3_rating_longterm	d3_score_interim	d3_score_longterm	met_interim	total_interim	pct_met_interim	met_longterm	total_longterm	pct_met_longterm
1	61909001 MCGREGOR H S	NON AEA	В	A	88	90	2	В	A	86	92	0	4	0	4	4	100
2	06901001 SAN SABA H S	NON AEA	В	A	89	91	2	В	A	85	90	0	1	0	1	1	100
2	34902001 CANTON H S	NON AEA	В	A	89	91	2	В	В	83	87	0	3	0	3	3	100
1	20905001 INDUSTRIAL H S	NON AEA	В	A	89	91	2	В	A	88	94	1	4	25	3	4	75
2	24901001 THROCKMORTON COLLEGIATE ISD	NON AEA	c	В	79	80	1	c	c	71	74	0	1	0	1	1	100
1	01915003 KLEIN OAK H S	NON AEA	В	A	89	90	1	В	В	85	86	5	8	63	6	8	75
2	20918001 BOSWELL H S	NON AEA	В	A	89	90	1	В	В	83	84	2	6	33	3	6	50
0	15907003 EDISON H S	NON_AEA	c	В	79	80	1	c	c	71	73	1	5	20	5	5	100
2	21911001 JIM NED H S	NON AEA	В	A	89	90	1	В	В	81	85	0	2	0	2	2	100
1	02904002 HALLSVILLE H S	NON AEA	В	A	89	90	1	В	В	83	84	1	5	20	3	5	60
0	74909001 LEONARD H S	NON AEA	c	В	79	80	1	c	c	73	76	0	3	0	3	3	100
2	20902010 BIRDVILLE H S	NON AEA	В	A	89	90	1	В	В	84	86	2	7	29	5	7	71
0	06902001 CLAUDE H S	NON AEA	В	A	89	90	1	В	В	85	89	0	1	0	1	1	100
0	14902001 BARTLETT SCHOOLS	NON AEA	c	В	79	80	1	c	c	71	74	0	1	0	1	1	100
	72902001 DUBLIN H S	NON AEA	В	A	89	90	1	В	В	86	89	1	4	25	4	4	100
2	40903001 UNITED H S	NON AEA	В	A	89	90	1	В	В	83	84	0	5	0	2	5	40

Long Term (90.0%) vs. Interim Targets Campus Closing the Gaps Rating Changes

CAMPUS CAMPNAME	campus_type	overall_rating_interim	overall_rating_longterm	overall_score_interim	overall_score_longterm	overall_score_dit	f d3_rating_interin	n d3_rating_longtern	n d3_score_interim	n _longterm et_interi	m al_interin	n et_interim _longter	m _longterm	_longterm
137904001 SANTA GERTRUDIS ACADEMY H S 098901001 GRUVER H S	NON_AEA NON_AEA	A A	A A	93	97 97		4 1	3 ,	A 87	7 100	0 :	3 0	3 3	100
144902001 LEXINGTON H S 044902001 WELLINGTON H S	NON_AEA NON_AEA	A A	A A	91 93	95 97		4 I	3 4	A 87		0 :	2 0	2 2	100 100
031916003 SOUTH TEXAS ACADEMY FOR MEDICAL PR 043905007 HERITAGE H S	NON_AEA NON_AEA	A	A	93 92	97 96		4 1	3	A 81	7 100	0	3 0 5 17	3 3	100
005902001 HOLLIDAY H S 031916005 THE SCIENCE ACADEMY OF SOUTH TEXAS	NON_AEA NON_AEA	Α .	A	92	96 98		4 1	3	A 8	7 100	0	2 0	2 2	100
130901001 BOERNE H S	NON_AEA	Ä	A	92 95	96		4	3	A 88	B 100	1	4 25	4 4	100
071907003 NORTHWEST EARLY COLLEGE H S (NWECH 067902001 CISCO H S	NON_AEA NON_AEA	A	A	93	97		4 1	3	A 87	7 100	0 :	3 0	2 2	100
101903012 ALIEF EARLY COLLEGE H S 143903001 SHINER H S	NON_AEA NON_AEA	A A	A A	95 92	99 96		4 1	3 ,	A 88		0 :	4 25 2 0	4 4	100
014804006 GATEWAY COLLEGE PREPARATORY SCHOOL 091901001 BELLS H S	NON_AEA NON_AEA	A A	A A	92 91	96 95		4 i	3 ,	A 87		0 :	2 0	2 2 2	100 100
101912025 KINDER H S FOR PERFORMING AND VISU 049907001 LINDSAY H S	NON_AEA NON AEA	A A	A A	95 94	99 97		4 E	3 A	A 89		1	5 40 2 50	5 5 2 2	100 100
036902001 BARBERS HILL H S 106901001 CANADIAN H S	NON_AEA NON AEA	A A	A A	94 94	97 97		3 /	A ,	A 90 A 92		2 2	4 50 3 67	4 4	100
034903001 HUGHES SPRINGS H S 012901001 SEVMOUR H S	NON_AEA NON_AEA	A	A	93 93	96 96		3 1	3	A 89	9 100	1	3 33 2 50	3 3	100
143901001 HALLETTSVILLE H S 003801001 PINEYWOODS COMMUNITY ACADEMY H S	NON_AEA NON_AEA	Ä	Ä	92 93	95 96		3 1		A 89	9 100	1	3 33	3 3	100
043905005 WAKELAND H S 015915024 RBFNNAN H S	NON_AEA	Ä	A	94 90	97 93		3 1		A 89	9 100	3	7 43 7 14	7 7	100
108912008 JIMMY CARTER EARLY COLLEGE H S	NON_AEA NON_AEA	A A	A A	95	98		3 1	3 ,	A 89	9 100	1	3 33	3 3	100
246909001 ROUND ROCK H S 227901018 LASA H S	NON_AEA NON_AEA	A A	A A	94 97	97 100		3 1	3 A	A 89	0 100	2	7 29 4 50	6 7 4 4	86 100
101912458 MICKEY LELAND COLLEGE PREP ACAD FO 061902010 FLOWER MOUND HS	NON_AEA NON_AEA	A A	A A	90 93	93 96		3 I	3 4	A 86 A 89		3	1 0 7 43	1 1	100
033902001 PANHANDLE H S 116901001 CADDO MILLS H S	NON_AEA NON AEA	A A	A A	94 93	97 96		3 /	3	A 90 A 89		1 1	2 50 3 33	2 2 3	100
057904003 CEDAR HILL COLLEGIATE H S 057922001 COPPELL H S	NON_AEA NON_AEA	A	A	95 93	98 96		3 /	A .	A 90	0 100	2	4 50 8 25	4 4	100 88
246913002 CEDAR PARK H S 101913005 QUEST EARLY COLLEGE H S	NON_AEA NON_AEA	Α Α	A	93 96	95		2	3	A 89	9 94	2	5 33 3 67	4 6	67 100
234902001 CANTON H S	NON_AEA	В.	A	89	91		2 1	3	B 83	3 87	0	3 0	3 3	100
049905001 CALLISBURG H S 043905006 LIBERTY H S	NON_AEA NON_AEA	A A	A A	92 93	94 95		2 / 2 I	3	A 92 A 88	8 94	1 (3 67 5 17	4 6	100 67
249906001 PARADISE H S 101921002 TOMBALL MEMORIAL H S	NON_AEA NON_AEA	A A	A A	90 93	92 95		2 i 2 i	3	B 84 A 89	9 94	3	2 0 7 43	2 2 5 7	100 71
120905001 INDUSTRIAL H S 116915001 BLAND H S	NON_AEA NON_AEA	B A	A A	89 93	91 95			3 A	A 88		2	4 25 3 67	3 4	75
161909001 MCGREGOR H S 152910001 IDALOU H S	NON_AEA NON AEA	B A	A A	88 95	90 97			3 ,	A 86 A 94		0 4	4 0 4 75	4 4	100
246913003 VISTA RIDGE H S 084911001 FRIENDSWOOD H S	NON_AEA NON_AEA	A	A	95 93	97 95			Α .	A 92		4	7 57 5 33	6 7 5 6	86 83
101925001 HARGRAVE H S 043914003 WYLIE EAST H S	NON_AEA NON_AEA	В	В.	86 93	88 95		2 (B 78	8 82	0	4 0 5 50	4 4	100
043914001 WYLIE H S	NON_AEA	A	A	92	94			3	A 88	8 94	1	7 14	5 7	71
015822001 JUBILEE SAN ANTONIO 243903001 IOWA PARK H S	NON_AEA NON_AEA	D B	D B	66 85	68 87		2 (: 1	5 59 B 79	9 84	0	3 0 3 0	3 3	100 100
206901001 SAN SABA H S 101914010 SEVEN LAKES H S	NON_AEA NON_AEA	B A	A A	89 95	91 97		2 i 2 /	3 <i>i</i>	A 85 A 92	2 100	4	1 0 7 57	1 1 7 7	100
043905002 CENTENNIAL H S 057905033 SCHOOL OF BUSINESS AND MANAGEMENT	NON_AEA NON_AEA	A A	A A	93 92	95 94		2 i 2 i	3 ,	A 89		1 4	5 33 4 25	4 6	67 100
081904001 TEAGUE H S 108807003 IDEA FRONTIER COLLEGE PREPARATORY	NON_AEA NON_AEA	A A	A A	92 92	94 94		2 /	A ,	A 92 B 84		0	3 67 3 0	3 3	100 100
081902002 FAIRFIELD H S 057905038 JUDGE BAREFOOT SANDERS LAW MAGNET	NON_AEA NON_AEA	A	A	91 94	93		2 1	3	A 87	7 92	0 :	3 0	2 3	67 100
079907004 CLEMENTS H S	NON_AEA	Ä	A	95	97		2		A 94	4 98	5	7 71	6 7	86
129902003 NORTH FORNEY H S 061902004 THE COLONY H S	NON_AEA NON_AEA	A A	A A	87 90	88 91		1 1	3	B 83 A 89	9 90	4	5 33 7 57	5 5	83 71
183901001 BECKVILLE JR-SR HIGH SCHOOL 014902001 BARTLETT SCHOOLS	NON_AEA NON_AEA	B C	В В	88 79	89 80		1 i	3	8 8: C 7:	1 74	0 :	2 0 1 0	2 2 1	100
166901002 CAMERON YOE H S 175905001 FROST H S	NON_AEA NON_AEA	B B	B B	80 84	81 85		1 (C 74 B 78		0 :	4 75 1 0	4 4	100
139908001 ROXTON ISD 061906001 PONDER H S	NON_AEA NON AEA	C B	C B	78 85	79 86		1 (C 7:		0 :	1 0	1 1 1 1	100 50
072902001 DUBLIN H S 161907001 LORENA HIGH	NON_AEA NON AEA	B A	A A	89 93	90 94		1 i	3 I	B 86		0 :	4 25 2 0	4 4	
161903001 MIDWAY H S 154901001 MADISONVILLE H S	NON_AEA NON_AEA	A	A	92 86	93 87		1 1	3	B 86	6 89	1 0	7 14	5 7	71
037908001 NEW SUMMERFIELD SCHOOL 015915023 BRANDEIS H S	NON_AEA	В	В.	81 90	82		1 (C 72	2 74	1	3 33 8 25	3 3	100
015915016 O'CONNOR H S	NON_AEA NON_AEA	A	A	91	91 92		1 1	3	в 86	6 88	2	3 25	4 8	50
062904001 YORKTOWN H S 071806002 HARMONY SCHOOL OF INNOVATION - EL	NON_AEA NON_AEA	C B	C B	73 86	74 87		1 [) I	5 65 B 80	0 84	0	3 33 1 0	2 3 1 1	100
141901001 LAMPASAS H S 061907001 AUBREY H S	NON_AEA NON_AEA	B A	B A	85 92	86 93		1 (1 i	3	B 77	9 92	3 4	4 0 4 75	4 4	100
134901001 JUNCTION H S 129910001 SCURRY-ROSSER H S	NON_AEA NON_AEA	B B	В В	82 86	83 87		1 (C 71		1 1	2 50 3 33	2 2 3	100 100
129906002 TERRELL H S 129902001 FORNEY H S	NON_AEA NON AEA	B A	B A	84 95	85 96		1 (2 I	C 7:		2	5 40 5 80	3 5 5 5	60 100
129901001 CRANDALL H S 174903001 GARRISON H S	NON_AEA NON AEA	A	A	90 85	91 86		1 6	3 !	B 86 B 79	6 87 9 81	3 (5 50 3 33	5 6	83 67
079901009 GEORGE RANCH H S 003907001 CENTRAL H S	NON_AEA NON_AEA	A	A	91 83	92 84		1	3	B 85 B 77	5 86	3	7 43	5 7	71 100
126905001 JOSHUA H S	NON_AEA	В	В	86	87		1 (B 79	9 82	1 4	4 25	4 4	100
019903001 MAUD SCHOOL 057914004 POTEET H S	NON_AEA NON_AEA	В	В	84 85	85 86		1 1	3	B 79 B 8:	1 82	2	2 0 7 29	4 7	100 57
061902002 MARCUS H S 129904001 KEMP H S	NON_AEA NON_AEA	A B	A B	94 84	95 85		1 (A 90 C 78	8 79	2	8 50 3 67	6 8	100
074909001 LEONARD H S 072903001 STEPHENVILLE H S	NON_AEA NON_AEA	C B	B B	79 87	80 88		1 (C 73		1 .	3 0 4 25	3 3	100 75
139905001 CHISUM H S 115901004 FORT HANCOCK H S	NON_AEA NON_AEA	A B	A B	91 87	92 88		1 I	B	B 86 B 81		0	3 33 3 0	3 3	100
184909001 BROCK H S 079907007 STEPHEN F AUSTIN H S	NON_AEA NON_AEA	A	A	92 92	93 93		1 6	3 1	B 84 B 88		1 2		2 2 5 8	
114902001 COAHOMA H S 043905001 FRISCO H S	NON_AEA NON_AEA	В .	B A	86 91	87 92		1 1		B 84	4 86	1 1	2 50	2 2 5 6	100
152907001 FRENSHIP H S 070912004 WAXAHACHIE GLOBAL H S	NON_AEA NON_AEA	A	A A	90 95	91 96		1 1		B 84	4 87	0 !	5 0	4 5 2 3	80
152908001 ROOSEVELT H S 109905001 HUBBARD H S	NON_AEA NON AEA	В.	В.	83 84	84 85		1 (C 70	6 78	1 0	4 25 1 0	4 4	100
213901001 GLEN ROSE H S 108909007 PSJA SOUTHWEST EARLY COLLEGE H S	NON_AEA NON_AEA	A	A	92 87	93 88		1 1	3 1	B 87	7 89	1 4	4 25 4 25	3 4	75 100
108807002 IDEA QUEST COLLEGE PREPARATORY	NON_AEA	A	A	93	94		1 (3 1	B 85	5 88	1	3 33	3 3	100
188903001 HIGHLAND PARK H S 196901001 AUSTWELL-TIVOLI H S	NON_AEA NON_AEA	B C	B C	87 72	88 73		1 (: (C 70	0 72	0	1 0	3 3	100
027904001 MARBLE FALLS H S 057905034 BOOKER T WASHINGTON SPVA MAGNET	NON_AEA NON_AEA	B A	B A	81 91	82 92					2 100	3 !		2 4 5 5	100
102905001 HARLETON H S 201903001 LANEVILLE SCHOOL	NON_AEA NON_AEA	A B	A B	91 81	92 82						0 :		2 2 1	
102904002 HALLSVILLE H S 205903001 INGLESIDE H S	NON_AEA NON AEA	B B	A B	89 86	90 87						0		3 5	
025909001 EARLY H S 015910007 REAGAN H S	NON_AEA NON AEA	A	A A	92 93	93 94						1 2		2 3	
057903002 SMITH H S 071806001 HARMONY SCIENCE ACAD (EL PASO)	NON_AEA NON_AEA	В	B A	82 94	83 95		1 (: (2 76	6 77	4	B 50	6 8	75
079901003 FOSTER H S	NON_AEA	Ä	A	92	93		1 1	3	A 89	9 92	4	7 57	6 7	86
101915003 KLEIN OAK H S 249901001 ALVORD H S	NON_AEA NON_AEA	B B	A B	89 88	90 89		1 (: 1	В 79	9 82	0 :	2 0	6 8	50
006902001 CLAUDE H S 246913005 VANDEGRIFT H S	NON_AEA NON_AEA	B A	A A	89 94	90 95		1 1	3	B 88	8 89	3 :	5 60	1 1 4 5	80
057803002 UPLIFT EDUCATION-NORTH HILLS PREP 246909003 WESTWOOD H S	NON_AEA NON_AEA	A A	A A	94 94	95 95		1 1	3	A 88	B 92	3	4 25 7 43	4 4 6 7	100 86
101912311 MOUNT CARMEL ACADEMY 220906007 IUNIVERSITY PREP	NON_AEA NON_AEA	B 4	B A	88 91	89 92		1 1	3 1		1 84 7 90	0		3 3	
020908009 ROBERT TURNER COLLEGE AND CAREER H 220907004 CENTRAL H S	NON_AEA NON_AEA	Ā	A A	92 90	93 91		1 1	3 3		4 88	0 4	4 0 3 13	4 4 3	100
232902001 SABINAL H S 234903001 EDGEWOOD H S	NON_AEA NON_AEA	B	B A	82 90	83 91		1 (2 75	5 77	1 0	3 33	3 3	100
227909001 WESTLAKE H S	NON_AEA	A A	A	96	97		1 /		A 94	4 96	5	7 71	6 7	86
101862002 HARMONY SCHOOL OF INNOVATION-SUGAR 020908001 PEARLAND H S	NON_AEA NON_AEA	A A	A A	95 90	96 91		1 1	3 1	B 84	4 85	2	7 29	4 4	57
046902002 SMITHSON VALLEY H S 224901001 THROCKMORTON COLLEGIATE ISD	NON_AEA NON_AEA	A C	A B	91 79	92 80		1 (2 7:	1 74	0	1 0	4 5 1 1	100
227901013 BOWIE H S 227901009 ANDERSON H S	NON_AEA NON_AEA	A A	A A	92 92	93 93		1 1		B 86	5 87	5 :		6 7 5 6	83
229904001 WARREN H S 221912001 WYLIE H S	NON_AEA NON_AEA	B A	B A	82 93	83 94						0 4		3 3 2 4	
221911001 JIM NED H S 097903001 HICO H S	NON_AEA NON_AEA	B B	A B	89 84	90		1 1	3 1	8 8:	1 85	0 :	2 0	2 2 2	100
220918006 CHISHOLM TRAIL H S 094904001 MARION H S	NON_AEA NON_AEA	B B	B B	87 88	88 89		1 1	3 1	в 83	3 85	3 1	5 50	6 6	100
220918001 BOSWELL H S 220916002 TRINITY H S	NON_AEA NON_AEA	B B	A R	89 88	90		1 1	3 1	в 83	3 84	2 1	5 33	3 6 8 10	50
	NON_MER	В	В	88	89			,	84		. 1		. 10	30

Long Term (90.0%) vs. Interim Targets District Rating Changes

DISTRICT	DISTNAME	district_type	overall_rating_interim	overall_rating_longterm	overall_score_interim	overall_score_longterm	overall_score_diff	d3_rating_interim	d3_rating_longterm re_ir	nterim :	longterm et i	nterim tal_int	erim et i	nterim :_long	term lor	gterm : lo	ngterm
161922	ROBINSON ISD	NON_AEA	В	A	89	91	2	В	A	88	94	1	4	25	4	4	100
194905	DETROIT ISD	NON_AEA	В	A	89	91	2	В	В	83	87	0	2	0	2	2	100
174903	GARRISON ISD	NON_AEA	В	A	89	90	1	В	В	85	86	1	3	33	2	3	67
049905	CALLISBURG ISD	NON_AEA	В	A	89	90	1	В	В	88	89	2	3	67	3	3	100
224901	THROCKMORTON COLLEGIATE ISD	NON_AEA	C	В	79	80	1	C	C	71	74	0	1	0	1	1	100
129910	SCURRY-ROSSER ISD	NON_AEA	В	A	89	90	1	В	В	83	86	1	3	33	3	3	100
044902	WELLINGTON ISD	NON_AEA	В	A	89	90	1	В	В	80	83	0	1	0	1	1	100
015822	JUBILEE ACADEMIES	NON_AEA	C	В	79	80	1	C	C	71	72	0	3	0	1	3	33
178912	TULOSO-MIDWAY ISD	NON_AEA	В	A	89	90	1	В	В	87	89	1	5	20	4	5	80
120905	INDUSTRIAL ISD	NON_AEA	В	A	89	90	1	В	В	87	89	1	4	25	3	4	75
070903	ENNIS ISD	NON_AEA	В	A	89	90	1	В	В	83	84	4	6	67	5	6	83
014902	BARTLETT ISD	NON_AEA	C	В	79	80	1	C	C	71	74	0	1	0	1	1	100
014908	SALADO ISD	NON_AEA	В	A	89	90	1	В	В	84	86	1	3	33	3	3	100
019902	HOOKS ISD	NON_AEA	В	A	89	90	1	В	В	83	86	0	3	0	3	3	100
074909	LEONARD ISD	NON_AEA	C	В	79	80	1	C	C	71	74	0	3	0	3	3	100
227816	HARMONY SCIENCE ACADEMY (AUSTIN)	NON_AEA	В	A	89	90	1	В	В	81	85	0	4	0	4	4	100

Long Term (90.0%) vs. Interim Targets District Closing the Gaps Rating Changes

DISTRICT 127904 137904	DISTNAME HAWLEY ISD SANTA GERTRUDIS ISD	district_type NON_AEA NON_AEA	overall_rating_interin	n overall_rating_longterm D	overall_score_interim 65 94	overall_score_longterm 69 97	overall_score_di	f d3_rating_interin	d3_rating_longten	m re interim F 38 A 90	longterm et int 51 100	erim al interir 0 0	n at interim longter 2 0 3 0	m longtem	m longterm 2 50 3 100
178913 221911 006902	BANQUETE ISD JIM NED CISD CLAUDE ISD	NON_AEA NON_AEA NON_AEA NON_AEA	:	A 3 A 3	90 92 91	93 95 94			3 . 4 .	A 88 A 90 A 87	97 100 95	0	3 0 2 0 1 0	3 2 1	3 100 2 100 1 100
143903 161907 194905	SHINER ISD LORENA ISD DETROIT ISD	NON_AEA NON_AEA NON_AEA	í	A	93 94 89	96 97 91				A 90 A 90 B 83	100 100 87	0	2 0 2 0 2 0	2 2 2	2 100 2 100 2 100 4 100
161922 005902 062904	ROBINSON ISD HOLLIDAY ISD YORKTOWN ISD CHISUM ISD	NON_AEA NON_AEA NON_AEA NON_AEA		8 A A A	92 63 92	91 94 65 94				A 88 A 87 F 38 A 91	94 93 45 97	0	4 25 2 0 3 33	4 2 2	4 100 2 100 3 67 3 100
139905 116901 115901	CHSUM ISD CADDO MILLS ISD FT HANCOCK ISD HABMONY SCIENCE ACADEMY	NON_AEA NON_AEA NON_AEA NON_AEA	-	A ,	93	94 95 89 94				A 91 A 94 B 79 A 88	97 100 83 94	1 0	3 33 3 33 3 0	3 :	
101846 098901 126905	GRUVER ISD JOSHUA ISD	NON_AEA NON_AEA		A ,	92 94 90	96 92			3	A 89 A 88	97 94	0	5 20 1 0 4 0	3	3 100 5 100 1 100 4 75 3 100
071806 249901 213901 183901	HARMONY SCIENCE ACAD (EL PASO) ALVORD ISD GLEN ROSE ISD	NON_AEA NON_AEA NON_AEA NON_AEA		A ,	92 92 92 92	94 94 94				A 88 A 90 A 91 A 88	96 95 95 96	0	3 0 2 0 4 25	3 :	3 100 2 50 4 75 2 100
033902	BECKVILLE ISD PANHANDLE ISD BARBERS HILL ISD	NON_AEA		A	95	97 97				A 95 A 95	100	1 2	2 50 4 50	2 4	2 100
234902 226801 072903 234903	CANTON ISD TEXAS LEADERSHIP STEPHENVILLE ISD EDGEWOOD ISD	NON_AEA NON_AEA NON_AEA		c c	90 70 90	92 72 92				A 87 F 55 A 89 A 88	93 59 94	2	3 0 4 50 4 25	3 .	3 100 4 75 4 75
074909 037908	LEONARD ISD NEW SUMMERFIELD ISD	NON_AEA NON_AEA NON_AEA		C E	91 79 8 81	93 80 82				C 71	96 74 74	0	2 0 3 0 3 33	3 3	2 100 3 100 3 100
072902 143901 019902 067902	DUBLIN ISD HALLETTSVILLE ISD HOOKS ISD CISCO ISD	NON_AEA NON_AEA NON_AEA NON_AEA		6 E	93	94 89 90 91				A 94 B 86 B 83	100 89 86 86	1 0	4 25 3 33 3 0	3	4 100 3 100 3 100 3 100 1 100
139908	ROXTON ISD	NON_AEA		c c	90 78 89	79				B 84 C 71 B 83	74 86	0	3 33 1 0 3 33	3 3	1 100 1 100 3 100
061906 126911 178903 175902	PONDER ISD GODLEY ISD CALALLEN ISD BLOOMING GROVE ISD	NON_AEA NON_AEA NON_AEA NON_AEA		C C	86 77 91	87 78 92 83				B 82 D 66 A 91 C 74	83 68 93 75	0	2 0 4 0 5 20 3 67	1 2	3 100 2 50 4 25 5 40
175902 178912 249906 114904	BLOOMING GROVE SD TULOSO-MIDWAY SD PARADISE SD FORSAN ISD	NON_AEA NON_AEA		B ,	82 89 90 8 88	90 91			1	C 74 B 87 B 86 B 82	89 89	1 0	3 67 5 20 2 0 2 50	4 2	3 100 5 80 2 100
001907	PALESTINE ISD SEYMOUR ISD FRIENDSWOOD ISD	NON_AEA NON_AEA NON_AEA		B E	87	89 88 94				B 79 A 95	83 80 100	2	5 40 2 50	3 2	2 100 5 60 2 100
084911 120905 243903 129901	INDUSTRIAL ISD IOWA PARK CISD CRANDALL ISD	NON_AEA NON_AEA NON_AEA NON_AEA			94 89 85	95 90 86 89			3	A 94 B 87 B 81 B 87	98 89 85	1 0	6 33 4 25 3 0 6 50	3 :	2 100 6 83 4 75 3 100
246905 134901 152910	GRANGER SD JUNCTION SD IDALOU ISD	NON_AEA NON_AEA		B E	83 81 95	84 82 96				C 74 C 77 A 97	76 79 100	0	1 0 2 50 4 75	1 2	6 83 1 100 2 100 4 100
070903 037901 144902	ENNIS ISD ALTO ISD LEXINGTON ISD	NON_AEA NON_AEA NON_AEA		B A	89 78 8 88	90 79 89				B 83 C 73 B 81	84 76 85	0 0	6 67 1 0	5 1	6 83 1 100 2 100
147902 147903 003801	GROESBECK ISD	NON_AEA		B E	80	81 84				C 69 C 75 B 85	70 76	3 1	4 75 5 20 2 50	2 :	4 100
057803 199902 237904	PINEYWOODS COMMUNITY ACADEMY UPLIFT EDUCATION ROYSE CITY ISD WALLER ISD	NON_AEA NON_AEA NON_AEA NON_AEA		B E	90 87 86 91	91 88 87 92			3	B 83 B 85 A 91	87 85 86	0	7 0 4 25 6 83	4 2	2 100 7 57 4 50
201910 101828 102905	TATUM ISD HOUSTON GATEWAY ACADEMY INC HARLETON ISD	NON_AEA NON_AEA NON_AEA			90 92	91 93 92				A 93 A 91 B 85	93 95 94 89	3 0	4 75 3 0 2 0	4	6 100 4 100 3 33 2 100
227816 221912 220919	HARMONY SCIENCE ACADEMY (AUSTIN) WYLIE ISD CARROLL ISD	NON_AEA NON_AEA NON_AEA			89 93 97	90 94 98				B 81 A 88 A 96	85 92 98	0	4 0 4 0 5 60	4 2	4 100 4 50 5 80 9 56
101914 049907 101862	KATYISD			A	92	93				A 95 A 95	96	1	9 44 2 50 6 33	5 2	9 56 2 100
014902 049905 205903	HARMONY SCHOOL OF SCIENCE - HOUSTO BARTLETT ISD CALLISBURG ISD INGLESIOE ISD	NON_AEA NON_AEA NON_AEA NON_AEA NON_AEA		C E	95 79 89 87	96 80 90 88				A 94 C 71 B 88 B 80	98 74 89 82	0 2	1 0 3 67 4 0	1 3	2 100 6 83 1 100 3 100 4 75
094904 206901 224901	MARION ISD SAN SABA ISD THROCKMORTON COLLEGIATE ISD	NON_AEA NON_AEA NON_AEA		B E	85 86 79	86 87 80				B 79 B 78 C 71	81 82 74	0 0	4 50 1 0	4	4 100 1 100
056901	DALHART ISD CHEROKEE ISD LANEVILLE ISD	NON_AEA NON_AEA NON_AEA NON_AEA		B E	1 82	83 87				C 76 B 81	78 85	0	4 25 1 0	4	4 100 1 100 1 100 4 100 1 100 1 100 1 100
201903 054901 047903 100904	CROSBYTON CISD GUSTINE ISD SUSBEE ISD	NON_AEA		B E	81 84 84 84	82 85 85 85				C 72 C 71 B 78 B 80	75 74 82 81	0	1 0	1	1 100
014908 105904 196901	SALADO ISD DIEPPING SPRINGS ISD AUSTWELL-TWOLI ISD	NON_AEA NON_AEA NON_AEA		B #	89 91 73	90 92 74			3	B 84 B 87 C 69	86 88 73	1 1 0	3 33 5 20 1 0	3 :	3 100 5 60
230904 239901 227909	UNION HILL ISD BRENHAM ISD EANES ISD	NON_AEA NON_AEA NON_AEA		B E	83 87 96	84 88 97				C 74 B 83 A 96	78 84 99	0	1 0 6 17 7 57	1 2	1 100 6 33 7 86 4 100
105905	WIMBERLEY ISD	NON_AEA	í	A #	92 86 96	93 87 97			3	A 89 B 81 A 95	94 84	0	4 50 2 0 2 50	2 :	4 100 2 100 2 100 1 100
184909 044902 091901 043918	BROCK ISD WELLINGTON ISD BELLS ISD COMMUNITY ISD	NON_AEA NON_AEA NON_AEA NON_AEA		8 A A	91	90				B 80 A 86 A 88	100 83 90	0 0 2	1 0 2 0 4 50	2 3	
106901 003905 020906	CANADIAN ISD DIBOLL ISD SWEENY ISD	NON_AEA NON_AEA NON_AEA	1	A , , , , , , , , , , , , , , , , , , ,	93 87 85	91 94 88 86				A 92 B 78 C 77	95 80 79	2 2 1	3 67 4 50 4 25	3 3	4 75 3 100 4 75 4 100
178906 061903 109905 015822	LONDON ISD PILOT POINT ISD HUSBARD ISD	NON_AEA NON_AEA NON_AEA NON_AEA	í	A # # # # # # # # # # # # # # # # # # #	94 87 85 79	95 88 86 80		. ,	3	A 95 B 82 B 76	100 85 80 72	0 0	2 50 3 0 1 0	2 :	2 100 3 67 1 100
057922	JUBILEE ACADEMIES MABANK ISD COPPELL ISD		;	C E	91				1	C 71 B 86 A 94	99	0 1 2	3 0 5 20 8 25	3 :	2 100 3 67 1 100 3 33 5 60 8 88 3 100 1 100
034903 175905 043914	HUGHES SPRINGS ISD FROST ISD WYLIE ISD	NON_AEA NON_AEA NON_AEA NON_AEA	,	B E	88 83 93	96 89 84 94				B 82 C 75 A 94	85 78 97	0 3	3 33 1 0 9 33	3 :	9 67
174903 246907 141901	GARRISON ISD JARRELL ISD LAMPASAS ISD	NON_AEA NON_AEA NON_AEA		8 <i>8</i> 8 £	89 84 86	90 85 87		L	1 : :	B 85 C 73 B 81	86 74 85	1 0	3 33 4 25 4 0	2 2	3 67 4 50 4 100 4 50 3 67
008901 112908 019912	BELLVILLE ISD COMO-PICKTON CISD PLEASANT GROVE ISD FAIRFIELD ISD	NON_AEA NON_AEA NON_AEA NON_AEA	;	B E	85 85 93 87	86 86 94 88				B 81 C 77 A 89 B 78	82 78 95 81	0	4 25 3 0 3 33	2 2 3	4 50 3 67 3 100 3 67
081902 145901	BUFFALO ISD	NON_AEA NON AEA	;	B E A ,	87 1 90 1 94	91 95		1 1		B 78 A 89 A 95	92 98	2 3	3 0 3 67 4 75	3 4	3 100
019903 043908 161909	MAUD ISD MELISSA ISD MCGREGOR ISD MILETING ISD	NON_AEA NON_AEA NON_AEA		B E	95 88	85 96 89				B 79 A 97 B 81	83 100 85	2 0	2 0 3 67 4 0	3 4	4 100 2 100 3 100 4 100 3 67 4 100 3 100
009901 101925 031913	HUFFMAN ISD SANTA MARIA ISD	NON_AEA NON_AEA NON_AEA		8 E 8 E	84 83 84	85 84 85		1 1		C 73 C 75 C 73	75 78 76	0	3 0 4 0 3 0	2 4 3	3 67 4 100 3 100
031916 160901 019906	SOUTH TEXAS ISD BRADY ISD REDWATER ISD MADISONVILLE CISD	NON_AEA NON_AEA NON_AEA	;	A A	97 86 90	98 87 91		1 1		A 98 8 78 8 85	100 80 87 87	0 0	5 80 4 0 3 0	2 2	5 100 4 50 3 67 4 100 9 44
154901 079901 152908 043901	MADISONVILLE CISD LAMAR CISD ROOSEVELT ISD ALLEN ISD	NON_AEA NON_AEA NON_AEA NON_AEA		A ,	90 86 93	91 90 86 93			1	8 83 8 89 C 75 8 89	87 89 76 89	3	4 0 9 33 4 25	4 1	4 100 9 44 4 100
152907 152906 152902	FRENSHIP ISD LUBBOCK-COOPER ISD NEW DEAL ISD	NON_AEA NON_AEA NON_AEA			93	93 89				A 94 B 89	96 89 82	3	9 0 6 50 5 20 3 67	5	4 100 9 22 6 83 5 80 3 100
146905 070915	HULL-DAISETTA ISD MAYPEARL ISD LITTLEFIELD ISD	NON_AEA NON_AEA NON_AEA			84 85 90 88	89 84 85 90 88				B 81 C 78 C 74 B 81	78 77 82	2 0	3 67 2 0	3 2	3 100 2 100
140904 061912 130901	LAKE DALLAS ISD	NON_AEA NON_AEA NON_AEA NON_AEA			88 94 90 90	88 94 90		1		8 86	87	4 3	5 80 5 60	5	5 100 5 80
034901 061907 116915 061902	ATLANTA ISD AUBREY ISD BLAND SD LEWISVILLE ISD			Α ,	91			1		A 95 8 87 8 89 8 89 8 89	96 88 89 89	3 2 2	4 75 4 75 3 67 9 22	4 3 3	4 100 3 100 9 11
116909 116903 061901	WOLFE CITY ISD COMMIRCE ISD DENTON ISD	NON_AEA NON_AEA NON_AEA NON_AEA		A ,	91	89 91 81 89		1	:	B 89 B 87 C 72 A 89	89 89 73 90	1 2	3 33 5 40 8 63	3 6	3 67 5 60 8 75
252901 003902 015815	GRAHAM ISD HUDSON ISD HERITAGE ACADEMY	NON_AEA NON_AEA AEA		B E E	83 89 89	83 89 89 87				C 78 B 87 B 85 B 82	78 88 89 83	3 0	4 50 4 75 1 0	3 4	3 1 200 2 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
250906	ALBA-GOLDEN ISD	NON_AEA NON_AEA NON_AEA NON_AEA		B E E	1 87	87				B 82 C 71 B 89 C 73	83 73 89	2 0 4	3 67 3 0	3 2 6	3 100 3 67 9 67
246909 114902 243906 243905	ROUND ROCK ISD COAHOMA ISD CITY VIEW ISD WICHTA FALLS ISD			B E	89 81 87	84 89 81 87				C 75	73 89 74 76	2 7	9 44 2 50 3 67 9 78	3 0	2 100 3 100 9 100
057914 108807 232902	MESQUITE ISD IDEA PUBLIC SCHOOLS SABINAL ISD	NON_AEA NON_AEA NON_AEA NON_AEA		8 8 8 8	83 87 89 83	83 87 89 83 72		1		C 74 B 82 B 88 C 73 C 68	74 82 88 75 71	5 3 1	9 78 9 56 5 60 3 33 3 67	6 4 3	3 67 5 80 3 100
057831 229904 030902 227904	GATEWAY CHARTER ACADEMY WARREN ISD CLYDE CISD PFLUGERVILLE ISD	NON_AEA NON_AEA NON_AEA NON_AEA		C C B E	72			1 0		C 77	71 79 85	2 1 2	3 67 3 33 3 67 9 67	3 :	3 100 3 100 3 100
225902 101921	MOUNT PLEASANT ISD				89 89 88 92	83 89 89 88 92		1	3	8 83 8 89 8 82 8 89	79 85 89 82 89	6 2 2		7 ! 3 ! 5	3 78 6 50 8 63
101920 220916 220906	SPRING BRANCH ISD HURST-EULESS-BEDFORD ISD GRAPEVINE-COLLEYVILLE ISD	NON_AEA NON_AEA NON_AEA NON_AEA	į	A 2	92 88 92 92	92 88 92 92		1 1 1		B 85 A 92 B 89	89 85 93 89 88 91 89	1 3 1 2	8 25	2 ! 4 1! 6 !) 22 0 40 8 75
025909 212903 101913	EARLY ISD LINDALE ISD HUMBLE ISD	NON_AEA NON_AEA NON_AEA	1	A , A , B . E	91 92 88	91 92 88 89			3	B 87 A 89 B 89	88 91 89	3 4	3 33 4 75 9 44	2 : 4 : 5 :	3 67 4 100 9 56
210903 210901 101907	SHELBYVILLE ISD CENTER ISD CYPRESS-FARBANKS ISD ALBANY ISD	NON_AEA NON_AEA NON_AEA NON_AEA		B	89	89 80 89			3	B 85	86 79 89	1 3 4 1	2 50 6 50	2 4 5 1	2 100 6 67 0 50
209901 025901	DANGS ISD			8 E	80 89 86 84	80 89 86 84 87		1		C 78 B 89 C 76 B 82 B 86	79 89 78 83 88 89 89 95 73 88	0 1 0	2 50 3 0	1 2 2	2 50 2 100 3 67
199901 020908 046902	ROCKWALL ISD PEARLAND ISD COMAL ISD	NON_AEA NON_AEA NON_AEA NON_AEA	1	A #	91 89 92	91 89 92			3	8 89 8 89 A 93	89 89 95	3 1 4	8 38 9 11 9 44	6 4 5	8 75 9 44 9 56
190903 188903 185903	RAINS ISD HIGHLAND PARK ISD FRIONA ISD	NON_AEA NON_AEA NON_AEA	í	A ,	82 91 86 82	82 91 86 82			: 3	C 72 B 87 B 85	73 88 87	2 0	3 0 3 67 3 0	3 2	3 33 3 100 3 67
184903	WEATHERFORD ISD				84	82 84 88				C 74	76	0 2 1	5 0 4 50	4 4 2	5 80 4 100 2 100
086902 084910 171901 083903	CLEAR CREEK ISD CLEAR CREEK ISD DUMAS ISD SEMINOLE ISD	NON_AEA NON_AEA NON_AEA NON_AEA		6 E	88 89 80 82	84 88 89 80 82		1	3	8 82 8 89 C 74 C 77	75 84 89 76 78	0 1 0	2 50 9 0 6 17 4 0	5) 11 6 83 4 25
169901 043912 166901	BOWIE ISD PROSPER ISD CAMERON ISD	NON_AEA NON_AEA NON_AEA		B E A # B E	84 96 8 86	84 96 86				B 80 A 99 B 79	82 100 80 78	6 3	3 67 7 86 4 75	3 7 4	3 100 7 100 4 100
080901 161918 079910 161903	MOUNT VERNON ISD AXTELL ISD STAFFORD MISD MIDWAY ISD	NON_AEA NON_AEA NON_AEA NON_AEA	,	B E A # B E	90	86 90 87 93			: 1	C 77 B 87 B 84 B 89	78 89 85 89	0 0 2	3 0 2 0 4 50 7 14	1 :	3 33 2 50 4 75
079907 161807	FORT BEND ISD HARMONY SCIENCE ACAD (WACD)		1	A , , B . E . E	93 89 88			1		8 89 8 86		1 5 2	7 14 9 56 7 29 9 11	5 6 4	7 71 9 67 7 57
043905 079906 180901	FRISCO ISD NEEDVILLE ISD BOYS RANCH ISD	NON_AEA NON_AEA NON_AEA NON_AEA	,	A , , , , , , , , , , , , , , , , , , ,	93	88 93 90		1	a 3 4	8 89 8 86 X	87 89 87 76	0 0	9 11 4 0 2 0	1 2	, 67 4 25 2 100

History

Enacted by the Texas Legislature in 1993, accountability legislation mandated the creation of an accountability system for all Texas schools. This accountability system integrated the statewide curriculum; the state criterion–referenced assessment system; district and campus accountability; district and campus recognition for high performance and significant increases in performance; sanctions for poor performance; and school, district, and state reports.

As a result of statewide educator feedback, an alternative set of performance measures for campuses serving at-risk students was developed in late 1994 and implemented in the 1995–96 school year. In order for a campus to qualify as alternative, it was required to serve one or more of the following student populations: students at risk of dropping out; recovered dropouts; pregnant or parenting students; adjudicated students; students with severe discipline problems; or expelled students.

For the 1995–96 school year, alternative accountability ratings were based on state-approved district proposals that included student performance indicators, current-year data, and comparisons of pre- and post-assessment results. Following a review of campus data by the local board of trustees, each district made an initial determination of the campus rating. This initial determination was then forwarded to the TEA where it was reviewed by a panel of peer reviewers who sent a recommendation to the commissioner.

From the 1995–96 to 2001–02 school years, revisions were made to the ratings criteria and procedures determined by an ad hoc Alternative Education Advisory Committee:

- Minimum performance levels for an Acceptable rating were established in 1996–97.
- Beginning in 1996–97, school districts were required to select campus–based performance indicators from a menu of state–established indicators.
- In 1997–98, TEA staff assumed responsibility for the review and analysis of all campus performance data.
- In 1999–00, TEA required that the rating for each AEC be determined on three base indicators: Texas Assessment of Academic Skills (TAAS) passing rates for reading and mathematics, dropout rates, and attendance rates.
- In 1999–00, disciplinary alternative education programs (DAEPs) and juvenile justice alternative education programs (JJAEPs) were no longer permitted to register for AEA. Instead, the performance of students served in these programs was attributed to the campuses where these students would otherwise have attended.
- In 2000–01, campuses were required to serve "students at risk of dropping out of school" as defined in Texas Education Code (TEC) §29.081 in order to be eligible to receive an accountability rating under AEA procedures.

House Bill 6, enacted by the 77th Texas Legislature, called for a pilot program to examine issues surrounding accountability of alternative education programs. The purposes of this pilot were to analyze the existing status of AECs and to make recommendations regarding the methods of evaluating the performance of these campuses. In order to achieve these purposes, the following activities were undertaken in 2002:

- a set of surveys for principals, teachers/counselors, parents, and students at all AECs was administered;
- a more detailed survey was administered and follow-up telephone calls were made to a small sample of AECs;

- an analysis of existing Public Education Information Management System (PEIMS) data was undertaken; and
- individual student data from a small sample of AECs was compiled and analyzed.

Results of the pilot program were published in the Report on the Alternative Education Accountability Pilot (Texas Education Agency, December 1, 2002).

While these pilot activities were conducted, No Child Left Behind Act of 2001 (NCLB), Public Law 107–110, was signed into law. This federal legislation, which focused on increasing state and school accountability for student progress, was considered as part of the pilot project report. Accountability provisions of NCLB required that all campuses, including AECs, be evaluated annually for Adequate Yearly Progress (AYP).

The 2003 Educator Focus Group on Accountability made a recommendation to develop new AEA procedures for 2005 and beyond. The new AEA procedures were based on the following guidelines:

- The AEA indicators must be based on data submitted through standard data submission processes such as PEIMS or by the state testing contractor.
- The AEA measures should be appropriate for alternative education programs offered on AECs rather than just setting lower standards on the same measures used in the standard accountability procedures. Furthermore, these measures should ensure that all students demonstrate proficiency on the state assessments in order to graduate.
- The Texas Growth Index (TGI) and other improvement indicators should be evaluated as base indicators for AEC ratings.
- Additional AEA criteria should be researched. For example, AECs should have a minimum percentage of at-risk students (based on PEIMS data reported on current year fall enrollment records) to be evaluated under AEA procedures.

Also, in 2003, ratings for all campuses were suspended for one year while the new Texas Assessment of Knowledge and Skills (TAKS) assessments were implemented for the first time and the new state accountability system was developed. In 2004, registered AECs received a rating of Not Rated: Alternative Education while new AEA procedures were developed.

In 2005, an AEA Educator Focus Group developed recommendations for the commissioner for AEA criteria. In March 2005, Commissioner Shirley Neeley issued Alternative Education Accountability Procedures for 2005 and Beyond: Commissioner of Education Final Decisions. These final decisions included revised AEA procedures which contained indicators for AECs with increased rigor phased in over time and included a specific at-risk percentage registration criterion.

<u>Registration Criteria.</u> To be evaluated under AEA procedures, each AEC must have met the following registration criteria.

- a) The AEC must have its own county-district-campus number that is used for submitting PEIMS data and coding test answer documents;
- b) The AEC must be identified in AskTED (Texas School Directory database) as an alternative campus;
- c) The AEC must be dedicated to serving "students at risk of dropping out of school" as defined in Texas Education Code (TEC) §29.081(d);
- d) The AEC must operate on its own campus budget;

- e) The AEC must offer nontraditional methods of instructional delivery designed to meet the needs of the students served on the campus;
- f) The AEC must have an appropriately certified, full-time administrator whose primary duty is the administration of the AEC:
- g) The AEC must have appropriately certified teachers assigned in all areas including special education, bilingual education, and/or English as a second language (ESL) to serve students eligible for such services;
- h) The AEC must provide each student the opportunity to attend a 7-hour school day;
- i) If the campus serves special education students, the students must be placed at the AEC by their admission, review, and dismissal (ARD) committee; and
- j) Special education students must receive all services outlined in their current individualized education programs (IEPs). Limited English proficient (LEP) students must receive all services outlined by the language proficiency assessment committee (LPAC). Special education and LEP students must be served by appropriately certified teachers.

Rationale: Registration criteria were carried forward from the previous AEA procedures that restricted use of AEA procedures to campuses that offered nontraditional instructional programs and/or settings rather than programs within a regular campus.

<u>At-risk Registration Criterion.</u> An additional at-risk registration criterion was phased in beginning in 2006. Each AEC must have had a minimum percentage of at-risk students enrolled on the AEC verified through current year PEIMS fall enrollment data in order to be evaluated under AEA procedures. The at-risk criterion began at 65 percent in 2006 and increased by five percentage points each year until it reached 75 percent in 2008 where it was expected to remain as described below.

2005 – criterion not applied

2006 – 65 percent or higher at-risk student enrollment at the AEC

2007 – 70 percent or higher at-risk student enrollment at the AEC

2008 – 75 percent or higher at-risk student enrollment at the AEC

A safeguard was incorporated for those campuses that fall below the at-risk requirement such as averaging the rate over multiple years.

Rationale: Implementation of an additional at-risk registration criterion recognized that by definition AECs are designed to serve students at risk of dropping out of school, restricted use of AEA procedures to AECs that were dedicated to serving at-risk students, and enhanced at-risk data quality.

As shown in the table below, 48 percent of students in campuses to be rated under 2006 standard accountability procedures were identified as being at risk in 2005–06 compared to 84 percent of students in registered AECs. Students in residential facilities were by definition considered at risk, although residential facilities reported only 94 percent of their students as being at risk in 2005–06.

At-risk Students in Fall 2005-06

	All Campuses in 2006	Campuses in Standard Acct		AECs of Choice	Residential Facilities	
Number of Campuses	7,956	7,522	434	352	82	
percent At- risk	49%	48%	84%	83%	94%	

Source: PEIMS Fall Enrollment 2005-06.

The 2002 Report on the Alternative Education Accountability Pilot stated that principals were asked in a survey what they believe is the appropriate percentage of "primarily" at-risk students. Their responses ranged from 50 percent to 80 percent as appropriate percentages.

TEC §29.081 At-Risk Definition

For purposes of this section, "student at risk of dropping out of school" includes each student who is under 26 years of age and who:

- (1) was not advanced from one grade level to the next for one or more school years;
- (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- (4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- (5) is pregnant or is a parent;
- (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- (7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
- (8) is currently on parole, probation, deferred prosecution, or other conditional release;
- (9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- (10) is a student of limited English proficiency, as defined by Section 29.052;
- (11) is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- (12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or

(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation.

Comprehensive Support & Improvement Schools – by AEA Status

	Comprehensive Identified	•		Total - Comprehensive Support	Total - AEA Status	
Non-AEA	200 (2.4%)	88 (1%)	148 (1.7%)	436 (5.2%)	8,459	
AEA	18 (4.7%)	71 (18.7%)	18 (4.7%)	107 (28.2%)	379	
Total	218 (2.5%)	159 (1.8%)	166 (1.9%)	543 (6.1%)	8,838	

^{*}The denominator used in the percentages is the total number of the respective AEA status campuses. For example, the first cell indicates that 2.4% (200/8,459) of non-AEA campuses were labeled *Comprehensive Identified*.

Comprehensive Support & Improvement Schools – by AEA Status & Campus Type

		Non-A	NEA		AEA						
	Comprehensive Identified	Comprehensive Reidentified	Comprehensive Progress	Total - Non-AEA	Comprehensive Identified	Comprehensive Reidentified	Comprehensive Progress	Total - AEA			
K-12	6 (1.2%)	3 (0.6%)	9 (1.8%)	477	1 (1.4%)	4 (5.7%)	3 (4.2%)	70			
Elem.	113 (2.3%)	49 (1%)	94 (1.9%)	4,808	1 (100%)	0 (0%)	0 (0%)	1			
Middle School	77 (4.5%)	29 (1.7%)	27 (1.5%)	1,693	1 (7.1%)	1 (7.1%)	1 (7.1%)	14			
High School	4 (0.2%)	7 (0.4%)	18 (1.2%)	1,481	15 (5.1%)	66 (22.4%)	14 (4.7%)	294			
Total	200 (2.3%)	88 (1%)	148 (1.7%)	8,459	18 (4.7%)	71 (18.7%)	18 (4.7%)	379			

^{*}The denominator used in the percentages is the total number of campuses with the respective AEA status and campus type. For example, the first cell indicates that 1.2% (6/477) non-AEA K-12 campuses were labeled *Comprehensive Identified*.

TEXAS EDUCATION AGENCY 2019 Closing the Gaps Data Table AEA Statewide Results

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)^	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non- Continuously Enrolled
Academic Achievement														
Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%
% at Meets GL Standard	17%	13%	16%	28%	25%	32%	19%	23%	16%	12%	7%	10%	15%	18%
# at Meets GL Standard	5000	760	2800	1196	26	49	14	130	3532	912	220	68	1190	3810
Total Tests (Adjusted)	28659	5696	17713	4344	102	154	72	558	22175	7797	2995	698	8080	20612
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%
% at Meets GL Standard	16%	13%	18%	15%	28%	42%	2%	15%	17%	20%	8%	8%	18%	16%
# at Meets GL Standard	2042	356	1318	283	11	28	1	40	1669	688	131	27	541	1501
Total Tests (Adjusted)	12386	2711	7271	1880	40	66	56	262	9608	3360	1547	347	2936	9461
Growth														
Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67
Academic Growth Score	60	58	60	60	67	68	55	55	60	61	53	56	62	59
Growth Points	4242	935.5	2469.5	696	12	32.5	6	78	3368	1317	397.5	86.5	1140.5	3101.5
Total Tests	7123	1625	4106	1152	18	48	11	143	5653	2152	757	155	1853	5270
Mathematics Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70
Academic Growth Score	51	51	54	43	63	57	21	40	53	56	38	39	58	48
Growth Points	3070	753	1902	324.5	9.5	21	5	47.5	2557.5	1128.5	256.5	57	926	2144
Total Tests	6007	1468	3550	755	15	37	24	120	4860	2011	667	145	1585	4422
Federal Graduation														
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a
% Graduated	58.7%	48.9%	57.0%	70.4%	51.0%	67.1%	50.8%	58.7%	57.1%	47.9%	62.5%	n/a	n/a	n/a
# Graduated	12416	1657	7091	3241	51	100	30	246	8433	1605	1106			
Total in Class	21158	3386	12440	4605	100	149	59	419	14762	3351	1769			
English Language Proficiency														
TELPAS Progress Rate Target										42%				
TELPAS Progress Rate										25%				
TELPAS Progress										1243				
TELPAS Total										5048				
Student Success														
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%
STAAR Component Score	26	21	26	34	32	39	25	30	25	22	14	18	26	27
% at Approaches GL Standard	54%	46%	54%	61%	58%	68%	51%	57%	53%	48%	31%	38%	52%	54%
% at Meets GL Standard or Ab	21%	15%	20%	31%	30%	39%	20%	26%	19%	16%	10%	12%	20%	21%
% at Masters GL Standard	5%	3%	4%	9%	7%	12%	4%	8%	4%	3%	3%	3%	5%	5%
Total Tests	61901	12440	37478	9765	214	336	188	1214	47635	16457	6866	1472	16819	45082
School Quality														
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%
% Students meeting CCMR	21%	17%	19%	27%	18%	26%	34%	24%	19%	15%	32%	16%	25%	18%
# Students meeting CCMR	4481	494.5	2406	1385	19	48.5	18.5	109.5	2657	482	558	35	2139	2342
Total Students	21479	2995	12620	5054	103	187	55	465	13928	3115	1751	224	8531	12948



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September 30, 2019

Frank T. Brogan
Assistant Secretary for Elementary and Secondary Education
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Brogan:

As part of its Every Student Succeeds Act (ESSA) State Plan, Texas is working diligently to ensure that students take appropriate assessments and that the results of those assessments are included in accountability calculations. For successful implementation of this plan, the Texas Education Agency (TEA) requested that the Texas Legislature (Legislature) appropriate funds for high school students who completed state testing requirements prior to high school so that these students are administered the ACT or the SAT to fulfill federal testing requirements. The Legislature appropriated these funds in June 2019.

During the 2019–2020 school year, Texas will implement a transition plan (see attachment I) to better align its assessment and accountability systems with ESSA requirements. To that end, the state will adopt additional administrative rules that will require all students to take appropriate assessments for use in federal accountability and will monitor the implementation of those rules as it collects assessment participation data. The final plan will go into effect for the 2020–2021 school year and will ensure that

- all students take the state's grade-level assessments in reading and mathematics, unless they are in grade 8 and are assessed with English I or Algebra I, respectively;
- all students who complete the state's high school assessments in middle school are assessed in high school using more advanced assessments; and
- all students are appropriately included in required high school tests and are accounted for in the calculation of reading and mathematics assessment participation rates.

Changes to the Texas ESSA plan will be necessary in the following areas:

- Academic Achievement: Now that funds are appropriated, the state would need to
 determine appropriate performance levels on the higher-level assessment that are
 equivalent to the Approaches Grade Level, Meets Grade Level, and Masters Grade Level
 performance standards associated with the statewide assessment. Then, results from the
 higher-level assessment will be included in accountability calculations in a similar fashion
 as the statewide assessment;
- School Quality/Student Success—STAAR Student Achievement: The higher-level
 assessment in mathematics and/or English Language Arts would be included in
 accountability in the cycle in which the test is taken (e.g., Spring 2021 SAT taken would be
 applied to 2021 accountability outcomes); and

• Growth: Growth measures will be established once performance levels are put in place for ACT and SAT.

Texas' plan ensures that accelerated students take a higher-level assessment in high school so that the students continue to receive challenging content and high schools are held accountable for improving the achievement of all students.

Please feel free to contact Megan Aghazadian, Deputy Commissioner of Operations, at Megan.Aghazadian@tea.texas.gov, or Jamie Crowe, Director of Performance Reporting, at Jamie.Crowe@tea.texas.gov if you have any questions regarding this request. Thank you for your consideration.

Sincerely,

Mike Morath, Commissioner of Education



Implementing the Accelerated Students Assessment Plan

