

3 Domains rated

Domain I – Student Achievement
 Domain II – School Progress
 • Part A – Academic Growth **OR**
 • Part B – Relative Performance
 Domain III – Closing the Gaps
 Domain II Score = Better of Part A OR Part B
Overall Rating
 • 70% = Better of Domain I **OR** Domain II
 • 30% = Domain III

Impact of Campus-level D or F ratings:

- If a district has a campus with an **Overall Rating of D or F**, then the highest **Overall Scale Score** the district can receive is an 89
- If a district has any campus with a **Domain Rating of D or F**, then the highest **Scale Score** the district can receive for that **Domain** is an 89

“Forced Failure” rule

Highest **Overall Scale Score** a District/Campus can earn is a 59 IF

1. **District/campus is rated in all 4 Areas**

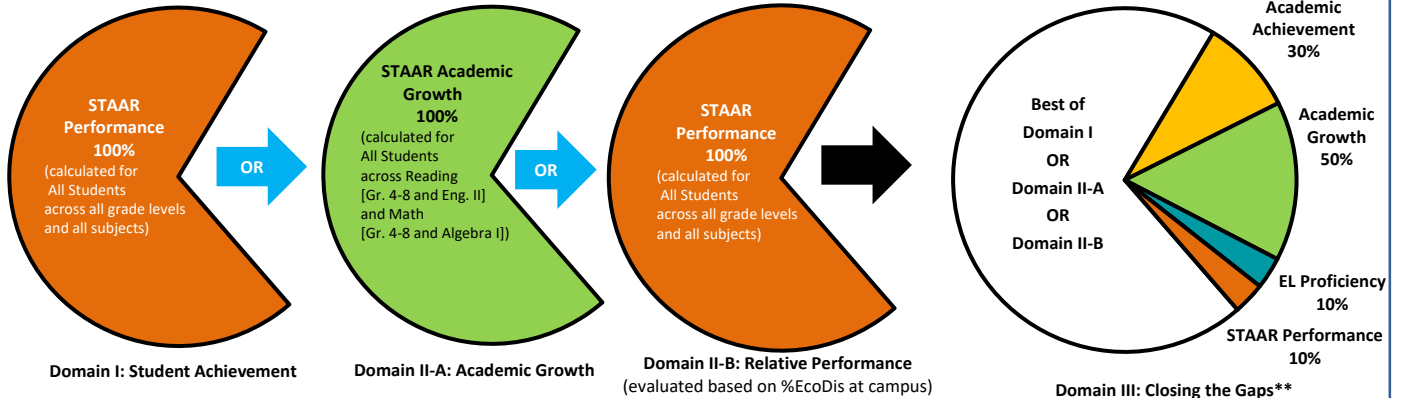
Domain I Domain II-A
 Domain II-B Domain III

AND

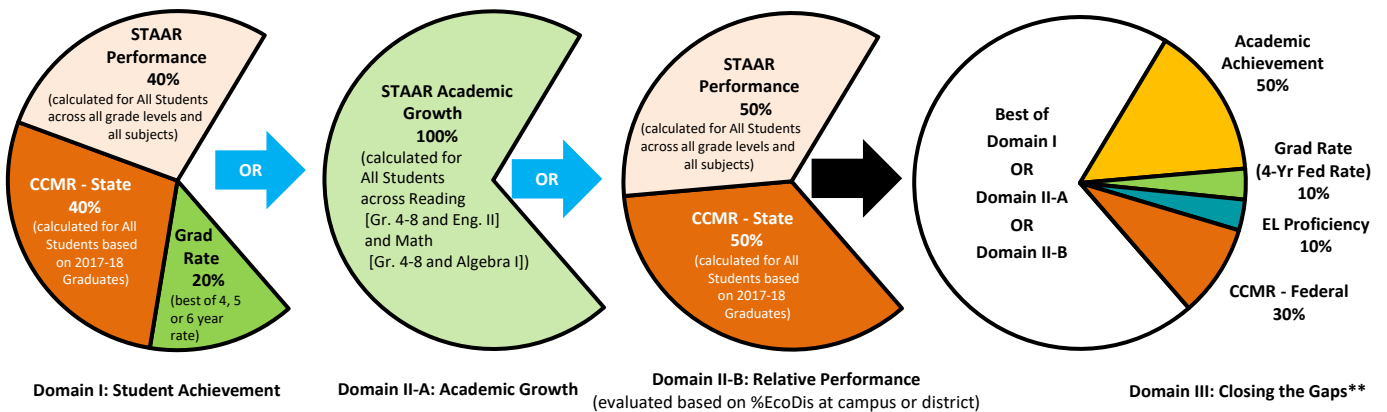
2. **3 of the 4 ratings are an F**

NOT APPLICABLE if Domain I rating is a D or higher

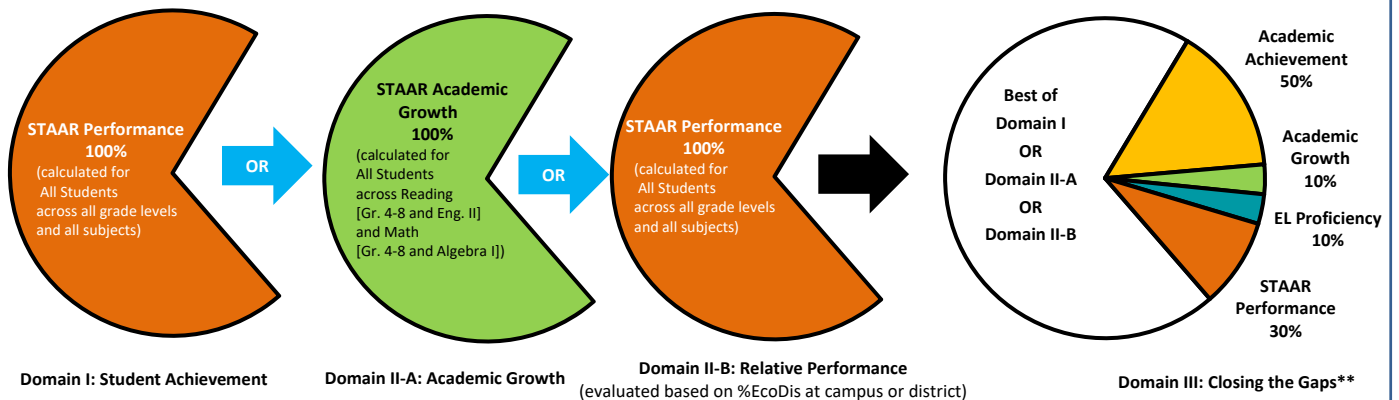
Elementary and Middle Schools* (%ages shown indicate the relative weights of the applicable components in calculating the Domain or Area score)



High Schools, K–12 Campuses, and Districts with CCMR Component* (%ages shown indicate the relative weights of the applicable components in calculating the Domain or Area score)



High Schools, K–12 Campuses, and Districts without CCMR Component* (%ages shown indicate the relative weights of the applicable components in calculating the Domain or Area score)



• To assign letter grades, the Raw Score for each Domain or Area is converted to a Scale Score that aligns to a traditional grading scale (90 to 100 = A, 80 to 89 = B, 70 to 79 = C, 60 to 69 = D, Below 60 = F). The Scale Score conversions were set for districts and each campus type based on 2016-17 performances of districts and campuses.

** Domain III: Closing the Gaps is comprised of 4 Components. The score for each component is based on the %age of student groups meeting minimum size criteria in that component that meet or exceed the targets specified for each group. If a component in Domain III does not meet minimum size requirements, then the weight of that component is distributed proportionally among the remaining components.

STAAR Performance: AVERAGE of 3 Pass Rates on STAAR and STAAR Alt 2 [MSC = 10 tests across all subjects]

$$\frac{\% \text{ of Tests Scoring Approaches Grade Level or Above on STAAR or Level II Satisfactory or Above on STAAR Alt 2} + \% \text{ of Tests Scoring Meets Grade Level or Above on STAAR or Level II Satisfactory or Above on STAAR Alt 2} + \% \text{ of Tests Scoring Masters Grade Level on STAAR or Level III Accomplished on STAAR Alt 2}}{3}$$

Special Rules

- Accountability subset applies to any test result used
- For SSI tests, TEA uses best result from 1st or 2nd administration
- Satisfactory performance on EOC Substitute Assessments treated as **Meets Grade Level**
- For EOCs, TEA uses best result from Summer 2018, Fall 2018, Spring 2019
- First time Alg I or Eng I test takers in Fall 2018 who score **Approaches** can retest in Spring 2019
- Eligible ELs in Year 2 in US Schools included at EL Performance Measure standard

CCMR - State: % of 2017-18 graduates meeting any one or more of the following criteria [MSC = 10 annual graduates in 2017-18]

- 3 on an AP or a 4 on an IB examination
- Associate's Degree
- Industry-Based Certification
- Enlist in US Armed Forces
- OnRamps Dual Enrollment Course Credit
- Level I or Level II Certificate
- TSI criteria in Reading and Mathematics (SAT/ACT/TSIA/College Prep course)
- Dual credit course requirements (≥ 3 hours in ELAR OR Mathematics or ≥ 9 hours total across subjects)
- Completed IEP and workforce readiness (graduation type code of 04, 05, 54, or 55)
- SpEd Graduate with RHSP, DAP, FHSP-E, or FHSP-DLA
- CTE Coherent Sequence and credit for ≥ 1 CTE course aligned with approved industry-based certification (1/2 point credit IF graduate does not meet ANY other criteria)

Graduation Rate – State: % of students in cohort class reported as “Graduated” [MSC = 10 students in class with small number analysis if <10 students in class]
 4-year, 5-year or 6-year longitudinal grad rate of All Students group (with state exclusions) or 2017-18 Annual Dropout Rate of All Students group (if grad rate is not available)

STAAR Academic Growth:

Includes all assessments with a STAAR Progress Measure (Substitute Assessments NOT included)
 • Reading Grades 4-8 and English II | Math Grades 4-8 and Algebra I
 MSC = 10 test results with STAAR Progress Measures (combined across Reading and Math)

Calculation

$$\frac{\text{Total \# of Growth Points Earned (Reading and Math)}}{\text{Total \# of Tests (Reading and Math) with a STAAR Progress Measure}}$$

Methodology

- Look at 2018 Performance to 2019 Performance
- In certain scenarios, look at STAAR Progress Measure (STAAR PM) or STAAR Alt 2 Progress Measure (STAAR Alt 2 PM)

| | | 2019 STAAR Performance | | | | | |
|------------------------|---------------|------------------------|------------|------------|------------|------------|------------|
| | | Does Not Meet | | Approaches | | Meets | Masters |
| 2018 STAAR Performance | Does Not Meet | < STAAR PM | ≥ STAAR PM | < STAAR PM | ≥ STAAR PM | | |
| | Approaches | < STAAR PM | ≥ STAAR PM | < STAAR PM | ≥ STAAR PM | | |
| | Meets | | | < STAAR PM | ≥ STAAR PM | | |
| | Masters | | | | | < STAAR PM | ≥ STAAR PM |

| | | 2019 STAAR Alt 2 Performance | | | | |
|------------------------------|--------------|------------------------------|------------------|------------------|------------------|------------------|
| | | Developing | | Satisfactory | | Accomplished |
| 2018 STAAR Alt 2 Performance | Developing | < STAAR Alt 2 PM | ≥ STAAR Alt 2 PM | | | |
| | Satisfactory | | | < STAAR Alt 2 PM | ≥ STAAR Alt 2 PM | |
| | Accomplished | | | | | < STAAR Alt 2 PM |

Relative Performance: Student Achievement (Domain I) evaluated based on Fall Snapshot % EcoDis at the district or campus

Methodology:

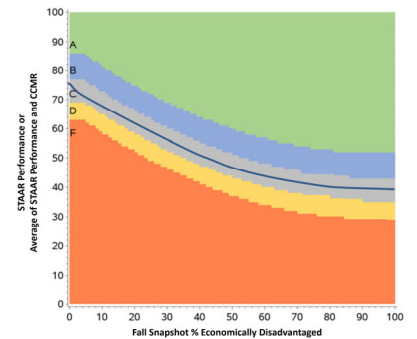
- For districts and for each campus type (Elementary, Middle, High School/K-12) TEA looked at 2016-17 school year data and “plotted” the Student Achievement score of each district/campus against the 2016 Fall Snapshot % Eco Dis at the district/campus
- TEA then ran a regression analysis to determine the “line of best fit” (represented by the blue line in the graphic)
- There is a different plot/regression analysis for each group: districts, elementary schools, middle schools, high schools/K-12 campuses
- For 2019 Accountability, TEA will determine the ACTUAL 2019 Student Achievement Score and 2018 Fall Snapshot % Eco Dis of each district/campus in the state and evaluate the ACTUAL 2019 Student Achievement Score in light of the 2016-17 historical performance of districts/campuses with the same % (or similar) % Eco Dis

Elementary | Middle | High Schools & Districts without CCMR Data

- Student Achievement = STAAR Performance Score from Domain I

High Schools & Districts with CCMR Data

- Student Achievement = average of STAAR Performance Score and CCMR Score from Domain I



Closing the Gaps: Performance of up to 14 separate student groups evaluated against specified targets, calculated for each of 4 components, then rolled into a single score based on weights assigned to each component. If a component does not meet MSC, then the weight of that component is distributed proportionally among the remaining components. A district/campus must have 10 Reading and 10 Math assessment results for the All Students group in the Academic Achievement component to be evaluated on the Closing the Gaps domain. If a district/campus does not meet this MSC, the Closing the Gaps domain is not evaluated.

Academic Achievement: % age of tests results (in Reading and in Math) at the **Meets Grade Level or Above** standard

Academic Growth: Academic Growth score (see methodology above) in Reading and in Math

Federal Graduation Rate: federal 4-year graduation rate for the Cohort Class of 2017-18 (using federal calculation for graduation rate – without state-allowed exclusions)

English Language Proficiency: % of current ELs making progress toward achieving English language proficiency (based on TELPAS composite score in 2018-19 compared to 2017-18)

Student Success: STAAR Component: disaggregated results by student group of the STAAR Performance calculation (across all subjects) used in Domain I: Student Achievement

School Quality: Federal CCMR: same CCMR calculation as is used in Domain I: Student Achievement EXCEPT that the denominator of students includes annual graduates in 2017-18 PLUS students identified as 12th graders in the last 6 weeks of the 2017-18 school year who did not graduate in 2017-18 (excluding IEP continuers reported as 12th graders)

Closing the Gaps Targets

| Domain III: Closing the Gaps Targets by Component for Elementary and Middle Schools (Minimum Size Criteria: 10 for All Students group 25 for other student groups) | | | | | | | | | | | | | | | |
|---|--------------|---------|------|-------|----------|-------|---------|-----------------|--------|---------------|----------------|---------------|-------------|-----------------|----|
| | All Students | Af Amer | Hisp | White | Amer Ind | Asian | Pac Isl | 2 or More Races | EcoDis | EL (+Monitor) | SpEd (Current) | SpEd (Former) | Cont Enroll | Non-cont Enroll | |
| Academic Achievement: % Meets Grade Level or Above WEIGHT 30% | | | | | | | | | | | | | | | |
| Reading | Target | 44 | 32 | 37 | 60 | 43 | 74 | 45 | 56 | 33 | 29 | 19 | 36 | 46 | 42 |
| Math | Target | 46 | 31 | 40 | 59 | 45 | 82 | 50 | 54 | 36 | 40 | 23 | 44 | 47 | 45 |
| Academic Growth: Growth Score by Subject WEIGHT 50% | | | | | | | | | | | | | | | |
| Reading | Target | 66 | 62 | 65 | 69 | 67 | 77 | 67 | 68 | 64 | 64 | 59 | 65 | 66 | 67 |
| Math | Target | 71 | 67 | 69 | 74 | 71 | 86 | 74 | 73 | 68 | 68 | 61 | 70 | 71 | 70 |
| EL Language Proficiency: % of EL Students with Increased Level of Proficiency WEIGHT 10% | | | | | | | | | | | | | | | |
| Target | 36 | | | | | | | | | | | | | | |
| Student Success: STAAR Performance Score across All Subjects WEIGHT 10% | | | | | | | | | | | | | | | |
| Target | 47 | 36 | 41 | 58 | 46 | 73 | 48 | 55 | 38 | 37 | 23 | 43 | 48 | 45 | |

| Domain III: Closing the Gaps Targets by Component for Districts and High Schools/K-12 Campuses with CCMR Data (Minimum Size Criteria: 10 for All Students group 25 for other student groups) | | | | | | | | | | | | | | | |
|---|--------------|---------|------|-------|----------|-------|---------|-----------------|--------|--------------|----------------|---------------|-------------|-----------------|----|
| | All Students | Af Amer | Hisp | White | Amer Ind | Asian | Pac Isl | 2 or More Races | EcoDis | EL (+Former) | SpEd (Current) | SpEd (Former) | Cont Enroll | Non-cont Enroll | |
| Academic Achievement WEIGHT 50% | | | | | | | | | | | | | | | |
| Reading | Target | 44 | 32 | 37 | 60 | 43 | 74 | 45 | 56 | 33 | 29 | 19 | 36 | 46 | 42 |
| Math | Target | 46 | 31 | 40 | 59 | 45 | 82 | 50 | 54 | 36 | 40 | 23 | 44 | 47 | 45 |
| 4-Year Federal Graduation Rate: Cohort Class of 2017-18 (must meet target or achieve 0.1 increase if met target for Cohort Class of 2016-17) WEIGHT 10% | | | | | | | | | | | | | | | |
| Target | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | |
| EL Language Proficiency WEIGHT 10% | | | | | | | | | | | | | | | |
| Target | 36 | | | | | | | | | | | | | | |
| Federal CCMR Rate (2017-18 Annual Graduates and non-graduate 12th graders in 2017-18) WEIGHT 30% | | | | | | | | | | | | | | | |
| Target | 47 | 31 | 41 | 58 | 42 | 76 | 39 | 53 | 39 | 30 | 27 | 43 | 50 | 31 | |

| Domain III: Closing the Gaps Targets by Component for Districts and High Schools/K-12 Campuses without CCMR Data (Minimum Size Criteria: 10 for All Students group 25 for other student groups) | | | | | | | | | | | | | | | |
|--|--------------|---------|------|-------|----------|-------|---------|-----------------|--------|--------------|----------------|---------------|-------------|-----------------|----|
| | All Students | Af Amer | Hisp | White | Amer Ind | Asian | Pac Isl | 2 or More Races | EcoDis | EL (+Former) | SpEd (Current) | SpEd (Former) | Cont Enroll | Non-cont Enroll | |
| Academic Achievement WEIGHT 50% | | | | | | | | | | | | | | | |
| Reading | Target | 44 | 32 | 37 | 60 | 43 | 74 | 45 | 56 | 33 | 29 | 19 | 36 | 46 | 42 |
| Math | Target | 46 | 31 | 40 | 59 | 45 | 82 | 50 | 54 | 36 | 40 | 23 | 44 | 47 | 45 |
| Academic Growth: Growth Score by Subject WEIGHT 10% | | | | | | | | | | | | | | | |
| Reading | Target | 66 | 62 | 65 | 69 | 67 | 77 | 67 | 68 | 64 | 64 | 59 | 65 | 66 | 67 |
| Math | Target | 71 | 67 | 69 | 74 | 71 | 86 | 74 | 73 | 68 | 68 | 61 | 70 | 71 | 70 |
| EL Language Proficiency WEIGHT 10% | | | | | | | | | | | | | | | |
| Target | 36 | | | | | | | | | | | | | | |
| Student Success: STAAR Performance Score across All Subjects WEIGHT 30% | | | | | | | | | | | | | | | |
| Target | 47 | 36 | 41 | 58 | 46 | 73 | 48 | 55 | 38 | 37 | 23 | 43 | 48 | 45 | |

Distinction Designations: For campuses and districts that earn an overall rating of A, B, C or D

Campus Distinctions

- Academic Achievement in ELAR
- Academic Achievement in Math
- Academic Achievement in Science
- Academic Achievement in Social Studies
- Top 25%: Comparative Academic Growth
- Top 25%: Comparative Closing the Gaps
- Postsecondary Readiness

District Distinction

- Postsecondary Readiness

Distinction Designations Methodology for Campuses

- For Comparative Academic Growth and Comparative Closing the Gaps, the score earned by the campus must be in the top 25% of its campus comparison group (i.e., among the top 10 scores)
- For all other distinctions, the campus must be in the top quartile of its campus comparison group for the following percentages of indicators applicable to the campus group type:
 - Elementary and Middle Schools: ≥ 50% of the indicators for which the campus has data
 - High Schools and K-12 campuses: ≥ 33% of the indicators for which the campus has data

Postsecondary Readiness Distinction Designation Methodology for Districts

- Determine the percentage of Postsecondary Readiness indicators for which campuses in the district are in the top quartile of their campus comparison groups
- Distinction Designation is earned if across all campuses in the district ≥ 55% of the postsecondary readiness indicators are in the top quartile of the campuses' campus comparison groups

Academic Achievement Distinction Designation (AADD) Indicators by Subject Area and Postsecondary Readiness Indicators

| AADD Indicators - Science | | | | | HS | MS/JH | ES | K-12 |
|-----------------------------------|--|--|---|---|----------|----------|----------|----------|
| 1 | Attendance Rate | | Y | Y | Y | Y | Y | Y |
| 2 | Grade 5 Science Performance (Masters Grade Level) | | | | | Y | Y | Y |
| 3 | Grade 8 Science Performance (Masters Grade Level) | | | Y | | | | Y |
| 4 | Biology Performance (Masters Grade Level) | | Y | | | | | Y |
| 5 | ACT Performance: Science | | Y | | | | | Y |
| 6 | AP/IB Examination Participation: Science | | Y | | | | | Y |
| 7 | AP/IB Examination Performance: Science | | Y | | | | | Y |
| 8 | Advanced/Dual Enrollment Course Completion Rate: Science (Grades 9-12) | | Y | | | | | Y |
| Total Indicators - Science | | | | | 6 | 2 | 2 | 8 |

| AADD Indicators - Social Studies | | | | | HS | MS/JH | ES | K-12 |
|--|---|--|---|---|----------|----------|------------|----------|
| 1 | Attendance Rate | | Y | Y | Y | Y | Y | Y |
| 2 | Grade 8 Social Studies Performance (Masters Grade Level) | | | | Y | | | Y |
| 3 | U.S. History Performance (Masters Grade Level) | | | Y | | | | Y |
| 4 | AP/IB Examination Participation: Social Studies | | Y | | | | | Y |
| 5 | AP/IB Examination Performance: Social Studies | | Y | | | | | Y |
| 6 | Advanced/Dual Enrollment Course Completion Rate: Social Studies (Grades 9-12) | | Y | | | | | Y |
| Total Indicators - Social Studies | | | | | 5 | 2 | N/A | 6 |

| Postsecondary-Readiness Indicators | | | | | HS | MS/JH | ES | K-12 |
|---|---|--|---|---|----------|----------|----------|----------|
| 1 | % of STAAR Results at Meets Grade Level or Above Standard (All Subjects) | | Y | Y | Y | Y | Y | Y |
| 2 | % of Grade 3-8 Results at Meets Grade Level or Above in Both Reading and Math | | Y | Y | Y | Y | Y | Y |
| 3 | 4-year Longitudinal Graduation Rate | | Y | | | | | Y |
| 4 | 4-year Longitudinal Graduation Plan Rate | | Y | | | | | Y |
| 5 | TSI Criteria Graduates | | Y | | | | | Y |
| 6 | CCMR Graduates | | Y | | | | | Y |
| 7 | SAT/ACT Participation | | Y | | | | | Y |
| 8 | AP/IB Examination Participation: Any Subject | | Y | | | | | Y |
| 9 | CTE Coherent Sequence Graduates | | Y | | | | | Y |
| Total Indicators - Postsecondary-Readiness | | | | | 8 | 2 | 2 | 9 |

| AADD Indicators - Reading/ELA | | | | HS | MS/JH | ES | K-12 |
|---------------------------------------|--|--|---|-----------|----------|----------|-----------|
| 1 | Attendance Rate | | Y | Y | Y | Y | Y |
| 2 | Accelerated Student Progress in ELA/Reading | | Y | Y | Y | Y | Y |
| 3 | Grade 3 Reading Performance (Masters Grade Level) | | | | | Y | Y |
| 4 | Grade 4 Reading Performance (Masters Grade Level) | | | | | Y | Y |
| 5 | Grade 4 Writing Performance (Masters Grade Level) | | | | | Y | Y |
| 6 | Grade 5 Reading Performance (Masters Grade Level) | | | | | Y | Y |
| 7 | Grade 6 Reading Performance (Masters Grade Level) | | | | | Y | Y |
| 8 | Grade 7 Reading Performance (Masters Grade Level) | | | | | Y | Y |
| 9 | Grade 7 Writing Performance (Masters Grade Level) | | | | | Y | Y |
| 10 | Grade 8 Reading Performance (Masters Grade Level) | | | | | Y | Y |
| 11 | English I Performance (Masters Grade Level) | | Y | | | | Y |
| 12 | English II Performance (Masters Grade Level) | | Y | | | | Y |
| 13 | AP/IB Examination Participation: ELA | | Y | | | | Y |
| 14 | AP/IB Examination Performance: ELA | | Y | | | | Y |
| 15 | SAT/ACT Participation | | Y | | | | Y |
| 16 | SAT Performance: Reading and Writing | | Y | | | | Y |
| 17 | ACT Performance: ELA | | Y | | | | Y |
| 18 | Advanced/Dual Enrollment Course Completion Rate: Reading/ELA (Grades 9-12) | | Y | | | | Y |
| Total Indicators - Reading/ELA | | | | 10 | 6 | 6 | 18 |

| AADD Indicators - Math | | | | | HS | MS/JH | ES | K-12 |
|--------------------------------|--|--|---|---|----------|----------|----------|-----------|
| 1 | Attendance Rate | | Y | Y | Y | Y | Y | Y |
| 2 | Accelerated Student Progress in Mathematics | | Y | Y | Y | Y | Y | Y |
| 3 | Grade 3 Math Performance (Masters Grade Level) | | | | | Y | Y | Y |
| 4 | Grade 4 Math Performance (Masters Grade Level) | | | | | Y | Y | Y |
| 5 | Grade 5 Math Performance (Masters Grade Level) | | | | | Y | Y | Y |
| 6 | Grade 6 Math Performance (Masters Grade Level) | | | | | Y | Y | Y |
| 7 | Grade 7 Math Performance (Masters Grade Level) | | | | | Y | Y | Y |
| 8 | Grade 8 Math Performance (Masters Grade Level) | | | | | Y | Y | Y |
| 9 | Algebra I by Grade 8 Participation | | Y | | | | | Y |
| 10 | Algebra I Performance (Masters Grade Level) | | Y | Y | | | | Y |
| 11 | AP/IB Examination Participation: Mathematics | | Y | | | | | Y |
| 12 | AP/IB Examination Performance: Mathematics | | Y | | | | | Y |
| 13 | SAT/ACT Participation | | Y | | | | | Y |
| 14 | SAT Performance: Mathematics | | Y | | | | | Y |
| 15 | ACT Performance: Mathematics | | Y | | | | | Y |
| 16 | Advanced/Dual Enrollment Course Completion Rate: Mathematics (Grades 9-12) | | Y | | | | | Y |
| Total Indicators - Math | | | | | 9 | 7 | 5 | 16 |