

Domain I – Student Achievement

| | | |
|------------------------------|---|---|
| Raw Score Calculation | Elementary Middle Schools High Schools & Districts without CCMR Data <ul style="list-style-type: none"> • STAAR Performance (100%) | High Schools K-12 Districts <ul style="list-style-type: none"> • STAAR Performance (40%) • CCMR (40%) • Graduation (20%) |
|------------------------------|---|---|

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

| | | | | |
|--|---|---|---|--|
| % of Tests Scoring Approaches Grade Level or Above on STAAR or Level II Satisfactory or Above on STAAR Alt 2 | + | % of Tests Scoring Meets Grade Level or Above on STAAR or Level II Satisfactory or Above on STAAR Alt 2 | + | % of Tests Scoring Masters Grade Level Accomplished on STAAR Alt 2 |
| 3 | | | | |

* Satisfactory performance on EOC Substitute Assessments treated as **Meets Grade Level**

CCMR: % of 2016-17 graduates who meet any of the following criteria [MSC = 10 annual graduates in 2016-17]:

- 3 on an AP or a 4 on an IB examination
- TSI criteria (SAT/ACT/TSIA/College Prep course) in Reading and Mathematics
- Dual credit course requirements (≥ 3 hours in ELAR OR Mathematics or ≥ 9 hours in any other subject)
- Associate's degree
- Industry-based certification
- Completed IEP and workforce readiness (graduation type code of 04, 05, 54, or 55)
- Enlist in US Armed Forces
- CTE coherent sequence coursework completion and credit for ≥ 1 course aligned with approved industry-based certification (1/2 point credit IF graduate does not meet ANY other criteria)

Graduation Rate [MSC = 10 students in class with small number analysis if <10 students in class]:

- 4-year, 5-year or 6-year longitudinal graduation rate of All Students group (with state exclusions) or annual dropout rate of All Students group (if graduation rate is not available)

Domain II – School Progress [Part A: Academic Growth and Part B: Relative Performance]

| | |
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| Part A: Academic Growth Raw Score Calculation | Elementary Middle High Schools K-12 Districts |
|--|---|

$$\frac{\text{Total \# of Progress Points Earned (Reading and Math)}}{\text{Total \# of Tests (Reading and Math)}}$$

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)

| | | 2018 STAAR Performance | | | | | | |
|------------------------|---------------|-------------------------|-------------------------|--------------------------|-------------------------|--------------------------|-------------------------|---------|
| | | Does Not Meet | | Approaches | | Meets | | Masters |
| 2017 STAAR Performance | Does Not Meet | < STAAR Progress = 0 pt | ≥ STAAR Progress = 1 pt | < STAAR Progress = .5 pt | ≥ STAAR Progress = 1 pt | 1 pt | | 1 pt |
| | Approaches | < STAAR Progress = 0 pt | ≥ STAAR Progress = 1 pt | < STAAR Progress = .5 pt | ≥ STAAR Progress = 1 pt | 1 pt | | 1 pt |
| | Meets | 0 pt | | 0 pt | | < STAAR Progress = .5 pt | ≥ STAAR Progress = 1 pt | 1 pt |
| | Masters | 0 pt | | 0 pt | | 0 pt | | 1 pt |

| | | 2018 STAAR Alt 2 Performance | | | |
|------------------------------|--------------|-------------------------------|-------------------------------|--------------------------|-------------------------|
| | | Developing | | Satisfactory | Accomplished |
| 2017 STAAR Alt 2 Performance | Developing | < STAAR Alt 2 Progress = 0 pt | ≥ STAAR Alt 2 Progress = 1 pt | 1 pt | |
| | Satisfactory | 0 pt | | < STAAR Progress = .5 pt | ≥ STAAR Progress = 1 pt |
| | Accomplished | 0 pt | | 0 pt | |

| | |
|--|--|
| Part B: Relative Performance Raw Score Calculation [N/A to AEA Campuses and Districts] | Elementary Middle High Schools & Districts <u>without</u> CCMR Data <ul style="list-style-type: none"> • ACTUAL Domain I STAAR Performance score compared PREDICTED Domain I STAAR Performance score based on % EcoDis (by campus type) High Schools & Districts <u>with</u> CCMR Data <ul style="list-style-type: none"> • ACTUAL average of Domain I STAAR Performance and CCMR score compared to PREDICTED average of Domain I STAAR Performance and CCMR score based on % EcoDis |
|--|--|

Domain III – Closing the Gaps (ESSA Compliance)

| | |
|------------------------------|---|
| Raw Score Calculation | For each component: $\frac{\text{\# Student Groups Meeting Applicable Target}}{\text{Total \# Student Groups Meeting Minimum Size Criteria}}$ |
|------------------------------|---|

Components: Elementary & Middle Schools
[Evaluated for each student group meeting minimum size criteria]

Components: High Schools, K-12, AEA's & Districts
[Evaluated for each student group meeting minimum size criteria]

14 Student Groups

14 Student Groups: All, Afr Am, EcoDis, Hisp, SpEd Current, White, SpEd Former, Am Ind, EL + Former (Yr 4), Asian, Cont Enrolled, Pac Isl, Non-Cont Enrolled, 2 or More

Relative Performance Calculation

- Linear comparison model ($y = mx + b$) appeared to create outliers at the extremes (very high poverty and very low poverty)
- Comparison will be based on a **slightly curved line** using a quadratic calculation to better account for outliers at the extremes (see chart to the left – which is for illustrative purposes only and only meant to provide a general idea of the methodology that is being used)

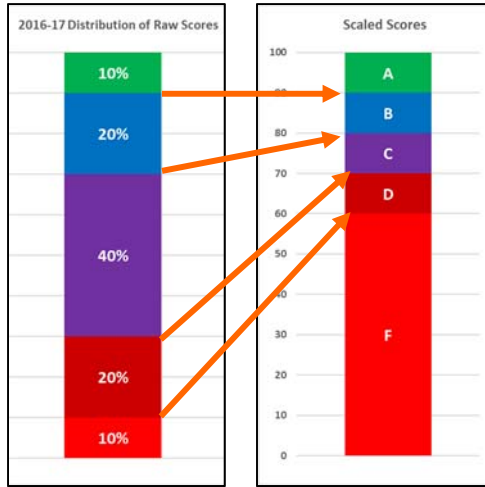
MSC = same as used in Domain I

Converting Domain Raw Scores to Domain Scale Scores

Domain Raw Scores are converted to **Domain Scale Scores** to provide a common frame of reference and allow comparison of performance across domains

Domain Scale Scores reflect traditional grading policies: A (90-100), B (80-89), C (70-79), D (60-69), F (Below 60)

Raw Score Cutpoints are based on 2016-17 data using an approximate distribution of 10% A's, 20% B's, 40% C's, 20% D's, and 10% F's



TEA has developed a scaling tool to assist with the conversion of raw domain and component scores to scaled scores. The tool is available at:

[Accountability Ratings Scaled Score Conversion Tool](#)

NOTE: Graduation Rate is scaled using a conversion table, not the scaling process. The table is available within the scaling tool.

Details, Details, Details ...

Inclusion of ELs

1. ELs in Year 1 of US Schools are excluded from accountability performance calculations
2. ELs who are unschooled asylees/refugees or students with interrupted formal education (SIFE) are not included in state accountability until Year 6 in US Schools
3. TEA has requested a waiver from USDE to exclude EL students in Year 2 of US Schools from 2018 performance calculations

2018 Ratings Labels

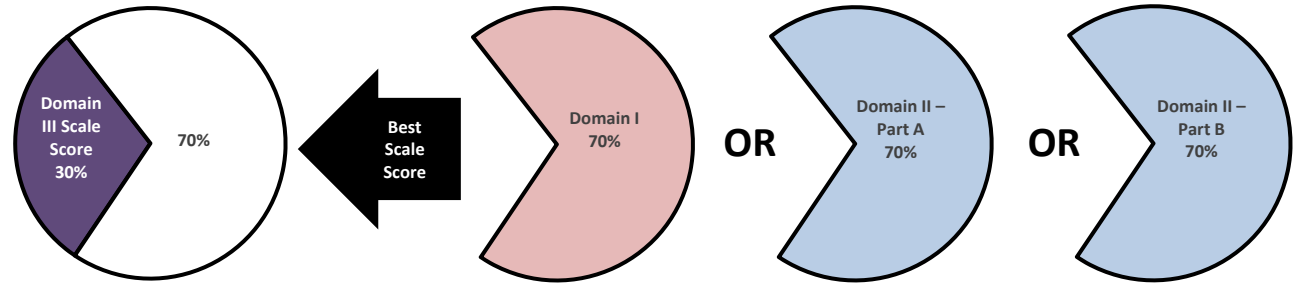
1. Districts: A, B, C, D, or F
2. Campuses: Met Standard or Improvement Required

2018 Accountability Manual

1. Open for public comment May 18th through June 18th

Overall Rating

If the **Scale Score** for Domain I, Domain II-Part A or Domain II-Part B is below 60, the highest scale score that can be used is an 89



A district may not receive an overall or domain rating of A if the district has any campus with a corresponding overall or domain scale score below 60. In this case, the highest scale score a district can receive for the overall or in the corresponding domain is an 89.

2018 Accountability Domain III*: Closing the Gaps Targets (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 | SpEd (Current) | SpEd (Former) | ELL (+Former) | Cont Enroll | Non-cont Enroll | |
|--|--|---------|------|-------|----------|-------|---------|-----------------|--------|----------------|---------------|---------------|-------------|-----------------|----|
| Elementary Middle Schools | **Academic Achievement: % at or above Meets Grade Level - recalculated at 95% Participation Rate if actual Participation Rate < 95% WEIGHT: 30% | | | | | | | | | | | | | | |
| | Reading | 44 | 32 | 37 | 60 | 43 | 74 | 45 | 56 | 33 | 19 | 36 | 29 | 46 | 42 |
| | Math | 46 | 31 | 40 | 59 | 45 | 82 | 50 | 54 | 36 | 23 | 44 | 40 | 47 | 45 |
| | **Academic Growth Status WEIGHT: 50% | | | | | | | | | | | | | | |
| | Reading | 66 | 62 | 65 | 69 | 67 | 77 | 67 | 68 | 64 | 59 | 65 | 64 | 66 | 67 |
| | Math | 71 | 67 | 69 | 74 | 71 | 86 | 74 | 73 | 68 | 61 | 70 | 68 | 71 | 70 |
| | EL Language Proficiency Status (Includes Current ELs only TEA has requested a waiver for 2018 Accountability) WEIGHT 10% | | | | | | | | | | | | | | |
| | TELPAS Progress Rate | 42 | | | | | | | | | | | | | |
| | **School Quality or Student Success: STAAR Performance - Domain I STAAR Score for All Subjects WEIGHT 10% | | | | | | | | | | | | | | |
| | Domain I Score | 47 | 36 | 41 | 58 | 46 | 73 | 48 | 55 | 38 | 23 | 43 | 37 | 48 | 45 |
| High Schools K-12 Districts | **Academic Achievement: % at or above Meets Grade Level - recalculated at 95% Participation Rate if actual Participation Rate < 95% WEIGHT: 50% | | | | | | | | | | | | | | |
| | Reading | 44 | 32 | 37 | 60 | 43 | 74 | 45 | 56 | 33 | 19 | 36 | 29 | 46 | 42 |
| | Math | 46 | 31 | 40 | 59 | 45 | 82 | 50 | 54 | 36 | 23 | 44 | 40 | 47 | 45 |
| | Graduation Rate (Cohort Class of 2016-17 EL Group is defined as "Ever ELs in High School") WEIGHT: 10% | | | | | | | | | | | | | | |
| | 4-Year Fed Grad Rate | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 |
| | **STAAR Growth Status (used if available for a campus/district does not have a Graduation Rate) WEIGHT: 10% | | | | | | | | | | | | | | |
| | Reading | 66 | 62 | 65 | 69 | 67 | 77 | 67 | 68 | 64 | 59 | 65 | 64 | 66 | 67 |
| | Math | 71 | 67 | 69 | 74 | 71 | 86 | 74 | 73 | 68 | 61 | 70 | 68 | 71 | 70 |
| | EL Language Proficiency Status (Includes Current ELs only TEA has requested a waiver for 2018 Accountability) WEIGHT 10% | | | | | | | | | | | | | | |
| | TELPAS Progress Rate | 42 | | | | | | | | | | | | | |
| School Quality or Student Success: CCMR - Federal Calculation (2016-17 Graduates and 2016-17 Senior Non-Graduates) WEIGHT: 30% | | | | | | | | | | | | | | | |
| Class of 2016-17 | 47 | 31 | 41 | 58 | 42 | 76 | 39 | 53 | 39 | 27 | 43 | 30 | 50 | 31 | |
| **School Quality or Student Success: Domain I STAAR Component Score for All Subjects (used if campus/district does not have CCMR) WEIGHT 30% | | | | | | | | | | | | | | | |
| Domain I STAAR Score | 47 | 36 | 41 | 58 | 46 | 73 | 48 | 55 | 38 | 23 | 43 | 37 | 48 | 45 | |
| All | Participation Rate | | | | | | | | | | | | | | |
| | Reading | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 |
| | Math | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 |

* A district/campus must have ≥ 10 Reading and ≥ 10 Math test results in the Academic Achievement component to be evaluated on Domain III: Closing the Gaps

** These components must have a minimum of 5 indicators that meet minimum size to be included in the Closing the Gaps calculation. Other components only require 1 evaluated indicator.

Distinction Designations

Campus Distinctions (# 1-7) | District Distinction (#7 only)

- Top 25% Student Progress (top quartile of Campus Comparison Group on Domain II – Part A Scaled Score)
- Top 25% Closing the Gaps (top quartile of Campus Comparison Group on Domain III Scaled Score)
- Academic Achievement in Reading/Language Arts
- Academic Achievement in Math
- Academic Achievement in Science
- Academic Achievement in Social Studies
- Postsecondary Readiness
 - % of STAAR Results at Meets Grade Level or Above
 - 4-Year Longitudinal Graduation Rate
 - 4-Year Longitudinal Graduation Plan Rate
 - CCMR Graduates
 - SAT/ACT/TSIA Participation (4 years)
 - AP/IB Examination Participation: Any Subject (4 years)
 - CTE-Coherent Sequence Graduates
 - % of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics

Campuses must earn an accountability rating of *Met Standard* to be eligible to earn Distinction Designations

Districts must earn an accountability rating of *A, B, C, or D* to be eligible to earn a Distinction Designation

Academic Achievement Distinction Designations (AADD) Methodology

- Each campus is compared to its Campus Comparison Group on a number of indicators specific to each subject area
- To earn AADD in a subject area, a campus must be in the top quartile of its Campus Comparison Group on the following percentages of the indicators applicable to the campus group type in that subject area:
 - 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

Campus Comparison Group

- Each campus is identified by school type (elementary, middle, high school, or combined elementary/secondary - based on fall PEIMS enrollment)
- Each campus is assigned to a unique comparison group of the 40 other public schools that most closely match the campus based on the following characteristics:
 - Grade levels served – lowest grade level and highest grade level enrollment (based on fall PEIMS enrollment)
 - Campus size –total student enrollment (based on fall PEIMS enrollment)
 - Percentage of students economically disadvantaged (based on fall PEIMS enrollment)
 - Percentage of students identified as English language learners (ELLs) (based on fall PEIMS enrollment)
 - Mobility rate (percentage of students identified as mobile) (based on PEIMS prior year attendance)
 - Percentage of students served by special education
 - Percentage of students enrolled in an early college high school program

Postsecondary Readiness Distinction Designation Methodology for Campuses

- Elementary and Middle Schools: top quartile of Campus Comparison Group for at least one of the indicators for which they have data
- High Schools and K-12 Campuses: top quartile of Campus Comparison Group on ≥ 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 Group
- District earns a Postsecondary Readiness Distinction Designation if across all campuses in the district ≥ 55% of the postsecondary readiness indicators are in the top quartile of the campuses' respective Campus Comparison Group

| AADD Indicators - Reading/ELA | | HS | MS/JH | ES | K-12 |
|---------------------------------------|--|-----------|----------|----------|-----------|
| 1 | Attendance rate | Y | Y | Y | Y |
| 2 | Greater Than Expected Student Growth in Reading/ELA | 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 | 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 |
| 2 | Greater Than Expected Student Growth in Mathematics | Y | Y | Y | Y |
| 3 | Grade 3 Math Performance (Masters Grade Level) | | | Y | Y |
| 4 | Grade 4 Math Performance (Masters Grade Level) | | | Y | Y |
| 5 | Grade 5 Math Performance (Masters Grade Level) | | | Y | Y |
| 6 | Grade 6 Math Performance (Masters Grade Level) | | Y | | Y |
| 7 | Grade 7 Math Performance (Masters Grade Level) | | Y | | Y |
| 8 | Grade 8 Math Performance (Masters Grade Level) | | 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 | Y | | | Y |
| Total Indicators - Math | | 9 | 7 | 5 | 16 |

| AADD Indicators - Science | | HS | MS/JH | ES | K-12 |
|-----------------------------------|--|----------|----------|----------|----------|
| 1 | Attendance rate | Y | Y | Y | Y |
| 2 | Grade 5 Science Performance (Masters Grade Level) | | | 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 | 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 |
| 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 | Y | | | Y |
| Total Indicators - Social Studies | | 5 | 2 | N/A | 6 |

Comprehensive Support and Improvement

Comprehensive Support – beginning with Aug 2018 ratings

- Title I – Part A campuses in the lowest 5% of Domain III scaled scores
 - High schools with a 4-year federal graduation rate (All Students) below 67%
 - Title I campuses identified for Targeted Support and Improvement for 3 consecutive years
- Campuses that do not rank in the bottom 5% of Domain III scaled scores for 2 consecutive years and have increased at least one letter grade on Domain III will be considered as having successfully exited Comprehensive Support status

Additional Targeted Support & Improvement - beginning with Aug 2018 ratings

- Any campus that is not identified for **Comprehensive Support** or **Targeted Support** will be identified for **Additional Targeted Support** if an individual student group's %age of evaluated indicators met is at or below the %age used to identify that campus type for Comprehensive Support
- For example if 25% of evaluated indicators met is the cut point for elementary schools to be identified for Comprehensive Support, then any elementary campus with a student group that has met 25% or fewer of its evaluated indicators will be identified for Additional Targeted Support
- To exit, any consistently underperforming student group must meet at least 50% of the indicators evaluated and meet the targets for Academic Achievement component in both Reading and Math

Targeted Support & Improvement - beginning with Aug 2019 ratings

- Student group achievement will be monitored annually through Domain III
- Any campus with one or more *consistently underperforming* student groups will be identified for targeted support and improvement.
- "Consistently underperforming" means having one or more student groups that do not meet interim benchmark goals for three consecutive years
- Campuses will be identified annually for the first time in **August 2019** based on 2017, 2018, and 2019 data