

**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**

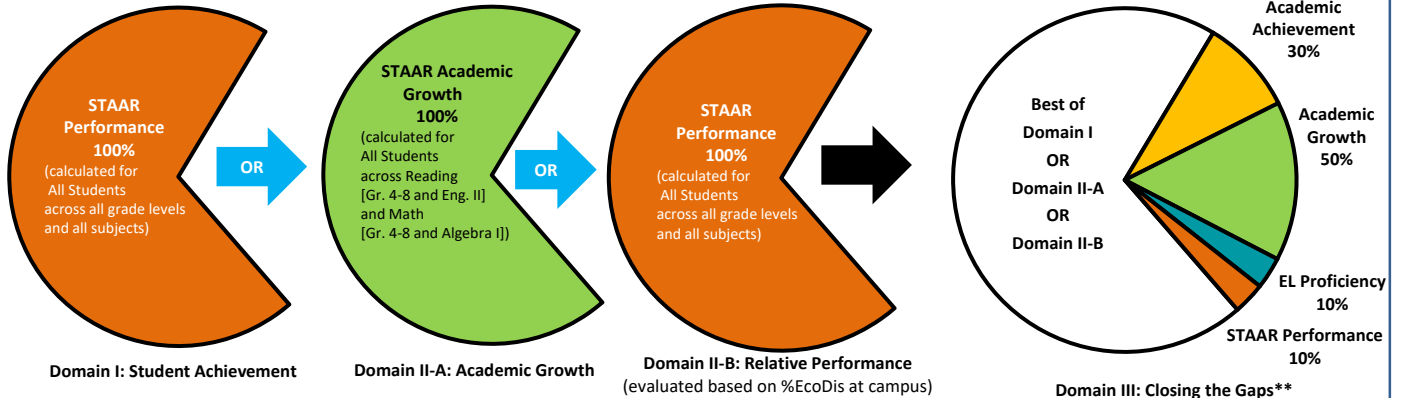
Domain I      Domain II-A  
 Domain II-B    Domain III

**AND**

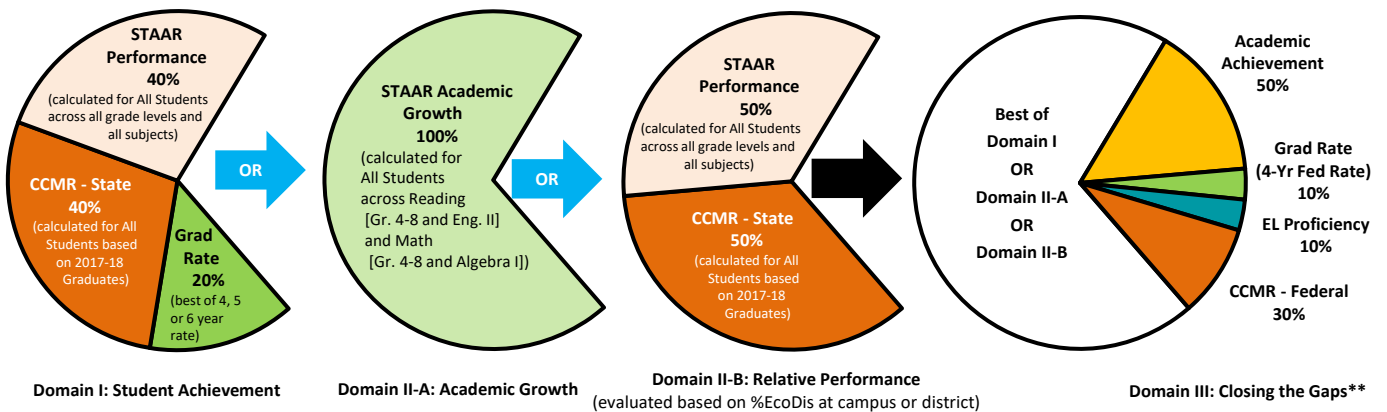
2. 3 of the 4 ratings are an **F**

**NOT APPLICABLE** if Domain I rating is a D or higher

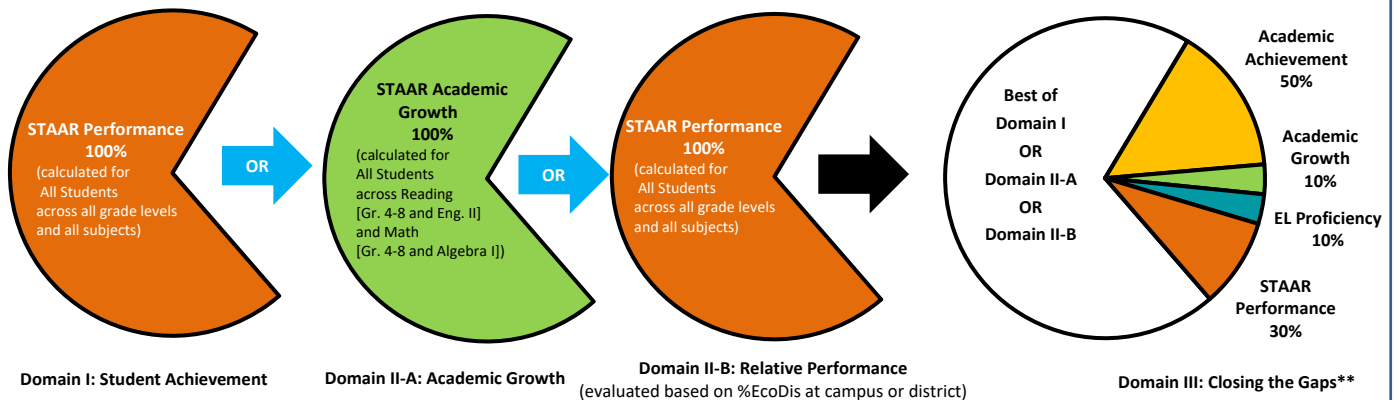
**Elementary and Middle Schools\*** (%ages shown indicate the relative weights of the applicable components in calculating the Domain or Area score)



**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 1<sup>st</sup> or 2<sup>nd</sup> 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						

		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					

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

**Methodology:**

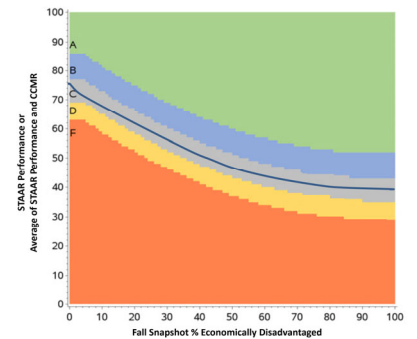
- For districts and for each campus type (Elementary, Middle, High School/K-12) TEA looked at 2016-17 school year data and “plotted” the Student Achievement score of each district/campus against the 2016 Fall Snapshot % Eco Dis at the district/campus
- TEA then ran a regression analysis to determine 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 12<sup>th</sup> graders in the last 6 weeks of the 2017-18 school year who did not graduate in 2017-18 (excluding IEP continuers reported as 12<sup>th</sup> 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	Hispanic	White	Amer Ind	Asian	Pac Isl	2 or More Races	EcoDis	EL (+Monitor)	SpEd (Current)	SpEd (Former)	Cont Enroll	Non-cont Enroll
<b>Academic Achievement: % Meets Grade Level or Above</b> 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
<b>Academic Growth: Growth Score by Subject</b> 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
<b>EL Language Proficiency: % of EL Students with Increased Level of Proficiency</b> WEIGHT 10%														
Target	36													
<b>Student Success: STAAR Performance Score across All Subjects</b> 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	Hispanic	White	Amer Ind	Asian	Pac Isl	2 or More Races	EcoDis	EL (+Former)	SpEd (Current)	SpEd (Former)	Cont Enroll	Non-cont Enroll
<b>Academic Achievement</b> 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
<b>4-Year Federal Graduation Rate: Cohort Class of 2017-18</b> (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
<b>EL Language Proficiency</b> WEIGHT 10%														
Target	36													
<b>Federal CCMR Rate (2017-18 Annual Graduates and non-graduate 12th graders in 2017-18)</b> 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	Hispanic	White	Amer Ind	Asian	Pac Isl	2 or More Races	EcoDis	EL (+Former)	SpEd (Current)	SpEd (Former)	Cont Enroll	Non-cont Enroll
<b>Academic Achievement</b> 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
<b>Academic Growth: Growth Score by Subject</b> 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
<b>EL Language Proficiency</b> WEIGHT 10%														
Target	36													
<b>Student Success: STAAR Performance Score across All Subjects</b> 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
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
<b>Total Indicators - Science</b>					<b>6</b>	<b>2</b>	<b>2</b>	<b>8</b>

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
<b>Total Indicators - Social Studies</b>					<b>5</b>	<b>2</b>	<b>N/A</b>	<b>6</b>

Postsecondary-Readiness Indicators					HS	MS/JH	ES	K-12
1	%age of STAAR Results at Meets Grade Level or Above Standard (All Subjects)		Y	Y	Y	Y	Y	Y
2	%age 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
<b>Total Indicators - Postsecondary-Readiness</b>					<b>8</b>	<b>2</b>	<b>2</b>	<b>9</b>

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
4	Grade 4 Reading Performance (Masters Grade Level)						Y
5	Grade 4 Writing Performance (Masters Grade Level)						Y
6	Grade 5 Reading Performance (Masters Grade Level)						Y
7	Grade 6 Reading Performance (Masters Grade Level)						Y
8	Grade 7 Reading Performance (Masters Grade Level)						Y
9	Grade 7 Writing Performance (Masters Grade Level)						Y
10	Grade 8 Reading Performance (Masters Grade Level)						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
<b>Total Indicators - Reading/ELA</b>				<b>10</b>	<b>6</b>	<b>6</b>	<b>18</b>

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
4	Grade 4 Math Performance (Masters Grade Level)							Y
5	Grade 5 Math Performance (Masters Grade Level)							Y
6	Grade 6 Math Performance (Masters Grade Level)							Y
7	Grade 7 Math Performance (Masters Grade Level)							Y
8	Grade 8 Math Performance (Masters Grade Level)							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
<b>Total Indicators - Math</b>					<b>9</b>	<b>7</b>	<b>5</b>	<b>16</b>