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 non-AEA campus with an Overall or Domain Rating of D or F, then the highest corresponding Overall or Domain Scale Score the district can receive is an 89
- If a district has an AEA campus with an Overall or Domain Rating of an F, then the highest corresponding Overall or Domain Scale Score the district can receive 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
N/A if Domain I rating is a D or higher

Notwithstanding any other provision of the 2020 Accountability Manual, the 2020 rating label that is issued to all districts and campuses is Not Rated: Declared State of Disaster

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

- StAAR Performance 100%
  (calculated for All Students across all grade levels and all subjects)
- StAAR Academic Growth 100%
  (calculated for All Students across Reading [Gr. 4-8 and Eng. II] and Math [Gr. 4-8 and Algebra II])
- StAAR Performance 100%
  (evaluated based on %Excos at campus)

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

- StAAR Performance 40%
  (calculated for All Students across all grade levels and all subjects)
- CCMR - State 40%
  (calculated for All Students based on 2017-18 Graduates)
- StAAR Academic Growth 100%
  (calculated for All Students across Reading [Gr. 4-8 and Eng. II] and Math [Gr. 4-8 and Algebra II])
- CCMR - State 50%
  (calculated for All Students based on 2017-18 Graduates)
- StAAR Performance 50%
  (evaluated based on %Excos at campus or district)

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

- StAAR Performance 100%
  (calculated for All Students across all grade levels and all subjects)
- StAAR Academic Growth 100%
  (calculated for All Students across Reading [Gr. 4-8 and Eng. II] and Math [Gr. 4-8 and Algebra II])
- StAAR Performance 100%
  (evaluated based on %Excos at campus or district)

* 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 “weight 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]

<table>
<thead>
<tr>
<th>% of Tests Scoring Approaches Grade Level or Above on STAAR or Level II Satisfactory or Above on STAAR Alt 2</th>
<th>% of Tests Scoring Meets Grade Level or Above on STAAR or Level II Satisfactory or Above on STAAR Alt 2</th>
<th>% of Tests Scoring Masters Grade Level on STAAR or Level III Accomplished on STAAR Alt 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Methodology Rules:
1. Accountability subset applies to any test result used
2. For SSI tests, TEA uses best result from 1st or 2nd administration
3. For EOCs, TEA uses best result from Summer 2019, Fall 2019, Spring 2020
4. Satisfactory performance on EOC Subtest Assessments (Summer 2019 DNY) treated as Meets Grade Level
5. 9th Graders who take Algebra I or English I EOCs in Fall 2019 who score Approaches Grade Level can retest in Spring 2020
6. Eligible EIs in Year 2 in US Schools included at EL Performance Measure standard
7. ELs (including unschooled asylees, unschooled refugees, and students with interrupted formal education (SIFE)) are included in accountability calculations beginning in their 2nd year in US schools

CCMCR - State: % of 2018-19 graduates meeting any one or more of the following criteria [MSC = 10 annual graduates in 2018-19 with small number analysis if <10 graduates]
1. 3 on an AP or a 4 on an IB examination
2. Associate’s Degree
3. Industry-Based Certification (based on updated list of 245 IBCs)
4. Enlist in US Armed Forces
5. OnRamps Dual Enrollment Course Credit
6. Level 1 or Level II Certificate

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]

Best of 4-year, 5-year or 6-year Graduation Rate of All Students group (with state exclusions) or 2018-19 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 Measure (combined across Reading and Math) with small number analysis if <10 test results

<table>
<thead>
<tr>
<th>Green Shaded Cells = 1 point</th>
<th>Blue Shaded Cells = 5 points</th>
<th>Red Shaded Cells = 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020 STAAR Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does Not Meet</td>
<td>Approaches</td>
<td>Meets</td>
</tr>
<tr>
<td>&lt; STAAR PM</td>
<td>&lt; STAAR PM</td>
<td>&lt; STAAR PM</td>
</tr>
<tr>
<td>1 STAAR PM</td>
<td>STAAR PM</td>
<td>STAAR PM</td>
</tr>
<tr>
<td>2 STAAR PM</td>
<td>2 STAAR PM</td>
<td>2 STAAR PM</td>
</tr>
</tbody>
</table>

2019 STAAR Performance

<table>
<thead>
<tr>
<th>Green Shaded Cells = 1 point</th>
<th>Blue Shaded Cells = 5 points</th>
<th>Red Shaded Cells = 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020 STAAR Alt 2 Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing</td>
<td>Satisfactory</td>
<td>Accomplished</td>
</tr>
<tr>
<td>&lt; STAAR Alt 2 PM</td>
<td>STAAR Alt 2 PM</td>
<td>STAAR Alt 2 PM</td>
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<td>STAAR Alt 2 PM</td>
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<tr>
<td>STAAR Alt 2 PM</td>
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<td>STAAR Alt 2 PM</td>
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</tbody>
</table>

Relative Performance: Student Achievement (Domain I) evaluated based on Fall Snapshot % EcoDis at the district or campus
Methodology:
1. 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
2. TEA then ran a regression analysis to determine the "line of best fit" (represented by the blue line in the graphic)
3. There is a different plot/regression analysis for each group: districts, elementary schools, middle schools, high schools/K-12 campuses
4. For 2020 Accountability, TEA will determine the ACTUAL 2020 Student Achievement Score and 2019 Fall Snapshot % Eco Dis of each district/campus in the state and evaluate the ACTUAL 2020 Student Achievement Score in light of the 2016-17 historical performance of districts/campuses with the same % Eco Dis

Elementary | Middle | High Schools & Districts without CCMCR Data
• Student Achievement = STAAR Performance Score from Domain I

High Schools & Districts with CCMCR Data
• Student Achievement = average of STAAR Performance Score and CCMCR 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 Meets Grade Level or Above
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 2018-19 (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 or TELPAS Alternate composite score in 2019-20 compared to TELPAS or TELPAS Alternate composite score in 2018-19). [Not evaluated for 2020 Accountability.]

Student Success: STAAR Component: STAAR Performance calculation (across all subjects) from Domain I: Student Achievement disaggregated by student group

School Quality: Federal CCMCR: same CCMCR calculation as is used in Domain I: Student Achievement EXCEPT that the denominator of students includes annual graduates in 2018-19 PLUS students identified as 12th graders in the last 6 weeks of the 2018-19 school year who did not graduate in 2018-19 (excluding IEP continuers reported as 12th graders)

Specialized Programs or Campuses: Assessment, CCMCR and graduation outcomes for students who attend specialized programs or campuses (such as magnet, P-TECHs, schools of choice, or academies) must be attributed to the campus at which the student receives instruction. Campuses that house multiple programs (such as a magnet program and a zoned attendance program), are rated on the performance of all students.
### Closing the Gaps Targets

**Domain III: Closing the Gaps Targets by Component for Elementary and Middle Schools**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement: % Meets Grade Level or Above</td>
<td>50%</td>
</tr>
<tr>
<td>Reading Targets</td>
<td>50%</td>
</tr>
<tr>
<td>Math Targets</td>
<td>50%</td>
</tr>
<tr>
<td>Academic Growth: Growth Score by Subject</td>
<td>50%</td>
</tr>
<tr>
<td>EL Language Proficiency: % of EL Students with Increased Level of Proficiency</td>
<td>50%</td>
</tr>
<tr>
<td>Student Success: STAAR Performance Across All Subjects</td>
<td>50%</td>
</tr>
</tbody>
</table>

* Requested Amendment to Methodology for 4-year Federal Graduation Rate: Cohort Class of 2018-19 (subject to final approval – not final yet)
  1. Did the student group meet or exceed the long-term term target of 94.0%?
  2. If not, did the student group meet or exceed the interim target of 90.0% AND demonstrate an improvement of at least 0.1% over the group’s 4-year federal graduation rate for the Cohort Class of 2017-18?
  3. If both 1 and 2 are no, did the student group meet its 4-year graduation rate growth target (i.e., did the student group achieve a graduation rate improvement over the prior year that is at least equal to 10% of the long-term target of 94.0%)?

### Distinction Designations

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

#### Campus Distinctions

1. Academic Achievement in ELAR
2. Academic Achievement in Mathematics
3. Academic Achievement in Science
4. Academic Achievement in Social Studies
5. Top 25% Comparative Academic Growth
6. Top 25% Closing the Gaps
7. Postsecondary Readiness

**Distinction Designation 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: ≥ 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

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

#### AADD Indicators - Reading/ELA

1. Attendance Rate
2. Accelerated Student Progress in ELAR/Reading
3. Grade 3 Reading Performance (Masters Grade Level)
4. Grade 4 Reading Performance (Masters Grade Level)
5. Grade 5 Reading Performance (Masters Grade Level)
6. Grade 6 Reading Performance (Masters Grade Level)
7. Grade 7 Reading Performance (Masters Grade Level)
8. Grade 8 Reading Performance (Masters Grade Level)
9. Grade 9 Reading Performance (Masters Grade Level)
10. English Performance (Masters Grade Level)
11. Grade 9-12 Performance (Masters Grade Level)
12. AP Exam Participation: ELA
13. AP Exam Performance: ELA
14. Advanced/Dual Enrollment Course Completion Rate: Reading/ELA (Grades 9-12)

#### Postsecondary-Readiness Indicators

1. Success of STAAR Target for Meets Grade Level or Above Standard (2010-11)
2. Success of Grade 3-8 Results at Meets Grade Level or Above in Both Reading and Math
3. 4-year Longitudinal Graduation Rate
4. 3-year Longitudinal Graduation Rate
5. TCAP Graduation Rate
6. CCMR Graduation
7. SAT/ACT Participation
8. AP/IB Exam Participation: AP Subject
9. CTE Cohort

#### AADD Indicators - Math

1. Attendance Rate
2. Accelerated Student Progress in Mathematics
3. Grade 3 Math Performance (Masters Grade Level)
4. Grade 4 Math Performance (Masters Grade Level)
5. Grade 5 Math Performance (Masters Grade Level)
6. Grade 6 Math Performance (Masters Grade Level)
7. Grade 7 Math Performance (Masters Grade Level)
8. Grade 8 Math Performance (Masters Grade Level)
9. Algebra I by Grade 8 Participation
10. Algebra I by Grade 9 Performance (Masters Grade Level)
11. Grade 9-12 Performance (Masters Grade Level)
12. AP Exam Participation: Mathematics
13. AP Exam Performance: Mathematics
14. Advanced/Dual Enrollment Course Completion Rate: Mathematics (Grades 9-12)

#### AADD Indicators - Science

1. Attendance Rate
2. Grade 5 Science Performance (Masters Grade Level)
3. Grade 8 Science Performance (Masters Grade Level)
4. Biology Performance (Masters Grade Level)
5. ACT Performance: Science
6. AP/IB Exam Participation: Science
7. AP/IB Exam Performance: Science
8. Advanced/Dual Enrollment Course Completion Rate: Science (Grades 9-12)

#### AADD Indicators - Social Studies

1. Attendance Rate
2. Grade 8 Social Studies Performance (Masters Grade Level)
3. U.S. History Performance (Masters Grade Level)
4. AP/IB Exam Participation: Social Studies
5. AP/IB Exam Performance: Social Studies
6. Advanced/Dual Enrollment Course Completion Rate: Social Studies (Grades 9-12)