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 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
1. District/campus is rated in all 4 Areas
   Domain I
   Domain II
   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* (Nages shown indicate the relative weights of the applicable components in calculating the Domain or Area score)

STAA R Performance 100%
(calculated for All Students across all grade levels and all subjects)
OR
STAA R Academic Growth 100%
(calculated for All Students across Reading [Gr. 4-8 and Eng. II] and Math [Gr. 4-8 and Algebra II])
OR
STAA R Performance 100%
(calculated for % EcoDis at campus)

Domain I: Student Achievement
Domain II-A: Academic Growth
Domain II-B: Relative Performance
Domain III: Closing the Gaps**

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)

STAA R Performance 40%
(calculated for All Students across all grade levels and all subjects)
OR
STAA R Academic Growth 100%
(calculated for All Students across Reading [Gr. 4-8 and Eng. II] and Math [Gr. 4-8 and Algebra II])
OR
STAA R Performance 50%
(calculated for % EcoDis at campus or district)

Domain I: Student Achievement
Domain II-A: Academic Growth
Domain II-B: Relative Performance
Domain III: Closing the Gaps**

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)

STAA R Performance 100%
(calculated for All Students across all grade levels and all subjects)
OR
STAA R Academic Growth 100%
(calculated for All Students across Reading [Gr. 4-8 and Eng. II] and Math [Gr. 4-8 and Algebra II])
OR
STAA R Performance 100%
(calculated for % EcoDis at campus or district)

Domain I: Student Achievement
Domain II-A: Academic Growth
Domain II-B: Relative Performance
Domain III: Closing the Gaps**

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

<table>
<thead>
<tr>
<th>Methodology Rules</th>
<th>Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Accountability subset applies to any test result used</td>
<td>1. Look at 2019 Performance to 2020 Performance</td>
</tr>
<tr>
<td>2. For SII tests, TEA uses best result from 1st or 2nd administration</td>
<td>2. In certain scenarios, look at STAAR Progress Measure (STAAR PM) or STAAR Alt 2 Progress Measure (STAAR Alt 2 PM)</td>
</tr>
<tr>
<td>3. For EOCs, STAAR uses best result from Summer 2019, Fall 2019, Spring 2020</td>
<td></td>
</tr>
<tr>
<td>4. SAT/ACT/TSIA/College Prep course</td>
<td></td>
</tr>
<tr>
<td>5. 9th Graders who take Algebra I or English I EOCs in Fall 2019 who score Approaches Grade Level can retest in Spring 2020</td>
<td></td>
</tr>
<tr>
<td>6. Eligible ESAs in Year 2 in US Schools included at EL Performance Measure standard</td>
<td></td>
</tr>
<tr>
<td>7. ESAs (including un schooled asylum, unschooled refugees, and students with interrupted formal education (SIFEs)) are included in accountability calculations beginning in their 2nd year in US schools</td>
<td></td>
</tr>
</tbody>
</table>

CCMR - State: % of 2018-19 graduates meeting any one or more of the following criteria [MSC = 10 annual graduates in 2018-19]

| 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) |

STAA Academic Growth:
Includes all assessments with a STAAR Progress Measure (Substitute Assessments NOT included)

| 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 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 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 exemptions)

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)

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

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

<table>
<thead>
<tr>
<th>Sub-Domain</th>
<th>Academic Achievement: % Meets Grade Level or Above</th>
<th>Academic Growth: Growth Score by Subject</th>
<th>ELA Proficiency: Proficiency Level</th>
<th>Math Proficiency: Proficiency Level</th>
<th>Student Success: STAR/Performance Score across All Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>95%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>WEIGHT</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

### Distinction Designations:

#### 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

#### 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 comparison group:
  - 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 - Math
1. Attendance Rate
2. Accelerated Student Progress in Math
3. Grade 4 Math Performance (Masters Grade Level)
4. Grade 5 Math Performance (Masters Grade Level)
5. Grade 6 Math Performance (Masters Grade Level)
6. Grade 7 Math Performance (Masters Grade Level)
7. Grade 8 Math Performance (Masters Grade Level)
8. Algebra I by Grade 8 Performance
9. Algebra I by Grade 9 Performance
10. Algebra I by Grade 10 Performance
11. Algebra I by Grade 11 Performance
12. Algebra I by Grade 12 Performance
13. AP/IB Exam Participation

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

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

#### Postsecondary-Readiness Indicators
1. 4-year Longitudinal Graduation Rate
2. 4-year Graduation Rate
3. ESSA Graduation Rate
4. CCM Graduation
5. SAT/ACT Participation
6. AP/IB Exam Participation: Any Subject
7. CTE Coherent Sequence Graduates

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* Requested Amendment to Methodology for 4-year Federal Graduation Rate: Cohort Class of 2018-19 (subject to OCR 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 difference between the group’s prior year rate and the long-term target of 94.0%)?