

2021 Accountability Manual

for Texas Public School Districts and Campuses



Governance & Accountability
Performance Reporting Division

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Table of Contents

Chapter 1 – 2021 Accountability Overview	3
About this Manual.....	3
Accountability Advisory Group	3
Overview of the 2021 Accountability System	3
Who is Rated?	4
Rating Labels	4
Distinction Designations	5
2021 Accountability System School Types.....	5
Accountability Subset Rules	7
STAAR Retest Performance.....	7
SAT/ACT Inclusion–Accountability Subset	8
2021 TSDS PEIMS-Based Indicators	9
2021 Other Indicators	9
Ensuring Data Integrity	10
Chapter 2 – Student Achievement Domain	13
STAAR Component.....	13
College, Career, and Military Readiness Component	15
Graduation Rate (or Annual Dropout Rate) Component.....	17
Alternative Education Accountability Modifications	20
Chapter 3 – School Progress Domain	21
School Progress, Part A: Academic Growth	21
School Progress, Part B: Relative Performance	21
Chapter 4 – Closing the Gaps Domain	23
Academic Achievement Component	25
Academic Growth Status or Federal Graduation Status	25
Federal Graduation Status	25
English Language Proficiency Component	27
School Quality or Student Success Component.....	28
Participation Status.....	31
Calculating a Closing the Gaps Domain Score.....	32

2021 Closing the Gaps Performance Targets.....	34
Chapter 5 – Calculating 2021 Ratings	35
Chapter 6 – Distinction Designations	37
Campus Comparison Groups.....	37
Chapter 7 – Other Accountability System Processes	39
Pairing	39
AEA Provisions.....	40
Chapter 8 – Appealing the Ratings	45
Chapter 9 –Responsibilities and Consequences	47
State Responsibilities	47
Local Responsibilities	48
Chapter 10 – Identification of Schools for Improvement	51
Updated Timeline for Title I Campuses Identified for ATS for Three Consecutive Years	51
Exit Criteria for Comprehensive Support and Improvement	51
Chapter 11 – Local Accountability Systems	53
Chapter 12 – Accountability Calendar	55
Appendix A – Acknowledgements	59
Appendix B – ESC Contacts.....	63
Appendix C – Statutory References	65
Appendix D – Glossary	67
Appendix E – Campus Comparison Groups	73
Appendix F – Public and Confidential Reports	77
Appendix G – Inclusion or Exclusion of Data.....	81
Appendix H – Data Sources	83

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2021 Accountability Manual
Chapters 1–12

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Chapter 1—2021 Accountability Overview

About this Manual

The *2021 Accountability Manual* is a technical guide that explains how the Texas Education Agency (TEA) uses the accountability system to evaluate the academic performance of Texas public schools. The manual describes the accountability system and explains how TEA processes information from different sources to produce 2021 accountability data reports.

The *2021 Accountability Manual* attempts to address all possible scenarios; however, because of the number and diversity of districts and campuses in Texas, there could be unforeseen circumstances that are not anticipated in the manual. If a data source used to determine district or campus performance is unintentionally affected by unforeseen circumstances, including natural disasters or test administration issues, the commissioner of education will consider those circumstances and their impact in determining whether or how that data source will be used to assign accountability ratings and award distinction designations. In such instances, the commissioner will interpret the manual as needed to assign the appropriate ratings and/or award distinction designations that preserve both the intent and the integrity of the accountability system.

In 2021, districts and campuses receive a *Not Rated: Declared State of Disaster* label overall and in each domain. Distinction designations are not awarded for 2021.

Accountability Advisory Groups

Educators, school board members, business and community representatives, professional organizations, and legislative representatives from across the state have been instrumental in developing the current accountability system.

Accountability Technical Advisory Committee (ATAC) includes representatives from school districts, charter schools, and regional education service centers (ESCs). Members made recommendations to address technical issues for 2021 accountability.

Accountability Policy Advisory Committee (APAC) includes representatives from legislative offices, school districts, charter schools, and the business community. Members made recommendations to address policy issues for 2021 accountability.

The commissioner considered all proposals and released the 2021 Academic Accountability System Framework in February 2021.

The accountability development proposals and supporting materials that were reviewed and discussed at each advisory group meeting are available online at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2021-accountability-development-materials>.

Overview of the 2021 Accountability System

The overall design of the accountability system evaluates performance according to three domains:

Student Achievement evaluates performance across all subjects for all students, on both general and alternate assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.

School Progress measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement

of all students relative to districts or campuses with similar economically disadvantaged percentages. School Progress: Part A: Academic Growth is not calculated for 2021 (see Chapter 3).

Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic background and other factors. The indicators included in this domain, as well as the domain’s construction, align the state accountability system with the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Who is Rated?

Districts and campuses with students enrolled in the fall of the 2020–21 school year are assigned a state accountability rating.

Districts

Beginning the first year they report fall enrollment, school districts and charter schools are rated based on the aggregate results of students in their campuses. Districts without any students enrolled in the grades for which STAAR assessments are administered (3–12) are assigned the rating label of *Not Rated*.

State-administered school districts, including Texas School for the Blind and Visually Impaired, Texas School for the Deaf, Texas Juvenile Justice Department, and Windham School District are not assigned a state accountability rating.

Campuses

Beginning the first year they report fall enrollment, campuses and open-enrollment charter schools, including alternative education campuses (AECs), are rated based on the performance of their students. For the purposes of assigning accountability ratings, campuses that do not serve any grade level for which the STAAR assessments are administered are paired with campuses in their district that serve students who take STAAR. Please see “Chapter 7—Other Accountability System Processes” for information on pairing.

Rating Labels

Districts and campuses receive an overall rating, as well as a rating for each domain. The rating labels for districts and campuses are as follows.

- **A, B, C, or D:** Assigned for overall performance and for performance in each domain to districts and campuses (including those evaluated under alternative education accountability AEA) that meet the performance target for the letter grade
- **F:** Assigned for overall performance and for performance in each domain to districts and campuses (including AEAs) that do not meet the performance target to earn at least a *D*.
- **Not Rated** indicates that a district or campus does not receive a rating for one or more of the following reasons:
 - The district or campus has no data in the accountability subset.
 - The district or campus has insufficient data to assign a rating.
 - The district operates only residential facilities.
 - The campus is a juvenile justice alternative education program (JJAEP).
 - The campus is a disciplinary alternative education program (DAEP).
 - The campus is a residential facility.
 - The commissioner otherwise determines that the district or campus will not be rated.

- **Not Rated: Data Integrity Issues** indicates data accuracy or integrity have compromised performance results, making it impossible to assign a rating. The assignment of a *Not Rated: Data Integrity Issues* label may be permanent or temporary, pending investigation.
- **Not Rated: Annexation** indicates that the campus is in its first school year after annexation by another district and, therefore, is not rated, as allowed by the annexation agreement with the agency.
- **Not Rated: Declared State of Disaster** indicates that extraordinary public health and safety circumstances inhibited the ability of the state to accurately measure district and campus performance. Notwithstanding any other provision of this *2021 Accountability Manual*, the 2021 rating label that is issued to all districts and campuses is *Not Rated: Declared State of Disaster*.

See Chapter 9 for more information on how these ratings impact sanctions and interventions.

Single-Campus Districts

A school district or charter school comprised of only one campus that shares the same 2021 performance data with its only campus must meet the performance targets required for the campus to demonstrate acceptable performance. For these single-campus school districts and charter schools, the 2021 performance targets applied to the campus are also applied to the district, ensuring that both the district and campus receive identical ratings. School districts or charter schools that meet the definition above are considered single-campus districts or charter schools in any criteria outlined in this manual.

Distinction Designations


Districts and campuses that receive accountability ratings of *A*, *B*, *C*, or *D* are eligible to earn distinction designations. Distinction designations are awarded for achievement in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics. Districts are eligible for a distinction designation in postsecondary readiness. Please see “Chapter 6—Distinction Designations” for more information.


2021 Accountability System School Types


Every campus is labeled as one of four school types according to its grade span based on 2020–21 enrollment data reported in the fall TSDS PEIMS submission. The four types—elementary school, middle school, elementary/secondary (also referred to as K–12), and high school—are illustrated by the table on the following page. The table shows every combination of grade levels served by campuses in Texas and the number of campuses that serve each of those combinations. The shading indicates the corresponding school type.


To find out how a campus that serves a certain grade span is labeled, find the lowest grade level reported as being served by that campus along the leftmost column and the highest grade level reported as being served along the top row. The shading of the cell where the two grade levels intersect indicates which of the four school types that campus is considered. The number inside the cell indicates how many campuses in Texas served that grade span. For example, a campus that serves early elementary (EE) through grade four is labeled elementary school; there are 158 campuses that serve only that grade span. A campus that serves grades five and six only is labeled middle school, and there are 117 such campuses statewide.

2021 Accountability System School Types (8,840 Total Campuses)

Elementary

4,853 Campuses

Elementary/Secondary

496 Campuses

Middle School

1,705 Campuses

High School

1,786 Campuses

		Highest Grade Level Served →														
		EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
Lowest Grade Level Served ↓	EE	8	76	57	40	66	33	158	1145	102	1	11	1	0	0	36
	PK		52	18	15	30	24	170	1256	190	12	125	2	1	2	164
	KG			0	4	23	14	113	589	87	6	39	2	7	5	53
	1				0	11	18	6	94	16	4	2	0	1	3	4
	2					2	10	7	30	2	2	1	1	0	1	1
	3						1	6	97	7	0	3	0	0	2	5
	4							1	39	27	0	6	0	0	5	5
	5								3	117	4	90	1	2	4	11
	6									28	15	1213	9	8	16	154
	7										6	194	7	14	12	114
	8											10	5	10	24	33
	9												28	34	38	1357
	10													23	5	50
11														13	19	
12															12	

TEA Division of Performance Reporting

2021 STAAR-Based Indicators

Accountability Subset Rule

A subset of assessment results is used to calculate each domain. The calculation includes only assessment results for students enrolled in the district or campus in a previous fall, as reported on the TSDS PEIMS October snapshot. Three assessment administration periods are considered for accountability purposes:

STAAR results are included in the subset of district/campus accountability	if the student was enrolled in the district/campus on this date:
EOC fall 2020 administration	October 2020 enrollment snapshot
EOC spring 2021 administration	
Grades 3–8 spring 2021 administration	

The 2021 accountability subset rules apply to the STAAR performance results evaluated across all three domains.

- Grades 3–8: districts and campuses are responsible for students reported as enrolled in the fall (referred to as October snapshot) in the spring assessment results.
- End-of-Course (EOC): districts and campuses are responsible for
 - fall 2020 results for students reported as enrolled in the October 2020 snapshot; and
 - spring 2021 results for students reported as enrolled in the October 2020 snapshot.

STAAR Retest Performance

The opportunity to retest is available to students who have taken EOC assessments in any subject.

- EOC retesters are counted as passers based on the passing standard in place when they were first eligible to take any EOC assessment.
- A district may retest a student who achieves the Approaches Grade Level standard on an English I EOC assessment or an Algebra I EOC assessment in order to provide an opportunity for the student to achieve the Meets Grade Level or Masters Grade Level standard only under the following conditions:
 - the student is in ninth grade;
 - the student first takes the EOC during the December administration; and
 - the student retakes the EOC during the spring administration immediately following the December administration during which the student first took the assessment.

In this case, the best result from both administrations is found for each subject retested. Second, the accountability subset rules determine whether the result is included in accountability. If all results have the same level of performance, then the most recent result is selected for calculation. The following charts provide examples of how the accountability subset is applied to EOC retesters.

Accountability Subset Examples for EOC Retesters

<i>Enrolled</i>	<i>Tested</i>	<i>Tested</i>
October 2020 Snapshot Campus A	Fall 2020 Campus A	Spring 2021 Campus A
The best result is selected. Each result meets the accountability subset rule.		

For students who enrolled and tested at a different district or campus during the 2020–21 school year, the student’s single best result for each EOC is selected. The best result is found for performance and progress, considered separately. If all results have the same level of performance, the most recent result is selected for calculations. The selected result is only applied to the district and campus that administered the assessment if the student meets the accountability subset rule (discussed above).

<i>Enrolled</i>	<i>Tested</i>	<i>Tested</i>
October 2020 Snapshot Campus A	Fall 2020 Campus A	Spring 2021 Campus B
The best result is selected. Only the fall 2020 result meets the accountability subset rule. If spring 2021 was selected as the best result, the result would not meet the accountability subset rule for inclusion at Campus A or Campus B.		

SAT/ACT Inclusion—Accountability Subset

The SAT/ACT accountability subset rules determine to which district and campus an accelerated tester’s SAT/ACT result is attributed for accountability. Please see Chapter 2 for additional information on accelerated testers and the inclusion of SAT/ACT results.

2021 TSDS PEIMS-Based Indicators

One of the primary sources for data used in the accountability system is the Texas Student Data System (TSDS) PEIMS data collection. The TSDS PEIMS data collection has a prescribed process and timeline that offer school districts the opportunity to correct data submission errors or data omissions discovered following the initial data submission. TSDS PEIMS data provided by school districts and used to create specific indicators are listed below.

TSDS PEIMS data used for accountability indicators	Data for
4-year Longitudinal Graduation Rate	Class of 2020
5-year Longitudinal Graduation Rate	Class of 2019
6-year Longitudinal Graduation Rate	Class of 2018
Annual Dropout Rate	2019–20 school year
Graduate with Completed IEP and Workforce Readiness	
Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student	
Earn an Industry-Based Certification	Earned during 2019–20, 2018–19, 2017–18, and 2016–17 school years
Complete College Prep Course	
Dual Credit Course Completion	
Earn an Associate Degree	

2021 Other Indicators

The CCMR component of the accountability system includes data from ACT, Advanced Placement (AP), International Baccalaureate (IB), SAT, Texas Success Initiative (TSI) assessment results, OnRamps, and Level I and Level II certificates.

Other data used for College, Career, and Military Readiness	Data reported for
ACT college admissions test	Tests as of July 2020 administration (2019–20, 2018–19, 2017–18, and 2016–17 school years)

Other data used for College, Career, and Military Readiness	Data reported for
AP examination	Tests as of August 2020 administration (2019–20, 2018–19, 2017–18, and 2016–17 school years)
IB examination	Tests as of May 2020 administration (2019–20, 2018–19, 2017–18, and 2016–17 school years)
TSI assessment	Tests from June 2011 to October 2020 administration
SAT college admissions test	Tests as of June 2020 administration (2019–20, 2018–19, 2017–18, and 2016–17 school years)
OnRamps dual enrollment course completion	Courses completed during the 2019–20, 2018–19, 2017–18, and 2016–17 school years
Level I and evel II certificates	Certificates earned during the 2019–20, 2018–19, 2017–18, and 2016–17 school years

Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.

Ensuring Data Integrity

Accurate data is fundamental to accountability ratings. The system depends on the responsible collection and submission of assessment and TSDS PEIMS information by school districts and charter schools. Responsibility for the accuracy and quality of data used to determine district and campus ratings, therefore, rests with local authorities. An appeal that is solely based on a district's submission of inaccurate data will likely be denied.

Because accurate and reliable data are the foundation of the accountability system, TEA has established several steps to protect the quality and integrity of the data and the accountability ratings that are based on that data.

- Campus Number Tracking:** Requests for campus number changes may be approved with consideration of prior state accountability ratings. Ratings of *D*, *F*, or *Improvement Required* for the same campus assigned two different campus numbers may be considered as consecutive years of unacceptable ratings for accountability interventions and sanctions, if the commissioner determines this is necessary to preserve the integrity of the accountability system.
- Data Validation System:** Data Validation is a data-driven system designed to confirm the integrity of district submitted data. Annual data validation analyses examine districts' leaver and dropout data, student assessment data, discipline data and may also validate other district submitted data. Districts identified with potential data integrity concerns engage in a process to either validate the accuracy of their data or determine that erroneous data were submitted. This process is

fundamental to the integrity of all the agency's evaluation systems. For more information, see the Data Validation Manuals on the PBM website at <http://tea.texas.gov/pbm/DVManuals.aspx>.

- **Test Security:** As part of ongoing efforts to improve security measures surrounding the assessment program, TEA uses a comprehensive set of test security procedures designed to assure parents, students, and the public that assessment results are meaningful and valid. Among other measures, districts are required to implement seating charts during all administrations, conduct annual training for all testing personnel, and maintain certain test administration materials for five years. Detailed information about test security policies for the state assessment program is available online at <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/191694176/Security>.
- **Not Rated: Data Integrity Issues:** This rating is used when the accuracy and/or integrity of performance results have been compromised, preventing the assignment of a rating. TSDS PEIMS data submitted by districts, such as military enlistment data, are subject to audit at the discretion of the agency. Results of an audit may lead to corrective action plans, revised accountability ratings, or possible investigations under TEC, Section 39.057, and consequent actions and interventions under that section and TEC, Chapter 39A. This label may be assigned temporarily pending an on-site investigation or may be the final rating for the year. It is not equivalent to an *F* rating, though the commissioner of education has the authority to lower a rating or assign an *F* rating due to data quality issues. A *Not Rated: Data Integrity Issues* rating does not break the chain of consecutive years of unacceptable accountability ratings for accountability sanctions and interventions purposes. All districts and campuses with a final rating label of *Not Rated: Data Integrity Issues* are automatically subject to desk audits the following year.

These steps can occur either before or after the ratings release, and sanctions can be imposed at any time. To the extent possible, ratings are finalized when updated ratings are released following the resolution of appeals. A rating change resulting from an imposed sanction will stand as the final rating for the year.

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Chapter 2—Student Achievement Domain

Overview

The Student Achievement domain evaluates district and campus performance based on student achievement in three areas: performance on STAAR assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates. For 2021, component raw scores are displayed; neither raw nor scaled scores are calculated for the Student Achievement domain.

STAAR Component

The STAAR component of the Student Achievement domain calculation uses a methodology in which scores are calculated based on students' level of performance at Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standards.

STAAR Component—Assessments Evaluated

The Student Achievement domain evaluates STAAR (with and without accommodations), STAAR Alternate 2, English learner (EL) performance measure results, STAAR end-of-course (EOC) assessments, and SAT/ACT results for accelerated testers as described later in this chapter.

Standard	STAAR Assessments (with and without accommodations)	STAAR Alternate 2 Assessments	English Learner Performance Measure (Second Year in U.S. Schools Only)
Approaches Grade Level or above	Approaches Grade Level or above	Level II Satisfactory or above	Approaches Grade Level or above
Meets Grade Level or above	Meets Grade Level or above	Level II Satisfactory or above	Meets Grade Level or above
Masters Grade Level	Masters Grade Level	Level III Accomplished	Masters Grade Level

STAAR Component—Students Evaluated

All students, including ELs as described below, are evaluated as one group.

STAAR Component—Inclusion of English Learners

ELs who are year one in U.S. schools are excluded from accountability performance calculations. ELs who are in their second year in U.S. schools are included in accountability for 2021. ELs who are in their second year in U.S. schools are included in the STAAR component using the EL performance measure. ELs who are in their second year in U.S. schools who have a parental denial for EL services do not receive an EL performance measure and are included in the same manner as non-ELs. STAAR Alternate 2 assessment results are included regardless of an EL's years in U.S. schools.

Unschooling asylees, unschooled refugees, and students with interrupted formal education (SIFEs) are included in state accountability beginning with their second year of enrollment in U.S. schools.

STAAR Component—Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated in the STAAR component if there are 10 or more STAAR assessments, EL performance measures, and/or SAT/ACT results combined across all subjects.
- Small numbers analysis is not used in the STAAR component.

Inclusion of SAT/ACT Results for Accelerated Testers

As part of the Every Student Succeeds Act (ESSA) Plan 2021 Addendum, TEA requested to delay the implementation of the accelerated testers requirement until August 2022. The request was not approved.

The STAAR component of the Student Achievement domain calculation includes SAT and/or ACT results for accelerated testers as described in this chapter. Accelerated testers are defined as students who complete a STAAR EOC at the Approaches Grade Level or above standard in Algebra I, English II, and/or Biology prior to grade 9.

SAT/ACT Inclusion—Assessments Evaluated

The Student Achievement domain includes SAT and/or ACT results for accelerated testers in the STAAR component in the subject areas of English language arts (ELA)/reading, mathematics, and science at the standards provided below.

Standard	SAT Evidence-Based Reading and Writing (EBRW)	SAT Math	ACT English and Reading	ACT Math	ACT Science
Approaches Grade Level or above	410 – 470	440 – 520	27 – 33	16 – 20	16 – 22
Meets Grade Level or above	480 – 660	530 – 680	34 – 59	21 – 29	23 – 27
Masters Grade Level	670 – 800	690 – 800	60 – 72	30 – 36	28 – 36

SAT/ACT Inclusion—Students Evaluated

Accelerated testers have a corresponding subject-area SAT or ACT result included for the accountability cycle in which the student is reported as enrolled in grade 12 on the TSDS PEIMS October snapshot.

SAT/ACT Inclusion—Methodology

SAT/ACT assessment results at or above the scores provided in the chart above are included in the STAAR component of the Student Achievement domain at the following levels:

- Approaches Grade Level or above
- Meets Grade Level or above
- Masters Grade Level

The agency evaluates SAT/ACT results from grades 9–12 for the accelerated subject area once the accelerated tester is reported as enrolled in grade 12. If an accelerated tester has more than one corresponding subject-area SAT and/or ACT result across evaluated years, the best result from either SAT or ACT is found for each accelerated subject tested. ACT results considered include assessments from enrolled grade 9 through the April 2021 administration, and SAT results considered include assessments from enrolled grade 9 through the May 2021 administration.

SAT/ACT Inclusion—Accountability Subset

The SAT/ACT accountability subset rules determine to which district and campus the accelerated tester's SAT/ACT result is attributed for accountability. The SAT/ACT result for an accelerated tester is attributed

to the district and campus at which the student is reported as enrolled in grade 12 on the TSDS PEIMS October snapshot for that accountability cycle. SAT/ACT results are attributed to that campus without regard to the campus at which the student took the corresponding STAAR EOC before grade 9 or the enrolled campus at the time of SAT/ACT administration.

STAAR Component—Methodology

One point is given for each percentage of assessment results that are at or above the following:

- Approaches Grade Level or above
- Meets Grade Level or above
- Masters Grade Level

The STAAR component score is calculated by dividing the total points (cumulative performance for the three performance levels) by three resulting in an overall score of 0 to 100 for all districts and campuses. The percentage by performance level and STAAR component score are rounded to the nearest whole number.

Example Calculation: STAAR Component Score							
STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Number of Assessments	480	432	101	330	274	1617	
Approaches Grade Level or Above	300	298	50	143	87	878	54%
Meets Grade Level or Above	200	170	40	45	76	531	33%
Masters Grade Level	100	165	9	41	22	337	21%
Total Percentage Points							108
Student Achievement Domain STAAR Component Score (Total Percentage Points ÷ 3)							36

College, Career, and Military Readiness Component

The College, Career, and Military Readiness (CCMR) component of the Student Achievement domain measures graduates' preparedness for college, the workforce, or the military. The Student Achievement CCMR denominator consists of 2020 annual graduates. Annual graduates are students who graduate from a district or campus in a school year regardless of cohort. This is separate from, and may include different students than, the longitudinal graduation cohorts. Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

- *Meet Texas Success Initiative (TSI) Criteria in ELA/Reading and Mathematics.* A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The

assessment results considered include TSI assessments through October 2020, SAT and ACT results through the July 2020 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information.

A graduate must meet the TSI requirement for both reading and mathematics but does not necessarily need to meet them on the same assessment. For example, a graduate may meet the TSI criteria for college readiness in ELA/reading on the SAT and complete and earn credit for a college prep course in mathematics.

- *Earn Dual Course Credits.* A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. See Appendix H for additional information.
- *Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.* A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or higher for AP and 4 or higher for IB.
- *Earn an Associate Degree.* A graduate earning an associate degree by August 31 immediately following high school graduation.
- *Complete an OnRamps Dual Enrollment Course.* A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. See Appendix H for additional information.
- *Earn an Industry-Based Certification.* A graduate earning an industry-based certification under 19 TAC §74.1003.
- *Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness.* A graduate receiving a graduation type code of 04, 05, 54, or 55, which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.
- **Enlist in the Armed Forces.* A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines.
- *Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student.* A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA).
- *Earn a Level I or Level II Certificate.* A graduate earning a level I or level II certificate in any workforce education area. See Appendix D or H for additional information.

*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and TSDS PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.

College, Career, and Military Readiness Component—Students Evaluated

All students are evaluated as one group.

College, Career, and Military Readiness Component—Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated in the CCMR component if there are at least 10 annual graduates.
- Small numbers analysis, as described below, applies to all students if the number of annual graduates is fewer than 10.
 - A three-year average CCMR rate is calculated for all students. The calculation is based on an aggregated three-year uniform average using the district’s or campus’s 2021, 2020, and 2019 CCMR data.
 - The all students group is evaluated if the three-year sum has at least 10 annual graduates.

An example of small numbers analysis follows:

$$\frac{\text{Number of 2020, 2019, and 2018 Graduates Who Accomplished at Least One of the CCMR Indicators}}{\text{Number of 2020, 2019, and 2018 Annual Graduates}}$$

Number of 2020, 2019, and 2018 Annual Graduates

College, Career, and Military Readiness Component—Methodology

One point is given for each annual graduate who accomplishes any one of the CCMR indicators. The CCMR component is calculated by dividing the total points (cumulative number of CCMR graduates) by the number of annual graduates. The CCMR component score is rounded to the nearest whole number.

$$\frac{\text{Number of Graduates Who Accomplished at Least One of the CCMR Indicators}}{\text{Number of 2020 Annual Graduates}}$$

Example Calculation: CCMR Component Score		
	Number of Graduates Who Accomplished at Least One of the CCMR Indicators	Number of 2020 Annual Graduates
Total	208	365
Student Achievement Domain CCMR Component Score (Number of Graduates Who Accomplished at Least One of the CCMR Indicators ÷ Number of 2020 Annual Graduates)		57

Graduation Rate (or Annual Dropout Rate) Component

Graduation Rate Component

The graduation rate component of the Student Achievement domain includes the four-year, five-year, and six-year high school graduation rates or the annual dropout rate if no graduation rate is available. The total points and the maximum number of points are reported for the four-year, five-year, and six-year graduation rate. The graduation rate that results in the higher score is used to calculate the graduation rate score.

- Class of 2020 four-year graduation rate is calculated for districts and campuses if they: (a) served grade 9, as well as grade 11 or 12, in the first and fifth years of the cohort or (b) served grade 12 in the first and fifth years of the cohort.
- Class of 2019 five-year graduation rate follows the same cohort of students for one additional year.

- Class of 2018 six-year graduation rate follows the same cohort of students for two additional years.
- Annual dropout rate for school year 2019–20 for grades 9–12 is used if a campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year, five-year, or six-year graduation rate. This proxy for the graduation rate is calculated by converting the grade 9–12 annual dropout rate into a positive measure. Please see *Annual Dropout Rate—Conversion* on the following pages.

Graduation Rate—Students Evaluated

All students are evaluated as one group.

Graduation Rate—Minimum Size Criteria and Small Numbers Analysis

- All Students are evaluated if there are at least 10 students in the class.
- Small numbers analysis, as described below, applies to all students if the number of students in the Class of 2020 (4-year), Class of 2019 (5-year), or Class of 2018 (6-year) is fewer than 10. The total number of students in the class consists of graduates, continuing students, Texas high school equivalency certificate (TxCHSE) recipients, and dropouts.
 - A three-year-average graduation rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
 - The all students group is evaluated if the three-year sum has at least 10 students.

An example of small numbers analysis follows:

$$\frac{\text{Number of Graduates in the Class of 2020, Class of 2019, and Class of 2018}}{\text{Number of Students in the Class of 2020, Class of 2019, and Class of 2018}}$$

Graduation Rate—Methodology

The four-year graduation rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. The five-year graduation rate follows the same cohort of students for one additional year. The six-year graduation rate follows the same cohort of students for two additional years. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four, five, or six years for reasons other than graduating, receiving a TxCHSE, or dropping out are removed from the class.

The four-year, five-year, and six-year graduation rate measures the percentage of graduates in a class. The graduation rates are expressed as a percentage rounded to one decimal place. For example, 74.875% rounds to 74.9%, not 75%.

$$\frac{\text{Number of Graduates in the Class}}{\text{Number of Students in the Class}} \\ (\text{Graduates} + \text{Continuers} + \text{TxCHSE Recipients} + \text{Dropouts})$$

The total points and the maximum number of points are reported for the four-year, five-year, and six-year graduation rate. The graduation rate that results in the highest score is used to calculate the graduation rate score.

Example Calculation: Graduation Rate	
Graduation Rate	All Students
Class of 2020, 4-year	85.2%
Class of 2019, 5-year	87.3%
Class of 2018, 6-year	85.0%
Graduation Rate Score (Highest of 4-year, 5-year & 6-year graduation rate)	87.3

Annual Dropout Rate Component

For districts and campuses that serve students enrolled in grades 9–12, the grade 9–12 annual dropout rate is used if a four-year, five-year, or six-year graduation rate is not available.

Annual Dropout Rate—Students Evaluated

All students are evaluated as one group.

Annual Dropout Rate—Minimum Size Criteria and Small Numbers Analysis

- All Students are evaluated if there are at least 10 students enrolled during the school year.
- Small numbers analysis, as described below, applies to the group of all students if the number of students enrolled in grades 9–12 during the 2019–20 school year is fewer than 10.
 - A three-year-average annual dropout rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
 - The all students group is evaluated if the three-year sum has at least 10 students.

An example of small numbers analysis follows:

$$\frac{\text{Number of Dropouts in Grades 9–12 in 2019–20, 2018–19, and 2017–18}}{\text{Number of Students in Grades 9–12 in 2019–20, 2018–19, and 2017–18}}$$

Annual Dropout Rate—Methodology

The annual dropout rate is calculated by dividing the number of students in grades 9–12 designated as having dropped out by the number of students enrolled in grades 9–12 at any time during the 2019–20 school year. Grade 9–12 annual dropout rates are expressed as a percentage rounded to one decimal place. For example, 24 dropouts divided by 2,190 students enrolled in grades 9–12 is 1.095% which rounds to a 1.1% annual dropout rate.

Annual Dropout Rate—Conversion

Because the annual dropout rate is a measure of negative performance—the rate rises as performance declines—it must be transformed into a positive measure to be used as a component of the Student Achievement domain. The following calculation converts the annual dropout rate for a non-AEA district or campus into a positive measure that is a proxy for the graduation rate.

$$100 - (\text{grade 9–12 annual dropout rate} \times 10) \text{ with a floor of zero}$$

The multiplier of 10 allows the non-AEA district or campus to accumulate points towards the Student Achievement domain score only if its annual dropout rate is less than 10 percent.

For example, a 1.1% annual dropout rate conversion calculation is: $100 - (1.1 \times 10) = 100 - 11 = 89$.

The annual dropout rate calculation requires at least a three-year average of 10 students per class.

Alternative Education Accountability Modifications

Alternative procedures applicable to the graduation rate and annual dropout rate calculations are provided for approved campuses and charter schools serving at-risk students in alternative education programs. The annual dropout rate is used on a safeguard basis only for campuses designated as dropout recovery schools (DRS). The Student Achievement domain for DRS without a longitudinal graduation rate is calculated using STAAR, CCMR, and the annual dropout rate; it is also calculated using only the STAAR and CCMR components. Whichever calculation produces the higher rating is used. For more information on the alternative education accountability (AEA) eligibility and DRS criteria, please see “Chapter 7—Other Accountability System Processes.”

AEA Graduation/Annual Dropout Rate—Methodology

The graduation rate calculation is modified to credit AEA campuses and charter schools for graduates, continuing students (continuers), and TxCHSE recipients. The grade 9–12 annual dropout rate is used if no combined graduation, continuer, and TxCHSE rate is available.

$$\frac{\text{Number of Graduates + Continuers + TxCHSE Recipients in the Class}}{\text{Number of Students in the Class}} \\ (\text{Graduates + Continuers + TxCHSE Recipients + Dropouts})$$

- Class of 2020 four-year graduation, continuer, and TxCHSE rates are calculated for AEA campuses and charter schools if they: (a) served grade 9, as well as grade 11 or 12, in the first and fifth years of the cohort or (b) served grade 12 in the first and fifth years of the cohort.
- Class of 2019 five-year graduation, continuer, and TxCHSE rates follow the same cohort of students for one additional year; therefore, most AEA campuses and charter schools that have a four-year graduation, continuer, and TxCHSE rate in one year will have a five-year graduation, continuer, and TxCHSE rate for that cohort in the following year.
- Class of 2018 six-year graduation, continuer, and TxCHSE rates continue to follow the same cohort of students for one additional year; therefore, most AEA campuses and charter schools that have a five-year graduation, continuer, and TxCHSE rate in one year will have a six-year graduation, continuer, and TxCHSE rate for that cohort in the following year.
- Annual dropout rate for school year 2019–20 for grades 9–12. If an AEA charter school or campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year, five-year, or six-year graduation, continuer, and TxCHSE rate, a proxy for the graduation rate is calculated by converting the grade 9–12 annual dropout rate into a positive measure.

AEA Annual Dropout Rate—Conversion

The annual dropout rate conversion is also modified for AEA campuses and districts.

$$100 - (\text{grade 9–12 annual dropout rate} \times 5) \text{ with a floor of zero}$$

By using the multiplier of 5, an AEA charter or campus accumulates points towards the Student Achievement domain score if its annual dropout rate is less than 20 percent.

For example, a 1.1% AEA annual dropout rate conversion calculation is: $100 - (1.1 \times 5) = 100 - 5.5 = 94.5$.

Chapter 3—School Progress Domain

Overview

The School Progress domain measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of students relative to districts or campuses with similar economically disadvantaged percentages. For 2021, neither raw nor scaled scores are calculated for the School Progress domain.

School Progress, Part A: Academic Growth

In spring 2020, the U.S. Department of Education (USDE) granted Texas a waiver under section 8401(b) of the Elementary and Secondary Education Act of 1965 (ESEA) of assessment, accountability and school identification, and certain related reporting requirements for the 2019–20 school year. As a result of this waiver, Texas does not have the data necessary (i.e., the prior year STAAR scaled score) to calculate School Progress: Part A: Academic Growth. Therefore, School Progress: Part A: Academic Growth is not calculated for 2021.

School Progress, Part B: Relative Performance

School Progress, Part B: Relative Performance measures the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

Part B: Relative Performance—Assessments Evaluated

School Progress, Part B evaluates STAAR (with and without accommodations), STAAR Alternate 2, English learner (EL) performance measure results, STAAR end-of-course (EOC) assessments, and SAT/ACT results for accelerated testers.

Part B: Relative Performance—Students Evaluated

All students, including ELs as described below, are evaluated as one group.

Part B: Relative Performance—Inclusion of English Learners

ELs who are year one in U.S. schools are excluded from accountability performance calculations. ELs who are in their second year in U.S. schools are included in the STAAR component using the EL performance measure. ELs who are in their second year in U.S. schools who have a parental denial for EL services do not receive an EL performance measure. STAAR Alternate 2 assessment results are included regardless of an EL's years in U.S. schools.

Unschooling asylees, unschooled refugees, and SIFEs are included in state accountability beginning with their second year of enrollment in U.S. schools.

Part B: Relative Performance—Minimum Size Criteria and Small Numbers Analysis

- The STAAR component is evaluated if there are 10 or more STAAR assessments, combined across all subjects. Small numbers analysis is not used.
- All students are evaluated in the CCMR component if there are at least 10 annual graduates. Small numbers analysis, as described below, applies to all students if the number of annual graduates is fewer than 10.

- A three-year-average CCMR rate is calculated for all students. The calculation is based on an aggregated three-year uniform average using the district's or campus's 2021, 2020, and 2019 CCMR data.
- The all students group is evaluated if the three-year sum has at least 10 annual graduates.

Part B: Relative Performance—Methodology

Elementary and Middle Schools

For elementary and middle schools, School Progress, Part B evaluates the overall student performance on the Student Achievement STAAR component compared to campuses with similar percentages of economically disadvantaged students, as reported in the TSDS PEIMS October snapshot. The economically disadvantaged percentage is rounded to one decimal place.

High Schools, K–12 Campuses, and Districts with CCMR Component

For high schools, K–12 campuses, and districts, School Progress, Part B evaluates the average of the Student Achievement STAAR component and the CCMR component compared to districts or campuses with similar percentages of economically disadvantaged students, as reported in the TSDS PEIMS October snapshot. The economically disadvantaged percentage is rounded to one decimal place.

High Schools, K–12 Campuses, and Districts without CCMR Component

If CCMR outcomes are not available for a high school, K–12, and district, only the Student Achievement STAAR component is used.

Alternative Education Accountability

Alternative education campuses and alternative education accountability charter schools are not evaluated on School Progress, Part B due to the small number of districts and campuses available for comparison.

Part B: Relative Performance Score

The Part B: Relative Performance score is either the raw Student Achievement STAAR component score or the average of the raw Student Achievement STAAR and CCMR components, depending upon campus type. The score is rounded to the nearest whole number. For 2021, only component raw scores are displayed.

Chapter 4—Closing the Gaps Domain

Overview

The Closing the Gaps domain uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain, as well as the domain’s construction, align the state accountability system with the Every Student Succeeds Act (ESSA). For 2021, component raw scores are displayed; neither raw nor scaled scores are calculated for the Closing the Gaps domain.

Components

There are four components evaluated in the Closing the Gaps domain.

- Academic Achievement: STAAR Performance Status at the Meets Grade Level or above standard in English language arts (ELA)/reading and mathematics
- Growth or Graduation
 - Academic Growth Status: The School Progress, Part A domain data in reading and mathematics for elementary and middle schools (unavailable for 2021)
 - Federal Graduation Status: The four-year federal graduation rate (without exclusions) for high schools, K–12s, and districts with graduation rates. If a high school, K–12, or district does not have graduation data, Academic Growth Status is used, if available.
- English Language Proficiency
- School Quality or Student Success
 - STAAR component of the Student Achievement domain for elementary and middle schools
 - College, Career, and Military Readiness (CCMR) Performance Status component for high schools, K–12s, and districts. If a high school, K–12, or district does not have CCMR data, STAAR component is used, if available.

Minimum Size

A district or campus must have 10 reading and 10 mathematics assessment results for the all students group and meet minimum size for at least five indicators in the Academic Achievement component to be evaluated on the Closing the Gaps domain. If a district or campus does not meet minimum size, the Closing the Gaps domain is not evaluated.

Students Evaluated

The Closing the Gaps domain evaluates performance of 14 student groups.

- All students
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races
- Economically disadvantaged
- Students receiving special education services
- Students formerly receiving special education services
- Current and monitored English learners (through year 4 of monitoring)
- Continuously enrolled
- Non-continuously enrolled

Current and Former Special Education Students

A student is identified as a current special education student if the student receives special instruction and related developmental, corrective, supportive, or evaluative services for the current school year as reported in TSDS PEIMS or on STAAR answer documents.

A student is identified as formerly receiving special education services if in any of the preceding three years, they were reported in TSDS PEIMS as receiving special instruction and related developmental, corrective, supportive, or evaluative services, but in the current year, as reported through TSDS PEIMS or on STAAR answer documents, are no longer participating in a special education program.

Current and Monitored English Learners (ELs)

A student is identified as current EL if the student is reported as Limited English Proficient (LEP) in TSDS PEIMS, TELPAS, or STAAR answer documents. A student is identified as monitored EL if the student is reported in TSDS PEIMS or on STAAR answer documents as having met the criteria for exiting a bilingual/ESL program and is being monitored as required by 19 Texas Administrative Code, §89.1220(l).

Both current and monitored ELs, through year 4, are included in performance rates for the Closing the Gaps domain. Exclusions for ELs are detailed in this chapter.

Continuously Enrolled and Non-Continuously Enrolled Students

District

For grades 4–12, a student is identified as continuously enrolled if the student was enrolled in the district on the fall snapshot during the current school year and each of the three preceding years. For grade 3, a student is identified as continuously enrolled if the student was enrolled in the same district on the current year fall snapshot and each of the preceding two years.

If the enrollment requirement is not met, then the student is considered non-continuously enrolled.

Campus

For grades 4–12, a student is identified as continuously enrolled if the student was enrolled in the campus on the fall snapshot during the current school year and in the same district each of the three preceding years. For grade 3, a student is identified as continuously enrolled if the student was enrolled in the campus on the current year fall snapshot and in the same district each of the preceding two years.

Example Campus Continuously Enrolled Determination (Grade 4–8)

Enrolled in District TSDS PEIMS Snapshot October 2017	Enrolled in District TSDS PEIMS Snapshot October 2018	Enrolled in District TSDS PEIMS Snapshot October 2019	Enrolled in Campus within District TSDS PEIMS Snapshot October 2020	Continuously Enrolled or Non-continuously Enrolled
Yes	Yes	Yes	Yes	Continuously Enrolled
Yes	No	Yes	Yes	Non-continuously Enrolled
No	No	Yes	Yes	Non-continuously Enrolled

Inclusion of English Learners

English learners (ELs) who are year one in U.S. schools are excluded from accountability calculations. ELs in their second year in U.S. schools are included in accountability calculations. The EL performance measure is used to include ELs in their second year in U.S. schools in the Academic Achievement and Student Achievement Domain Score: STAAR Component Only components. ELs in their second year in

U.S. schools with a parental denial for EL services do not receive an EL performance measure. STAAR Alternate 2 assessment results are included regardless of an EL's years in U.S. schools.

Unschooling asylees, unschooled refugees, and students with interrupted formal education (SIFEs) are included in state accountability beginning with their second year of enrollment in U.S. schools.

Academic Achievement Component

The Academic Achievement component measures STAAR performance in ELA/reading and mathematics at the Meets Grade Level or above standard.

Academic Achievement—Assessments Evaluated

The Academic Achievement component evaluates STAAR (with and without accommodations), STAAR Alternate 2, EL performance measure results, STAAR end-of-course (EOC), and SAT/ACT results for accelerated testers as described in Chapter 2 at the Meets Grade Level or above standard.

Academic Achievement—Minimum Size Criteria and Small Numbers Analysis

- The all students group is evaluated if there are 10 or more assessments in the subject area, considered separately.
- Student groups are evaluated if there are 25 or more assessments in the subject area, considered separately.
- This component is evaluated if at least five student groups meet minimum size requirements.
- Small numbers analysis is not used.

Academic Achievement—Methodology

Each student group is evaluated by subject area on the percentage of assessment results that are at the Meets Grade Level or above standard. Each student group's performance is then compared to the 2021 Academic Achievement performance targets. The performance targets are provided at the end of this chapter.

The Academic Achievement calculation is expressed as a percentage, rounded to the nearest whole number. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

Academic Growth Status or Federal Graduation Status

Academic Growth Status—2021 Accountability

Each student group is evaluated by subject area on the percentage of assessment results that maintained performance from the prior year to the current year or meets the *Expected* or *Accelerated* STAAR progress measure expectation. In spring 2020, the U.S. Department of Education (USDE) granted Texas a waiver under section 8401(b) of the Elementary and Secondary Education Act of 1965 (ESEA) of assessment, accountability and school identification, and certain related reporting requirements for the 2019–20 school year. As a result of this waiver from administering statewide assessments due to COVID-19, Texas does not have the data necessary (i.e., the prior year STAAR scaled score) to calculate academic growth.

Federal Graduation Status

The Federal Graduation Status component measures the four-year federal graduation rate of the Class of 2020 for high schools, K–12s, and districts. Texas uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate.

Four-Year Graduation Rate Target

Student groups will be evaluated against the four-year long-term target (94.0%) with at least 0.1% improvement over the Class of 2015 baseline rate, the four-year interim target (90.0%) with at least 0.1% improvement, or expected growth toward the four-year long-term target using the calculation below.

$$\frac{\text{current year four-year graduation rate} - \text{prior year four-year graduation rate}}{\text{rate}} \geq \frac{94.0 \text{ (long-term target)} - \text{prior year four-year graduation rate}}{10}$$

Targets are provided at the end of this chapter. See Appendix H for more information.

Federal Graduation Status—Minimum Size Criteria and Small Numbers Analysis All Students

- The all students group is evaluated if there are at least 10 students in the class.
- This component is evaluated if at least one student group meets minimum size requirements.
- Small numbers analysis, as described below, applies to the all students group if the number of students in the Class of 2020 (4-year) is fewer than 10. The total number of students in the class consists of graduates, continuing students, Texas certificate of high school equivalency (TxCHSE) recipients, and dropouts.
 - A three-year-average graduation rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
 - The all students group is evaluated if the three-year sum has at least 10 students.

Student Groups

- A student group is evaluated if there are at least 25 students from the group in the class.
- Small numbers analysis is not applied to student groups.
- The continuously enrolled, non-continuously enrolled, and former special education student groups are not evaluated.

Federal Graduation Status—Methodology

The Federal Graduation Status component is calculated using the four-year federal graduation rate without state exclusions. The four-year federal graduation rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four years for reasons other than graduating, receiving a TxCHSE, or dropping out are removed from the class.

The four-year federal graduation rate measures the percentage of graduates in a class. The graduation rates are expressed as a percentage rounded to one decimal place. For example, 74.875% rounds to 74.9%, not 75%.

$$\frac{\text{Number of Graduates in the Class}}{\text{Number of Students in the Class}} \\ (\text{Graduates} + \text{Continuers} + \text{TxCHSE Recipients} + \text{Dropouts})$$

To determine if the student group met the graduation rate indicator, the group's four-year federal graduation rate is evaluated using the following three steps.

1. Did the student group meet the four-year long-term graduation rate target of 94.0% and demonstrate improvement of at least 0.1% over the Class of 2015 statewide baseline rate for this group?
2. If #1 is no, did the student group meet the four-year interim graduation rate target of 90.0% and demonstrate improvement of at least 0.1% over the prior year rate?
3. If #1 and #2 are no, did the student group meet its four-year graduation rate growth target? The growth target is calculated as follows.

Did the student group demonstrate sufficient growth from the prior year in order to meet the long-term graduation rate target of 94.0% (i.e., a 10% decrease in difference between the prior year rate and the long-term target)?

$$\frac{\text{current year four-year graduation rate} - \text{prior year four-year graduation rate}}{\text{prior year four-year graduation rate}} \geq \frac{94.0 \text{ (long-term target)} - \text{prior year four-year graduation rate}}{10}$$

For example, the 2019 four-year federal graduation rate for the special education student group was 66.7%, and the 2020 four-year federal graduation rate was 70.0%. Using this methodology, the student group would meet the growth target as demonstrated below:

$$70.0 - 66.7 = 3.3 > 2.73 \quad \frac{94.0 - 66.7}{10}$$

Inclusion of English Learners

Ever ELs (EL [Ever HS]) are evaluated for the EL student group in the federal graduation rates. Ever ELs are students reported in TSDS PEIMS as ELs at any time while attending grades 9–12 in a Texas public school. The EL student group is evaluated if there are at least 25 current EL students.

Inclusions to the Four-Year Federal Dropout Definition

The definition of dropout that is used for the Student Achievement domain differs slightly from the NCES definition of dropout that is required for federal accountability. For Closing the Gaps domain calculations, the 2019–20 dropouts reported during the fall 2020 TSDS PEIMS data submission are processed using the NCES dropout definition so that certain students can be counted as dropouts. For additional information on dropout inclusions, please see Appendix G.

English Language Proficiency Component

The English Language Proficiency component measures an EL's progress towards achieving English language proficiency. Current ELs are the only students evaluated in this component.

English Language Proficiency—Assessments Evaluated

The English Language Proficiency component evaluates the TELPAS and TELPAS Alternate results for grades K–12. Current year TELPAS and TELPAS Alternate results are compared to the prior year results to determine if the students made progress. As the completion of TELPAS was optional in spring 2020 due to the impact of COVID-19, if a 2020 composite rating is not available, the composite rating from 2019 is

used as the prior year result. In order to be included in the denominator, a student must have either a current year Advanced High TELPAS or Basic Fluency TELPAS Alternate composite rating or a non-zero 2020, 2019, or 2018 TELPAS or a 2020 or 2019 TELPAS Alternate composite rating.

Composite ratings are not compared across TELPAS and TELPAS Alternate.

English Language Proficiency—Minimum Size Criteria and Small Numbers Analysis

- The EL student group is evaluated if there are at least 25 current EL students.
- Small numbers analysis is not used.

English Language Proficiency—Methodology

- A student is considered having made progress if the student advances by at least one score of the composite rating from the prior year to the current year, or the student’s 2021 result is Advanced High or Basic Fluency.
- For 2021, if the 2020 composite rating is available but does not show progress, the 2019 composite rating is compared to the 2021 composite rating.
- If the composite rating from 2020 is not available, the 2019 composite rating is compared to the 2021 composite rating.
- If the composite rating from 2019 is not available, the 2018 composite rating is compared to the 2021 composite rating.

The current EL student group’s performance is compared to the 2021 English Language Proficiency target. The performance target is provided at the end of this chapter.

The English Language Proficiency component calculation is expressed as a percentage, rounded to the nearest whole number. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

$$\frac{\text{Number of TELPAS or TELPAS Alternate assessments that advance by at least one score of the composite rating from prior year or are Advanced High or Basic Fluency}}{\text{Number of 2020–21 TELPAS or TELPAS Alternate assessments with Advanced High or Basic Fluency rating or non-zero 2020, 2019, or 2018 composite ratings}}$$

School Quality or Student Success Component

For elementary and middle schools, the Student Achievement Domain Score: STAAR Component Only evaluates disaggregated student performance on the STAAR. For high schools, K–12s, and districts with annual graduates, the College, Career, and Military Readiness Performance Status component measures disaggregated students’ preparedness for college, the workforce, or the military. If a high school, K–12, or district does not have CCMR data, the Student Achievement Domain Score: STAAR Component Only is used, if available.

Student Achievement Domain Score: STAAR Component Only—Assessments Evaluated

The Student Achievement Domain Score: STAAR Component Only evaluates STAAR (with and without accommodations), STAAR Alternate 2, EL performance measure results, STAAR EOC, and SAT/ACT results for accelerated testers as described in Chapter 2 in all subject areas at the Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standard.

The performance rates calculated in this component are the disaggregated results used in the Student Achievement domain.

Student Achievement Domain Score: STAAR Component Only—Minimum Size Criteria and Small Numbers Analysis

- The all students group is evaluated if there are 10 or more assessments.
- Student groups are evaluated if there are 25 or more assessments.
- This component is evaluated if at least five student groups meet minimum size requirements.
- Small numbers analysis is not used.

Student Achievement Domain Score: STAAR Component Only—Methodology

Each student group is evaluated on the average percentage of assessment results that are at the Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standard. Each student group's performance is then compared to the 2021 Student Achievement Domain Score: STAAR Component Only performance targets. The performance targets are provided at the end of this chapter.

The Student Achievement Domain Score: STAAR Component Only calculation is expressed as a percentage, rounded to the nearest whole number. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

College, Career, and Military Readiness Performance Status

The College, Career, and Military Readiness Performance Status component measures students' preparedness for college, the workforce, or the military. This component differs from the CCMR component in the Student Achievement domain. The denominator used is 2020 annual graduates plus students in grade 12 who did not graduate. These grade 12 students are those who were in attendance during the last six weeks of school year 2019–20 as reported in TSDS PEIMS attendance records. Grade 12 students reported in the fall 2019–20 TSDS PEIMS collection as individualized education program (IEP) continuers are excluded from the Closing the Gaps CCMR denominator.

$$\frac{\text{Number of Graduates or Students in Grade 12 Who Accomplished at Least One of the CCMR Indicators}}{\text{Number of 2020 Annual Graduates plus Students in Grade 12 During School Year 2019–20}}$$

Students demonstrate college, career, or military readiness in any one of the following ways:

- *Meet Texas Success Initiative (TSI) Criteria in ELA/Reading and Mathematics.* A student meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The assessment results considered include TSI assessments through October 2020, SAT and ACT results through the July 2020 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information.

A student must meet the TSI requirement for both ELA/reading and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in ELA/reading on the SAT and complete and earn credit for a college prep course in mathematics.

- *Earn Dual Course Credits.* A student completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. See Appendix H for additional information.

- *Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.* A student meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or higher for AP and 4 or higher for IB.
- *Earn an Associate Degree.* A graduate earning an associate degree by August 31 immediately following high school graduation.
- *Complete an OnRamps Dual Enrollment Course.* A student completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. See Appendix H for additional information.
- *Earn an Industry-Based Certification.* A graduate earning an industry-based certificate under 19 TAC, §74.1003.
- *Graduate with Completed IEP and Workforce Readiness.* A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.
- *Enlist in the Armed Forces.** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines.
- *Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student.* A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA).
- *Earn a Level I or Level II Certificate.* A graduate earning a Level I or Level II certificate in any workforce education area. See Appendix D or H for additional information.

*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and TSDS PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.

College, Career, and Military Readiness Performance Status—Minimum Size Criteria and Small Numbers Analysis

- The all students group is evaluated in the CCMR component if there are 10 or more annual graduates plus students in grade 12 who did not graduate.
- Student groups are evaluated if there are 25 or more annual graduates plus students in grade 12 who did not graduate.
- This component is evaluated if at least one student group meets minimum size requirements.
- Small numbers analysis, as described below, applies to the all students group if the number of annual graduates plus students in grade 12 who did not graduate is fewer than 10.
 - A three-year-average CCMR rate is calculated for the all students group. The calculation is based on an aggregated three-year uniform average using the district's or campus's 2021, 2020, and 2019 CCMR data.
 - The all students group is evaluated if the three-year sum has at least 10 annual graduates plus students in grade 12 who did not graduate.

College, Career, and Military Readiness Performance Status—Methodology

Each student group is evaluated on the percentage of students who meet the 2021 College, Career, and Military Readiness Performance Status targets. The performance targets are provided at the end of this chapter.

The College, Career, and Military Readiness Performance Status calculation is expressed as a percentage, rounded to the nearest whole number. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

Participation Status

The target for Participation Status is 95 percent of students taking a state-administered assessment. Participation measures are based on STAAR and TELPAS assessment results.

- STAAR Alternate 2 students with No Authentic Academic Response (NAAR) designation are included as participants.
- Students with the medical exception or medically exempt designations are not included in the participation rate calculation. This includes both STAAR and STAAR Alternate 2 students.

TEA received a federal waiver to report only reading and mathematics participation rates for districts and campuses for 2021.

Example Adjusted Academic Achievement Performance Calculation

A campus had 100 students with STAAR answer documents in ELA/reading. Five answer documents were marked A (Absent), and two answer documents were marked O (Not Scored - Other). The campus's participation rate for ELA/reading was 93 percent.

$$\frac{93 \text{ scored answered documents}}{100 \text{ scored, absent, or other answer documents}}$$

Since the campus did not meet the 95 percent Participation Status target for ELA/reading, adjustments were made when calculating the ELA/reading performance for the Academic Achievement component. The performance denominator had to be adjusted to include enough assessments to meet the 95 percent target, rounded to the nearest whole number.

Original ELA/Reading Academic Achievement Performance Calculation

$$\frac{53 \text{ assessments at Meets Grade Level or above standard}}{93 \text{ scored assessments that meet accountability subset (out of 100 total answer documents)}} = 57\%$$

Adjusted ELA/Reading Academic Achievement Performance Calculation

$$\frac{53 \text{ assessments at Meets Grade Level or above standard}}{95 \text{ assessments (93 scored plus 2 absent/other to meet 95\% participation)}} = 56\%$$

The campus's ELA/reading performance denominator was increased by two assessments to meet the 95 percent threshold. The Academic Achievement calculation used the updated denominator to determine the new performance outcome. The performance rates used in the Academic Achievement Performance component are the disaggregated results at the Meets Grade Level or above standard used in the Student Achievement domain.

Limits on Use of Alternative Assessments

Federal limitations require that the number of students assessed using STAAR Alternate 2 not exceed one percent of total assessment participation. While this measure is reported for regions, districts, and

campuses on the federal report card, monitoring only applies at the state level—the number of students assessed throughout the state using STAAR Alternate 2 must not exceed one percent of the state’s total participation on STAAR and STAAR Alternate 2.

Calculating Component Scores

To calculate a score for each of the Closing the Gaps components, determine the percentage of evaluated indicators met for each component. Divide the number of indicators met by the number of indicators evaluated (those that met minimum size).

$$\frac{\text{Number of indicators that met the performance target}}{\text{Total number of indicators evaluated}}$$

Closing the Gaps component scores are rounded to the nearest whole number.

Example Calculation: Academic Achievement Component Score*										
	All Students	African American	Hispanic	White	Two or More Races	Econ Disadv	Special Ed - Current	Continuously Enrolled	Total Met	Total Evaluated
Reading	Y	Y	Y	N	Y	Y	N	Y	6	8
Mathematics	N	Y	N	Y	Y	Y	Y	N	5	8
Total									11	16
Academic Achievement Component Score (Indicators Met ÷ Indicators Evaluated)									69	

*While 14 student groups are evaluated in the Closing the Gaps domain, this example has eight groups that met minimum size.

Minimum Number of Evaluated Indicators

The following components must have a minimum of five indicators that meet minimum size to be included in the Closing the Gaps calculation:

- Academic Achievement
- Student Achievement Domain Score: STAAR Component Only

The remaining components, Federal Graduation Status and CCMR Performance Status, only require one evaluated indicator.

Example Minimum Number of Evaluated Indicators: Academic Achievement*									
	All Students	African American	Hispanic	White	Two or More Races	Econ Disadv	Special Ed -Current	Continuously Enrolled	Total Evaluated Indicators
Reading: Number of Assessments	75	13	26	26	10	24	13	62	
Met Minimum Size	Y	N	Y	Y	N	N	N	Y	4
Mathematics: Number of Assessments	70	11	23	26	10	22	10	60	
Met Minimum Size	Y	N	N	Y	N	N	N	Y	3
Total Evaluated Indicators									7
Academic Achievement Included?									Yes

*While 14 student groups are evaluated in the Closing the Gaps domain, this example has eight groups with Academic Achievement data.

Example Minimum Number of Evaluated Indicators: Academic Achievement*									
	All Students	African American	Hispanic	White	Two or More Races	Econ Disadv	Special Ed - Current	Total Evaluated Indicators	
Reading: Number of Assessments	50	23	10	11	6	26	5		
Met Minimum Size	Y	N	N	N	N	Y	N	2	
Mathematics: Number of Assessments	47	25	9	8	5	24	5		
Met Minimum Size	Y	Y	N	N	N	N	N	2	
Total Evaluated Indicators									4
Academic Achievement Included?									No

*While 14 student groups are evaluated in the Closing the Gaps domain, this example has seven groups with Academic Achievement data.

2021 Closing the Gaps Performance Targets

Academic Achievement (Percentage at Meets Grade Level or above)														
Subject	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	EL (Current and Monitored)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
ELA/Reading	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	29%	36%	46%	42%
Mathematics	46%	31%	40%	59%	45%	82%	50%	54%	23%	36%	40%	44%	47%	45%

2021 Federal Graduation Status (High Schools, K–12s, and Districts) ¹														
90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a
Class of 2015 Statewide Baseline Rate														
89%	85%	87%	93%	86%	95%	89%	92%	78%	86%	72%	n/a	n/a	n/a	n/a

Student Achievement Domain Score: STAAR Component Only (Elementary and Middle Schools)														
47%	36%	41%	58%	46%	73%	48%	55%	23%	38%	37%	43%	48%	45%	

College, Career, and Military Readiness Performance Status (High Schools, K–12s, and Districts)														
47%	31%	41%	58%	42%	76%	39%	53%	27%	39%	30%	43%	50%	31%	

English Language Proficiency Status ²														
											36%			

¹ Ever ELs (EL [Ever HS]) are evaluated in the federal graduation rates. Ever ELs (EL [Ever HS]) are students reported in TSDS PEIMS as ELs at any time while attending grades 9–12 in a Texas public school.

² English Language Proficiency Status evaluates current ELs only.

Chapter 5—Calculating 2021 Ratings

Overview

In 2021, districts and campuses receive a *Not Rated: Declared State of Disaster* label overall and in each domain.

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Chapter 6—Distinction Designations

In 2021, districts and campuses receive a *Not Rated: Declared State of Disaster* label overall and in each domain. Distinction designations are not awarded for 2021.

Campus Comparison Groups

Each campus is assigned to a unique comparison group comprised of Texas schools that are most similar to it. To determine the campus comparison group, each campus is identified by school type (See the school types chart in “Chapter 1—2021 Accountability Overview” for more information.) then grouped with 40 other campuses from anywhere in Texas that are most similar in grade levels served, size, percentage of students who are economically disadvantaged, mobility rate, percentage of English learners, percentage of students receiving special education services, and percentage of students enrolled in an Early College High School program. Each campus has only one unique campus comparison group. There is no limit on the number of comparison groups to which a campus may be a member. It is possible for a campus to be a member of no comparison group other than its own or a member of several comparison groups.

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Chapter 7—Other Accountability System Processes

Most accountability ratings are determined through the process detailed in Chapters 1–5. Accommodating all districts and campuses in Texas increases the complexity of the accountability system but also ensures the fairness of the ratings assigned. This chapter describes other processes necessary to implement the accountability system.

Pairing

All campuses serving prekindergarten (PK) through grade 12 must receive an accountability rating. Campuses that do not serve any grade level for which STAAR assessments are administered are paired with another campus in the same district for accountability purposes. A campus may pair with its district and be evaluated on the district's results.

The Texas Education Agency (TEA) analyzes TSDS PEIMS fall enrollment data to determine which campuses need to be paired. Campuses that serve only grades not tested on the STAAR (i.e., PK, K, grade 1, or grade 2) are paired with either another campus in the district or the district itself.

Charter school campuses and alternative education campuses (AECs) registered for evaluation by alternative education accountability (AEA) provisions are not paired with another campus. Likewise, traditional campuses may not be paired with AECs.

Paired data are not used for distinction designation indicators; therefore, paired campuses cannot earn distinction designations.

Pairing Process

Districts may use the prior-year pairing relationship or select a new relationship by completing the pairing form on the TEA Login (TEAL) Accountability application.

If a district fails to inform TEA of its pairing preference, pairing decisions are made by TEA. For campuses that have been paired in the past, staff assumes that 2019 pairing relationships still apply. For campuses in need of pairing for the first time, pairing selections are based on the guidelines given in this section in conjunction with analysis of attendance and enrollment patterns using TSDS PEIMS data.

Guidelines

Campuses that are paired should have a “feeder” relationship and should serve students in contiguous grades. For example, a kindergarten (K) through grade 2 campus should be paired with the campus that serves grade 3 in which its students will be enrolled following grade 2.

When a campus being asked to pair is a PK or K campus with a “feeder” relationship to a campus that also requires pairing (e.g., a grade 1–2 campus) both campuses should pair with the same campus that serves grade 3 in which their students will be enrolled following grade 2.

A campus may be paired with its district instead of with another campus. This option is suggested for cases in which the campus has no clear relationship with another campus in the district. A campus paired with its district is evaluated using the district's assessment results (for all grades tested in the district). Note that pairing with a district is not required in this instance; districts may select another campus for pairing.

Multiple pairings are possible. If several K–2 campuses feed the same 3–5 campus, all the K–2 campuses may pair with that 3–5 campus.

Districts may change pairings from year to year. Any changes should, however, be based on establishing the most appropriate pairing relationship. For example, a change in attendance zones that affects feeder patterns may cause a district to change pairing. A change in a pairing relationship does not change accountability ratings assigned in previous years to either campus.

Non-Traditional Education Settings

Even though districts are responsible for the performance of all their students, statutory requirements affect the rating calculations for residential treatment facilities (RTF), Texas Juvenile Justice Department (TJJD), juvenile justice alternative education program (JJAEP), and disciplinary alternative education program (DAEP) campuses.

Inclusion or Exclusion of Performance Data

The performance of students served in certain campuses cannot be used in evaluating the district where the campus is located. Texas Education Code (TEC) §39.055 requires that students ordered by a juvenile court into a residential program or facility operated by the TJJD, a juvenile board, or any other governmental entity or any student who is receiving treatment in a residential facility be excluded from the district and campus when determining the accountability ratings. Please see Appendix G.

Student Attribution Codes

Districts with RTF or TJJD campuses are required to submit student attribution codes in TSDS PEIMS.

JJAEPs and DAEPs

State statute and statutory intent prohibit the attribution of student performance results to JJAEPs and DAEPs. Each district that sends students to a JJAEP or DAEP is responsible for properly attributing all performance and attendance data to the home campuses according to the Texas Education Data Standards and testing guidelines.

Special Education Campuses

Campuses where all students are served in special education programs and tested on STAAR are rated on the performance of their students.

Specialized Programs or Campuses

The assessment; college, career, and military readiness; and graduation outcomes for students who attend specialized programs or campuses, such as, but not limited to magnets, P-TECHs, schools of choice, or academies must be attributed to the campus at which the student receives instruction. These outcomes may not be attributed to a student's campus of origin, if the student receives instruction at the campus that houses the specialized program. Campuses are rated on the performance of their students. Campuses that house multiple programs, such as a magnet program and a zoned attendance program, are rated on the performance of all students.

AEA Provisions

Alternative performance measures for campuses serving at-risk students were first implemented in the 1995–96 school year. Over time, these measures expanded to include charter schools that served large populations of at-risk students. Accountability advisory groups consistently recommend evaluating AECs by separate AEA provisions due to the large number of students served in alternative education programs on AECs and to ensure these unique campus settings are appropriately evaluated for accountability.

AEA provisions apply to and are appropriate for

- campuses that offer nontraditional programs, rather than programs within a traditional campus;
- campuses that meet the at-risk enrollment criterion;
- campuses that meet the grades 6–12 enrollment criterion;
- open-enrollment charter schools that operate only AECs; and
- open-enrollment charter schools that meet the AEC enrollment criterion.

AEA Campus Identification

AECs, including charter school AECs, must serve students at risk of dropping out of school as defined in TEC §29.081(d) and provide accelerated instructional services to these students. The performance results of students at registered AECs are included in the district's performance and used in determining the district's accountability rating.

The following types of campuses are registered for evaluation by AEA provisions:

- AEC of choice – At-risk students enroll at AECs of choice to expedite progress toward performing at grade level and high school completion or to be served by a specialized program for an exceptional population.
- Dropout recovery school (DRS) – Education services are targeted to dropout prevention and recovery of students in grades 9–12, with enrollment consisting of at least 50 percent of the students 17 years of age or older as of September 1, 2020, as reported for the fall semester TSDS PEIMS submission.

In this manual, the terms *AEC* and *registered AEC* refer collectively to AECs of choice, residential facilities, and dropout recovery schools that are registered for evaluation by AEA provisions and meet the at-risk and grades 6–12 enrollment criteria.

DAEPs, JJAEPs, and stand-alone Texas high school equivalency certificate (TxCHSE) programs are ineligible for evaluation by AEA provisions. Data for these campuses are attributed to the home campus.

AEA Campus Registration Process

The AEA campus registration process is conducted online using the TEAL Accountability application. AECs designated for 2020 AEA provisions are re-registered automatically in 2021, provided the campus continues to meet enrollment and at-risk criteria as determined by TSDS PEIMS October snapshot data. If a campus was registered in 2020 using the at-risk safeguard and does not meet the at-risk enrollment criterion in 2021, the campus is not eligible for AEA and is not re-registered for AEA in 2021.

Campuses that were not registered in 2020 but meet eligibility in 2021 are automatically registered for AEA by the agency. Districts may choose to remove a campus from evaluation under AEA procedures by submitting an AEA rescission form. The 2021 registration process occurred March 29–April 9, 2021.

AEA Campus Registration Criteria

Campuses must meet thirteen criteria to register for AEA. However, the requirements in criteria 8–13 may not apply to charter school campuses (depending on the terms of the charter) or for community-based dropout recovery campuses established in accordance with TEC §29.081(e).

- 1) The AEC must have its own county-district-campus number for which TSDS PEIMS data are submitted and test answer documents are coded. A program operated within or supported by another campus does not qualify.

- 2) The AEC must have its own county-district-campus number on TSDS PEIMS October snapshot day (October 30, 2020).
- 3) The AEC must be identified in AskTED (Ask Texas Education Directory database) as an alternative instructional campus. This is a self-designation that districts and charter schools request via AskTED.
- 4) The AEC must be dedicated to serving students at risk of dropping out of school as defined in TEC §29.081(d). Each AEC must have at least 75 percent at-risk student enrollment at the AEC verified through current-year TSDS PEIMS fall enrollment data.
- 5) At least 90 percent of students at the AEC must be enrolled in grades 6–12 verified through current-year TSDS PEIMS fall enrollment data.
- 6) The AEC must operate on its own campus budget.
- 7) The AEC must offer nontraditional settings and methods of instructional delivery designed to meet the needs of the students served on the AEC.
- 8) The AEC cannot be the only middle school or high school listed for its district in AskTED.
- 9) The AEC must have an appropriately certified, full-time administrator whose primary duty is the administration of the AEC.
- 10) The AEC must have appropriately certified teachers assigned in all areas including special education, bilingual education, and/or English as a second language (ESL) to serve students eligible for such services.
- 11) The AEC must provide each student the opportunity to attend a 75,600-minute school year as defined in TEC §25.081(a), according to the needs of each student.
- 12) If the campus has students served by special education, the students must be placed at the AEC by their Admission, Review, and Dismissal (ARD) committee. If the campus is a residential facility, the students must have been placed in the facility by the district.
- 13) Students served by special education must receive all services outlined in their current individualized education programs (IEPs). English learners (EL) must receive all services outlined by the language proficiency assessment committee (LPAC). Students served by special education or language programs must be served by appropriately certified teachers.

At-Risk Enrollment Criterion

Each registered AEC must have at least 75 percent at-risk student enrollment on the AEC as verified through current-year TSDS PEIMS fall enrollment data in order to be evaluated by AEA provisions. TEC §29.081 defines fourteen criteria used to identify students as “at-risk of dropping out of school”. Districts and charter schools must identify students in TSDS PEIMS who meet one or more of the fourteen criteria. The at-risk enrollment criterion restricts use of AEA provisions to AECs that serve large populations of at-risk students and enhances at-risk data quality.

Prior-Year Safeguard. If a registered AEC does not meet the at-risk enrollment criterion in the current year, it remains registered for AEA if the AEC meets the at-risk enrollment criterion in the prior year. For example, an AEC with an at-risk enrollment below 75 percent in 2021 that had at least 75 percent in 2020 remains registered in 2021.

Grades 6–12 Enrollment Criterion

In order to be evaluated by AEA provisions, each registered AEC must have at least 90 percent student enrollment in grades 6–12 based on total students enrolled (early education–grade 12) verified through current-year TSDS PEIMS fall enrollment data. The grades 6–12 enrollment criterion restricts use of AEA provisions to middle and high schools.

Final AEA Campus List

The final list of AEA campuses is posted on the TEA website in June at which time an email notification is sent to all superintendents.

The *2021 Final AEA Campus List* includes DRS designations. If at least 50 percent of the students enrolled at an AEA campus are 17 years of age or older as of September 1, 2020, then the AEC of choice is designated as a DRS (TEC §39.0548).

AEA Charter School Identification

Charter school ratings are based on aggregate performance of the campuses operated by the charter school. Performance results of all students in the charter school are used to determine the charter school's accountability rating and distinction designations.

- Charter schools that operate only registered AECs are evaluated by AEA provisions.
- Charter schools that operate both non-AEA campuses and registered AECs are evaluated by AEA provisions if the AEC enrollment criterion described below is met.
- Charter schools that operate both non-AEA campuses and registered AECs that do not meet the AEC enrollment criterion described below do not qualify for evaluation by AEA provisions.
- Charter schools that operate only non-AEA campuses do not qualify for evaluation by AEA provisions.

AEC Enrollment Criterion for Charter Schools

A charter school that operates both non-AEA campuses and registered AECs is eligible for evaluation by AEA provisions if at least 50 percent of the charter school's students are enrolled at registered AECs. AEC enrollment is based on total students enrolled (early education–grade 12) as verified through current-year TSDS PEIMS fall enrollment data.

Final AEA Charter School List

After the *2021 AEA Campus List* is finalized, AEA charter schools eligible for evaluation by AEA provisions are identified. The final list of AEA charter schools is posted on the TEA website in April, at which time an email is sent to all superintendents.

AEA Modifications

“Chapter 2—Student Achievement Domain” describes the provisions used to evaluate AEA campuses and AEA charter schools.

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Chapter 8—Appealing the Ratings

In 2021, districts and campuses receive a *Not Rated: Declared State of Disaster* label overall and in each domain. Therefore, the 2021 rating label cannot be appealed.

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Chapter 9—Responsibilities and Consequences

State Responsibilities

The Texas Education Agency (TEA) is responsible for the state accountability system and other statutory requirements related to its implementation. As described in “Chapter 4—Closing the Gaps,” and this chapter, TEA applies a variety of safeguards to ensure the integrity of the system. TEA is also charged with taking actions to intervene when conditions warrant.

District Accreditation Status

State statute requires the commissioner of education to determine an accreditation status for districts and charter schools.

Rules that define the procedures for determining a district’s or charter school’s accreditation status, as well as the prior accreditation statuses for all districts and charter schools in Texas are available at <https://tea.texas.gov/accredstatus/>.

Determination of Multiple-Year Unacceptable Status

In determining consecutive years of unacceptable ratings for purposes of accountability interventions and sanctions, only years that a district, charter school, or campus is assigned an accountability rating will be considered. Details for which years ratings were issued and the rating labels used are shown below.

- 2020 and 2021: (No state accountability ratings issued)
- 2019: *A, B, C, D, F* for districts and campuses
- 2018: *A, B, C, D, F* for districts and *Met Standard, Met Alternative Standard, and Improvement Required* for campuses
- 2013–2017: *Met Standard, Met Alternative Standard, and Improvement Required*
- 2012: (No state accountability ratings issued)
- 2004–2011: *Exemplary, Recognized, Academically Acceptable, Academically Unacceptable, AEA: Academically Acceptable, and AEA: Academically Unacceptable*

The rating labels utilized in determining multiple-year unacceptable status include *F, Improvement Required, Academically Unacceptable, or AEA: Academically Unacceptable*. While no ratings were issued in 2020 and 2021, an overall or domain rating of *D* or *F* in 2019 and an overall or domain rating of *D* or *F* in 2022 will be considered to be consecutive. While no ratings were issued in 2012, an *Improvement Required* rating assigned in 2013 and *Academically Unacceptable/AEA: Academically Unacceptable* rating assigned in 2011 are considered consecutive years. In addition, although the consecutive years of *F/Improvement Required* ratings may be separated by one or more years of temporary closure or *Not Rated* ratings, such separations, whether for single or multiple years, do not break the chain of consecutive years of unacceptable ratings for purposes of accountability interventions and sanctions. This policy applies to districts and charter schools as well as campuses when *Not Rated* and *Not Rated: Data Integrity Issues* labels are assigned.

Public Education Grant (PEG) Program Campus List

Campuses that receive an *F* rating in both the Student Achievement domain and the School Progress domain are typically placed on the PEG List; however, because ratings were not issued in 2020 and 2021,

the campuses identified for PEG based on 2019 ratings will remain on the 2022–23 PEG List. The list of 2022–23 PEG campuses will be released on August 13, 2021. For more information about the PEG program, please see the PEG webpage on the TEA website at <https://tea.texas.gov/PEG.aspx>.

Local Responsibilities

Districts and charter schools have responsibilities associated with the state accountability system. Primarily these involve following statutory requirements, collecting and submitting accurate data, and properly managing campus identification numbers.

Statutory Compliance

Several state statutes direct local districts, charter schools, and/or campuses to perform certain tasks or duties in response to the annual release of the state accountability ratings. Key statutes are discussed below.

Public Discussion of Ratings (TEC §11.253(g))

Each campus site-based decision-making committee must hold at least one public meeting annually after the receipt of the annual campus accountability rating for discussing the performance of the campus and the campus performance objectives. The confidentiality of the performance results must be ensured before public release. The accountability data tables available on the TEA public website have been masked to protect confidentiality of individual student results.

Notice in Student Grade Report and on District Website (TEC §§39.361–39.362)

Districts and charter schools are required to publish accountability ratings on their websites and include the rating in the student grade reports. These statutes require, in relevant part, districts and charter schools

- to include, along with the first written notice of a student’s performance that a school district or charter school gives during a school year, a statement of whether the campus has been awarded a distinction designation or has been rated *F*, as well as an explanation of the distinction or unacceptable identification; and
- by the 10th day of the new school year to have posted on the district or charter school website the most current information available in the school report card and the information contained in the most recent performance report for the district or charter school.

For more information regarding these requirements, please see *Requirement for Posting of Performance Frequently Asked Questions: Notice in Student Grade Report*, available on the TEA website at https://rptsvr1.tea.texas.gov/perfreport/3297_faq.html.

Public Education Grant Program Parent Notification (TEC §§29.201–29.205)

The PEG program permits parents with children attending campuses that are on the PEG List to request that their children be transferred to another campus. If a transfer is granted to another district, funding is provided to the receiving district. A list of campuses identified under the PEG criteria is released to districts annually. Districts must notify each parent of a student assigned to attend a campus on the PEG List by February 1. For more information on the PEG program, please see *PEG Frequently Asked Questions*, available at https://tea.texas.gov/perfreport/peg_faq.html.

Campus Intervention Requirements under TEC Chapter 39A

TEC Chapter 39A prescribes specific interventions for any campus that was rated a *D* or *F* in the state’s accountability system.

When a district or campus receives a rating of *Not Rated*, *Not Rated: Declared State of Disaster*, or *Not Rated: Data Integrity Issues*, the district or campus shall continue to implement the previously ordered sanctions and interventions. If a campus has been ordered to prepare a turnaround plan and then receives a rating of *Not Rated*, *Not Rated: Declared State of Disaster*, or *Not Rated: Data Integrity Issues*, that campus is strongly encouraged, but not required, to implement the approved turnaround plan.

For additional details on interventions, please see the Division of School Improvement’s Accountability Interventions website at <https://tea.texas.gov/si/accountabilityinterventions/>.

Actions Required Due to Low Ratings or Low Accreditation Status

Districts and charter schools that earn a *D* or *F* rating or *Accredited-Probation/Accredited-Warned* accreditation status and campuses with a *D* or *F* rating will be required to follow directives from the commissioner designed to remedy the identified concerns. Requirements will vary depending on the circumstances for each individual district or charter school. Commissioner of education rules that define the implementation details of these statutes are available on the TEA School Improvement Division website at the Accountability Interventions link at <https://tea.texas.gov/schoolimprovement/> and on the TEA Accreditation Status website at <https://tea.texas.gov/accredstatus/>.

When a district or campus receives a rating of *Not Rated*, *Not Rated: Declared State of Disaster*, or *Not Rated: Data Integrity Issues*, the district or campus shall continue to implement the previously ordered sanctions and interventions. If a campus has been ordered to prepare a turnaround plan and then receives a rating of *Not Rated*, *Not Rated: Declared State of Disaster*, or *Not Rated: Data Integrity Issues*, that campus is strongly encouraged, but not required, to implement the approved turnaround plan.

Campus Identification Numbers

A campus represents the organization of students and teachers, not a physical facility. TEA assigns county-district-campus (CDC) numbers to instructional campuses as defined in the *Texas Education Data Standards*.

In a given year, districts or charter schools may need to update one or more CDC numbers due to closing old schools, opening new schools, or changing the grades or populations served by an existing school. Unintended consequences can occur when districts or charter schools “recycle” CDC numbers.

As performance results of prior years are a component of the accountability system in small-numbers analysis and possible statutorily-required improvement calculations in future years, merging prior-year files with current-year files is driven by campus identification numbers. Comparisons may be inappropriate when a campus configuration has changed. The following example illustrates this situation.

Example: A campus served grades 7 and 8 in 2020, but in 2021 serves only grade 6. The district did not request a new CDC number for the new configuration. Instead, the same CDC number used in 2020 was maintained (recycled). Therefore, in 2021, grade 6 performance on the assessments may be combined for small-numbers analyses purposes with grade 7 and 8 outcomes from prior years.

Making changes to campus numbers is a serious decision for local school districts and charter schools. Districts and charter schools should exercise caution when either requesting new numbers or continuing to use existing numbers when the student population changes significantly or the grades served change

significantly. Districts and charter schools are strongly encouraged to request new CDC numbers when campus organizational configurations change dramatically.

For requests applying to the current school year, TEA policy requires that school districts and charter schools request to make campus numbers active or obsolete by September 1 to ensure time for processing before TSDS PEIMS deadlines in late September for the class roster and charter waitlist collections. For requests applying to the upcoming school year, campus number requests received before August 15 may not be processed until after the public release of accountability ratings. For campuses with an overall *D* or *F* rating or identified for comprehensive support and improvement under the Every Student Succeeds Act, districts and charter schools must first consult with Governance. The consolidation, deletion, division, or addition of a campus identification number does not absolve the district or charter school of the state accountability rating history associated with campuses newly consolidated, divided, or closed, nor preclude the requirement of participation in intervention activities for campuses that received a *D* or *F* rating. The Division of School Improvement will work with the district or charter school to determine specific intervention requirements. For additional information about campus number requests, please contact AskTED at AskTed@tea.texas.gov or (512) 463-9809.

Although the ratings history may be linked across campus numbers for purposes of determining consecutive years of *D*, *F*, *Improvement Required*, *Academically Unacceptable*, or *AEA: Academically Unacceptable* ratings, data will not be linked across campus numbers. This includes TSDS PEIMS data, assessment data, and graduation/dropout data that are used to develop the accountability indicators. Therefore, changing a campus number under these circumstances may be to the disadvantage of a *D* or *F* campus. In the rare circumstance where a campus or charter school receives a new campus or district number, the ratings history is linked while the data are not linked across the district numbers.

If a district or charter school enters into a legal agreement with TEA that requires new district or campus numbers, the ratings history will be linked to the previous district or campus numbers. In this case, both the district/charter school and campuses will be rated the first year under the new numbers. Data for districts, charter schools, and campuses in these circumstances will not be linked. This includes the TSDS PEIMS data, assessment data, and graduation/dropout data that are used to develop the accountability indicators. Districts, charter schools, or campuses under a legal agreement with TEA cannot take advantage of small-numbers analysis the first year under a new district or campus number.

Chapter 10—Identification of Schools for Improvement

Overview

To align identification of schools for improvement with the state’s accountability system, TEA utilizes the Closing the Gaps domain performance to identify comprehensive support and improvement (CSI), targeted support and improvement (TSI), and additional targeted support (ATS) schools.

In 2021, districts and campuses receive a *Not Rated: Declared State of Disaster* label overall and in each domain. On April 1, 2021, TEA submitted a waiver request for the state’s Every Student Succeeds Act (ESSA) plan to the U.S. Department of Education (USDE). The request was approved on April 6, 2021. The request waives the following for 2021:

- To measure progress toward long-term and interim goals
- To meaningfully differentiate all public schools
- To adjust the Academic Achievement indicator based on a participation rate below 95 percent
- To identify schools for comprehensive, targeted, and additional targeted support and improvement based on data from the 2020–21 school year

Updated Timeline for Title I Campuses Identified for ATS for Three Consecutive Years

The escalation of three-year ATS campuses to comprehensive status will be postponed to August 2023.

When Identified	SY 2020–21	SY 2021–22	SY 2022–23	SY 2023–24
August 2020 (2019 carryover due to COVID-19)	ATS (Year 1)			
August 2021 (2019 carryover due to COVID-19)		ATS (Year 1)		
August 2022			ATS (Year 2)	
August 2023				CSI (Third Identification)

Exit Criteria for Comprehensive Support and Improvement

Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

The four-year federal graduation rates for the Class of 2019 and Class of 2020 and the six-year federal graduation rates for the Class of 2017 and Class of 2018 are evaluated to determine if a campus has successfully met exit criteria in 2021.

Note that the four-year federal graduation rate was used for CSI identification in 2019. As defined in the January 2020 Amendment to the ESSA State Plan, the six-year federal graduation rate is also now used for CSI identification and exit.

Data Source	Graduation Rate	SY 2019–20	SY 2020–21	SY 2021–22
Class of 2018, 4-year rate	Below 67.0%	CSI	–	–
Class of 2017, 6-year rate	At or above 67.0%	–	CSI-Progress	–
Class of 2018, 6-year rate	At or above 67.0%	–	–	Exit

Federal Graduation Status—Minimum Size Criteria and Small Numbers Analysis

- The campus is evaluated for CSI exit, if the all students group has at least 10 students in the class.
- Small numbers analysis applies to all students if the number of students in the Class of 2018 (6-year graduation rate) is fewer than 10. The total number of students in the class consists of graduates, continuing students, Texas certificate of high school equivalency (TxCHSE) recipients, and dropouts.
- A three-year-average graduation rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.

2018 and 2019 Identification Methodologies

Additional information on the methodology used to identify campuses for comprehensive, targeted, and additional targeted support and improvement is available in the state’s consolidated ESSA plan available at <https://tea.texas.gov/about-tea/laws-and-rules/essa/every-student-succeeds-act>. Methodology used in 2018 is available in the *2018 Accountability Manual*. 2019 identification methodology is available in the *2019 Accountability Manual*. These manuals are available on the Performance Reporting Division website at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting>.

Chapter 11—Local Accountability Systems

Overview

The Local Accountability System (LAS) allows districts and open-enrollment charter schools to develop local accountability system plans for their campuses. A district's local accountability plan provides stakeholders with detailed information about school performance and progress over time. Local accountability plans may vary by school type (elementary school, middle school, high school, and K–12) and by school group (magnet schools, early college high schools, etc.) but must apply equally to all campuses by school type and group. In 2021, districts and campuses receive a *Not Rated: Declared State of Disaster* label overall and in each domain.

LAS Implementation

The implementation of a local accountability system is optional. Districts and open-enrollment charter schools that choose to participate must follow the procedures for implementation outlined in the applicable *Local Accountability System Guide*.

The LAS process includes a planning year during which districts and open-enrollment charter schools will work with TEA LAS staff to design and refine a LAS plan, including LAS domains, components, scaling methodologies, and metrics. Once the LAS plan is final, it is reviewed and approved or denied by TEA staff.

Ratings Under LAS

Districts and open-enrollment charter schools produce campus ratings for each LAS domain, which are used to calculate an overall LAS rating. These ratings consist of a scaled score and a corresponding letter grade. Upon implementation of a TEA approved LAS plan, participating districts submit LAS scaled scores and corresponding letter grades for the agency to combine with the state overall campus ratings. Districts and open-enrollment charter schools must submit scaled scores and letter grades assigned for each domain, each component, and an overall grade for each LAS campus, as approved in the LAS plan. Eligible LAS campuses that receive a C or higher state overall rating have their LAS overall scaled score combined with their state overall scaled score. The LAS plan specifies the proportion the LAS rating contributes to the overall campus rating, which may be up to 50 percent.

TEA calculates overall ratings for LAS campuses by combining the LAS overall scaled score at the proportion determined by the district with the state accountability overall scaled score. The overall scaled score and rating produced is displayed on the txschools.gov and TEA websites along with the overall and domain scaled scores and ratings for both LAS and state accountability.

2021 LAS Ratings

In 2021, districts and campuses receive a *Not Rated: Declared State of Disaster* label overall and in each domain. Therefore, the 2021 state and LAS ratings are not combined.

LAS Appeals

In 2021, districts and campuses receive a *Not Rated: Declared State of Disaster* label overall and in each domain. Therefore, neither 2021 state nor LAS rating labels can be appealed.

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Chapter 12—Accountability Calendar

Dates significant to the 2021 accountability system are listed below. Key dates directly related to accountability are bold. To the extent possible, release mediums (mail, secure web, or public web) are provided.

Should unforeseen circumstances occur, some dates listed below may be modified.

Year	Date	Activity
2020	October 30	Snapshot date (2020–21 TSDS PEIMS Submission 1)
	December 8–11	STAAR EOC testing
	December 3	2020–21 TSDS PEIMS Submission 1 due
2021	January 14	Last date to resubmit changes and corrections to TSDS PEIMS Submission 1
	February 22–May 28	TELPAS and TELPAS Alternate testing window
	February 11	<i>2021 Texas Education Agency Academic Accountability System Framework</i> (public web)
	March 29–April 9	2021 AEA campus registration process
	April 6	STAAR: English I EOC
	April 8	STAAR: English II EOC
	March 29–May 7	STAAR Alternate 2 testing window
	April 4–May 7	STAAR: grades 4 and 7 writing and English I and English II EOC
	April 16	<i>2021 Accountability Manual</i> , Chapters 1–11 (public web)
	June 16–July 14	2021 College, Career, and Military Readiness (CCMR) Verifier Student Listing (TEAL)
	April 9	2020 Final lists of AEA campuses and charter operators (public web)
	April 26–May 7	Campus pairing process (TEAL)
	May 6	STAAR: grade 8 science
	May 7	STAAR: grade 8 social studies
	May 4–7	STAAR: Algebra I, Biology, U.S. History EOC
	May 11	STAAR: grades 3–8 mathematics, English III EOC
	May 12	STAAR: grades 3–8 reading
	May 13	STAAR: grades 5 science, Algebra II EOC
	June 3	Longitudinal graduation and annual dropout lists and rates (TEAL)

Year	Date	Activity
2021	June 30	List of 2021 campus comparison groups (TEAL)
	July 9	<i>2021 Accountability Manual</i> , all chapters (public web)
	August 13	All districts and campuses are <i>Not Rated: Declared State of Disaster</i> for 2021
	Late August	Unmasked accountability reports and confidential student listings released (TEAL)
	Late August	Masked accountability reports released (public web)
	November	Preliminary longitudinal graduation cohort lists updated (TEAL)
	December	Final list of campuses identified under PEG criteria for 2022–23 school year (TEAL)
	December	2020–21 Texas Academic Performance Reports (TAPR PDF) (public web)
	December	2020–21 School Report Card (public web)
	December	2020–21 Federal Report Card (public web)

2021 Accountability Manual Appendices A–H

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Appendix A—Acknowledgements

2021 Accountability Technical Advisory Committee (ATAC)

Representatives from districts, open-enrollment charter schools, and regional educational service centers (ESCs) met in June, July, and October 2020 and February 2021 to make recommendations to address policy and technical issues for 2021 accountability.

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2021 Accountability Policy Advisory Committee (APAC)

Representatives from legislative offices, school districts, and the business community met in June, July, and October 2020 and February 2021 to make recommendations to address policy issues for 2021 accountability.

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Many people contributed to the development of the *2021 Accountability Manual*. The project staff wish to thank these individuals for their expert advice and prompt review of our materials. Their comments greatly enhanced the accuracy and format of the document.

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Appendix C—Statutory References

Texas Administrative Code (TAC)

Select chapters of the accountability manual are adopted as part of the Texas Administrative Code. With the publication of this manual, the Texas Education Agency (TEA) filed a Commissioner’s Rule amendment to 19 TAC §97.1001, Accountability Rating System, with the Office of the Secretary of State. These rules adopt Chapters 1–11 of the *2021 Accountability Manual* giving legal standing to the state rating processes and procedures.

Following a 30-day public comment period, final adoption is scheduled to take effect in July 2021. Once effective, the rules are made available online at

<http://ritter.tea.state.tx.us/rules/tac/chapter097/ch097aa.html>.

Texas Education Code (TEC)

Statutory authority for the 2020 accountability system is Texas Education Code (TEC), Chapter 39. Public School System Accountability. The full text of Chapter 39 is available at

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.39.htm>.

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Appendix D—Accountability Glossary

Accountability Subset: The collection of assessment results that are used to determine district and campus accountability ratings. Only assessment results for those students enrolled in the same district/campus on both the snapshot date (the last Friday in October) and the testing date are used to determine district/campus performance.

AEC of Choice: An alternative education campus (AEC) that provides accelerated instruction to students at risk of dropping out of school. At-risk students enroll at these campuses specifically to expedite progress toward performing at grade level and completing high school.

Alternative Education Accountability (AEA): The specific provisions by which the performance of alternative education charter schools and campuses is determined and accountability ratings are assigned. AEA is comprised of a modified graduation rate component calculation in the Student Achievement domain and modified cut points across all domains. Additionally, AEA charter schools and campuses are not evaluated on School Progress, Part B and are eligible to earn bonus points.

Alternative Education Campus (AEC): A campus at which at least 75 percent of students are considered at risk of dropping out of school and at least 90 percent of students are enrolled in grades 6–12. Campuses must be registered each year to be considered AECs evaluated under AEA provisions.

Annual Graduates: Students who graduate from a district or campus in a school year regardless of cohort. This is separate from, and may include different students than, the longitudinal graduation rates.

Asylee/Refugee Exclusions: Assessment results of students identified as unschooled refugees and/or unschooled asylees are included in state accountability beginning with their second year of enrollment in U.S. schools. To qualify as an unschooled asylee or refugee, both of the following criteria must be met:

- The student must be identified as limited English proficient (LEP) as defined by state law in Texas Education Code (TEC), Section 29.052 and must participate in a state-approved bilingual or English as a second language (ESL) program.
- The student’s permanent record must contain appropriate documentation of asylee/refugee status. The student must
 - be an asylee as defined by 45 Code of Federal Regulations, Section 400.41 or a refugee as defined by 8 United States Code, Section 1101, and
 - have a Form I-94 Arrival/Departure record, or a successor document, issued by the United States Citizenship and Immigration Services that is stamped with “Asylee,” “Refugee,” or “Asylum.”

For more information on qualifying as an unschooled asylee/refugee, visit

<http://tea.texas.gov/student.assessment/ell/lpac/>.

At-risk: A student “at-risk of dropping out of school” includes each student who is under 26 years of age and who

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or

current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

3. was not advanced from one grade level to the next for one or more school years; (Note: From 2010- 2011 forward, TEC 29.081 (d-1) excludes from this criteria prekindergarten or kindergarten students who were not advanced to the next grade level as a result of a documented request by the student's parent.)

4. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

5. is pregnant or is a parent;

6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;

7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;

8. is currently on parole, probation, deferred prosecution, or other conditional release;

9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

10. is a student of limited English proficiency, as defined by TEC §29.052;

11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

12. is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term "homeless children and youths", and its subsequent amendments;

13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home; **or**

14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

or, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259.

Campus: A school that is operated by a charter school or school district.

Campus Comparison Group: A set of 40 campuses that most closely match a campus in eight categories. Campus comparison groups are used to award distinction designations. Please see Appendix E for further details.

Charter School: An entity that controls and is responsible for a campus or campuses that has/have been granted a charter under TEC, Subchapter D, Chapter 12.

Continuers: A student who did not graduate and was reported as enrolled in the Texas public school system in the fall after his or her anticipated graduation or later. For example, for a student to be

counted as a continuer in the Class of 2020 four-year rates, he or she must have been enrolled in the fall of 2020. Please see IEP Continuer for additional information about IEP continuers.

Continuously Enrolled (Campus): For grades 4–12, a student is identified as continuously enrolled if the student was enrolled in the campus on the TSDS PEIMS October snapshot during the current school year and in the same district each of the three preceding years. For grade 3, a student is identified as continuously enrolled if the student was enrolled in the campus on the current year TSDS PEIMS October snapshot and in the same district each of the preceding two years.

If the enrollment requirement is not met, then the student is considered non-continuously enrolled.

Continuously Enrolled (District): For grades 4–12, a student is identified as continuously enrolled if the student was enrolled in the district on the TSDS PEIMS October snapshot during the current school year and each of the three preceding years. For grade 3, a student is identified as continuously enrolled if the student was enrolled in the same district on the current year TSDS PEIMS October snapshot and each of the preceding two years.

If the enrollment requirement is not met, then the student is considered non-continuously enrolled.

Current Special Education: A student is identified as a current special education student if the student receives special instruction and related developmental, corrective, supportive, or evaluative services for the current school year as reported in TSDS PEIMS and on STAAR answer documents.

Data Integrity: Refers to the quality of the data used to determine an accountability rating. The integrity of data can be compromised either through intentional manipulation or through unintentional errors in data reporting. If data integrity is in question, it may not be possible to determine a reliable rating.

Disciplinary Alternative Education Program (DAEP): A system of instruction provided in a setting other than a regular classroom, that is located on or off a regular campus, that provides for the educational and behavioral needs of students, and that provides specialized supervision and counseling for its students. DAEPs are not assigned accountability ratings. The attendance and performance results of a student in a DAEP are attributed to his or her home campus.

Distinction Designations: Recognitions for campuses that are ranked in the top 25 percent of their campus comparison group in academic growth and closing the gaps and for academic achievement in English language arts/reading, mathematics, science, and social studies. Postsecondary Readiness Distinction Designations are awarded to both districts and campuses. In 2021, districts and campuses receive a *Not Rated: Declared State of Disaster* label overall and in each domain; therefore, distinction designations are not awarded.

District: A campus or group of campuses that is operated by a board of trustees or other similar governing body. It includes both charter schools and traditional independent school districts.

Dropout Recovery School (DRS): An AEC of choice at which at least 50 percent of students are at least 17 years old as of September 1 of the current school year.

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance as reported on the TSDS PEIMS October snapshot. A student is reported as economically disadvantaged on the TSDS PEIMS October snapshot using codes 01, 02, or 99:

01: Eligible For Free Meals Under The National School Lunch And Child Nutrition Program

02: Eligible For Reduced-price Meals Under The National School Lunch And Child Nutrition Program

99: Other Economic Disadvantage, Including: a) from a family with an annual income at or below the official federal poverty line, b) eligible for Temporary Assistance to Needy Families (TANF) or other public assistance, c) received a Pell Grant or comparable state program of need-based financial assistance, d) eligible for programs assisted under Title II of the Job Training Partnership Act (JTPA), or e) eligible for benefits under the Food Stamp Act of 1977

English Learner (EL): A student whose primary language is other than English and who is in the process of acquiring English.

English Learner Current and Monitored (EL [Current and Monitored]): Current ELs and former ELs in the first through fourth years of academic monitoring after exiting EL status.

Ever EL (EL [Ever HS]): Students reported in TSDS PEIMS as ELs at any time while attending grades 9–12 in a Texas public school.

Former Special Education: Students are identified as formerly receiving special education services if in any of the preceding three years, they were reported in TSDS PEIMS as receiving special instruction and related developmental, corrective, supportive, or evaluative services, but in the current year, as reported through TSDS PEIMS and on STAAR answer documents, are no longer participating in a special education program.

IEP Continuer: Students who are at least 18 years of age by September 1, have satisfied credit requirements for high school graduation, have not completed their IEP, and are enrolled and receiving IEP services. Grade 12 students reported in TSDS PEIMS as IEP Continuers on the 2019–20 October snapshot are excluded from the Closing the Gaps CCMR denominator for 2021 accountability.

Juvenile Justice Alternative Education Program (JJAEP): A disciplinary alternative education program (DAEP) operated under the authority of a county juvenile justice board. JJAEPs are not assigned accountability ratings. The attendance and performance results of a student in a JJAEP are attributed to his or her home campus.

Level I and Level II Certificates: A formal award granted by an institution of higher education (IHE) certifying the satisfactory completion of a higher education program. Upon completion, a certificate is valid without further action on the individual's part. A certificate is usually awarded in workforce education areas by public and private two-year institutions. A Level I certificate is awarded for completing a program consisting of at least 15 hours and not more than 42 semester credit hours. A Level II certificate is awarded for completing a program of at least 30 but not more than 51 semester credit hours. This data is provided by the Texas Higher Education Coordinating Board (THECB).

Minimum-Size Criteria: A benchmark that sets the fewest number of performance results that must be available in order for those results to be used to assign accountability ratings. The minimum-size criteria vary by indicator.

Public Education Grant (PEG): A state-wide program that permits parents with children attending campuses that do not meet specific performance criteria to request that their children be transferred to another campus within the same district or to another district. Campuses that receive an *F* rating in both the Student Achievement domain and the School Progress domain are placed on the PEG List. Because all campuses received a label of *Not Rated: Declared State of Disaster* in 2020 and 2021, 2019 ratings are used to determine the 2022–23 PEG List. Please see TEC, §29.201–29.205 and “Chapter 9—Responsibilities and Consequences” for more information.

Registered AEC: A campus registered for evaluation by AEA provisions that meets the 11 registration requirements, 75 percent at-risk enrollment criterion, and 90 percent grades 6–12 enrollment criterion. This term includes AECs of Choice and Dropout Recovery Schools (DRS).

Residential Treatment Facilities (RTF): Live-in private centers and programs or detention centers and correctional facilities operated by the TJJJ that provide educational services. The performance results of students in a residential treatment facility are excluded from state accountability ratings if appropriate TSDS PEIMS student attribution codes are submitted. Please see “Appendix G—Inclusion or Exclusion of Data” for more information.

School Type: A specific label given to a campus for the purposes of determining its domain targets. The label a campus receives—elementary, middle school, elementary/secondary, or high school—is determined by the grades served by the campus as reported in the October TSDS PEIMS enrollment snapshot.

Small Numbers Analysis: A process to determine if a rating is appropriate for small districts and campuses that do not meet minimum-size criteria using current year data.

Snapshot Date: The “as of” date that is used to determine TSDS PEIMS enrollment information. October 30, 2020, is the TSDS PEIMS snapshot date for the 2020–21 school year.

Superintendent: The educational leader and administrative manager of the district or charter school. It includes other titles that may apply to charter schools, such as chief operating officer, president, and chief administrative officer.

Texas Juvenile Justice Department (TJJJ): Created in 2011 when the operations of both Texas Juvenile Probation Commission (TJPC) and Texas Youth Commission (TYC) were transferred to the TJJJ and all references to TJPC and TYC were changed to the new name.

Texas Student Data System/Public Education Information Management System (TSDS PEIMS): TSDS PEIMS is the software application for the state's Public Education Information Management System. Districts load, validate, and submit their data to TEA via TSDS PEIMS.

Uniform Average: The result of a calculation that aggregates current- and prior-year performance results for districts and campuses that do not meet minimum-size criteria.

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Appendix E—Campus Comparison Groups

Each campus is assigned to a unique comparison group made up of Texas schools that are most similar to it. To determine the campus comparison group, each campus is identified by school type (See the School Types chart in Chapter 1 for more information.) then grouped with 40 other campuses from anywhere in Texas that are most similar in grade levels served, size, percentage of students who are economically disadvantaged, mobility rate, percentage of English learners, percentage of students served by special education, and percentage of students enrolled in an Early College High School program. Each campus has only one unique campus comparison group. There is no limit on the number of comparison groups to which a campus may be a member. It is possible for a campus to be a member of no comparison group other than its own or a member of several comparison groups.

Campus Comparison Groups: Demographic Characteristics

Demographic characteristics used to construct campus comparison groups include those defined in state statute and others that are statistically relevant to performance:

- Campus type—elementary, middle, high school, or combined elementary/secondary (based on TSDS PEIMS fall enrollment)
- Grade levels served—lowest grade level and highest grade level enrollment (based on TSDS PEIMS fall enrollment)
- Campus size—total student enrollment (based on TSDS PEIMS fall enrollment)
- Percentage of students identified as economically disadvantaged (based on TSDS PEIMS fall enrollment)
- Percentage of students identified as English learners (ELs) (based on TSDS PEIMS fall enrollment counts of limited English proficient [LEP] students)
- Percentage of students identified as mobile (based on TSDS PEIMS prior year attendance)
- Percentage of students served by special education (based on TSDS PEIMS fall enrollment)
- Percentage of students enrolled in an Early College High School program (based on TSDS PEIMS fall enrollment)

Methodology

A unique comparison group is created for each campus by applying the following methodology:

Step 1: Group all eligible campuses (see below) by campus type: elementary, middle, high, or elementary/secondary.

Step 2: Determine the linear values for each of the demographic characteristics used to construct the campus comparison group.

Step 3: Compute the linear distance (the square root of the sum of the squared differences of the campus demographic characteristics) from the target campus.

Step 4: Select the 40 campuses with the smallest distance value from the target campus.

Eligible Campuses

Campus comparison groups are created for all campuses with the following exceptions:

- Campuses evaluated under alternative education accountability provisions are not eligible for distinction designations and, therefore, are not assigned a campus comparison group.
- Campuses that are not rated are ineligible for distinction designations and, therefore, are not assigned a campus comparison group. There are several reasons a campus is not rated, such as the campus has insufficient data or it is a Juvenile Justice Alternative Education Program, Disciplinary Alternative Education Program, or a residential treatment facility.

Uniform Linear Values

Campus comparison groups are determined by a distance formula that requires a consistent range of linear (or continuous) values for each demographic characteristic. The percentage of economically disadvantaged students, percentage of ELs, percentage of students who are mobile, percentage of students served by special education, and percentage of students enrolled in an Early College High School program are considered linear values within the consistent range of zero to 100. The remaining demographic values are transformed into linear values within the same range in the following ways:

- Campus size—a value is created based on the “target” campus’s size as a percentage of the maximum statewide campus size by campus type.
- Lowest or highest grade span—a value is created based on the “target” campus’s grade span as a percentage of a constant value. This calculation creates uniform grade percentages for each grade level by shifting the range of grade levels from 3 to 12 to values of 0 to 9 and dividing the values into 9 increments:
 - For grade levels 3 and above:

$$\text{High value} = 100 * (\text{highest grade level} - 3) / 9$$

$$\text{Low value} = 100 * (\text{lowest grade level} - 3) / 9$$
 - For grade levels EE, PK, KG, 01, 02 (TSDS PEIMS-reported values), the high and low percentage values are set to 0.

In cases where the campus has a missing mobility value, the district’s average mobility is used as a proxy. This will happen for campuses in their first year of operation because mobility is based on prior-year data.

Other Information

- Campus comparison groups are recreated each year to account for potential changes in demographics that may occur.
- The number of times a campus appears as a member of other groups will vary.

Comparison Group Methodology for Computing the Linear Distance Among Campuses

Distance =

$$\sqrt{(\text{size}_A - \text{size}_B)^2 + (\text{econ}_A - \text{econ}_B)^2 + (\text{el}_A - \text{el}_B)^2 + (\text{mobile}_A - \text{mobile}_B)^2 + (\text{sped}_A - \text{sped}_B)^2 + (\text{echs}_A - \text{echs}_B)^2 + (\text{low}_A - \text{low}_B)^2 + (\text{high}_A - \text{high}_B)^2}$$

Where:

size_A = 100 * (campus size for campus A / maximum campus size statewide by campus type*)

size_B = 100 * (campus size for campus B / maximum campus size statewide by campus type*)

econ_A = percentage of TSDS PEIMS fall enrollment that is economically disadvantaged for campus A

econ_B = percentage of TSDS PEIMS fall enrollment that is economically disadvantaged for campus B

el_A = percentage of TSDS PEIMS fall enrollment that is identified as English learners for campus A

el_B = percentage of TSDS PEIMS fall enrollment that is identified as English learners for campus B

mobile_A = percentage of students who are mobile based on prior year attendance for campus A

mobile_B = percentage of students who are mobile based on prior year attendance for campus B

sped_A = percentage of students who are served by special education for campus A

sped_B = percentage of students who are served by special education for campus B

echs_A = percentage of students enrolled in an Early College High School program for campus A

echs_B = percentage of students enrolled in an Early College High School program for campus B

low_A = 0, if campus A lowest grade is EE, PK, KG, 01, or 02; otherwise, $100 * (\text{campus A lowest grade} - 3) / 9$

low_B = 0, if campus B lowest grade is EE, PK, KG, 01, or 02; otherwise, $100 * (\text{campus B lowest grade} - 3) / 9$

high_A = 0, if campus A highest grade is EE, PK, KG, 01, or 02; otherwise, $100 * (\text{campus A highest grade} - 3) / 9$

high_B = 0, if campus B highest grade is EE, PK, KG, 01, or 02; otherwise, $100 * (\text{campus B highest grade} - 3) / 9$

* Maximum campus sizes reported for 2021:

Elementary school= 2,295

Middle school= 2,238

High school= 5,328

Elementary/Secondary = 10,448

Elementary School Example

For campuses under consideration, the linear distance (the square root of the sum of the squared differences of the campus characteristics) from the target campus is computed.

	Campus Size (Total Student Enrollment)	% Eco Dis	% EL	% Mobile	% SpEd	% ECHS	Low Grade	High Grade
(Target) Campus A	237	42.2	0.4	22.0	9.3	0	PK	05
Campus B	543	42.6	4.2	15.1	8.1	0	EE	05

Distance =

$$\sqrt{(((100 \times (237/3419)) - (100 \times (543/3419))))^2 + (42.2 - 42.6)^2 + (0.4 - 4.2)^2 + (22.0 - 15.1)^2 + (9.3 - 8.1)^2 + (0 - 0)^2 + (0 - 0)^2 + (((2/9) \times 100) - ((2/9) \times 100))^2]}$$

$$\sqrt{[(-9)^2 + (-0.4)^2 + (-3.8)^2 + (6.9)^2 + (1.2)^2 + (0)^2 + (0)^2 + (0)^2]}$$

$$= \sqrt{144.65}$$

$$= 12$$

Appendix F—Public and Confidential Reports

District and campus accountability information is presented online in several different reports, each of which is described below.

Public Reports

Accountability Reports

The web-based overview of performance available on [TXschools.gov](https://txschools.gov) presents the following information for districts and campuses:

- 2021 report-only accountability data tables
- 2019 overall accountability rating (School Finder only)
- analytic tools
- financial information
- school profile

Domain Data Tables

For each domain, these reports provide the disaggregated data used in the accountability system.

Campus Comparison Group (available for campuses only)

This report lists 40 campuses that comprise the campus comparison group traditionally used in determining distinction designations. For each campus, the report gives data on the criteria used to form campus comparison groups. Note that campus comparison groups in 2021 are for informational purposes only, as no distinction designations are awarded. For more information on this report, see Appendix E at <https://tea.texas.gov/2021accountabilitymanual.aspx>.

Confidential Reports

The Texas Education Agency Login (TEAL) is an authentication portal through which authorized users access sensitive or confidential information. The Performance Reporting Division releases unmasked products and reports containing confidential information through the TEAL Accountability application.

Products Available through TEAL Accountability

The TEAL Accountability application contains products for districts produced by several divisions within TEA. After logging into TEAL and selecting the Accountability application from the list of available applications, the main Accountability index screen appears, listing the products available from the site. This screen also contains recent announcements related to accountability.

The following accountability releases are planned for the 2021 cycle. See “[Chapter 12—Accountability Calendar](#)” for specific dates.

- Accelerated testers student listing
- AEA campus registration process (data collection)
- Pairing application (data collection)
- Graduation and dropout data
 - Lists of students who are considered dropouts
 - District and campus dropout rates
 - Lists of students in the 4-, 5-, and 6-year longitudinal cohorts

- District and campus 4-, 5-, and 6-year graduation rates
- Campus comparison groups
- Lists of students included in the College, Career and Military Readiness (CCMR), STAAR Performance, and English Language Proficiency components
- Accountability data tables
- List of Public Education Grant (PEG) schools
- Updated preliminary longitudinal cohorts
- Texas Academic Performance Reports (TAPR)

The TEAL Accountability application is not an archive; it is intended to contain only the most recent products released. When a reporting cycle begins for a new year, the prior year's final products are removed from the site. Districts are encouraged to save the products provided on this site to a secure, local location.

Sample Overview Page

TXschools.gov
SCHOOLS DISTRICTS ANALYZE
TEXASASSESSMENT.GOVEspañol

[Back to Finder](#)

ABC ISD

Total Student Enrollment : 45,284
Schools: 46

OVERVIEW
PERFORMANCE -
FINANCE
PROFILE
SCHOOLS

[District Reports -](#)
[Compare this district -](#)
[TAFR](#)

All districts and Schools Were Not Rated in 2020 and 2021 due to COVID-19

Given the impact of COVID-19, all districts and schools received a label of *Not Rated; Declared State of Disaster* for their 2020 and 2021 accountability ratings. Although A-F ratings were not assigned, all available accountability data is published below. Click here to read the [official announcement](#).

HOW WELL DID THIS SCHOOL PERFORM OVERALL?

DISTRICT OVERVIEW 2020-21

NOT RATED

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

[Tell Me More](#)

CHANGE OVER TIME

School Year	Overall Rating	Overall Score
2020-21	Not Rated	N/A
2019-20	Not Rated	N/A
2018-19	B	80

This shows how overall performance at the district has changed over time.

OVERALL PERFORMANCE DETAILS

STUDENT ACHIEVEMENT

NOT RATED

Student Achievement shows how much students know and are able to do at the end of the school year.

[Additional Details](#)

SCHOOL PROGRESS

NOT RATED

School Progress shows how students perform over time and how that growth compares to similar schools.

[Additional Details](#)

CLOSING THE GAPS

NOT RATED

The Closing the Gaps domain tells us how well different populations of students in a district are performing.

[Additional Details](#)

Sample Profile Page

The screenshot displays the profile page for ABC ISD on the TXschools.gov website. The page is organized into several sections:

- Header:** Includes the TXschools.gov logo, navigation tabs (SCHOOLS, DISTRICTS, ANALYZE), the Texas Assessment logo, a search bar, and a language selector (Español).
- District Overview:** Shows 'ABC ISD' with a total student enrollment of 45,284 and 56 schools. Navigation tabs for OVERVIEW, PERFORMANCE, FINANCE, PROFILE, and SCHOOLS are present.
- About This District:** Features a map of Round Rock, Texas, and a 'DISTRICT PROFILE' section with the following details:
 - ADDRESS:** 100 LONE STAR ST, CITY, TX 72345
 - PHONE:** (111) 222-3333
 - SUPERINTENDENT:** DR BOB JONES
- Student Enrollment Details:**
 - TOTAL STUDENT ENROLLMENT 2019-20:** 50,748
 - STUDENT ENROLLMENT BY RACE/ETHNICITY:**

AFRICAN AMERICAN	8.9%
ASIAN	18.7%
HISPANIC	30.4%
AMERICAN INDIAN	0.4%
PACIFIC ISLANDER	0.2%
TWO OR MORE RACES	4.0%
WHITE	37.4%
 - STUDENT ENROLLMENT BY GENDER:**

Male	51.5%
Female	48.5%
 - STUDENT ENROLLMENT BY TYPE:**

Economically Disadvantaged	26.6%
English Language Learner	10.8%
Students Receiving Special Education Services	10.2%
- Staff 2018-19:**

NUMBER OF FULL TIME STAFF	6,609.9
NUMBER OF FULL TIME TEACHERS	3,531.3
AVERAGE TEACHER SALARY	\$55,688

Appendix G—Inclusion or Exclusion of Data

Campus Type	Four-Year Graduation (Class of 2020), Five-Year Graduation (Class of 2019), and Six-Year Graduation (Class of 2018)	STAAR (2020–21)
TJJD	<p>TSDS PEIMS student attribution codes 25, 26, 27, and 28 remove students from serving district and campus results.</p> <p>Data remaining after student-level processing are included in the evaluation of the TJJD campus.</p>	<p>TSDS PEIMS student attribution codes 25, 26, 27, and 28 remove results from serving district and campus performance and participation results.</p>
RTF	<p>TSDS PEIMS student attribution codes 21, 22, 23, and 24 remove students from serving district and campus results.</p> <p>Data remaining after student-level processing are included in the evaluation of the RTF campus.</p>	<p>TSDS PEIMS student attribution codes 21, 22, 23, and 24 remove results from serving district and campus performance and participation results.</p>
JJAEP/DAEP	<p>Longitudinal data are attributed to non-JJAEP/DAEP campuses using TSDS PEIMS attendance data or district-supplied campus of accountability. Students who cannot be attributed to a non-JJAEP/DAEP campus remain attributed to the JJAEP/DAEP campus. Students attributed to the JJAEP/DAEP campus will be included in the district results.</p>	<p>No assessment data should be reported to JJAEP or DAEP campuses. Data reported mistakenly to JJAEP or DAEP campuses will be included in the district results.</p>

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Appendix H—Data Sources

Contents

1. Data Sources Used in Accountability	85
2. TSDS PEIMS Sub-Categories Used in Accountability.....	87
3. Student Groups Used in Accountability	89
4. Opportunities for Data Correction.....	91
4.1 TSDS PEIMS	91
4.2 Assessment Data.....	92
5. Exclusions Based on Student Attribution Codes.....	93
6. Data Used in Accountability Calculations	94
6.1. STAAR.....	95
Table 6.1. STAAR Component Used in Accountability	96
6.2 College, Career, and Military Readiness (CCMR).....	97
Table 6.2.1. CCMR Component Used in Student Achievement and School Progress, Part B Domains.....	100
Table 6.2.2. CCMR Performance Status Component Used in Closing the Gaps Domain.....	101
6.3. Texas Success Initiative (TSI) Criteria Graduates	102
Table 6.3. TSI Criteria Graduates	103
6.4. Graduation Rate.....	104
Table 6.4.1. Graduation Rate (with exclusions*).....	106
Table 6.4.2. Federal Graduation Rate (without exclusions*)	107
6.4.3. Annual Dropout Rate	108
Table 6.4.3. Annual Dropout Rate.....	109
6.5. Academic Growth.....	110
6.6. Economically Disadvantaged Percentage	111

6.7. Academic Achievement 112
Table 6.7. Academic Achievement..... 113
6.8. English Language Proficiency Component 114
Table 6.8. English Language Proficiency Component 114
6.9. Participation Status..... 115
Table 6.9. Participation Status 116
Table 6.9.1 Small Numbers Analysis 117
7. Data used in Distinction Designations 118

This appendix provides data sources for the indicators used in the accountability system. The primary sources for all data used in the accountability system are the Texas Student Data System Public Education Information Management System (TSDS PEIMS), the testing contractors, and the Texas Certificate of High School Equivalency (TxCHSE) database. The following tables describe these data sources in detail. The terms provided in these tables are referenced within the indicator descriptions.

1. Data Sources Used in Accountability

Organization Name	Description
ACT, Inc.	ACT, Inc. annually provides the agency with ACT examination results of students from Texas public schools. If a student takes an ACT examination more than once, the agency will use the best score, by subject, for accountability calculations. The ACT data as of the July administration are used.
College Board	The College Board annually provides the agency with SAT examination results of students from Texas public schools. If a student takes an SAT examination more than once, the agency will use the best score, by subject, for accountability calculations. The SAT data as of the June administration are used. In addition, the College Board provides the agency with the Advanced Placement (AP) examination results of Texas public school students each year. The AP data as of the August administration* are used.
Educational Testing Service (ETS)	For 2021 accountability, ETS is TEA's contractor for STAAR grades 3–8 and EOC assessments. ETS produces the consolidated accountability file (CAF) used to assign accountability ratings and award distinction designations.
International Baccalaureate (IB)	International Baccalaureate provides the agency with IB examination results of Texas public school students each year. The IB data as of the May administration** are used.
Pearson	For 2021 accountability, Pearson is TEA's contractor for the STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), and TELPAS Alternate. The results of STAAR Alternate 2, TELPAS, and TELPAS Alternate are included in the CAF produced by ETS.
Texas Higher Education Coordinating Board (THECB)	The College Board provides the THECB with Texas Success Initiative assessment (TSIA) results of all students in Texas. The TSIA data are matched to 2019–20 annual graduates and non-graduating 12 th graders from TSDS PEIMS. The TSIA data through October 2020 are used in creating college, career, and military readiness indicators. Level I and Level II certificates data are also provided by the THECB and used in college, career, and military readiness components.

Organization Name	Description
TEA Texas Certificate of High School Equivalency (TxCHSE) Database	A permanent TEA database contains high school equivalency test scores and certificates from 1942 to present. The GED test was the only high school equivalency test in Texas until HiSET (from Educational Testing Service) and TASC (from Data Recognition Corporation (CTB) testing began in 2017. Unlike the information in most TEA data files which is reported annually, high school equivalency test scores are submitted electronically to TEA by the test vendors immediately after being scored. Candidates take the tests year-round in school districts, colleges, universities, education service centers, correctional facilities and other TEA-approved test centers. Once a test taker has successfully passed a single test vendor’s battery of tests, TEA issues a Texas Certificate of High School Equivalency and emails it to the test taker.
OnRamps Program	The OnRamps program provides OnRamps course completion data for accountability calculations.

* Due to the COVID-19 pandemic, the College Board added an online August administration in 2020 for students with incomplete May examinations.

** Due to the COVID-19 pandemic, the International Baccalaureate Organization canceled the 2020 IB examinations and instead attributed examination scores to students through an awarding model consisting of three components: student coursework, school grades, and school context.

2. TSDS PEIMS Sub-Categories Used in Accountability

Sub-Category Code	Sub-Category Name	Description	Submission
40100	Student Basic Information	<p>Identification - the information necessary to identify the person. This information is Social Security number or state-approved alternative student ID and student name.</p> <p>Demographic - the characteristics of a person. This includes the sex, ethnicity, race, date of birth, and various other student characteristics.</p>	Fall/Summer
40110	Enrollment	The specific enrollment attributes of the student. This information includes the campus, grade, and special program participation for each student.	Fall/Summer
40203	Leaver	The information about prior year students who are not current year students.	Fall
42400	Basic Attendance	Information pertaining to the attendance of a student, such as the days absent and present.	Summer
42405	Special Education Attendance	Information about each student served in a special education program. For each student, for each six-week period, districts report grade-level and instructional-setting codes.	Summer
43415	Course Completion	The courses that are attempted by students in grades 1–12. The course and the course outcomes are reported.	Summer/ Extended
42500	Flexible Attendance	Information pertaining to the flexible attendance program of a student. This information is the minutes present, special education days eligible, eligible career and technical minutes present, bilingual/ESL days eligible, and pregnancy related services days eligible for students participating in the Optional Flexible School Day and the High School Equivalency Program.	Summer

Sub-Category Code	Sub-Category Name	Description	Submission
42505	Special Education Flexible Attendance	Information about the special education flexible attendance data for each eligible special education student enrolled in an approved Flexible Attendance Program.	Summer
48011	Student Graduation Program	A program that identifies the intent of students enrolled in the Foundation High School Program by collecting the Participant Code, Distinguished Level of Achievement Indicator Code, the Endorsement Indicator Codes, and Performance Acknowledgements.	Fall

3. Student Groups Used in Accountability

Group	Description
Economically Disadvantaged	<p>A student may be identified as economically disadvantaged by the district if he or she meets one of the following criteria:</p> <ul style="list-style-type: none"> • Meets eligibility requirements for <ul style="list-style-type: none"> ○ free or reduced-price meals under the National School Lunch and Child Nutrition Program; ○ programs under Title II of the Job Training Partnership Act (JTPA); ○ food stamp benefits; or ○ Temporary Assistance to Needy Families (TANF) or other public assistance. • Receives a Pell grant or comparable state program of need-based financial assistance • Is from a family with an annual income at or below the official federal poverty line
Current and Monitored English Learners (ELs)	<p>A student whose primary language is other than English and who is in the process of acquiring English. Students are identified as ELs by the Language Proficiency Assessment Committee (LPAC) per criteria established in the Texas Administrative Code. Not all students identified as EL receive bilingual or English as a second language instruction, although most do. A student is identified as monitored EL if the student is reported in TSDS PEIMS as having met the criteria for exiting a bilingual/ESL program and is being monitored as required by 19 Texas Administrative Code, §89.1220(l).</p>
Race/Ethnicity	<p>Students are identified as one of seven racial/ethnic categories: African American, American Indian, Asian, Hispanic, Pacific Islander, white, or two or more races.</p>
Current and Former Special Education	<p>Students are identified as currently receiving special education services if they are reported as receiving special instruction and related developmental, corrective, supportive, or evaluative services for the current school year in TSDS PEIMS or on STAAR answer documents.</p> <p>Students are identified as formerly receiving special education services if in any of the preceding three years, they were reported in TSDS PEIMS as participating in a special education program but in the current year, as reported through TSDS PEIMS or on STAAR answer documents, are no longer participating in a special education program.</p>

Group	Description
Continuously and Non-continuously Enrolled	<p>For grades 4–12, a student is identified as continuously enrolled at the district if the student was enrolled in the district on the TSDS PEIMS October snapshot during the current school year and each of the three preceding years. For grade 3, a student is identified as continuously enrolled if the student was enrolled in the same district on the current year October snapshot and each of the preceding two years.</p> <p>For grades 4–12, a student is identified as continuously enrolled at the campus if the student was enrolled in the campus on the TSDS PEIMS October snapshot during the current school year and in the same district each of the three preceding years. For grade 3, a student is identified as continuously enrolled if the student was enrolled in the campus on the current year October snapshot and in the same district each of the preceding two years.</p> <p>If the enrollment requirement is not met, then the student is considered non-continuously enrolled.</p>

4. Opportunities for Data Correction

4.1 TSDS PEIMS

General Data. The TSDS PEIMS data collection has a prescribed process and set calendar for correcting errors or omissions discovered after the original submission. *The accuracy of all accountability reports is dependent on the accuracy of the information submitted by districts through TSDS PEIMS.* Districts are responsible for the accuracy of all their TSDS PEIMS data. Several mechanisms are in place to facilitate the collection of accurate data. First, all submitted data must pass an editor program before being accepted. In addition, districts can access various summary reports through the TSDS PEIMS application to assist them in verifying the accuracy of their data prior to submission deadlines. For each submission, a resubmission window allows districts an opportunity to resubmit information if an error is detected. See the *Texas Education Data Standards* at http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/ for more details about the correction windows and submission deadlines.

Unique ID System Updates (UID). Student identification changes have profound ramifications throughout the Texas public education data system. Year-to-year and collection-to-collection matching are dependent upon stable identification records. Texas Education Data Standards should be followed to ensure that identification updates submitted by districts are processed properly. For more information, please see the edit process for student identification online at http://www.texasstudentdatasystem.org/TSDS/News_and_FAQs/FAQs/UID_PID_andPET/.

4.2 Assessment Data

State Assessments. Student identification, demographic data, and scoring status information as entered on the answer document at the time of testing are used to determine the accountability subset and student groups (School Progress, Part B percentage of economically disadvantaged students is based on TSDS PEIMS October snapshot) for district and campus accountability. Districts have several opportunities to provide accurate information through TSDS PEIMS submissions, pre-coded data files provided to the testing contractor, and updates to the answer documents at the time of testing. After the testing dates, districts have a corrections window when they can provide corrections to the testing contractor and request corrected reports. However, only corrections submitted by districts in the Texas Assessment Management System during the correction window to the *Test Taken Information* field are reflected in the consolidated accountability file (CAF) used for determining accountability calculations and subsequent reports (e.g. TAPR, School Report Cards, etc.).

SAT, ACT, AP, and IB. The student taking the SAT, ACT, AP, or IB assessment identifies the campus to which scores are attributed. Districts are responsible for verifying that the campus identified by the student is accurate as well as all other relevant information included on the campus summary for these assessments immediately upon receipt from the testing companies. This can include the students' name and anticipated graduation year, if relevant. Discrepancies should be immediately reported to the testing companies, not to TEA. Once the testing companies have finalized results, and provided those results to TEA, subsequent corrections—corrections made outside a testing company's correction window—will not be made by the testing companies, nor TEA, and will not be reflected in any national, state, district, or campus results released. Additionally, districts were provided with the 2021 CCMR Verifier in June of 2021 and given an opportunity to report any discrepancies to the agency.

TSIA. The College Board provides the THECB with TSIA results of all Texas students. The TSIA results received from THECB are matched to 2019–20 annual graduates and non-graduating 12th graders from TSDS PEIMS. The results are matched to students using an algorithm which includes TSDS Unique ID, SSN, local ID, and a combination of first name, middle name, last name, and DOB. Then the results are attributed to the districts and campuses at which the students are identified as annual graduates or non-graduating 12th graders in TSDS PEIMS. Additionally, districts were provided with the 2021 CCMR Verifier in June of 2021 and given an opportunity to report any discrepancies to the agency.

5. Exclusions Based on Student Attribution Codes

Students who have been ordered by a juvenile court into a residential program or students in a residential facility are excluded from state accountability performance indicators. These exclusions are required under Texas Education Code (TEC) §39.055 and based on specific student attribution codes that are submitted by districts in the fall TSDS PEIMS submission.

Students with the following attribution codes are excluded from each of the indicators used to calculate domain scores. See “Appendix G—Inclusion or Exclusion of Performance Data” for the specific attribution codes used for each indicator.

Student Attribution Codes	
Code	Description
21	Residential treatment facility—By court order, not regularly assigned to the district
22	Residential treatment facility—By court order, regularly assigned to the district
23	Residential treatment facility—Not by court order, not regularly assigned to the district
24	Residential treatment facility—Not by court order, regularly assigned to the district
25	Texas Juvenile Justice Department facility—By court order, not regularly assigned to the district
26	Texas Juvenile Justice Department facility—By court order, regularly assigned to the district
27	Texas Juvenile Justice Department facility—Not by court order, not regularly assigned to the district
28	Texas Juvenile Justice Department facility—Not by court order, regularly assigned to the district

6. Data Used in Accountability Calculations

The following outline provides the domains, components, and indicators used in 2021 accountability calculations and locations within this appendix.

- I. Student Achievement Domain**
 - a. STAAR Component (6.1)
 - b. College, Career, and Military Readiness (CCMR) Component (6.2.1)
 - c. Graduation Rate Component (6.4)
- II. School Progress Domain**
 - a. Part A: Academic Growth (6.5)
 - b. Part B: Relative Performance
 - i. STAAR Component (6.1)
 - ii. CCMR Component (6.2.1)
 - iii. Economically Disadvantaged Percentage (6.5)
- III. Closing the Gaps Domain**
 - a. Academic Achievement Component
 - i. Reading: STAAR Results at Meets Grade Level or Above Standard (6.7)
 - ii. Mathematics: STAAR Results at Meets Grade Level or Above Standard (6.7)
 - b. Academic Growth or Federal Graduation Status
 - i. Reading: Academic Growth (6.5)
 - ii. Mathematics: Academic Growth (6.5)
 - iii. Federal Graduation Rate (6.4.2)
 - c. School Quality or Student Success
 - i. Student Achievement Domain Score: STAAR Component Only (6.1)
 - ii. CCMR Performance Status Component (6.2.2)
 - d. English Language Proficiency Component (6.8)

6.1. STAAR

See Chapters 1–4 for detailed information on the methodology used to evaluate the STAAR results in each domain.

Year of Data: 2020–21

Source of Data: *Consolidated Accountability File (CAF)*. The testing contractor provides TEA, ESCs, school districts, and open-enrollment charter schools with a CAF, which contains all performance information as well as all demographic and program information for every student. Accountability calculations are based on the CAF.

Student Group Information: Depending on the domain, performance results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, economically disadvantaged, students formerly served by special education, students currently served by special education, current and monitored ELs, continuously enrolled, and non-continuously enrolled.

The testing contractor pre-codes student demographic and program information onto the test answer documents. The contractor uses either TSDS PEIMS data supplied by TEA or data files supplied directly by the district. The test answer documents may also be coded on the day of testing by district staff. The CAF provided by the testing contractor includes the most recent demographic and program information available. If the student was administered the TELPAS or TELPAS Alternate, the value in the LEP field on the CAF will be 'C.'

Other Information:

- *STAAR Progress Measures.* In spring 2020, the U.S. Department of Education (USDE) granted Texas a waiver under section 8401(b) of the Elementary and Secondary Education Act of 1965 (ESEA) of assessment, accountability and school identification, and certain related reporting requirements for the 2019–20 school year. As a result of this waiver from administering statewide assessments due to COVID-19, Texas does not have the data necessary (i.e., the prior year STAAR scaled score) to calculate and report one year progress measures. Detailed information about the STAAR progress measure is available online at <https://tea.texas.gov/student.assessment/progressmeasure/>.
- *English Learner Performance Measure.* ELs who are in their second year in U.S. schools are included in the STAAR component using the EL performance measure. ELs who are in their second year in U.S. schools who have a parental denial for EL services do not receive an EL performance measure. See Chapter 2 for further information.
- *Algebra I Results for Middle School Students.* If a student takes the Algebra I EOC assessment and a STAAR grade 8 mathematics assessment, only the Algebra I assessment result is included in the accountability calculations for the campus and the district where the student tested.
- *TAKS, TAAS, TEAMS, TABS Exclusions.* STAAR results for students retaking EOC exams to meet graduation requirements who originally tested under TAKS, TAAS, TEAMS, and/or TABS are excluded from accountability calculations.
- *Foreign Exchange Students.* STAAR results for foreign exchange students are included in 2021 accountability calculations in the same manner as a typical student.

Table 6.1. STAAR Component Used in Accountability

Component	Methodology	Student Groups Evaluated	Use in 2021 Accountability
STAAR	Percentage of Assessments at Approaches Grade Level or Above + Percentage of Assessments at Meets Grade Level or Above + Percentage of Assessments at Masters Grade Level <i>(from CAF)</i> ---divided by--- Three	All students	<ul style="list-style-type: none"> ▪ Student Achievement ▪ School Progress, Part B
		<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Former special education ▪ Current special education ▪ EL (current and monitored) ▪ Continuously enrolled ▪ Non-continuously enrolled 	Closing the Gaps

6.2 College, Career, and Military Readiness (CCMR)

See Chapters 2–4 for detailed information on the methodology for each indicator used to evaluate the CCMR results in each domain.

Sources and Years of Data:

TSDS PEIMS data used for CCMR	Data for
*Enlist in U.S. Armed Forces	2019–20 School Year
Graduate with Completed IEP and Workforce Readiness	
Graduate with Advanced Diploma Plan and be Identified as a Current Special Education Student	
Complete College Prep Course	Earned during 2019–20, 2018–19, 2017–18, and 2016–17 school years
Dual Credit Course Completion	
Earn an Industry-Based Certification	
Earn an Associate Degree	

*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and TSDS PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.

Other data used for CCMR	Data reported for examinations taken as of
ACT college admissions test	Tests as of July 2020 administration (2019–20, 2018–19, 2017–18, and 2016–17 school years)
AP examination	Tests as of August 2020 administration* (2019–20, 2018–19, 2017–18, and 2016–17 school years)
IB examination	Tests as of May 2020 administration** (2019–20, 2018–19, 2017–18, and 2016–17 school years)
TSI assessment	Tests from June 2011 to October 2020 administration
SAT college admissions test	Tests as of June 2020 administration (2019–20, 2018–19, 2017–18, and 2016–17 school years)
OnRamps dual enrollment course completion	Courses completed during the 2019–20, 2018–19, 2017–18, and 2016–17 school years
Level I and level II certificates	Certificates earned during the 2019–20, 2018–19, 2017–18, and 2016–17 school years

* Due to the COVID-19 pandemic, the College Board added an online August administration in 2020 for students with incomplete May examinations.

** Due to the COVID-19 pandemic, the International Baccalaureate Organization canceled the 2020 IB examinations and instead attributed examination scores to students through an awarding model consisting of three components: student coursework, school grades, and school context.

Student Group Information: Depending on the domain, performance results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, economically disadvantaged, students formerly served by special education, students currently served by special education, current and monitored ELs, continuously enrolled, and non-continuously enrolled.

Use in 2021 Accountability: CCMR is used in calculating the Student Achievement; School Progress, Part B: Relative Performance; and Closing the Gaps domain results for high schools, K–12s, and districts.

Other Information: The CCMR component used in the Student Achievement and School Progress, Part B domains measures graduates' preparedness for college, the workforce, or the military. Annual graduates demonstrate college, career, or military readiness by meeting any one of the CCMR indicators. See Chapter 2 for specific criteria for each CCMR indicator.

The College, Career, and Military Readiness Performance Status component evaluated in the Closing the Gaps domain differs from the CCMR component in the Student Achievement and School Progress, Part B domains. The denominator used in Closing the Gaps is annual graduates plus students in grade 12 who did not graduate. These grade 12 students are those who were in attendance during the fourth six weeks of school year 2019–20 as reported in TSDS PEIMS attendance records. Grade 12 students who are reported in TSDS PEIMS as IEP Continuers on the 2019–20 October snapshot and those who were not enrolled in a Texas public school in any of the preceding 4 years are excluded from the 2021 Closing the Gaps CCMR denominator.

See Chapter 4 for further information.

Table 6.2.1. CCMR Component Used in Student Achievement and School Progress, Part B Domains

Component	Methodology	Student Groups Evaluated	Use in 2021 Accountability
<p>College, Career, and Military Readiness (CCMR)</p>	<p style="text-align: center;">Number of 2019–20 annual graduates who</p> <p>1) meet the college-ready criteria on the TSI assessment, SAT, ACT, and/or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. <i>(from TSDS PEIMS 43415, THECB, College Board, and ACT)</i></p> <p style="text-align: center;">or</p> <p>2) meet the criteria of 3 on AP or 4 on IB examinations in any subject <i>(from College Board or IB)</i></p> <p style="text-align: center;">or</p> <p>3) complete and earn credit for three hours of dual-course credits in ELA or mathematics or nine hours in any subject <i>(from TSDS PEIMS 43415)</i></p> <p style="text-align: center;">or</p> <p>4) *enlist in the U.S. Armed Forces <i>(from TSDS PEIMS 40203)</i></p> <p style="text-align: center;">or</p> <p>5) earn an approved industry-based certification <i>(from TSDS PEIMS 48011)</i></p> <p style="text-align: center;">or</p> <p>6) earn an associate degree while in high school <i>(from TSDS PEIMS 40100)</i></p> <p style="text-align: center;">or</p> <p>7) graduate with completed IEP and workforce readiness <i>(from TSDS PEIMS 40203)</i></p> <p style="text-align: center;">or</p> <p>8) complete an OnRamps course and earn three hours of college credit <i>(from OnRamps program)</i></p> <p style="text-align: center;">or</p> <p>9) graduate under an advanced diploma plan and be identified as a current special education student <i>(from TSDS PEIMS 40203 and 40110)</i></p> <p style="text-align: center;">or</p> <p>10) earn a level I or level II certificate <i>(from THECB)</i></p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of 2019–20 annual graduates <i>(from TSDS PEIMS 40203)</i></p>	<p>All students</p>	<ul style="list-style-type: none"> ▪ Student Achievement (high schools, K–12s, & districts) ▪ School Progress, Part B (high schools, K–12s, & districts)

*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and TSDS PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces

Table 6.2.2. CCMR Performance Status Component Used in Closing the Gaps Domain

Component	Methodology	Student Groups Evaluated	Use in 2021 Accountability
CCMR Performance Status	<p style="text-align: center;">Number of graduates or students in grade 12* who</p> <p>1) meet the college-ready criteria on the TSI assessment, SAT, ACT, and/or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. <i>(from TSDS PEIMS 43415, THECB, College Board, and ACT)</i></p> <p style="text-align: center;">or</p> <p>2) meet the criteria of 3 on AP or 4 on IB examinations in any subject <i>(from College Board or IB)</i></p> <p style="text-align: center;">or</p> <p>3) complete and earn credit for three hours of dual-course credits in ELA or mathematics or nine hours in any subject <i>(from TSDS PEIMS 43415)</i></p> <p style="text-align: center;">or</p> <p>4) **enlist in the U.S. Armed Forces <i>(from TSDS PEIMS 40203)</i></p> <p style="text-align: center;">or</p> <p>5) earn an approved industry-based certification <i>(from TSDS PEIMS 48011)</i></p> <p style="text-align: center;">or</p> <p>6) earn an associate degree while in high school <i>(from TSDS PEIMS 40100)</i></p> <p style="text-align: center;">or</p> <p>7) graduate with completed IEP and workforce readiness <i>(from TSDS PEIMS 40203)</i></p> <p style="text-align: center;">or</p> <p>8) complete an OnRamps course and earn three hours of college credit <i>(from OnRamps program)</i></p> <p style="text-align: center;">or</p> <p>9) graduate under an advanced diploma plan and be identified as a current special education student <i>(from TSDS PEIMS 40203 and 40110)</i></p> <p style="text-align: center;">or</p> <p>10) earn a level I or level II certificate <i>(from THECB)</i></p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of 2020 annual graduates plus students in grade 12 during school year 2019–20 <i>(from TSDS PEIMS 42400 and 40203)</i></p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Former special education ▪ Current special education ▪ EL (current and monitored) ▪ Continuously enrolled ▪ Non-continuously enrolled 	Closing the Gaps (high schools, K–12s, & districts)

* Grade 12 students reported in TSDS PEIMS as IEP Continuers on the 2019–20 October snapshot and those who were not enrolled in a Texas public school in any of the preceding 4 years are excluded from the 2021 Closing the Gaps CCMR denominator.

**Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and TSDS PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.

6.3. Texas Success Initiative (TSI) Criteria Graduates

Year of Data: 2019–20

Student Group Information: All students only

Other Information:

- *TSIA*. This measure includes the performance for 2019–20 annual graduates and non-graduating 12th graders. The results include TSI assessments through October 2020.
- *SAT and ACT*. This measure includes the performance for 2019–20 annual graduates and non-graduating 12th graders. If a student takes an ACT or SAT test more than once, the best performance is used.
- *College Prep Course*. This measure includes performance for 2019–20 annual graduates and non-graduating 12th graders. Graduates must have completed and received credit for a college prep course, as defined in TEC §28.014, in ELA and/or mathematics.
- *Matching ID*. Students are included only once. The numerator consists of students matched across the multiple assessments using their unique IDs.

Table 6.3. TSI Criteria Graduates

Indicator	Methodology							Student Groups Evaluated	Use in 2021 Accountability
TSI Criteria Graduate	<p>Number of graduates (and non-graduating 12th graders in the Closing the Gaps domain) meeting the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA <u>and</u> mathematics <i>(from TSDS PEIMS 43415, THECB, College Board, and ACT)</i></p> <p style="text-align: center;">---divided by---</p> <p>Number of 2019–20 annual graduates (and non-graduating 12th graders in the Closing the Gaps domain) <i>(from TSDS PEIMS 40203)</i></p>							<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Former special education ▪ Current special education ▪ EL (current and monitored) ▪ Continuously enrolled ▪ Non-continuously enrolled 	<ul style="list-style-type: none"> ▪ Student Achievement (high schools, K–12s, & districts) ▪ School Progress, Part B (high schools, K–12s, & districts) ▪ Closing the Gaps (high schools, K–12s, & districts)
	TSI Criteria								
	<u>TSIA</u>		<u>SAT*</u>		<u>ACT</u>		<u>College Prep Course</u>		
	≥ 351 on Reading	or	≥480 on the Evidence-Based Reading and Writing (EBRW)	or	≥19 on English and ≥23 Composite	or	Complete and earn credit for ELA college prep course		
≥ 350 on Mathematics	or	≥530 on Mathematics	or	≥19 on Mathematics and ≥23 Composite	or	Complete and earn credit for mathematics college prep course			

6.4. Graduation Rate

Years of Data: TSDS PEIMS Submission 1 leaver data, 2015–16 through 2020–21; TSDS PEIMS Submission 3 attendance data, 2014–15 through 2019–20; TSDS PEIMS Submission 1 enrollment data, 2020–21; TxCHSE records as of August 31, 2020.

Student Group Information: Depending on the domain, performance results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, economically disadvantaged, students currently served by special education, and current and monitored ELs.

Use in 2021 Accountability: Graduation Rate is used in determining the Student Achievement and Closing the Gaps outcomes for high schools, K–12s, and districts.

Other Information:

- *Cohort Members.* A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in a given school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students stay with their original cohort, whether they are retained or promoted. Students are members of only one cohort.
- *Class vs. Cohort.* The denominator of the graduation rate calculation is defined as the “class.” For purposes of these rates, the class is the sum of students from the original cohort who have a final status of “graduated,” “received TxCHSE,” or “dropped out” as of August 31, 2020, or who have a final status of “continued” as of fall 2020. There are other students who are members of the original cohort but whose final status does not affect the graduation rate calculation. These are
 - students with a final status that are not considered to be either a graduate, continuer, TxCHSE recipient, or a dropout based on specific leaver codes;
 - students whose final status could not be determined because data errors prevented records from being matched or because final status records were not submitted; and
 - students who are excluded from accountability ratings due to state statutory requirements (see Annual Dropout Rate definition).

Students in the cohort but not in the class do not affect the graduation rate calculation; they are in neither the numerator nor the denominator.

Code	Leaver Reason Code
Graduated or received an out-of-state high school equivalency certificate	
01	Graduated from a campus in this district or charter
85	Graduated outside Texas before entering Texas public school, entered Texas public school, left again
86	High school equivalency certificate outside Texas
90	Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children
Moved to other educational setting	
24	College, pursue associate or bachelor's degree
60	Home schooling
66	Removed-child protective services
81	Enroll in TX private school
82	Enroll in school outside Texas
87	Enroll in university high school diploma program
Withdrawn by school district	
78	Expelled for offense under TEC §37.007, cannot return
83	Withdrawn by district because not entitled to enrollment
Left school for other reasons	
03	Died
08*	Pregnancy
16	Return to home country
20*	Medical Injury
88*	Court-ordered to a high school equivalency program, has not earned a Texas Certificate of High School Equivalency
89*	Incarcerated in state jail or federal penitentiary as an adult
98*	Other

*School leavers with a code 08 or 98 LEAVER-REASON-CODE are counted as dropouts for state and federal accountability purposes.

*School leavers with a code 20, 88 or 89 LEAVER-REASON-CODE are counted as dropouts for federal accountability purposes.

These designations are provided for informational purposes only. They are not the final or comprehensive description of the definitions used for dropout and completion processing. For more information please see the [Secondary School Completion and Dropouts in Texas Public Schools](#).

Table 6.4.1. Graduation Rate (with exclusions*)

Component	Methodology	Student Groups Evaluated	Use in 2021 Accountability
<p>Four-Year Longitudinal Graduation Rate</p>	<p>Number of students in the 2020 cohort (students who first attended 9th grade in 2016–17 or who transferred in to Texas public schools on grade in 2017–18, 2018–19, or 2019–20) who received a high school diploma by August 31, 2020 <i>(from TSDS PEIMS 40110 and 40203)</i></p> <p style="text-align: center;">---divided by---</p> <p>Number of students in the Class of 2020 <i>(from TSDS PEIMS 40100, 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)</i></p>	<p>All students</p>	<p>Student Achievement (high schools, K–12s, & districts)</p>
<p>Five-Year Extended Longitudinal Graduation Rate</p>	<p>Number of students in the 2019 cohort (students who first attended 9th grade in 2015–16 or who transferred in to Texas public schools on grade in 2016–17, 2017–18, or 2018–19) who received a high school diploma by August 31, 2020 <i>(from TSDS PEIMS 40110 and 40203)</i></p> <p style="text-align: center;">---divided by---</p> <p>Number of students in the Class of 2019 <i>(from TSDS PEIMS 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)</i></p>	<p>All students</p>	<p>Student Achievement (high schools, K–12s, & districts)</p>
<p>Six-Year Extended Longitudinal Graduation Rate</p>	<p>Number of students in the 2018 cohort (students who first attended 9th grade in 2014–15 or who transferred in to Texas public schools on grade in 2015–16, 2016–17, or 2017–18) who received a high school diploma by August 31, 2020 <i>(from TSDS PEIMS 40100, 40110, and 40203)</i></p> <p style="text-align: center;">---divided by---</p> <p>Number of students in the Class of 2018 <i>(from TSDS PEIMS 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)</i></p>	<p>All students</p>	<p>Student Achievement (high schools, K–12s, & districts)</p>

* State statute specifies certain exclusions that TEA must make when calculating dropout and graduation rates for state accountability. See Other Information under “6.3.3. Annual Dropout Rate” for a detailed list of exclusions.

Table 6.4.2. Federal Graduation Rate (without exclusions*)

Component	Methodology	Student Groups Evaluated	Use in 2021 Accountability
Four-Year Federal Graduation Rate (without exclusions¹)	<p>Number of students in 2020 cohort (students who first attended 9th grade in 2016–17 or who transferred in to Texas public schools on grade in 2017–18, 2018–19, or 2019–20) who received a high school diploma by August 31, 2020</p> <p style="text-align: center;"><i>(from TSDS PEIMS 40110 and 40203)</i></p> <p style="text-align: center;">---divided by---</p> <p>Number of students in the Class of 2020</p> <p style="text-align: center;"><i>(from TSDS PEIMS 40100, 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)</i></p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Current special education ▪ EL (Ever ELs)² 	<p>Closing the Gaps (high schools, K-12s, & districts)</p>
Six-Year Federal Graduation Rate (without exclusions¹)	<p>Number of students in 2018 cohort (students who first attended 9th grade in 2014–15 or who transferred in to Texas public schools on grade in 2015–16, 2016–17, or 2017–18) who received a high school diploma by August 31, 2020</p> <p style="text-align: center;"><i>(from TSDS PEIMS 40110 and 40203)</i></p> <p style="text-align: center;">---divided by---</p> <p>Number of students in the Class of 2018</p> <p style="text-align: center;"><i>(from TSDS PEIMS 40100, 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)</i></p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Current special education ▪ EL (Ever ELs)² 	<p>Closing the Gaps (high schools, K-12s, & districts)</p>

¹State statute specifies certain exclusions that TEA must make when calculating dropout and graduation rates for state accountability. See Other Information under “6.3.3. Annual Dropout Rate” for a detailed list of exclusions.

²Ever ELs (EL [Ever HS]) are evaluated in the federal graduation rates. Ever ELs (EL [Ever HS]) are students reported in TSDS PEIMS as ELs at any time while attending grades 9–12 in a Texas public school.

6.4.3. Annual Dropout Rate

Year of Data: 2019–20

Student Group Information: All students only

Use in 2021 Accountability: Annual Dropout Rate is used in Student Achievement domain calculations for high schools, K–12s, and districts in cases where the campus or district has grade 9, 10, 11, or 12 but does not have a longitudinal graduation rate.

Other Information:

- *School-Start Window.* This is the period between the first day of school and the last Friday in September. In response to the COVID-19 pandemic, the 2019-20 school-start window for returning students (or “continuers”) was extended through Friday, October 30, 2020. The end of the school-start window is the day that students served in the prior year must return to school to not be considered leavers.
- *Cumulative Denominator.* A cumulative count of students is used in the denominator with all annual dropout rate calculations. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student ever reported in attendance at the campus or district throughout the school year, regardless of length of stay.
- *Campus of Accountability.* Leavers are assigned to the campuses they were attending when they left the Texas public school system. A student served at a Disciplinary Alternative Education Program (DAEP) and/or a Juvenile Justice Alternative Education Program (JJAEP) is assigned to a "campus of accountability" based on the campus he or she last attended when one can be identified. Campus of accountability may be reported by the district or may be determined by the agency based on TSDS PEIMS attendance records reported for the prior year. A detailed table showing assignment in specific situations may be found in the section of the *Texas Education Data Standards* describing the student demographic data (*TSDS PEIMS Sub-Category 40100*).
- *Summer Dropouts.* Summer dropouts are attributed to the school year just completed, based on the last campus the student attended the previous school year.
- *Dropout Recovery Schools.* The annual dropout rate will be used on a safeguard basis only for campuses designated as dropout recovery schools (DRS). For more information, please see “Chapter 2—Student Achievement Domain.”
- *Exclusions to the National Center for Education Statistics (NCES) Dropout Definition.* The definition of dropout that is used for state accountability differs slightly from the NCES definition of dropout that is required for federal accountability. For state accountability in 2021, the 2019–20 dropouts reported during the fall 2020 TSDS PEIMS data submission are processed using the NCES dropout definition with adjustments to exclude the following from being counted as dropouts:
 - Under Texas Education Code (TEC) §39.053(g-1), a student who meets one or more of the following criteria is excluded from campus and district graduation and dropout rate calculations used for state accountability purposes:
 - A student who is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
 - A student previously reported to the state as a dropout

- A student in attendance but who is not in membership for purposes of average daily attendance (i.e., students for whom districts are not receiving state Foundation School Program [FSP] funds)
- A student whose initial enrollment in a school in the United States in grades 7 through 12 was as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Also under TEC §39.053[g-3]) a student who is in a district exclusively as a function of having been detained at a county detention facility but is otherwise not a student of the district, or a student who is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- A student who is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- A student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Under TEC §39.053 (g-2), a student who: (a) is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; (b) has not completed his or her individualized education program (IEP); and (c) is enrolled and receiving IEP services will be excluded from campus and district longitudinal rate calculations for state accountability purposes.
- Under TEC §39.055, a student in a Texas Juvenile Justice Department facility (e.g., county- or state-operated juvenile justice facility) or residential treatment facility served by a Texas public school district is excluded from campus and district rate calculations for state and federal accountability purposes.

Table 6.4.3. Annual Dropout Rate

Component	Methodology	Student Groups Evaluated	Use in 2021 Accountability
Annual Dropout Rate	Number of grade 9–12 dropouts in 2019–20 <i>(from TSDS PEIMS 40203)</i> ---divided by--- Number of grade 9–12 students who were in attendance at any time during the 2019–20 school year <i>(from TSDS PEIMS 40110, 42400, 42500)</i>	All students	Student Achievement (high schools, K–12s, & districts)

6.5. Academic Growth

In spring 2020, the U.S. Department of Education (USDE) granted Texas a waiver under section 8401(b) of the ESEA of assessment, accountability and school identification, and certain related reporting requirements for the 2019–20 school year. As a result of this waiver, Texas does not have the data necessary (i.e., the prior year STAAR scaled score) to calculate School Academic Growth. Therefore, Academic Growth is not calculated for 2021.

6.6. Economically Disadvantaged Percentage

Years of Data: 2020–21

Use in 2021 Accountability: The percentage of students identified as economically disadvantaged is used in School Progress, Part B: Relative Performance domain calculations. School Progress, Part B: Relative Performance measures the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

Other Information:

This percentage is based on the count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance as reported on the TSDS PEIMS October snapshot. A student is reported as economically disadvantaged on the TSDS PEIMS October snapshot using codes 01, 02, or 99:

01: Eligible For Free Meals Under The National School Lunch And Child Nutrition Program

02: Eligible For Reduced-price Meals Under The National School Lunch And Child Nutrition Program

99: Other Economic Disadvantage, Including: a) from a family with an annual income at or below the official federal poverty line, b) eligible for Temporary Assistance to Needy Families (TANF) or other public assistance, c) received a Pell Grant or comparable state program of need-based financial assistance, d) eligible for programs assisted under Title II of the Job Training Partnership Act (JTPA), or e) eligible for benefits under the Food Stamp Act of 1977

6.7. Academic Achievement

Years of Data: 2020–21

Source of Data: CAF

Student Group Information: Results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, economically disadvantaged, students formerly served by special education, students currently served by special education, current and monitored ELs, continuously enrolled, and non-continuously enrolled.

Use in 2021 Accountability: Academic Achievement is evaluated in the Closing the Gaps domain for districts and campuses.

Table 6.7. Academic Achievement

Component	Methodology	Student Groups Evaluated	Use in 2021 Accountability
Academic Achievement	<p style="text-align: center;">Number of ELA/reading or mathematics assessments at the Meets Grade Level or above standard <i>(from CAF)</i></p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of ELA/reading or mathematics assessments <i>(from CAF)</i></p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Former special education ▪ Current special education ▪ EL (current and monitored) ▪ Continuously enrolled ▪ Non-continuously enrolled 	Closing the Gaps

6.8. English Language Proficiency Component

Years of Data: 2017–18, 2018–19, 2019–20, and 2020–21

Source of Data: TELPAS File

Student Group Information: Results are reported for 2020–21 current ELs.

Use in 2021 Accountability: The English Language Proficiency component evaluates the TELPAS and TELPAS Alternate results for grades K–12. English Language Proficiency is used in calculating the Closing the Gaps domain for districts and campuses.

Other Information:

In 2021 accountability, the English Language Proficiency component evaluates TELPAS and TELPAS Alternate results compared to the prior year results to determine if the students made progress. As the completion of TELPAS was optional in spring 2020 due to the impact of COVID-19, if a 2020 composite rating is not available or does not demonstrate growth, the composite rating from 2019 is used as the prior year result. If the composite rating from 2019 is not available, the 2018 composite rating is compared to the 2021 composite rating. In order to be included in the denominator, a student must have either a current year Advanced High TELPAS composite rating or a Basic Fluency TELPAS Alternate composite rating or a non-zero 2020, 2019, or 2018 TELPAS or a TELPAS Alternate composite rating.

Composite ratings are not compared across TELPAS and TELPAS Alternate.

TELPAS assesses the English language proficiency of K–12 ELs in four language domains: listening, speaking, reading, and writing. English language proficiency assessments in grades K–12 are federally required to evaluate the progress that ELs make in becoming proficient in the use of academic English.

A student is considered having made progress if the student advances by at least one score of the composite rating from the prior year to the current year or if the student’s current year result is Advanced High.

Table 6.8. English Language Proficiency Component

Component	Methodology	Student Groups Evaluated	Use in 2021 Accountability
English Language Proficiency	<p>Number of TELPAS or TELPAS Alternate assessments that advance by at least one score of the composite rating from prior year or are Advanced High or Basic Fluency</p> <p><i>(from TELPAS File)</i></p> <p>---divided by---</p> <p>Number of 2020–21 TELPAS or TELPAS Alternate assessments with Advanced High or Basic Fluency rating or non-zero 2020, 2019, or 2018 composite ratings</p> <p><i>(from TELPAS File)</i></p>	EL (current only)	Closing the Gaps

6.9. Participation Status

Years of Data: 2020–21

Student Group Information: Results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, economically disadvantaged, students formerly served by special education, students currently served by special education, current and monitored ELs, continuously enrolled, and non-continuously enrolled.

Use in 2021 Accountability: Participation status is used in calculating the Closing the Gaps component results for districts and campuses.

Other Information:

The target for Participation Status is 95 percent of students taking a state-administered assessment. Participation measures are based on STAAR, TELPAS, and TELPAS Alternate assessment results. TEA will only report reading and mathematics participation rates for districts and campuses for 2021.

See Chapter 4 for additional information.

- STAAR Alternate 2 students with No Authentic Academic Response (NAAR) designation are included as participants.
- Students with the medical exception or medically exempt designations are not included in the participation rate calculation. This includes both STAAR and STAAR Alternate 2 students.

Table 6.9. Participation Status

Component	Methodology	Student Groups Evaluated	Use in 2021 Accountability
Participation Status	<p>1) Number of answer documents with a score code of “S”, 2) number of STAAR Alternate 2 testers with a score code of “N”, 3) number of “A” or “O” reading answer documents with a scored TELPAS or TELPAS Alternate assessment, 4) number of “A” or “O” mathematics answer documents with a scored TELPAS or TELPAS Alternate assessment for year 1 asylee/refugees and SIFEs, 5) number of accelerated testers’ EBRW SAT or ELA ACT assessments and mathematics SAT or ACT assessments*</p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of “scored” (S), “absent” (A), “no authentic academic response” (N), “other” (O) assessments, and accelerated testers (from CAF)</p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Former special education ▪ Current special education ▪ EL (current and monitored) ▪ Continuously enrolled ▪ Non-continuously enrolled 	Closing the Gaps

* SAT results include assessments from August 2017 through the May 2021 administration, and ACT results include assessments from August 2017 through the April 2021 administration.

Table 6.9.1 Small Numbers Analysis

Small numbers analysis is only applied to the all students group when there are fewer than 10 assessments or graduates/non-graduating 12th graders.

Domain	Component	Years Used
Student Achievement	STAAR Performance	N/A
	Graduation Rate: 4-Year 5-Year 6-Year	Classes of: 2020, 2019, and 2018 2019, 2018, and 2017 2018, 2017, and 2016
	College, Career, and Military Readiness (CCMR)	2020, 2019, and 2018 Annual Graduates
School Progress	Relative Performance	See above (STAAR Performance and CCMR)
Closing the Gaps	Academic Achievement	N/A
	Graduation Rate: 4-year Federal Graduation Rate 6-year Federal Graduation Rate	Classes of: 2020, 2019, and 2018 2018, 2017, and 2016
	English Language Proficiency	N/A
	Student Achievement Domain Score: STAAR Component Only	N/A
	CCMR Performance	2020, 2019, and 2018 Annual Graduates/ Non-Graduating 12th Graders

7. Data used in Distinction Designations

In 2021, districts and campuses receive a *Not Rated: Declared State of Disaster* label overall and in each domain. Distinction designations are not awarded for 2021.

See “Chapter 6—Distinction Designations” for information on the methodology used to determine campus comparison groups.

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