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.

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) and STAAR Alternate 2 assessment results for grades 3–8 and end-of-course in all subject areas.

Standard	STAAR Assessments (with and without accommodations)	STAAR Alternate 2 Assessments
Approaches Grade Level or above	Approaches Grade Level or above	Level II Satisfactory or above
Meets Grade Level or above	Meets Grade Level or above	Level II Satisfactory or above
Masters Grade Level	Masters Grade Level	Level III Accomplished

STAAR Component—Substitute Assessments
Qualifying results on substitute assessments are included in the Student Achievement domain at the Meets Grade Level standard. The required equivalency standards for the eligible substitute assessment are found in 19 Texas Administrative Code (TAC), §101.4002, available online at https://www.sos.texas.gov/texreg/archive/July212017/Adopted%20Rules/19.EDUCATION.html.

STAAR Component—Students Evaluated
All students, including English learners (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. Due to changes to the Texas English Language Proficiency Assessment System (TELPAS), Texas requested a waiver from the U.S. Department of Education to exclude EL students who are year two in U.S. schools from 2018 performance calculations. If granted, ELs who are in their second year in U.S. schools will be included in accountability for 2019 and beyond. If denied, ELs who are in their second year in U.S. schools will be included in accountability for 2018. STAAR Alternate 2 assessment results will be included regardless of an EL's years in U.S. schools.

Unschooled asylees, unschooled refugees, and students with interrupted formal education (SIFEs) are not included in state accountability until their sixth 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, combined across all subjects.
- Small numbers analysis is not used in the STAAR component.

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 STAAR component score is rounded to the nearest whole number.

Example Calculation: STAAR Component Score							
STAAR Performance	**Reading**	**Math-ematics**	**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. 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 2017, SAT and ACT results through the June 2017 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.

- *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 more for AP and 4 or more for IB.

- *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.

- *Enlist in the Armed Forces.* A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines.

- *Earn an Industry-Based Certification.* A graduate earning an industry-based certification under 19 TAC §74.1003.

- *Earn an Associate's Degree.* A graduate earning an associate's degree while in high school.

- *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.

- *CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications.* A CTE coherent sequence graduate who has completed and received credit for at least one CTE course aligned with an industry-based certification. This indicator will award one-half point only for graduates who have met no other CCMR indicator. These graduates will receive one-half point credit for coursework completed toward an industry-based certification. The list of CTE courses aligned with industry-based certifications is provided at the end of this chapter.

CTE Coherent Sequence Coursework Transition
In 2018 accountability, CTE coherent sequence graduates who complete and receive credit for at least one CTE course aligned with an industry-based certification will receive one-half point in the CCMR component calculation. This indicator will award one-half point only for graduates who have met no other CCMR indicator. The following chart details a five-year transition from CTE coherent sequence coursework to industry-based certification. The list of 73 industry-based certifications is found in 19 TAC §74.1003, available online at https://tea.texas.gov/Industry_Based_Certifications.pdf.

CTE Coherent Sequence Coursework Transition	Accountability Years		
CCMR Indicator	**2018 and 2019**	**2020 and 2021**	**2022 and Beyond**
CTE coherent sequence graduates who complete and receive credit for at least one aligned CTE course	½ point		
CTE coherent sequence graduates who complete and receive credit for a pathway of courses toward an industry-based certification*		½ point	
Earn an industry-based certification	1 point	1 point	1 point

*Expect a list of courses to be developed and adopted during the 2018–19 academic year.

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.
  - o A two-year-average CCMR rate is calculated for all students. The calculation is based on an aggregated two-year uniform average using the district's or campus's 2018 CCMR data and the 2017 modeled CCMR data.
  - o The all students group is evaluated if the two-year average has at least 10 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, except for CTE coherent sequence graduates who earn one-half point credit for coursework completion and credit aligned with industry-based certifications. 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.

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Number of Graduates Who Accomplished at Least One of the CCMR Indicators

Number of 2017 Annual Graduates

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Example Calculation: CCMR Component Score		
	Number of Graduates Who Accomplished at Least One of the CCMR Indicators	**Number of 2017 Annual Graduates**
Total	**208.5**	**365**
Student Achievement Domain CCMR Component Score (Number of Graduates Who Accomplished at Least One of the CCMR Indicators ÷ Number of 2017 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 2017 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 2016 five-year graduation rate follows the same cohort of students for one additional year.

- Class of 2015 six-year graduation rate follows the same cohort of students for two additional years.

- Annual dropout rate for school year 2016–17 for grades 9–12. 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, a 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

- The all students group is 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 2017 (4-year), Class of 2016 (5-year), or Class of 2015 (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.

  o A three-year-average graduation rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.

  o The all students group is evaluated if the three-year average has at least 10 students.

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%.

<u>Number of Graduates in the Class</u>
Number of Students in the Class
(Graduates + Continuers + TxCHSE Recipients + Dropouts)

Example Calculation: Graduation Rate	
Graduation Rate	**All Students**
~~Class of 2017, 4-year~~	~~85.2%~~
Class of 2016, 5-year	87.3%
~~Class of 2015, 6-year~~	~~85.0%~~
Graduation Rate Score	**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

- The all students group is 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 2016–17 school year is fewer than 10.
  - o A three-year-average annual dropout rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
  - o The all students group is evaluated if the three-year average has at least 10 students.

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 2016–17 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 – (grade 9–12 annual dropout rate x 10) 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.

The annual dropout rate calculation requires at least a three-year average of 10 students per class. Small numbers analysis is not applied.

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. For more information on the alternative education accountability (AEA) eligibility 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.

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

- Class of 2017 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 2016 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 2015 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 2016–17 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.

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

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.

Student Achievement Domain Rating Calculation

See "Chapter 5—Calculating 2018 Ratings" for the methodology to calculate the Student Achievement domain rating.

CTE Courses Aligned with Industry-Based Certifications

The following tables provide the 85 CTE courses aligned with industry-based certifications evaluated in the CCMR component of the 2018 accountability system.

Code	Course Title	Course Abbreviation
N1300262	Introduction to Process Technology	INTRPT
N1300426	Pipefitting Technology II	PIPETEC2
N1302803	Internetworking Technologies I (Cisco)	INTNET1
N1302804	Internetworking Technologies II (Cisco)	INTNET2
N1302810	Principles of Cybersecurity	CYBRSEC
N1302812	Introduction to C# Programming Applications	INTCPA
13000600	Veterinary Medical Applications	VETMEDAP
13000610	Veterinary Medical Applications/Agricultural Laboratory and Field Experience	VETMEDLAB
13001100	Energy and Natural Resources Technology	ENGNRT
13001110	Energy and Natural Resource Technology/Agricultural Laboratory and Field Experience	ENGNRTLAB
13001200	Advanced Energy and Natural Resource Technology	ADENRT
13001210	Advanced Energy and Natural Resource Technology/Agricultural Laboratory and Field Experience	ADENRTLAB
13004220	Principles of Construction	PRINCON
13005000	Construction Management II	CONSMGT2
13005200	Construction Technology II	CONTECH2
13005250	Practicum in Construction Technology (First Time Taken)	PRACCT1
13005260	Practicum in Construction Technology (Second Time Taken)	PRACCT2
13005300	Mill and Cabinetmaking Technology	MACTECH
13005500	Building Maintenance Technology II	BUILDMA2
13005700	Electrical Technology II	ELECTEC2
13005900	Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II	HVACREF2
13006100	Plumbing Technology II	PLTECH2
13006200	Practicum in Construction Management (First Time Taken)	PRACCM1
13006205	Practicum in Construction Management/Extended Practicum in Construction Management (First Time Taken)	EXPRCM1
13006210	Practicum in Construction Management (Second Time Taken)	PRACCM2
13006215	Practicum in Construction Management/Extended Practicum in Construction Management (Second Time Taken)	EXPRCM2
13006400	Masonry Technology II	MASTECH2
13011500	Business Information Management II	BUSIM2
13011510	Business Information Management II/Business Lab	BUSMLAB2
13012200	Practicum in Business Management (First Time Taken)	PRACBM
13012205	Practicum in Business Management/Extended Practicum in Business Management (First Time Taken)	EXPRBM
13012210	Practicum in Business Management (Second Time Taken)	PRACBM2

Code	Course Title	Course Abbreviation
13012215	Practicum in Business Management/Extended Practicum in Business Management (Second Time Taken)	EXPRBM2
13016700	Accounting II	ACCOUNT2
13020400	Health Science Theory	HLTHSCI
13020410	Health Science Theory/Health Science Clinical	HLSCLIN
13020500	Practicum in Health Science (First Time Taken)	PRACHLS1
13020505	Practicum in Health Science/Extended Practicum in Health Science (First Time Taken)	EXPRHLS1
13020510	Practicum in Health Science (Second Time Taken)	PRACHLS2
13020515	Practicum in Health Science/Extended Practicum in Health Science (Second Time Taken)	EXPRHLS2
13020950	Pharmacology	PHARMC
13024800	Child Guidance	CHILDGUI
13025000	Practicum in Human Services (First Time Taken)	PRACHUS1
13025005	Practicum in Human Services/Extended Practicum in Human Services (First Time Taken)	EXPRHUS1
13025010	Practicum in Human Services (Second Time Taken)	PRACHUS2
13025015	Practicum in Human Services/Extended Practicum in Human Services (Second Time Taken)	EXPRHUS2
13025300	Cosmetology II	COSMET2
13025310	Cosmetology II/Cosmetology II Lab Innovative	COSLAB2
13027300	Computer Maintenance	COMPMTN
13027310	Computer Maintenance/Computer Maintenance Lab	COMMTLAB
13027400	Networking	NETWRK
13027410	Networking/Networking Lab	NETWRLAB
13027500	Computer Technician Practicum (First Time Taken)	COMPT1
13027505	Computer Technician Practicum/Extended Computer Technician Practicum (First Time Taken)	EXCOMPT1
13027510	Computer Technician Practicum (Second Time Taken)	COMPT2
13027515	Computer Technician Practicum/Extended Computer Technician Practicum (Second Time Taken)	EXCOMPT2
13027700	Computer Programming II	COMPPRO2
13028000	Practicum in Information Technology (First Time Taken)	PRACIT1
13028005	Practicum in Information Technology/Extended Practicum in Information Technology (First Time Taken)	EXPRIT1
13028010	Practicum in Information Technology (Second Time Taken)	PRACIT2
13028015	Practicum in Information Technology/Extended Practicum in Information Technology (Second Time Taken)	EXPRIT2
13032400	Welding II	WELD2
13032410	Welding II/Welding II Lab	WELDLAB2
13032600	Precision Metal Manufacturing II	PREMMAN2
13032610	Precision Metal Manufacturing II/Precision Metal Manufacturing II Lab	PRMMLAB2
13033000	Practicum in Manufacturing	PRACMAN1

Code	Course Title	Course Abbreviation
13033005	Practicum in Manufacturing/Extended Practicum in Manufacturing (First Time Taken)	EXPRMAN1
13033010	Practicum in Manufacturing (Second Time Taken)	PRACMAN2
13033015	Practicum in Manufacturing/Extended Practicum in Manufacturing (Second Time Taken)	EXPRMAN2
13036900	Solid State Electronics	SOSTELEC
13037400	Practicum in Science, Technology, Engineering, and Mathematics (First Time Taken)	PRCSTEM1
13037410	Practicum in Science, Technology, Engineering, and Mathematics (Second Time Taken)	PRCSTEM2
13037405	Practicum in Science, Technology, Engineering, and Mathematics/Extended Practicum in Science, Technology, Engineering, and Mathematics (First Time Taken)	EXPRSTEM1
13037415	Practicum in Science, Technology, Engineering, and Mathematics/Extended Practicum in Science, Technology, Engineering, and Mathematics (Second Time Taken)	EXPRSTEM2
13037600	Digital Electronics	DIGELC
13039700	Automotive Technology II: Automotive Service	AUTOTEC2
13039710	Automotive Technology II: Automotive Service/Advanced Transportation Systems Laboratory	AUTOLAB2
13039800	Collision Repair	COLLISR
13039810	Collision Repair/Advanced Transportation Systems Laboratory	COLLRLAB
13039900	Paint and Refinishing	PAINTREF
13039910	Paint and Refinishing/Advanced Transportation Systems Laboratory	PTREFLAB
13040450	Practicum in Transportation Systems (First Time Taken)	PRACTRS1
13040455	Practicum in Transportation Systems/Extended Practicum in Transportation Systems (First Time Taken)	EXPRTRS1
13040460	Practicum in Transportation Systems (Second Time Taken)	PRACTRS2
13040465	Practicum in Transportation Systems/Extended Practicum in Transportation Systems (Second Time Taken)	EXPRTRS2