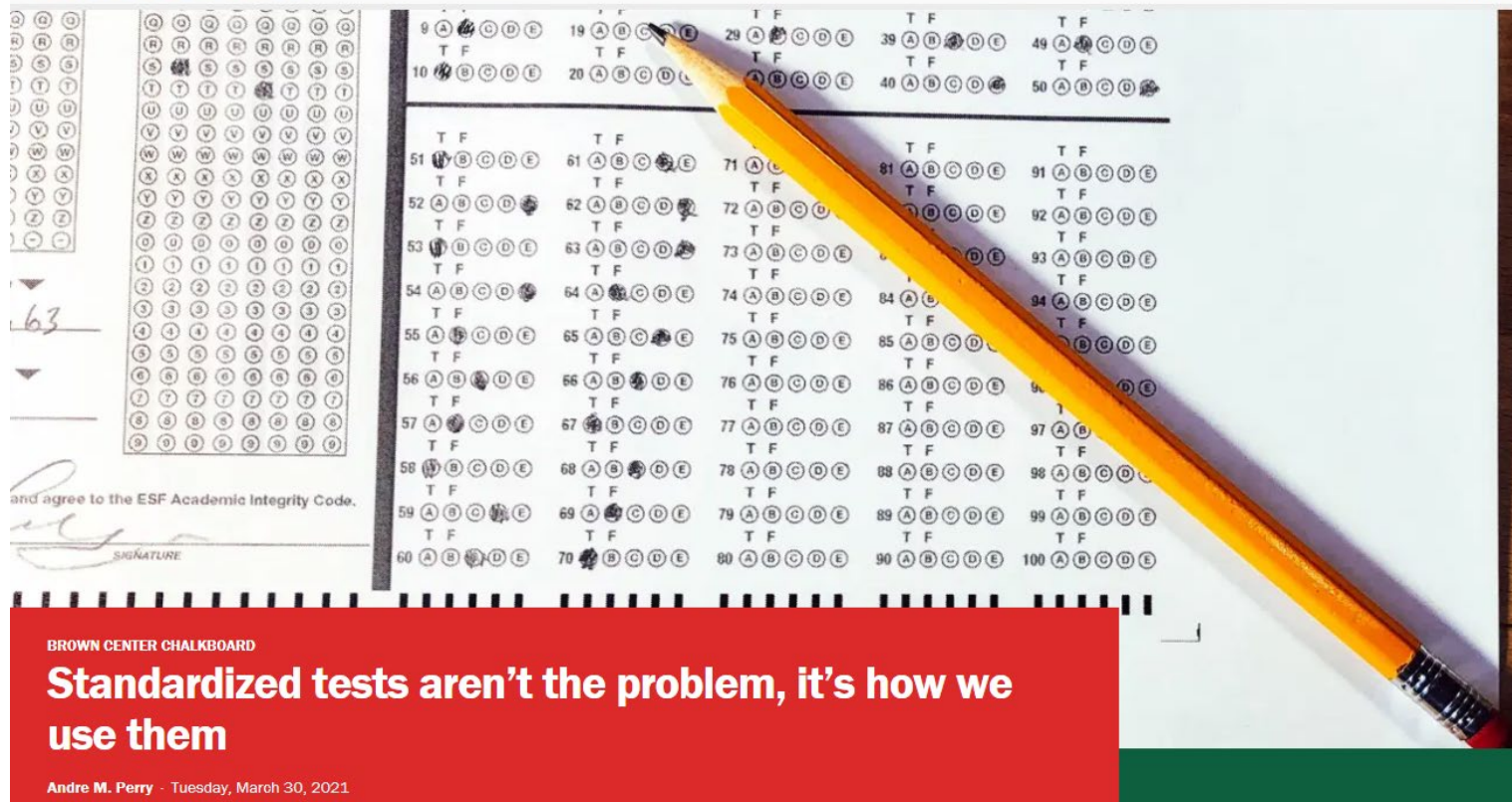




and agree to the ESF Academic Integrity Code.

SIGNATURE

63

BROWN CENTER CHALKBOARD

Standardized tests aren't the problem, it's how we use them

Andre M. Perry - Tuesday, March 30, 2021

BROOKINGS

Brown Center Chalkboard

Standardized tests aren't the problem, it's how we use them

Andre M. Perry Tuesday, March 30, 2021

Editor's Note:

This piece originally appeared in The Hechinger Report; the version below has been lightly edited for style.

Education Secretary Miguel Cardona is refusing to back down on a federal requirement that states must administer standardized tests this year, although a letter to state leaders from the Department of Education last month said that states will have flexibility on how to apply results. States concerned about the safety of administering a test during a pandemic may implement shortened versions of assessments.

This relief from the hammer of accountability, if not from the tests themselves, has gotten a mixed reception from anti-testing advocates, school leaders, and teachers who are still trying to ready schools for face-to-face learning. They're right: Greater accountability and standardized testing won't give students the technology they need, give teachers the necessary PPE to stay safe, or give families the income to better house and feed themselves during the pandemic so that kids can focus on learning. And if there was ever a time to see how misguided our accountability systems are in relation to addressing root causes of achievement disparities, it's now.

On its face, relieving students, teachers, and families from the grip of test-based accountability makes sense. We know student achievement, particularly in low-income schools and districts, will dip due to circumstances related to the pandemic and social distancing. We know the source of the decline.

And we currently use standardized tests well beyond what they were designed to do, which is to measure a few areas of academic achievement. Achievement tests were not designed for the purposes of promoting or grading students, evaluating teachers, or evaluating schools. In fact, connecting these social functions to achievement test data corrupts what the tests are measuring. In statistics, this is called Campbell's Law. When a score has been connected to a teacher's pay or job status, educators will inevitably be drawn toward teaching to the test, and schools toward hiring to the test and paying to the test, rather than making sure students get the well-rounded education they need and deserve.

However, there is still a role for testing and assessment. We need to know the full extent of the damage from the last 12 months beyond the impact on academics. For one, the federal government should have states take a roll call to see who hasn't been in school. The government must also assess families' technological needs if it is to properly support the states financially. In other words, states should be using multiple assessments to address the range of needs of students and their teachers. This is what the focus of academic and non-academic assessment should have always been, not a means to punish the people who are dealing with conditions that erode the quality of an education.

As many have said in different contexts, the pandemic exposed existing structural inequalities that are driving racial disparities. This is as true in education as it is in other sectors. Limited broadband and computer access, home and food insecurity, deferred maintenance on buildings, uneven employment benefits among non-teaching school staff, and fewer resources for schools that serve children of color were throttling academic achievement before the pandemic. They will certainly widen achievement gaps during and after.

As a condition for receiving a waiver, Cardona is requiring states to report on the number of chronically absent students and students' access to computers and high-speed internet, a request that raised the ire of some Republican lawmakers. Sen. Richard Burr (R-N.C.) and Rep. Virginia Foxx (R-N.C.) objected in a March 25 letter that the requirements for information on chronic absenteeism and access technologies as conditions are "not

permitted under ESEA as amended by ESSA.” The letter continued: “They are both outside the scope of what states are seeking to be waived and violate specific prohibitions on the Secretary requiring states to report new data beyond existing reporting requirements.”

Cardona is right in his effort to use tests properly. Gathering information is essential if we really care about closing gaps in educational opportunity and achievement. Information shines light on structural problems. When the effects of structural problems on student learning are ignored, teachers and school boards are blamed for any deficiencies in student performance. Racism ends up pointing a finger at Black education leaders, teachers, and kids for disparities that result from systemic racism.

This is why we should rethink how we use tests in the future.

States have historically found ways to starve majority-Black and -Brown districts of the resources they need to thrive. Let’s be clear: We need to hold racist policies and practices accountable.

Segregation and school financing systems that reinforce segregated housing arrangements reflect the application of racist attitudes about Black people and communities that show up in outcomes. And since No Child Left Behind ushered in an era of accountability in 2001, those accountability systems have largely failed to address those sources of inequality. Black districts in particular have felt as much pain from testing as from the negative conditions that surround schooling. School and district takeovers, mass firings, and the imposition of charter schools have not been applied fairly or evenly because testing didn’t identify the real problems.

Amid a pandemic, testing is a necessary inconvenience to help us understand how we can better address structural racism and other root causes of academic disparities. But if tests aren’t used as a way to support Black districts, students, and families by leading to solutions for structural inequities, then they will only facilitate the epidemic of racism that existed before the pandemic.

Brown Center Chalkboard

The Brown Center Chalkboard launched in January 2013 as a weekly series of new analyses of policy, research, and practice relevant to U.S. education.

In July 2015, the Chalkboard was re-launched as a Brookings blog in order to offer more frequent, timely, and diverse content. Contributors to both the original paper series and current blog are committed to bringing evidence to bear on the debates around education policy in America.

[Read papers in the original Brown Center Chalkboard series »](#)

DATE:	April 1, 2021
SUBJECT:	2021 Accountability Waiver Request for Every Student Succeeds Act State Plan
CATEGORY:	Notice
NEXT STEPS:	Share with appropriate administrators and staff

Background on Federal Accountability

In January 2021, the Texas Education Agency (TEA) submitted an addendum and amendment to the state's Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), state plan. The addendum and amendment requested one-year adjustments to the 2021 Closing the Gaps domain methodology used in the academic accountability system and the methodology used to identify schools for support and improvement. On February 22, 2021, the new administration at the U.S. Department of Education (USDE) announced that additional accountability flexibilities would be available for states that submit requests using a USDE waiver request template. Based on USDE feedback on the addendum and amendment request, TEA has determined that the next step in addressing aspects of the 2021 federal accountability system is to submit the waiver request.

Waiver Request

As was announced in the [December 10, 2020](#), correspondence, TEA will not calculate accountability scores or issue A–F accountability ratings for the 2020–2021 school year but will process and report all available data from the 2020–2021 school year.

In the waiver request, TEA will seek to waive the following accountability and school identification requirements in ESEA:

- 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 2020–2021 school year

Additionally, TEA will seek to waive federal report card provisions for accountability data, which is not available for the 2020–2021 school year, such as Academic Growth.

Pursuing this waiver allows TEA to process and report all available data as requested in the original addendum and amendment with one exception—to delay the implementation of the [accelerated testers requirement](#) by one year. Because the request to delay the implementation has not been approved by the USDE, TEA will include grade 12 accelerated testers' SAT or ACT results in 2021 accountability

calculations. Under the waiver request, participation rates of less than 95 percent will not affect the Academic Achievement component calculations.

Waiver Assurances

As part of the waiver request, states must satisfy equal or improved transparency in reporting to parents and the public. Chronic absenteeism data, as reported annually to the USDE in its *EDFacts* data submission, must be reported by district, campus, and available subgroups on TEA's website. Additionally, any data collected related to student and/or teacher access to technology devices and high-speed internet must also be reported publicly. These reports will not require additional data reporting by districts. Further information on reporting timelines and data indicators will be shared as available.

Submission Timeline

Per guidance from the USDE, an additional comment period is not necessary as TEA's original request aligns with the waiver request, and public comments were submitted to the USDE as part of the state's request. TEA will submit the accountability waiver request on April 1, 2021. Additional information will be provided to local education agencies when TEA receives a response from the USDE for this request.

For Further Information

If you have any questions regarding this waiver request, please contact TEA's Performance Reporting Division at (512) 463-9704 or performance.reporting@tea.texas.gov.

A copy of the waiver request can be found at <https://tea.texas.gov/about-tea/laws-and-rules/essa/every-student-succeeds-act>.



Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

FOR IMMEDIATE RELEASE

April 6, 2021

CONTACT: Texas Education Agency

Media Relations

(512) 463-9000

Statement from TEA Student Assessment Division:

“Earlier today, districts experienced connectivity issues with the STAAR Online Testing Platform (SOTP). We posted updates to the STAAR Assessment Management System dashboard every 10 minutes to keep districts apprised of the progress in resolving the issue.

“The three STAAR tests affected were Grade 4 writing, Grade 7 writing, and English I. This was the first of five days that students were eligible to take one of these three tests online.

“At 10:17 a.m. CDT today, districts were advised if they were having issues that they should stop online testing for the day while the vendor works to resolve these problems. Online testing will resume tomorrow.

“We are still analyzing data to determine the number of students affected. Students could have experienced four different scenarios with online testing today:

- 1) the student could have successfully submitted the test without disruption;
- 2) the student could have successfully submitted answers but may have noticed unusually slow response times;
- 3) the student could have been prevented from logging in to begin with; or
- 4) the student could have begun to answer questions, but at some point was prevented from continuing, and in this instance, answers were saved every thirty seconds so that these students will be able to pick up where they left off.

“We understand the frustration this has caused students, parents, teachers, and administrators. What happened today is completely unacceptable. ETS, the testing vendor, experienced problems with their database system, which are in the process of being corrected. The 2021 online administration of STAAR will be ETS’s last for the State of Texas. Beginning next school year, Cambium Assessment will be taking over these critical testing functions to ensure that users have a seamless online testing experience moving forward.

“All involved in public education in Texas should expect better than what they have experienced today; we are working to ensure that our students do not experience future testing issues.”

Every child, prepared for success in college, a career or the military.

Find out more at tea.texas.gov.

This Week's FAQ

Why doesn't the CCMR Tracker include 2020–21 CCMR outcomes?

Those data have yet to be reported. Also, please note that the 2021 CCMR Tracker will be released in two stages this year:

- March 31, 2021:
 - CCMR outcomes reported though TSDS PEIMS, TSIA results, and OnRamps course completion **through the 2019–20 school year**
 - SAT, ACT, AP, IB, and level I/II certificates through the 2018–19 school year
- July 2021:
 - CCMR outcomes reported though TSDS PEIMS, TSIA results, and OnRamps course completion through the 2019–20 school year (identical to March 31 release)
 - SAT, ACT, AP, IB, and level I/II certificates through the 2019–20 school year

The table below provides the years included in the *first release* of the 2021 CCMR Tracker for each indicator.

Indicator	Data Reported for the First Release
ACT college admissions test	Tests from grade 9 through July 2019 administration
AP examination	Tests from grade 9 through May 2019 administration
IB examination	Tests from grade 9 through May 2019 administration
TSI assessment	Tests from June 2011 through October 2020 administration
SAT college admissions test	Tests from grade 9 through June 2019 administration
OnRamps dual enrollment course completion	Courses completed from grade 9 through 2019–20 school year
Level I and Level II certificates	Certificates earned from grade 9 through 2018–19 school year
Dual credit course completion	Courses completed from grade 9 through 2019–20 school year
Industry-based certification	Certifications earned from grade 9 through August 31, 2020
Associate degree	Degrees earned from grade 9 through 2019–20 school year
College prep course	Courses completed from grade 9 through 2019–20 school year

Performance Reporting Calendar

March 29–April 9: 2021 Alternative Education Accountability (AEA) Auto-Registration Process in TEAL

April 2: Final 2021 Accelerated Testers Listing Release in TEAL

April 16–May 17: 2021 Accountability Manual Public Comment Period

April 26–May 7: 2021 Campus Pairing Process in TEAL

Late May: 2020 Annual Graduates CCMR Verifier Release in TEAL

July: Second 2021 CCMR Tracker Release in TEAL



Performance Reporting Division

512.463.9704

Performance.reporting@tea.texas.gov

<http://tea.texas.gov/accountability/>

2021 Texas Education Agency Academic Accountability System Framework

2021 Overall Accountability System

Due to the impact of COVID-19, all districts and campuses will receive a label of *Not Rated: Declared State of Disaster* for 2021. Although raw and scaled overall and domain A–F ratings will not be assigned, all available accountability data will be published. The overall design of the accountability system will remain unchanged where feasible to allow for data reporting. In response to feedback from stakeholders, adjustments to certain indicators and methodologies are necessary for 2021. This document provides a summary of the substantive changes. The *2021 Accountability Manual* will be published in the *Texas Register* for public comment in early April and will incorporate these updates along with additional, less substantive revisions.

Accountability Rating Labels

Districts, open-enrollment charter schools, and campuses will receive a label of *Not Rated: Declared State of Disaster*.

Local Accountability Systems (LAS)

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

Student Achievement Domain

The College, Career, and Military Readiness (CCMR) component will exclude two previously used indicators:

- Enlist in the U.S. Armed Forces
 - 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.
- Complete CTE coherent sequence coursework and earn credit aligned with approved industry-based certifications
 - This indicator was scheduled to be phased out this year.

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. If that request is granted, TEA will not include the results for accelerated testers in 2021 data. TEA will begin the inclusion of grade 12 accelerated testers' SAT/ACT results with the 2022 accountability cycle. If the request is denied, the STAAR component of the Student Achievement domain will include SAT and/or ACT results for accelerated testers as described in the *2021 Accountability Manual*.

School Progress Domain

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.

For School Progress, Part B: Relative Performance, TEA will only display raw STAAR and CCMR component scores, as applicable.

2021 Texas Education Agency Academic Accountability System Framework

Closing the Gaps Domain

Academic Growth

The Academic Growth component will not be calculated as described above.

Participation Rate

As part of the ESSA Plan 2021 Addendum, TEA requested to report only reading and mathematics assessment participation rates for districts and campuses for 2021.

CCMR

The CCMR component will be updated as described above.

English Language Proficiency (ELP)

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 will be used as the prior year result. The ELP component will evaluate two years of TELPAS Alternate data in addition to TELPAS data. Current year TELPAS Alternate composite scores will be compared to the 2020 or 2019 (if 2020 is not available) TELPAS Alternate composite scores to determine if ELs made progress.

Federal Graduation Rate

The Texas Education Agency (TEA) received approval from the USDE on December 22, 2020, of its January 2020 amendment to adjust the Closing the Gaps domain graduation rate methodology. To determine if the student group met the graduation rate indicator, the group's four-year federal graduation rate will be 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 group's Class of 2015 statewide baseline rate?
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?

Comprehensive, Targeted, and Additional Targeted Support Identification

The TEA received approval from the USDE on December 22, 2020, of its January 2020 amendment to adjust the Closing the Gaps domain graduation rate methodology used to identify schools for support and improvement. Campuses will now be evaluated for comprehensive support and improvement (CSI) identification and exit based off their six-year federal graduation rate. The methodology used to identify campuses for CSI was updated to identify any Title I or non-Title I campus that does not attain at least a 67 percent graduation rate using the six-year federal graduation rate rather than the four-year rate. The six-year federal graduation rate will also be used to evaluate campuses for CSI exit.

The amendment also updated the CSI methodology to escalate Title I additional targeted support (ATS) campuses to CSI after three consecutive years, rather than escalating Title I targeted support and improvement (TSI) campuses.

On January 27, TEA submitted to the USDE an addendum to the state's ESEA, as amended by the ESSA consolidated state plan requesting the following adjustments for 2021 accountability.

- To retain existing CSI, TSI, and ATS labels for school year 2021–22 and delay the identification of the next cohort of CSI, TSI, and ATS campuses by one year, until August 2022.

2021 Texas Education Agency Academic Accountability System Framework

- To postpone the escalation of three-year ATS campuses to comprehensive status until August 2023.
- To receive funding for 2021–22, CSI campuses must opt-in for continued interventions. Campuses that opt-out of continued interventions opt-out of funding and remain CSI identified.
- Current CSI campuses identified solely by the graduation rate criteria may exit if the campus meets the CSI graduation rate exit criteria.

If the addendum requests are denied, TEA will provide additional information to districts and campuses this spring.

Distinction Designations

Distinction designations will not be awarded for 2021. Campus comparison groups will be generated for informational purposes only.

Alternative Education Accountability (AEA) Campus Identification

To be eligible for AEA provisions, each campus must have at least 90 percent student enrollment in grades 6–12 based on total students enrolled (early education–grade 12) as verified through current-year TSDS PEIMS fall enrollment data. The update to the 50 percent 6–12 enrollment criterion is in response to the AEA Taskforce recommendation to restrict the use of AEA provisions to middle and high schools who offer alternative programs for at-risk students.

1. Why is there going to be an accountability manual if all districts and campuses are *Not Rated: Declared State of Disaster* for 2021? Will appendices be published this year?

The *2021 Accountability Manual* will describe the methodology used to calculate the data shown on accountability reports. The manual appendices will be released in late spring.

2. Which accountability system components will and will not be calculated for 2021?

The [2021 Academic Accountability System Overview](#) briefly describes updates to the 2021 accountability system.

3. What exactly will accountability reports show for 2021? Will districts and campuses receive domain and overall scaled scores?

- Districts and campuses will *not* receive overall or domain scaled scores and ratings.
- The 2021 Student Achievement domain reports will show raw STAAR; College, Career, and Military Readiness (CCMR); and graduation rate component scores. They will *not* show scaled component or domain scores.
- School Progress, Part A: Academic Growth reports will be not be produced, as academic growth data is not available due to the cancellation of 2020 STAAR administrations.
- School Progress, Part B: Relative Performance reports will show raw STAAR and CCMR component scores, as well as the economically disadvantaged percentage. They will *not* show domain scaled scores.
- Closing the Gaps reports will show a Y/N for each student group in relation to meeting the targets. They will show component raw scores (percentage of indicators met). They will *not* show weights, component scaled scores, or domain scores.
- Campus comparison group reports will be produced for informational purposes only. Distinction designations will *not* be awarded, and all associated data and reports will *not* be produced.

4. The framework notes that TEA requested to delay the implementation of the accelerated testers requirement by one year. What will happen if this request is denied?

If denied, those students will be included in the report-only accountability data. If granted, those students will *not* be included in the report-only accountability data.

5. The framework notes that if a 2020 TELPAS composite rating is not available for use in the English Language Proficiency (ELP) component of the Closing the Gaps domain, the composite rating from 2019 will be used as the prior year result. If the 2019 composite rating is used and compared to the 2021 composite rating, is the student expected to demonstrate an improvement across two levels (e.g., from Beginning to Advanced)?

No, an English learner will be considered as having made progress if they improve by one proficiency level, regardless of whether the 2020 or 2019 composite rating is used.

- 6. Will schools still be held to the 95% participation requirement on STAAR this year? With no accountability ratings this year, how will this be enforced?**

As part of our ESSA addendum, we are seeking to report-only participation for 2021. If approved, schools will not be held to a 95% participation rate and there will no penalties if that rate is not met. If denied, the data will still be report-only but will include the denominator adjustment as described in Chapter 4 of the accountability manual. You can read more about the addendum request in the To the Administrator Addressed [here](#).

- 7. The framework states that the agency requested to maintain existing school improvement labels. Will campuses be able to exit? What are the school improvement requirements this year?**

No, campuses will not be able to exit school improvement status this year. Comprehensive support and improvement (CSI) campuses will be allowed to opt-out of required submission interventions and engagement with the TEA. Current CSI campuses identified solely by the graduation rate criteria will have an opportunity to exit if the campus meets the graduation rate exit criteria. Targeted support and improvement (TSI) and additional targeted support (ATS) campuses will be allowed to opt-out of interventions processes as well, continue improvement efforts at the local level with oversight and control as in the past or opt-in to applying for grant funds, required intervention submissions and Division of School Improvement support.

Timelines and procedures for opt-out will be developed and shared in early 2021. For additional information, see [these FAQs](#).

- 8. The framework notes that military enlistment data will be excluded until it can be obtained directly from the Department of Defense. Do we still need to report military enlistment data in PEIMS?**

Yes, the PEIMS element is still required during the submission. As it cannot be left blank, if districts want to report Yes, they should follow the guidance issued [here](#). Performance Reporting is working with the IT Division and TEA leadership to find the appropriate time to remove the PEIMS indicator.

- 9. How will the Public Education Grant (PEG) list be determined this year?**

Because ratings were not issued in 2020 and will not be in 2021, the campuses identified for PEG based on 2019 ratings will remain on the 2022–23 PEG List.

- 10. The framework references a change to the 50 percent enrollment criterion for alternative education accountability (AEA) registration. If all districts and campuses are *Not Rated: Declared State of Disaster*, what purpose will AEA registration serve?**

The 2021 AEA list will be used for informational purposes by the AskTED, PEIMS, and Charter School teams at the agency.

11. What changes did TEA request via the amendment and addendum? What happens if these requests are denied?

TEA requested the following one-year adjustments for 2021 accountability determinations through an addendum:

- To delay the implementation of the [accelerated testers requirement](#) by one year.
- To report only reading and mathematics STAAR participation rates for districts and campuses.
- To process the Closing the Gaps domain without the Academic Growth component due to the lack of sufficient growth data.
- To delay the identification of the next cohort of comprehensive support and improvement (CSI), targeted support and improvement (TSI), and additional targeted support (ATS) campuses by one year. This request would also postpone the escalation of three-year ATS campuses to comprehensive status until August 2023.
- To retain existing CSI, TSI, and ATS labels for 2021–2022. In order to receive funding for 2021–2022, CSI campuses must opt-in for continued interventions. Campuses that opt-out of continued interventions would continue to be identified and would also be opting-out of funding. Current CSI campuses identified solely by the graduation rate criteria would have an opportunity to exit if the campus met the graduation rate exit criteria.
- To not calculate or assign scaled scores or A–F rating labels to the Closing the Gaps domain.

TEA asked to amend the following sections of the state plan:

- The language in the school interventions section to reflect current interventions.
- The language in the Title I, Part C: Education of Migratory Children to reflect current needs and procedures.
- The language in the accountability section to align with the addendum request. For example, the definition of “three consecutive years” of data for TSI identification will be updated to exclude data from the 2020–2021 school year due to the lack 2021 Academic Growth.

If any requests are denied, additional information will be shared later this spring.

General Information

- All campuses and districts will be labeled *Not Rated: Declared State of Disaster*; TEA will process and report all available data to districts and the public.
- TEA will retain existing comprehensive support and improvement (CSI), targeted support and improvement (TSI), and additional targeted support (ATS) labels. Current CSI campuses identified solely by the graduation rate criteria will have an opportunity to exit if the campus meets the graduation rate exit criteria.
- Campuses identified for the Public Education Grant (PEG) based on 2019 ratings remain on the 2022–23 PEG list.
- The A–F Estimator will not be updated, and the scaling tool has been removed; the impact of COVID-19 will vary greatly among districts and campuses, and the scaling set in 2019 may not appropriately account for variations in 2021 outcomes.
- The requirement to adjust the Academic Achievement component for participation rates less than 95 percent has been waived.
- Accelerated testers will be included in data calculations.



NOT AVAILABLE FOR 2021

- ☐ Student Achievement scaled component or domain scores
- ☐ School Progress, Academic Growth data
- ☐ School Progress, Relative Performance domain scaled scores
- ☐ Closing the Gaps component scaled scores or domain scores
- ☐ Overall and domain scaled scores and ratings
- ☐ Distinction designations



AVAILABLE FOR 2021

- ☐ Student Achievement raw STAAR; College, Career, and Military Readiness (CCMR); and graduation rate component scores
- ☐ School Progress, Relative Performance raw STAAR and CCMR component scores, as well as district and campus economically disadvantaged percentage
- ☐ Closing the Gaps outcomes for student groups in relation to meeting the targets and component raw scores (percentage of indicators met)
- ☐ Campus comparison groups

Student Achievement

All Students

Elementary Schools and Middle Schools

STAAR

- Combined over all STAAR subject areas evaluated (reading, mathematics, writing, science, social studies)
- Credit awarded for Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level

High Schools, K–12s, and Districts

STAAR

See description above.

College, Career, and Military Readiness (CCMR)

Percentage of annual graduates that meet any of the following:

- Meet TSI criteria in ELA/reading *and* mathematics on assessments or complete college prep courses
- Meet AP/IB criteria
- Earn dual-course credits
- Earn an approved industry-based certification
- Earn an associate degree while in high school
- Graduate with completed IEP and workforce readiness
- Earn a Level I or Level II certificate
- Complete an OnRamps dual-enrollment course
- Graduate under an advanced diploma plan and be identified as a current special education student

Update for 2021

CCMR was updated to exclude two previously used indicators:

1. Enlist in the U.S. Armed Forces ([pending data receipt](#))
2. Complete CTE coherent sequence coursework and earn credit aligned with approved industry-based certifications

Graduation Rate

Better of four-year, five-year, or six-year graduation rate (or annual dropout rate if no graduation rate is available).

School Progress

All Students

Elementary Schools, Middle Schools, High Schools, K–12s, and Districts

Part A: Academic Growth

Update for 2021

School Progress, Part A: Academic Growth will not be calculated for 2021.

Part B: Relative Performance

Credit awarded based on performance relative to districts or campuses with a similar percentage of economically disadvantaged students.

Summary of 2021 Updates

- No overall or domain scaled scores or A–F ratings
- All districts and campuses labeled **Not Rated: Declared State of Disaster**
- School Progress, Part A & Closing the Gaps: Academic Growth not calculated
- CCMR indicators updated
- Federal graduation rate methodology in Closing the Gaps modified
- Accelerated testers may be included in STAAR components pending USDE response

Closing the Gaps

All Students and Disaggregated Student Groups

Elementary Schools and Middle Schools

Academic Achievement

- Reading and mathematics STAAR results
- Credit awarded for Meets Grade Level or above and Masters Grade Level

Academic Growth Status

Update for 2021

Closing the Gaps: Academic Growth Status will not be calculated for 2021.

English Language Proficiency

- English learners' performance on TELPAS
- Credit for advancing by at least one composite rating from the prior year (2019 or 2020) to the current year, or a composite rating of Advanced High or Basic Fluency

STAAR Component

See Student Achievement–STAAR for description.

High Schools, K–12s, and Districts

Academic Achievement

See description above.

Federal Graduation Rate

Four-year federal graduation rate (without exclusions).

Update for 2021

Methodology updated. Indicator may be met with 3 options:

1. Meet long-term target and improve at least 0.1% over baseline rate
2. If #1 is no, meet interim target and improve at least 0.1% over prior year rate
3. If #1 and #2 are no, meet growth target

English Language Proficiency

See description above.

College, Career, and Military Readiness

Percentage of annual graduates *and* non-graduating grade 12 students that meet any of the CCMR indicators as described in the Student Achievement domain.