

The 2022 Accountability Manual includes a new section on the number and diversity of students with disabilities, which are not anticipated in the current manual. This section addresses whether or how the current manual addresses these designations. In some cases, the manual may not have an appropriate rating for these designations. The manual also addresses the accountability of the accountability system for charter schools and legislative representatives of the accountability system.

Accountability Tools
Charter schools, and other schools, are required to address technical issues.

Accountability Process

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 2021–22 school year are assigned a state accountability rating. For this purpose, students are considered enrolled if they are in membership. In order for a student to be in membership they must be scheduled to attend at least two hours of instruction each school day or participate in an alternative attendance accounting program.

Students instructed virtually are included in accountability calculations in the same manner as in-person students. Students enrolled in virtual courses under an agreement described by Texas Education Code (TEC), Section 29.9091, are considered enrolled in the sending district or school for purposes of average daily attendance and accountability.

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

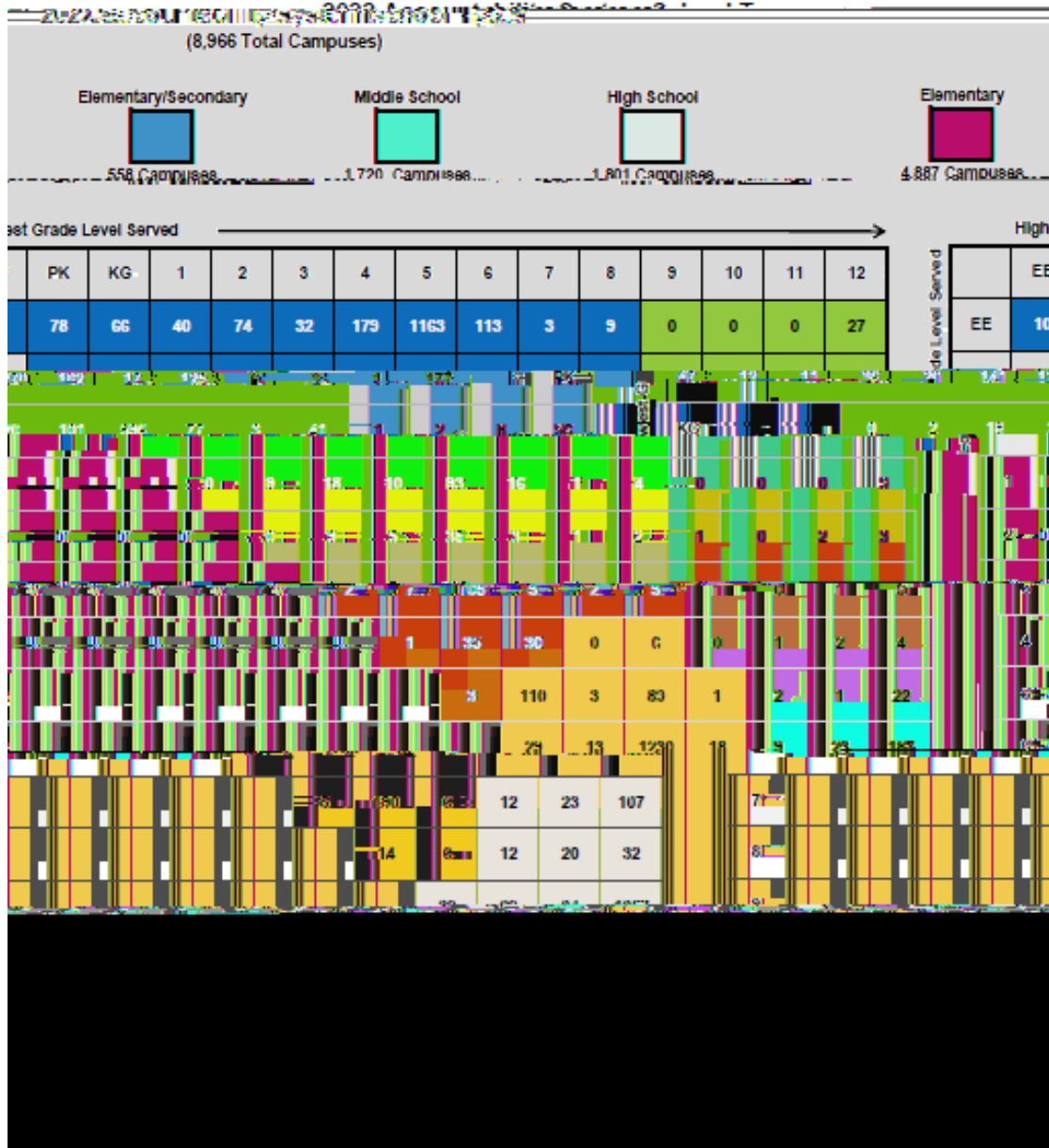
Beginning the first year they report fall enrollment, campuses, and open-enrollment charter schools, including alternative education campuses (AECs), are rated based on the performance of their students. For the purposes of assigning accountability ratings, campuses that do not serve any grade level 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

x **Not Rated: Senate Bill 136A** assigned in 2022 for overall performance to districts and campuses that do not meet the performance target to earn at least a **C**.

x



2022 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 summer 2021 administration	October 2020 enrollment snapshot
EOC fall 2021 administration	October 2021 enrollment snapshot
EOC spring 2022 administration	
Grades 3–8 spring 2022 administration	

The 2022 accountability subset rules apply to students who were enrolled in the district or campus on the date of the assessment administration.



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>.

- x **TestSecurity** 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 and maintain certain test administration materials for five years. All testing personnel are required to be trained in test security and administration procedures at least once. However, annual test administration training is strongly encouraged, especially for policies and procedures that have changed. Detailed information about test security policies for the state assessment program is available online at <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2547990915/Test+Security>
- x **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 State Data Center (SDC) and may lead to corrective actions, (e.g., a 2.0 rating) or possible investigations under TEC, Sec. 8.9 (u)-0.0.6g-7.3.7 (l)-5.5 (w)1iotyccmp,8i(w)1ve.6 (i)-1.3Ta39.s6m-2.6 (e. Is6m