

The overall design of the accountability system will remain unchanged. Districts, open-enrollment charter schools, and campuses will be evaluated by three domains: Student Achievement, School Progress, and Closing the Gaps. In response to feedback from stakeholders, adjustments to certain indicators and methodologies are necessary for 2020. This document provides a summary of the substantive changes. The *2020 Accountability Manual* will be published in the *Texas Register* for public comment in early May and will incorporate adjustments to the evaluation of districts, open-enrollment charter schools, and campuses. Districts, open-enrollment charter schools, and campuses will receive A–F ratings for overall performance, as well as a rating for performance in each domain. The cut points for letter

CTE coherent sequence graduates who complete and receive credit for at least one aligned CTE course	½ point	
Earn an industry-based certification	1 point	1 point

There are no indicator or methodology adjustments specific to the School Progress domain.

The English Language Proficiency (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 2019 TELPAS Alternate composite scores to determine if ELs made progress.

The agency submitted a request to U.S. Department of Education to amend the Every Student Succeeds Act (ESSA) state plan on January 31, 2020. The graduation rate methodology for the Closing the Gaps domain was included in the amendment request. If approved, the graduation rate methodology will be updated to evaluate districts and campuses against the four-year long-term target, the four-year interim target, and expected growth toward the four-year long-term target. If the amendment is denied, the graduation rate methodology will not change from 2019. To learn more about the amendment request, see our [FAQs](#).

The updated list of 245 IBCs will be used for the CCMR component. The list of CTE courses aligned with an IBC will include additional courses by which a CTE coherent sequence graduate may earn 0.5 credit toward CCMR.

The following provision will be updated. A district may not receive an overall or domain rating of *A* if the district includes any campus with a corresponding overall or domain rating of *D* or *F*; however, if the campus is registered and evaluated under alternative education accountability (AEA) provisions, this provision will not be applied if the AEA campus has an overall or corresponding domain rating of *D*. The provision will apply if the AEA campus has an overall or corresponding domain rating of *F*.

The all students group will no longer be used to identify campuses for targeted support and improvement or additional targeted support.

Contingent upon approval of the proposed ESSA state plan amendment, the methodology used to identify campuses for comprehensive support and improvement will be 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.

Also contingent upon approval of the proposed ESSA state plan amendment, the comprehensive support and improvement methodology will be updated to escalate Title I additional targeted support campuses to comprehensive support and improvement after three consecutive years, rather than escalating Title I targeted support and improvement campuses. An additional targeted support identification in 2020, 2021, and 2022 for a Title I campus would result in comprehensive support and improvement implementation in the 2022–23 school year.