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Domain 3: Closing the Gaps

Closing the gaps 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).

Domain 3 Components and Weights

Elementary and Middle Schools		High Schools, K–12 Campuses, AEAs, and Districts	
Component	**Weight**	**Component**	**Weight**
Academic Achievement	30%	Academic Achievement	50%
STAAR Growth	50%	Four-year Graduation Rate (Federal)	10%
Domain 1: STAAR Component	10%	College, Career, and Military Readiness (CCMR)	30%
English Language Proficiency	10%	English Language Proficiency	10%

Elementary includes K–7 and K–8 schools. **Middle** includes 4–8 and 5–8 schools. **K-12** includes 3–12, 4–12 and 6–12 schools.

Which student groups are evaluated in Domain 3?

The All Students group is evaluated for any campus with at least 10 results (e.g. test scores, annual graduates). The following groups are evaluated for any group with at least 25 results:

- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races

- Economically Disadvantaged
- Current Special Education
- Former Special Education
- Current and Monitored English Learners
- Continuously Enrolled
- Non-Continuously Enrolled

Current and Monitored English Learners includes students up to 4 years after exiting EL status.

To be considered continuously enrolled, a student in grades 4–12 must have been enrolled at the **campus** on the last Friday in October 2021 (i.e. Snapshot Day) and in the **district** on the last Friday in October in 2020, 2019, and 2018. A student in grade 3 must only have been enrolled in the district on Snapshot Day in 2020 and 2019.

How is each Domain 3 component score computed?

The number of groups who met the target (see page 2) for each indicator divided by the total number of groups evaluated. A campus without at least 10 test results in both reading and math in the Academic Achievement component is not evaluated in Domain 3.

Domain 3 Academic Achievement Component Example:

		All	Afr. Am.	His.	White	Spec. Educ.	Econ. Dis.	ELL
Reading/ELA	Score	58%	44%	34%	55%	36%	32%	48%
	Target	44%	32%	37%	60%	19%	33%	29%
	Met	Y	Y	N	N	Y	N	Y
Mathematics	Score	43%	47%	52%	—	21%	33%	56%
	Target	46%	31%	40%	59%	23%	36%	40%
	Met	N	Y	Y	—	N	N	Y

28 total indicators: 7 met the target, 6 missed the target, and 15 were not evaluated because the student group was less than 25.

$$\text{Domain 3 Academic Achievement Component Score} = \frac{7}{13} = 53.8\%$$

HISD Research and Accountability
Source: 2022 Accountability Manual (select chapters)

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What are the targets for each group and indicator in Domain 3?

Academic Achievement Component (all campuses)

The Academic Achievement Component of Domain 3 uses the STAAR results from Domain 1 for Reading and Mathematics at or above the Meets Grade Level standard.

	All	Afr. Am.	His.	White	Am. Ind.	Asian	Pac. Isl.	Two or More	Spec. Educ.	Econ. Dis.	ELL (Curr + Mon)	Spec. Educ. (Former)	Cont. Enrolled	Non-Cont. Enrolled
Reading/ELA	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%

English Language Proficiency (all campuses)

The English Language Component of Domain 3 is based on the percentage of Current ELs who progressed one composite rating level or reached Advanced High on TELPAS. This component is evaluated if the campus has at least 25 Current ELs, and the target is **36%**. Because this component only evaluates one group, the raw score will be either 100 or 0. If the campus does not have 25 current ELs, the weight of this component will be distributed across the other 3 components.

Growth Component (Elementary and Middle Schools only)

The Growth Component of Domain 3 uses the Academic Growth component from Domain 2 by subject.

	All	Afr. Am.	His.	White	Am. Ind.	Asian	Pac. Isl.	Two or More	Spec. Educ.	Econ. Dis.	ELL (Curr + Mon)	Spec. Educ. (Former)	Cont. Enrolled	Non-Cont. Enrolled
Reading	66%	62%	65%	69%	67%	77%	67%	68%	59%	64%	64%	65%	66%	67%
Mathematics	71%	67%	69%	74%	71%	86%	74%	73%	61%	68%	68%	70%	71%	70%

Domain 1: STAAR Component (Elementary and Middle Schools only)

The Domain 1: STAAR Component of Domain 3 uses the STAAR component from Domain 1.

All	Afr. Am.	His.	White	Am. Ind.	Asian	Pac. Isl.	Two or More	Spec. Educ.	Econ. Dis.	ELL (Curr + Mon)	Spec. Educ. (Former)	Cont. Enrolled	Non-Cont. Enrolled
47%	36%	41%	58%	46%	73%	48%	55%	23%	38%	37%	43%	48%	45%

College, Career, and Military Readiness Component (High and K-12 Schools only)

The CCMR Component of Domain 3 uses the CCMR component from Domain 1 except that it includes both annual graduates and students in grade 12 during school year 2019–20 who did not graduate. A high school or K-12 campus that does not have a graduation rate is evaluated using the Growth Component used for elementary and middle schools.

All	Afr. Am.	His.	White	Am. Ind.	Asian	Pac. Isl.	Two or More	Spec. Educ.	Econ. Dis.	Ever ELL in Grades 9-12	Spec. Educ. (Former)	Cont. Enrolled	Non-Cont. Enrolled
47%	31%	41%	58%	42%	76%	39%	53%	27%	39%	30%	43%	50%	31%

Federal Four-Year Graduation Rate Component (High and K-12 Schools only) - New Methodology for 2021

A student group can meet the Graduation Rate target three ways:
1. Meet the long-term target of 94.0% and exceed the 2015 baseline for the group by at least 0.1%. (Note: The 2015 baseline rate for the Asian group is 95%, and all other groups have baselines below 94%. Thus, the Asian group must be 95.1% or higher while all other groups must be 94.0% or higher)
2. Meet the interim target of 90% and increase by at least 0.1% over the prior year.
3. Meet the graduation rate growth target. This target depends on the current and prior results for each group. The formula is provided in the Accountability Manual.

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How does participation affect component scores in Domain 3?

If the participation rate for All Students or any student group falls below 95% in reading or math, the denominator for the corresponding group in the Academic Achievement component will be adjusted to reach the 95% threshold. The other components are not affected. The TEA has submitted a waiver for 2022 accountability. If accepted, participation will become report only.

Participation Rate Impact Example:

Suppose a campus submitted 100 answer documents for Reading, and 8 of them were marked Absent or Other resulting in a participation rate of 92%. Also suppose 52 of the 92 students tested reached the Meets Grade Level standard.

$$\text{Score without Participation Adjustment} = \frac{52}{92} = 56.5\%$$

$$\text{Score with Participation Adjustment} = \frac{52}{95} = 54.7\%$$

How is the overall Domain 3 score computed?

Each component score is multiplied by the component weight, and the resulting values are summed.

A campus must have at least five measures (i.e. groups) meet the minimum size to be evaluated in the Academic Achievement, Domain 1: STAAR Component, and Growth components.

What are the targets for Domain 3?

Domain 3 raw scores will be converted to scaled scores (see attached charts) based on the cut points below after the components have been combined.

Scaled Score	Rating	Domain 3 Cut Points				
		ES	MS	HS/K-12	AEA	District
90 – 100	A	95	90	95	35	89
80 – 89	B	85	67	69	20	62
70 – 79	C	48	28	28	10	29
60 – 69	NR: SB 1365	23	11	11	1	15
0 – 59	NR: SB 1365	Any score below the cut point for a scaled score of 60.				

Domain 3 Overall Score Example (Elementary):

	Raw Score	Weight	Points Earned
Academic Achievement	45	30%	13.5
Growth	68	50%	34
Domain 1: STAAR Component	70	10%	7
English Language Proficiency	100	10%	10
Total			64.5

The total score of 64.5 rounds to 65. A raw score of 65 for an elementary school falls in the 70–79 scaled score range and results in a scaled score of 74 and a C rating for Domain 3.