

Inclusion of SAT/ACT Results for Accelerated Testers in 2021 Accountability

Background

In July 2020, the U.S. Department of Education (USDE) notified the Texas Education Agency (TEA) of the approval of its [waiver request](#) to broaden the advanced mathematics exception in the Every Student Succeeds Act to include all middle school students administered the State of Texas Assessments of Academic Readiness (STAAR®) end-of-course (EOC) assessments in mathematics, reading/language arts, and science.

This waiver allows TEA to expand the advanced mathematics exception beyond grade 8 students enrolled in advanced mathematics courses to include all middle school students who are administered a STAAR EOC assessment for mathematics, reading/language arts, or science. As required now in Title 19 of the Texas Administrative Code (TAC), [§101.3011](#), students who have completed STAAR EOC assessments while in middle school must take either the corresponding ACT or the SAT while in high school to fulfill federal testing requirements.

Students Evaluated

The STAAR components of the 2021 accountability system include SAT and/or ACT results for accelerated testers. Accelerated testers are defined as students who complete a STAAR EOC at the Approaches Grade Level or above standard in Algebra I, English II, and/or Biology prior to grade 9. Accelerated testers are included in accountability calculations for the accountability cycle once they are reported as enrolled in grade 12 on the TSDS PEIMS October snapshot.

Performance Level Cut Points

SAT and/or ACT results for accelerated testers are included in STAAR components in the subject areas of English language arts (ELA)/reading, mathematics, and science at the standards provided below.

Standard	SAT Evidence-Based Reading and Writing (EBRW)	SAT Math	ACT English and Reading	ACT Math	ACT Science
Does Not Meet Grade Level	200 – 400	200 – 430	2 – 26	1 – 15	1 – 15
Approaches Grade Level or above	410 – 470	440 – 520	27 – 33	16 – 20	16 – 22
Meets Grade Level or above	480 – 660	530 – 680	34 – 59	21 – 29	23 – 27
Masters Grade Level	670 – 800	690 – 800	60 – 72	30 – 36	28 – 36

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SAT/ACT Inclusion—Methodology

SAT/ACT assessment results provided in the chart above are included in the STAAR components at the following levels:

- Approaches Grade Level or above
- Meets Grade Level or above
- Masters Grade Level

The agency evaluates SAT/ACT results from grades 9–12 for the accelerated subject area once the accelerated tester is reported as enrolled in grade 12. If an accelerated tester has more than one corresponding subject-area SAT and/or ACT result across evaluated years, the best result from either SAT or ACT is found for each accelerated subject tested. ACT results considered include assessments from enrolled grade 9 through the April 2021 administration, and SAT results considered include assessments from enrolled grade 9 through the May 2021 administration.

SAT/ACT Accountability Subset

The SAT/ACT accountability subset rules determine the district and campus to which the accelerated tester's SAT/ACT result is attributed for accountability. The SAT/ACT result for an accelerated tester is attributed to the district and campus at which the student is reported as enrolled in grade 12 on the TSDS PEIMS October snapshot for that accountability cycle. SAT/ACT results are attributed to that campus without regard to the campus at which the student took the corresponding STAAR EOC before grade 9 or the enrolled campus at the time of SAT/ACT administration. Examples follow.

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Inclusion of Accelerated Testers Examples

Example 1

In spring 2016, student A is enrolled at Elm Middle School in Elm ISD, takes the Algebra I EOC in grade 7, and achieves the Meets Grade Level standard. The student takes no other EOC assessments prior to grade 9. Student A is reported as enrolled in grade 12 at Elm High School on the October 2020 TSDS PEIMS snapshot. Student A has two SAT Math results and one ACT Math result. All results are between fall 2017 and May 2021. The best mathematics result is an August 2019 SAT administration; that result is selected and included in the 2021 accountability calculations for Elm High School and Elm ISD.

Example 2

In spring 2018, student B is enrolled at Oak Middle School in Oak ISD, takes the English II and Biology EOCs in grade 8, and achieves the Masters Grade Level standard on both assessments. Student B takes accelerated coursework and is reported as enrolled in grade 12 at Elm High School on the October 2020 TSDS PEIMS snapshot. Student B has one SAT Evidence-Based Reading and Writing (EBRW) result and one ACT Science result. Both results are between fall 2018 and May 2021. Both the SAT EBRW and ACT science results are included in the 2021 accountability calculations for Elm High School and Elm ISD.

Example 3

In spring 2017, student C is enrolled at Elm Middle School in Elm ISD, takes the Algebra I EOC in grade 8, and achieves the Approaches Grade Level standard. The student takes no other EOC assessments prior to grade 9. Student C is reported as enrolled in grade 12 at Elm High School on the October 2020 TSDS PEIMS snapshot. Student C has no SAT or ACT mathematics result between fall 2017 and May 2021. There are no results to include in STAAR performance calculations. Student C is included as a non-participant in the 2021 Closing the Gaps domain mathematics participation calculations for Elm High School and Elm ISD. When released later this spring, Chapter 4 of the *2021 Accountability Manual* will provide additional information on participation calculations.

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FAQs

1. How were students identified as accelerated testers and attributed to my district's preliminary listing?

Using the 2013–2020 consolidated accountability file (CAF) cumulative history section, Performance Reporting (PR) identified students who completed a STAAR EOC at the Approaches Grade Level or above standard in Algebra I, English II, and/or Biology prior to grade 9. To create the Preliminary 2021 Accelerated Testers Student Listing, PR used 2019–20 PEIMS attendance files to identify accelerated students who were reported as enrolled in grade 11. PR then assigned students to the district/campus which reported them in attendance for the 4th six weeks. For 2019–20, the 4th six weeks was used due to COVID-19 interruptions. Future cycles will use the last six weeks to assign accelerated testers to districts for preliminary listings.

2. How will the Final 2021 Accelerated Testers Student Listings differ from the preliminary listings?

Final 2021 Accelerated Testers Student Listings will use the 2020–21 PEIMS October Snapshot enrollment data for final 2021 accelerated testers assignments. First, PR will identify accelerated testers reported as enrolled in grade 12. Then the student will be attributed to the district/campus at which the student is reported as enrolled. PR will use the final listing to attribute accelerated testers SAT/ACT results for 2021 accountability.

3. Can you provide an example of how accelerated testers are included in participation calculations?

Smith High School has 376 students enrolled in an Algebra I course in spring 2021. The campus also has 100 accelerated seniors who took the Algebra I EOC prior to grade 9.

The mathematics participation denominator for Smith High School is 476 (376 Algebra I EOC plus 100 accelerated mathematics seniors).

Smith High School had 373 scored Algebra I EOC results and three students coded absent. 90 accelerated seniors had an SAT or ACT mathematics result before graduating. Ten accelerated seniors had no SAT or ACT mathematics result on file.

The mathematics participation numerator for Smith High School is 463 (373 scored Algebra I EOC plus 90 SAT/ACT mathematics results).

The 2021 mathematics participation rate for Smith High School is 97.3% (463/476).

4. What happens if an accelerated tester is not appropriately matched to an SAT/ACT result because of an error in the SAT/ACT record?

If a district finds that an accelerated student was not matched appropriately to a corresponding subject area SAT/ACT result in the August accountability student listings, the district may file an accountability ratings appeal following the appeal guidelines provided in Chapter 8 of the accountability manual. For its appeal to be considered, a district must explain how the proposed change will affect the district or campus rating. The district must submit all relevant data, SAT/ACT documentation, and revised calculations that support all requirements for a higher rating. All supporting documentation must be submitted at the time of the appeal.

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5. I have an accelerated tester on my listing with a fall 2020 SAT/ACT record. Why is that result not included in the preliminary listing?

The preliminary listing reflects SAT/ACT results as of May 2020 (2019–20, 2018–19, and 2017–18 school years for students enrolled in grades 9–12). The 2021 accountability calculations will include results through May 2021. The August accountability student listings released in TEAL Accountability will include these additional results.

6. Can an accelerated tester still graduate if he/she does not take the SAT/ACT before graduation?

Yes, if the student has met all other criteria for graduation. The accelerated testers requirement is a state-level testing requirement. It is not a student-level graduation requirement.

7. In which domains are accelerated students included?

Performance results for accelerated testers will be included in the STAAR components of the Student Achievement; School Progress, Part B: Relative Performance; and Closing the Gaps domains. Academic Growth is not calculated for SAT/ACT results for accelerated students. Participations rates for accelerated testers affect only the Academic Achievement component of the Closing the Gaps domain.

8. How were the cut points for Approaches, Meets, and Masters determined?

The Meets cut points align with existing College Board standards that demonstrate that students who meet or exceed the benchmark have a substantial chance of earning at least a C in first-semester college classes. Approaches standards were set to align with the Meets standard, and the Masters standards were set to align with Meets and the 90th percentile average for 2017, 2018, and 2019 nationwide SAT results.

After SAT cut points were set, corresponding subject-area ACT cut points were set using [SAT/ACT concordance tables](#).

9. Will TEA delay the implementation of this requirement due to the impact of COVID-19 on SAT/ACT test administrations?

As part of the Every Student Succeeds Act (ESSA) Plan 2021 Addendum, TEA has requested to delay the implementation of this requirement until August 2022. If that request is granted, TEA will begin the inclusion of grade 12 accelerated testers' SAT/ACT results with the 2022 accountability cycle.