

Inclusion of SAT/ACT Results for Accelerated Testers in 2022 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

Accelerated testers' SAT and/or ACT results will be included in 2022 STAAR components of the accountability system. 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 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

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

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- 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 2022 administration, and SAT results considered include assessments from enrolled grade 9 through the May 2022 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 2017, 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 2021 TSDS PEIMS snapshot. Student A has two SAT Math results and one ACT Math result. All results are between fall 2018 and May 2022. The best mathematics result is an August 2020 SAT administration; that result is selected and included in the 2022 accountability calculations for Elm High School and Elm ISD.

Example 2

In spring 2019, 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 2021 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 2022. Both the SAT EBRW and ACT science results are included in the 2022 accountability calculations for Elm High School and Elm ISD.

Example 3

In spring 2018, 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 2021 TSDS PEIMS snapshot. Student C has no SAT or ACT mathematics result between fall 2018 and May 2022. There are no results to include in STAAR performance calculations. Student C is included as a non-participant in the 2022 Closing the Gaps domain mathematics participation calculations for Elm High School and Elm ISD. When released later this spring, Chapter 4 of the *2022 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 final listing?

Final 2022 Accelerated Testers Student Listings use the 2021–22 PEIMS October Snapshot enrollment data for final 2022 accelerated testers assignments. The student is attributed to the district/campus at which the student was reported as enrolled.

2. 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 2022. 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 2022 mathematics participation rate for Smith High School is 97.3% (463/476).

3. I have an accelerated tester on my listing with a fall 2021 SAT/ACT record. Why is that result not included in the final listing?

The final listing reflects SAT/ACT results as of May 2021 (2020–21, 2019–20, and 2018–19 school years for students enrolled in grades 9–12). The 2022 accountability calculations will include results through May 2022. The August STAAR student listings released in TEAL Accountability will include these additional results.

4. 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.

5. 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 will be calculated but performance calculations will not be impacted by participations rates less than 95 percent.

6. 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

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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](#).

7. **How are accelerated students who transfer in from private schools or out of state evaluated?**

Districts should make a good faith effort to test all accelerated testers; however, please note that accelerated students who transferred to a Texas public school from out of state or from a private school are not included on the accelerated testers list provided by Performance Reporting or included in accountability calculations.