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in the comparison group must have data for that indicator. If fewer than 20 campuses have data for the indicator, it cannot be used to evaluate campuses for the distinction. This often affects campuses with non-traditional grade spans.

- When campuses have scores that tie in the Top 25 Percent: Comparative Academic Growth and Top 25 Percent: Comparative Closing the Gaps distinctions, the top ten campuses in the group are awarded the distinction. If the tie occurs at the ten-campus point, the campuses that tie with campus ten will be awarded the distinction.
- Campuses will not have access to the performance data of other campuses and will not know where they rank in their comparison groups until the public release of all accountability data.

For details on how campus comparison groups are constructed, please see Appendix E.

## Academic Achievement

- SAT/ACT Results for Accelerated Testers (Masters Grade Level)
- AP/IB Examination Participation: RLA
- AP/IB Examination Results (Examinees  $\geq$  Criterion): RLA
- SAT/ACT Participation
- Average SAT Score: Evidence-Based Reading and Writing (EBRW)
- Average ACT Score: RLA
- Advanced/Dual-Credit Course Completion Rate: RLA (grades 9–12)

### Methodology:

*Step 1:* Determine a campus' performance on each indicator that applies to it and for which it has data.

*Step 2:* Compare that campus' performance for each indicator within the campus comparison group.

*Step 3:* Determine if the campus is in the top 25 percent of its campus comparison group.

- High schools and combined elementary/secondary schools (K–12) must be in the top quartile (Q1) for 33 percent or more of all the indicators for which they have data.
- Middle schools, junior high schools, and elementary schools must be in the top quartile for 50 percent or more of all the indicators for which they have data.

Please see Appendix H for a description of the source of data for each indicator.

### Other information:

- *Accelerated Student Learning: RLA.* The RLA accelerated learning data as defined in School Progress, Part A: Academic Growth.
- *Retest Growth: RLA.* The percentage of English I and/or English II end-of-course (EOC) retests that earned Approaches Grade Level or above in the current cycle.
- *Advanced/Dual-Credit Course Completion: RLA.* The advanced/dual-credit course completion rate for RLA includes students enrolled in grades 9 through 12.
- *Assessments.* A complete list of AP and IB assessments used to award this distinction is available in Appendix H.
- *Attendance Rate.* This is based on student attendance for the entire school year for students in grades 1–12. The attendance rate indicator applies to all four subject area distinctions.
- *Sole Indicator.* Attendance Rate cannot be the sole indicator used by a campus to attain an AADD; however, a campus may earn an AADD based on another sole indicator.





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## Academic Achievement in Science

An AADD is awarded to campuses for outstanding achievement in science based on outcomes of several performance indicators.

**Who is Eligible:** Campuses that demonstrate acceptable performance.

**Student Groups:** Performance of only the all students group is used.

**Minimum Size:** Minimum size is determined separat3 (ep)-M02 Tw 0 -5t/-0.001 TJ0.00cpTc -0. g (c)1.3 ((e)0.c (n)0.5h6 (i)-

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