



TEXAS HONOR ROLL METHODOLOGY

June 12, 2024

The Honor Roll, presented by Educational Results Partnership (ERP), is part of the national Campaign for Business and Education Excellence (CBEE). The Campaign engages business leaders in recognizing successful schools and educational systems that are preparing students with the fundamental skills needed to be successful in the workforce and in life. The Honor Roll is the only school recognition program presented in partnership with state business leaders and using solely objective student achievement data as the criteria. The goal of the Honor Roll is to find and highlight successful schools and districts and encourage collaboration among educators on best practices for raising student achievement. Approximately 12% of eligible schools and 10% of eligible districts made the Texas Honor Roll list.

Honor Roll schools and districts represent those that were comprehensively higher performing on the State of Texas Assessments of Academic Readiness (STAAR) Reading Language Arts and Math Assessments, for all cohorts of student populations served, and that are improving outcomes for historically underserved student populations. To make the Honor Roll, a school or district must have comprehensively performed above the mean (trendline) at least 80 percent of the time for all cohorts of students served and for all grade levels served.

Data made publicly available by the Texas Education Agency (TEA) for STAAR was used to conduct the analysis. Raw data was pulled from STAAR research files containing both school and district level results and provided by TEA through the STAAR results website.

The methodology applies to peer groups of schools and districts so that similar schools and districts are compared to each other. Schools and districts were split into two categories:

- **STAR Schools and Districts:** Schools and districts with greater than, or equal to, 33 percent of students designated as socioeconomically disadvantaged (high poverty).
- **Scholar Schools and Districts:** Schools and districts with fewer than 33 percent of students designated as socioeconomically disadvantaged (low poverty).

To be eligible for the Honor Roll, a minimum population of 100 students for schools and 500 students for districts was required. Alternative Instructional Schools, Disciplinary

Alternative Education Program Schools, and Juvenile Justice Alternative Education Program Schools were not eligible.

The number of Honor Roll schools and districts in each category was not predetermined; the results of the model determined the number. The methodology assessed eligible schools and districts performance on each of the following metrics:

- Percentage Meets or Masters Grade Level Standards for Math.
- Percentage Meets or Masters Grade Level Standards for Math for Socio-Economically Disadvantaged Students.
- Percentage Meets or Masters Grade Level Standards for Math for non-Socio-Economically Disadvantaged Students.
- Percentage Meets or Masters Grade Level Standards for Math for SPED Students.
- Percentage Meets or Masters Grade Level Standards for Math for non-SPED Students.
- Percentage Meets or Masters Grade Level Standards for Math for Hispanic / Latino Students.
- Percentage Meets or Masters Grade Level Standards for Math for White Students.
- Percentage Meets or Masters Grade Level Standards for Math for Black Students.
- Percentage Meets or Masters Grade Level Standards for Math for Native American/Alaska Native Students.
- Percentage Meets or Masters Grade Level Standards for Math for Asian Students.
- Percentage Meets or Masters Grade Level Standards for Math for Native Hawaiian / Other Pacific Islander Students.
- Percentage Meets or Masters Grade Level Standards for Reading Language Arts.
- Percentage Meets or Masters Grade Level Standards for Reading Language Arts for Socio-Economically Disadvantaged Students.
- Percentage Meets or Masters Grade Level Standards for Reading Language Arts for non-Socio-Economically Disadvantaged Students.
- Percentage Meets or Masters Grade Level Standards for Reading Language Arts for SPED Students.
- Percentage Meets or Masters Grade Level Standards for Reading Language Arts for non-SPED Students.
- Percentage Meets or Masters Grade Level Standards for Reading Language Arts for Hispanic / Latino Students.
- Percentage Meets or Masters Grade Level Standards for Reading Language Arts for White Students.
- Percentage Meets or Masters Grade Level Standards for Reading Language Arts for Black Students.
- Percentage Meets or Masters Grade Level Standards for Reading Language Arts for Native American/Alaska Native Students.
- Percentage Meets or Masters Grade Level Standards for Reading Language Arts for Asian Students.

- Percentage Meets or Masters Grade Level Standards for Reading Language Arts for Native Hawaiian / Other Pacific Islander Students.

The methodology searched for schools and districts that comprehensively performed above the trendline on the above metrics at least 80 percent of the time for their peer school group and category in at least 3 of the last 4 years of STAAR testing (2019, 2021, 2022, and 2023). Four years were included in the model primarily to account for the reduced reporting requirements during the COVID pandemic as there was no testing in 2020 and very limited testing data in 2021. Demographic groups that are below 11 students were excluded from the dataset, in compliance with federal student privacy requirements.

Schools and districts comprehensively performing in the highest 20 percent in RLA and Math for their respective category, but that had either Black or African American or Hispanic or Latino student outcomes below the trendline for any grade level in the three highest performing years, were removed from the list unless the school or district demonstrated an improvement in Percentage Meets or Masters Grade Level Standards for Math and Percentage Meets or Masters Grade Level Standards for Reading Language Arts between the 2021-2022 and 2022-2023 school year.

To validate the results, a testing suite was performed against the dataset. This included unit tests to validate that each of the procedures used to generate the list was functioning correctly. Integration tests were run on the source files to make sure the data flow was correct and data integrity maintained. Functional tests were performed to confirm all business requirements of the methodology were implemented. The final list of Honor Roll schools and districts was then externally reviewed by an independent individual who is not an employee of Educational Results Partnership. This individual has decades of experience working with Texas educational data and performed randomized spot checks to confirm the list output was consistent with the methodology.

About the Honor Roll

The Texas Honor Roll is produced by Educational Results Partnership (ERP) and presented by the Campaign for Business and Education Excellence in collaboration with the Texas Business Leadership Council. For more information visit the ERP website at edresults.org or the Campaign website at edcampaign.org. For more information on Texas Business Leadership Council visit: <https://txblc.org>.

The full list of Honor Roll schools and districts can be viewed at: edresults.org/honor-roll