Figure: 19 TAC §97.1001(b)

Chapter 1—Accountability Overview

About this Manual

The *Accountability Manual* is a technical guide that explains how the Texas Education Agency (TEA) uses the accountability system to evaluate the academic performance of Texas public districts. Districts include public school districts and open-enrollment charter schools. The manual describes the accountability system and explains how TEA processes information from different sources to produce accountability data reports. The processes outlined in this manual apply ~~beginning with~~ to the 2027~~6~~ accountability year and remain in place until otherwise notified.

Accountability Advisory Groups

Educators, school board members, business and community representatives, professional organizations, and legislative representatives from across the state have been instrumental in developing the current accountability system.

Texas Accountability Advisory Group (TAAG) includes representatives from school districts, legislative offices, and the business community. Members identify issues critical to the accountability system, make recommendations, and provide feedback on major policy issues.

ESC Accountability Group (EAG) includes representatives from each regional education service center (ESC) in the state. Members identify issues critical to the accountability system and make recommendations/provide feedback on major policy issues.

The accountability development proposals and supporting materials that were reviewed and discussed at each advisory group meeting are available online at https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/accountability-system-development.

Overview of the Accountability System

The overall design of the accountability system evaluates performance according to three domains:

Student Achievement evaluates performance across all subjects for all students on both general and alternate State of Texas Assessments of Academic Readiness (STAAR) and STAAR End-of-Course (EOC) assessments; College, Career, and Military Readiness (CCMR) indicators; and graduation rates.

School Progress measures outcomes in two areas:

- Part A: Academic Growth
    - Percentage of students who grew at least one year academically as measured by STAAR results (Annual Growth).
    - Percentage of students who earned Did Not Meet Grade Level in the prior year and Approaches Grade Level or above in the current year (Accelerated Learning).
- Part B: Relative Performance
    - The achievement of students relative to campuses with similar economically disadvantaged percentages.
    - For AEA campuses, Part B: Retest Growth is the percentage of students who earned Approaches Grade Level or above on an EOC retest during the accountability cycle.

Closing the Gaps uses disaggregated data to demonstrate differentials in progress to interim and long-term goals 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 Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Who is Rated?

To determine if a district or campus will be rated, a campus must have students in membership. In order for a student to be in membership they must be scheduled to attend at least two hours of instruction each school day or participate in an alternative attendance accounting program. For more information on membership, see "Appendix H—Data Sources."

Districts and campuses that report students enrolled (in membership) on the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) Fall Snapshot date in the accountability year are assigned a state accountability rating. For example, for the 2026 accountability year districts and campuses that report students enrolled (in membership) on the PEIMS Fall Snapshot date of the 2025-2026 school year were rated. Beginning in the 2026-2027 school year, a new Fall Enrollment submission, with a PEIMS Fall Enrollment snapshot date on the first Friday of October, has been added to PEIMS (https://www.texasstudentdatasystem.org/tsdsabout/tsds-upgrade-project/2025-03-03-early-notice-peims-fall-enrollment-submission-peims-fall). This does not impact the PEIMS Fall Snapshot date for accountability. The Fall snapshot date on the last Friday of October will remain the date used for accountability purposes.

Students instructed virtually are included in accountability calculations in the same manner as in-person students. Students enrolled in virtual courses under an agreement described by Texas Education Code (TEC §29.9091), are considered enrolled in the sending district or school for purposes of average daily attendance and accountability.

Districts

School districts are rated beginning the first year they report fall enrollment. Districts without any students enrolled (in membership) in the grades for which STAAR assessments are administered (3–12) are assigned the rating label of *Not Rated.* Districts are rated using proportionally weighted domain scores of each campus, based on the number of students enrolled (in membership) in grades 3–12 at each campus in the PEIMS Fall Snapshot. Please see "Chapter 5—Calculating Ratings" for more on District Proportional Domain Methodology.

State-administered school districts, including Texas School for the Blind and Visually Impaired, Texas School for the Deaf, Texas Juvenile Justice Department, and Windham School District, are not assigned a state accountability rating.

Campuses

Beginning the first year they report fall enrollment, campuses, including alternative education campuses (AECs), are rated based on the performance of their students. To assign accountability ratings, campuses that do not serve any grade level for which the STAAR assessments are administered are paired with campuses in their district that serve students who take STAAR. Please see "Chapter 7—Other Accountability System Processes" for information on pairing.

Rating Labels

Districts and campuses receive an overall rating, as well as a rating for each domain. The rating labels for districts and campuses are as follows.

- ***A, B, C, D, or F*:** Assigned for overall performance and for performance in each domain to districts and campuses (including those evaluated under alternative education accountability [AEA]) that meet the performance target for the letter grade.
- ***Not Rated:*** Indicates that a district or campus does not receive a rating for one or more of the following reasons:
    - The district or campus has no data in the accountability subset.
    - The district or campus has insufficient data to assign a rating.
    - The district operates only residential facilities.
    - The campus is a juvenile justice alternative education program (JJAEP).
    - The campus is a disciplinary alternative education program (DAEP).
    - The campus is a residential facility.
    - The commissioner otherwise determines that the district or campus will not be rated.
- ***Data Under Review*** indicates that a district or campus was issued a compliance review related to data concerns and the concerns were not resolved. In this case, the matter may be referred to TEA's Special Investigations Unit for review and TEA may elect to assign the district or campus with a temporary *Data Under Review* label. This label may be applied at any point, including to either a preliminary or final rating. TEA will take the response provided by the district or campus into consideration before making any final determination about possible wrongdoing. For more information, see "Compliance Reviews and Special Investigations Related to Data Concerns" in the "Ensuring Data Integrity" section of this chapter.
- ***Not Rated: Data Integrity Issues*** indicates that a special investigation has found data accuracy or integrity have compromised performance results (whether intentional or not), making it impossible to assign the district or campus a rating. The assignment of a *Not Rated: Data Integrity Issues* label is permanent.
- ***Not Rated: Annexation*** indicates that the campus is in its first school year after annexation by another district and, therefore, is not rated, as allowed by the annexation agreement with the agency.

See "Chapter 9—Responsibilities and Consequences" for more information on how these ratings impact sanctions and interventions.

Distinction Designations

Districts and campuses that receive acceptable accountability ratings are eligible to earn distinction designations (acceptable performance is defined as an overall rating of *A, B,* or *C*). Distinction designations are awarded for achievement in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics. Districts are eligible for a distinction designation in postsecondary readiness. Please see "Chapter 6—Distinction Designations" for more information.

Accountability System School Types

Every campus is labeled as one of four school types according to its grade span based on enrollment data reported in the fall TSDS PEIMS submission. The four types—elementary school, middle school,

elementary/secondary (also referred to as K-12), and high school—are illustrated by the following table. The table shows combinations of grade levels served by campuses in Texas. The shading indicates the corresponding school type.

To find out how a campus that serves a certain grade span is labeled, find the lowest grade level reported as being served by that campus along the leftmost column and the highest grade level reported as being served along the top row. The shading of the cell where the two grade levels intersect indicates which of the four school types that campus is considered. For example, a campus that serves early elementary (EE) through grade four is labeled elementary school. A campus that serves grades five and six only is labeled middle school. Below is a sample chart from the 2024 accountability framework, illustrating the number of campuses serving each of these combinations. For other accountability cycles, refer to "Appendix E—School Types and Campus Comparison Groups."

2024 Accountability System School Types
(9,082 Total Campuses)

Elementary	Elementary/Secondary	Middle School	High School
4,942 Campuses	618 Campuses	1,706 Campuses	1,816 Campuses

Highest Grade Level Served →

Lowest Grade Level Served ↓

	EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
EE	9	92	60	39	89	31	185	1240	118	0	10	0	0	0	36
PK		51	20	8	33	10	139	1215	183	16	136	5	2	2	184
KG			0	4	14	8	100	614	63	10	41	5	7	3	55
1				0	10	15	6	96	15	2	3	0	1	2	10
2					1	9	7	35	1	2	2	0	1	0	6
3						1	6	117	7	1	6	0	1	1	7
4							1	34	22	0	5	2	1	0	7
5								5	111	2	75	2	3	4	18
6									25	5	1237	18	15	31	209
7										5	195	7	7	22	109
8											11	8	8	21	40
9												38	25	27	1398
10													18	8	46
11														15	15
12															19

TEA Division of Performance Reporting

STAAR-Based Indicators

Accountability Subset Rule

A subset of assessment results is used to calculate each domain. The calculation includes only assessment results for students enrolled in the campus in a previous fall, as reported on the TSDS PEIMS Fall Snapshot (not the TSDS PEIMS Fall *Enrollment* snapshot). The accountability subset rule is not based on scheduled hours of instruction and includes all enrolled students. Across all three domains, STAAR performance results must meet the accountability subset rules to be included. In order to be included in the Progress to English Language Proficiency component of Closing the Gaps, TELPAS scores also must meet the accountability subset rules.

Three assessment administration periods are considered for accountability purposes:

- Grades 3–8: campuses are responsible for spring assessment results for students reported as enrolled at that campus in the TSDS PEIMS Fall Snapshot. STAAR results are assigned to the campus location of enrollment in TIDE on the "Final Date to Enter Student Information for Accountability Reporting" listed on the Texas Assessment Program Calendar of Events. This would be the campus that tests the student last.
- End-of-Course (EOC): campuses are responsible for
    - summer assessment results from the summer prior to the current accountability year for students reported as enrolled at that campus in the prior year TSDS PEIMS Fall Snapshot;
    - fall assessment results from the fall of the current accountability year for students reported as enrolled at that campus in the TSDS PEIMS Fall Snapshot; and
    - spring assessment results for students reported as enrolled at that campus in the TSDS PEIMS Fall Snapshot.

For example, the 2027~~6~~ accountability year uses student assessment results from summer 2026~~5~~ for students in the TSDS PEIMS 2025~~4~~ Fall Snapshot and student assessment results from fall 2026~~5~~ and spring 2027~~6~~ for students in the TSDS PEIMS 2025~~5~~6 Fall Snapshot.

Accountability Year	STAAR results are included in the subset of campus accountability	If the student was enrolled in the campus on this date:
~~2026~~	~~EOC summer 2025 administration~~	~~PEIMS Fall 2024 enrollment Snapshot~~
	~~EOC fall 2025 administration~~	~~PEIMS Fall 2025 enrollment Snapshot~~
	~~EOC spring 2026 administration~~	
	~~Grades 3–8 spring 2026 administration~~	
2027	EOC summer 2026 administration	PEIMS Fall 2025 enrollment Snapshot
	EOC fall 2026 administration	PEIMS Fall 2026 enrollment Snapshot
	EOC spring 2027 administration	
	Grades 3–8 spring 2027 administration	

STAAR EOC Retest Performance

The opportunity to retest is available to students who have taken EOC assessments in any subject.

For example, for the 20267 accountability year:

Step 1: Find the best result from each administration for each subject retested (Summer 20256, Fall 20256, and Spring 20267).

Step 2: Determine whether the result is part of the accountability subset (was the student enrolled at PEIMS Fall Snapshot and tested on the same campus).

Step 3: If the result meets the accountability subset, then it is included. If the result does not meet the accountability subset, then it is not included.

If all results have the same level of performance, then the most recent result is selected for performance calculation. EOC retesters are counted as passers based on the passing standard in place when they were first eligible to take any EOC assessment.

The following charts provide examples of how the accountability subset is applied to EOC retesters for the 20267 accountability year.

20267 Accountability Subset Examples for EOC Retesters in STAAR Based Indicators

Enrolled SY 2045-2256	***Tested SY 2045-2256***	***Enrolled SY 2256-2267***	***Tested SY 2256-2267***	***Tested SY 2256-2267***
PEIMS Fall 20245 Snapshot **Campus A**	Summer 20256 **Campus A**	PEIMS Fall 20256 Snapshot **Campus A**	Fall 20256 **Campus A**	Spring 20267 **Campus A**
The best result is selected. Each result meets the accountability subset rule.				

The best result is found for performance (most recent result) and growth (only available), considered separately. The selected result is only applied to the campus that was assigned the assessment if the student meets the accountability subset rule (discussed above).

Enrolled SY 2045-2256	***Tested SY 2045-2256***	***Enrolled SY 2256-2267***	***Tested SY 2256-2267***	***Tested SY 2256-2267***
October 20245 Snapshot **Campus A**	Summer 20256 **Campus B**	October 20256 Snapshot **Campus B**	Fall 20256 **Campus B**	Spring 20267 **Campus C**
The best result is selected. Only the fall 20256 result meets the accountability subset rule. If spring 20267 was selected as the best result, the result would not meet the accountability subset rule for inclusion at Campus B or Campus C.				

School Progress, Part A: Academic Growth is only calculated using first-time tests. Please see "Chapter 3—School Progress Domain" for more information.

SAT/ACT Inclusion in STAAR Based Indicators—Accountability Subset

The SAT/ACT results of accelerated testers (or the non-participation of accelerated testers in SAT/ACT) are attributed to the campus at which the student was reported as enrolled on the current TSDS PEIMS Fall Snapshot. Please see "Chapter 2—Student Achievement Domain" for additional information on accelerated testers and the inclusion of SAT/ACT results.

Inclusion of Emergent Bilingual (EB) Students in STAAR-Based Indicators

The student demographic data saved by districts in the Test Information Distribution Engine (TIDE) by the date indicated on the Texas Assessment Program Calendar of Events are used to identify EB students for accountability purposes (*"Final Date to Enter Student Information for Accountability Reporting"*). EB students' inclusion, exclusion, and relevant EB TIDE codes are available in "Appendix H — Data Sources." EB students' TIDE codes can also be found in "Appendix D – Accountability Glossary."

- EB students who are assessed on STAAR and are reported in TIDE as year one in U.S. schools are excluded from accountability performance calculations.
- EB students who are in their second year in U.S. schools are included in the Student Achievement, Relative Performance, and Closing the Gaps Academic Achievement and SQSS: STAAR Only components using the EL performance measure.
- EB students who are in their second year in U.S. schools who have a parental denial for EL services do not receive an EL performance measure and are included in the same manner as non-EB students.
- Current and monitored (through year 4) EB students are included in accountability calculations.

EB students who are assessed on STAAR Alternate 2 are included regardless of an EB student's years in U.S. schools.

Unschooled asylees, unschooled refugees, and students with interrupted formal education (SIFEs) who are in year one in U.S. schools are excluded from accountability performance calculations and are included in state accountability beginning with their second year of enrollment in U.S. schools.

TSDS PEIMS-Based Indicators

One of the primary sources of data used in the accountability system is the Texas Student Data System (TSDS)/Public Education Information Management System (PEIMS) data collection. The PEIMS data collection has a prescribed process and timeline that offers school districts the opportunity to correct data submission errors or data omissions discovered following the initial data submission.

These timelines are strict, and the data submitted during the corrections window are final. TSDS PEIMS submission timelines can be found through the TSDS Upgrade Texas Education Data Standards website at https://www.texasstudentdatasystem.org/tsds/teds/tweds-upgrade.

TSDS PEIMS data provided by school districts and used to create specific indicators are listed below. For more information see "Appendix H—Data Sources."

TSDS PEIMS data used for accountability indicators	~~Data for 2026 accountability~~	Data for 2027 accountability
4-year Longitudinal Graduation Rate	~~Class of 2025~~	Class of 2026
5-year Longitudinal Graduation Rate	~~Class of 2024~~	Class of 2025
6-year Longitudinal Graduation Rate	~~Class of 2023~~	Class of 2024
Annual Dropout Rate	~~2024–25 school year~~	2025–26 school year
Graduate with Completed IEP and Workforce Readiness		
Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student		
Complete College Prep Course	~~Earned in school years 2021-22 through 2024-25 (completed in the 11th or 12th grade*)~~	Earned in school years 2022–23 through 2025–26 (completed in the 12th grade*)
Earn an Industry-Based Certification	~~Earned from grade 9 through 2024-25 school year~~	~~Earned within four years from when the student graduates,~~from grade 9 Earned in school years 2022–23~~-~~through 2025–26 ~~school year~~
Dual Credit Course Completion		
Earn an Associate Degree		

*Grade level will be based on data reported in the TSDS PEIMS Summer submission. A student must be in the required grade at any time during the school year when the course credit was received. See "Appendix H—Data Sources."

Other Indicators

The CCMR component of the accountability system includes data from ACT, Advanced Placement (AP), International Baccalaureate (IB), SAT, Texas Success Initiative (TSI) assessment results, OnRamps, and level I and level II certificates. Data used to create specific CCMR indicators are listed below. For more information see "Appendix H—Data Sources."

Other data used for College, Career, and Military Readiness	~~Data for 2026 accountability reported for~~	Data for 2027 accountability reported for
ACT college admissions test	~~Tests from grade 9 through July 2025 administration~~	Tests from school year 2022-23 ~~grade 9~~ through July 2026 administration
SAT college admissions test	~~Tests from grade 9 through June 2025 administration~~	Tests from school year 2022-23~~grade 9~~ through June 2026 administration
AP examination	~~Tests from grade 9 through 2024-25 school year~~	Tests from school years 2022-23 ~~grade 9~~ through 2025-26~~ school year~~
IB examination	~~Tests from grade 9 through May 2025~~	Tests from ~~grade 9~~ school years 2022-23 through 2025-26 ~~May 2026~~
TSI assessment	~~Tests from June 2015 through October 2025 administration~~	Tests from June 2016 through October 2026 administration
OnRamps dual enrollment course completion	~~Courses completed from grade 9 through 2024-25 school year~~	Courses completed from ~~grade 9~~school years 2022-23 through 2025-26~~ school year~~
Level I and level II certificates	~~Certificates earned from grade 9 through 2024-25 school year~~	Certificates earned from ~~grade 9~~school years 2022-23 through 2025-26~~ school year~~
Military Enlistment	~~Military enlistment as of December 31, 2025.~~	Military enlistments as of December 31, 2026

Ensuring Data Integrity

Accurate data is fundamental to accountability ratings. The system depends on the responsible collection and submission of assessment and TSDS PEIMS information by school districts. The Texas Education Data Standards (TEDS) describe the data reporting requirements, responsibilities, and specifications and are published annually at https://www.texasstudentdatasystem.org/tsds/teds/tweds-upgrade. Per 19 TAC §61.1025(b), these data standards shall be used by districts to submit data to the agency. Responsibility for the accuracy and quality of data used to determine district and campus ratings, therefore, rests with local authorities. The Texas Education Code (TEC) provides specific authority for TEA to monitor TSDS PEIMS data integrity (TEC, §7.028). An accountability ratings appeal that is solely based on a district's submission of inaccurate data will likely be denied. See "Chapter 8—Appealing the Ratings" for more information.

Because accurate and reliable data are the foundation of the accountability system, TEA has established several steps to protect the quality and integrity of the data and the accountability ratings that are based on that data.

- **Campus Number Tracking:** Requests for campus number changes may be approved with consideration of prior state accountability ratings. Ratings of *D or F* for the same campus assigned two different campus numbers may be considered as consecutive years of unacceptable

ratings for accountability interventions and sanctions, if the commissioner determines this is necessary to preserve the integrity of the accountability system.

- **Data Validation System:** Data Validation is a data-driven system designed to confirm the integrity of district submitted data. Furthermore, data can be a key component in ensuring education-related programs are being implemented with fidelity. Annual data validation analyses examine districts' leaver and dropout data, student assessment data, and discipline data and may also validate other district submitted data. Districts identified with potential data integrity concerns engage in a process with the agency to either validate the accuracy of their data or determine that erroneous data were submitted. This process is fundamental to maintaining the integrity of all the agency's evaluation systems and ensuring programs are being implemented with fidelity, and is authorized by Texas Education Code (TEC §39.308, §37.008, §39.003). For more information, see the Data Validation Manuals at http://tea.texas.gov/pbm/DVManuals.aspx.
- **Test Security:** As part of ongoing efforts to improve security measures surrounding the assessment program, the TEA Student Assessment Division uses a comprehensive set of test security procedures designed to assure parents, students, and the public that assessment results are meaningful and valid. Among other measures, districts are required to implement seating charts during all administrations and maintain certain test administration materials for five years. All testing personnel are required to be trained in test security and administration procedures at least once. However, annual test administration training is strongly encouraged, especially for policies and procedures that have changed. Detailed information about test security policies for the state assessment program is available online at https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793212784/Test+Security.
- **Compliance Reviews and Special Investigations Related to Data Concerns:** TEA's compliance reviews are a collaborative review process with districts to ensure they are acting in accordance with state law and other regulatory requirements. A district or campus may be issued a compliance review if they have data that fall outside of an expected range or have otherwise been identified for having local practices potentially inconsistent with TEA guidelines which could impact performance results within TEA's discretion to identify. The reviews are based on data submitted by districts (or other sources) that could impact performance data, including information used in the state accountability system, such as (but not limited to) data related to CCMR indicators, graduates and leavers, individual graduation committee (IGC) reviews, or STAAR. The Self-Reported Data Unit (SRDU) within the Compliance and Investigations Department at the agency requests documentation and other information from districts to validate the data reported and then reviews and determines whether there has been a violation and commonly works with the districts to bring them into compliance and/or to establish better local practices. The agency will regularly update or clarify guidance to the field as a result of these reviews to ensure that districts have access to the information and tools necessary to establish better local practices and accurately report data to the agency.

- TEA may take any of the following actions as a result of compliance reviews:
    - TEA may close its review with no further action if the district's response satisfies TEA's concerns;
    - TEA may work with the district to complete corrective actions to ensure more accurate information is provided and/or appropriate policies are implemented in the future; and/or
    - TEA may enter into an agreement with the district to issue a rating consistent with the actual performance of the district.

- If the compliance reviews do not resolve the concerns raised, SRDU may refer the matter to the Special Investigations Unit for further investigation on these more consequential concerns.
- If TEA makes a preliminary determination that the accuracy and/or integrity of performance results may have been compromised (whether intentional or not), TEA may issue a temporary ***Data Under Review*** label at any point, including on either a preliminary or final rating. If the results of a special investigation determine that the accuracy and/or integrity of performance results have been compromised (whether intentional or not), TEA may elect to issue the district or campus a ***Not Rated: Data Integrity Issues*** final accountability rating label. A *Not Rated: Data Integrity Issues* accountability rating label does not break the chain of consecutive years of unacceptable accountability ratings for accountability sanctions and intervention purposes. All districts and campuses with a final rating label of *Not Rated: Data Integrity Issues* are automatically subject to desk audits the following year. As a result of a special investigation, TEA may elect to take actions and interventions under Texas Education Code Chapters 39 and 39A, including (but not limited to) lowering an accountability rating.
- These steps can occur either before or after the ratings release, and sanctions can be imposed at any time. To the extent possible, ratings are finalized when updated ratings are released following the resolution of appeals. A rating change resulting from an imposed sanction as a result of a compliance review by the Self-Reported Data Unit and/or subsequent review by the Special Investigations Unit will stand as the final rating for the year, and will be reflected on all final accountability rating data files and reports (including TXschools.gov and the district's Texas Academic Performance Reports (TAPR)), with a statement representing this change, "Overall score or rating updated as a result of a Data Compliance Review." Accountability data are subject to scrutiny by the Office of the State Auditor.

Interpretation of the Manual for Ratings and Distinction Designations

The *Accountability Rating System Manual* attempts to address all possible scenarios; however, because of the number and diversity of districts and campuses in Texas, there could be unforeseen circumstances that are not anticipated in the manual. If a data source used to determine district or campus performance is unintentionally affected by unforeseen circumstances, including natural disasters or test administration issues, the commissioner of education will consider those circumstances and their impact in determining whether or how that data source will be used to assign accountability ratings and award distinction designations. In such instances, the commissioner will interpret the manual as needed to assign the appropriate ratings and/or award distinction designations that preserve both the intent and the integrity of the accountability system.

Chapter 2—Student Achievement Domain

Overview

The Student Achievement domain evaluates campus performance based on student achievement in three areas: performance on State of Texas Assessments of Academic Readiness (STAAR) assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.

STAAR Component

The STAAR component of the Student Achievement domain calculation uses a methodology in which scores are calculated based on students' level of performance at Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standards, as reported in the Consolidated Accountability File (CAF). See "Appendix H—Data Sources" for more information.

STAAR Component—Assessments and Measures Evaluated

The Student Achievement domain evaluates STAAR assessments for grades 3-12, STAAR Alternate 2 assessments, English Learner Performance Measure results (described later in this chapter), and SAT/ACT results for accelerated testers (described later in this chapter).

STAAR Component—Equivalent Standards for Evaluated Assessments and Measures

Standard	STAAR Assessments	STAAR Alternate 2 Assessments	English Learner Performance Measure (Second Year in U.S. Schools Only)
Approaches Grade Level or above	Approaches Grade Level or above	Level II Satisfactory or above	Approaches Grade Level or above
Meets Grade Level or above	Meets Grade Level or above	Level II Satisfactory or above	Meets Grade Level or above
Masters Grade Level	Masters Grade Level	Level III Accomplished	Masters Grade Level

STAAR Component—Students Evaluated

All students, including EB students as described below, are evaluated as one group.

STAAR Component—Inclusion of EB Students

The student demographic data saved by districts in the Test Information Distribution Engine (TIDE) by the date indicated on the Texas Assessment Program Calendar of Events are used to identify EB students for accountability purposes (*"Final Date to Enter Student Information for Accountability Reporting"*). EB students' inclusion, exclusion, and relevant EB TIDE codes are available in "Appendix H—Data Sources."

Inclusion of STAAR English Learner Performance Measure Results

The STAAR component of the Student Achievement domain calculation includes EL Performance Measure results for eligible students who are in their second year in U.S. schools. A student's EL

performance measure provides a more meaningful gauge of the achievement on STAAR for an eligible EB student. More information on including students eligible to receive an EL performance measure is available on the STAAR webpage: https://tea.texas.gov/student-assessment/staar/2025-staar-el-performance-measure-qa.pdf.

Inclusion of SAT/ACT Results for Accelerated Testers

The STAAR component of the Student Achievement domain calculation includes SAT and/or ACT results for accelerated testers as described in this chapter. To fulfill federal testing requirements, these accelerated students must take a corresponding subject area SAT or ACT while in high school.

Accelerated testers are defined as students who earn Approaches Grade Level or above on the Algebra I, English II, and/or Biology STAAR EOC prior to grade 9.

SAT/ACT Inclusion—Assessments Evaluated

The Student Achievement domain includes SAT and/or ACT results for accelerated testers in the STAAR component in the subject areas of reading/language arts (RLA), mathematics, and science at the standards provided below.

SAT/ACT Inclusion—Assessment Score Range for Performance Level Standards

Standard	SAT Evidence-Based Reading and Writing (EBRW)	SAT Math	ACT English and Reading	ACT Math	ACT Science
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—Students Evaluated

Accelerated testers have a corresponding subject-area SAT or ACT result included for the accountability cycle in which the student is reported as enrolled in grade 12 on the TSDS PEIMS Fall Snapshot.

SAT/ACT Inclusion—Methodology

SAT/ACT assessment results at or above the scores provided in the chart above are included in the STAAR component of the Student Achievement domain 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. ~~For example, for 2026 Accountability, ACT results considered include assessments from enrolled grade 9 through the April 2026 administration, and SAT results considered include assessments from enrolled grade 9 through the May 2026 administration~~.

SAT/ACT Inclusion—Accountability Subset

The SAT/ACT accountability subset rules determine which campus the accelerated tester's SAT/ACT result is attributed to for accountability. The SAT/ACT result for an accelerated tester is attributed to the campus at which the student is reported as enrolled in grade 12 on the TSDS PEIMS Fall 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.

STAAR Component—Minimum Size Criteria and Small Numbers Analysis

- The STAAR component is evaluated for a campus if there are 10 or more STAAR assessments, EL performance measures, and/or SAT/ACT results combined across all subjects.
- Small numbers analysis is not used in the STAAR component.

STAAR Component—Methodology

One point is given for each percentage of assessment results that are at or above the following:

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

The STAAR component score is calculated by dividing the total percentage points (cumulative performance for the three performance levels) by three, resulting in an overall score of 0 to 100 for all campuses. The percentage by performance level and STAAR component score are rounded to the nearest whole number.

STAAR Component—Example Calculation

STAAR Performance	Reading Language Arts	Math	Science	Social Studies	Totals	Percentages
Number of Assessments	531	482	330	274	1617	
Approaches Grade Level or Above	325	323	143	87	878	54%
Meets Grade Level or Above	220	190	45	76	531	33%
Masters Grade Level	109	165	41	22	337	21%
Total Percentage Points						**108**
Student Achievement Domain STAAR Component Score (Total Percentage Points ÷ 3)						**36**

College, Career, and Military Readiness Component

The College, Career, and Military Readiness (CCMR) component of the Student Achievement domain measures graduates' preparedness for college, the workforce, or the military. The Student Achievement CCMR denominator consists of annual graduates from the prior school year. For example, in the 2026 accountability year, CCMR reflected graduates from the Class of 2025. Annual graduates are students who graduate from a campus in a school year regardless of cohort. This is separate from, and may include different students than, the longitudinal graduation cohorts. Students who graduated by decisions of individual graduation committees (IGCs) are included as graduates. Annual graduates demonstrate college, career, or military readiness in any one of the following ways. See *TSDS PEIMS-Based Indicators* and *Other Indicators* in "Chapter 1 – Accountability Overview" for the years of data used to create specific CCMR indicators. Score criteria and additional requirements for these CCMR indicators can be found in "Appendix H – Data Sources."

- *Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics.* A graduate meeting the TSI college readiness standards in both RLA and mathematics. TSIA benchmarks, ACT and SAT scores which exempt a student from the TSIA are available on the agency's website: https://tea.texas.gov/academics/college-career-and-military-prep/the-tsia-texas-success-initiative-assessment.
    - ~~Score criteria for CCMR are also located in Appendix H.~~ TSI college readiness is demonstrated by:
        - meeting the TSIA1 and/or TSIA2 college-ready criteria, or
        - meeting the SAT college-ready criteria, or
        - meeting the ACT college-ready criteria, or
        - by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338.
            - The criteria for successful completion of a college prep course should be in alignment between a local education agency (LEA) and the partnering institution of higher education (IHE)(s). In accordance with §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported in TSDS PEIMS as successfully completing a college prep course if they have met TSI exemption requirements.
            - Only agency-reviewed and approved courses will be eligible for CCMR credit starting in the 2028 accountability year. See *Schedule for Reviewed and Approved College Prep Courses* later in this chapter.
            - Only college prep course credits earned in 12th grade are eligible for CCMR credit starting in the 2027 accountability year. See *Schedule for Phase-in of 12th Grade College Prep Requirement* later in this chapter.
    - ~~The assessment results considered include TSIA1 and/or TSIA2 assessments administered through the October following graduation, SAT assessments administered through the June administration following graduation and ACT assessments administered through the July administration following graduation, and course completion data via TSDS PEIMS. See Appendix H for additional information.~~

- A graduate must meet the TSI requirement for both RLA and mathematics but does
- ~~o~~ not necessarily need to meet them on the same assessment. For example, a graduate may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics.

- *Earn Dual Course Credits.* A graduate completing and earning credit for at least three college credit hours in RLA or mathematics or at least nine college credit hours in any subject.
    - In alignment with Title 19, Part 1, Chapter 4, Subchapter D, Rule §4.84, the criteria for successful completion of dual credit college credit hours should be in alignment between a local education agency (LEA) and the partnering institution of higher education (IHE). Districts must collaborate with the IHE to maintain a procedure for establishing the course credits that may be earned under the agreement, including developing a course equivalency crosswalk or other method of identifying the number of high school and college credits that may be earned for each course completed through the program. Each Agreement must be posted each year on the institution of higher education's and the school district's respective Internet websites.
- *Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.* A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or higher for AP and 4 or higher for IB.
- *Earn an Associate Degree.* A graduate earning an associate degree by August 31 immediately following high school graduation.
- *Complete an OnRamps Dual Enrollment Course.* A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. ~~See Appendix H for additional information.~~
- *Earn an Industry-Based Certification (IBC) and Complete an Aligned Program of Study.* A graduate earning an approved IBC under 19 TAC §74.1003. See "Appendix J—Industry-Based Certifications" for a complete list of the currently approved IBCs.
    - Earning a certification means that the student has successfully completed all requirements defined by the certifying entity. Districts and charter schools should consult the certifying entities' webpages to determine the requirements that must be met for students to earn IBCs. See *Approved IBC List* later in this chapter.
    - Students ~~will~~ need to earn an IBC and earn Completer status in an aligned program of study for CCMR credit starting in the 2027 accountability year. See *Phase-In Schedule for Sunsetting IBCs and Alignment with Programs of Study* later in this chapter.
- *Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness.* A graduate receiving a graduation type code of 04, 05, 54, or 55, which indicates the student has completed his/her IEP and has either obtained full-time employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.
- *Enlist in the Armed Forces or Texas National Guard.* A graduate enlisting the Texas National Guard or any of the 6 services: U.S. Army, Navy, Air Force, Coast Guard, Marine Corps, or Space Force. This includes the National Guard for their respective services.
- *Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student.* A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an

Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA) or Texas First Early High School Completion Program with a Distinguished Level of Achievement (Texas-First-DLA).

- *Earn a Level I or Level II Certificate.* A graduate earning a level I or level II certificate in any workforce education area. In alignment with Title 19, Part 1, Chapter 2, Subchapter L, Rule §2.262, ~~T~~these certificates are formal postsecondary credentials awarded by an accredited institution of higher education (IHE). ~~See "Appendix D—Accountability Glossary" or Appendix H for additional information.~~

Schedule for Reviewed and Approved College Prep Courses

In the 2024-2025 school year, TEA introduced a process to review and approve college prep courses for the purpose of demonstrating college readiness in the public school accountability system.

A list of college prep courses approved for public school accountability is available at https://tea.texas.gov/academics/college-career-and-military-prep/college-preparatory-courses-for-ccmr-accountability.

Beginning with annual graduates from the Class of 2027 (2028 accountability), only college prep courses from the approved list will be eligible for CCMR credit.

CCMR Credit Requirements for Annual Graduates by Accountability Year – College Prep

Annual Graduates	Accountability Year	CCMR Credit Requirement
Class of 2022	2023	Student received credit in the final course sequence of any College Prep course meeting requirements aligned between district and the partnering IHE(s) in any grade 9-12
Class of 2023	2024	
Class of 2024	2025	
Class of 2025	2026	Student received credit in the final course sequence of any College Prep course meeting requirements aligned between the district and the partnering IHE(s) in grade 11 or 12*
Class of 2026	2027	Student received credit in the final course sequence of any College Prep course meeting requirements aligned between the district and the partnering IHE(s) in grade 12*
Class of 2027	2028	Student received credit in the final course sequence of a College Prep course on the TEA College Prep approved list in grade 12*

*Grade level will be based on data reported in the TSDS PEIMS Summer submission. A student must be in the required grade at any time during the school year when the course credit was received. See Appendix H.

Schedule for Phase-in of College Prep 12th Grade requirement

~~For the Class of 2025, courses completed in the 11th or 12th grades will be eligible for CCMR credit (2026 accountability). For the Class of 2026 and subsequent graduating classes, o~~Only courses completed in the 12th grade ~~will be~~are eligible for CCMR credit through college prep. The grade of the student at the time of the course will be based on the grade submitted in the TSDS PEIMS Summer submission. A student must be in the required grade at any time during the school year when the course credit was received.

A student successfully completing a college prep course who is not in 12th grade may still be eligible for TSI exemption at the partnering IHE based on the terms of the local agreement, but that student should

not be reported in TSDS PEIMS for the purposes of CCMR.

Phase-In Schedule for Sunsetting IBCs and Alignment with Programs of Study

Sunsetting IBCs

As of the 2023 accountability cycle, a campus may not earn CCMR credit for more than five graduates, or 20 percent of graduates, whichever is higher, who only meet CCMR criteria via a sunsetting IBC. This limit is applied within Student Achievement and School Progress, Part B: Relative Performance domains, and is not applied to the Closing the Gaps domain. Please see "Appendix J—Industry-Based Certifications" for additional information on sunsetting IBCs.

Example: Texas High School has 200 graduates. 50 graduates earned ONLY a sunsetting IBC as their CCMR credit. With the limit, Texas High School would receive credit for 40 of these graduates (20 percent), and ten of these graduates would not generate CCMR credit.

College, Career, and Military Readiness Component—Sunsetting IBC Example Calculation

	Count Credit	Percentage
Graduates	200	100%
Sunsetting IBC cap	40	20%
Earned at least one sunsetting IBC and did not meet any other CCMR criteria	50	25%
Earned only a sunsetting IBC and are not included	10	5%

Approved IBC List

TEC §39.053 requires the Texas Education Agency (TEA) to account for high school students who earn an industry-based certification as one indicator within the student achievement domain of the state's public school accountability system. The purpose of the IBC list is to identify certifications that prepare students for success in college, the workforce, or the military.

Approved IBC lists are available in Appendix J and on the agency's Career and Technical Education website at https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/industry-based-certifications with hyperlinks to certifying entities' webpages and information about the approval process.

The timeline for the 2019-2022 (v2), 2022-2025 (v3) and 2025-2030 (v4) IBC lists are included in the table, *CCMR Credit Requirements for Annual Graduates by Accountability Year*, below.

Phase-In for IBCs and Programs of Study

For each IBC list, the agency publishes a crosswalk of approved IBCs and their aligned programs of study on the Career and Technical Education website at https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/industry-based-certifications. This resource allows districts and campuses to support program development and planning by aligning IBCs to Programs of Study.

House Bill 773 (2021) requires the Texas Education Agency to include Program of Study Completers as an indicator within the accountability system. To allow districts time to implement aligned programs of study, the following transition timeline provides guidance on how the alignment will be phased in.

The Texas Education Agency will monitor how this proposed phase-in impacts dropout recovery schools and may adjust, as necessary.

CCMR Credit Requirements for Annual Graduates by Accountability Year– IBC and Aligned Program of Study

Annual Graduates	Accountability Year	CCMR Credit Requirement
Class of 2022	2023	Earn IBC (2019–2022 v2 list with sunsetting limit)
Class of 2023	2024	Earn IBC (2019–2022 v2 list with sunsetting limit & 2022–2025 v3 list)
Class of 2024	2025	Earn IBC (2019–2022 v2 list with sunsetting limit & 2022–2025 v3 list) plus 1 course in aligned program of study[1]
Class of 2025	2026	Earn IBC (2022–2025 v3 list) plus Concentrator in aligned program of study[2]
Class of 2026	2027	Earn IBC (2022–2025 v3 list with sunsetting limit & 2025–2030 v4 list) plus Completer in aligned program of study[3]
Class of 2027	2028	Earn IBC (2025-2030 v4 list) plus Completer in aligned program of study[3]

[1] One course that is level two or higher (excludes Career Prep I, Extended Career Prep I, Project Based Research, and/or Scientific Research and Design)

[2] Two or more courses for at least two credits in the same program of study

[3] Three or more courses for four or more credits, including one level three or level four course in the same program of study

~~The Concentrator requirement in CCMR applies for the Class of 2025, and the Completer requirement applies for the Class of 2026.~~ For students to meet the IBC and Aligned Program of Study indicator of CCMR, the student must have earned (i.e., not failed or passed) an IBC and earned Completer status in a ~~in the crosswalk associated with the~~ Program of Study crosswalked to that IBC. ~~in which they also met the phase-in requirement (i.e., aligned IBC).~~

For example, a student who met the phase-in Program of Study requirement for Automotive (7) must earn an IBC crosswalked to Automotive, such as *ASE Entry-Level Automotive Brakes* (141), to receive credit. If a student participated in more than one Program of Study, they only need to meet the phase-in requirement for one program to receive credit. More information is available in Appendix H.

College, Career, and Military Readiness Component—Students Evaluated

All students are evaluated as one group.

College, Career, and Military Readiness Component—Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated in the CCMR component if there are at least 10 annual graduates.
- Small numbers analysis, as described below, applies to all students if the number of annual graduates is fewer than 10.
    - A three-year CCMR rate is calculated for all students. The calculation is based on three-years of the campus's CCMR data. For example, 2025, 2024, and 2023 graduates were used for the 2026 accountability cycle.
    - The all students group is evaluated if the three-year sum has at least 10 annual graduates. The following is an example of small numbers analysis for the 2026 accountability cycle:

$$\frac{\text{Number of 2025, 2024, and 2023 Graduates Who Achieved at Least One of the CCMR Indicators}}{\text{Number of 2025, 2024, and 2023 Annual Graduates}}$$

College, Career, and Military Readiness Component—Methodology

One point is given for each annual graduate from the current accountability year (prior year's annual graduates) who accomplishes any one of the CCMR indicators. The CCMR component is calculated by dividing the total points (cumulative number of CCMR graduates) by the number of annual graduates. The CCMR component score is rounded to the nearest whole number. If applicable, the sunsetting IBC limit is applied at this step. Those who were not enrolled in a Texas public school in any of the preceding four years are excluded from the CCMR denominator.

$$\frac{\text{Number of Graduates Who Achieved at Least One of the CCMR Indicators}}{\text{Number of Annual Graduates}}$$

College, Career, and Military Readiness Component—Example Calculation

	Number of Graduates Who Achieved at Least One of the CCMR Indicators	Number of Prior Year Annual Graduates
Total	**208**	**365**
Student Achievement Domain CCMR Component Score (Number of Graduates Who Achieved at Least One of the CCMR Indicators ÷ Number of Prior Year Annual Graduates)		**57**

Graduation Rate (or Annual Dropout Rate) Component

Graduation Rate Component

The graduation rate component of the Student Achievement domain includes the four-year, five-year, and six-year high school graduation rates or the annual dropout rate if no graduation rate is available. The total points and the maximum number of points are reported for the four-year, five-year, and six-year graduation rate. The graduation rate that results in the higher score is used to calculate the graduation rate score. If a campus only has a four-year graduation rate, that rate will be used. If a campus has only a four- and five-year graduation rate, the better of those will be used. See Appendix H for additional information.

- Four-year graduation rate is calculated for campuses if they: (a) served grade 9, as well as grade 11 or 12, in the first and fifth years of the cohort or (b) served grade 12 in the first and fifth years of the cohort.
- Five-year graduation rate follows the same cohort of students for one additional year.
- Six-year graduation rate follows the same cohort of students for two additional years.
- Prior year's 9–12 annual dropout rate for grades 9–12 is used if a campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year, five-year, or six-year graduation rate. This proxy for the graduation rate is calculated by converting the grade 9–12 annual dropout rate into a positive measure. Please see *Annual Dropout Rate—Conversion* later in this chapter.

Graduation Rate—Students Evaluated

All students are evaluated as one group.

Graduation Rate—Minimum Size Criteria and Small Numbers Analysis

- All Students are evaluated if there are at least 10 students in the class.
- Small numbers analysis, as described below, applies to all students if the number of students in the four-year, five-year, or six-year cohort is fewer than 10. The total number of students in the class consists of graduates, continuing students, Texas high school equivalency certificate (TxCHSE/GED) recipients, and dropouts.
    - A three-year graduation rate is calculated for all students. The calculation is based on three-years of the campus's graduation data.
    - The all students group is evaluated if the three-year sum has at least 10 students. An example of small numbers analysis from the 2026 accountability cycle:

$$\frac{\text{Number of Graduates in the Class of 2025, Class of 2024, and Class of 2023}}{\text{Number of Students in the Class of 2025, Class of 2024, and Class of 2023}}$$

Graduation Rate—Methodology

The four-year graduation rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. The five-year graduation rate follows the same cohort of students for one additional year. The six-year graduation rate follows the same cohort of students for two additional years. A graduate is defined as a student who has met all applicable requirements to graduate and has been issued a high school diploma by the school district or charter school. Students who graduate by decisions of individual graduation committees (IGCs) are included as graduates. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four, five, or six years for reasons other than graduating, receiving a TxCHSE, or dropping out are removed from the class.

The four-year, five-year, and six-year graduation rate measures the percentage of graduates in a class. Students follow the high school graduation program in place when they entered ninth grade. Students who graduated by decisions of individual graduation committees (IGCs) are included as graduates. The graduation rates are expressed as a percentage rounded to one decimal place. For example, 74.875% rounds to 74.9%, not 75%.

$$\frac{\text{Number of Graduates in the Class}}{\text{Number of Students in the Class}}$$

(Graduates + Continuers + TxCHSE Recipients + Dropouts)

The total points and the maximum number of points are reported for the four-year, five-year, and six-year graduation rate. The graduation rate that results in the highest score is used to calculate the graduation rate score.

Graduation Rate—Example Calculation from 2026 Accountability

Graduation Rate	All Students
Class of 2025, 4-year	85.2%
Class of 2024, 5-year	87.3%
Class of 2023, 6-year	85.0%
Graduation Rate Score (Highest of 4-year, 5-year & 6-year graduation rate)	**87.3**

Annual Dropout Rate Component

For campuses that serve students enrolled in grades 9–12, the grade 9–12 annual dropout rate is used if a four-year, five-year, or six-year graduation rate is not available.

Annual Dropout Rate—Students Evaluated

All students are evaluated as one group.

Annual Dropout Rate—Minimum Size Criteria and Small Numbers Analysis

- All Students are evaluated if there are at least 10 students enrolled during the school year.
- Small numbers analysis, as described below, applies to the group of all students if the number of students enrolled in grades 9–12 during the prior school year is fewer than 10.
    - A three-year annual dropout rate is calculated for all students. The calculation is based on three-years of the campus's annual dropout rate.
    - The all students group is evaluated if the three-year sum has at least 10 students. An example of small numbers analysis from the 2026 accountability cycle:

$$\frac{\text{Number of Dropouts in Grades 9–12 in 2024–25, 2023–24, and 2022–23}}{\text{Number of Students in Grades 9–12 in 2024–25, 2023–24, and 2022–23}}$$

Annual Dropout Rate—Methodology

The annual dropout rate is calculated by dividing the number of students in grades 9–12 designated as having dropped out by the number of students enrolled in grades 9–12 at any time during the prior school year. Grade 9–12 annual dropout rates are expressed as a percentage rounded to one decimal place. For example, 24 dropouts divided by 2,190 students enrolled in grades 9–12 is 1.095% which rounds to a 1.1% annual dropout rate.

Annual Dropout Rate—Conversion

Because the annual dropout rate is a measure of negative performance—the rate rises as performance declines—it must be transformed into a positive measure to be used as a component of the Student Achievement domain. The following calculation converts the annual dropout rate for a non-AEA campus into a positive measure that is a proxy for the graduation rate.

100 – (grade 9–12 annual dropout rate x 10) with a floor of zero

The multiplier of 10 allows the non-AEA campus to accumulate points towards the Student Achievement domain score only if its annual dropout rate is less than 10 percent.

For example, a 1.1% annual dropout rate conversion calculation is: 100 – (1.1 x 10) = 100 – 11 = 89. The annual dropout rate calculation requires at least a three-year sum of 10 students per class.

Alternative Education Accountability Modifications

Alternative procedures applicable to STAAR, CCMR, graduation rate, and annual dropout rate calculations are provided for approved campuses serving at-risk students in alternative education programs. The annual dropout rate is used on a safeguard basis only for campuses designated as dropout recovery schools (DRS). The Student Achievement domain for DRS without a longitudinal graduation rate is calculated using STAAR, CCMR, and the annual dropout rate; it is also calculated using only the STAAR and CCMR components. Whichever calculation produces the higher rating is used. If an AEA campus does not generate CCMR, it will only be rated using STAAR data. In this situation, the campus would have an annual dropout rate reported for informational purposes only. For more information on the alternative education accountability (AEA) eligibility and DRS criteria, please see "Chapter 7—Other Accountability System Processes."

AEA STAAR—Methodology

The STAAR calculation is modified to credit AEA campuses for Meets and Masters performance while maintaining the same scaling and cut points as non-AEA campuses. A raw score of more than 100 is scaled to 100.

The STAAR component is calculated by adding the percent of tests at Approaches or above to the percent of tests at Meets or above with a multiplier of 1.1, to the percent of Masters multiplied by 1.2.

$$\frac{(\%\ \text{Approaches or above}) + \mathbf{1.1}*(\%\ \text{Meets or above}) + \mathbf{1.2}*(\%\ \text{Masters})}{3}$$

AEA CCMR Rate—Methodology

The CCMR rate calculation is modified to credit AEA campuses for previous dropouts who earn CCMR. One point is given for each annual graduate who accomplishes any one of the CCMR indicators. Previous dropouts who earn CCMR will only be included in the numerator. The CCMR component is calculated by dividing the total points (cumulative number of CCMR graduates) by the number of annual graduates.

The CCMR component score is rounded to the nearest whole number. If applicable, the sunsetting IBC limit is applied at this step. A raw score of more than 100 is scaled to 100.

An example from the 2026 accountability cycle:

$$\frac{\text{Number of Graduates Who Achieved at least One of the CCMR Indicators}}{\text{Number of 2025 Annual Graduates (– Previous Dropouts who Returned)}}$$

AEA College, Career, and Military Readiness Component—Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated in the CCMR component if there are at least 10 annual graduates.
- Small numbers analysis, as described below, applies to all students if the number of annual graduates is fewer than 10.
    - A three-year CCMR rate is calculated for all students. The calculation is based on three-years of the campus's CCMR data. For example, 2025, 2024, and 2023 graduates were used for the 2026 accountability cycle.

- The all students group is evaluated if the three-year sum has at least 10 annual graduates. The following is an example of small numbers analysis for the 2026 accountability cycle:

$$\frac{\text{Number of 2025, 2024, and 2023 Graduates Who Achieved at least One of the CCMR Indicators}}{\text{Number of 2025, 2024, and 2023 Annual Graduates (– Previous Dropouts who Returned)}}$$

AEA Graduation/Annual Dropout Rate—Methodology

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the four-year, five-year, and six-year rates. The completion rate that results in the highest score is used to calculate the graduation rate score. Previous dropouts who complete will only be included in the numerator. A raw score of more than 100 is scaled to 100.

The grade 9–12 annual dropout rate is used if no combined graduation, continuer, TxCHSE, and previous dropout rate is available.

$$\frac{\text{Number of Graduates + Continuers + TxCHSE Recipients}}{\text{Number of Students in the Class (Graduates + Continuers + TxCHSE Recipients + Dropouts [– Previous Dropouts who Returned])}}$$

For example, for 2026 Accountability, the following applied:

- Class of 2025 four-year graduation, continuer, TxCHSE, and previous dropouts who complete rates are calculated for AEA campuses if they: (a) served grade 9, as well as grade 11 or 12, in the first and fifth years of the cohort or (b) served grade 12 in the first and fifth years of the cohort.
- Class of 2024 five-year graduation, continuer, TxCHSE, and previous dropouts who complete rates follow the same cohort of students for one additional year; therefore, most AEA campuses that have a four-year graduation, continuer, TxCHSE, and previous dropouts rate in one year will have a five- year graduation, continuer, TxCHSE, and previous dropouts rate for that cohort in the following year.
- Class of 2023 six-year graduation, continuer, TxCHSE, and previous dropouts who complete rates continue to follow the same cohort of students for one additional year; therefore, most AEA campuses that have a five-year graduation, continuer, TxCHSE, and previous dropouts rate in one year will have a six-year graduation, continuer, TxCHSE, and previous dropouts rate for that cohort in the following year.
- Annual dropout rate for school year 2024–25 for grades 9–12. If an AEA campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year, five-year, or six-year graduation, continuer, and TxCHSE rate, a proxy for the graduation rate is calculated by converting the grade 9–12 annual dropout rate into a positive measure.

AEA Graduation Rate—Minimum Size Criteria and Small Numbers Analysis

- All Students are evaluated if there are at least 10 students in the class.
- Small numbers analysis, as described below, applies to all students if the number of students in the four-year, five-year, or six-year cohort is fewer than 10. The total number of students in the class consists of graduates, continuing students, Texas high school equivalency certificate (TxCHSE/GED) recipients, and dropouts. Previous dropouts who returned are removed from the denominator.
    - A three-year graduation rate is calculated for all students. The calculation is based on

three-years of the campus's graduation data.

- The all students group is evaluated if the three-year sum has at least 10 students. An example of small numbers analysis from the 2026 accountability cycle:

$$\frac{\text{Number of Graduates + Continuers + TxCHSE Recipients in the Class of 2025, 2024 and 2023}}{\text{Number of Students in the Class of 2025, 2024, and 2023}}$$
(Graduates + Continuers + TxCHSE Recipients + Dropouts [– Previous Dropouts who Returned])

AEA Annual Dropout Rate—Conversion

The annual dropout rate conversion is also modified for AEA campuses.

100 – (grade 9–12 annual dropout rate x 5) with a floor of zero

By using the multiplier of 5, an AEA campus accumulates points towards the Student Achievement domain score if its annual dropout rate is less than 20 percent.

For example, a 1.1% AEA annual dropout rate conversion calculation is: 100 – (1.1 x 5) = 100 – 5.5 = 94.5.

Student Achievement Domain Rating Calculation

See "Chapter 5—Calculating Ratings" for the methodology to calculate the Student Achievement domain rating.

Chapter 3—School Progress Domain

Overview

The School Progress domain measures campus outcomes in two areas:

- Part A: Academic Growth
  - Percentage of students who grew at least one year academically as measured by STAAR results (Annual Growth).
  - Percentage of students who earned Did Not Meet Grade Level in the prior year and Approaches Grade Level or above in the current year (Accelerated Learning).
- Part B: Relative Performance
  - The achievement of students relative to campuses with similar economically disadvantaged percentages.
  - For AEA campuses, Part B: Retest Growth is the percentage of students who earned Approaches Grade Level or above on an EOC retest during the accountability cycle.

School Progress, Part A: Academic Growth

School Progress, Part A: Academic Growth provides an opportunity for campuses to receive credit for STAAR results in reading/language arts (RLA) and mathematics when students show annual growth and, if applicable, demonstrate accelerated learning.

Annual Growth indicates the amount of improvement or growth a student has made from year to year. For STAAR assessments annual growth is measured by a transition table. Individual student growth is calculated as the change between Low Did Not Meet Grade Level, High Did Not Meet Grade Level, Low Approaches Grade Level, High Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance from the prior year to the current year.

Accelerated Learning is measured for students who earned Did Not Meet Grade Level in the prior year and were accelerated to Approaches Grade Level or above in the current year.

The Academic Growth component of the School Progress domain calculation uses a methodology in which scores are calculated based on students' level of performance for STAAR assessments as reported in the consolidated accountability file (CAF). See “Appendix H—Data Sources” for more information.

Part A: Academic Growth—Assessments Evaluated

School Progress, Part A evaluates STAAR and STAAR Alternate 2 assessment results for grades 4–8 in RLA and mathematics, and STAAR English I, English II, and Algebra I end-of-course (EOC) assessment results. SAT/ACT results for accelerated testers are not included.

Part A: Academic Growth—Students Evaluated

All students, including emergent bilingual students (EB) as described below, are evaluated as one group.

Part A: Academic Growth—Inclusion of EB Students

The student demographic data saved by districts in the Test Information Distribution Engine (TIDE) by the date indicated on the Texas Assessment Program Calendar of Events are used to identify EB students for accountability purposes (*“Final Date to Enter Student Information for Accountability Reporting”*).

EB students' inclusion, exclusion, and relevant TIDE codes are available in "Appendix H—Data Sources."

Part A: Academic Growth—Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated; results are used if there are 10 or more STAAR or STAAR Alternate 2 assessments with academic growth outcomes, combined across RLA and mathematics.
- Small numbers analysis is not used in Academic Growth.

Part A: Academic Growth: Annual Growth—Methodology

The Annual Growth score in School Progress, Part A includes all assessments with eligible Annual Growth data. To be eligible for an Annual Growth score, a student must meet all of the following criteria within the same content area (RLA or mathematics):

- Has taken a STAAR assessment in the previous year and a STAAR assessment in the current year or a STAAR Alternate 2 test in the ~~current~~ previous year, ~~has taken~~and a STAAR Alternate 2 in the ~~previous~~ current year.
- Has a valid score from the previous year and the current year. STAAR and STAAR Alternate 2 results with score codes "A" for Absent and "O" for Other are excluded from performance calculations.
- Has tested in ~~successive~~ increasing grade levels or EOC assessments in the previous year and the current year.
    - Students who took the same grade-level or EOC assessment in the previous year and the current year will not be evaluated for annual growth.
    - Students who take STAAR assessments and have skipped a grade level between the previous year and the current year will be evaluated for annual growth. (e.g., Grade 6 mathematics to Grade 8 mathematics will be measured for growth).
    - Students who were in any grade-level in the previous year and took an Algebra I, ~~or~~ English I, or English II EOC in the current year will be measured for growth.
    - ~~o~~ Students who take STAAR assessments in the same language and students whose language of STAAR assessments changes between the previous year and the current year will be evaluated for annual growth (e.g., Spanish to Spanish or Spanish to English).
    - ~~Has taken a STAAR Spanish assessment in the previous year and a STAAR English assessment in the current year or has taken a STAAR English assessment in the prior year and a STAAR Spanish assessment in the current year.~~
- For STAAR Algebra I, ~~and~~ English I and English II EOCs, student has taken the assessment for the first time.
- For English II, growth is measured if a student has taken the English II assessment for the first time in current year and has taken the English I assessment for the first time either in the previous or current year; or took any grade level STAAR assessment in the previous year.
- ~~For students taking a STAAR Alternate 2 test in the current year, has taken a STAAR Alternate 2 in the previous year.~~

The data produced for Annual Growth fulfills Texas Education Code, §39.304 which requires the use of a student's previous years' performance data on STAAR to determine the student's expected annual improvement.

School Progress, Part A: Academic Growth points are awarded for performance level changes from prior year to current year. For the purposes of accountability, the STAAR performance level indicators of Did

Not Meet and Approaches are divided into Low/High: Did Not Meet Low/Did Not Meet High and Approaches Low/Approaches High. The STAAR Alternate 2 performance level indicator of Developing is divided into Low/High. These are called 'enhanced' performance levels. Enhanced performance levels are determined based on raw scores. Each year, the raw scores and scale scores associated with the enhanced performance levels are posted on the accountability system website: https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2027-accountability-rating-system. ~~.~~A raw score of zero does not qualify for a performance level assignment and is excluded from School Progress, Part A: Academic Growth calculations. The following tables show how campuses earn credit in School Progress, Part A for results that met the Annual Growth expectations.

Part A: Academic Growth: Annual Growth Points (STAAR)

Prior Year* Performance on STAAR	Current Year Performance on STAAR					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

**For STAAR English I and English II EOCs, growth is also measured if the student has taken the assessments for the first time within the same accountability cycle.*

Part A: Academic Growth: Annual Growth Points (STAAR Alternate 2)

Prior Year Performance on STAAR Alternate 2	**Current Year Performance on STAAR Alternate 2**			
	Low Level I: Developing	High Level I: Developing	Level II: Satisfactory	Level III: Accomplished
Low Level I: Developing	**0**	**1**	**1**	**1**
High Level I: Developing	**0**	**1/2**	**1**	**1**
Level II: Satisfactory	**0**	**0**	**1**	**1**
Level III: Accomplished	**0**	**0**	**0**	**1**

Part A: Academic Growth: Accelerated Learning—Methodology

The Accelerated Learning score in School Progress, Part A includes all assessments with eligible Accelerated Learning data. To be eligible for an Accelerated Learning score, a student must meet all the criteria for Annual Growth and must have earned Did Not Meet Grade Level in the prior year in the same content area (RLA or mathematics).

The following tables show how campuses earn credit in School Progress, Part A for results that met accelerated learning expectations.

Part A: Academic Growth: Accelerated Learning Points (STAAR)

Prior Year Performance on STAAR	Current Year Performance on STAAR			
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	**0**	**1**	**1**	**1**

Part A: Academic Growth: Accelerated Learning Points (STAAR Alternate 2)

Prior Year Performance on STAAR Alternate 2	Current Year Performance on STAAR Alternate 2		
	Level I: Developing	Level II: Satisfactory	Level III: Accomplished
Level I: Developing	**0**	**1**	**1**

Part A: Academic Growth Score

The Part A: Academic Growth score denominator is the number of eligible RLA and mathematics assessments. If an assessment is eligible for annual growth and accelerated learning, it will only count once in the denominator. The numerator is the total number of points earned for Annual Growth plus 0.25 multiplied by the total number of points earned for Accelerated Learning. Any raw component score in excess of 100 is scaled to 100.

Example Calculation: Part A: Academic Growth

A campus has 277 grade 4–6 students, all of whom took an RLA and mathematics STAAR assessment in the current year and the prior year (denominator = 554 STAAR assessments). 170 RLA and mathematics assessments were at the Did Not Meet Grade Level in the prior year.

Annual Growth Points (Example)

Prior Year	Current Year						Total
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level	
Low Did Not Meet Grade Level	20	40	10	10	8	2	**90**
High Did Not Meet Grade Level	5	30	20	10	10	5	**80**
Low Approaches Grade Level	0	10	20	40	20	10	**100**
High Approaches Grade Level	2	6	10	30	40	25	**113**
Meets Grade Level	0	2	2	1	50	45	**100**
Masters Grade Level	0	0	8	1	12	50	**71**
Total	**27**	**88**	**70**	**92**	**140**	**137**	**554**

Accelerated Learning Points (Example)

Prior Year	Current Year				Total
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	
Did Not Meet Grade Level	95	50	18	7	**170**

Example Calculation: Part A: Academic Growth

Assessments Earning 0.5 points	80	X 0.5	40
Assessments Earning 1 point	395	X 1	395
Annual Growth Points Earned			435.0

The total is expressed as a percentage: total points earned divided by number of assessments, rounded to the nearest whole number. For example, 453.75 total earned points divided by 554 assessments is 81.9 percent, which is rounded to 82 percent.

Annual Growth Points Earned			435.0
Accelerated Learning Points Earned	75	X 0.25	18.75
Sum of Annual Growth plus Accelerated Learning Points			453.75
Total Assessments			554
School Progress, Part A: Academic Growth Raw Score			**82**

School Progress, Part B: Relative Performance

School Progress, Part B: Relative Performance measures the achievement of all students relative to campuses with similar economically disadvantaged percentages.

Part B: Relative Performance—Assessments and Measures Evaluated

School Progress, Part B evaluates STAAR assessments for grades 3–12, STAAR Alternate 2 assessments, English Learner Performance Measure results, and SAT/ACT results for accelerated testers.

Part B: Relative Performance—Students Evaluated

All students, including EB students as described below, are evaluated as one group.

Part B: Relative Performance—Inclusion of EB Students

The student demographic data saved by districts in the Test Information Distribution Engine (TIDE) by the date indicated on the Texas Assessment Program Calendar of Events, are used to identify EB students for accountability purposes (*"Final Date to Enter Student Information for Accountability Reporting"*). EB students' inclusion, exclusion, and relevant TIDE codes are available in "Appendix H—Data Sources."

Part B: Relative Performance—Minimum Size Criteria and Small Numbers Analysis

- The STAAR component is evaluated if there are 10 or more STAAR assessments, combined across all subjects.
- All students are evaluated in the CCMR component if there are at least 10 annual graduates.
- Small numbers analysis is not used in Relative Performance.

Part B: Relative Performance—Methodology

Elementary and Middle Schools

For elementary and middle schools, School Progress, Part B evaluates the overall student performance on the Student Achievement STAAR component compared to campuses with similar percentages of economically disadvantaged students, as reported in the TSDS PEIMS Fall Snapshot. The economically disadvantaged percentage is rounded to one decimal place.

High Schools and K–12 Campuses with CCMR Component

For high schools and K–12 campuses, School Progress, Part B evaluates the Student Achievement STAAR component and the CCMR component compared to campuses with similar percentages of economically disadvantaged students, as reported in the TSDS PEIMS Fall Snapshot. The economically disadvantaged percentage is rounded to one decimal place.

High Schools and K–12 Campuses without CCMR Component

If CCMR outcomes are not available for a high school or K–12, only the Student Achievement STAAR component is used as described above.

Alternative Education Accountability Campuses

Alternative education accountability campuses are not evaluated on Relative Performance. These campuses are evaluated on School Progress, Part B: Retest Growth as described below.

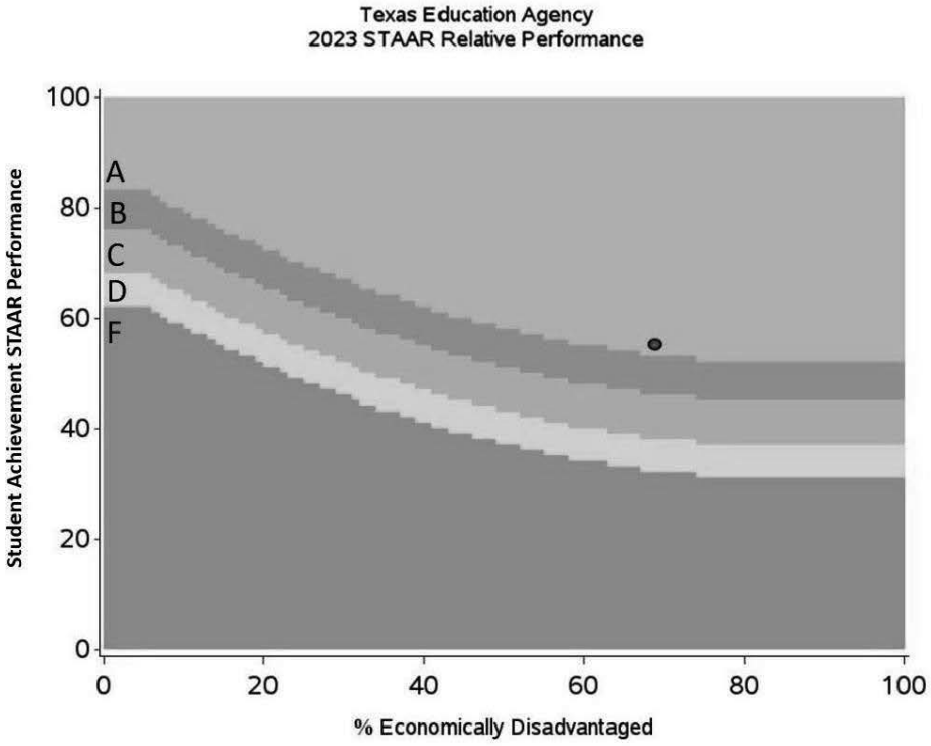
Part B: Relative Performance Score

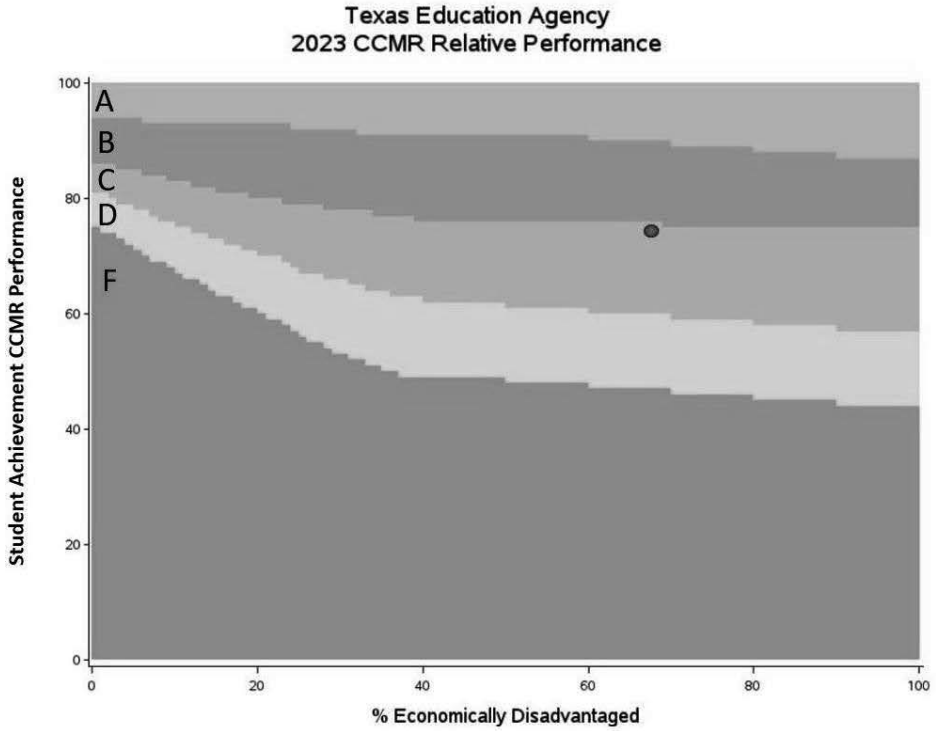
The Part B: Relative Performance score is determined as follows:

- For elementary and middle school campuses, the raw Student Achievement STAAR component score is scaled using Relative Performance scaling (see “Chapter 5—Calculating Ratings”).
- For high schools and K-12 campuses, the raw Student Achievement STAAR and CCMR scores from the Student Achievement domain are each scaled using Relative Performance scaling (see “Chapter 5—Calculating Ratings”). The two scale scores are then averaged and rounded to the nearest whole number.

Examples: Part B: Relative Performance

In the high school examples shown below, there were 67.9 percent of students identified as economically disadvantaged on the campus’s TSDS PEIMS Fall 2022 snapshot, and the campus earned a 56 raw score on Student Achievement STAAR and a 75 raw score in Student Achievement CCMR. The STAAR Relative Performance scaled score would be 91, and the CCMR Relative Performance scaled score would be 79. The average of these components is 85, which would result in a *B* for Part B: Relative Performance.





Note: The images above are for illustrative purposes only and are only meant to provide a general idea of the methodology used for School Progress, Part B.

Alternative Education Accountability—Part B: Retest Growth

Campuses registered under alternative education accountability (AEA) are evaluated on School Progress, Part B: Retest Growth in place of Part B: Relative Performance.

AEA Part B: Retest Growth—Assessments Evaluated

School Progress, Part B evaluates STAAR end-of-course (EOC) assessments. The Retest Growth component of the School Progress domain calculation uses a methodology in which scores are calculated based on students' level of performance for STAAR assessments as reported in the consolidated accountability file (CAF). See Appendix H for more information.

AEA Part B: Retest Growth—Students Evaluated

All students, including EB students as described below, are evaluated as one group.

AEA Part B: Retest Growth—Inclusion of EB Students

The student demographic data saved by districts in TIDE by the date indicated on the Texas Assessment Program Calendar of Events, are used to identify EB students for accountability purposes (*"Final Date to Enter Student Information for Accountability Reporting"*). EB students' inclusion, exclusion, and relevant TIDE codes are available in "Appendix H—Data Sources."

AEA Part B: Retest Growth—Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated; results are used if there are 10 or more STAAR EOC retest assessments, combined across all subject areas.
- Small numbers analysis is not used in Retest Growth.

AEA Part B: Retest Growth—Methodology

AEA Part B: Retest Growth awards AEA campuses points for the percentage of EOC retest assessments at the Approaches Grade Level, Meets Grade Level, and Masters Grade Level standards during the accountability cycle. The numerator consists of STAAR EOC retest assessments at the Approaches Grade Level, Meets Grade Level, and Masters Grade Level standard. The denominator includes all EOC retest assessments. The all students group is evaluated if there are at least ten EOC retest assessments across all subject areas.

$$\frac{\text{1 point for each STAAR EOC assessment at Approaches Grade Level or above}}{\text{Total Number of STAAR EOC Retests}}$$

School Progress Domain Rating Calculation

See "Chapter 5—Calculating Ratings" for the methodology to calculate ratings for Part A: Academic Growth and Part B: Relative Performance. The resolved rating for the School Progress domain is the better of Part A: Academic Growth or Part B: Relative Performance. For AEA campuses, the resolved rating for the School Progress domain is the better of Part A: Academic Growth or Part B: Retest Growth.

Chapter 4—Closing the Gaps Domain

Overview

The Closing the Gaps domain uses disaggregated data to demonstrate differentials in progress to interim and long-term goals 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).

Student Groups Evaluated

- All students
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More races
- Economically disadvantaged
- Emergent Bilingual (EB) student (current and monitored)
- Current special education
- Foster
- Homeless
- Migratory~~Migrant~~
- Continuously enrolled
- Former special education

Please refer to "Chapter 10—Identification of Schools for Improvement" for additional information on how each group is evaluated for federal school improvement identification.

Student Groups Evaluated for Closing the Gaps Domain Rating

While each of the student groups listed above are evaluated within Closing the Gaps under ESSA requirements, the following four groups' outcomes contribute to the domain rating.

- All students
- Two lowest performing racial/ethnic groups determined by comparing performance of racial/ethnic groups from the prior year. Please see additional information below for determining these groups.
- High focus. Students are included in the high focus student group if they are identified as any of the following:
  - Economically disadvantaged
  - EB student (current and monitored)
  - Current special education
  - Highly mobile (foster, homeless, migratory~~migrant~~)

Two Lowest Performing Racial/Ethnic Groups from the Prior Year

The two lowest-performing racial/ethnic groups from the prior year are identified based on the lowest combined percentage outcomes from the Academic Achievement RLA and mathematics indicators from the prior year for each student group. Minimum size requirements must be met to be evaluated for the

lowest prior year identification. See *Minimum Size* later in the chapter.

Steps to Determine the Two Lowest Performing Groups

1: Identify racial/ethnic groups with at least 10 assessments in RLA and 10 assessments in math in the prior year Academic Achievement component.

2: Sum the RLA and mathematics numerators for each group.

3: Sum the RLA and mathematics denominators for each group.

4: Calculate the percentage for each group, rounded to a whole number.

5: The two student groups with the lowest percentages are evaluated for the current year.

Existing Campus: Two Lowest Performing Racial/Ethnic Groups from the Prior Year

- A group must have 10 assessment results in both subjects, 10 assessments in RLA and 10 assessments in mathematics, to be evaluated for the lowest prior year identification.
- If two or more of the lowest performing groups (meeting minimum size) have the same performance rate, the lowest performing groups with the largest denominator are selected.
- If the campus meets minimum size for only one of the racial/ethnic groups, only that group is selected.
- If the campus meets minimum size in the current year for both identified racial/ethnic groups, both are evaluated.
- If the campus meets minimum size in the current year for only one of the identified racial/ethnic groups, only that group is evaluated.
- If the campus does not meet minimum size in the current year for either identified racial/ethnic group, no racial/ethnic groups are evaluated for the current accountability year. A campus must meet minimum size in the current and prior year to be evaluated for a racial/ethnic group.

Campuses in their First Year STAAR Testing: Two Lowest Performing Racial/Ethnic Groups from the Prior Year

- Campuses in their first year of STAAR testing are evaluated on the state's two lowest performing racial/ethnic groups from the prior year. Please see "Appendix H—Data Sources" for details on the state's two lowest performing racial/ethnic groups from the prior year.
    - If the campus meets minimum size for both of the state's racial/ethnic groups in the current year, both are evaluated.
    - If the campus meets minimum size for only one of the state's racial/ethnic groups in the current year, only that group is evaluated.
    - If the campus does not meet minimum size in the current year for either of the state's racial/ethnic group, no racial/ethnic groups are evaluated for the current accountability year.

High Focus

Students are included in the high focus student group if they are identified as any of the following:

- Economically disadvantaged
- EB student. Please see *Inclusion of EB Students* for additional information.
- Current special education
- Highly mobile. Please see additional information below for determining this group.

Current and Monitored EB Students

A student is identified as a current EB student if the student is reported as emergent bilingual in TIDE. A student is identified as a monitored EB student if the student is reported in TIDE as having met the criteria for exiting a bilingual/ESL program and is being monitored as required by 19 Texas Administrative Code, §89.1220(l).

Both current and monitored EB students, through year 4, are included in performance rates for the Closing the Gaps domain. Exclusions for EB students are detailed in this chapter.

Inclusion of EB students

The student demographic data saved by districts in the Test Information Distribution Engine (TIDE) by the date indicated on the Texas Assessment Program Calendar of Events are used to identify EB students for accountability purposes (*"Final Date to Enter Student Information for Accountability Reporting"*). EB students' inclusion, exclusion, and relevant EB TIDE codes are available in "Appendix H—Data Sources."

Current Special Education Students

A student is identified as a current special education student if the student receives special instruction and related developmental, corrective, supportive, or evaluative services for the current school year as reported in TIDE by the date indicated on the Texas Assessment Program Calendar of Events (*"Final Date to Enter Student Information for Accountability Reporting"*) for Academic Achievement, Academic Growth, and SQSS: STAAR Only components. For Federal Graduation and CCMR, a student is identified as a current special education student from TSDS PEIMS.

Highly Mobile

Students are included in the highly mobile student group if they are identified as any of the following.

- Foster Care: Student is currently in the conservatorship of the Department of Family and Protective Services (source: PEIMS).
- Homeless: Student is coded with a homeless status PEIMS indicator code of 2, 3, 4, or 5 (source: PEIMS).
- Migratory~~Migrant~~: Student is, or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity (source: TIDE).

Minimum Size

A campus must have 10 assessment results in both subjects, 10 assessments in RLA and 10 assessments in mathematics, for all students group and meet minimum size for at least four indicators in the Academic Achievement component to be evaluated on the Closing the Gaps domain. If a campus does not meet minimum size, the Closing the Gaps domain is not evaluated.

0–4 Points

The performance of each student group is compared to the performance targets for each component based on school type. The performance targets are provided at the end of this chapter. Information on determining school type is available in "Chapter 1—Accountability Overview."

Student groups earn 0–4 points for each indicator based on the following gradated point methodology.

Points	Definition
4	Met long-term target (2037-38 target)
3	Met interim target (target through 2026-27)
2	Did not meet interim target but showed expected growth toward next interim target (target through 2031-32)[1]
1	Did not meet interim target but showed minimal growth[2]
0	Did not meet interim target and did not show minimal growth

[1]The definition of expected growth toward the next interim target (for 2 points) is on-track growth to reach the next interim target. The denominator for 2024 is five years as the next interim target will be evaluated in 2027–28. The denominator for 2025 is four years and so forth.

$$\text{Current year rate} - \text{prior year rate} \geq \frac{\text{Next interim target} - \text{prior year rate}}{\text{Years remaining until new interim targets}}$$

The expected growth calculation is rounded to one decimal point. An example is provided below.

[2]Minimal growth (for 1 point) is defined as at least 1.0 percentage point improvement over the prior year rate for all component indicators in the Closing the Gaps Domain other than Graduation Rate. For Graduation Rate, minimal growth is defined as at least 0.1 percentage point improvement over the prior year rate.

Campuses in their first year of STAAR testing are evaluated for 4, 3, or 0 points as they do not have prior year data.

If a student group meets minimum size for an indicator in the current year but was measured using small numbers analysis or had no prior year data, that group's indicator is evaluated for 4, 3, or 0 points. ~~did not meet minimum siz~~ ~~If the prior-year result was calculated using Small Numbers Analysis,~~no year-over-year comparison is computed. ~~In these cases, the prior-year value is treated as null for improvement purposes~~As a result, the campus cannot earn 1 or 2 points for that component in the current year.

Example: 0–4 Points Determination for 2024 Accountability

At Oak High School, the African American student group's 2023 Academic Achievement: RLA outcome was 26%. In 2024, the student group earned 28%.

	Targets	African American
Academic Achievement: RLA	Interim Target (target through 2026-27)	32%
	Next Interim Target (target through 2031-32)	43%
	Long Term Target (2037-38)	66%

Points	Definition	Oak High School
4	Met long-term target (2037-38 target)	No
3	Met interim target (target through 2026-27)	No
2	Did not meet interim target but showed expected growth toward next interim target	No
1	Did not meet interim target but showed minimal growth	**Yes**
0	Did not meet interim target and did not show minimal growth	N/A

Example: 2-Points Calculation for 2024 Accountability

Student Group Growth		Expected Growth
current year rate – prior year rate	**≥**	**<u>next interim target – prior year rate</u> 5**
28– 26	≥	<u>43 –26</u> 5
2.0	**~~≥~~**	**3.4**

Components

There are four components evaluated in the Closing the Gaps domain.

- Academic Achievement
  - STAAR Performance Status at the Meets Grade Level or above standard in reading/language arts (RLA) and mathematics
- Growth or Graduation
  - Academic Growth Status: The School Progress, Part A domain data in RLA and mathematics for elementary and middle schools
  - Federal Graduation Status: The four-year federal graduation rate (without exclusions) for high schools or K–12s with graduation rates. If a high school or K–12 does not have graduation data, Academic Growth Status is used, if available.
- Progress in Achieving English Language Proficiency
- School Quality or Student Success
  - STAAR component of the Student Achievement domain for elementary and middle schools
  - College, Career, and Military Readiness (CCMR) Performance Status component for high schools or K–12s. If a high school or K–12 does not have CCMR data, STAAR component is used, if available.

Academic Achievement Component

The Academic Achievement component measures STAAR performance in RLA and mathematics at the Meets Grade Level or above standard, as reported in the consolidated accountability file (CAF). See Appendix H for more information.

Academic Achievement—Assessments and Measures Evaluated

The Academic Achievement component evaluates STAAR assessments for grades 3-12, STAAR Alternate 2 assessments, English learner (EL) Performance Measure results, and SAT/ACT results for accelerated testers as described in "Chapter 2—Student Achievement Domain" at the Meets Grade Level or above standard.

Academic Achievement—Minimum Size Criteria and Small Numbers Analysis

- Participation Status is calculated prior to determining whether a student group meets the minimum size criteria.
- Student groups are evaluated if there are 10 or more assessments in the subject area, considered separately.
- This component is evaluated if at least four indicators meet minimum size requirements, across both RLA and mathematics.
- Small numbers analysis is not used.

Academic Achievement—Methodology

Each student group is evaluated by subject area on the percentage of assessment results that are at the Meets Grade Level or above standard. Each student group's performance is then compared to the current year Academic Achievement performance targets based on school type. The performance targets are provided at the end of this chapter. To determine how many points a student group earns for Academic Achievement, the group's achievement outcomes are evaluated using the 0–4 point methodology described above.

The Academic Achievement calculation is determined by summing the total points earned for each evaluated indicator divided by the number of possible points (those indicators that met minimum size).

Component points are rounded to one decimal place. Total points for each component are determined by multiplying the points earned by the corresponding weight and rounding to one decimal place. For example, 59.87% is rounded to 59.9% and 79.49% is rounded to 79.5%.

Growth or Graduation Component

Academic Growth Status

For elementary and middle schools, the Academic Growth Status component provides an opportunity for campuses to receive credit for STAAR results in RLA and mathematics that show annual growth and/or demonstrate accelerated learning, as reported in the consolidated accountability file (CAF). See Appendix H for more information.

For high schools and K–12s without a federal four-year graduation rate, the Academic Growth Status is used, if available.

Academic Growth Status—Assessments Evaluated

The Academic Growth Status component evaluates STAAR (with and without accommodations) and STAAR Alternate 2 assessment results for grades 4–8, and STAAR English I, English II, and Algebra I EOC assessment results. SAT/ACT results for accelerated testers are not included.

Academic Growth Status—Minimum Size Criteria and Small Numbers Analysis

- Student groups are evaluated if there are 10 or more STAAR tests eligible for growth evaluation in RLA and mathematics, considered separately.
- This component is evaluated if at least four indicators meet minimum size requirements, across

both RLA and mathematics.

- Small numbers analysis is not used.

Academic Growth Status—Methodology

Each student group is evaluated by subject area on the percentage of assessment results that show annual growth and/or demonstrate accelerated learning. Each student group's performance is then compared to the current year Academic Growth Status performance targets based on school type. To determine how many points a student group earns for the Academic Growth indicator, the group's Academic Growth outcome is evaluated using the 0–4 point methodology described above.

Please see "Chapter 3—School Progress Domain" for details on the growth methodology. The performance targets, by school type, are provided at the end of this chapter.

The Academic Growth Status calculation is determined by summing the total points earned for each evaluated indicator divided by the number of possible points (those indicators that met minimum size).

Component points are rounded to one decimal place. Total points for each component are determined by multiplying the points earned by the corresponding weight and rounding to one decimal place. For example, 59.87% is rounded to 59.9% and 79.49% is rounded to 79.5%.

Federal Graduation Status

The Federal Graduation Status component measures the four-year federal graduation rate of the prior year graduating Class for high schools and K–12s. Texas uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate.

Federal Graduation Status—Minimum Size Criteria and Small Numbers Analysis

All Students

- The all students group is evaluated if there are at least 10 students in the class.
- This component is evaluated if at least one student group meets minimum size requirements.
- Small numbers analysis, as described below, applies to the all students group if the number of students in the Class from the prior year (4-year) is fewer than 10. The total number of students in the class consists of graduates, continuing students, Texas certificate of high school equivalency (TxCHSE) recipients, and dropouts.
    - A three-year graduation rate is calculated for all students. The calculation is based on three-years of the campus's graduation data.
    - The all students group is evaluated if the three-year sum has at least 10 students.
    - If the current year student group has 1-9 students, small number analysis is applied.
    - If the current year student group has 0 students, small number analysis is not used.

Student Groups

- A student group is evaluated if there are at least 10 students from the group in the class.
- Small numbers analysis is not applied to student groups.

Federal Graduation Status—Methodology

The Federal Graduation Status component is calculated using the four-year federal graduation rate without state exclusions. To determine how many points a student group earns for the graduation rate indicator, the group's four-year federal graduation rate is evaluated using the 0–4 point methodology described above. The performance targets are provided at the end of this chapter.

The four-year federal graduation rate follows a cohort of first-time students in grade 9 through their

expected graduation three years later. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four years for reasons other than graduating, receiving a TxCHSE, or dropping out are removed from the class.

Individualized Education Program (IEP) continuers will be included in the graduation cohort. The Federal Graduation Status component is calculated using the four-year federal graduation rate without state exclusions.

The four-year federal graduation rate measures the percentage of graduates in a class. Students who graduated by decisions of individual graduation committees (IGCs) are included as graduates. The graduation rates are expressed as a percentage rounded to one decimal place. For example, 74.875% rounds to 74.9%, not 75%.

$$\frac{\text{Number of Graduates in the Class}}{\text{Number of Students in the Class (Graduates + Continuers + TxCHSE Recipients + Dropouts)}}$$

Inclusion of EB Students

In the Federal Graduation Rate component, Ever EB students are evaluated in the High Focus student group. Ever EBs are students reported in TSDS PEIMS as EB students at any time while attending grades 9–12 in a Texas public school. The EB student group is evaluated if there are at least 10 current EB students.

Highly Mobile Graduate Identification

Students identified as experiencing homelessness, identified as migratory~~migrant~~, or in foster care in the year they are reported as graduates are evaluated in the Highly Mobile graduation rate.

Inclusions to the Four-Year Federal Dropout Definition

The definition of dropout that is used for the Student Achievement domain differs slightly from the NCES definition of dropout that is required for federal accountability. For example, for 2026 accountability Closing the Gaps domain calculations, the 2024-25 dropouts reported during the fall 2025 TSDS PEIMS data submission are processed using the NCES dropout definition so that certain students can be counted as dropouts. For additional information on dropout inclusions, please see "Appendix G—Inclusion or Exclusion of Data."

Progress in Achieving English Language Proficiency Component

The Progress in Achieving English Language Proficiency component measures an EB student~~/EL~~'s progress towards achieving English language proficiency. Current EB students~~/ELs~~ are the only students evaluated in this component.

Progress in Achieving English Language Proficiency—Assessments Evaluated

The Progress in Achieving English Language Proficiency component evaluates the TELPAS and TELPAS Alternate results for grades K–12. Current year TELPAS and TELPAS Alternate results are compared to the prior year results to determine if the student made progress. ~~As the TELPAS writing domain was updated for 2023, TELPAS results have been evaluated at the domain level for 2023, 2024, and 2025 accountability. Beginning with 2026 accountability, p~~Progress in achieving English language proficiency is based on year over year TELPAS composite proficiency results.

Progress in Achieving English Language Proficiency—Minimum Size Criteria and Small Numbers Analysis

- The EB student group is evaluated if there are at least 10 current EB students.
- Small numbers analysis is not used.

Progress in Achieving English Language Proficiency—Methodology

- A student is considered to have made progress if
  - the student has a composite proficiency rating of Advanced High or Basic Fluency in the current year, OR
  - the student advances at least one TELPAS composite proficiency level from the most recent prior year to the current year.
- Students are evaluated for progress if the student's current year composite score on TELPAS or TELPAS Alternate is Advanced High or Basic Fluency OR if the student was evaluated on all four domains (received a composite score) in both current year and the most recent prior year.
- Ratings are not compared across TELPAS and TELPAS Alternate.

$$\frac{\text{Number of students with TELPAS or TELPAS Alternate assessments at a composite proficiency rating of Advanced High or Basic Fluency in current year OR that advance by at least one TELPAS composite proficiency level from prior year to current year}}{\text{Number of students with current year TELPAS or TELPAS Alternate assessments at a composite proficiency rating of Advanced High or Basic Fluency in current year or was evaluated in all four domains (received a composite score) in both prior and current year}}$$

The current EB student group's performance is compared to the current year Progress in Achieving English Language Proficiency target based on school type. The performance targets are provided at the end of this chapter. To determine how many points are earned, the group's achievement outcomes are evaluated using the 0–4 point methodology described previously.

Component points are rounded to one decimal place. Total points for each component are determined by multiplying the points earned by the corresponding weight and rounding to one decimal place. For example, 59.87% is rounded to 59.9% and 79.49% is rounded to 79.5%.

School Quality or Student Success Component

For elementary and middle schools, the Student Achievement Domain Score: STAAR Component Only evaluates disaggregated student performance on the STAAR. For high schools and K–12s with annual graduates, the College, Career, and Military Readiness Performance Status component measures disaggregated students' preparedness for college, the workforce, or the military. If a high school or K–12 does not have CCMR data, the Student Achievement Domain Score: STAAR Component Only is used, if available.

Student Achievement Domain Score: STAAR Component Only—Assessments and Measures Evaluated

The Student Achievement Domain Score: STAAR Component Only evaluates STAAR (with and without accommodations), STAAR Alternate 2, English learner (EL) Performance Measure results, STAAR EOC, and SAT/ACT results for accelerated testers as described in Chapter 2 in all subject areas (RLA, Mathematics, Science, and Social Studies) at the Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standard.

The performance rates calculated in this component are the disaggregated results used in the Student Achievement domain~~.~~

Student Achievement Domain Score: STAAR Component Only—Minimum Size Criteria and Small Numbers Analysis

- Student groups are evaluated if there are 10 or more assessments.
- This component is evaluated if at least three indicators meet minimum size requirements.
- Small numbers analysis is not used.

Student Achievement Domain Score: STAAR Component Only—Methodology

Each student group is evaluated on the average percentage of assessment results that are at the Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standard. Each student group's performance is then compared to the current year Student Achievement Domain Score: STAAR Component Only performance targets based on school type. The performance targets are provided at the end of this chapter.

The Student Achievement Domain Score: STAAR Component Only calculation is determined by summing the total points earned for each evaluated indicator divided by the number of possible points (those indicators that met minimum size).

Component points are rounded to one decimal place. Total points for each component are determined by multiplying the points earned by the corresponding weight and rounding to one decimal place. For example, 59.87% is rounded to 59.9% and 79.49% is rounded to 79.5%.

College, Career, and Military Readiness Performance Status

The College, Career, and Military Readiness Performance Status component measures students' preparedness for college, the workforce, or the military. This component differs from the CCMR component in the Student Achievement domain. The denominator used is the prior year annual graduates plus students in grade 12 who did not graduate. These grade 12 students are those who were in attendance during the last six weeks of the prior school year as reported in TSDS PEIMS attendance records. Grade 12 students reported in the prior TSDS PEIMS Fall Snapshot collection as individualized education program (IEP) continuers are excluded from the Closing the Gaps CCMR denominator.

TSDS PEIMS Fall Snapshot	Annual Graduates and Students in Grade 12 School Year	Accountability Year
October 2022	2022–23	2024
October 2023	2023–24	2025
October 2024	2024–25	2026
October 2025	2025–26	2027

The following is an example of the formula for 2026 Accountability:

$$\frac{\text{Number of Annual Graduates or Students in Grade 12 in 2025 who Achieved at least one of the CCMR Indicators}}{\text{Number of 2025 Annual Graduates plus Students in Grade 12 during School Year 2024–25}}$$

Students demonstrate college, career, or military readiness in any one of the following ways, as described in "Chapter 2—Student Achievement Domain":

- Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics.
- Earn Dual Course Credits.
- Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.
- Earn an Associate Degree.
- Complete an OnRamps Dual Enrollment Course.
- Earn an Industry-Based Certification (IBC) and Complete an Aligned Program of Study. The sunsetting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within the Closing the Gaps domain. Please refer to "Chapter 2– Student Achievement Domain" for *Phase-In Schedule for Alignment with Programs of Study.*
- Graduate with Completed IEP and Workforce Readiness.
- Enlist in the Armed Forces.
- Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student.
- Earn a Level I or Level II Certificate.

College, Career, and Military Readiness Performance Status—Minimum Size Criteria and Small Numbers Analysis

- Student groups are evaluated if there are 10 or more annual graduates plus students in grade 12 who did not graduate.
- This component is evaluated if at least one student group meets minimum size requirements.
- Small numbers analysis, as described below, applies to the all students group if the number of annual graduates plus students in grade 12 who did not graduate is fewer than 10.
    - A three-year CCMR rate is calculated for the all students group. The calculation is based on three-years of the campus's CCMR data. For example, in 2026 Accountability, years 2026, 2025, and 2024 were used.
    - The all students group is evaluated if the three-year sum has at least 10 annual graduates plus students in grade 12 who did not graduate.
    - If the current year student group has 1-9 students, small number analysis is applied.
    - If the current year student group has 0 students, small number analysis is not used.

College, Career, and Military Readiness Performance Status—Methodology

Each student group is evaluated on the percentage of students who meet the current year College, Career, and Military Readiness Performance Status targets. The performance targets are provided at the end of this chapter.

The College, Career, and Military Readiness Performance calculation is determined by summing the total points earned for each evaluated indicator divided by the number of possible points (those indicators that met minimum size).

Component points are rounded to one decimal place. Total points for each component are determined by multiplying the points earned by the corresponding weight and rounding to one decimal place. For example, 59.87% is rounded to 59.9% and 79.49% is rounded to 79.5%.

Participation Status

The target for Participation Status is 95 percent of students taking a state-administered assessment. Participation measures are based on STAAR, SAT, ACT and TELPAS assessment results.

- STAAR Alternate 2 students with No Authentic Academic Response (NAAR) designation are included as participants.
- Students with the medical exception or medically exempt designations are not included in the participation rate calculation. This includes both STAAR and STAAR Alternate 2 students.
- More information on the calculation of the participation in state-administered assessments can be found in Appendix H.

Should the participation status for the all students group or any student group fall below 95 percent, rounded to the whole number, the denominator used to determine 0–4 points for the Academic Achievement component is adjusted to include the necessary number of assessments to meet the 95 percent threshold.

Example: Adjusted Academic Achievement Performance Calculation

A campus had 100 students with STAAR assessments in RLA. Five assessments were marked A (Absent), and two assessments were marked O (Not Scored - Other). The campus's participation rate for RLA was 93 percent.

$$\frac{\text{93 scored answer documents}}{\text{100 scored, absent, or other assessments}}$$

Since the campus did not meet the 95 percent Participation Status target for RLA, adjustments were made when determining 0–4 points for RLA in the Academic Achievement component. The performance denominator had to be adjusted to include enough assessments to meet the 95 percent target, rounded to the nearest whole number.

Original RLA Academic Achievement Performance Calculation

$$\frac{\text{53 assessments at Meets Grade Level or above standard}}{\text{93 scored assessments that meet accountability subset (out of 100 total answer documents)}} \textbf{ =57\%}$$

Adjusted RLA Academic Achievement Performance Calculation

$$\frac{\text{53 assessments at Meets Grade Level or above standard}}{\text{95 assessments (93 scored } \underline{\textit{plus}} \text{ 2 absent/other to meet 95\% participation)}} \textbf{ =56\%}$$

The campus's RLA performance denominator was increased by two assessments to meet the 95 percent threshold. The Academic Achievement calculation used the updated denominator to determine the new performance outcome. The performance rates used in the Academic Achievement Performance

component are the disaggregated results at the Meets Grade Level or above standard used in the Student Achievement domain.

Minimum Number of Evaluated Indicators

The following components must have a minimum number of indicators that meet minimum size to be included in the Closing the Gaps calculation:

- Academic Achievement- minimum of four indicators
    - If the Academic Achievement component does not meet the minimum number of evaluated indicators, the Closing the Gaps Domain is not evaluated.
- Federal Graduation Status- minimum of one indicator
- Academic Growth Status- minimum of four indicators
- Student Achievement Domain Score: STAAR Component Only- minimum of three indicators
- CCMR Performance Status- minimum of one indicator

Calculating Component Scores

To calculate a score for each of the Closing the Gaps components, sum the total points earned for each evaluated indicator. Divide the number of earned points by the number of possible points (those indicators that met minimum size). The points earned for each component are then weighted based on the following table. Component points are rounded to one decimal place. Total points for each component are determined by multiplying the points earned by the corresponding weight and rounding to one decimal place.

Example: Component Score Chart

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB[1], SPED, Highly Mobile)	Component Points
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races		
Academic Achievement (RLA)									Earned ÷ Possible (rounded to 0.1)
0-4	0-4							0-4	
Academic Achievement (Mathematics)									
0-4	0-4							0-4	
Federal Graduation Status (HS/K-12)									Earned ÷ Possible (rounded to 0.1)
0-4	0-4							0-4	
Academic Growth in RLA (EL/MS)									Earned ÷ Possible (rounded to 0.1)
0-4	0-4							0-4	
Academic Growth in Mathematics (EL/MS)									
0-4	0-4							0-4	
SQSS: CCMR (HS/K-12)									Earned ÷ Possible (rounded to 0.1)
0-4	0-4							0-4	
SQSS: STAAR ONLY (EL/MS)									Earned ÷ Possible (rounded to 0.1)
0-4	0-4							0-4	
Progress in Achieving English Language Proficiency[1]									Earned ÷ Possible (rounded to 0.1)
								0-4	

[1]*Current EB students are the only students evaluated in Progress in Achieving English Language Proficiency*

Calculating a Closing the Gaps Domain Score

To calculate the Closing the Gaps domain score, each component for which the campus has at least the minimum number of evaluated indicators based on the following table is weighted. If a campus does not meet minimum size for a component, the weight of the missing component is distributed proportionally among the remaining components. An example is available below.

Component points are rounded to one decimal place. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number.

Closing the Gaps Component Weights

Campus Types	Closing the Gaps Domain Component	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Academic Growth Status	50%
	Progress in Achieving English Language Proficiency	10%
	Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K–12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status[1]	10%
	Progress in Achieving English Language Proficiency	10%
	College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only[2]	30%

[1] If Federal Graduation Status is not available, Academic Growth Status is used.

[2] If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

Example: Closing the Gaps Calculation: Elementary School

Component	Component Points	Weight	Total Points
Academic Achievement	69.5	30%	20.9
Academic Growth Status	83.0	50%	41.5
Progress in Achieving English Language Proficiency	100	10%	10
Student Achievement Domain Score: STAAR Component Only	60.5	10%	6.1
		Closing the Gaps Domain Raw Score	**79**

Example Closing the Gaps Calculation: Middle School

Example: The sample middle school has met the minimum number of evaluated indicators in two components. The campus does not have three evaluated indicators in the Student Achievement Domain Score: STAAR Component Only for inclusion in the overall domain calculation. It does not meet minimum size for the Progress in Achieving English Language Proficiency component. The weight of the Student Achievement Domain Score: STAAR Component Only and Progress in Achieving English Language Proficiency components are distributed proportionally among the two remaining components by removing their weights from the denominator, as 100 – 20 (2 weights of 10%) = 80. The Academic Achievement weight becomes 30/80=37.5%, and the Academic Growth weight becomes 50/80=62.5%

Component	Component Points	Weight	Total Points
Academic Achievement	69	37.5%	25.9
Academic Growth Status	83	62.5%	51.9
Progress in Achieving English Language Proficiency			
Student Achievement Domain Score: STAAR Component Only			
	Closing the Gaps Domain Raw Score		**78**

Closing the Gaps Domain Rating Calculation

See "Chapter 5—Calculating Ratings" for the methodology to calculate the Closing the Gaps domain rating.

Closing the Gaps Performance Targets: High Schools, K–12s, and AEAs

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB[1] (Current & Monitored)	Eco Dis	SPED (Current)	SPED (Former)	Cont Enrolled
Ac. Ach.: RLA	Interim Target (2022-23 through 2026-27)	44%	32%	36%	62%	43%	74%	45%	58%	32%	20%	33%	13%	30%	46%
	Next Interim Target (2027-28 through 2031-32)	53%	43%	47%	68%	53%	78%	54%	65%	43%	33%	44%	28%	42%	55%
	Long Term Target (2037-38)	72%	66%	68%	81%	72%	87%	73%	79%	66%	60%	67%	57%	65%	73%
Ac. Ach.: Math	Interim Target (2022-23 through 2026-27)	38%	26%	35%	48%	37%	72%	41%	44%	31%	31%	32%	15%	33%	40%
	Next Interim Target (2027-28 through 2031-32)	48%	38%	46%	57%	48%	77%	51%	53%	43%	43%	43%	29%	44%	50%
	Long Term Target (2037-38)	69%	63%	68%	74%	69%	86%	71%	72%	66%	66%	66%	58%	67%	70%
Growth: RLA (only if no Grad Rate)	Interim Target (2022-23 through 2026-27)	69%	65%	66%	72%	68%	81%	70%	72%	64%	60%	65%	45%	63%	70%
	Next Interim Target (2027-28 through 2031-32)	78%	75%	76%	80%	77%	85%	78%	80%	74%	70%	75%	55%	73%	78%
	Long Term Target (2037-38)	95%	95%	95%	95%	95%	95%	95%	95%	94%	90%	95%	75%	93%	95%
Growth: Math (only if no Grad Rate)	Interim Target (2022-23 through 2026-27)	76%	74%	77%	73%	74%	87%	72%	73%	75%	77%	75%	64%	73%	77%
	Next Interim Target (2027-28 through 2031-32)	82%	81%	83%	80%	81%	90%	80%	80%	82%	83%	82%	74%	80%	83%
	Long Term Target (2037-38)	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	94%	95%	95%

Closing the Gaps Performance Targets: High Schools, K–12s, and AEAs (continued)

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB[1] (Current & Monitored)	Eco Dis	SPED (Current)	SPED (Former)	Cont Enrolled
Progress in Achieving EL Proficiency	Interim Target (2025-26 through 2026-27)										28%				
	Next Interim Target (2027-28 through 2031-32)										30%				
	Long Term Target (2037-38)										34%				
STAAR Only (Only if no CCMR Rate)	Interim Target (2022-23 through 2026-27)	47%	36%	42%	58%	45%	74%	47%	56%	39%	38%	38%	23%	43%	49%
	Next Interim Target (2027-28 through 2031-32)	57%	46%	52%	68%	55%	81%	57%	66%	49%	48%	48%	33%	53%	59%
	Long Term Target (2037-38)	77%	66%	72%	88%	75%	95%	77%	86%	69%	68%	68%	53%	73%	79%
CCMR	Interim Target (2022-23 through 2026-27)	63%	47%	60%	71%	58%	84%	51%	63%	56%	51%	56%	64%	45%	67%
	Next Interim Target (2027-28 through 2031-32)	73%	57%	70%	79%	68%	88%	61%	73%	66%	61%	66%	74%	55%	76%
	Long Term Target (2037-38)	93%	77%	90%	95%	88%	95%	81%	93%	86%	81%	86%	94%	75%	95%
4 Year Fed Grad Rate[2]	Interim Target (2022-23 through 2026-27)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.5%	80.0%	86.7%	79.7%		
	Next Interim Target (2027-28 through 2031-32)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.3%	86.0%	90.5%	85.8%		
	Long Term Target (2037-38)	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%		

[1] Progress in Achieving English Language Proficiency evaluates current EB students only.

[2] Ever EB students are evaluated in the federal graduation rates. Ever EB students are students reported in TSDS PEIMS as EB students at any time while attending grades 9–12 in a Texas public school.

Closing the Gaps Performance Targets: Middle Schools

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB[1] (Current & Monitored)	Eco Dis	SPED (Current)	SPED (Former)	Cont Enrolled
Ac. Ach.: RLA	Interim Target (2022-23 through 2026-27)	44%	32%	35%	59%	44%	74%	46%	56%	33%	28%	31%	19%	38%	45%
	Next Interim Target (2027-28 through 2031-32)	53%	43%	46%	66%	53%	78%	55%	63%	44%	40%	43%	33%	48%	54%
	Long Term Target (2037-38)	72%	66%	68%	80%	72%	87%	73%	78%	67%	64%	66%	60%	69%	73%
Ac Ach.: Math	Interim Target (2022-23 through 2026-27)	47%	32%	39%	61%	47%	85%	52%	56%	36%	36%	35%	21%	44%	49%
	Next Interim Target (2027-28 through 2031-32)	56%	43%	49%	68%	56%	88%	60%	63%	47%	47%	46%	34%	53%	58%
	Long Term Target (2037-38)	74%	66%	70%	81%	74%	93%	76%	78%	68%	68%	68%	61%	72%	75%
Growth: RLA	Interim Target (2022-23 through 2026-27)	63%	58%	59%	69%	63%	79%	63%	68%	58%	57%	58%	43%	61%	64%
	Next Interim Target (2027-28 through 2031-32)	73%	68%	69%	78%	73%	84%	73%	77%	68%	67%	68%	53%	71%	74%
	Long Term Target (2037-38)	93%	88%	89%	95%	93%	95%	93%	95%	88%	87%	88%	73%	91%	94%
Growth: Math	Interim Target (2022-23 through 2026-27)	67%	62%	64%	72%	67%	86%	69%	71%	62%	62%	62%	50%	66%	67%
	Next Interim Target (2027-28 through 2031-32)	76%	72%	74%	80%	76%	89%	78%	79%	72%	72%	72%	60%	76%	76%
	Long Term Target (2037-38)	95%	92%	94%	95%	95%	95%	95%	95%	92%	92%	92%	80%	95%	95%

Closing the Gaps Performance Targets: Middle Schools (continued)

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB[1] (Current & Monitored)	Eco Dis	SPED (Current)	SPED (Former)	Cont Enrolled
Progress in Achieving EL Proficiency	Interim Target (2025-26 through 2026-27)										30%				
	Next Interim Target (2027-28 through 2031-32)										32%				
	Long Term Target (2037-38)										36%				
STAAR Only	Interim Target (2022-23 through 2026-27)	47%	37%	41%	58%	45%	74%	49%	55%	38%	37%	38%	23%	42%	48%
	Next Interim Target (2027-28 through 2031-32)	57%	47%	51%	68%	55%	81%	59%	65%	48%	47%	48%	33%	52%	58%
	Long Term Target (2037-38)	77%	67%	71%	88%	75%	95%	79%	85%	68%	67%	68%	53%	72%	78%

[1] Progress in Achieving English Language Proficiency evaluates current EB students only

Closing the Gaps Performance Targets: Elementary Schools

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB[1] (Current & Monitored)	Eco Dis	SPED (Current)	SPED (Former)	Cont Enrolled
Ac. Ach.: RLA	Interim Target (2022-23 through 2026-27)	46%	34%	39%	59%	44%	73%	46%	55%	37%	37%	35%	26%	38%	47%
	Next Interim Target (2027-28 through 2031-32)	55%	45%	49%	66%	53%	78%	55%	63%	48%	48%	46%	38%	48%	56%
	Long Term Target (2037-38)	73%	67%	70%	80%	72%	87%	73%	78%	69%	69%	68%	63%	69%	74%
Ac. Ach.: Math	Interim Target (2022-23 through 2026-27)	49%	33%	44%	60%	47%	82%	51%	55%	42%	45%	40%	29%	45%	51%
	Next Interim Target (2027-28 through 2031-32)	58%	44%	53%	67%	56%	85%	59%	63%	52%	54%	50%	41%	54%	59%
	Long Term Target (2037-38)	75%	67%	72%	80%	74%	91%	76%	78%	71%	73%	70%	65%	73%	76%
Growth: RLA	Interim Target (2022-23 through 2026-27)	64%	59%	62%	68%	62%	80%	62%	67%	61%	62%	60%	50%	64%	65%
	Next Interim Target (2027-28 through 2031-32)	74%	69%	72%	77%	72%	85%	72%	76%	71%	72%	70%	60%	74%	75%
	Long Term Target (2037-38)	94%	89%	92%	95%	92%	95%	92%	95%	91%	92%	90%	80%	94%	95%
Growth: Math	Interim Target (2022-23 through 2026-27)	69%	61%	68%	74%	69%	88%	70%	71%	66%	69%	65%	58%	70%	70%
	Next Interim Target (2027-28 through 2031-32)	78%	71%	77%	81%	78%	90%	78%	79%	76%	78%	75%	68%	78%	78%
	Long Term Target (2037-38)	95%	91%	95%	95%	95%	95%	95%	95%	95%	95%	95%	88%	95%	95%

[1] Progress in Achieving English Language Proficiency evaluates current EB students only.

Closing the Gaps Performance Targets: Elementary Schools (continued)

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB[1] (Current & Monitored)	Eco Dis	SPED (Current)	SPED (Former)	Cont Enrolled
Progress in Achieving EL Proficiency	Interim Target (2025-26 through 2026-27)										40%				
	Next Interim Target (2027-28 through 2031-32)										42%				
	Long Term Target (2037-38)										46%				
STAAR Only	Interim Target (2022-23 through 2026-27)	47%	36%	41%	58%	46%	72%	49%	55%	40%	37%	38%	23%	42%	48%
	Next Interim Target (2027-28 through 2031-32)	57%	46%	51%	68%	56%	80%	59%	65%	50%	47%	48%	33%	52%	58%
	Long Term Target (2037-38)	77%	66%	71%	88%	76%	95%	79%	85%	70%	67%	68%	53%	72%	78%

[1] Progress in Achieving English Language Proficiency evaluates current EB students only.

Chapter 5—Calculating Ratings

Overview

Districts and campuses receive *A–F* ratings overall and in each domain. This chapter describes the process used to determine the ratings for districts and campuses.

Ratings

Scaling Processes

In order to align letter grades and scores used in the academic accountability system to the common conception of letter grades, raw domain and component scores are adjusted to scaled scores. The methodology and formulas for scaling domains and components are provided in this chapter. For additional details on the scaling methodology, please see "Appendix I—Scaling Resources."

Please note, the graduation rate component does not use the scaling process described above. This component is scaled using a conversion table provided in this chapter.

Campus Domain Methodology

The following methodology is used to calculate campus domain ratings.

Student Achievement Domain

Step 1: Determine a scaled score for the STAAR and College, Career, and Military Readiness (CCMR) components of the Student Achievement domain using Table 5.1 in conjunction with the scaling methodology provided.

Step 2: Determine a scaled score for the graduation rate component using the conversion table provided in Table 5.2.

Step 3: Weight the STAAR component scaled score at 40 percent, the CCMR component scaled score at 40 percent, and the graduation rate converted score at 20 percent to determine the Student Achievement domain scaled score.

For campuses lacking a graduation rate component, weight the STAAR component scaled score at 50 percent and the CCMR component scaled score at 50 percent to determine the Student Achievement domain scaled score.

For campuses lacking both the CCMR and the graduation rate components, the STAAR component scaled score is the Student Achievement domain scaled score.

For campuses lacking the CCMR component, regardless of whether they have the graduation rate component, the STAAR component scaled score is weighted at 100 percent.

School Progress Domain

Step 4: Determine a scaled score for both School Progress, Part A using Table 5.3 and School Progress, Part B using the School Progress: Relative Performance Lookup Tables in conjunction with the scaling methodology provided in this chapter. For high schools with STAAR and CCMR data, scaled scores are calculated for both parts and then averaged. For campuses registered under alternative education accountability, use the School Progress: Retest Growth Lookup Table 5.6.

Step 5: Determine the better outcome of the School Progress, Part A and Part B scaled scores. Use the better as the School Progress domain scaled score. If either Part A or Part B's scaled score results in a scaled score less than 60, the highest scaled score that can be used is 89.

Closing the Gaps Domain

Step 6: Determine a scaled score for the Closing the Gaps domain using Table 5.4 in conjunction with the scaling methodology provided in this chapter.

Campus Overall Rating

Step 7: Determine the better outcome of the Student Achievement and the School Progress domain scaled scores. If either domain's scaled score results in a scaled score less than 60, the highest scaled score that can be used is an 89.

Step 8: Weight the better outcome of the Student Achievement or the School Progress domain scaled score at 70 percent.

Step 9: Weight the Closing the Gaps domain scaled score at 30 percent. For campuses lacking a Closing the Gaps domain score, weight the better outcome of the Student Achievement or School Progress domain scaled score at 100 percent.

Step 10: Total the weighted outcome of the two scaled scores to calculate the overall score.

Weighted domain outcomes are rounded to the nearest decimal point. Overall rating scores are rounded to the nearest whole number.

Campus Overall Rating 3 Fs Rule

Step 11: If a scaled score less than 60 is received in three of the four areas of Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score a campus can receive for the overall rating is a 59. In order for this provision to be applied, the campus must be evaluated in all four areas. **If the Student Achievement domain scaled score is 60 or higher, this provision will not be applied.** This provision is not applied to a dropout recovery school.

Campus Overall Rating 3 Ds Rule

Step 12: If a scaled score less than 70 is received in three of the four areas of Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score a campus can receive for the overall rating is a 69. In order for this provision to be applied, the campus must be evaluated in all four areas. **If the Student Achievement domain scaled score is 70 or higher, this provision will not be applied.** This provision is not applied to a dropout recovery school.

Example: Campus Student Achievement Domain Calculation

Component	Component Score	Scaled Score	Weight	Weighted Points
STAAR	36	62	40%	24.8
CCMR	84	86	40%	34.4
Graduation Rate	90.4	60	20%	12.0
			Student Achievement Scaled Score	**71**
			Campus Student Achievement Domain Rating	***C***

Example: Campus Overall Rating Calculation

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	71		89	70%	62.3
School Progress, Part A	89	89			
School Progress, Part B	84				
Closing the Gaps	81			30%	24.3
				Overall Score	**87**
				Overall Rating	***B***

District Proportional Domain Methodology

District domain ratings are calculated using a proportionality method. The campus weight determines how much a campus grade proportionally impacts the district rating. This methodology only considers campus enrollment counts for grades 3–12, excludes *Not Rated* and paired campuses, is applied to each domain, and includes campuses evaluated under alternative education accountability.

Step 1: Determine the number of students enrolled in (classified in membership) grades 3–12 at each campus in the TSDS PEIMS Fall Snapshot.

Step 2: Sum the number of students enrolled in grades 3–12 at the district.

Step 3: Divide the number of grades 3–12 students at the campus by the district total.

The resulting percentage rounded to the nearest decimal point is the weight that each campus contributes to the district domain score. If a campus is not rated in a domain, the weights are determined by only those campuses with a domain rating.

Step 4: Multiply the campus domain scaled score by its weight to determine the points. The points are rounded to the nearest thousandth. For example, the number 3.14159 rounded to three decimal places is 3.142.

Step 5: Sum the points for all campuses to determine the district's domain score and round the domain rating to the nearest whole number.

Step 6: Determine the better outcome of the School Progress, Part A and Part B scores. Use the better as the district's School Progress domain scaled score. If either the Part A or Part B scaled score results in a scaled score less than 60, the highest scaled score that can be used is 89.

Example: District Proportional Student Achievement Domain Rating Calculation

Example: Calculating Proportional Weighting of Campuses

Campus	Grade 3-12 Enrollment	Calculation	Weight
Campus 1	334	*334 ÷2,417*	**13.8%**
Campus 2	990	*990 ÷ 2,417*	**41.0%**
Campus 3	62	*62 ÷ 2,417*	**2.6%**
Campus 4	761	*761 ÷ 2,417*	**31.5%**
Campus 5	270	270 ÷2,417	**11.2%**
District 3–12 Enrollment	2,417		

Example: Calculating Campus Points to Determine District Domain Score

Campus	Student Achievement Domain Scaled Score	Weight	Points
Campus 1	85	13.8%	11.730
Campus 2	85	41.0%	34.850
Campus 3	77	2.6%	2.002
Campus 4	72	31.5%	22.680
Campus 5	67	11.2%	7.504
District Student Achievement Domain Scaled Score			**79**

District Overall Rating

Step 7: Determine the better outcome of the Student Achievement and the School Progress domain scaled scores. If either domain's scaled score results in a scaled score less than 60, the highest scaled score that can be used is an 89.

Step 8: Weight the better outcome of the Student Achievement or the School Progress domain scaled score at 70 percent.

Step 9: Weight the Closing the Gaps domain scaled score at 30 percent. For districts lacking a Closing the Gaps domain score, weight the better outcome of the Student Achievement or School Progress domain scaled score at 100 percent.

Step 10: Total the weighted outcome of the two scaled scores to calculate the overall score.

Weighted domain outcomes are rounded to the nearest decimal point. Overall rating scores are rounded to the nearest whole number.

District Overall Rating 3 Fs Rule

Step 11: If a scaled score less than 60 is received in three of the four areas of Student Achievement;

School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score a district can receive for the overall rating is a 59. In order for this provision to be applied, the district must be evaluated in all four areas. **If the Student Achievement domain scaled score is 60 or higher, this provision will not be applied.** This provision is not applied to a dropout recovery school.

District Overall Rating 3 Ds Rule

Step 12: If a scaled score less than 70 is received in three of the four areas of Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score a district can receive for the overall rating is a 69. In order for this provision to be applied, the district must be evaluated in all four areas. **If the Student Achievement domain scaled score is 70 or higher, this provision will not be applied.** This provision is not applied to a dropout recovery school.

Overall Rating (Districts) Campus Scaled Score Rule

A district may not receive an overall or domain rating of *A* if the district includes any campus with a corresponding overall or domain scaled score less than 70. In this case, the highest scaled score a district can receive for the overall or in the corresponding domain is an 89. If the campus is registered and evaluated under alternative education accountability (AEA) provisions as described in "Chapter 7—Other Accountability Processes," this provision is not applied if the AEA campus has an overall or corresponding domain scaled score of at least 60. The provision is applied if the AEA campus has an overall or corresponding domain scaled score less than 60.

Cut Scores for Scaling Conversion

The following table shows the cut points for each rating. These cut points apply to the overall rating as well as the rating for each domain.

Overall and Domain Rating Cut Points				
A	***B***	***C***	***D***	***F***
Scaled score 90–100	scaled score 80–89	scaled score 70–79	scaled score 60–69	scaled score ≤59

Scaling Tables

School Progress, Part B: Relative Performance lookup tables are available at the end of this chapter.

Table 5.1: Campus Student Achievement Domain: STAAR and CCMR Components

Campus Student Achievement Domain: STAAR and CCMR Component Score Cut Points						
Rating	**STAAR**				**CCMR**	
	Elementary	**Middle**	**HS/K–12**	**AEA**	**Non-AEA**	**AEA**
A	60	60	60	40	88	60
B	53	49	53	30	78	30
C	41	38	41	20	64	18
D	35	32	35	15	51	12

Table 5.2: Campus Student Achievement Domain: Graduation Rate Component

Campus Student Achievement Domain: Graduation Rate Component Conversion Table				
	Longitudinal Graduation Rate			
Scaled Score	Non-AEA		AEA	
	Low	High	Low	High
100	100	-	100	-
95	99	99.9	99	99.9
90	98	98.9	98	98.9
85	97	97.9	97	97.9
80	96	96.9	96	96.9
75	95	95.9	92	95.9
70	94	94.9	88	91.9
65	91	93.9	79	87.9
60	88	90.9	70	78.9
55	72	87.9	60	69.9
50	50	71.9	45	59.9
40	30	49.9	30	44.9
30	0	29.9	0	29.9

Table 5.3: Campus School Progress, Part A Domain

Campus School Progress, Part A: Score Cut Points				
Rating	**Elementary**	**Middle**	**HS/K–12**	**AEA**
A	80	80	85	80
B	71	68	74	62
C	63	61	68	51
D	56	55	62	35

Table 5.4: Campus Closing the Gaps Domain

Campus Closing the Gaps Domain Score Cut Points				
Rating	**Elementary**	**Middle**	**HS/K–12**	**AEA**
A	74	71	74	44
B	60	58	62	31
C	33	34	48	19
D	12	16	37	9

How to Convert to a Scaled Score

Use the cut point tables to convert a raw domain or component score to a scaled score by using the following corresponding formula.

Example: Converting to a Scaled Score

An elementary campus received an Academic Achievement domain score of 56. The scaling table shows an Academic Achievement domain score between 53–60 for a non-AEA elementary campus falls within the *B* range. To convert the domain score to a scaled score, use the scaling formula for the *B* range.

$$\text{Round } 89 - \frac{9\,((60-1)-56)}{(60-1)-53}$$

$$\text{Round } 89 - \frac{9\,(59-56)}{59-53}$$

$$\text{Round } 89 - \frac{9\,(3)}{6}$$

$$\text{Round } 89 - \frac{27}{6}$$

$$\text{Round } (89 - 4.5)$$

$$\text{Round } (84.5)$$

Scaled Score = 85

Table 5.5: School Progress, Part B: Relative Performance Lookup Tables

% Economically Disadvantaged	Elementary School Scaled Score				Middle School Scaled Score				High School/K-12 (STAAR) Scaled Score				High School/K-12 (CCMR) Scaled Score			
	A	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*
0 to 5	86	75	69	65	86	76	71	67	83	76	68	62	94	85	79	72
5.1 to 6	85	75	68	64	85	75	70	66	83	76	68	62	94	85	78	71
6.1 to 7	85	74	68	63	84	75	69	65	82	75	67	61	93	84	78	70
7.1 to 8	84	73	67	63	83	74	69	65	81	74	66	60	93	84	77	69
8.1 to 9	84	73	67	62	83	73	68	64	80	73	65	59	93	84	76	69
9.1 to 10	83	72	66	62	82	73	67	63	80	73	65	59	93	83	76	68
10.1 to 11	82	72	65	61	81	72	66	62	79	72	64	58	93	83	75	67
11.1 to 12	82	71	65	60	81	71	66	62	78	71	63	57	93	83	75	66
12.1 to 13	81	70	64	60	80	70	65	61	78	71	63	57	93	82	74	66
13.1 to 14	81	70	64	59	79	70	64	60	77	70	62	56	93	82	74	65
14.1 to 15	80	69	63	59	78	69	64	60	76	69	61	55	93	82	73	64
15.1 to 16	79	69	63	58	78	68	63	59	75	68	60	54	93	81	73	63
16.1 to 17	79	68	62	57	77	68	62	58	75	68	60	54	93	81	72	63
17.1 to 18	78	68	61	57	76	67	62	58	74	67	59	53	93	81	72	62
18.1 to 19	78	67	61	56	76	66	61	57	74	67	59	53	93	81	71	61
19.1 to 20	77	67	60	56	75	66	60	56	73	66	58	52	93	80	71	61
20.1 to 21	77	66	60	55	75	65	60	56	72	65	57	51	93	80	70	60
21.1 to 22	76	66	59	55	74	65	59	55	72	65	57	51	93	80	70	59
22.1 to 23	76	65	59	54	73	64	59	55	71	64	56	50	93	80	70	59
23.1 to 24	75	64	58	54	73	63	58	54	70	63	55	49	93	79	69	58
24.1 to 25	75	64	58	53	72	63	57	53	70	63	55	49	92	79	68	57
25.1 to 26	74	63	57	53	71	62	57	53	69	62	54	48	92	79	67	56
26.1 to 27	74	63	57	52	71	61	56	52	69	62	54	48	92	79	67	55
27.1 to 28	73	62	56	52	70	61	55	51	68	61	53	47	92	79	67	55

Table 5.5: School Progress, Part B: Relative Performance Lookup Tables (continued)

% Economically Disadvantaged	Elementary School Scaled Score				Middle School Scaled Score				High School/K-12 (STAAR) Scaled Score				High School/K-12 (CCMR) Scaled Score			
	A	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*
28.1 to 29	73	62	56	51	70	60	55	51	68	61	53	47	92	78	66	54
29.1 to 30	72	62	55	51	69	60	54	50	67	60	52	46	92	78	66	53
30.1 to 31	72	61	55	50	69	59	54	50	67	60	52	46	92	78	66	53
31.1 to 32	71	61	54	50	68	59	53	49	66	59	51	45	92	78	65	52
32.1 to 33	71	60	54	49	67	58	53	49	65	58	50	44	91	78	65	52
33.1 to 34	70	60	53	49	67	57	52	48	65	58	50	44	91	78	64	51
34.1 to 35	70	59	53	48	66	57	52	48	64	57	49	43	91	77	64	51
35.1 to 36	69	59	53	48	66	56	51	47	64	57	49	43	91	77	64	50
36.1 to 37	69	58	52	48	65	56	50	46	64	57	49	43	91	77	63	50
37.1 to 38	69	58	52	47	65	55	50	46	63	56	48	42	91	77	63	49
38.1 to 39	68	57	51	47	64	55	49	45	63	56	48	42	91	77	63	49
39.1 to 40	68	57	51	46	64	54	49	45	62	55	47	41	91	76	63	49
40.1 to 41	67	57	50	46	63	54	48	44	62	55	47	41	91	76	62	49
41.1 to 42	67	56	50	45	63	53	48	44	61	54	46	40	91	76	62	49
42.1 to 43	66	56	50	45	62	53	47	43	61	54	46	40	91	76	62	49
43.1 to 44	66	55	49	45	62	52	47	43	60	53	45	39	91	76	62	49
44.1 to 45	66	55	49	44	61	52	46	42	60	53	45	39	91	76	62	49
45.1 to 46	65	55	48	44	61	51	46	42	60	53	45	39	91	76	62	49
46.1 to 47	65	54	48	43	60	51	45	41	59	52	44	38	91	76	62	49
47.1 to 48	65	54	48	43	60	50	45	41	59	52	44	38	91	76	62	49
48.1 to 49	64	53	47	43	59	50	45	41	59	52	44	38	91	76	62	49
49.1 to 50	64	53	47	42	59	50	44	40	58	51	43	37	91	76	62	49
50.1 to 51	63	53	47	42	59	49	44	40	58	51	43	37	91	76	61	48

Table 5.5: School Progress, Part B: Relative Performance Lookup Tables (continued)

% Economically Disadvantaged	Elementary School Scaled Score				Middle School Scaled Score				High School/K-12 (STAAR) Scaled Score				High School/K-12 (CCMR) Scaled Score			
	A	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*
51.1 to 52	63	52	46	42	58	49	43	39	58	51	43	37	91	76	61	48
52.1 to 53	63	52	46	41	58	48	43	39	57	50	42	36	91	76	61	48
53.1 to 54	62	52	45	41	57	48	42	38	57	50	42	36	91	76	61	48
54.1 to 55	62	51	45	41	57	47	42	38	57	50	42	36	91	76	61	48
55.1 to 56	62	51	45	40	56	47	42	38	56	49	41	35	91	76	61	48
56.1 to 57	61	51	44	40	56	47	41	37	56	49	41	35	91	76	61	48
57.1 to 58	61	50	44	40	56	46	41	37	56	49	41	35	91	76	61	48
58.1 to 59	61	50	44	39	55	46	40	36	55	48	40	34	91	76	61	48
59.1 to 60	60	50	44	39	55	46	40	36	55	48	40	34	91	76	61	48
60.1 to 61	60	49	43	39	55	45	40	36	55	48	40	34	90	76	60	47
61.1 to 62	60	49	43	38	54	45	39	35	55	48	40	34	90	76	60	47
62.1 to 63	60	49	43	38	54	44	39	35	55	48	40	34	90	76	60	47
63.1 to 64	59	49	42	38	53	44	39	35	54	47	39	33	90	76	60	47
64.1 to 65	59	48	42	38	53	44	38	34	54	47	39	33	90	76	60	47
65.1 to 66	59	48	42	37	53	43	38	34	54	47	39	33	90	76	60	47
66.1 to 67	58	48	42	37	53	43	38	34	54	47	39	33	90	76	60	47
67.1 to 68	58	48	41	37	52	43	37	33	53	46	38	32	90	76	60	47
68.1 to 69	58	47	41	37	52	42	37	33	53	46	38	32	90	76	60	47
69.1 to 70	58	47	41	36	52	42	37	33	53	46	38	32	90	75	60	47
70.1 to 71	57	47	41	36	51	42	36	32	53	46	38	32	89	75	59	46
71.1 to 72	57	47	40	36	51	42	36	32	53	46	38	32	89	75	59	46
72.1 to 73	57	46	40	36	51	41	36	32	53	46	38	32	89	75	59	46
73.1 to 74	57	46	40	35	50	41	36	32	53	46	38	32	89	75	59	46
74.1 to 75	57	46	40	35	50	41	35	31	52	45	37	31	89	75	59	46
75.1 to 76	56	46	39	35	50	40	35	31	52	45	37	31	89	75	59	46
76.1 to 77	56	45	39	35	50	40	35	31	52	45	37	31	89	75	59	46

Table 5.5: School Progress, Part B: Relative Performance Lookup Tables (continued)

% Economically Disadvantaged	Elementary School Scaled Score				Middle School Scaled Score				High School/K-12 (STAAR) Scaled Score				High School/K-12 (CCMR) Scaled Score			
	A	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*
77.1 to 78	56	45	39	35	49	40	35	31	52	45	37	31	89	75	59	46
78.1 to 79	56	45	39	34	49	40	34	30	52	45	37	31	89	75	59	46
79.1 to 80	56	45	39	34	49	40	34	30	52	45	37	31	89	75	59	46
80.1 to 81	55	45	38	34	49	39	34	30	52	45	37	31	88	75	58	45
81.1 to 82	55	44	38	34	48	39	34	30	52	45	37	31	88	75	58	45
82.1 to 83	55	44	38	34	48	39	33	29	52	45	37	31	88	75	58	45
83.1 to 84	55	44	38	33	48	39	33	29	52	45	37	31	88	75	58	45
84.1 to 85	55	44	38	33	48	38	33	29	52	45	37	31	88	75	58	45
85.1 to 86	55	44	38	33	48	38	33	29	52	45	37	31	88	75	58	45
86.1 to 87	54	44	37	33	47	38	33	29	52	45	37	31	88	75	58	45
87.1 to 88	54	44	37	33	47	38	33	29	52	45	37	31	88	75	58	45
88.1 to 89	54	43	37	33	47	38	32	28	52	45	37	31	88	75	58	45
89.1 to 90	54	43	37	33	47	38	32	28	52	45	37	31	88	75	58	45
90.1 to 91	54	43	37	32	47	37	32	28	52	45	37	31	87	75	57	44
91.1 to 92	54	43	37	32	47	37	32	28	52	45	37	31	87	75	57	44
92.1 to 93	54	43	37	32	47	37	32	28	52	45	37	31	87	75	57	44
93.1 to 94	53	43	37	32	46	37	32	28	52	45	37	31	87	75	57	44
94.1 to 95	53	43	36	32	46	37	31	27	52	45	37	31	87	75	57	44
95.1 to 96	53	43	36	32	46	37	31	27	52	45	37	31	87	75	57	44
96.1 to 97	53	43	36	32	46	37	31	27	52	45	37	31	87	75	57	44
97.1 to 98	53	42	36	32	46	37	31	27	52	45	37	31	87	75	57	44
98.1 to 99	53	42	36	32	46	36	31	27	52	45	37	31	87	75	57	44
99.1 to 100	53	42	36	32	46	36	31	27	52	45	37	31	87	75	57	44

Table 5.6: School Progress, Part B: AEA Retest Growth Lookup Tables

Alternative Education Campus	
Retest Growth Score	Retest Growth Scaled Score
100	100
99	100
98	100
97	99
96	99
95	99
94	99
93	98
92	98
91	98
90	98
89	97
88	97
87	97
86	97
85	96
84	96
83	96
82	96
81	95
80	95
79	95
78	95
77	94
76	94
75	94
74	94
73	93
72	93

Table 5.6: School Progress, Part B: AEA Retest Growth Lookup Tables (continued)

Alternative Education Campus	
Retest Growth Score	Retest Growth Scaled Score
71	93
70	93
69	92
68	92
67	92
66	92
65	91
64	91
63	91
62	91
61	90
60	90
59	90
58	89
57	88
56	88
55	87
54	86
53	86
52	85
51	85
50	84
49	83
48	83
47	82
46	81
45	81
44	80
43	79

Table 5.6: School Progress, Part B: AEA Retest Growth Lookup Tables (continued)

Alternative Education Campus	
Retest Growth Score	Retest Growth Scaled Score
42	78
41	77
40	76
39	75
38	73
37	72
36	71
35	70
34	69
33	68
32	66
31	65
30	63
29	62
28	60
27	59
26	58
25	57
24	56
23	55
22	54
21	53
20	51
19	50
18	49
17	48
16	47
15	46
14	45

Table 5.6: School Progress, Part B: AEA Retest Growth Lookup Tables (continued)

Alternative Education Campus	
Retest Growth Score	Retest Growth Scaled Score
13	44
12	43
11	42
10	41
9	40
8	39
7	38
6	36
5	35
4	34
3	33
2	32
1	31
0	30

Chapter 6—Distinction Designations

Districts and campuses that demonstrate acceptable performance are eligible to earn distinction designations. Acceptable performance is defined as an overall rating of *A, B,* or *C* for the rating year.

Distinction designations are awarded for achievement in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics.

Distinction Designations

Distinction designations are awarded in the following areas:

- Academic Achievement in Reading/Language Arts (RLA) (campus only)
- Academic Achievement in Mathematics (campus only)
- Academic Achievement in Science (campus only)
- Academic Achievement in Social Studies (campus only)
- Top 25 Percent: Comparative Academic Growth (campus only)
- Top 25 Percent: Comparative Closing the Gaps (campus only)
- Postsecondary Readiness (district and campus)

Distinction Designation Labels

The Distinction Designation Reports show one of the following labels for each distinction designation:

Distinction Earned. The district or campus demonstrates acceptable performance and meets the criteria for the distinction designation.

No Distinction Earned. The district or campus does not demonstrate acceptable performance or does not meet the criteria for the distinction designation.

Not Eligible. The district or campus does not have results to evaluate for the distinction designation, is not rated, is evaluated by alternative education accountability (AEA) provisions, or is a campus paired with a feeder campus for accountability evaluation.

Campus Comparison Groups

Each campus is assigned to a unique comparison group comprised of Texas schools that are most similar to it. To determine the campus comparison group, each campus is identified by school type (See the school types chart in "Chapter 1—Accountability Overview" for more information) then grouped with 40 other campuses from anywhere in Texas that are most similar in grade levels served, size, percentage of students who are economically disadvantaged, mobility rate, percentage of emergent bilingual students, percentage of students receiving special education services, and percentage of students enrolled in an Early College High School program. Each campus has only one unique campus comparison group. There is no limit on the number of comparison groups to which a campus may be a member. It is possible for a campus to be a member of no comparison group other than its own or a member of several comparison groups.

A campus earns a distinction designation if it is in the top quartile (Q1) of its comparison group for at least 33 percent (for high schools and K–12 campuses) or 50 percent (for elementary and middle schools) of the indicators used to award the distinction.

- For an indicator to be used to evaluate campuses for a distinction designation, at least 20

campuses 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—School Types and Campus Comparison Groups."

Academic Achievement in RLA

An Academic Achievement Distinction Designation (AADD) is awarded to campuses for outstanding achievement in RLA 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 separately for each indicator.

- *Attendance Rate*. Minimum size is based on total days in membership. If a campus has fewer than 1,800 total days in membership (e.g., 10 students x 180 school days) attendance cannot be used to evaluate the campus for this distinction.
- *Assessments* (*STAAR, AP/IB, SAT*, *and/or ACT)*. Minimum size is 10 students for each assessment. If a campus has fewer than 10 test takers for an assessment, any indicator relying on that assessment cannot be used to evaluate the campus for this distinction.
- Participation.
- *AP/IB: RLA*. Minimum size is 10 students enrolled in grades 11 and 12.
- *Advanced/Dual-Credit Course Completion: RLA*. Minimum size is 10 students in grades 9 through 12 who complete at least one course.
- *SAT/ACT Participation*. Minimum size is 10 reported annual graduates.

AADD RLA Indicators:

- Attendance Rate
- Accelerated Student Learning: RLA
- Retest Growth: RLA
- Grade 3 RLA Performance (Masters Grade Level)
- Grade 4 RLA Performance (Masters Grade Level)
- Grade 5 RLA Performance (Masters Grade Level)
- Grade 6 RLA Performance (Masters Grade Level)
- Grade 7 RLA Performance (Masters Grade Level)
- Grade 8 RLA Performance (Masters Grade Level)
- English I Performance (Masters Grade Level)
- English II Performance (Masters Grade Level)

- SAT/ACT Results for Accelerated Testers (Masters Grade Level)
- AP/IB Examination Participation: RLA
- AP/IB Examination Results (Examinees >= 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—Data Sources" 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.

Example Campus Calculation:

Example: Colonial High School is fictional but typical of Texas high schools with varied performance on the 11 indicators for this distinction. To determine whether it has earned the distinction, its performance is compared to its unique campus comparison group for each of its 11 indicators. It must be in the top quartile (Q1) for at least 33 percent of the indicators to earn the AADD in RLA.

Step 1	Determine Colonial HS performance on its 10 indicators.	Attendance rate	Accelerated Student Learning: RLA	Retest Growth: RLA	English I Performance	English II Performance	AP/IB RLA Results	AP/IB RLA Participation	SAT/ACT Participation	Average SAT Score: EBRW	Average ACT Score: RLA	Advanced/ Dual-Credit Course Completion
		93.3%	**2%**	**5%**	**8%**	**9%**	**72%**	**48.9%**	**90%**	**1079**	**23.5**	**18.5%**
Step 2	Compare performance to campuses in Colonial HS Comparison Group.							Q1	Q1	Q1		Q1
							Q2				Q2	
					Q3	Q3						
		Q4	Q4	Q4								
Step 3	Is performance in the top quartile?	No	No	No	No	No	No	Yes	Yes	Yes	No	Yes
	Result:	Performance on 4 of 11 indicators is Colonial High in Q1, which is greater than 33 percent of indicators; School earns an AADD in RLA.										

Academic Achievement in Mathematics

An AADD is awarded to campuses for outstanding achievement in mathematics 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 separately for each indicator.

- *Attendance Rate.* Minimum size is based on total days in membership. If a campus has fewer than 1,800 total days in membership (e.g., 10 students x 180 school days) attendance cannot be used to evaluate the campus for this distinction.
- *Assessments (STAAR, AP/IB, SAT, and/or ACT).* Minimum size is 10 students for each assessment. If a campus has fewer than 10 test takers for an assessment, any indicator relying on that assessment cannot be used to evaluate the campus for this distinction.
- Participation
- *AP/IB: Mathematics.* Minimum size is 10 students enrolled in grades 11 and 12.
- *Advanced/Dual-Credit Course Completion: Mathematics.* Minimum size is 10 students in grades 9 through 12 who complete at least one course.
- *Algebra I by Grade 8 Participation*. Minimum size is 10 students enrolled in grade 8.
- *SAT/ACT Participation.* Minimum size is 10 reported annual graduates

AADD Mathematics Indicators:

- Attendance Rate
- Accelerated Student Learning: Mathematics
- Retest Growth: Mathematics
- Grade 3 Mathematics Performance (Masters Grade Level)

- Grade 4 Mathematics Performance (Masters Grade Level)
- Grade 5 Mathematics Performance (Masters Grade Level)
- Grade 6 Mathematics Performance (Masters Grade Level)
- Grade 7 Mathematics Performance (Masters Grade Level)
- Grade 8 Mathematics Performance (Masters Grade Level)
- Algebra I by Grade 8 Performance (Meets Grade Level)
- Algebra I by Grade 8 Participation
- Algebra I Performance (Masters Grade Level)
- SAT/ACT Results for Accelerated Testers (Masters Grade Level)
- AP/IB Examination Participation: Mathematics
- AP/IB Examination Results (Examinees >= Criterion): Mathematics
- SAT/ACT Participation
- Average SAT Score: Mathematics
- Average ACT Score: Mathematics
- Advanced/Dual-Credit Course Completion Rate: Mathematics (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: Mathematics.* The mathematics accelerated learning data as defined in School Progress, Part A: Academic Growth.
- *Retest Growth: Mathematics.* The percentage of Algebra I EOC retests that earned Approaches Grade Level or above in the current cycle.
- *Algebra I by Grade 8 Participation*: The Algebra I by Grade 8 Participation indicator limits the denominator to grade 8 students based on rating year TSDS PEIMS Fall enrollment. The numerator is Algebra I assessments taken in either the current or any prior school year as reported in the consolidated accountability file (CAF) cumulative history section.
- *Algebra I by Grade 8 Performance*: The Algebra I by Grade 8 Performance indicator limits the denominator to grade 8 students based on rating year TSDS PEIMS Fall enrollment. The numerator is Algebra I assessments at the Meets Grade Level standard or above taken in either the current or any prior school year as reported in the CAF cumulative history section.
- *Advanced/Dual-Credit Course Completion: Mathematics*. The advanced/dual-credit course completion rate for mathematics 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.

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 separately for each indicator.

- *Attendance Rate.* Minimum size is based on total days in membership. If a campus has fewer than 1,800 total days in membership (e.g., 10 students x 180 school days) attendance cannot be used to evaluate the campus for this distinction.
- *Assessments (STAAR, AP/IB, and/or ACT)*. Minimum size is 10 students for each assessment. If a campus has fewer than 10 test takers for an assessment, any indicator relying on that assessment cannot be used to evaluate the campus for this distinction.
- Participation.
- *AP/IB: Science.* Minimum size is 10 students enrolled in grades 11 and 12.
- *Advanced/Dual-Credit Course Completion: Science.* Minimum size is 10 students in grades 9 through 12 who complete at least one course.

AADD Science Indicators:

- Attendance Rate
- Grade 5 Science Performance (Masters Grade Level)
- Grade 8 Science Performance (Masters Grade Level)
- EOC Biology Performance (Masters Grade Level)
- Retest Growth: Science
- ACT Results for Accelerated Testers (Masters Grade Level)
- AP/IB Examination Participation: Science
- AP/IB Examination Results (Examinees >= Criterion): Science
- Average ACT Score: Science
- Advanced/Dual-Credit Course Completion Rate: Science (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:

- *Retest Growth: Science.* The percentage of Biology EOC retests that earned Approaches Grade Level or above in the current cycle.
- *Advanced/Dual-Credit Course Completion: Science.* The advanced/dual-credit course completion rate for science 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.

Academic Achievement in Social Studies

An AADD is awarded to campuses for outstanding achievement in social studies 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 separately for each indicator.

- *Attendance Rate.* Minimum size is based on total days in membership. If a campus has fewer than 1,800 total days in membership (e.g., 10 students x 180 school days) attendance cannot be used to evaluate the campus for this distinction.
- *Assessments (STAAR and/or AP/IB).* Minimum size is 10 students for each assessment. If a campus has fewer than 10 test takers for an assessment, any indicator relying on that assessment cannot be used to evaluate the campus for this distinction.
- Participation.
- *AP/IB: Social Studies*. Minimum size is 10 students enrolled in grades 11 and 12.
- *Advanced/Dual-Credit Course Completion: Social Studies*. Minimum size is 10 students in grades 9 through 12 who complete at least one course.

AADD Social Studies Indicators:

- Attendance Rate
- Grade 8 Social Studies Performance (Masters Grade Level)
- EOC U.S. History Performance (Masters Grade Level)
- Retest Growth: Social Studies
- AP/IB Examination Participation: Social Studies
- AP/IB Examination Results (Examinees >= Criterion): Social Studies
- Advanced/Dual-Credit Course Completion Rate: Social Studies (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:

- *Retest Growth: Social Studies.* The percentage of US History EOC retests that earned Approaches Grade Level or above in the current cycle.
- *Advanced/Dual-Credit Course Completion: Social Studies.* The advanced/dual-credit course completion rate for social studies 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.

Top 25 Percent: Comparative Academic Growth

A distinction designation for outstanding academic growth is awarded to campuses whose School Progress, Part A domain raw score is ranked in the top 25 percent (Q1) of campuses in its campus comparison group.

Who is Eligible: Campuses evaluated on School Progress, Part A and demonstrate acceptable performance.

Methodology: Campuses are arranged in descending order per School Progress, Part A raw scores. If the School Progress, Part A raw score for a campus is within the top quartile of its comparison group, it earns a distinction for student progress.

For more information on the School Progress domain, please see "Chapter 3—School Progress Domain."

Top 25 Percent: Comparative Closing the Gaps

A distinction designation for outstanding performance in closing student achievement gaps is awarded to campuses whose Closing the Gaps domain raw score is ranked in the top 25 percent (Q1) of campuses in its campus comparison group.

Who is Eligible: Campuses evaluated on Closing the Gaps domain and demonstrate acceptable performance.

Methodology: Campuses are arranged in descending order per their Closing the Gaps domain raw scores. If the Closing the Gaps raw score for a campus is in the top quartile of its comparison group, it

earns a distinction for closing student achievement gaps.

For more information on the Closing the Gaps domain, please see "Chapter 4—Closing the Gaps Domain."

Postsecondary Readiness

Both districts and campuses that demonstrate acceptable performance are eligible for a distinction designation for outstanding academic performance in attainment of postsecondary readiness. To earn a distinction for postsecondary readiness, an elementary or middle school must be in the top quartile for at least 50 percent or more of all the indicators for which they have data, high schools and K–12 campuses must have at least 33 percent of their indicators in the top quartile of their campus comparison groups, and districts must have at least 55 percent of all their campuses' postsecondary indicators in the top quartile.

Who is Eligible: Multi-campus districts and campuses that demonstrate acceptable performance.

For single-campus districts and charter schools that share the same prior year performance data as its only campus, the campus is eligible to earn a postsecondary readiness distinction designation, but the district or charter school is *not* eligible to earn the district postsecondary readiness distinction designation.

Student Groups: Performance of the all students group only

Minimum Size: The all students group must have a minimum size of 10.

Postsecondary Readiness Indicators for Campuses:

- Percentage of STAAR Results at Meets Grade Level or Above Standard (All Subjects)
- Percentage of Grade 3–8 Results at Meets Grade Level or Above in Both RLA and Mathematics
- Four-Year Longitudinal Graduation Rate
- Four-Year Longitudinal Graduation Plan Rate
- TSI Criteria Graduates
- College, Career, and Military Ready Graduates
- SAT/ACT Participation
- AP/IB Examination Participation: Any Subject

Methodology:

Elementary and Middle Schools: Elementary and middle schools must be in the top quartile (Q1) for 50 percent or more of all the indicators for which they have data.

High Schools: 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.

Districts: A district must have at least 55 percent of its campuses' postsecondary indicators in the top quartile (Q1). See the sample district calculation at the end of this chapter.

Districts with fewer than five campus-level postsecondary indicators are not eligible for the postsecondary readiness distinction.

Example Postsecondary Readiness Campus Calculation:

Example: Beta High School is fictional but typical of Texas high schools with varied performance on the eight indicators for this distinction. To determine whether it has earned the distinction, its performance is compared to its unique campus comparison group for each of the seven indicators for which Beta High School had data. It must be in the top quartile (Q1) for at least 33 percent of the indicators to earn the Postsecondary Readiness Distinction Designation.

Step 1	Determine Beta HS performance on its eight indicators.	STAAR Meets Grade Level or Above Standard **47%**	Graduation Rate **87.7%**	Graduation Plan Rate **85.9%**	TSI Criteria Graduates **79%**	College, Career, and Military Ready Graduates **85%**	SAT/ACT Participation **94.4%**	AP/IB Participation **49.6%**
Step 2	Compare performance to campuses in Beta HS Comparison Group.			Q1	Q1	Q1	Q1	
		Q2	Q2					
								Q3
Step 3	Is performance in the top quartile?	No	No	Yes	Yes	Yes	Yes	No
Result:		Performance on four of seven indicators is in Q1, which is greater than 33 percent of indicators. Beta High School earns a Postsecondary Readiness Distinction Designation.						

Other Information:

Percentage of STAAR Results at Meets Grade Level or Above Standard (All Subjects). This indicator measures the total percentage of STAAR results in all subjects at the Meets Grade Level or above standard.

Percentage of Grade 3–8 Results at Meets Grade Level or Above Standard in Both RLA and Mathematics. This indicator measures the percentage of students in grades 3–8 who were administered the RLA and mathematics STAAR and achieved the Meets Grade Level or above standard on both assessments.

Four-Year Longitudinal Graduation Plan Rate. This indicator uses the rate comprised of students who graduate with Recommended High School Plan (RHSP) or Distinguished Achievement Plan (DAP) or Foundation High School Plan with an Endorsement (FHSP-E) or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA) or Texas First Early High School Completion Program with a Distinguished Level of Achievement (Texas-First-DLA).

Texas Success Initiative (TSI) Criteria Graduates. This indicator measures the percentage of graduates meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The criteria for successful completion of a college prep course should be in alignment between an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. ~~The assessment results considered for 2026 Accountability include TSI1 and/or TSIA2 through October 2025, SAT and ACT results through the July 2025 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information~~. See *TSDS PEIMS-Based Indicators* and *Other Indicators* in "Chapter 1 – Accountability Overview" for the years of TSIA1 and/or

TSIA2, SAT and ACT, and course completion data used. Score criteria and additional requirements can be found in Appendix H.

Methodology. A complete description of the methodology and data sources used in determining each of the indicators in the table above is in Appendix H.

Example District Postsecondary Readiness Calculation:

Example: A sample district has 12 campuses. Each campus has either 2 or 8 possible indicators for this distinction.			
School	**Grade Span**	**Postsecondary Indicators in Top Quartile for This School**	**Maximum Possible Postsecondary Indicators**
High School A	9–12	7	7
High School B	9–12	6	7
Middle School C	6–8	0	2
Middle School D	6–8	1	2
Middle School E	6–8	1	2
Middle School F	6–8	1	2
Elementary G	PK–5	2	2
Elementary H	PK–5	1	2
Elementary I	PK–5	2	2
Elementary J	PK–5	2	2
Elementary K	PK–5	0	2
Elementary L	PK–5	2	2
Total		**25**	**36**
Result:	Performance on 25 of 36 indicators is in Q1, or 69 percent, which is greater than 55 percent. This sample district earns a Postsecondary Readiness Distinction Designation.		

Chapter 7—Other Accountability System Processes

Most accountability ratings are determined through the process detailed in Chapters 1–5. Accommodating all districts and campuses in Texas increases the complexity of the accountability system but also ensures the fairness of the ratings assigned. This chapter describes other processes necessary to implement the accountability system.

Pairing

All campuses serving prekindergarten (PK) through grade 12 must receive an accountability rating. Campuses that do not serve any grade level for which STAAR assessments are administered are paired with another campus in the same district for accountability purposes. A campus may pair with its district and be evaluated on the district's results.

The Texas Education Agency (TEA) analyzes TSDS PEIMS fall enrollment data to determine which campuses need to be paired. Campuses that serve only grades not tested on the STAAR (i.e., PK, K, grade 1, or grade 2) are paired with either another campus in the district or the district itself.

Charter school campuses and alternative education campuses (AECs) registered for evaluation by alternative education accountability (AEA) provisions are not paired with another campus. Likewise, traditional campuses are not paired with AECs.

Paired data are not used for distinction designation indicators; therefore, paired campuses cannot earn distinction designations.

Paired data from the Closing the Gaps domain are used for School Improvement Identification as outlined in "Chapter 10 – Identification of Schools for Improvement".

Pairing Process

Districts may use the prior-year pairing relationship or select a new relationship by completing the pairing form on the TEA Login (TEAL) Accountability application. An email notification is sent to those districts who need to pair campuses with details on the process and the deadline to complete the pairing form. The final pairing decision will be made available to the district on the TEA Login (TEAL) Accountability application.

If a district fails to inform TEA of its pairing preference by the deadline, pairing decisions are made by TEA. For campuses that have been paired in the past, staff assumes that the prior year pairing relationships still apply. For campuses in need of pairing for the first time, pairing selections are based on the guidelines given in this section in conjunction with analysis of attendance and enrollment patterns using TSDS PEIMS data.

Guidelines

Campuses that are paired should have a "feeder" relationship and should serve students in contiguous grades. For example, a kindergarten (K) through grade 2 campus should be paired with the campus that serves grade 3 in which its students will be enrolled following grade 2.

When a campus being asked to pair is a PK or K campus with a "feeder" relationship to a campus that also requires pairing (e.g., a grade 1–2 campus) both campuses should pair with the same campus that serves grade 3 in which their students will be enrolled following grade 2.

A campus may be paired with its district instead of with another campus. This option is suggested for cases in which the campus has no clear relationship with another campus in the district. A campus

paired with its district is assigned the same rating as the district. Note that pairing with a district is not required; districts may select another campus for pairing.

Multiple pairings are possible. If several K–2 campuses feed the same 3–5 campus, all the K–2 campuses may pair with that 3–5 campus.

Districts may change pairings from year to year. Any changes should, however, be based on establishing the most appropriate pairing relationship. For example, a change in attendance zones that affects feeder patterns may cause a district to change pairing. A change in a pairing relationship does not change accountability ratings assigned in previous years to either campus.

Non-Traditional Education Settings

Even though districts are responsible for the performance of all their students, statutory requirements affect the rating calculations for residential treatment facilities (RTF), Texas Juvenile Justice Department (TJJD), juvenile justice alternative education program (JJAEP), and disciplinary alternative education program (DAEP) campuses.

Inclusion or Exclusion of Performance Data

The performance of students served in certain campuses cannot be used in evaluating the district where the campus is located. Texas Education Code (TEC) §39.055 requires that students ordered by a juvenile court into a residential program or facility operated by the TJJD, a juvenile board, or any other governmental entity or any student who is receiving treatment in a residential facility be excluded from the district and campus when determining the accountability ratings. Please see Appendix G.

Student Attribution Codes

Districts with RTF or TJJD campuses are required to submit student attribution codes in TSDS PEIMS.

JJAEPs and DAEPs

State statute and statutory intent prohibit the attribution of student performance results to JJAEPs and DAEPs. Each district that sends students to a JJAEP or DAEP is responsible for properly attributing all performance and attendance data to the home campuses according to the Texas Education Data Standards and testing guidelines.

Special Education Campuses

Campuses where all students are served in special education programs and tested on STAAR (STAAR or STAAR Alternate 2) are rated on the performance of their students. There are no special provisions or alternative accountability allowable under ESSA for campuses based on the special education population, size, or type that are served by the campus or district.

Specialized Programs or Campuses

The assessment; college, career, and military readiness; and graduation outcomes for students who attend specialized programs or campuses, such as, but not limited to magnets, P-TECHs, schools of choice, or academies must be attributed to the campus at which the student receives instruction. These outcomes may not be attributed to a student's campus of origin, if the student receives instruction at the campus that houses the specialized program. Campuses are rated on the performance of their students. Campuses that house multiple programs, such as a magnet program and a zoned attendance program, are rated on the performance of all students.

AEA Provisions

Alternative performance measures for campuses serving at-risk students were first implemented in the 1995–96 school year. Over time, these measures expanded to include charter schools that served large populations of at-risk students. Accountability advisory groups consistently recommend evaluating AECs by separate AEA provisions due to the large number of students served in alternative education programs on AECs and to ensure these unique campus settings are appropriately evaluated for accountability.

AEA provisions apply to and are allowable under ESSA for

- campuses that offer nontraditional programs, rather than programs within a traditional campus;
- campuses that meet the at-risk enrollment criterion;
- campuses that meet the grades 6–12 enrollment criterion;
- open-enrollment charter schools that operate only AECs; and
- open-enrollment charter schools that meet the AEC enrollment criterion.

AEA Campus Identification

AECs, including charter school AECs, must serve students at risk of dropping out of school as defined in TEC §29.081(d) and provide accelerated instructional services to these students. The performance results of students at registered AECs are included in the district's performance and used in determining the district's accountability rating.

In this manual, the terms *AEC* and *registered AEC* refer collectively to residential facilities and dropout recovery schools that are registered for evaluation by AEA provisions and meet the at-risk and grades 6–12 enrollment criteria.

Dropout recovery schools (DRS) are identified by two methods. First, AECs that meet the statutory DRS definition found in TEC §39.0548 are identified and preregistered for AEA. These campuses provide education services targeted to dropout prevention and recovery of students in grades 9–12, with enrollment consisting of at least 60 percent of the students 16 years of age or older as of September 1 of the current school year, as reported for the fall semester TSDS PEIMS submission. Campuses that meet the AEA criteria listed below, but do not meet the age criterion for DRS, may apply for DRS designation. Districts may submit an application and supporting documentation via TEAL Accountability presenting how the campus is providing dropout prevention and/or recovery services. If the agency approves the application, these campuses receive a discretionary DRS designation and are registered for AEA.

DAEPs, JJAEPs, and stand-alone Texas high school equivalency certificate (TxCHSE) programs are ineligible for evaluation by AEA provisions. Data for these campuses are attributed to the home campus.

AEA Campus Registration Process

The AEA campus registration process is conducted online using the TEAL Accountability application. DRS designated for the prior school year AEA provisions are re-registered automatically for the current year, provided the campus continues to meet age, enrollment, and at-risk criteria as determined by TSDS PEIMS Fall Snapshot data. If a campus was registered in the prior year using the at-risk safeguard and does not meet the at-risk enrollment criterion in the current year, the campus is not eligible for AEA and is not re-registered for AEA in the current year.

Campuses that were not registered in the prior year but meet DRS eligibility in the current year are automatically registered for AEA by the agency. Districts may choose to remove a campus from evaluation under AEA procedures by submitting an AEA rescission form

Campuses that meet the following AEA campus registration criteria, but do not meet the statutory DRS age requirement, must submit a DRS application during the registration process to receive a discretionary DRS designation. For campuses that have received discretionary DRS designations in the prior year and continue to meet the AEA campus registration criteria, staff assumes the prior year designation still applies. If a campus does not submit a DRS application, or the DRS application is denied, the campus is not registered for AEA. The campus will be evaluated under standard accountability for the following year.

AEA Campus Registration Criteria

Campuses must meet thirteen criteria to register for AEA. However, the requirements in criteria 8–13 may not apply to charter school campuses (depending on the terms of the charter) or for community- based dropout recovery campuses established in accordance with TEC §29.081(e).

1) The AEC must have its own county-district-campus number for which TSDS PEIMS data are submitted and assessments are coded. A program operated within or supported by another campus does not qualify.
2) The AEC must have its own county-district-campus number on TSDS PEIMS Fall Snapshot day.
3) The AEC must be identified in AskTED (Ask Texas Education Directory database) as an alternative instructional campus. This is a self-designation that districts and charter schools request via AskTED.
4) The AEC must be dedicated to serving students at risk of dropping out of school as defined in TEC §29.081(d). Each AEC must have at least 75 percent at-risk student enrollment at the AEC verified through current-year TSDS PEIMS fall enrollment data.
5) At least 90 percent of students at the AEC must be enrolled in grades 6–12 verified through current-year TSDS PEIMS fall enrollment data.
6) The AEC must operate on its own campus budget.
7) The AEC must offer nontraditional settings and methods of instructional delivery designed to meet the needs of the students served on the AEC.
8) The AEC cannot be the only middle school or high school listed for its district in AskTED.
9) The AEC must have an appropriately certified, full-time administrator whose primary duty is the administration of the AEC.
10) The AEC must have appropriately certified teachers assigned in all areas including special education, bilingual education, and/or English as a second language (ESL) to serve students eligible for such services.
11) The AEC must provide each student the opportunity to attend a 75,600-minute school year as defined in TEC §25.081(a), according to the needs of each student.
12) If the campus has students served by special education, the students must be placed at the AEC by their Admission, Review, and Dismissal (ARD) committee. If the campus is a residential facility, the students must have been placed in the facility by the district.
13) Students served by special education must receive all services outlined in their current individualized education programs (IEPs). Emergent bilingual students (EB students) must receive all services outlined by the language proficiency assessment committee (LPAC). Students served by special education or language programs must be served by appropriately certified teachers.

At-Risk Enrollment Criterion

Each registered AEC must have at least 75 percent at-risk student enrollment on the AEC as verified through current-year TSDS PEIMS fall enrollment data in order to be evaluated by AEA provisions. TEC

§29.081 defines fourteen criteria used to identify students as "at-risk of dropping out of school". Districts and charter schools must identify students in TSDS PEIMS who meet one or more of the fourteen criteria. The at-risk enrollment criterion restricts use of AEA provisions to AECs that serve large populations of at-risk students and enhances at-risk data quality.

Prior-Year Safeguard. If a registered AEC does not meet the at-risk enrollment criterion in the current year, it remains registered for AEA if the AEC met the at-risk enrollment criterion in the prior year. For example, an AEC with an at-risk enrollment below 75 percent in 2023 that had at least 75 percent in the prior year 2022, remained registered in 2023.

Grades 6–12 Enrollment Criterion

In order to be evaluated by AEA provisions, each registered AEC must have at least 90 percent student enrollment in grades 6–12 based on total students enrolled (early education–grade 12) verified through current-year TSDS PEIMS fall enrollment data. The grades 6–12 enrollment criterion restricts use of AEA provisions to middle and high schools.

Final AEA Campus List

The final list of AEA campuses is posted on the TEA website, at which time an email notification is sent to all superintendents. For the current year, all campuses on the final AEA list will be identified either as RTFs or DRSs. As district ratings are determined proportionally based on campus outcomes for the current year, AEA Charter School identifications are no longer assigned.

AEA Modifications

"Chapter 2 – Student Achievement Domain" and "Chapter 3 – Closing the Gaps Domain" describe the provisions used to evaluate AEA campuses.

Chapter 8—Appealing the Ratings

The commissioner of education is required to provide a process for school districts (districts) or open-enrollment charter schools (charter schools) to challenge an agency decision relating to an academic rating that affects the district or school, including a determination of consecutive school years of unacceptable performance ratings (Texas Education Code [TEC], §39.151).

Appeals Process Overview

While districts and charter schools may appeal an overall or domain rating for any reason, the accountability system framework limits the likelihood that a single indicator or measure will result in a reduced rating. For this reason, a successful accountability appeal is usually limited to such rare cases as a data or calculation error attributable to the testing contractor(s), a regional education service center (ESC), or the Texas Education Agency (TEA). Online applications provided by TEA and the testing contractors ensure that districts and charter schools are aware of data correction opportunities, particularly through TSDS PEIMS data submissions and the Test Information Distribution Engine (TIDE). District and charter school responsibility for data quality is the cornerstone of a fair and uniform rating determination.

District and charter school appeals that challenge the agency's determination of the overall or domain accountability rating and/or determination of consecutive school years of unacceptable performance ratings are carefully reviewed by an external panel. District superintendents and chief operating officers of charter schools may appeal accountability ratings by following the guidelines in this chapter. Local Accountability System (LAS) districts that wish to appeal LAS campus ratings must follow the ~~LAS appeals process in the *Local Accountability System Technical Guide*.~~ guidelines in this chapter.

Appeals Timeline

In 2025, the agency adopted 19 TAC §97.1002 to provide clarity regarding the timeline for accountability rating appeals.

As stated in rule, the dates of the appeals submission window, exact deadlines, and dates of final rating decisions for the accountability year will be announced on the date preliminary accountability ratings are published in TEA Login (TEAL).

General Considerations

The basis for appeals should be a data or calculation error attributable to TEA, an ESC, or the testing contractor(s). The appeals process is not an appropriate method to correct data that were inaccurately reported by the district. A district that submits inaccurate data must follow the procedures and timelines for resubmitting data (e.g., the Texas Education Data Standards). Appeals based on poor data quality will not receive favorable consideration. Poor data quality can, however, be a reason to lower a district's accreditation status (TEC §39.052[b][2][A][i]). When a district, charter school, or campus overall or domain rating is changed as the result of an appeal, the data and calculations on which the original rating was based are not changed; only the rating and affected scaled scores are changed. The ~~Accountability Report Card and all other reports related to~~ Reports of the accountability data for the current school year (e.g., School Report Cards, TPRS, TAPR, etc.) will include the same data and calculations as do the original reports.

Districts and charter schools may appeal for any reason. However, the accountability system requires that the rules be applied uniformly. Therefore, requests for exceptions to the rules for a district, charter

school, or campus are viewed unfavorably and will most likely be denied.

- Districts and charter schools may appeal any overall or domain rating, any campus overall or domain rating, and/or determination of consecutive school years of unacceptable performance ratings.
- Only appeals that would result in a changed overall scaled score or a domain scaled score are considered. For its appeal to be considered, a district, charter school, or campus must explain how the proposed change will affect the district, charter school, or campus rating. The district, charter school, or campus must submit all relevant data and revised calculations that support all requirements for a higher rating. All supporting documentation must be submitted at the time of the appeal. Districts and charter schools will not be prompted for additional materials.
- Per TAC §97.1061(j), districts, charter schools, and campuses must engage in required interventions that begin upon release of preliminary ratings. Interventions may only be adjusted based on final accountability ratings.
- Campuses identified for comprehensive, targeted, or additional targeted support interventions may not appeal ~~the designation as this identification is based on the release of preliminary accountability data~~ this identification. However, a granted appeal~~s~~ of the Closing the Gaps domain ~~will not affect~~can update a campus's identification~~. for the comprehensive, targeted, or additional targeted interventions as this identification is based on the release of preliminary accountability data.~~ District, charter school, or campus intervention requirements are determined in part by the current rating outcome.
- Requests to waive school improvement requirements are not considered an appeal of the accountability rating and are, therefore, denied.
- Districts and charter schools are responsible for providing accurate information to TEA, including information provided on student answer documents or submitted via online testing systems. Districts and charter schools have several opportunities to confirm and correct data submitted for accountability purposes during the correction window.
- In order to be considered for accountability calculations, all TELPAS and Extended Constructed Response (ECR) rescore requests must be made on or before the deadline provided in the Texas Assessment Program Calendar of Events. The outcomes of these requests will be included in the final CAF and used to calculate preliminary ratings. Rescore requests submitted after the deadline will not be considered during the appeals process.
- The appeals process is not a permissible method to correct data that were inaccurately reported by the district or charter school. Appeals from districts and charter schools that missed data resubmission window opportunities are denied. Appeal requests for data corrections for the following submissions are not considered:

  TSDS PEIMS data submissions for the following:

  - Student identification information or program participation
  - Student racial/ethnic categories
  - Student economic status
  - Student at-risk status
  - Student attribution codes
  - Student leaver data
  - Student grade-level enrollment data
  - Student course completion

STAAR, STAAR Alternate 2, TELPAS Alternate, and TELPAS TIDE data, specifically, the following:

- Student identification information, demographic, or program participation
- Student racial/ethnic categories
- Student economic status
- Score codes or test version codes
- Student year in U.S. schools information reported on TELPAS
- Campus ID

- Requests to modify the state accountability calculations adopted by commissioner rule are not considered. Commissioner rules are adopted under the Administrative Procedures Act (APA) in Texas Government Code Chapter 2001, and challenges to a commissioner rule should be made under that chapter of the Government Code. Recommendations for changes to state accountability rules submitted to the agency outside of the appeals process may be considered by accountability advisory groups for future accountability cycles.
- Requests to modify statutorily required implementation rules defined by the commissioner are not considered. TSDS PEIMS requirements, campus identifications, and statutorily required exclusions are based on data submitted by districts. These data reporting requirements are reviewed by the appropriate advisory committee(s), such as the TEA Information Task Force (ITF) and Policy Committee on Public Education Information (PCPEI). Recommendations for changes to agency rules submitted outside of the appeals process may be considered as the appropriate advisory groups reconvene annually. Examples of issues considered unfavorably by TEA on appeal are described below.
  - *Late Online Applications Requests.* Requests to submit or provide information after the deadline of the online alternative education accountability (AEA) campus registration or the pairing application
  - *Inclusion or exclusion of specific test results*
    - Grade-level mathematics assessment for a middle school student who took the Algebra I end- of-course (EOC)
  - *Late rescore requests*
    - Requests made after the deadline provided in the Calendar of Events
  - *Inclusion or exclusion of specific students*
    - Emergent Bilingual students (EB)
    - Unschooled asylees, unschooled refugees, and students with interrupted formal education
    - Students receiving special education services
  - *Requests to modify calculations or methodology applied to all campuses*
    - EL performance measures; longitudinal graduation rates; annual dropout rates; college, career, and military readiness indicators
    - Campus mobility/accountability subsets
    - Rounding
    - Minimum size criteria
    - Small-numbers analysis
    - Student groups evaluated in Closing the Gaps
  - *Requests to modify provisions or methodology applied to accountability*

- *AEA Provisions.* Requests for consideration of campus registration criteria, at-risk or grades 6– 12 enrollment criteria, previous year safeguard methodology, dropout recovery school (DRS) designations, and to waive the alternative education campus (AEC) enrollment criterion for charter schools
- *School Types.* The four campus types categories used for accountability are identified based on TSDS PEIMS enrollment data submitted in fall of the current accountability year. Requests to redefine the grade spans that determine school types
- *Campus Configuration Changes.* Districts and charter schools have the opportunity to determine changes in campus identification numbers and grade configurations. Requests for consideration of accountability rules based on changes in campus configurations are, therefore, viewed unfavorably
- *New Campuses*. Requests to assign a *Not Rated* label to campuses that are rated in their first year of operation
- *District Proportional Ratings*. Requests to not rate districts based on the proportional outcomes of their campuses

Data Relevant to the Prior-Year Results

Appeals are considered for the current year ratings status based on information relevant to the current year evaluation. Appeals are not considered for circumstances that may have affected the prior-year measures, regardless of whether the prior-year results impacted the current-year rating.

No Guaranteed Outcomes

Each appeal is evaluated on the details of its unique situation. Well-written appeals that follow the guidelines are more easily processed but not automatically granted.

Special Circumstance Appeals

- *Other Issues.* If other serious issues are found, copies of correspondence with the testing contractor(s), the regional ESC, or TEA must be provided with the appeal.
- *Online Testing Errors.* Appeals based on STAAR or TELPAS online test submission errors must include documentation or validation of the administration of the assessment.
- *Years in U.S. Schools.* Districts and charter schools should include documentation demonstrating that using prior-spring TELPAS records for students taking EOCs in summer or fall would result in a higher accountability rating.
- *Special Program Campuses.* Districts and charter schools should include documentation demonstrating the special nature of a campus designed to serve a specific population such as a campus designed solely to serve students receiving transition services under an individualized education program or a newcomer center designed specifically to serve unschooled asylees and refugees or students with interrupted formal education.

Not Rated Appeals

Districts, charter schools, and campuses assigned *Not Rated* labels are responsible for appealing this rating by the appeal deadline if the basis for this rating was due to special circumstance or error by the testing contractor(s). If TEA determines that the *Not Rated* label was indeed due to special

circumstances, it may assign a revised rating.

Distinction Designations

Decisions regarding distinction designations cannot be appealed. Indicators for distinctions are reported for most districts, charter schools, and campuses regardless of eligibility for a designation. Districts, charter schools, and campuses receiving an unacceptable rating are not eligible for a distinction.

Districts, charter schools, and campuses that appeal an unacceptable rating will automatically receive any distinction designation earned if their appeal is granted and the district, charter school, or campus rating is revised to an acceptable rating; however, if a district, charter school, or campus appeals an acceptable rating and the appeal is granted, no adjustments will be made to distinction designation(s) awarded with the preliminary rating. Please see "Chapter 9 – Responsibilities and Consequences" for further information on acceptable and unacceptable ratings.

How to Submit an Appeal

Districts and charter schools must~~should file~~ submit an electronic Intent to Appeal Registration Form to indicate their intent to appeal district, charter school, or campus ratings using the TEAL Accountability application. This confidential online system provides a mechanism for tracking all accountability rating appeals, allows districts and charter schools to upload their appeal(s), and monitor the status of their appeal(s). This single form should include all appeals—whether for standard, Local Accountability System (LAS) or alternative education accountability (AEA)—and automatically includes the district in campus-level appeals due to proportionality rules. Filing an intent to appeal does not constitute an appeal. To file an intent to appeal:

1. Log on to TEAL at https://tealprod.tea.state.tx.us/.
2. Click ACCT – Accountability.
3. From the Welcome page, click the *Notification of Intent to Appeal* link and follow the instructions.

The *Notification of Intent to Appeal* link will be available during the 30 calendar day appeal window. The window opens the first day the preliminary ratings are released in TEAL Accountability each year. The status of the appeal (e.g., intent notification and receipt of documentation) will be available on the TEAL Accountability application.

Once the Intent to Appeal Registration form is submitted, an appeal packet must be uploaded using the Qualtrics Appeal Data Transmission Form in TEAL Accountability.~~After filing an intent to appeal, districts and charter schools must either upload an appeal packet in the TEAL Accountability application or mail an appeal packet~~ The packet should contain a formal appeal letter and~~including~~ all supporting documentation necessary for TEA to process the appeal.

District superintendents and charter school chief operating officers who do not have TEAL access must request access at the TEA Secure Applications Information page at https://tea.texas.gov/about-tea/other-services/secure-applications/tea-secure-applications-information.

Districts and charter schools must submit their appeal ~~either by upload or in hard copy~~ to TEA by 5:00 p.m. CDT on the date announced upon the TEAL release of the preliminary ratings of the accountability year. Appeal packets will not be accepted in hard copy. The appeal must include the following:

- A statement that the letter is an appeal of a current year accountability rating and/or an appeal of the determination of consecutive school years of unacceptable performance ratings
- The name and ID number of the district or campus(es) to which the appeal applies

- For consecutive years appeals, the specific year(s) rating appealed. Appeals should be focused solely on how the information provided directly affects the count of the consecutive school years of unacceptable performance ratings, including details of how a prior issued rating should be overturned
- The specific indicator(s) appealed
- The special circumstance(s) regarding the appeal, including details of the data affected and what caused the problem
- If applicable, the reason(s) why the cause for appeal is attributable to TEA, a regional ESC, or the testing contractor(s)
- The effect(s) a granted appeal would have on the district, charter school, and/or campuses
- The reason(s) why granting the appeal may result in a revised rating, including calculations and data that support that rating
- A statement that all information included in the appeal is true and correct to the best of the district superintendent's or charter school chief operating officer's knowledge and belief
- ~~The district superintendent's or charter school chief operating officer's signature on official district or charter school letterhead~~
- ~~If mailed, the appeal shall be addressed to the Performance Reporting Division as follows:~~

~~Your ISD~~
~~Your address~~
~~City, TX Zip~~

~~postage~~

~~Performance Reporting Division~~
~~Texas Education Agency~~
~~1701 North Congress Avenue~~
~~Austin, TX 78701-1494~~

~~**Attn: Accountability Ratings Appeal**~~

- The letter of appeal should be addressed to Mr. Mike Morath, Commissioner of Education (see example letters on the following page).
- Appeals for more than one campus, including alternative education campuses, within a single district or charter school must be included in the same letter.
- Appeals for more than one indicator must be included in the same letter.
- All appeals and supporting documentation must be included in the original appeal submission. The appeal must contain information for all the campuses for which the district or charter school is appealing. If the district or charter school is appealing the district or charter school rating, this documentation must also be included in the original appeal.
- It is the district's or charter school's responsibility to ensure all relevant information is included in an appeal at the time of submission as districts and charter schools will not be prompted for additional materials.

- If the appeal will impact the rating of the district, the charter school, or a paired campus, the consequence must be noted.
- Appeals ~~postmarked~~ received after the date announced upon the release of the preliminary ratings of the accountability year are not considered. ~~Appeals delivered to TEA in person must be time-stamped by the Performance Reporting Division before 5:00 p.m. CDT on the specified date. Overnight courier tickets or tracking documentation must indicate package pickup on or before the announced date.~~
- Only provide one copy of the appeal letter and/or supporting documentation.
- ~~Districts and charter schools are encouraged to obtain delivery confirmation services from their mail courier.~~
- When student-level information is in question, supporting documentation must be provided for review (i.e., a list of the students by name and identification number). It is not sufficient to reference indicator data without providing documentation with which the appeal can be researched and evaluated. *Confidential student-level documentation included in the appeal packet will be processed and stored in a secure location and accessible only by TEA staff authorized to view confidential student results. Please clearly mark any page that contains confidential student data.*
- If the appeal involves student-level information, the following table shows an example of the data needed in order for staff researchers to validate appeal statements. Appeals submitted without sufficient data cannot be processed.

Data Element	**Note**
County-District-Campus-Number	9-digits
District Name	
Campus Name	
Student ID	TSDS Unique ID or student's TEMP ID used in TIDE
Last Name	
First Name	
Test Administration	e.g. spring administration
Subject Information	e.g. reading/language arts (RLA), mathematics, science

Examples of satisfactory and unsatisfactory appeals from the 2026~~6~~4 Accountability cycle are provided for illustration only.

<table>
<tr><th>Satisfactory Appeal:</th><th>Unsatisfactory Appeals:</th></tr>
<tr><td>Official Letterhead

Dear Commissioner Morath,

This is an appeal of the 2026~~6~~4 accountability rating issued for Elm Street Elementary School (ID 123456789) in Elm ISD (123456).
Specifically, I am appealing the overall and Closing the Gaps domain ratings. One Elm Street student was excluded from the economically disadvantaged student group preventing Elm Street Elementary from achieving a rating of C.

The first attachment shows that this Elm Street Elementary student was correctly coded as economically disadvantaged in the district's PEIMS record as well as TIDE for those test administrations.

The second attachment shows the recalculated percentages in the Closing the Gaps domain and the overall rating for Elm Elementary with the inclusion of this student in the economically disadvantaged group.

We recognize the appeal process as the mechanism to address these unique issues. By my signature below, I certify that all information included in this appeal is true and correct to the best of my knowledge and belief.
Sincerely,

J. Q. Educator

J. Q. Educator Superintendent of Schools
Attachments</td><td>(no letterhead)

Dear Commissioner Morath,

This is an appeal of the 2026~~6~~4 accountability rating issued for Elm Street Elementary School (ID 123456789) in Elm ISD (123456).
Specifically, I am appealing the Closing the Gaps Academic Achievement indicator in RLA for the Hispanic student group. This is the only indicator keeping Elm Street Elementary from achieving a rating of C.

My analysis shows a coding change made to one student's race/ethnicity in TIDE was in error. One fifth grade Hispanic student was miscoded as white. Had this student, who achieved Meets Grade Level on the RLA test, been included in the Hispanic student group, this group would have met the target and earned 3 points. Removing this student from the white student group does not cause the white student group performance to change.

We recognize the importance of accurate data coding and have put new procedures in place to prevent this from occurring in the future.

Sincerely,
(no signature)

J. Q. Educator Superintendent of Schools
Attachments</td></tr>
<tr><td></td><td>Dear Commissioner Morath,

Maple ISD feels that its rating should be an A. The discrepancy occurs because TEA shows the performance in the Student Achievement domain for English is 48%.

We have sent two assessments back for rescoring and are confident they will be changed to Masters Grade Level.
Sincerely,
J. Q. Educator Superintendent of Schools

(no attachments)</td></tr>
</table>

How an Appeal is Processed by the Agency

- The Performance Reporting Division receives an appeal packet ~~either~~ via the TEAL Accountability upload ~~or by mail~~.
- Once the appeal is received, TEA staff updates the TEAL Accountability application to reflect the ~~postmark or~~ upload date for each appeal ~~and, if mailed, the date on which each appeal packet is received by the agency~~. Districts and charter schools may monitor the status of their appeal(s) using the TEAL Accountability application.
- Researchers evaluate the request using agency data sources to validate the statements made to the extent possible. The agency examines all relevant data, *not just the results for students specifically named in the appeal.*
- Researchers analyze the effect that granting a campus appeal may have on other campuses in the district or charter school (such as paired campuses), even if they are not specifically named in the appeal. Similarly, the effect that granting a campus appeal may have on the district or charter school is evaluated, even if the district or charter school is not named in the appeal. In single-campus districts or charter schools, both the campus and district or charter school are evaluated, regardless of whether the district or charter school submits the appeal as a campus or district or charter school appeal.
- Staff prepares a recommendation and submits it to an external panel for review.
- The review panel examines all appeals, supporting documentation, staff research, and the staff recommendation. The panel determines its recommendation.
- The panel's recommendations are forwarded to the commissioner.
- The commissioner makes the final decision on all appeals.
- District superintendents and charter school chief operating officers receive written notification of the commissioner's decision and the rationale upon which the decision is based prior to the public release of the final ratings. The commissioner's response letters are posted to the TEAL Accountability application ~~at the same time the letters are mailed.~~ District superintendents and charter school chief operating officers are also notified via email that appeal decisions are available on TEAL. ~~The notification letter will also be sent via postal mail.~~
- If an appeal is granted, the data upon which the appeal is based are not modified. Accountability and performance reports, as well as all other publications reflecting accountability data, must report the data as submitted to the TEA. Accountability data are subject to scrutiny by the Office of the State Auditor.
- Certain appeal requests may lead to audits or compliance reviews by the Self-Reported Data Unit, referrals to the Special Investigations Unit, and/or the need to address potential issues related to data integrity.

The commissioner's decisions are final and not subject to further appeal or negotiation. The letter from the commissioner serves as notification of the final district or campus rating. Districts and charter schools may publicize the changed ratings at that time.

The accountability system ratings reports ~~agency website~~, TXschools.gov, and other accountability products are updated after the resolution of all appeals to reflect any changed overall or domain ratings and affected overall or domain scaled scores.

When a district, charter school, or campus overall or domain rating is changed as the result of an appeal, the data and calculations on which the original rating was based are not changed; only the rating ~~itself is~~ and affected scaled scores are changed. ~~The Accountability Report Card and all other reports related to~~

~~accountability~~Reports of the accountability data for the school year (e.g., School Report Cards, TPRS, TAPR) will include the same underlying data and calculations as ~~do~~ the original reports.

Relationship to the Federal Accountability Indicators, RDA, and Effective Schools Framework

Federal accountability indicators, Results Driven Accountability (RDA) indicators, and Effective Schools Framework (ESF) intervention requirements are considered when evaluating the appeal. District or charter school data submitted through TSDS PEIMS or to the state testing contractor(s) are also considered. ~~Certain appeal requests may lead to audits or compliance reviews by the Self-Reported Data Unit, referrals to the Special Investigations Unit, and/or the need to address potential issues related to data integrity.~~

Chapter 9—Responsibilities and Consequences

State Responsibilities

The Texas Education Agency (TEA) is responsible for the state accountability system and other statutory requirements related to its implementation. As described in "Chapter 4—Closing the Gaps," and this chapter, TEA applies a variety of safeguards to ensure the integrity of the system. TEA is also charged with taking actions to intervene when conditions warrant.

District Accreditation Status

State statute requires the commissioner of education to determine an accreditation status for districts and charter schools.

Rules that define the procedures for determining a district's or charter school's accreditation status, as well as the prior accreditation statuses for all districts and charter schools in Texas are available at https://tea.texas.gov/accredstatus/.

Determination of Count of Consecutive School Years of Unacceptable Performance Ratings

Beginning with the 2014 ratings, TEA sums the consecutive years of *F* or *Improvement Required* overall ratings for the district or campus.

- A rating of *A, B, C, Met Standard,* or *Met Alternative Standard* resets the consecutive count to 0 for that year.
- *Not Rated: Hurricane Harvey* in 2018 does not break or increase the consecutive year count.
- *Not Rated: Data Integrity* does not break or increase the consecutive year count.
- *Not Rated: Declared State of Disaster* in 2020 and/or 2021 does not break or increase the consecutive year count.
- If the campus earned an *Acceptable* rating under the 2021 optional alternative evaluation, the 2021 *Acceptable* rating reset the consecutive year count to 0.
- *Not Rated: Senate Bill 1365* in 2022 does not break or increase the consecutive year count.

For campuses approved for Texas Partnerships under Texas Education Code (TEC), §11.174, (also known as Senate Bill (SB) 1882 campuses), pauses in consecutive year counts are applied during the SB 1882 partnership years. Campuses approved for Math Innovation Zones under TEC, §28.020, also receive a pause in consecutive year counts. Unacceptable ratings received during these pause years do not increase the consecutive year count. An acceptable rating of *A, B,* or *C* earned during these years breaks the consecutive year count.

Impact of Overall D Ratings

SB 1365 (87th Texas Legislature, 2021) established 2019 ratings as the year for starting the *D* count. An overall rating of *D* does not break the count of consecutive years of unacceptable performance. Under TEC, §39A.118, a third overall *D* affects interventions and/or sanctions and thereby increases the count of consecutive years of unacceptable performance ratings. This increase occurs only if a district, open-enrollment charter school, or campus has not broken the chain of consecutive years by earning an overall *A, B,* or *C*.

An overall *D* following an *A, B*, or *C* rating does not begin the count of consecutive years of unacceptable performance until the third overall *D*. An overall rating of *D* following an *F* or *Improvement Required* rating pauses the count of consecutive years until the third overall *D*. An overall *D* following an *F* or *Improvement Required* rating is considered unacceptable for purposes such as District of Innovation termination under TEC, §12A.008, and eligibility for distinction designations under TEC, §39.201.

In determining consecutive years of unacceptable ratings for purposes of accountability interventions and sanctions, only years that a district, charter school, or campus is assigned an accountability rating will be considered. Details for which years ratings were issued, and the rating labels used are shown below.

- 2023* and beyond: *A, B, C, D, F* for districts and campuses
- 2022: A, B, C, Not Rated: Senate Bill 1365 for districts and campuses
- 2021: Not Rated: Declared State of Disaster or Acceptable
- 2020: No state accountability ratings issued
- 2019: *A, B, C, D, F* for districts and campuses
- 2018: A, B, C, D, F for districts and Met Standard, Met Alternative Standard, and Improvement Required for campuses
- 2013–17: Met Standard, Met Alternative Standard, and Improvement Required

~~** No state accountability ratings for 2023 or 2024 have been issued as of the proposed manual period for 2026.*~~

Public Education Grant (PEG) Program Campus List

Campuses that receive an overall *F* rating are placed on the following school year's PEG List. For example, campuses that receive an overall F rating in 20264 accountability are placed on the 20275-286 PEG List. The annual list of PEG campuses will be released at the same time the preliminary ratings are released and become final when final ratings are released for the accountability year. For more information about the PEG program, please see the PEG webpage on the TEA website at https://tea.texas.gov/PEG.aspx.

Local Responsibilities

Districts and charter schools have responsibilities associated with the state accountability system. Primarily these involve following statutory requirements, collecting and submitting accurate data, and properly managing campus identification numbers. The Texas Education Data Standards (TEDS) describe the data reporting requirements, responsibilities, and specifications and are published annually at https://www.texasstudentdatasystem.org/tsds/teds/tweds-upgrade. Per 19 Texas Administrative Code §61.1025(b), these data standards shall be used by districts and charter schools to submit data to the agency. Districts are encouraged to review agency guidance and work with their Education Service Centers to ensure that they are following all statutory requirements and are aware of any best practices that are associated with program implementation, course offering, testing, or data reporting.

Statutory Compliance

Several state statutes direct local districts and/or campuses to perform certain tasks or duties in response to the annual release of the state accountability ratings. Key statutes are discussed below.

Public Discussion of Ratings (TEC §11.253(g))

Each campus site-based decision-making committee must hold at least one public meeting annually after the receipt of the annual campus accountability rating for discussing the performance of the

campus and the campus performance objectives. The confidentiality of the performance results must be ensured before public release. The accountability data tables available on the TEA public website have been masked to protect confidentiality of individual student results.

Notice in Student Grade Report and on District Website (TEC §§39.361–39.362)

Districts and charter schools are required to publish accountability ratings on their websites and include the rating in the student grade reports. These statutes require, in relevant part, districts and charter schools:

- to include, along with the first written notice of a student's performance that a school district or charter school gives during a school year, a statement of whether the campus has been awarded a distinction designation or has been rated *F*, as well as an explanation of the distinction or unacceptable identification; and
- by the 10th day of the new school year to have posted on the district or charter school website the most current information available in the school report card and the information contained in the most recent performance report for the district or charter school.

For more information regarding these requirements, please see Requirement for Posting of Performance Frequently Asked Questions: Notice in Student Grade Report, available on the TEA website at https://rptsvr1.tea.texas.gov/perfreport/3297_faq.html.

Public Education Grant Program Parent Notification (TEC §§29.201–29.205)

The PEG program permits parents with children attending campuses that are on the PEG List to request that their children be transferred to another campus. If a transfer is granted to another district, funding is provided to the receiving district. A list of campuses identified under the PEG criteria is released to districts annually. Districts must notify each parent of a student assigned to attend a campus on the PEG List by February 1 each year. For more information on the PEG program, please see *PEG Frequently Asked Questions*, available at https://tea.texas.gov/perfreport/peg_faq.html.

Campus Intervention Requirements under TEC Chapter 39A

TEC Chapter 39A prescribes specific interventions for any campus that was rated a *D* or *F* in the state's accountability system.

When a district or campus receives a rating of *Not Rated*, *Not Rated: Declared State of Disaster*, or *Not Rated: Data Integrity Issues*, the district or campus shall continue to implement the previously ordered sanctions and interventions. If a campus has been ordered to prepare a turnaround plan and then receives a rating of *Not Rated*, *Not Rated: Declared State of Disaster*, or *Not Rated: Data Integrity Issues*, that campus is strongly encouraged, but not required, to implement the approved turnaround plan.

For additional details on interventions, please see the Division of School Improvement's Accountability Interventions website at https://tea.texas.gov/si/accountabilityinterventions/.

Actions Required Due to Low Ratings or Low Accreditation Status

Districts and charter schools that earn a *D* or *F* rating or *Accredited-Probation/Accredited-Warned* accreditation status and campuses with a *D* or *F* rating will be required to follow directives from the commissioner designed to remedy the identified concerns. Requirements will vary depending on the circumstances for each individual district or charter school. Commissioner of Education rules that define the implementation details of these statutes are available on the TEA School Improvement Division website at the Accountability Interventions link at https://tea.texas.gov/schoolimprovement/ and on the TEA Accreditation Status website at https://tea.texas.gov/accredstatus/.

Campus Identification Numbers

A campus represents the organization of students and teachers, not a physical facility. TEA assigns county-district-campus (CDC) numbers to instructional campuses as defined in the *Texas Education Data Standards*.

Within any given year, districts or charter schools may need to update one or more CDC numbers due to closing old schools, opening new schools, or changing the grades or populations served by an existing school. Unintended consequences can occur when districts or charter schools "recycle" CDC numbers.

As performance results of prior years are a component of the accountability system in small-numbers analysis and possible statutorily required improvement calculations in future years, merging prior-year files with current-year files is driven by campus identification numbers. Comparisons may be inappropriate when a campus configuration has changed. The following example illustrates this situation.

Example: A campus served grades 7 and 8 in 2023, but in 2024 serves only grade 6. The district did not request a new CDC number for the new configuration. Instead, the same CDC number used in 2024 was maintained (recycled). Therefore, in 2024, grade 6 performance on the assessments may be combined for small-number analyses purposes with grade 7 and 8 outcomes from prior years.

Making changes to campus numbers is a serious decision for local school districts and charter schools. Districts and charter schools should exercise caution when either requesting new numbers or continuing to use existing numbers when the student population changes significantly, or the grades served change significantly. Districts and charter schools are strongly encouraged to request new CDC numbers when campus organizational configurations change dramatically.

~~For requests applying to the current school year,~~ Chapter 97, Subchapter EE, §97.1066 of the Texas Administrative Code (TAC) ~~TEA policy~~ requires that school districts and charter schools request to make campus numbers active or obsolete by ~~September~~May 3~~-~~1 to ensure time for processing before TSDS PEIMS deadlines in late September for the class roster and charter waitlist collections.

- Requests submitted between June 1, 2026 and May 31, 2027, will be reviewed by TEA and if approved, will be effective for 2027–28 school year.

For requests applying to the upcoming school year, campus number requests received before accountability ratings are released may not be processed until after the public release of the ratings.

For requests involving campuses that received an overall rating of *D, F,* or *Not Rated* or were identified for comprehensive support and improvement under the Every Student Succeeds Act, districts and charter schools must first consult with the TEA Office of Governance. Each such request is then reviewed by an agency campus number committee.

The consolidation, deletion, division, or addition of a campus identification number does not absolve the district or charter school of the state accountability rating history associated with campuses newly consolidated, divided, or closed, nor preclude the requirement of participation in intervention activities for campuses. The Division of School Improvement will work with the district or charter school to determine specific intervention requirements. For additional information about campus number requests, please contact AskTED at AskTed@tea.texas.gov or (512) 463-9809.

Although the ratings history may be linked across campus numbers for purposes of determining consecutive years of *D, F, Improvement Required, Academically Unacceptable*, or *AEA: Academically Unacceptable* ratings, data will not be linked across campus numbers. This includes TSDS PEIMS data, assessment data, and graduation/dropout data that are used to develop the accountability indicators. Therefore, changing a campus number under these circumstances may be to the disadvantage of a *D* or *F*

campus.

If a district or charter school enters into a legal agreement with TEA that requires new district or campus numbers, the ratings history will be linked to the previous district or campus numbers. In this case, both the district/charter school and campuses will be rated the first year under the new numbers. Data for districts, charter schools, and campuses in these circumstances will not be linked. This includes the TSDS PEIMS data, assessment data, and graduation/dropout data that are used to develop the accountability indicators. Districts, charter schools, or campuses under a legal agreement with TEA cannot take advantage of small-numbers analysis the first year under a new district or campus number.

Chapter 10—Identification of Schools for Improvement

Overview

To align the identification of schools for improvement under the Every Student Succeeds Act (ESSA) with the state's accountability system, TEA utilizes the Closing the Gaps domain performance to identify comprehensive support and improvement (CSI), targeted support and improvement (TSI), and additional targeted support (ATS) schools. In accordance with the ESSA state plan, the Closing the Gaps domain is calculated the same for all students statewide, i.e., different calculations are not applied to campuses rated under Alternative Education Accountability (AEA). Campuses paired for state accountability will also have their school identification paired to fulfill the ESSA requirement that all public elementary and secondary schools are subject to federal school improvement identifications. ESSA requires that School Quality or Student Success (SQSS) indicators are valid, reliable, comparable, and are applied the same to all schools statewide. As such, some methodologies applied in other Domains are not applied in Domain 3, e.g., CCMR IBC sunsetting cap. For more information on how the Closing the Gaps domain is calculated for federal identification of schools for improvement under ESSA, please refer to "Chapter 4—Closing the Gaps Domain".

Targeted Support and Improvement Identification

Targeted Support and Improvement Identification is based on identifying any campus with one or more consistently underperforming groups of students. TEA defines "consistently underperforming" as a school having one or more student groups that do not meet interim target or show expected growth towards the next interim target for three consecutive years. A student group that misses the targets in the same *three* indicators, for three consecutive years, is considered "consistently underperforming" and is determined to be Targeted Support and Improvement.

Data from 2019, 2022, and 2023 were considered consecutive years for 2023 TSI identification. Data from 2022, 2023, and 2024 were considered for 2024 TSI identification, and so forth. ~~The below chart shows additional years. A "no" is considered missing the target for 2019 and 2022.~~ For 2023 and beyond, a student group that earns either a zero or one point for the indicator is considered as missing the target.

Consecutive Years of Underperformance	School Year Implementation
2019, 2022, 2023	2023-24
2022, 2023, 2024	2024-25
2023, 2024, 2025	2025-26
2024, 2025, 2026	2026-27

Any campus not identified for CSI that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification.

Minimum Size

In order to be considered when evaluating campuses for TSI identification, student groups must meet the ~~following~~ minimum size requirements. When a student group is not evaluated because it does not meet minimum size, the count of consecutive years resets for that student group.

Each student group must have 10 reading/language arts (RLA) *and* 10 mathematics assessment results for evaluation in the Academic Achievement component. If a student group does not meet minimum size in Academic Achievement, it is not considered when evaluating the campus for identification. ~~The former minimum size of 25 remains in effect for 2019 and 2022 data. The minimum size of 10 applies to 2023 and beyond.~~

Students Evaluated

In alignment with ESSA, TSI identifications are determined annually. For a campus to be prevented from being identified as TSI the following year, it must either meet interim targets or show expected growth in the indicators that were previously identified as consistently underperforming. The annual TSI identification uses the disaggregated performance of the following student groups:

- African American
- American Indian
- Asian
- Hispanic
- Pacific Islander
- White
- Two or more races
- Economically disadvantaged
- Current Special education
- Emergent bilingual (EB) students
- Continuously Enrolled ~~(beginning with 2023)~~
- Former Special education ~~(beginning with 2023)~~

See "Chapter 4 – Closing the Gaps Domain" for more information on the data used to determine demographics for accountability purposes.

~~The continuously enrolled and former special education groups were evaluated for TSI for the first time in 2023. These two groups could potentially be identified as "consistently underperforming" in August 2025 based on data from 2023, 2024, and 2025.~~

Continuously Enrolled

For grades 4–12, a student is identified as continuously enrolled if the student was enrolled in the campus on the TSDS PEIMS Fall Snapshot during the current school year and in the same district each of the three preceding years. For grade 3, a student is identified as continuously enrolled if the student was enrolled in the campus on the current year TSDS PEIMS Fall Snapshot and in the same district each of the preceding two years.

Example: Campus Continuously Enrolled Determination (Grade 4–8) for 2026 Accountability

Enrolled in District TSDS PEIMS Fall Snapshot Prior Year (2022)	Enrolled in District TSDS PEIMS Fall Snapshot Prior Year (2023)	Enrolled in District TSDS PEIMS Fall Snapshot Prior Year (2024)	Enrolled in Campus within District TSDS PEIMS Fall Snapshot Current Year (2025)	Continuously Enrolled or Non-continuously Enrolled
Yes	Yes	Yes	Yes	Continuously Enrolled
Yes	No	Yes	Yes	Non-continuously Enrolled

Enrolled in District TSDS PEIMS Fall Snapshot Prior Year (2022)	Enrolled in District TSDS PEIMS Fall Snapshot Prior Year (2023)	Enrolled in District TSDS PEIMS Fall Snapshot Prior Year (2024)	Enrolled in Campus within District TSDS PEIMS Fall Snapshot Current Year (2025)	Continuously Enrolled or Non-continuously Enrolled
No	No	Yes	Yes	Non-continuously Enrolled

Former Special Education Students

In accordance with Texas Education Code, 39.053(e), a student is identified as formerly receiving special education services if in the preceding year, they were reported in TSDS PEIMS as receiving special instruction and related developmental, corrective, supportive, or evaluative services, but in the current year, as reported through TSDS PEIMS for Graduation or CCMR, and TIDE for STAAR indicators, are no longer participating in a special education program.

Example Campus Identified for Targeted Support and Improvement

In the following example, this campus would be identified for TSI based on the performance of the white student group. The white student group was consistently underperforming in three indicators for three consecutive years and met minimum size Academic Achievement (RLA), Academic Achievement (Mathematics), and SQSS: STAAR Only.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)	Special Education (Current)	Special Education (Former)	Continuously Enrolled
	0	0	3	-	0	-	-	0	0	0	-	-
Academic Achievement (RLA)												
2023	2	3	0	-	0	-	-	3	3	2	-	0
2024	0	1	0	-	0	-	-	0	2	3	-	-
2025	2	0	0	-	2	-	-	0	3	2	2	1
Academic Achievement (Mathematics)												
2023	3	1	0	-	1	-	-	1	4	3	-	-
2024	1	3	0	-	1	-	-	2	3	2	3	-
2025	0	2	1	-	3	-	-	3	2	2	-	2
Growth (RLA)												
2023	3	3	4	-	1	-	-	4	3	3	-	-
2024	3	4	3	-	4	-	-	3	3	-	2	1
2025	2	2	3	-	2	-	-	2	3	-	-	2
Growth (Mathematics)												
2023	4	1	0	-	0	-	-	1	4	3	-	-
2024	4	3	4	-	3	-	-	4	4	-	-	3
2025	2	2	2	-	2	-	-	2	3	-	-	2
SQSS: STAAR ONLY (EL/MS)												
2023	2	1	0	-	0	-	0	3	2	2	-	-
2024	0	2	1	-	1	-	0	2	3	2	-	-
2025	2	2	0	2	2	2	2	2	2	2	2	1
English Language Proficiency[1]												

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)	Special Education (Current)	Special Education (Former)	Continuously Enrolled
2023									3			
2024									3			
2025									3			

Additional Targeted Support Identification

ATS identifies both Title I and non- Title I campuses. ATS identification is based on a subset of TSI-identified campuses. First, the campus must meet the identification for TSI by having at least one consistently underperforming student group. Second, the Closing the Gaps score for at least one consistently underperforming student group must be lower than the score used to identify the lowest performing five percent of each school type (the same cut point used to identify CSI).

Minimum Size

In order to be evaluated for ATS, each student group must have 10 RLA *and* 10 mathematics assessment results for evaluation in the Academic Achievement component. If a student group does not meet minimum size in Academic Achievement, it is not considered when evaluating the campus for identification.

For elementary and middle schools, the student group must meet minimum size for all three years in all five indicators: Academic Achievement RLA, Academic Achievement Mathematics, Academic Growth RLA, Academic Growth Mathematics, and Student Success (STAAR Only).

For high schools and K–12s the student group must meet minimum size for all three years in all four indicators: Academic Achievement RLA, Academic Achievement Mathematics, Graduation Rate, and SQSS: School Quality (CCMR). If the campus does not have a graduation rate, Academic Growth is used with the four indicators minimum requirement.

~~The former minimum size of 25 remains in effect for 2019 and 2022 data. The minimum size of 10 applies to 2023 and beyond.~~

Students Evaluated

The same student groups evaluated for TSI are evaluated for ATS.

Exit Criteria for Additional Targeted Support Schools

To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type.

A campus may exit ATS to TSI status if the campus continues to meet TSI criteria.

Example Campus Identified for Additional Targeted Support and Improvement

In the following example, this campus would be identified for ATS based on the performance of the African American student group. This group was TSI identified due to "consistent underperformance" and the group's 2025 scaled score was below the bottom 5% scale score used in CSI identification for the school type.

	African American	2024 Points Earned	Component Points Earned ÷ Possible Points	EL/MS Weight	Total Points
Academic Achievement (RLA)			12.5	33.3%	4.2
2023	0				
2024	0				
2026	0	0			
Academic Achievement (Mathematics)					
2023	1				
2024	2				
2025	1	1			
Growth (RLA)			0.0	55.6% 0.0	
2023	0				
2024	0				
2025	0	0			
Growth (Mathematics)					
2023	0				
2024	1				
2025	0	0			
SQSS: STAAR ONLY (EL/MS)			0.0	11.1%	0.0
2023	1				
2024	2				
2025	0	0			
English Language Proficiency[1]				n/a	
2023					
2024					
2025					
Closing the Gaps Domain Raw Score for African American Student Group					4
Closing the Gaps Domain Scaled Score for African American Student Group					41
Bottom 5% Closing the Gaps Cutpoint from CSI determination					47

Comprehensive Support and Improvement Identification

To identify schools for CSI (CSI-Identified, CSI-Reidentified, or CSI-Progress), TEA annually ranks all Title I campuses based on Closing the Gaps scaled scores. The first time a school meets CSI-Low Performance criteria, they are identified CSI-Identified. Each following year a school is identified for CSI, they are CSI-Reidentified. CSI identification criteria are as follows: First, TEA determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type—elementary, middle, high school/ K–12, and alternative education accountability. TEA then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their

school type's bottom five percent are identified for CSI. Please see Chapters 1 and 7 for additional information on school types.

Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI.

Any campus identified for CSI-Low Graduation Rate that has fewer than 100 students enrolled as reported in PEIMS Fall Snapshot is not required to implement interventions associated with the identification. If a campus with fewer than 100 students chooses not to implement interventions, it is not eligible for comprehensive support grant funding. Choosing not to implement interventions does not exit the campus from CSI-Low Graduation Rate identification. This flexibility is limited to only campuses identified as CSI-Low Graduation Rate, and not CSI-Low Performance campuses.

Timeline for Title I Campuses Identified for ATS for Three Consecutive Years

Any Title I campus identified for ATS for three consecutive years will be identified for CSI interventions for the following school year. ~~Title I campuses will be escalated for the first time from ATS to CSI in August 2024 based on 2022, 2023, and 2024 accountability data. These campuses will be required to implement CSI interventions beginning in the 2024–25 school year.~~

Example Campus Escalated to Comprehensive Support and Improvement

When Identified	SY 2022–23	SY 2023–24	SY 2024–25
Fall 2022	ATS (Year 1)		
Fall 2023		ATS (Year 2)	
Fall 2024			CSI (Third Identification)

Determination of Count of Consecutive School Years of CSI Ratings for More Rigorous Interventions

Schools that fail to meet the criteria to exit comprehensive support and improvement status for at least three consecutive years are subject to more rigorous interventions, including but not limited to the development of a turnaround plan.

Schools that fail to meet the exit criteria for at least five consecutive years are subject to more rigorous interventions, including but not limited to closure of the school; restarting the school in partnership with a charter school; converting the school to a charter school with an independent governing board, new leadership team, and redesigned school model; appointing a Conservator to oversee the school or LEA; or inserting a state appointed Board of Managers to oversee the entire LEA.

Exit Criteria for Comprehensive Support and Improvement

In order to exit Comprehensive Support and Improvement Identification, campuses must meet two criteria: 1) the campus must~~not~~ rank higher than the~~in their school type's~~ bottom five percent of the Closing the Gaps domain scaled score for their school type for two consecutive years *and* 2) ~~at the end of the second year,~~ the~~have~~ Closing the Gaps domain scaled score must be~~by the end of the second year that is~~ higher than the score it received when originally identified for CSI. When the campus meets both these criteria for the first year, the campus is identified as CSI-Progress. ~~The second successful~~After a second consecutive year of meeting ~~these~~both criteria, the campus is exited and no longer identified as CSI. CSI-Progress identification does not break or increase the count of CSI ratings used to determine

more rigorous interventions.

Campuses previously identified as CSI based solely on a low graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

In the 2024 accountability year, for example, the four-year federal graduation rates for the Class of 2023 and Class of 2022 were evaluated to determine if a campus had two consecutive years of a four-year graduation rate to exit. The six-year federal graduation rates for the Class of 2021 and Class of 2020 were evaluated to determine if a campus had successfully met exit criteria in 2024.

Note that the four-year federal graduation rate was used for CSI identification in 2018 and 2019.

If a campus was escalated to CSI after being identified ATS for three consecutive years, the campus must meet the CSI exit criteria.

Federal Graduation Status—Minimum Size Criteria and Small Numbers Analysis

- The campus is evaluated for CSI exit if the *All Students group* has at least 10 students in the class.
- Small numbers analysis applies to all students if the number of students in the class is fewer than 10. The total number of students in the class consists of graduates, continuing students, Texas certificate of high school equivalency (TxCHSE) recipients, and dropouts.
- A three-year-average graduation rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.

Identification Methodologies for Previous Years

Additional information on the methodology used to identify campuses for CSI, TSI, and ATS is available in the state's consolidated ESSA plan available at https://tea.texas.gov/about-tea/laws-and-rules/essa/every-student-succeeds-act. Methodology used in prior years is available in that year's respective accountability manual. These manuals are available on the Performance Reporting Division website at https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting.

In 2020 and 2021, districts and campuses received a *Not Rated: Declared State of Disaster* label overall and in each domain. The U.S. Department of Education (USDE) approved waivers for the following for those years:

- To measure progress toward long-term and interim goals
- To meaningfully differentiate all public schools
- To adjust the Academic Achievement indicator based on a participation rate below 95 percent
- To identify schools for CSI, TSI, and ATS based on data from the 2019–20 and 2020–21 school year.

Chapter 11—Local Accountability Systems

Overview

The Local Accountability System (LAS) allows districts and open-enrollment charter schools to develop local accountability system plans for their campuses. A district's local accountability plan provides stakeholders with detailed information about school performance and progress over time. Local accountability plans may vary by school type (elementary school, middle school, high school, and K–12) and by school group (magnet schools, early college high schools, etc.) but must apply equally to all applicable campuses by school type and group.

LAS Implementation

The implementation of a local accountability system is optional. Districts and open-enrollment charter schools that choose to participate must follow the procedures for implementation outlined in the applicable *Local Accountability System Technical Guide* found at https://tea.texas.gov/texas-schools/accountability/local-accountability-system.

The LAS process includes a planning year during which districts and open-enrollment charter schools will work with Texas Education Agency (TEA) LAS staff to design and refine a LAS plan, including LAS domains, components, scaling methodologies, and metrics. The plan submission date is aligned with the timeline posted on the agency website.

Once the LAS plan is final, it is reviewed and either approved or denied by TEA. Plan approvals will be determined by the following:

If 1-9 plans are submitted, then a plan may be approved if:

1) the plan meets minimum requirements as determined by the agency; and
2) at the commissioner's discretion, an audit verifies the calculations included in the plan.

If ten or more plans are submitted, then a plan may be approved if:

1) the plan meets minimum requirements as determined by the agency; and
2) at the commissioner's discretion, an audit verifies the calculations included in the plan; and
3) a review panel approves the plan.

Ratings Under LAS

Districts and open-enrollment charter schools produce campus ratings for each LAS domain, which are used to calculate an overall LAS rating. These ratings consist of a scaled score and a corresponding letter grade. Upon implementation of a TEA approved LAS plan, participating districts submit LAS scaled scores and corresponding letter grades for the agency to combine with the state overall campus ratings.

Districts and open-enrollment charter schools must submit scaled scores and letter grades assigned for each domain, each component, and an overall grade for each LAS campus, as approved in the LAS plan. Eligible LAS campuses that receive a *C* or higher state overall rating have their LAS overall scaled score combined with their state overall scaled score. The LAS plan specifies the proportion the LAS rating contributes to the overall campus rating, which may be up to 50 percent.

TEA calculates overall ratings for LAS campuses by combining the LAS overall scaled score at the proportion determined by the district with the state accountability overall scaled score. The overall

scaled score and rating produced is displayed on the TXschools.gov and TEA websites along with the overall and domain scaled scores and ratings for both LAS and state accountability.

LAS Ratings

For the current year, districts with an approved plan must submit LAS data by the first week of July deadline in order to have LAS outcomes combined with current year state accountability data for eligible campuses. If these campuses receive a *C* or higher for state overall rating, combined ratings are published on public websites with the release of non-LAS public ratings, reflecting the combination of LAS and state ratings. For additional information on LAS submission requirements, please see Section 2 of the *Local Accountability System Technical Guide.*

LAS Appeals

LAS districts and open-enrollment charter schools that wish to appeal LAS campus ratings must follow the ~~LAS appeals process, as stated in the *Local Accountability System Technical Guide*~~state accountability appeals process as listed in Chapter 8. The LAS appeal response letter from the commissioner serves as notification of the final campus rating. The commissioner's decisions are final and not subject to further appeal or negotiation.

LAS campuses that receive a state overall scaled score less than 70 may not apply LAS ratings. A district may choose to appeal the state overall accountability rating. If the appeal is granted, and the campus receives a final state overall rating of *C* or higher, the LAS overall rating will be applied to the state overall rating upon the resolution of the state appeal. The final campus overall rating will be updated at this time.

Districts and open-enrollment charter schools that wish to appeal both LAS and state accountability ratings for campuses must ~~submit two appeals:~~indicate this on the appeal form and provide ~~a~~ LAS and state accountability ~~appeal with~~ supporting data ~~and a state accountability appeal with supporting data~~. ~~Section 5 of the *Local Accountability System Technical Guide* provides instructions for filing a LAS appeal.~~ Please see Chapter 8 of this manual, or Section 5 of the *Local Accountability System Technical Guide*, for filing instructions. ~~for a state accountability appeal.~~

Chapter 12—Results Driven Accountability (RDA)

RDA Framework and Guiding Principles

The Results Driven Accountability (RDA) chapter of the *2027~~6~~ Accountability Manual* is a technical resource to the annually issued RDA Report that is used by the Texas Education Agency (TEA) as one part of its annual evaluation of local educational agency (LEA) performance and program effectiveness. The RDA system is structured according to a general framework that consists of indicators selected based on the RDA guiding principles.

RDA Framework

RDA is an ~~local educational agency (~~LEA~~)~~ level, data-driven monitoring framework ~~developed and~~ implemented annually by ~~the Division of Special Populations Strategic Supports and Reporting and implemented by the Special Populations General Supervision & Monitoring Department in the Office of Special Populations and Student Supports (OSPSS) and in coordination with other divisions like Performance Reporting within~~ the TEA.[1] The RDA framework consists of indicators for three program areas: Bilingual Education~~/English as a Second Language /Emergent Bilingu/ESL~~, Other Special Populations (OSP), and Special Education (SPED). Each program area ~~The RDA indicators are~~is grouped into three domains ~~for each program area~~.

- **Domain I: Academic Achievement**
- **Domain II: Post-Secondary Readiness**
- **Domain III: Disproportionate Analysis (SPED only)**

The program area indicators that are not "No PL Assigned" are each assigned at least one performance level (PL). Some indicators, like those used for state assessment, consist of multiple PLs for each subject area tested. To assign the PL(s) for an indicator, the LEA's performance is compared to cut points established for the applicable indicator with consideration for the applied PL standards.

RDA Guiding Principles

The RDA indicators are selected based on the following five guiding principles.

Principle 1: Partnership and Transparency with Stakeholders

- **Public Input and Accessibility.** The design, development, and implementation of RDA are informed by public input received through stakeholder meetings, the public comment period included in the annual rule adoption of the RDA chapter in the accountability manual, and ongoing virtual meeting opportunities with LEA and regional partners. The information RDA generates is available to the public.
- **End-User Design.** Information guides and reports will seek to make sense of the data for practitioner use and decision-making purposes.

Principle 2: Drives Improved Results and High Expectations

- **LEA Effectiveness.** RDA is intended to assist LEAs in their efforts to improve local performance.
- **Statutory Requirements.** RDA is designed to meet statutory requirements.

[1]Unless otherwise noted, the terms, LEA and districts, include open-enrollment charter schools.

- **Indicator Design.** RDA indicators reflect critical areas of student performance, program effectiveness, and data integrity.
- **Progressive Standards.** RDA cut points are reviewed for possible adjustment over time to ensure continued student achievement and progress to achieve high expectations.

Principle 3: Protects Students and Families

- **Maximum Inclusion.** RDA evaluates a maximum number of LEAs by using appropriate alternatives to analyze the performance of LEAs with small numbers of students.
- **Annual Statewide Evaluation.** RDA ensures the annual evaluation of all LEAs in the state.

Principle 4: Differentiated Incentives and Supports to LEAs

- **Individual Program Accountability.** RDA is structured to ensure low performance in one program area cannot be offset by high performance in other program areas or lead to interventions in program areas where performance is high.

Principle 5: Responsive to Needs

- **System Evolution.** RDA is a dynamic system in which indicators are added, revised, or deleted in response to changes and developments that occur outside of the system, including new legislation and the development of new assessments.
- **Coordination.** RDA is part of an overall agency coordination strategy for the student outcomes-based evaluation of LEAs.

2027~~6~~ RDA Changes

Special Education Discipline Indicators

In accordance with House Bill 6 (89th Texas Legislative Session, 2025), TEA removed three special education discipline indicators from LEA determinations starting with the 2025 RDA (2024–25). Their PLs appear in 2025 and 2026 RDA reports for reporting only; beginning in 2027, they receive no PLs and are~~will be~~ used solely for federally required SD reporting.

- SPED Indicator: Out-of-School Suspension (OSS) and Expulsion >10 Days Rate (Ages 3–21)
- SPED Indicator: In-School Suspension (ISS) >10 Days Rate (Ages 3–21)

SPED Indicator: Total Disciplinary Removals Rate (Ages 3–21)

~~In accordance with House Bill 6 (89th Texas Legislative Session, 2025), TEA removed three special education discipline indicators from LEA determinations starting the 2025 RDA (2024–25). Their PLs appear in 2025 and 2026 RDA reports for reporting only; beginning 2027 they will receive no PLs and will be used solely for federally required SD reporting.~~

~~SPED Indicator: OSS and Expulsion >10 Days Rate (Ages 3–21)~~

~~SPED Indicator: ISS >10 Days Rate (Ages 3–21)~~

~~SPED Indicator: Total Disciplinary Removals Rate (Ages 3–21)~~Significant Disproportionality Risk Ratio~~n~~ Threshold

The significant disproportionality (SD) risk ratio threshold has been revised from 2.5 to 3.0 to align with peer-state practices and with flexibility permitted by the U.S. Department of Education's Office of Special Education Programs (OSEP).

Components of the RDA Report

Data Sources

Data used in the RDA report comes from a variety of sources. Student assessment data are obtained from data files provided by the TEA's test contractor[2]. Data obtained from areas within TEA include dropout and longitudinal graduation data from the Research and Analysis Division and Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) data from the Statewide Education Data Systems Division. On rare occasions, a data source used in the RDA report may be unintentionally affected by unforeseen circumstances, including natural disasters or test contractor administration issues. Should those circumstances occur, TEA will consider how or whether that data source will be used to ensure RDA calculations, performance level (PL) assignments and interventions are implemented appropriately and in alignment with the system's guiding principles.

Specific information about the data sources is included for each indicator in Appendix K.

The calculations for each indicator use the most current data available and, for ease of understanding, are presented in this chapter as single-year calculations. In certain instances, however, multiple years of data are combined (see Minimum Size Requirement (MSR) and Special Analysis (SA) sections).

Data Exclusions

Students described under Texas Education Code (TEC) §39.053(g-3) are excluded from the computation of annual dropout rates. Any other exclusions that have been applied to a specific indicator are identified in the description of the indicator in Appendix K.

Accountability Subset

Students who are enrolled in an LEA on the TSDS PEIMS Fall Snapshot and test in the same LEA in the fall of 20265 or spring of 20262027 are in the "accountability subset" while students who are enrolled in an LEA on PEIMS Fall Snapshot, but not enrolled in the same LEA for fall 20265 or spring 20262027 testing are not in the accountability subset. The accountability subset for students who test in the summer of 20265 is based on the 20254 fall snapshot date. Whether the accountability subset is used for a particular indicator is noted in the description of the indicator.

Rounding

All RDA rates are rounded to one decimal place (e.g., 79.877% is rounded to 79.9%). The intermediate results for all RDA significant disproportionality ratios are not rounded (e.g., 0.2526315789473684 = 240/950). This multiple decimal place precision helps ensure the accuracy of the final risk ratio value.

Masking

RDA data are released to each LEA as allowed under the Family Educational Rights and Privacy Act (FERPA). RDA data released to the public are masked to protect student confidentiality. An RDA Masking Rules document is available on both the RDA district reports and data download web pages at https://rptsvr1.tea.texas.gov/pbm/distrpts.html and https://rptsvr1.tea.texas.gov/pbm/download.html.

[2]STAAR® is a registered trademark of the Texas Education Agency. The minimum level of satisfactory performance described in this manual corresponds with the labels adopted under 19 Texas Administrative Code (TAC), §101.3041: Approaches Grade Level (STAAR/STAAR Spanish) and Level II: Satisfactory Academic Performance (STAAR Alternate 2).

Performance Levels (PLs)

A PL is the result that occurs when a standard is applied to an LEA's performance on an indicator. The PLs available for indicators in the 20262027 RDA system include Not Assigned (NA) (including Not Assigned through SA), 0, 0 SA, 0 RI, 1, 1 SA, 2, 2 SA, 3, 3 SA, 4, 4 SA, and SD. SA refers to Special Analysis, which is described in the Minimum Size Requirement (MSR) and Special Analysis (SA) section.

RI refers to Required Improvement, which is also described in a separate section. SD refers to Significant Disproportionality and is used to meet federal requirements under 34 CFR, §300.647.

RDA indicators include a range of PLs, and each PL range has an established set of cut points. Throughout the RDA indicators, the higher the PL is, the lower the LEA's performance is.

Changes to RDA PL Cut Points

As part of the annual RDA development cycle, the cut points for each RDA indicator are evaluated. A decision to adjust PL cut points for one or more indicators is based on the following considerations:

- whether a state or federal goal has been identified for the indicator
- performance of the state on each indicator at the time cut points are set
- expected and actual improvement on the indicator over time
- amount of improvement reasonable for the indicator
- the overall impact on the RDA system of adjustments to cut points
- the RDA system's guiding principles
- other considerations that could affect performance on the indicators
- appropriate cut points across similar indicators
- internal and external input

Indicators without PL Assignment

Some RDA indicators are reported for LEA information and planning purposes. For these indicators, the LEA's performance will be reported along with the overall state rate for the indicator. Cut points, MSR, and PLs are not typically applied to these indicators.

Data notes in Appendix K indicate which RDA indicators for which PL Assignment is not planned.

Minimum Size Requirement (MSR) and Special Analysis (SA)

The MSR is incorporated into all indicators assigned a PL. ~~In general,~~ LEAs must have a minimum n-size of at least 30 students in the denominator for~~in~~ the relevant segment of the student population ~~denominator~~ to be evaluated on an indicator using the standard RDA analysis. In addition, for certain RDA indicators, LEAs must have a minimum cell size of at least 5 or 10 students in the numerator for the relevant segment of the student population ~~numerator~~ to be evaluated using the standard RDA analysis. ~~The MSR is noted in the description of each indicator.~~

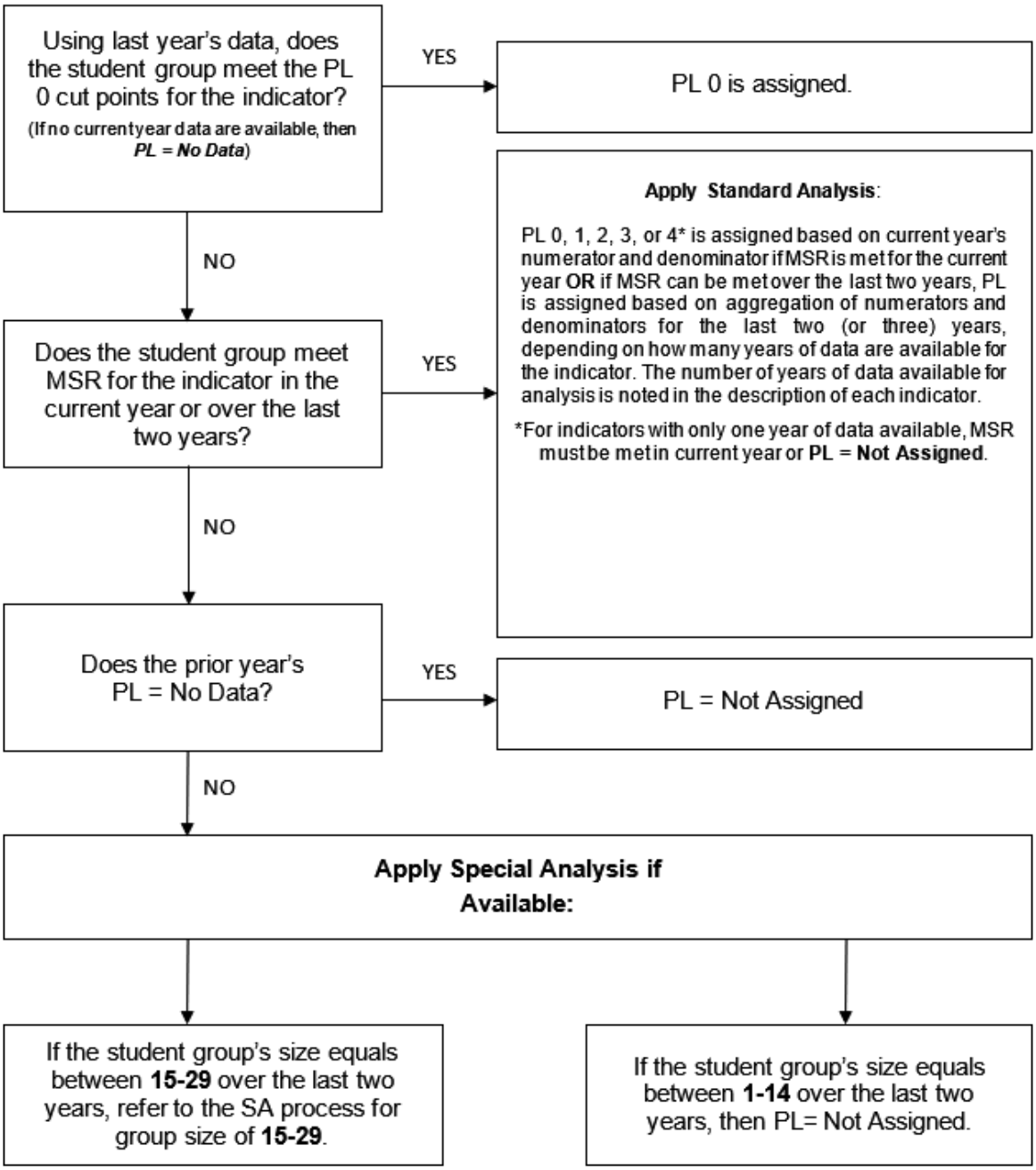
The MSR can be met either in the current year or through the aggregation of numerators and denominators over the last two years, if applicable. If the MSR is met for a particular performance indicator, then an LEA is evaluated using the standard RDA analysis. Under standard analysis, when the MSR is met with the current year's data, a PL is assigned based on that data in relation to the cut points for the indicator. When the MSR is met based on the last two years of data, the numerator and denominator for the current and prior years are aggregated, the indicator is calculated, and a PL is assigned based on the current year's cut points for the indicator. Depending on the indicator, there may

be one or two prior years of data aggregated with the current school ~~year's~~year data to assign a PL. If the MSR is not met, then the LEA may be evaluated under the Special Analysis (SA) process.

There is one exception to the MSR. If an LEA does not meet MSR for an indicator, but the performance of the LEA meets the criteria to earn a PL of 0, then the LEA receives a PL of 0, regardless of the number of students in the relevant segment of the student population.

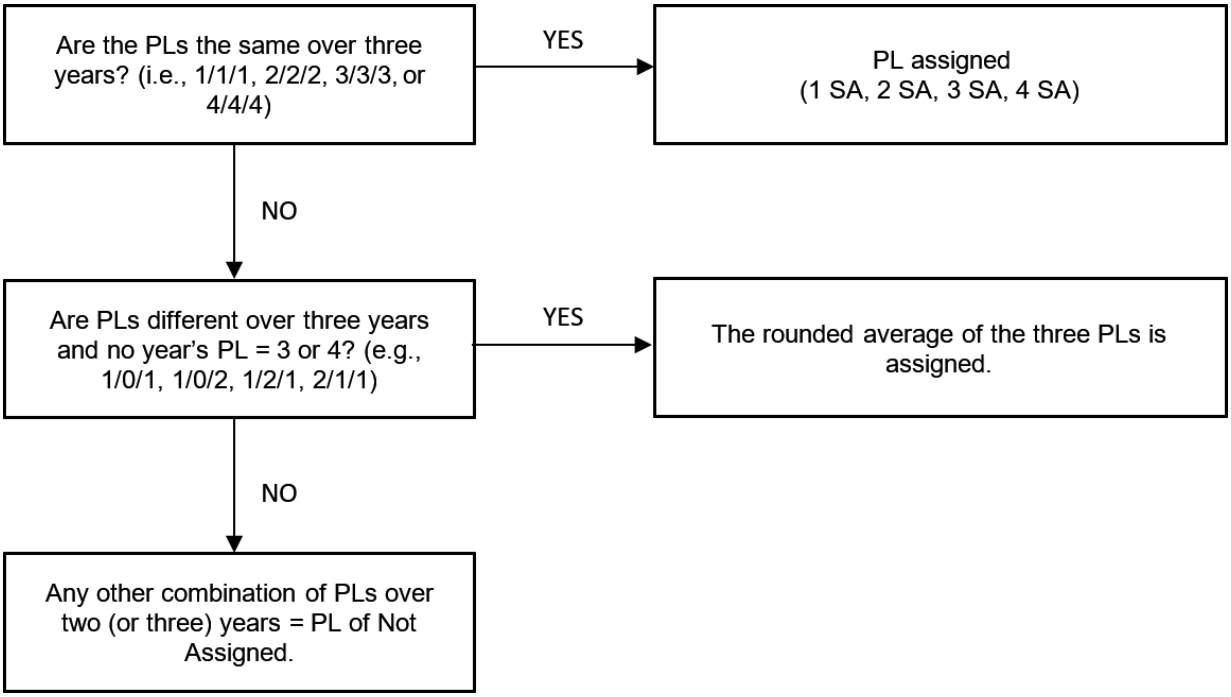
The SA process evaluates the performance of LEAs that do not meet MSR. PLs established using the SA process will have "SA" appended (NA SA, 0 SA, 1 SA, 2 SA, 3 SA, 4 SA) and will be included on the RDA reports to LEAs, along with the LEA's numerators, denominators, and rates used in the SA process. The following flowcharts depict whether standard analysis or SA is applied in the RDA.

RDA PL Assignment and SA Determination Process



Note: For indicators eligible for the SA process that have an MSR in both the denominator and the numerator, the LEA's group size is determined by the smallest denominator or numerator over the last two years.

RDA PL Assignment and SA Process for Group Size of 15-29



Note: Group size is based on the sum of the last two years. Previous years' PLs are determined based on the relevant years' numerators, denominators, and rates shown on the LEA's RDA report.

Required Improvement (RI)

The RDA framework and report, by design, has a built-in improvement component. Because the system includes a range of PLs, LEAs that demonstrate improvement from one year to the next can progress from one PL to another. For example, an LEA with a 74% special education graduation rate received a PL 1 in the 2026~~4~~ RDA. If the LEA improves its special education graduation rate to 80% in 2027~~5~~, it would receive a PL 0 because its performance meets the 2027~~5~~ PL 0 cut point.

In addition to the system's built-in improvement component, the ~~2026~~2027 RDA will again include RI for certain indicators. The indicator descriptions in Appendix K will indicate if RI is available for an indicator. The following examples show two RDA RI calculations for both positive numbers and negative numbers.

RI Calculation (Positive Numbers)

For the indicators where increases in rates are measured in positive numbers and RI is available, the following equations and calculation will be used for LEAs that meet the MSR in both the current year and the previous year and have an initial PL value that is not equal to 0:

RI Equations

$$Actual\ Change = \ performance\ in\ ~~2026~~2027 - performance\ in\ 2026~~5~~$$

$$Required\ Improvement\ (RI) = \frac{minimum\ PL\ 0\ for\ ~~2026~~2027 - performance\ in\ 2026~~5~~}{number\ of\ years\ to\ reach\ minimum\ PL\ 0\ cut\ point}$$

RI Designation

$$RI\ Designation\ =\ Actual\ Change\ \geq\ Required\ Improvement$$

Example

The RI positive numbers example uses "RDA SPED Indicator #4: SPED Graduation Rate" and is based on rates for 202~~6~~5 and ~~2026~~2027 and the targeted minimum cut off graduation rate for a PL 0.

- 202~~6~~5 LEA SPED Graduation Rate = 60.0%
- ~~2026~~2027 LEA SPED Graduation Rate = 72.0%
- ~~2026~~2027 Minimum PL 0 Cut Point = 80.0%

Step 1: Calculate the Actual Change for the LEA's SPED Graduation Rate

$$12.0 =\ 72.0\% - 60.0\%$$

$$Actual\ Change =\ 12.$$

Step 2: Calculate the RI for the LEA's SPED graduation rate. The 202~~8~~7 target year affords LEAs an additional year beyond ~~2026~~2027 to reach the ~~2026~~2027 minimum PL 0 cut point of 80.0%.

$$10.0 = \frac{80.0\% - 60.0\%}{2}$$

$$Required\ Improvement\ (RI) =\ 10.0$$

Step 3: Compare the two numbers to see if the Actual Change is greater than or equal to the RI: 12.0 > 10.0. (Gains in graduation rates are measured in positive numbers.)

$$RI\ Designation\ =\ 12.0\ >10.0$$

Step 4: Based on the RI designation, the LEA meets RI and would receive a PL ~~of~~ 0 RI.

RI Calculation (Negative Numbers)

For indicators where reductions in rates are measured in negative numbers and RI is available, the following ~~equations and~~ calculations will be used for LEAs that meet the MSR in both the current year and the previous year and have an initial PL value ~~that is~~ not equal to 0. Note that for these types of indicators, actual change needs to be less than or equal to RI for the PL 0 cut point to be met.

RI Equations

$$Actual\ Change =\ performance\ in\ ~~2026~~2027 - performance\ in\ 202~~6~~5$$

$$Required\ Improvement\ (RI) = \frac{maximum\ PL\ 0\ for\ ~~2026~~2027 - performance\ in\ 202~~6~~5}{number\ of\ years\ to\ reach\ maximum\ PL\ 0\ cut\ point}$$

RI Designation

$$RI\ Designation\ =\ Actual\ Change\ \leq\ Required\ Improvement$$

Example

The RI negative numbers example uses "RDA SPED Indicator #5: SPED Annual Dropout Rate (Grades 7–12)" and is based on rates for 20256 and 20262027 and the targeted maximum cut off dropout rate for a PL 0.

- 20256 LEA SPED Annual Dropout Rate = 8.1%
- 20262027 LEA SPED Annual Dropout Rate = 3.8%
- 20262027 Maximum Annual Dropout Rate PL 0 Cut Point = 1.8%

Step 1: Calculate the Actual Change for the LEA's SPED annual dropout rate

$$-4.3 = 3.8\% - 8.1\%$$

$$Actual\ Change = -4.3$$

Step 2: Calculate the RI for the LEA's SPED annual dropout rate. The 20287 target year affords LEAs an additional year beyond 20262027 to reach the 20262027 maximum PL 0 cut point of 1.8%.

$$-3.2 = \frac{1.8\% - 8.1\%}{2}$$

$$Required\ Improvement\ (RI) = -3.2$$

Step 3: Compare the two numbers to see if the Actual Change is less than or equal to the RI: -4.3 < -3.2. (Reductions in annual dropout rates are measured in negative numbers.)

$$RI\ Designation = -4.3 < -3.2$$

Step 4: Based on the RI designation, the LEA meets RI and would receive a PL ~~of~~ 0 RI.

Significant Disproportionality (SD) Indicators

The Individuals with Disabilities Education Act (IDEA), as indicated by 20 USC, §1418(d)(1) and 34 CFR, §300.646(a), requires each state education agency (SEA) to provide for the collection and examination of data to determine if significant disproportionality based on race and ethnicity is occurring in the state and the LEAs of the state with respect to RDA indicators in the following three areas:

Placement of students in an educational setting

- RDA Indicator #8 SPED Regular Class <40% Rate (school-aged)
- RDA Indicator #9 SPED Separate Settings Rate (school-aged)

Identification (representation) of students with a particular disability

- RDA Indicator #10 SPED Representation (Ages 3–21)

Disciplinary actions ~~related to the~~ : I~~i~~ncidence, duration, and type of suspensions/expulsions of students

- RDA Indicator #11 SPED OSS and Expulsion ≤10 Days Rate (Ages 3–21)
- RDA Indicator #12 SPED OSS and Expulsion >10 Days Rate (Ages 3–21)
- RDA Indicator #13 SPED ISS ≤10 Days Rate (Ages 3–21)

- RDA Indicator #14 SPED ISS >10 Days Rate (Ages 3–21)
- RDA Indicator #15 SPED Total Disciplinary Removals Rate (Ages 3–21)

The TEA calculates risk ratios for LEAs in seven racial/ethnic groups within the areas of identification (representation), placement, and discipline. LEAs that exceed (greater than) the 3.0 ~~state established~~ risk ratio threshold ~~of 2.5~~ for a~~ny~~ racial/ethnic group ~~category~~ are assigned a ~~designation of~~ significant disproportionality (SD) designation. For ~~more~~ information about the collection and reporting of race/ethnicity, refer to the resource *Race and Ethnicity in Special Education: Difference Between Data Collection and Data Reporting*.

LEAs can be designated with one, two, or three years of SD for the same type/category. An LEA with a first-year SD designation is ~~assigned~~assigned to SD Year 1. An LEA with two consecutive years within the same racial/ethnic group category is ~~assigned~~assigned to SD Year 2. Lastly, an LEA with three consecutive years within the same racial/ethnic group category is ~~assigned~~assigned to SD Year 3, unless reasonable progress (RP) is achieved (Additional information regarding SD RP is included later in this section). Only the last 3 consecutive years of available data are analyzed for the purposes of SD Year 3 and RP.

Minimum size requirements for SD analysis are applied using the following criteria:

- An LEA must have at least 30 students in a particular group or the comparison group of the student population denominator and 10 students in a particular group or the comparison group of the student population numerator to be evaluated for SD. The comparison group is comprised of all other racial/ethnic groups within an LEA or within the state.
- An alternate risk ratio is applied when the comparison group in the LEA does not meet the minimum cell size (numerator) or the minimum n~~N~~*n* -size (denominator). The~~i~~s calculation is performed by dividing the risk of a particular outcome for ~~students in~~ one racial or ethnic group within an LEA by the risk of that outcome for students in all other racial or ethnic groups in the State.
- No risk ratio or alternate risk ratio is calculated ~~in a particular category~~ for an LEA in a particular category if the racial/ethnic group ~~analyzed~~ does not meet the minimum cell size (10) or minimum n*n* -size (30) or if the comparison group in the state does not meet the minimum cell size (10) or minimum n*n* -size (30).

The following section describes the risk ratio methodology ~~and equations~~ and then provides example data and calculations for the identification, identification in disability, placement, and discipline risk ratios.

Because there are seven racial/ethnic groups and 14 regulation defined categories, per 34 CFR, §300.647(b)(2), LEA data are analyzed according to 98 categories of significant disproportionality.

98 Required Significant Disproportionality Categories

Categories		Hispanic/Latino of any race; and, for individuals who are non-Hispanic/Latino only	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	**Total of 98 possible (49+14+35)**
Representation	Identification of students ages 3 through 21 with a disability	✓	✓	✓	✓	✓	✓	✓	**Representation = 49**
	Identification of students ages 3 through 21 with: 1. Intellectual disabilities	✓	✓	✓	✓	✓	✓	✓	
	2. Specific learning disabilities	✓	✓	✓	✓	✓	✓	✓	
	3. Emotional disturbance	✓	✓	✓	✓	✓	✓	✓	
	4. Speech or language impairments	✓	✓	✓	✓	✓	✓	✓	
	5. Other health impairments	✓	✓	✓	✓	✓	✓	✓	
	6. Autism	✓	✓	✓	✓	✓	✓	✓	
Placement	Placements of school-aged students into particular educational settings: 1. Inside a regular class less than 40 percent of the day	✓	✓	✓	✓	✓	✓	✓	**Placement = 14**
	2. Inside separate schools and residential facilities, not including homebound or hospital settings, correctional facilities or private schools	✓	✓	✓	✓	✓	✓	✓	
Discipline	Placements of students ages 3 through 21 into particular disciplinary settings: 1. Out-of-school suspensions and expulsions of 10 days or fewer	✓	✓	✓	✓	✓	✓	✓	**Discipline = 35**
	2. Out-of-school suspensions and expulsions of more than 10 days	✓	✓	✓	✓	✓	✓	✓	
	3. In-school suspensions of 10 days or fewer	✓	✓	✓	✓	✓	✓	✓	
	4. In-school suspensions of more than 10 days	✓	✓	✓	✓	✓	✓	✓	
	5. Total disciplinary removals including in-school and out- of-school suspensions, expulsions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer	✓	✓	✓	✓	✓	✓	✓	

Risk Ratio Method: Identification (Representation)

Identification Risk Ratio

The following risk ratio equations for identification (representation) by special education race/ethnicity are utilized for special education RDA indicator #10

$$Rate\ 1\ =\ \frac{\begin{matrix}number\ of\ SPED\\ children\ from\ race/ethnicity\ group\end{matrix}}{\begin{matrix}number\ of\ children\ from\ race/\\ ethinicity\ group\end{matrix}}\ \times\ 100$$

$$Rate\ 2\ =\ \frac{\begin{matrix}number\ of\ all\\ other\ SPED\ children\end{matrix}}{number\ of\ all\ other\ children}\ \times\ 100$$

$$LEA\ Identification\ Risk\ Ratio\ =\ \frac{Rate\ 1}{Rate\ 2}$$

Note. The intermediate results (i.e., the calculations for both Rate 1 and Rate 2) for all RDA SD risk ratios are not rounded to increase precision. However, the final SD risk ratio is round to one decimal place.

Example

The following example shows the risk ratio calculation performed in four steps for the **identification (representation) of SPED Asian Students** at an LEA.

Step 1: Identify LEA level student counts for both the numerator and the denominator.

a. Numerator = 340 SPED Students
b. Denominator = 3,456 All Students

Step 2: Calculate LEA rate for SPED Asian (Rate 1)

a. Based on the numerator in Step 1, identify the number of SPED Asian Students. For this example, there are **240 SPED Asian Students** out of 340 SPED Students.
b. Based on the denominator in Step 1, identify the number of Asian Students. For this example, there are **950 Asian Students** out of 3,456 All Students.
c. Divide the number of SPED Asian Students (numerator) by the number of All Asian Students (denominator).

$$0.2526315789473684 = \frac{240}{950}$$

d. Multiply the quotient by 100 to find Rate 1.

$$25.26315789473684 = 0.2526315789473684 \times 100$$

$$\boldsymbol{Rate\ 1} = 25.26315789473684$$

Step 3: Calculate LEA rate for All Other Students (Rate 2)

a. Based on the numerator in Step 1, identify the number of Other SPED Students (Not including SPED Asian Students). For this example, there are **100 Other SPED Students** out of 340 SPED Students.
b. Based on the denominator in Step 1, identify the number of Other Students. For this example, there are **2,506 Other Students** (Not including Asian Students) out of 3,456 All Students.

c. Divide the number of **Other SPED Students** (numerator) by the number of **Other Students** (denominator).

$$0.0399042298483639 = \frac{100}{2{,}506}$$

d. Multiply the quotient by 100 to find Rate 2.

$$3.99042298483639 = 0.0399042298483639 \times 100$$

$$\boldsymbol{Rate\ 2} = 3.99042298483639$$

Step 4: Calculate LEA Risk Ratio

Divide Rate 1 (numerator) by Rate 2 (denominator) and the resulting quotient represents the risk ratio for identification of **SPED Asian Students**.

$$6.3 = \frac{25.26315789473684}{3.99042298483639}$$

$$\boldsymbol{Risk\ Ratio} = 6.3$$

In this case, because the risk ratio is greater than the 3~~2~~.0~~5~~ ~~risk ratio~~ threshold, the LEA would receive an SD designation for the identification of **SPED Asian Students**.

Risk Ratio Method: Identification (Representation) in Disability

The following risk ratio equations for identification (representation) in disability by special education race/ethnicity are utilized for special education RDA indicator #10.

$$Rate\ 1 = \frac{number\ of\ SPED\ children\ from\ race/ethnicity\ group\ and\ disability\ category}{number\ of\ SPED\ children\ from\ race/ethnicity group}$$

$$Rate\ 2 = \frac{number\ of\ SPED\ children\ from\ disability\ category}{number\ of\ all\ other\ SPED\ children}$$

$$LEA\ Identification\ in\ Disability\ Risk\ Ratio = \frac{Rate\ 1}{Rate\ 2}$$

Note: The intermediate results (i.e., the calculations for both Rate 1 and Rate 2) for all RDA SD risk ratios are not rounded to increase precision. However, the final SD risk ratio is round to one decimal place.

Example

The following example shows the risk ratio calculation performed in four steps for the **identification (representation) in disability of SPED Asian Autism Students** at an LEA.

Step 1: Identify the number of SPED students at LEA

Number of SPED Students = 420

Step 2: Calculate LEA rate for SPED Asian Autism (Rate 1)

a. Based on the number of SPED students from Step 1, identify the number of SPED Asian Autism Students. For this example, there are **25 SPED Asian Autism Students**.

b. Based on the number of SPED students from Step 1, identify the number of SPED Asian Students. For this example, there are **54 SPED Asian Students**.

c. Divide the number of SPED Asian Autism Students (numerator) by the number of SPED Asian Students (denominator).

$$0.462962962962963 = \frac{25}{54}$$

d. Multiply the quotient by 100 to find Rate 1.

$$46.2962962962963 = 0.462962962962963 \times 100$$

$$\boldsymbol{Rate\ 1} = 46.2962962962963$$

Step 3: Calculate LEA rate for All Other Students with Autism (Rate 2)

a. Numerator: Based on the number of SPED students from Step 1, identify the number of Other SPED Students with Autism (Not including SPED Asian Autism Students). For this example, there are **18 Other SPED Students with Autism**.

b. Denominator: Based on the number of SPED students from Step 1, identify the number of Other SPED Students. For this example, there are **366 Other SPED Students** (Not including the 54 SPED Asian Students) out of the 420 SPED Students (Check: 366 + 54 = 420).

c. Divide the number of **Other SPED Students with Autism** (numerator) by the number of **Other SPED Students** (denominator).

$$0.0491803278688525 = \frac{18}{366}$$

d. Multiply the quotient by 100 to find Rate 2.

$$4.91803278688525 = 0.0491803278688525 \times 100$$

$$\boldsymbol{Rate\ 2} = 4.91803278688525$$

Step 4: Calculate LEA Risk Ratio

Divide Rate 1 (numerator) by Rate 2 (denominator) and the resulting quotient represents the risk ratio for identification in disability of SPED Asian Autism Students.

$$9.4 = \frac{46.2962962962963}{4.91803278688525}$$

$$\boldsymbol{Risk\ Ratio} = 9.4$$

In this case, because the risk ratio is greater than ~~the 2.5~~the 3.0 ~~risk ratio~~ threshold, the LEA would receive an SD designation for ~~the identification in disability of~~ **SPED Asian Autism Students**.

Risk Ratio Method: Placement

The following risk ratio equations for special education students' placement by race/ethnicity are utilized for special education RDA indicators #8 and #9.

$$Rate\ 1 = \frac{\begin{array}{c}number\ of\ SPED\ students\ from\\ race/ethnicity\ group\ in\ placement\ category\end{array}}{\begin{array}{c}number\ of\ SPED\ students\ from\\ race/ethnicity\ group\end{array}}$$

$$Rate\ 2\ = \frac{\begin{array}{c}number\ of\ all\ other\\ SPED\ children\ in\ placement\ category\end{array}}{number\ of\ all\ other\ SPED\ children}$$

$$LEA\ Placement\ Risk\ Ratio\ = \frac{Rate\ 1}{Rate\ 2}$$

Note: The intermediate results (i.e., the calculations for both Rate 1 and Rate 2) for all RDA SD risk ratios are not rounded to increase precision. However, the final SD risk ratio is round to one decimal place.

Example

The following example shows the risk ratio calculation performed in four steps for the **placement of SPED Asian Regular Class < 40% Students** at an LEA.

Step 1: Identify the number of SPED students at LEA

Number of SPED Students = 535

Step 2: Calculate LEA rate for SPED Asian Regular Class < 40% (Rate 1)

a. Based on the number of SPED students from Step 1, identify the number of SPED Asian Regular Class < 40% Students. For this example, there are 126 SPED Asian Regular Class< 40%.
b. Based on the number of SPED students from Step 1, identify the number of SPED Asian Students. For this example, there are 248 SPED Asian Students.
c. Divide the number of SPED Asian Regular Class < 40% Students (numerator) by the number of SPED Asian Students (denominator).

$$0.5080645161290323 = \frac{126}{248}$$

d. Multiply the quotient by 100 to find Rate 1.

50.80645161290323 = 0.5080645161290323 × 100

$$\boldsymbol{Rate\ 1} = 50.80645161290323$$

Step 3: Calculate LEA rate for All Other SPED Regular Class < 40% Students (Rate 2)

a. Based on the number of SPED students from Step 1, identify the number of Other SPED Regular Class <40% Students. For this example, there are **62 Other SPED Regular Class < 40% Students**.
b. Based on the number of SPED students from Step 1, identify the number of All Other SPED Students. For this example, there are **287 All Other SPED Students** (Not including SPED Asian Students) out of 535 SPED Students (Check: 248 + 287 = 535).
c. Divide the number of **Other SPED Regular Class < 40% Students** (numerator) by the number of **All**

Other SPED Students (denominator).

$$0.2160278745644599 = \frac{62}{287}$$

d. Multiply the quotient by 100 to find Rate 2.

$$21.60278745644599 = 0.2160278745644599 \times 100$$

$$\boldsymbol{Rate\ 2} = 21.60278745644599$$

Step 4: Calculate LEA Risk Ratio

Divide Rate 1 (numerator) by Rate 2 (denominator) and the resulting quotient represents the risk ratio for placement of **SPED Asian Regular Class < 40% Students**.

$$2.4 = \frac{50.80645161290323}{21.60278745644599}$$

$$\boldsymbol{Risk\ Ratio} = 2.4$$

In this case, because the risk ratio is less than the 3~~2~~.0~~5~~ ~~risk ratio~~ threshold, the LEA would not receive an SD designation for ~~the placement of~~ **SPED Asian Regular Class < 40% Students**.

Risk Ratio Method: Discipline

The following risk ratio equations for discipline by special education race/ethnicity are utilized for special education RDA indicators #11, #12, #13, #14 and #15.

$$Rate\ 1 = \frac{number\ of\ SPED\ children\ from\ race/ethnicity\ group\ in\ discipline\ category}{number\ of\ SPED\ children\ from\ race/ethinicity\ group}$$

$$Rate\ 2 = \frac{number\ of\ all\ other\ SPED\ children\ in\ discipline\ category}{number\ of\ all\ other\ SPED\ children}$$

$$LEA\ Discipline\ Risk\ Ratio = \frac{Rate\ 1}{Rate\ 2}$$

Note: The intermediate results (i.e., the calculations for both Rate 1 and Rate 2) for all RDA SD risk ratios are not rounded to increase precision. However, the final SD risk ratio is round to one decimal place.

Example

The following example shows the risk ratio calculation performed in four steps for the **discipline of SPED African American/Black In-School Suspension > 10 Days** at an LEA.

Step 1: Identify the number of SPED students at LEA

Number of SPED Students = 535

Step 2: Calculate LEA rate for SPED African American In-School Suspension > 10 Days (Rate 1)

a. Based on the number of SPED students from Step 1, identify the number of SPED African American In-School Suspension > 10 Days. For this example, there are **126 SPED African**

American/Black In-School Suspension > 10 Days.

b. Based on the number of SPED students from Step 1, identify the number of SPED All African American/Black Students. For this example, there are **248 All SPED African American/Black Students**.

c. Divide the number of **SPED African American/Black In-School Suspension > 10 Days** (numerator) by the number of **All SPED African American/Black Students** (denominator).

$$0.5080645161290323 = \frac{126}{248}$$

d. Multiply the quotient by 100 to find Rate 1.

$$50.80645161290323 = 0.5080645161290323 \times 100$$

$$\boldsymbol{Rate\ 1} = 50.80645161290323$$

Step 3: Calculate LEA rate for All Other SPED Students with In-School Suspension > 10 Days (Rate 2)

a. Based on the number of SPED students from Step 1, identify the number of All Other SPED Students with In-School Suspension > 10 Days. For this example, there are **62 All Other SPED Students with In-School Suspension > 10 Days**.

b. Based on the number of SPED students from Step 1, identify the number of All Other SPED Students. For this example, there are **287 All Other SPED Students** (Not including SPED African American/ Black Students) out of 535 SPED Students (Check: 248 + 287 = 535).

c. Divide the number of **All Other SPED Students with In-School Suspension > 10 Days**(numerator) by the number of **All Other SPED Students** (denominator).

$$0.2160278745644599 = \frac{62}{287}$$

d. Multiply the quotient by 100 to find Rate 2.

$$21.60278745644599 = 0.2160278745644599 \times 100$$

$$\boldsymbol{Rate\ 2} = 21.60278745644599$$

Step 4: Calculate LEA Risk Ratio

Divide Rate 1 (numerator) by Rate 2 (denominator) and the resulting quotient represents the risk ratio for discipline of **SPED African American/Black In-School Suspension > 10 Days**.

$$2.4 = \frac{50.80645161290323}{21.60278745644599}$$

$$\boldsymbol{Risk\ Ratio} = 2.4$$

In this case, because the risk ratio is less than the 3~~2~~.0~~5~~ ~~risk ratio~~ threshold, the LEA would not receive an SD designation for ~~the discipline of~~ **SPED African American/Black In-School Suspension > 10 Days**.

Reasonable Progress (RP) in Certain Indicators

Texas defines LEAs who exceed the 3.0 risk ratio threshold in the same category for three consecutive years and who do not meet RP as significantly disproportionate (SD Year 3). To receive an RP designation, an LEA must reduce its risk ratio in each of two prior consecutive years and meet a proportionate improvement rate requirement. Per 34 CFR, §300.647(d)(2), the TEA is not required to identify an LEA for SD until the LEA has exceeded the ~~risk ratio~~ threshold and has failed to demonstrate RP. The TEA does not have the option to postpone a finding of SD if the LEA has only achieved a decrease over a multiple-year period. However, if an LEA with an SD Year 3 designation reaches RP but exceeds the ~~2.5~~ risk ratio threshold in the same SD area the following year, then the LEA returns to an SD Year 3 designation.

RP Proportionate Improvement Calculations

The Proportionate Improvement Method requires an LEA to achieve a two-year decrease in SD risk ratio proportional to the difference between the threshold (3.0) and an LEA's first-year risk ratio (SD Year 1, **PY2**). An LEA meets RP designation in its third year of SD analysis if the difference between its current year (**CY**) risk ratio and its first year (**PY2**) risk ratio meets the rate of progress needed to fall below the SD threshold in year four. The RP calculation is demonstrated below using the following example.

~~The TEA uses the Proportionate Improvement Method to determine whether a local educational agency (LEA) meets the Reasonable Progress (RP) designation for Significant Disproportionality (SD).~~

~~This method requires an LEA to achieve a two-year decrease in SD risk ratio that is proportional to the difference between the SD threshold (3.0) and the LEA's first-year SD risk ratio (SD Year 1 / PY2).~~

~~An LEA meets RP designation in its third year of SD analysis if the difference between its current year (CY) risk ratio and its first year (PY2) risk ratio meets or exceeds the expected rate of progress needed to fall below the SD threshold (3.0) in year four.~~

~~RP is calculated using the~~ The TEA will use the Proportionate Improvement Method for calculating RP. ~~This method requires an LEA to achieve a two-year decrease in SD risk ratio proportional to the difference between the threshold (2.5) and an LEA's first-year risk ratio (SD Year 1). An LEA meets~~ achieves RP designation in its third year of SD analysis if the difference between its current year (CY) risk ratio and its first year (PY2) risk ratio meets the rate of progress needed to fall on or below the 2.5 SD threshold (2.5) in year four. The following equation shows a decrease in risk ratio represents the yearly progress needed to fall below the SD threshold the following yearachieve RP.

~~**Step 1: Proportionate Improvement Calculation**~~

$$\text{Expected Yearly Decrease} = 2 \times \frac{2.5 - \text{PY2 risk ratio}}{3}$$

$$\text{Two Year Decrease} = \text{CY risk ratio} - \text{PY2 risk ratio}$$

~~**Step 2: Reasonable Progress Designation**~~

$$RP\ Designation = Two\ Year\ Decrease \leq Expected\ Yearly\ Decrease$$

~~If the two-year decrease is less than or equal to the expected yearly decrease, then the LEA receives an RP designation because of the Proportionate Improvement Method calculation.~~

Example~~Parameters~~

This ~~e~~example shows how~~an~~ RP is calculated in three steps using the following variables.~~ion for an LEA~~

~~using the Proportionate Improvement Method.~~

- SD Year 1 (baseline, **PY-2**) r~~R~~isk r~~R~~atio~~)~~ = 4.9
- SD Year 2 (**PY**) r~~R~~isk r~~R~~atio~~)~~ = 4.0
- SD Year 3 (**CY**) r~~R~~isk r~~R~~atio) = 3.2
- Risk-ratio threshold (**T**) = 3.0

Step 1 Compute the expected two-year decrease: ~~**Step 1: Computealculate the expected two-year yearly decrease (hypothetical)**~~

The equation produces the total two-year expected decrease (since multiplied by 2).

$$\text{Expected two-year decrease} = 2 \times \frac{T - \text{PY2}}{3} = 2 \times \frac{3.0 - 4.9}{3} = 2 \times \frac{-1.9}{3} = -1.2\overline{6}7$$

~~$-1.6 = 2 \times \frac{2.5 - 4.9}{3}$~~

~~$$\boldsymbol{Expected\ Yearly\ Decrease} = -1.6$$~~

Step 2 Compute the observed two-year decrease (actual):~~**Step 2: Compute the observedalculate the two-year decrease (actual)**≤×~~

$$\text{Observed Two-year decrease} = \text{CY} - \text{PY2} = 3.2 - 4.9 = -1.7$$

Step 3 Determine Reasonable Progress (compare observed to expected): ~~$-1.7 = 3.2 - 4.9$~~

~~$$\boldsymbol{Two\ Year\ Decrease} = -1.7$$~~

~~**Step 3:** Determine PR (compare observed to expected)~~

If the observed numeric value for the two-year decrease is less than or equal to the expected numeric value for the two-year decrease~~magnitude of the two-year decrease is equal to or greater than the expected two-year decrease (i.e., the numeric value is less than or equal to because decreases are negative)~~, then the LEA is assigned Reasonable Progress (RP). ~~= True.~~

- **Decision rule:** Assign RP if

$$\text{Observed Two-Year Decrease} \leq \text{Expected Two-Year Decrease} \times \times \times$$

$$-1.7 \leq -1.2\overline{6}7 \Rightarrow \text{RP} = \text{True (Meets RP)}$$

~~if the two-year decrease (-1.7) is less than or equal to the expected yearly decrease (-1.6). If the result of this comparison is True, then the LEA is assigned RP for the SD area.~~

~~$$True = -1.7 < -1.6$$~~

~~$$\boldsymbol{RP\ Designation} = True$$~~

The observed ~~two-year~~ decrease ~~(of -~~1.7)~~7~~ is less than the expected ~~yearly~~ decrease ~~(of -~~1.2~~6~~7)~~6~~. Therefore, the determination for an RP designation is True, and the LEA is assigned ~~SD~~ RP ~~for SD~~.~~.~~

System Safeguards

TEA conducts s~~S~~ystem safeguards ~~are conducted by TEA~~ to ensure RDA system integrity. These safeguards include validation analyses of leaver data, student assessment data, and discipline data (see Data Validation Manuals). Randomization or other means of LEA selection are implemented to verify system effectiveness and implementation of monitoring requirements.

~~Monitoring Interventions~~

~~The Division of Special Populations Strategic Supports and Reporting utilizes performance results obtained from the RDA report along with compliance data included in the RDA framework when making annual federally required determinations. Each LEA receives a determination level (DL) and is selected for 2026 RDA interventions based on its DL status. The Divisions of Review and Support and Special Populations Monitoring will provide further instructions on monitoring interventions and additional resources through their respective webpages and direct-to-LEA communication.~~

RDA Program Area Indicators

Bilingual Education~~/English as a Second Language/Emergent Bilingual (BE/ESL/EB)~~

The ~~BE/ESL/EB~~Bilingual Education ~~RDA report~~program area includes 10 indicators ~~across Domains I through II~~ that ~~are used to~~ measure the ~~and ensure the~~ academic achievement and post-secondary readiness ~~success~~ of students identified as emergent bilingual (EB) ~~students~~ in Texas.

~~BE/ESL/EB~~Bilingual Education Domain 1: Academic Achievement (Indicators 1-8)

~~Indicators included in BE/ESL/EB~~ Domain I indicators ~~relate to student~~measure the academic achievement of students identified as EB on ~~as measured on~~ the State of Texas Assessments of Academic Readiness (STAAR) ~~program,~~ and the Texas English Language Proficiency Assessment System (TELPAS).

Indicator	Description	Definition
Indicator #1 (i- iv)	Bi~~l~~E STAAR 3-8 Passing Rate (PL Assignment)	Measures the percentage of students served in a standard bilingual education (Bil) program who met the minimum level of satisfactory performance or higher on the STAAR 3–8 assessments.
Indicator #2 (i- iv)	ESL STAAR 3-8 Passing Rate (PL Assignment)	Measures the percentage of students served in a standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3–8 assessments.
Indicator #3 (i- iv)	AM~~LP~~ STAAR 3-8 Passing Rate (PL Assignment)	Measures the percentage of students served through an alternative method (AM), rather than in a standard bilingual education (Bil) program or a standard English as a Second Language (ESL) program, who met the minimum level of satisfactory performance or higher on the STAAR 3–8 assessments.
Indicator #4 (i- iv)	EB (Not Served in Bi~~l~~E/ESL) STAAR 3-8 Passing Rate (PL Assignment)	Measures the percentage of emergent bilingual (EB) students not served in a bilingual education (Bil) program or an English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3–8 assessments.

Indicator	Description	Definition
Indicator #5 (i- iv)	EB Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate (PL Assignment)	Measures the percentage of certain former emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR 3–8 assessments.
Indicator #6 (i- iv)	EB STAAR EOC Passing Rate (PL Assignment)	Measures the percentage of emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.
Indicator #7	TELPAS Reading Beginning Proficiency Level Rate (PL Assignment)	Measures the percentage of emergent bilingual (EB) students tested over two years who performed at the beginning proficiency level on the TELPAS reading assessment in the current year.
Indicator #8	TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years (PL Assignment)	Measures the percentage of emergent bilingual (EB) students in U.S. schools for multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.

Bilingual Education ~~/ESL/EB~~Domain II: Post-Secondary Readiness (Indicators 9-10)

~~Indicators included in BE/ESL/EB~~ Domain II indicators ~~relate to post-secondary readiness as~~ measure the post-secondary readiness ~~d~~of students identified as EB.

~~by four-year longitudinal graduation and annual dropout rates. An LEA's performance is compared to the RDA cut points on applicable indicators and Performance level (PL) standards are applied.~~

Indicator	Description	Definition

Indicator #9	EB Graduation Rate (PL Assignment)	Measures the percentage of emergent bilingual (EB) students who graduated with a high school diploma within four years.
Indicator #10	EB Annual Dropout Rate (Grades 7-12) (PL Assignment)	Measures the percentage of emergent bilingual (EB) students in grades 7–12 who dropped out of school during a given academic year.

Other Special Populations (OSP)

The OSP program area ~~RDA report~~ includes four~~4~~ indicators ~~across Domains I through III~~ that ~~are used to~~ measure the ~~and ensure the~~ academic ~~success~~ achievement and post-secondary readiness of students in f~~F~~oster c~~C~~are, experiencing homelessness, or~~or~~ identified as m~~M~~ilitary-c~~C~~onnected ~~in an LEA in Texas~~.

OSP Domain I: Academic Achievement (Indicators 1-2)

~~Indicators included in OSP~~ Domain I indicators measure the academic achievement of students in foster care, experiencing homelessness, or identified as military-connected ~~relate to student academic achievement as measured~~ on the State of Texas Assessments of Academic Readiness (STAAR) ~~program, and inclusive of students in Foster Care, experiencing homelessness, or Military Connected in an LEA~~.

Indicator	Description	Definition
Indicator #1 (i- iv)	OSP STAAR 3-8 Passing Rate (PL Assignment)	Measures the percentage of students in foster care, experiencing homelessness, or identified as military-connected who met the minimum level of satisfactory performance or higher on the STAAR grades 3–8 assessments.
Indicator #2 (i- iv)	OSP STAAR EOC Passing Rate (PL Assignment)	Measures the percentage of students in foster care, experiencing homelessness, or identified as military-connected who met the minimum level of satisfactory performance or higher on the STAAR grades 3–8 and EOC assessments.

OSP Domain II: Post-Secondary Readiness (Indicators 3-4)

~~Indicators included in OSP~~ Domain II indicators measure the post-secondary readiness of students in ~~relate to post-secondary readiness as measured by four-year longitudinal graduation and annual dropout rates inclusive of students in~~ f~~F~~oster c~~C~~are, experiencing homelessness, or identified as m~~M~~ilitary-c~~C~~onnected ~~in an LEA. An LEA's performance is compared to the RDA cut points on applicable indicators and PL standards are applied. Further disaggregation in each indicator of the three inclusive student populations are reported without assignment of PL application.~~

Indicator	Description	Definition
Indicator #3	OSP Graduation Rate (PL Assignment)	Measures the percentage of students in foster care, experiencing homelessness, or identified as military-connected who graduated with a high school diploma within four years.
Indicator #4	OSP Annual Dropout Rate (Grades 7-12) (PL Assignment)	Measures the percentage of students in foster care, experiencing homelessness, or identified as military-connected in grades 7–12 who dropped out during a given school year.

Special Education (SPED)

The SPED ~~RDA report~~program area includes 15 indicators ~~across Domains I through III~~ that ~~are used to~~ measure the ~~and ensure the~~ academic achievement, post-secondary readiness, and disproportionate analysis~~success~~ of students receiving special education services in Texas.

SPED Domain I: Academic Achievement (Indicators 1-3)

Domain I indicators measure the academic achievement of students in special education on the State of Texas Assessments of Academic Readiness (STAAR).

Indicator	Description	Definition
Indicator #1 (i-iv)	SPED STAAR 3–8 Passing Rate (PL Assignment)	Measures the percentage of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR 3–8 assessments.
Indicator #2 (i-iv)	SPED Year-After-Exit (YAE) STAAR 3–8 Passing Rate (PL Assignment)	Measures the percentage of students formerly served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR 3–8 assessments.
Indicator #3 (i-iv)	SPED STAAR EOC Passing Rate (PL Assignment)	Measures the percentage of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.

SPED Domain II: Post-Secondary Readiness (Indicators 4-5)

~~Indicators included in SPED~~ Domain II indicators measure the post-secondary readiness of students in special education.~~relate to post-secondary readiness as measured by four-year longitudinal graduation and annual dropout rates. An LEA's performance is compared to the RDA cut points on applicable indicators and Performance level (PL) standards are applied.~~

Indicator	Description	Definition
Indicator #4	SPED Graduation Rate (PL Assignment)	Measures the percentage of students served in special education (SPED) who graduated with a high school diploma within four years.
Indicator #5	SPED Annual Dropout Rate (Grades 7–12) (PL ~~L~~ Assignment)	Measures the percentage of students in grades 7–12 served in special education (SPED) who dropped out during~~in~~ a given school year.

SPED Domain III: Disproportionate Analysis (Indicators 6-15)

Domain III indicators include disproportionality analyses for students receiving special education services. Indicators 8–15 assess significant disproportionality (SD) in alignment with 34 CFR, §300.647.~~Domain III disproportionality analyses Indicators 8 through 15 Indicators included in SP~~

Indicator	Description	Definition
Indicator #6	SPED Regular Early Childhood Program Rate (preschool-aged) (PL Assignment)	Measures the percentage of students ages 3–4, and age 5 not enrolled in kindergarten, served in special education (SPED) who were placed in a regular early childhood program.
Indicator #7	SPED Regular Class ≥80% Rate (school-aged) (PL Assignment)	Measures the percentage of school-aged students served in special education (SPED) who were in a regular class for 80% or more of the day.
Indicator #8	SPED Regular Class <40% Rate (school-aged) (PL Assignment)	Measures the percentage of school-aged students served in special education (SPED) who were in a regular class for less than 40% of the day, disaggregated by race/ethnicity.
Indicator #9	SPED Separate Settings Rate (school-aged) (No PL Assigned)	Measures the percentage of school-aged students served in special education (SPED) who were placed in separate settings, disaggregated by race/ethnicity.
Indicator #10	SPED Representation (Ages 3–21) (No PL Assigned)	~~Measures the disaggregated percent of enrolled students (ages 3-21) who received special education (SPED) services.~~Measures the percentage of enrolled students ages 3–21 who received special education (SPED) services, disaggregated by race/ethnicity.
Indicator #11	SPED OSS and Expulsion ≤10 Days Rate (Ages 3–21) (No PL Assigned)	Measures the percentage of students ages 3–21 served in special education (SPED) who were reported with out-of-school suspension (OSS) or expulsion for 10 or fewer school days, disaggregated by race/ethnicity.

Indicator	Description	Definition
Indicator #12	SPED OSS and Expulsion >10 Days Rate (Ages 3–21) ~~(PL Assignment)~~ (No PL Assigned)	Measures the percentage of students ages 3–21 served in special education (SPED) who received out-of-school suspension (OSS) or expulsion for more than 10 school days, disaggregated by race/ethnicity.
Indicator #13	SPED ISS ≤10 Days Rate (Ages 3–21) (No PL Assigned)	Measures the percentage of students ages 3–21 served in special education (SPED) who were reported with in-school suspension (ISS) for 10 or fewer school days, disaggregated by race/ethnicity.
Indicator #14	SPED ISS >10 Days Rate (Ages 3–21) ~~(PL Assignment)~~ (No PL Assigned)	Measures the percentage of students ages 3–21 served in special education (SPED) who were reported with in-school suspension (ISS) for more than 10 school days, disaggregated by race/ethnicity.
Indicator #15	SPED Total Disciplinary Removals Rate (Ages 3–21) ~~(PL Assignment)~~ (No PL Assigned)	Measures the percentage of total disciplinary removals among students ages 3–21 served in special education (SPED), disaggregated by race/ethnicity. Each student receiving special education services contributes to the denominator once, and each removal (action code) counts once in the numerator.

RDA PL Assignments for ~~Program Area~~ Determinations

TEA assigns annual determination levels (DLs) to the RDA program areas: Meets Requirements (DL 1), Needs Assistance (DL 2), Needs Intervention (DL 3), and Needs Substantial Intervention (DL 4). DLs for the BE~~/ESL/EB~~ and OSP program areas are based solely on RDA indicator performance levels (PLs), while DLs for the special education (SPED) program area are required under 20 USC, §1416(a) and 34 CFR, §300.600(a)(2) and are based on both the RDA indicator PLs and the federally required elements (FREs). The FREs include four additional areas beyond the RDA indicators: compliance with State Performance Plan (SPP) indicators (FRE 1), valid, reliable, and timely submission of data (FRE 2), the status of uncorrected noncompliance (FRE 3), and timely correction of related financial audit findings (FRE 4).~~20 USC §1416(a) and and , per its obligation under 20 USC §1416(a) and 34 CFR §300.600(a)(2), makes annual determinations on the performance and compliance of LEAs using four determination levels (DLs): Meets Requirements (DL 1), Needs Assistance (DL 2), Needs Intervention (DL 3), and Needs Substantial Intervention (DL 4).~~

~~RDA determinations for BE/ESL/EB and OSP program areas are based on the PLs for the program- specific RDA indicators while determinations for SPED are based on the PLs for both the program- specific RDA indicators and the four federally required elements (FREs). The FREs include (a) the compliance status for the state performance plan (SPP) indicators 4b, 9, 10, 11, 12, and 13, (b) the valid, reliable, and timely submission of data for SPP 11, 12, and 13, (c) the status of uncorrected noncompliance, and (d) the timely correction of financial audit findings related to the Individuals with Disabilities Education Act (IDEA).~~

~~The RDA indicators included in the annual determination for each LEA program area must have a PL assignment and some indicators have more than one PL assignment. All PL assignments are included in the program area determination. For example, RDA SPED Indicator #1(i-iv), STAAR 3-8 Passing Rate, consists of four PL assignments with one PL assignment for each subject tested: (i) Mathematics, (ii) Reading Language Arts, (iii) Science, and (iv) Social Studies. All four of these PL assignments would be included in the calculation for the LEA's special education determination.~~

BE~~/ESL/EB~~ PL Assignments for RDA Determinations

Domain	PL Indicator	Description
Domain I	Indicator #1 (i. Mathematics)	Bi~~l~~E STAAR 3–8 Passing Rate
Domain I	Indicator #1 (ii. Reading Language Arts)	Bi~~l~~E STAAR 3–8 Passing Rate
Domain I	Indicator #1 (iii. Science)	Bi~~l~~E STAAR 3–8 Passing Rate
Domain I	Indicator #1 (iv. Social Studies)	Bi~~l~~E STAAR 3–8 Passing Rate
Domain I	Indicator #2 (i. Mathematics)	ESL STAAR 3–8 Passing Rate
Domain I	Indicator #2 (ii. Reading Language Arts)	ESL STAAR 3–8 Passing Rate
Domain I	Indicator #2 (iii. Science)	ESL STAAR 3–8 Passing Rate
Domain I	Indicator #2 (iv. Social Studies)	ESL STAAR 3–8 Passing Rate
Domain I	Indicator #3 (i. Mathematics)	AM STAAR 3–8 Passing Rate
Domain I	Indicator #3 (ii. Reading Language Arts)	AM STAAR 3–8 Passing Rate
Domain I	Indicator #3 (iii. Science)	AM STAAR 3–8 Passing Rate

Domain	PL Indicator	Description
Domain I	Indicator #3 (iv. Social Studies)	A~~M~~LP STAAR 3–8 Passing Rate
Domain I	Indicator #4 (i. Mathematics)	EB (Not Served in B~~i~~L~~E~~/ESL) STAAR 3–8 Passing Rate
Domain I	Indicator #4 (ii. Reading Language Arts)	EB (Not Served in B~~i~~L~~E~~/ESL) STAAR 3–8 Passing Rate
Domain I	Indicator #4 (iii. Science)	EB (Not Served in B~~i~~L~~E~~/ESL) STAAR 3–8 Passing Rate
Domain I	Indicator #4 (iv. Social Studies)	EB (Not Served in B~~i~~L~~E~~/ESL) STAAR 3–8 Passing Rate
Domain I	Indicator #5 (i. Mathematics)	EB Years-After Reclassification (YsAR) STAAR 3–8 Passing Rate
Domain I	Indicator #5 (ii. Reading Language Arts)	EB Years-After Reclassification (YsAR) STAAR 3–8 Passing Rate
Domain I	Indicator #5 (iii. Science)	EB Years-After Reclassification (YsAR) STAAR 3–8 Passing Rate
Domain I	Indicator #5 (iv. Social Studies)	EB Years-After Reclassification (YsAR) STAAR 3–8 Passing Rate
Domain I	Indicator #6 (i. Algebra I)	EB STAAR EOC Passing Rate
Domain I	Indicator #6 (ii. Biology)	EB STAAR EOC Passing Rate
Domain I	Indicator #6 (iii. U.S. History)	EB STAAR EOC Passing Rate
Domain I	Indicator #6 (iv. English I & II)	EB STAAR EOC Passing Rate
Domain I	Indicator #7	TELPAS Reading Beginning Proficiency Level Rate
Domain I	Indicator #8	TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years
Domain II	Indicator #9	EB Graduation Rate
Domain II	Indicator #10	EB Annual Dropout Rate (Grades 7–12)

OSP PL Assignments for RDA Determinations

Domain	PL Indicator	Description
Domain I	Indicator #1 (i. Mathematics)	OSP STAAR 3–8 Passing Rate
Domain I	Indicator #1 (ii. Reading Language Arts)	OSP STAAR 3–8 Passing Rate
Domain I	Indicator #1 (iii. Science)	OSP STAAR 3–8 Passing Rate
Domain I	Indicator #1 (iv. Social Studies)	OSP STAAR 3–8 Passing Rate
Domain I	Indicator #2 (i. Algebra I)	OSP STAAR EOC Passing Rate
Domain I	Indicator #2 (ii. Biology)	OSP STAAR EOC Passing Rate
Domain I	Indicator #2 (iii. U.S. History)	OSP STAAR EOC Passing Rate
Domain I	Indicator #2 (iv. English I & II)	OSP STAAR EOC Passing Rate
Domain II	Indicator #3	OSP Graduation Rate
Domain II	Indicator #4	OSP Annual Dropout Rate (Grades 7–12)

SPED PL Assignments for RDA Determination

Domain	PL Indicator	Description
Domain I	Indicator #1 (i. Mathematics)	SPED STAAR 3–8 Passing Rate
Domain I	Indicator #1 (ii. Reading Language Arts)	SPED STAAR 3–8 Passing Rate
Domain I	Indicator #1 (iii. Science)	SPED STAAR 3–8 Passing Rate
Domain I	Indicator #1 (iv. Social Studies)	SPED STAAR 3–8 Passing Rate
Domain I	Indicator #2 (i. Mathematics)	SPED Year-After-Exit (YAE) STAAR 3–8 Passing Rate
Domain I	Indicator #2 (ii. Reading Language Arts)	SPED Year-After-Exit (YAE) STAAR 3–8 Passing Rate
Domain I	Indicator #2 (iii. Science)	SPED Year-After-Exit (YAE) STAAR 3–8 Passing Rate
Domain I	Indicator #2 (iv. Social Studies)	SPED Year-After-Exit (YAE) STAAR 3–8 Passing Rate
Domain I	Indicator #3 (i. Algebra I)	SPED STAAR EOC Passing Rate
Domain I	Indicator #3 (ii. Biology)	SPED STAAR EOC Passing Rate
Domain I	Indicator #3 (iii. U.S. History)	SPED STAAR EOC Passing Rate
Domain I	Indicator #3 (iv. English I & II)	SPED STAAR EOC Passing Rate

Domain II	Indicator #4	SPED Graduation Rate
Domain II	Indicator #5	SPED Annual Dropout Rate (Grades 7–12)
Domain III	Indicator #6	SPED Regular Early Childhood Program Rate (preschool-aged)
Domain III	Indicator #7	SPED Regular Class ≥80% Rate (school-aged)
Domain III	Indicator #8	SPED Regular Class <40% Rate (school-aged)

Comments, Questions, and Review of Data

TEA welcomes comments and questions about RDA data. If an LEA believes that a data or calculation error attributable to TEA or its data contractors, it should email the Performance Reporting Division at performance.reporting@tea.texas.gov within the 10-business-day window following the release of the LEA's unmasked confidential reports in the Accountability application of the Texas Education Agency Login (TEAL). Requests based on LEA data-submission errors or disagreement with the RDA indicators, cut points, or methodologies adopted in rule will not be considered.~~The Texas Education Agency welcomes comments and questions concerning RDA data and assignments of LEA PLs. If an LEA determines that one or more 2026 RDA PL assignments were based on a data or a calculation error attributable to the TEA or one of the TEA's data contractors, the LEA should submit specific information about the error no later than 10 business days from the LEA unmasked confidential report release date, to the address below. Requests based on disagreement with the RDA indicators, cut points, and methodologies adopted in rule or LEA data errors will not be considered. In addition, requests because of an LEA's data submission errors will not be considered during the 10-day window.~~

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