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 and campuses.. 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. These reports provide educators, families, and policymakers with clear and accessible information about school performance within the state's accountability system. While public reports are made available online for broad transparency, confidential or unmasked data are accessed exclusively through the TEA Login (TEAL) Accountability application by authorized users. For additional details on the specific public and confidential reports generated through this system, see "Appendix F—Public and Confidential Reports."

The processes outlined in this manual apply to the 20282027 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 the offices of the governor and lieutenant governor, a representative from the office of the speaker of the house of representatives, and representatives from the offices of each chair of a standing legislative committee with primary jurisdiction over primary and secondary education. In addition, the group includes representatives from stakeholder groups including school districts, parentslegislative offices, and the business community. TAAG membership is pursuant to Texas Education Code (TEC), 39.0534. 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, and 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 versionsState of the statewide end-Texas Assessments of-year summative assessment, the Student Success Tool (SST);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 SST end-of-year (EOY)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 evaluated under alternative education accountability (AEA),, Part B: Retest Growth is the percentage of students who earned Approaches Grade Level or above on an SST end-of-course (EOC) retest during the accountability cycle.

Closing the Gaps evaluates student group outcomes using campus-level data in Part A, while Part B measures student group outcomes only at the district-level.

- Part A: Student Group Performance
    - Evaluatesuses disaggregated data to demonstrate differentials in progress to interim and long--term goals among students from different racial/ethnic groups, socioeconomic backgrounds, and other federally and state-identified categories.factors. The design of the domain, including the indicators, weights, and student groups measured, meet both state statutory requirements and federal requirements of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).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).
- Part B: Special Populations Program Outcomes (district accountability only)
    - Evaluates disaggregated data to demonstrate differentials in progress to interim and long-term goals among student programs serving students with diverse learning needs, including those who are: emergent bilingual, receiving special education and related services, in foster care, or experiencing homelessness.

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, in for the 2027-2028 school2026 accountability year, districts and campuses that report students enrolled (in membership) on the PEIMS Fall Snapshot date on the last Friday of October will beof the 2025-2026 school year were rated on 2028 accountability.. Beginning in the 2026-2027 school2027school year, a new TSDS Fall Enrollment submission, with a PEIMS Fall Enrollment submission, with a snapshot date on the first Friday of October, has been added to TSDS PEIMS.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 TSDS PEIMS Fall Snapshot date, which is used to determine students in membership 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, (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 in membership in the TSDS PEIMS Fall Snapshot.~~.~~ Districts without any students enrolled ~~(~~in membership~~)~~ in the grades for which SST EOY~~STAAR~~ assessments are administered (3–12) are assigned the rating label of *Not Rated.* Districts are rated using proportionally weighted Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; and Closing the Gaps, Part A: Student Group Performance 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. The proportionally weighted Closing the Gaps, Part A district domain score is combined with the district domain score from Part B: Special Populations Program Outcomes calculating the District Overall rating. Please see "Chapter 6~~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 in the TSDS PEIMS Fall Snapshot, campuses, including alternative education campuses (AECs), are rated based on the performance of their students. To assign accountability ratings, a campus~~campuses~~ that does~~do~~ not serve any grade level for which the SST EOY~~STAAR~~ assessments are administered is~~are~~ paired with a campus~~campuses~~ in their district that serves~~serve~~ students who take the SST~~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 campus is an adult education high school charter program authorized under ~~Texas Education~~TEC ~~Code~~, Chapter 12, Subchapter G.
- 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 and/or the matter may be referred to TEA's Special Investigations Unit for additional investigation.~~.~~ 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 and can be applied to a preliminary or final rating.

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 106—Distinction Designations" for more information.

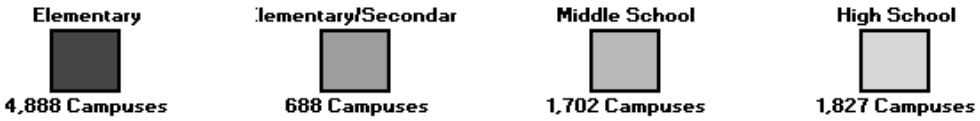
Accountability System School Types

Every campus is labeled as one of four school types according to its grade span based on enrollment in membership~~data~~ reported in the ~~fall~~ TSDS PEIMS Fall Snapshot.~~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 20262024 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."

2026 Accountability System School Types

(9,105 Total Campuses)



Highest Grade Level Served →

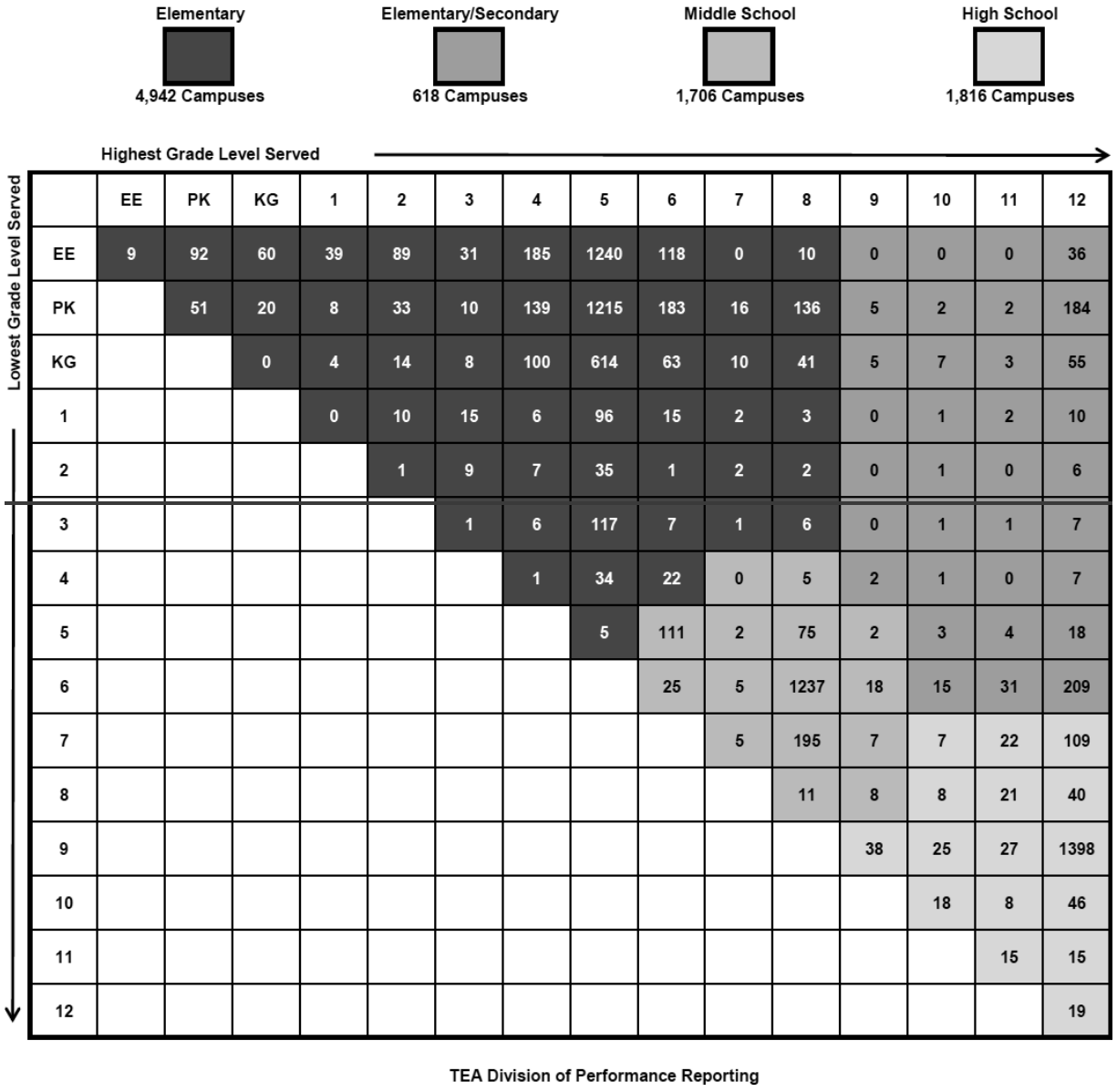
Lowest Grade Level Served ↓

	EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
EE	6	85	60	40	91	28	190	1317	102	0	11	0	0	1	30
PK		63	14	6	25	14	122	1219	192	15	136	6	4	6	204
KG			0	4	13	6	76	590	41	1	36	1	6	5	57
1				1	11	17	6	89	15	1	4	1	0	2	10
2					0	10	9	26	2	0	0	0	2	2	7
3						0	6	114	8	2	4	0	0	0	10
4							0	35	23	0	7	0	0	4	11
5								2	111	1	68	1	5	5	24
6									18	12	1260	8	10	39	236
7										5	184	10	6	20	104
8											10	7	4	18	36
9												26	22	29	1440
10													17	11	43
11														7	24
12															20

TEA Division of Performance Reporting

2024 Accountability System School Types

(9,082 Total Campuses)



	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 to SST Transition

Beginning with the 2027-2028 school year, House Bill 8 (89th Texas Legislature, 2nd Called Session, 2025) requires the transition from the State of Texas Assessments of Academic Readiness (STAAR) assessment to a new instructionally supportive assessment program. In accordance with statute, the instructionally supportive assessment program may be referred to as the Student Success Tool (SST).

For purposes of this manual, the term "SST" is used as a shortened reference to the instructionally supportive assessment program as a whole—including all assessments administered during the 2027–28 school year, regardless of administration period. ~~The term "SST" does not represent the formal assessment title.~~ During the 2027-2028 school year, the STAAR EOCs will be administered in June and December, and the SST in the spring administration. For more information, see "Appendix H—Data Sources."

SST-Based Indicators

Accountability Subset Rule

A subset of assessment results is used to calculate each domain. The calculation for Student Achievement, School Progress, and Closing the Gaps, Part A includes only assessment results for students enrolled in the campus in thea ~~previous~~ fall, as reported on the TSDS PEIMS Fall Snapshot ~~(not the TSDS PEIMS Fall *Enrollment* snapshot)~~. Only assessment results for students reported as enrolled in the district on the TSDS PEIMS Fall Snapshot are included in District Closing the Gaps, Part B. The accountability subset rule is not based on scheduled hours of instruction and includes all enrolled students. Across all three domains, SST EOY~~STAAR~~ performance results must meet the accountability subset rules to be included. Texas ~~In order to be included in the Progress to~~ English Language Proficiency Assessment System (~~component of Closing the Gaps,~~ TELPAS) scores also must meet the accountability subset rules to be included in Closing the Gaps, Parts A and B. For student exclusions to this rule refer to "Appendix G—Inclusion or Exclusion of Data."

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. SST EOY~~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 EOC 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 EOC 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 EOC assessment results for students reported as enrolled at that campus in the TSDS PEIMS Fall Snapshot.

For example, the 20282027 accountability year uses student assessment results from summer 20272026 for students in the TSDS PEIMS 2026-272025 Fall Snapshot and student assessment results from fall 20272026 and spring 20282027 for students in the TSDS PEIMS 2027-282026 Fall Snapshot.

Accountability Year	SST~~STAAR~~ results are included in the subset of campus accountability	If the student was enrolled in the campus on this date:
~~2027~~2028	EOC summer 2027~~2026~~ administration	TSDS PEIMS Fall 2026-27~~2025 enrollment~~ Snapshot
	EOC fall 2027~~2026~~ administration	TSDS PEIMS Fall 2027-28~~2026 enrollment~~ Snapshot
	EOC spring 2028~~2027~~ administration	
	Grades 3–8 spring 2028~~2027~~ administration	

For District Closing the Gaps, Part B, districts are responsible for the SST results from grades 3-8 and the EOCs of students reported as enrolled in the district as reported in the TSDS PEIMS Fall Snapshots.

~~STAAR~~ EOC Retest Performance

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

For example, for the 2028~~2027~~ accountability year:

Step 1: Find the best result from each administration for each subject retested (Summer 2027~~2026~~, Fall 2027~~2026~~, and Spring 2028~~2027~~).

Step 2: Determine whether the result is part of the accountability subset (was the student enrolled at TSDS 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 for performance calculations.

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 2028~~2027~~ accountability year.

2028~~2027~~ Accountability Subset Examples for EOC Retesters in SST~~STAAR~~ Based Indicators

Enrolled SY ~~25~~-26-27	***Tested SY ~~25~~-26-27***	***Enrolled SY ~~26~~-27-28***	***Tested SY ~~26~~-27-28***	***Tested SY ~~26~~-27-28***
PEIMS Fall 2026~~2025~~ Snapshot **Campus A**	Summer 2027~~2026~~ **Campus A**	PEIMS Fall 2027 Snapshot **Campus A**	Fall 2027~~2026~~ **Campus A**	Spring 2028~~2027~~ **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 25-26-27	***Tested SY 25-26-27***	***Enrolled SY 26-27-28***	***Tested SY 26-27-28***	***Tested SY 26-27-28***
PEIMS Fall 2026 Snapshot **Campus A**	Summer 20272026 **Campus B**	PEIMS Fall 2027 ~~October 2026~~ Snapshot **Campus B**	Fall 20272026 **Campus B**	Spring 20282027 **Campus C**
The best result is selected. Only the fall 20272026 result meets the accountability subset rule. If spring 20282027 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 or ACT Inclusion in SSTSTAAR Based Indicators—Accountability Subset

The SAT or ACT results of accelerated testers (or the non-participation of accelerated testers in SAT or 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 or ACT results.

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

The student demographic data saved by districts save 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." See "Chapter 2—Student Achievement Domain" for more on the EL Performance Measure.

- EB students who are assessed on SSTSTAAR 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, Part A Academic Achievement, and School Quality or Student Success (SQSS): SST: STAAR Only components and District Closing the Gaps, Part B Special Populations Student Success using the EL Performance Measure resultsperformance 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 Measureperformance 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 the alternate version of the SSTSTAAR 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 are the Texas Student Data System (TSDS)/Public Education Information Management System (PEIMS) data collections. The TSDS PEIMS data collections have prescribed processes and timelines that offer 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 resubmission corrections window are considered 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.

In accordance with TEC, §39.053, for College, Career, and Military Readiness (CCMR) PEIMS-based indicators, districts may submit a TSDS PEIMS Working Submission to correct prior-year TSDS PEIMS submissions for College, Career, and Military Readiness (CCMR) PEIMS-based indicators for not more than the two prior-years. Working Submission timelines and requirements can be found on the Performance Reporting Resources page. Corrections made during Working Submission windows may be subject to a data-related compliance review, with documentation and other information requested to validate the data reported. For more information, see *Compliance Reviews and Special Investigations Related to Data Concerns* in the *Ensuring Data Integrity* section of this chapter.

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

TSDS PEIMS data used for accountability indicators	**Data for 2028 accountability**
4-year Longitudinal Graduation Rate	Class of 2027
5-year Longitudinal Graduation Rate	Class of 2026
6-year Longitudinal Graduation Rate	Class of 2025
Annual Dropout Rate	2026–27 school year
Graduate with Completed IEP and Workforce Readiness	
Graduate Under Specific Graduation Plans and Identified as a Student Receiving Special Education Services at the Time of Graduation	
Complete a College Prep Course	Earned in school years 2023–24 through 2026–27 (completed in the 12th grade*)
Earn an Industry-Based Certification (IBC)	Earned in school years 2023–24 through 2026–27
Complete an Aligned Program of Study	
Complete a Junior Reserve Officer Training Corps (JROTC) Program (includes National Defense Cadet Corps (NDCC))	
Armed Forces Qualification Test (AFQT) score	
Dual Credit Course Completion	
Earn an Associate Degree	

~~TSDS PEIMS data used for accountability indicators~~	~~Data for 2027 accountability~~
~~4-year Longitudinal Graduation Rate~~	~~Class of 2026~~
~~5-year Longitudinal Graduation Rate~~	~~Class of 2025~~
~~6-year Longitudinal Graduation Rate~~	~~Class of 2024~~
~~Annual Dropout Rate~~	~~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 2022–23 through 2025–26 (completed in the 12th grade*)~~
~~Earn an Industry-Based Certification~~	
~~Dual Credit Course Completion~~	
~~Earn an Associate Degree~~	

*Grade level is~~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 L~~l~~evel I and L~~l~~evel 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 20282027 accountability reported for
ACT college admissions test	Tests from school year 2022-23 through July 20272026 administration
SAT college admissions test	Tests from school year 2022-23 through June 2027 2026 administration
AP examination	Tests from school years 2022-23 through 2026-272025-26
IB examination	Tests from school years 2022-23 through 2026-272025-26
TSI assessment*	Tests from June 20222016 through October 20272026 administration
OnRamps dual enrollment course completion	Courses completed from school years 2023-242022-23 through 2026-272025-26
Level I and Level II certificates	Certificates earned from school years 2023-242022-23 through 2026-272025-26
Military Enlistment	Military enlistments as of December 31, 20272026
Earn an Occupational Skills Award (OSA) designated by the THECB as a Credential of Value (COV)**	Earned by August 31st following graduation

* TSI results are automatically included for CCMR if they fall within the most recent five-year lookback; however, districts may submit TSI results dated June 2017 through October 2027 during the CCMR Verifier window for CCMR consideration.

**OSA will be included as a CCMR indicator once the COV list is specified by THECB and student data are available. See "Chapter 2—Student Achievement Domain" for information on the *Schedule for Phase-in of Credentials of Value*.

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, §55.1001 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 CodeEC (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. For more information on Campus Identification Numbers, see "Chapter 9—Responsibilities and Consequences."

- **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 are expected to conduct local audits and may be required to 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 SST. Additionally, a district or campus that consistently corrects CCMR indicator data through PEIMS working submissions may be issued a compliance review. 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 intoon 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~~TEC, 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 investigation~~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 the Student Success Tool (SST) statewide end-~~State~~ of-year (EOY) assessment; ~~Texas Assessments of Academic Readiness (STAAR) assessments,~~ College, Career, and Military Readiness (CCMR) indicators; ~~,~~ and graduation rates.

SST~~STAAR~~ Component

The SST~~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.

SST~~STAAR~~ Component—Assessments and Measures Evaluated

The Student Achievement domain evaluates SST EOY~~STAAR~~ assessments developed for grades 3-8, SST end-of-course (EOC) assessments developed for secondary-level courses, alternate versions of the SST EOY and EOC ~~12, STAAR Alternate 2~~assessments, English Learner (EL) Performance Measure results (described later in this chapter), and SAT and/or ~~/~~ACT results for accelerated testers (described later in this chapter).

SST~~STAAR~~ Component—Equivalent Standards for Evaluated Assessments and Measures

Standard	SST Assessments	SST Alternate 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		Meets Grade Level or above
Masters Grade Level	Masters Grade Level	Level III Accomplished	Masters Grade Level

~~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*Level II Satisfactory or above~~	~~Approaches Grade Level or above~~
~~Meets Grade Level or above~~	~~Meets Grade Level or above~~		~~Meets Grade Level or above~~
~~Masters Grade Level~~	~~Masters Grade Level~~	~~Level III Accomplished~~	~~Masters Grade Level~~

*SST Alternate performance of ~~STAAR~~Level II Satisfactory or above is equivalent to Meets Grade Level or above in the SST Component.

SST Component—Students Evaluated

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

SST~~STAAR~~ Component—Inclusion of EB Students

The student demographic data ~~saved by~~ districts save 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 SST~~STAAR~~ English Learner Performance Measure Results

The SST~~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 SST~~STAAR~~ for an eligible EB student. More information on including students eligible to receive an EL performance measure is available on the Student Assessment~~STAAR~~ webpage: https://tea.texas.gov/student-assessment/student-assessment-overview.~~https://tea.texas.gov/student-assessment/staar/2025-staar-el-performance-measure-qa.pdf.~~

Inclusion of SAT and/or ~~/~~ACT Results for Accelerated Testers

The SST~~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 I or English II (see *English II Transition* Le below),~~II,~~ and/or Biology ~~STAAR~~ EOC prior to grade 9.

English II Transition

Students who earned Approaches Grade Level or above on English II EOC prior to grade 9 before the 2027–28 school year will be designated as reading/language arts (RLA) accelerated testers in grade 12. Beginning in the 2027–28 school year, students who earn Approaches Grade Level or above on English I prior to grade 9 will be designated as accelerated testers, as the English II EOC will be eliminated as

required by House Bill (HB) 8, (89th Texas Legislature, 2nd Called Session, 2025).

SAT/ACT Inclusion—Assessments Evaluated

The Student Achievement domain includes SAT and/or ACT results for accelerated testers in the SSTSTAAR 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	360410 – 470	380440 – 520	20 – 3927 – 33	14 – 2116 – 20	16 – 22
Meets Grade Level or above	480 – 510660	530 – 570680	40 – 4634 – 59	22 – 2421 – 29	23 – 27
Masters Grade Level	520670 – 800	580690 – 800	4760 – 72	2530 – 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 and /ACT assessment results at or above the scores provided in the chart above are included in the SSTSTAAR 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 and /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.

SAT/ACT Inclusion—Accountability Subset

The SAT/ACT accountability subset rules determine which campus the accelerated tester's SAT or /ACT result is attributed to for accountability. The SAT or /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 and /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 or /ACT administration.

SST~~STAAR~~ Component—Minimum Size Criteria and Small Numbers Analysis

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

SST~~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
- An additional bonus point is given for each student who achieves Approaches Grade Level or above on an EOC assessment before 9th grade as part of an accelerated pathway (Algebra I, English I, U.S. History, or Biology); bonus points are awarded only to the campus where the assessment is taken.

The SST~~STAAR~~ component score is calculated by summing~~dividing~~ the total percentage points (cumulative performance for the three performance levels), and the bonus points for accelerated pathway assessments. This total percentage is then divided~~)~~ by three to produce the SST component score. The result is~~, resulting in~~ an overall score of 0 to 100 for all campuses. If the component score exceeds 100 due to the inclusion of bonus points, the score is scaled to 100. All percentages ~~The percentage~~ by performance level and SST~~STAAR~~ component score are rounded to the nearest whole number.

SST~~STAAR~~ Component—Example Calculation

Example: Middle School SST Component~~STAAR~~ Performance	Reading Language Arts	Math	Science	Social Studies	Totals	Percentages
Number of Assessments	253~~531~~	212~~482~~	86~~330~~	74~~274~~	625~~16 17~~	
Approaches Grade Level or Above	154~~325~~	142~~323~~	37~~143~~	23~~87~~	356~~87 8~~	57~~54~~%
Meets Grade Level or Above	104~~220~~	84~~190~~	12~~45~~	21~~76~~	221~~53 1~~	35~~33~~%
Masters Grade Level	52~~109~~	73~~165~~	10~~41~~	6~~22~~	141~~33 7~~	23~~21~~%
Accelerated Pathway Bonus: Number of students with EOCs at Approaches or Above prior to 9th grade	7	18	0	9	34	5%
Total Percentage Points						**120~~108~~**
Student Achievement Domain SST~~STAAR~~ Component Score (Total Percentage Points ÷ 3)						**40~~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. This CCMR methodology will be in place for the 2028 through 2030 accountability cycles. Beginning with the 2031 accountability cycle, the CCMR Postsecondary Readiness methodology will be implemented; additional information can be found in "Chapter 12—Postsecondary Readiness."

The Student Achievement CCMR denominator consists of annual graduates from the prior school year. For example, in the 2028~~2026~~ accountability year, CCMR reflects~~reflected~~ graduates from the Class of 2027~~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 from~~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.
    - 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 preparatoryprep 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 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 in TSDS PEIMS as successfully completing a college prep course if they have met TSI exemption requirements.
    - Only agency-reviewed and approved courses arewill be eligible for CCMR credit. starting in the 2028 accountability year. See *Schedule for Reviewed and Approved College Prep Courses* later in this chapter.
    - A graduate must have received credit in the final course sequence of an agency approved college prep course meeting requirements aligned between the district and the partnering IHE(s).
    - 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.
- A graduate must meet the TSI requirement for both RLA and mathematics, but does not necessarily need to meet them on using the same- methodassessment. For example, a graduate may meet the TSI criteria for college readiness in mathematicsRLA on the SAT and complete and earn credit for a college prep course in RLA. 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, TAC, 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 IHE.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 methodsmethod of identifying the number of high school and college credits that may be earned for each course completed through the program. Each agreementAgreement must be posted each year on the institution of higher education's and the school district's respective Internet websites.
        - Beginning in 2029, certainsome Dual Credit courses will be excluded from CCMR. Once available, the comprehensive Dual Credit and OnRamps Courses for CCMR Accountability list will replace the excluded-course list and identify agency-reviewed and approved courses that satisfy the CCMR indicator. See *Schedule for Review and Approval of Dual Credit and OnRamps Coursework* later in this chapter.
- *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.
    - Only associate degrees designated by the Texas Higher Education Coordinating Board

(THECB) as Credentials of Value (COV) will satisfy the CCMR indicator, upon availability of the COV list as specified by THECB and upon availability of the necessary student data to the TEA. See Schedule for Phase-in of Credentials of Value later in this chapter.

- *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.
    - Beginning in 2029, certainsome OnRamps courses will be excluded from CCMR. Once available, the comprehensive Dual Credit and OnRamps Courses for CCMR Accountability list will replace the excluded-course list and identify agency-reviewed and approved courses that satisfy the CCMR indicator. See *Schedule for Review and Approval of Dual Credit and OnRamps Coursework* later in this chapter.
- *Complete an Aligned Program of Study and earnEarn 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—CCMR Indicator Resource""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.
    - 19 TAC, §74.1003 categorizes IBCs into three tiers based on labor market demand, wage earning potential, Students need to earn an IBC and skill levels determined by data from the Texas Workforce Commission and the United States Department of Labor. Tier 3 IBCs are capped at 5 graduates or 5%. See *Tier 3 IBC Cap* information later in the chapter.
    - Aearn Completer status in an aligned program of study is a studentfor CCMR credit starting in the 2027 accountability year. See *Phase-In Schedule for Sunsetting IBCs and Alignment* with three or more courses for four or more credits, including one level three or level four course in the same program of study*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 Specific Graduation Plans an Advanced Diploma Plan and be Identified as a Student ReceivingCurrent Special Education Services at Time of Graduation.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 (Texas with a Distinguished Level of Achievement (Texas-First-DLA).
- *Earn a Level I or Level II Certificate.* A graduate earning a Llevel I or Llevel II certificate in any workforce education area. In alignment with Title 19 TAC, Part 1, Chapter 2, Subchapter L, Rule §2.262, these certificates are formal postsecondary credentials awarded by an accredited IHE.
    - Only Level I and Level II certificates designated by the THECB as COV will satisfy the CCMR indicator upon availability of the COV list as specified by THECB and upon availability of the

necessary student data to the TEA. See *Schedule for Phase-in of Credentials of Value* later in this chapter.

- *Demonstrate Readiness to Enlist in the Armed Forces or Texas National Guard.* A graduate that has demonstrated completion of a federally authorized Junior Reserve Officer Training Corps (JROTC) or National Defense Cadet Corps (NDCC) and received an Armed Forces Qualification Test (AFQT) score of 31 or higher.
- institution*Enlist in the Armed Forces or Texas National Guard.* A graduate enlisting in 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 and Reserves for their respective services.
- *Earn an Occupational Skills Award (OSA) designated by the THECB as a Credential of Value (COV).* A graduate earning an Occupational Skills Award designated as COV by August 31 immediately following high school graduation. OSAs will not be included as a CCMR indicator until the COV list is specified by THECB and the student data are available to the TEA. See *Schedule for Phase-in of Credentials of Value* later in this chapter.

Schedule for Reviewed and Approved College Prep Courses

A list of applicableIn the 2024-2025 school year, TEA introduced a process to review and approve college prep courses approved by the agency 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-accountabilityhttps://tea.texas.gov/academics/college-career-and-military-prep/college-preparatory-courses-for-ccmr-accountability.

OnlyBeginning with annual graduates from the Class of 2027 (2028 accountability), only college prep courses from the approved list arewill 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~~College Prep Course 12th Grade requirement

Only courses completed in the 12th ~~th~~ grade are eligible for CCMR credit through college prep. The grade of the student at the time of the course is~~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.

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

Tier 3 IBC Cap~~Sunsetting IBCs~~

A~~As of the 2023 accountability cycle, a~~ campus may not earn CCMR credit for more than five graduates, or 5~~20~~ percent of graduates, whichever is higher, who only meet CCMR criteria via a Tier 3~~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—CCMR Indicator Resource"~~"Appendix J—Industry-Based Certifications"~~ for additional information on Tier 3~~sunsetting~~ IBCs.

Example: Texas High School has 200 graduates and~~.~~ 26~~50~~ graduates earned ONLY a Tier 3~~sunsetting~~ IBC as their CCMR credit. With the limit, Texas High School would receive credit for 10~~40~~ of these graduates (5~~20~~ percent), and 16~~ten~~ of these graduates would not generate CCMR credit.

College, Career, and Military Readiness Component—~~Sunsetting~~ IBC Tier 3 Cap Example Calculation

	Count Credit	Percentage
Graduates	200	100%
Tier 3~~Sunsetting~~ IBC cap	10~~40~~	5~~20~~%
Earned at least one Tier 3~~sunsetting~~ IBC and did not meet any other CCMR criteria	26~~50~~	13~~25~~%
Earned only a Tier 3~~sunsetting~~ IBC and are not included	16~~10~~	8~~5~~%

Approved IBC List

TEC, §39.053 requires the Texas Education Agency (TEA) to account for high school students who earn an IBC~~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—CCMR Indicator Resource"~~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

House Bill 773 (87th Texas Legislature, Regular Session, 2021)~~House Bill 773 (2021)~~ requires the Texas Education Agency to include Program of Study Completers as an indicator within the accountability system. 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

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 Program of Study crosswalked to that IBC. More information is available in "Appendix H—Data Sources."

IBC Current and Phase-Out List Timeline

House Bill 8 (89th Legislature, 2nd Called Session, 2025) requires a phase-out period for IBC lists. Beginning with the IBC list published in June 2028, certification identified for removal from the IBC list will remain eligible for CCMR credit for an additional three years. Additionally, if the tiered placement of an IBC is changed, the highest level tier would be applied for CCMR in accountability calculations. The three-year phase-out period applies for students who were participating in the Program of Study aligned with the certification during the school year in which the certification was determined to be no longer eligible.

Example IBC Removal: A certification identified for removal on the June 2028 Industry-Based Certification (IBC) list remains eligible for CCMR credit for annual graduates in the Classes of 2029, 2030, and 2031 who were participating in the aligned Program of Study during the 2027-28 school year, when notice of the certification's removal was provided. Students who were not participating in the aligned Program of Study during the 2027-28 school year are not eligible to earn CCMR credit through the certification after its removal from the approved IBC list.

Example IBC Tier Change: A certification identified to move from a Tier 1 to a Tier 3 IBC on the June 2028 Industry-Based Certification (IBC) list remains eligible for CCMR credit as a Tier 1 IBC for annual graduates in the Classes of 2029, 2030, and 2031 who were participating in the aligned Program of Study during the 2027-28 school year, when notice of the certification's changed tier was provided. Students who were not participating in the aligned Program of Study during the 2027-28 school year but completed the aligned program of study and earned the IBC prior to graduation, would earn CCMR credit for the certification as a Tier 3 IBC.

~~L~~

~~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]~~		

~~*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*~~
~~Program of Study crosswalked to that 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.~~

Schedule for Phase-in of Credentials of Value

Under Texas Education Code (TEC) §39.053, associate degrees and Level I and Level II certificates are included as indicators within the CCMR component of the accountability system. Typically, changes do not occur to the A-F system between refreshes. However, when changes happen in other state agencies that impact accountability components, the system must adjust. As such, as soon as the COV list is specified by THECB and the student data are available to the TEA, only the associate degrees, OSAs, and Level I and Level II certificates designated as credentials of value by THECB will satisfy the CCMR indicator in accordance with the implementation timelines described below.

In accordance with TEC, Chapter 130A, Subchapter C, THECB designates credentials of value based on labor market outcomes and economic value. Specifically, the THECB is to designate a credential as one of value if the credential provides a positive return on investment for a student who received the credential. Value is to be measured by earning or being expected to earn cumulative wages at least equal to the cumulative median earnings for high school graduates in this state and earning at least the individual self-sufficient wage. THECB is to review and update the list annually. More information is available on the THECB website: https://www.highered.texas.gov/about/understanding-value-in-texas-higher-education/#credentials-of-value.

To determine whether an associate degree, a Level I or Level II certificate, or OSA counts for CCMR, the data identifying the type of credential earned by the student will need to be obtained from THECB or the

National Student Clearinghouse (NSC). Once available, the COV lists will be published in "Appendix J—CCMR Indicator Resource" and on the agency's Career and Technical Education website.

Associate degrees and Level I and Level II certificates are existing CCMR indicators, while OSAs represent a new CCMR indicator; therefore, the implementation timelines differ.

Associate Degrees and Level I and Level II Certificates

All associate degrees and all Level I and Level II certificates will continue to satisfy the CCMR indicator until implementation of the COV requirements. To provide advance notice, TEA will publish the applicable COV lists no later than July 15 two years before limiting CCMR credit to only those associate degrees and Level I and Level II certificates identified as meeting CCMR criteria as a credential of value. Beginning with the identified graduating class, only associate degrees and Level I and Level II certificates designated as COV by THECB will satisfy the CCMR indicator. For example, if the COV requirement for associate degrees and Level I or Level II certificates were to take effect for the 2030 accountability year, the lists identifying the credentials that have been identified to count for accountability would be published no later than July 15, 2028.

Occupational Skills Awards (OSAs)

Occupational Skills Awards (OSAs) will be incorporated into the CCMR indicator once the applicable COV list is published and the necessary data are available to TEA. OSAs designated as COV by THECB will satisfy the CCMR indicator beginning with the first accountability cycle following publication of the COV list and availability of data. For example, if OSAs on the COV list were to count towards CCMR for the 2030 accountability year, the OSA COV list would be published no later than July 15, 2029.

Schedule for Review and Approved Dual Credit and OnRamps Coursework

TEA will develop and publish a methodology identifying dual credit and OnRamps coursework eligible for inclusion in the CCMR indicator. The methodology will be informed by research on postsecondary readiness and outcomes and may consider institutional core curriculum courses, workforce education courses identified in the Workforce Education Course Manual (WECM), alignment to approved credentials or degree pathways, or other criteria established by the agency. TEA will provide advance notice of criteria, applicable course information, data requirements, and implementation timeline. Dual credit course eligibility remains governed by TEC, §§28.009 and 130.008, and Financial Aid for Swift Transfer (FAST) eligibility remains governed by TEC, §28.0095.

This methodology will apply only to the use of dual credit and OnRamps coursework in the accountability system. It will not determine whether a course may be offered for dual credit or whether the course is eligible for FAST or other funding purposes.

Prior to the publication of a comprehensive list of dual credit and OnRamps coursework approved to meet CCMR requirements, an annual list will identify dual credit and OnRamps courses that do not satisfy CCMR indicator requirements and are excluded from accountability calculations. Exclusion from accountability does not affect whether a course may be offered for dual credit or is eligible for FAST or other funding purposes. The exclusion list will be published no later than July 15, two years before the accountability year in which an exclusion becomes effective. For example, if a dual credit course is to be excluded for CCMR for the 2029 accountability year, the exclusions list would be published no later than July 15, 2027. See "Appendix J—CCMR Indicator Resource" for a list of dual credit and OnRamps courses excluded for accountability.

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, 20242027, 2026, and 20252023 graduates arewere used for small numbers analysis in the 20282026 accountability cycle.
    - CCMRThe all students group is evaluated if the three-year sum includeshas at least 10 annual graduates.
        - The Tier 3 cap is applied individually to each year's annual graduate data prior to small number analysis calculations.

The following is an example of small numbers analysis for the 20282026 accountability cycle:

$$\frac{\text{Number of 2027, 20262025, 2024, and 20252023 Graduates Who Achieved at Least One of the CCMR Indicators}}{\text{Number of 2027, 20262025, 2024, and 20252023 Annual Graduates}}$$

College, Career, and Military Readiness Component—Methodology

For campuses that meet or exceed the minimum size requirement of at least 10 annual graduates, oneOne 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 Tier 3sunsetting IBC limit is applied at this step. Those who were not enrolled in a Texas public school on any TSDS PEIMS Fall Snapshot in any of the preceding four years are excluded from the CCMR calculationdenominator.

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

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 highest~~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 rates~~rate~~, the better of those will be used. See "Appendix H—Data Sources" 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 class~~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 combined 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 2028~~2026~~ accountability cycle:

$$\frac{\text{Number of Graduates in the Class of } 2027\sout{2025}, \text{ Class of } \sout{2024}2026, \text{ and Class of } 2025\sout{2023}}{\text{Number of Students in the Class of } 2027\sout{2025}, \text{ Class of } 2026\sout{2024}, \text{ and Class of } 2025\sout{2023}}$$

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~~ year graduation rates~~rate~~. The graduation rate that results in the highest score is used to calculate the graduation rate score.

Graduation Rate—Example Calculation from 2028~~2026~~ Accountability

Graduation Rate	All Students
Class of 2027~~2025~~, 4-year	85.2%
Class of 2026~~2024~~, 5-year	87.3%
Class of 2025~~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 20282026 accountability cycle:

$$\frac{\text{Number of Dropouts in Grades 9–12 in 2026–27, 2025–26, and 2024–25, 2023–24, and 2022–23}}{\text{Number of Students in Grades 9–12 in 2026–27, 2025–26, and 2024–25, 2023–24, and 2022–23}}$$

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-Alternative Education Accountability (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 SSTSTAAR, CCMR, graduation rate, and annual dropout rate component 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 SSTSTAAR, CCMR, and the annual dropout rate components; it is also calculated using only the SSTSTAAR and CCMR components. Whichever calculation produces the higher rating is used. If an Alternative Education Accountability (AEA) campus does not generate CCMR, it will only be rated using SST componentSTAAR 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 SST~~STAAR~~—Methodology

The SST AEA component~~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 AEA SST~~STAAR~~ component is calculated by combining four values:

- The percentage~~adding the percent~~ of tests at Approaches Grade Level or above,
- The percentage ~~to the percent~~ of tests at Meets Grade Level or above, multiplied by ~~with a multiplier of~~ 1.1,
- The percentage ~~to the percent~~ of tests at Masters Grade Level, multiplied by 1.2, and ~~.~~
- An additional bonus point is given for each student who achieves Approaches Grade Level or above on an EOC assessment before 9th grade as part of an accelerated pathway (Algebra I, English I, U.S. History, or Biology).

The sum of these four values is then divided by three to produce the final component score.

AEA SST Component—Example Calculation

SST Component Performance	Reading Language Arts	Mathematics	Science	Social Studies	Totals	Percentages	AEA Weighting	Weighted Percentages
Number of Assessments	**41**	**6**	**9**	**32**	**88**	-	-	-
Approaches GL or Above	17	4	8	29	58	66%	1	66%
Meets GL or Above	9	0	2	10	21	24%	1.1	26%
Masters GL	0	0	0	3	3	3%	1.2	4%
Accelerated Pathway Bonus: Number students with EOCs at Approaches or Above prior to 9th grade	1	0	1	0	2	2%	1	2%
						Total Percentage Points		**98%**
						Component Score (Total Percentage Points ÷ 3)		**33**

~~(% Approaches or above) + **1.1***(% Meets or above) + **1.2***(% Masters)~~

~~3~~

AEA CCMR Rate—Methodology

The CCMR rate calculation in this section is modified to credit AEA campuses for previous dropouts who earn CCMR and will apply for 2028 through 2030 accountability. Beginning with the 2031 accountability cycle, the CCMR Postsecondary Readiness methodology will be implemented; additional information can be found in "Chapter 12—Postsecondary Readiness."

~~.~~ 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 Tier 3sunsetting IBC caplimit is applied at this step. A raw score of more than 100 is scaled to 100.

An example from the 20282026 accountability cycle:

$$\frac{\text{Number of Graduates Who Achieved at least One of the CCMR Indicators}}{\text{Number of 20272025 Annual Graduates (– Previous Dropouts who Returned)}}$$

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, 2027, 20262025, 2024, and 20252023 graduates arewere used for the 20282026 accountability cycle.
    - CCMRThe all students group is evaluated if the three-year sum includeshas at least 10 annual graduates. The following is an example of small numbers analysis for the 20282026 accountability cycle:

$$\frac{\text{Number of 2027, 20262025, 2024, and 20232025 Graduates Who Achieved at least One of the CCMR Indicators}}{\text{Number of 2027, 20262025, 2024, and 20252023 Annual Graduates (– Previous Dropouts who Returned)}}$$

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 20282026 Accountability, the following appliesapplied:

- Class of 20272025 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 20262024 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 20252023 six-year graduation, continuer, TxCHSE, and previous dropouts who complete rates continue to follow the same cohort of students for twoone additional years; 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 2026–272024–25 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 20282026 accountability cycle:

$$\frac{\text{Number of Graduates + Continuers + TxCHSE Recipients in the Class of 2027, 20262025, 2024 and 20252023}}{\text{Number of Students in the Class of 2027, 20262025, 2024, and 20252023 (Graduates + Continuers + TxCHSE Recipients + Dropouts [– Previous Dropouts who Returned])}}$$

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 65—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 the Student Success Tool (SST) end-of-year (EOY) assessmentSTAAR 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 all students relative to the campus es 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 end-of-course (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 SST EOY and EOC assessmentSTAAR 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. AnnualFor 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. As Texas transitions from STAAR to the SST in 2027-28, under TEC, §39.02301(f), the performance levels on the SST are required to be set at an equivalent level of rigor as the performance levels for STAAR and will be established using methodologies consistent with those applied in prior years to ensure continuity in the evaluation of student performance and academic growth.

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 SST EOY assessments developed for STAAR and STAAR Alternate 2 assessment results for grades 3 4 8, EOC assessments developed for secondary-level courses, and alternate versions of the SST EOY in RLA and EOC assessments. SATmathematics, and STAAR English I, English II, and Algebra I end-of-course (EOC) assessment results. SAT/ACT results for accelerated testers are not included.

The 2027-2028 school year has both STAAR and SST administrations. STAAR EOCs will be administered in

June and December, and the SST in the spring administration. When referencing the "SST," the term refers to the statewide assessment program as a whole—including all RLA and math results administered throughout the 2027–28 school year—regardless of administration period. For more information, see "Appendix H—Data Sources."

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"*). For Academic Growth, only SST assessment results are used; the EL Performance Measure is not included in Academic Growth calculations.

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 SST~~STAAR~~ or SST~~STAAR~~ Alternate EOY~~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~~-~~ SST EOY~~STAAR~~ assessment in the previous year and a SST EOY~~STAAR~~ assessment in the current year or a SST EOY alternate assessment~~STAAR Alternate 2 test~~ in the previous year, and a SST~~STAAR~~ Alternate EOY~~2~~ in the current year.
- Has a valid score from the previous year and the current year. Assessment~~STAAR and STAAR Alternate 2~~ results with score codes "A" for Absent and "O" for Other are excluded from performance calculations.
- Has tested in 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 an assessment~~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~~Grade~~ 6 mathematics to grade~~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.
    - 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).

- ForSTAAR Algebra I, English I and English II EOCs, student has taken the assessment for the first time in the current year.
    - For English II, only students that are first time testers in the summer 2027 administration, who will be assessed on the STAAR assessment, will be included in growth calculations for English II and only for the 2028 accountability cycle. Beginning with the December 2027 administration, the English II exam will no longer be administered.
    - 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. If a student takes English I and English II in the same year, the English I to English II growth measure will be used, and not growth from a STAAR assessment taken prior to English I.

The data produced for Annual Growth fulfills TECexas Education Code, §39.304 which requires the use of a student's previous years' performance data on SSTSTAAR 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 and SST 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 and SST Alternate 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 scaledscale scores associated with the enhanced performance levels are posted on the accountability system website:https://tea.texas.gov/school-and-district-leaders/accountability/academic-accountability/performance-reporting/2028-accountability-rating-system.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 (SST~~STAAR~~)

Prior Year* Performance ~~on STAAR~~	Current Year Performance on SST~~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

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

Prior Year Performance ~~on STAAR Alternate 2~~	**Current Year Performance on SST~~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 (SST~~STAAR~~)

Prior Year Performance ~~on STAAR~~	Current Year Performance on SST~~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~~SST Alternate)

Prior Year Performance ~~on STAAR Alternate 2~~	Current Year Performance on SST~~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 greater than~~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~~ 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 the campuses with similar economically disadvantaged percentages. For elementary and middle schools, this measure is based on the SST component score. For high schools and K–12 campuses, this measure is based on both the SST and College, Career, and Military Readiness (CCMR) component scores.

Part B: Relative Performance—Assessments and Measures Evaluated

School Progress, Part B evaluates SST EOYSTAAR assessments developed for grades 3-8, SST EOC assessments developed for secondary-level courses, alternate versions of the SST EOY and EOC–12, STAAR Alternate 2 assessments, English Learner Performance Measure results, and SAT and/or /ACT results for accelerated testers and, for high schools and K–12 campuses, College, Career, and Military Readiness (CCMR) outcomes.. See "Chapter 2— Student Achievement Domain" for additional information.

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 save 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 SSTSTAAR component is evaluated if there are 10 or more STAAR assessments, combined across all subjects. See "Chapter 2—Student Achievement," for additional information on included assessments.
- 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

Relative Performance evaluates campus performance relative to historically established performance ranges. These ranges were developed using historical statewide data by campus type and percentage of economically disadvantaged students. Campuses are assigned to an economically disadvantaged band based on the percentage of economically disadvantaged students reported in the TSDS PEIMS Fall Snapshot. SST and CCMR results are then scaled using the historical performance distribution range established for the campus's assigned economically disadvantaged band. A table of the Relative Performance scaled score cut point ranges is found in "Chapter 6—Calculating Ratings."

Elementary and Middle Schools

For elementary and middle schools, School Progress, Part B evaluates the campus's SST component score fromoverall student performance on the Student Achievement domainSTAAR component compared to campuses with similarthe percentages of economically disadvantaged students, as reported in the TSDS PEIMS Fall Snapshot. The economically disadvantaged percentage is rounded to one decimal place. (See

"Chapter 2—Student Achievement Domain" for the SST component score methodology).

High Schools and K–12 Campuses with CCMR Component

For high schools and K–12 campuses, School Progress, Part B evaluates the SSTStudent Achievement STAAR component score and the CCMR component score from the Student Achievement domain compared to the 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. (See "Chapter 2—Student Achievement Domain" for specific criteria for each CCMR indicator.)

High Schools and K–12 Campuses without CCMR Component

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

Alternative Education Accountability Campuses

Campuses evaluated under Alternative Education Accountability (AEA)campuses are not evaluated on Relative Performance. These campuses are evaluated on EOC retests as described in the *Alternative Education Accountability—*School Progress, *Part B: Retest Growth* sectionas described below.

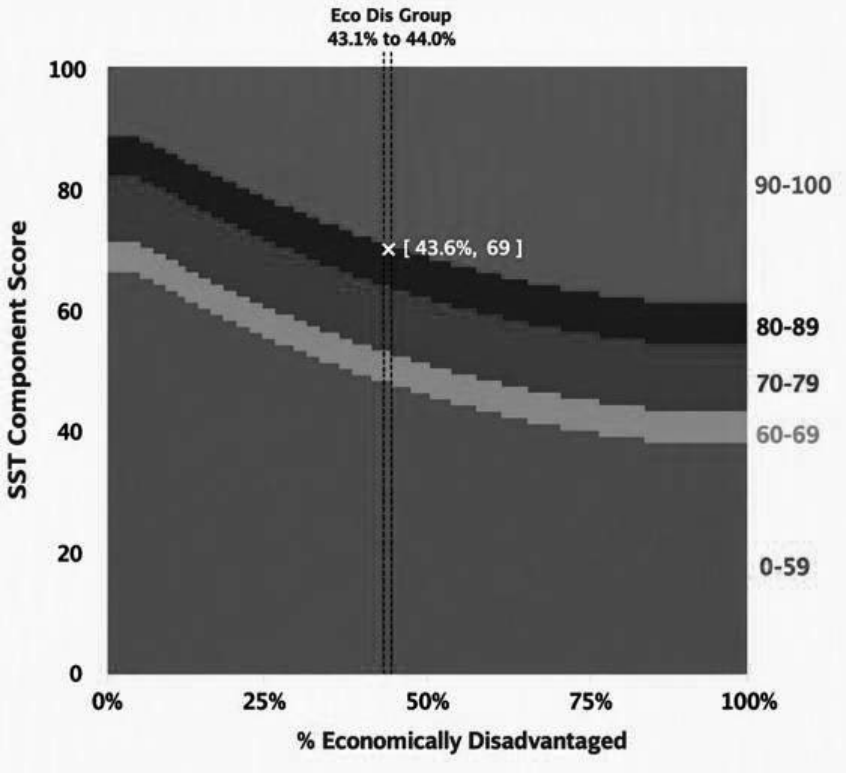
Part B: Relative Performance Score

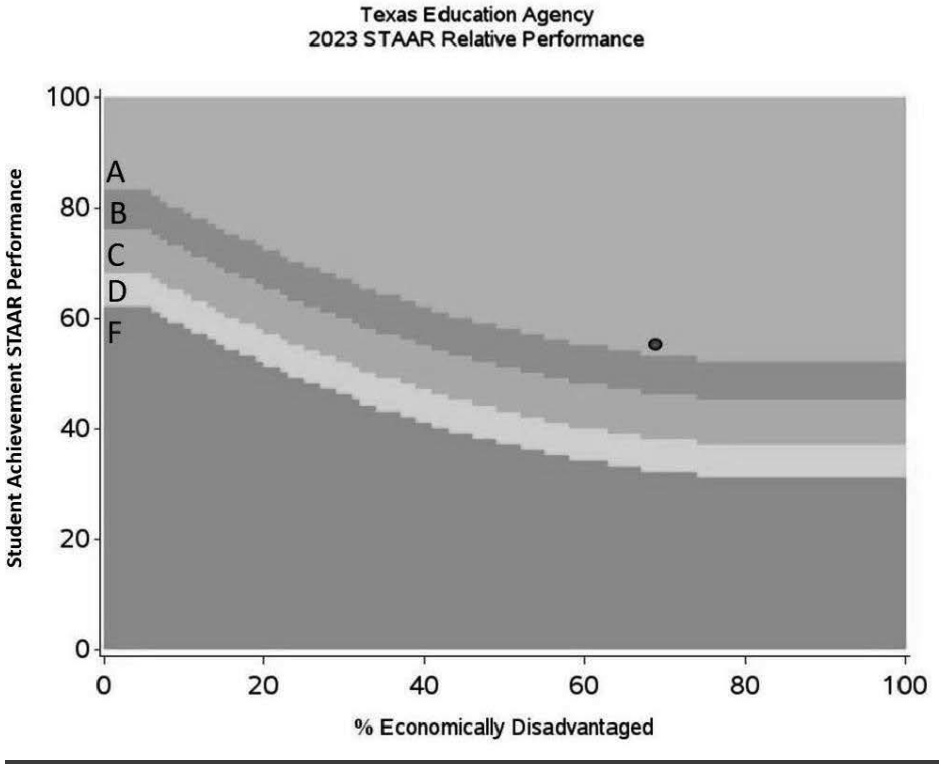
The Part B: Relative Performance score is determined as follows:

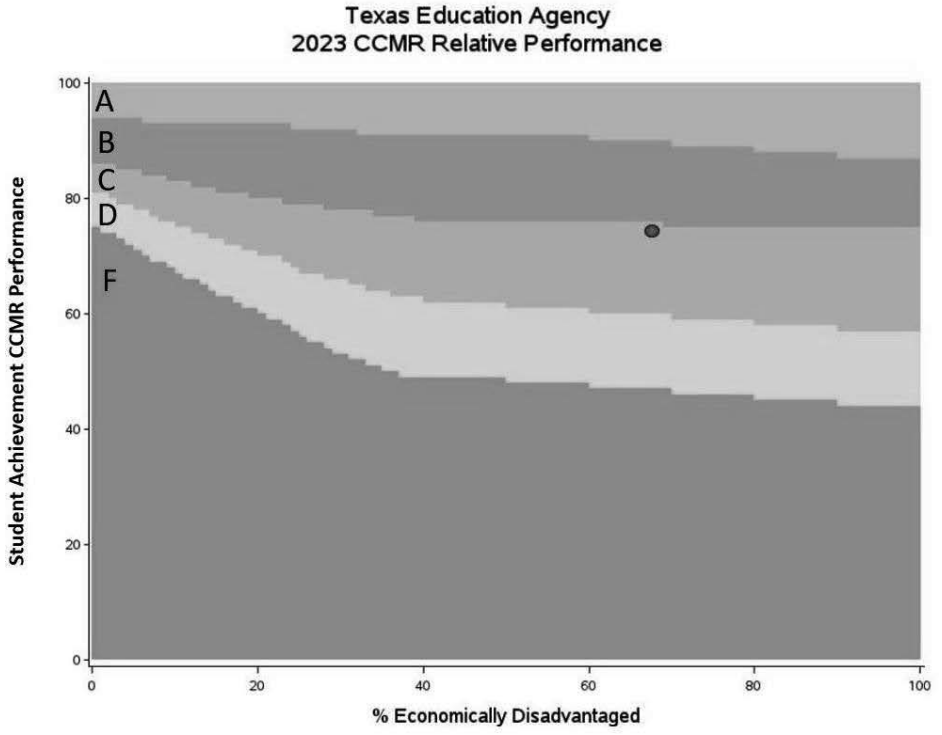
- For elementary and middle school campuses, the raw Student Achievement SSTSTAAR component score from the Student Achievement domain is scaled using Relative Performance scaling, which assigns campuses to an economically disadvantaged band based on the percentage of economically disadvantaged students on the TSDS PEIMS Fall Snapshot. Each refresh, the scaling is updated to the most recent SST component results (see "Chapter 65—Calculating Ratings").
- For high schools and K-12 campuses, the raw Student Achievement SSTSTAAR and CCMR component scores from the Student Achievement domain are each scaled using Relative Performance scaling (see "Chapter 65—Calculating Ratings"). The two scaledscale scores are then averaged and rounded to the nearest whole number.

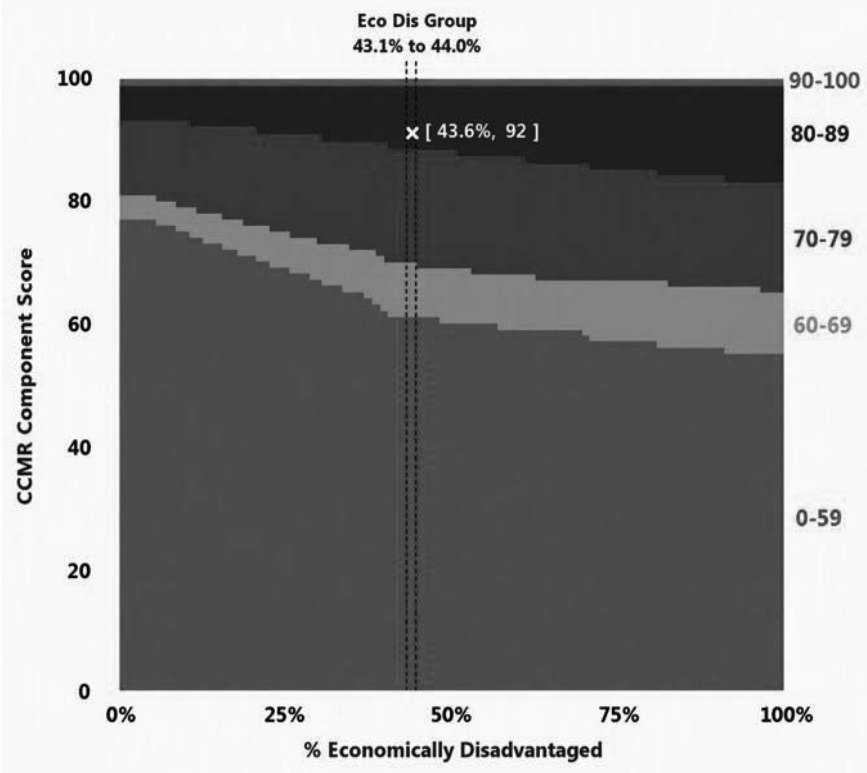
Examples: Part B: Relative Performance

In the high school examples shown below, there were 43.6 percent of students were identified as economically disadvantaged on the campus's TSDS PEIMS Fall Snapshot. The 2022 snapshot, and the campus earned a 6956 raw score on the Student Achievement SST componentSTAAR and a 9275 raw score on thein Student Achievement CCMR component. Based on the historical scaling established for the economically disadvantaged band (43.1% to 44.0%),T the SSTSTAAR Relative Performance scaled score would be 8891, and the CCMR Relative Performance scaled score would be 8179. The average of these components is 8585, which would result in a B*B* for Part B: Relative Performance.


Eco Dis Group
43.1% to 44.0%
100
80
60
40
20
0
SST Component Score
[43.6%, 69]
90-100
80-89
70-79
60-69
0-59
0%
25%
50%
75%
100%
% Economically Disadvantaged


Texas Education Agency
2023 STAAR Relative Performance
Student Achievement STAAR Performance
100
80
60
40
20
0
A
B
C
D
F
0
20
40
60
80
100
% Economically Disadvantaged


Texas Education Agency
2023 CCMR Relative Performance
Student Achievement CCMR Performance
100
80
60
40
20
0
A
B
C
D
F
0
20
40
60
80
100
% Economically Disadvantaged



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. The curve of Relative Performance scaling is updated each refresh with the most recent SST and CCMR results.

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. Alternative education campuses (AEC), which are rated with AEA provisions, provide education services targeted to dropout prevention and recovery of students in grades 9-12. With a focus on dropout prevention and recovery through meeting graduation requirements, School Progress, Part B: Retest Growth measures the percent of students demonstrating growth from Did Not Meet to Approaches, Meets, or Masters on a retest assessment.

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 EOC~~STAAR~~ assessments as reported in the consolidated accountability file (CAF). See "Appendix H—Data Sources" 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 campusall 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 65—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, Part A: Student Group Performance and Federal School Improvement Identification

Overview

The Closing the Gaps, Part A: Student Group Performance domain uses disaggregated data to demonstrate differentials in progress to interim and long-term goals among students from different groups defined by race/ethnicityracial/ethnic groups, socioeconomic statusbackgrounds, and other federally and state-identified categories.factors. The design of the domain, including the indicators, weights, and student groups measured, meet both state statutory requirements and federal requirements of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).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).

Federal School Improvement Identifications required under ESSA – Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support (ATS) – are informed in part by the Closing the Gaps, Part A results.

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 bilingualBilingual (EB) student (current and monitored)
- Current special education
- Foster
- Homeless
- Migratory
- Former special education

Please refer to the *Closing the Gaps, Part A for Federal Identifications"* section later in the chapter of Schools for Improvement" for additional information on additional how each groups is evaluated for federal school improvement identification.

Student Groups Evaluated for Closing the Gaps, Part A 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 Closing the Gaps, Part A: Student Group Performance domain rating.

- All students
- Two lowest performing racial/ethnic groups: Determined 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
- Emergent bilingual (EB) ~~student~~ (current and monitored)
- Current special education
- Highly mobile (foster, homeless, migratory)

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* section~~later~~ later in this~~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.

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

A new campus may be defined in one of two ways:

- A campus with a new County District Campus (CDC) Number.
- A campus~~Campuses~~ in their first year of statewide Student Success Tool (SST) end-of-year (EOY)~~STAAR~~ testing. The campus may have been previously rated as a paired campus, due to having no students enrolled in membership in grades 3-12. If minimum size requirements are met, the new campus will be rated.

- New campuses within an existing district are evaluated on the district's~~state's~~ two lowest performing racial/ethnic groups using the district's ~~from the~~ prior year results. ~~Please see "Appendix H—~~

Data Sources" for details on the state's two lowest performing racial/ethnic groups from the prior year.

- If the new campus meets minimum size for both of the district'sstate's racial/ethnic groups in the current year, both groups are evaluated.
- If the new campus meets minimum size for only one of the district'sstate's racial/ethnic groups in the current year, only that group is evaluated along with the campus's current-year lowest-performing group that meets minimum size requirements. If multiple groups meet minimum size requirements and have identical performance, the group with the largest numbers of students will be evaluated. .
- If the new campus does not meet minimum size in the current year for either of the district'sstate's racial/ethnic group, no racial/ethnic groups, are evaluated for the campus's current accountability year two lowest-performing groups are evaluated. If multiple groups meet minimum size requirements and have identical performance, the groups with the largest number of students will be evaluated. .

New campuses in a new district are evaluated on the campus's two lowest-performing racial/ethnic groups that meet minimum size in the current year.

High Focus

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

- Economically disadvantaged
- Emergent bilingual (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 the Test Information Distribution Engine (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, Part A 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 (*"Final Date to Enter Student Information for Accountability Reporting"*) are used to identify EB students for the Closing the Gaps components: Academic Achievement, Academic Growth, and School Quality or Student Success (SQSS): SST. For the Closing the Gaps components of Federal Graduation and SQSS: CCMR, a student is identified as an EB student from TSDS PEIMSfor 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 educationinstruction 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 the Closing the Gaps components: Academic Achievement, Academic Growth, and SQSS: SST. For the Closing the Gaps: ~~STAAR Only~~ components of. ~~For~~ Federal Graduation and SQSS: 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, identified from data submitted through TSDS ~~(source: PEIMS.).~~
- Homeless: Student is coded with a homeless status TSDS PEIMS indicator code of 2, 3, 4, or 5. ~~(source: PEIMS).~~
- Migratory: A student~~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, as reported in ~~(source: TIDE).~~
- by the date indicated on the Texas Assessment Program Calendar of Events ("Final Date to Enter Student Information for Accountability Reporting") for the Closing the Gaps components: Academic Achievement, Academic Growth, and SQSS: SST. For the Closing the Gaps components of Federal Graduation and SQSS: CCMR, a student is identified from TSDS PEIMS.

Minimum Size

A campus must have 10 assessment results in both subjects, 10 assessments in RLA and 10 assessments in mathematics, for the 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, Part A domain. If a campus does not meet minimum size, the Closing the Gaps, Part A domain is not evaluated.

Long-term, Next Interim, Current Interim Targets and 0–4 Point Scoring~~0–4 Points~~

The performance of each student group is compared to the performance targets for each component. ~~based on school type.~~ The set of long-term and interim performance targets are determined by school type and are provided at the end of this chapter. Information on determining school type is available in "Chapter 1—Accountability Overview." Each student group's performance targets in Closing the Gaps, Part A meet federal requirements and are approved by the U.S. Department of Education in the Texas Consolidated State ESSA Plan. The long-term and interim targets were previously set in 5-year increments from a baseline year and are unchanged in 2028 accountability.

- 2022-23 through 2026-27 (Previously the current target, now expired)
- 2027-28 through 2031-32 (Now the current target)
- 2032-33 through 2036-37 (Now the next interim target)
- 2037-38 (Remains the long-term target)

Information on target setting is available in the state's ESSA plan: https://tea.texas.gov/about-tea/laws-and-rules/essa.

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 current interim target (target through 2031-32~~2026-27~~)
2	Did not meet current interim target but showed expected growth toward next interim target (target through 2036-37~~2031-32~~)[1]
1	Did not meet current interim target but showed minimal growth[2]
0	Did not meet current 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 2028~~2024~~ is six~~five~~ years as the next interim target will be evaluated in 2032–33. ~~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 Federal Graduation Rate. For Federal Graduation Rate, minimal growth is defined as at least 0.1 percentage point improvement over the prior year rate.

Years Remaining~~Campuses in their first year of STAAR testing are evaluated~~ for Expected Growth (2-~~4, 3, or 0~~ points)

The calculations for meeting expected growth are based on years remaining until the next interim target. The following table demonstrates the years until the next interim targets that will used in calculations for 2-point scoring.

Accountability Year	Years to Next Interim Target (2032-33 through 2036-37)
2028	6 years
2029	5 years
2030	4 years
2031	3 years
2032	2 years

Example: 0–4 Points Determination for 2028 Accountability

At Oak High School, the African American student group's 2027 Academic Achievement: RLA outcome was 37%. In 2028, the student group earned 39%.

	Targets	African American
Academic Achievement: RLA	Interim Target (target through 2031-32)	43%
	Next Interim Target (target through 2036-37)	54%
	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 2031-32)	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 Expected Growth Calculation for 2028 Accountability

Student Group Growth		Expected Growth
current year rate – prior year rate	**≥**	**next interim target – prior year rate / 6**
39– 37	≥	54 –37 / 6
2.0	**≥**	**2.8**

Prior-Year Data Necessary to Calculate Minimum or Expected Growth Towards Targets

Prior-year data is necessary to calculate minimum or expected growth within Closing the Gaps, Part A. Existing campuses typically ~~as they do not~~ have the prior-year data necessary to complete the calculations for minimum and expected growth towards targets. However, if ~~year data.~~

~~If~~ a student group at an existing campus 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 cannot be measured for minimum or expected growth, and is only~~group's indicator is~~ evaluated for 4, 3, or 0 points.

Some circumstances require alternative prior-year data to be used to complete the calculations:

Prior-Year Data from Small Numbers Analysis. For SQSS: CCMR Performance Status and Federal Graduation Status, the all students group indicators will be evaluated using the results of small numbers analysis in the prior year if the all student group meets minimum size for an indicator ~~As a result, the campus cannot earn 1 or 2 points for that component~~ in the current year and was measured using small numbers analysis in the prior year. ~~.~~

Prior-Year Data for New Campuses. House Bill (HB) 8 (89th Texas Legislature, 2nd Called Session, 2025), requires the agency to use appropriate alternative prior-year data to evaluate the performance of a newly established campus that lacks the prior-year data necessary to complete the calculation for minimum and expected growth towards targets.

- If the campus is within an existing district, the district's data will be used as proxy prior-year data to calculate minimum and expected growth for student groups evaluated within Closing the Gaps, Part A.
- If the campus is in a new district, or the district does not have data for the groups to be evaluated, state rates from the prior year for any applicable groups will be used as proxy prior-year data to calculate minimum and expected growth for student groups evaluated within Closing the Gaps, Part A.

Determination of Evaluated Two Lowest-Performing Racial/Ethnic Groups and Prior-Year Data for Existing and New Campuses

Campus Type	District Status	Two Lowest Performing Racial/Ethnic Groups Evaluated	Prior-Year Data Used
Existing Campus	Existing District	Use both prior year campus groups if minimum size is meet	Campus prior-year data
		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.	Not evaluated
New Campus	New District	Use current year groups if minimum size is met	State prior-year data
	Existing District	Use both prior year district groups if minimum size is met	District prior-year data
		If only one prior year district group meets minimum size, then use that group and the campus's current year lowest performing group that meets minimum size	District prior year data (district group) and state prior year data (current group)
		If neither district group meets minimum size, then use the campus's two lowest performing groups that meet minimum size	State prior year data

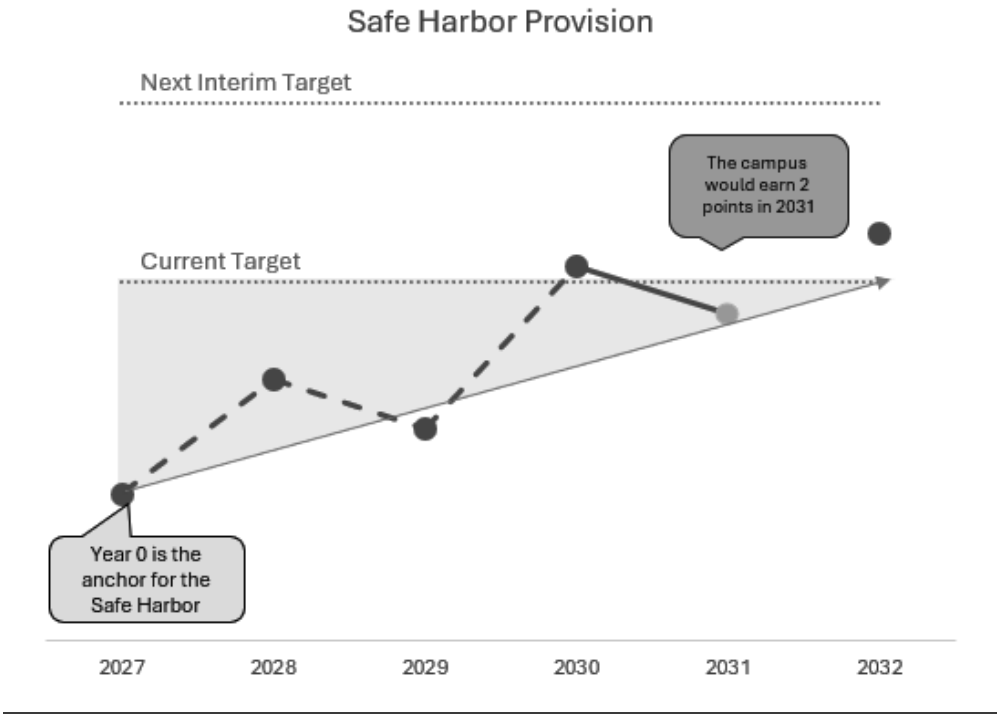
Safe Harbor Provision to Expected Growth (2-points)

Under the Safe Harbor provision, any campus that earns a 0 or 1 component point will be eligible for Safe Harbor consideration. Campuses that did not make expected growth to the next interim target but made on-track progress toward the current interim target can earn two points, even when annual growth shows a minor decline from the prior year. The performance of a student group must meet or

exceed the performance necessary to be on-track to achieve the current interim target, measured from the baseline year of performance (2027). A campus that meets these criteria earns 2 points as measured with the following calculation.

$$\frac{Current\ Year\% - 2027\%}{Years\ since\ 2027} \geq \frac{Interim\ Target - 2027\%}{5\ years}$$

The minimum annual performance necessary to be on-track to achieve the current interim target will be shared for each campus and remain consistent until the next interim target. The Safe Harbor provision will be applied only when advantageous to the campus.



Example: Safe Harbor Academic Achievement RLA, White Student Group

As an example, the high school White student group in 2027 had a score of 54% in Academic Achievement RLA. The Safe Harbor minimum performance rate for this student group is calculated using the 2027 performance rate as the baseline.

Years since 2027	Year	Safe Harbor Minimum%
0	2027	54.0
1	2028	56.8
2	2029	59.6
3	2030	62.4
4	2031	65.2
5	2032	68.0

In 2030 the White student group scored 64%, but in 2029 the group scored 65%, making the group ineligible for expected growth (2 points) or minimal growth (1 point). The 2030 Safe Harbor minimum performance that was needed to remain on-track to the current interim target was 62.4. With the score of 64%, the group would earn 2 points with the Safe Harbor Provision.

$$\frac{64\% - 54\%}{3\ years} \geq \frac{68\% - 54\%}{5\ years}$$

2 Points earned using Safe Harbor Provision $= 3 \geq 2.8$

~~**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	≥	next interim target – prior year rate 5
28 – 26	≥	43 – 26 5
2.0	≥	3.4

Components

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

- Academic Achievement
  - SSTSTAAR 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 campuses with applicable growth data. For a high school or K-12 campus, Academic Growth Status is not used if the campus has a federal four-year graduation rate. 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 (SQSS)
  - SSTSTAAR 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, the SQSS: SSTSTAAR component is used, if available.

Academic Achievement Component

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

Academic Achievement—Assessments and Measures Evaluated

The Academic Achievement component evaluates SST EOYSTAAR assessments developed for grades 3-8, end-of-course (EOC) assessments developed for secondary-level courses, alternate versions of the SST12, STAAR Alternate 2 assessments, English learner (EL) Performance Measure results, and SAT and/or /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. For more information, see the *Participation Status* section in this chapter.
- 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 SST EOY and EOC assessmentSTAAR 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—Data Sources" 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 SST EOY assessments developed for STAAR (with and without accommodations) and STAAR Alternate 2 assessment results for grades 3-4–8, and STAAR English I, English II, and Algebra I EOC assessments developed for secondary-level courses, and alternate versions of the SST assessments.assessment results. SAT and /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 SSTSTAAR 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 is used. This component differs from the Graduation Rate component in the Student Achievement domain. The 4-year, 5-year, and 6-year state accountability graduation rates used in the Student Achievement domain exclude certain students in accordance with state accountability statutes, while the federal 4-year graduation rate is calculated without state exclusions. For more information on state exclusions, see the "Appendix H—Data Sources" for more information on state exclusions. 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 classClass 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 combined 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.
    - Small number analysis of prior-year data shall be applied to determine eligibility for awarding 1 or 2 points in the current year for the all student group.

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, 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 2028~~2026~~ accountability Closing the Gaps domain calculations, the 2026-27~~2024-25~~ dropouts reported during the summer and extended year 2027~~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's progress towards achieving English language proficiency. Current EB students 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. Progress in achieving English language proficiency is based on year over year TELPAS composite proficiency results.

The TELPAS assessment is aligned to the Texas English Language Proficiency Standards (ELPS). Texas adopted new ELPS with classroom implementation beginning in the 2026-2027 school year. While not anticipated, any accountability implications of changes to TELPAS as a result of new ELPS will be provided in future issuances of the *Accountability Rating System Manual*, if necessary.

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. For exclusion for students with disabilities see, "Appendix H—Data Sources."
- 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 (SQSS) Component

For elementary and middle schools, the Student Success: SSTAchievement Domain Score: STAAR Component Only evaluates disaggregated student performance on the SSTSTAAR. For high schools and

K–12s with annual graduates, the School Quality: ~~College, Career, and Military Readiness~~CCMR Performance Status Component~~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 Success: SST~~Achievement Domain Score: STAAR~~ Component ~~Only~~ is used, if available.

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

The Student Success: SST~~Achievement Domain Score: STAAR~~ Component ~~Only~~ evaluates SST EOY assessments developed for grades 3-8, EOC assessments developed for secondary-level courses, alternate versions of the SST assessments~~STAAR (with and without accommodations), STAAR Alternate 2~~, English learner (EL) Performance Measure results, ~~STAAR EOC,~~ and SAT and/or ~~/~~ACT results for accelerated testers as described in "Chapter 2—Student Achievement Domain" 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 Success: SST~~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 Success: SST~~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 Success: SST~~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 Success: SST~~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%.

School Quality: College, Career, and Military Readiness Performance Status

The College, Career, and Military Readiness (CCMR) methodology described in this chapter applies to the 2028 through 2030 accountability cycles. Beginning with the 2031 accountability cycle, the CCMR Postsecondary Readiness methodology will be implemented. For additional information, refer to the "Chapter 12 – Postsecondary Readiness."

The School Quality:~~The College, Career, and Military Readiness~~CCMR 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, Part A CCMR denominator. Additionally, those annual graduates who were not enrolled in a Texas public school on the TSDS PEIMS Fall Snapshot in any of the preceding four years, are excluded from the CCMR denominator; this exclusion is also applied to CCMR within the Student Achievement domain.

TSDS PEIMS Fall Snapshot	Annual Graduates and Students in Grade 12 School Year	Accountability Year
October 20262022	2026–272022–23	20282024
October 20272023	2027-282023–24	20252029
October 20282024	2028-292024–25	20262030
October 20292025	2029-302025–26	20272031

The following is an example of the formula for 20282026 Accountability:

$$\frac{\text{Number of Annual Graduates or Students in Grade 12 in 20272025 who Achieved at least one of the CCMR Indicators}}{\text{Number of 20272025 Annual Graduates plus Students in Grade 12 during School Year 2026–272024–25}}$$

Students demonstrate college, career, or military readiness in any one of the following ways, as described in "Chapter 2—Student Achievement Domain," with indicator-specific requirements applying unless otherwise noted:

- 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.
- Earn an Occupational Skills Award (OSA) designated as a Credential of Value (COV).*
- Complete an OnRamps Dual Enrollment Course.
- Complete an Aligned Program of Study and earn an Industry-Based Certification (IBC). The Tier 3 IBC cap 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 more information.
- Graduate with Completed IEP and Workforce Readiness.
- Graduate Under Specific Graduation Plans and Identified as a Student Receiving Special Education Services at Time of Graduation.
- Earn a Level I or Level II Certificate.
- Demonstrate Readiness to Enlist in the Armed Forces or Texas National Guard by completing a federally authorized JROTC or NDCC program and earning a minimum score of 31 on the Armed

Forces Qualifying Test (AFQT).

- Enlist in the Armed Forces or National Guard.

*OSA will be included as a CCMR indicator once the COV list is specified by THECB and student data are available. See "Chapter 2—Student Achievement Domain" for information on the *Schedule for Phase-in of Credentials of Value*.

~~program.~~**School Quality: 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 20282026 Accountability, years 2027, 2026~~, 2025~~, and 20252024 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.
    - Small number analysis of prior-year data shall be applied to determine eligibility for awarding 1 or 2 points in current year for the all students group.

School Quality: College, Career, and Military Readiness Performance Status—Methodology

Each student group is evaluated on the percentage of students who meet the current year SQSS: CCMR~~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~~SQSS: CCMR 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

ESEA section 1111(c)(4)(E)(iii) requires 95 percent student participation in statewide mathematics and reading/language arts assessments to be factored into the statewide accountability system.~~The target for Participation Status is 95 percent of students taking a state-administered assessment.~~ Participation measures are based on SST EOY~~STAAR~~, SAT, ACT and TELPAS assessment results.

- SST~~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 SST~~STAAR~~ and SST~~STAAR~~ Alternate ~~2~~ students.

- More information on the calculation of the participation in state-administered assessments can be found in "Appendix H—Data Sources".

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 SST~~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

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

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, Part A 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, Part A is not evaluated.
- Federal Graduation Status- minimum of one indicator
- Academic Growth Status- minimum of four indicators

- Student Success: SST~~Achievement Domain Score: STAAR~~ Component ~~Only-~~ minimum of three indicators
- School Quality: CCMR Performance Status- minimum of one indicator

Calculating Component Scores

To calculate a score for each of the Closing the Gaps, Part A 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			0-4	
Academic Achievement (Mathematics)									
0-4	0-4				0-4			0-4	
Federal Graduation Status (HS/K-12)									Earned ÷ Possible (rounded to 0.1)
0-4	0-4				0-4			0-4	
Academic Growth in RLA (EL/MS)									Earned ÷ Possible (rounded to 0.1)
0-4	0-4				0-4			0-4	
Academic Growth in Mathematics (EL/MS)									
0-4	0-4				0-4			0-4	
SQSS: CCMR (HS/K-12)									Earned ÷ Possible (rounded to 0.1)
0-4	0-4				0-4			0-4	
SQSS: SST~~STAAR ONLY~~ (EL/MS)									Earned ÷ Possible (rounded to 0.1)
0-4	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, Part A

To calculate the Closing the Gaps, Part A 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, Part A Component Weights

Campus Types	Closing the Gaps Domain, Part A Component	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Academic Growth Status	50%
	Progress in Achieving English Language Proficiency	10%
	Student Success: SST Component	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%
	School Quality: CCMR Component or Student Success: SST Component[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 Success: SST Component is used.

Example: Closing the Gaps, Part A Student Group Performance 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 Success: SST Component	60.5	10%	6.1
	Closing the Gaps Domain, Part A Raw Score		**79**

Example Closing the Gaps, Part A Student Group Performance 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 Success: SST Component 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 Success: SST Component 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 Success: SST Component			
	Closing the Gaps Domain, Part A Raw Score		**78**

~~White~~on track

Closing the Gaps Domain Rating Calculation

See "Chapter 6—Calculating Ratings" for the methodology to calculate the Closing the Gaps domain rating.

~~Calculating a~~ Closing the Gaps, Part A for Federal Identifications ~~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.~~

To align the identification of schools for improvement under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) with the state's accountability system, TEA utilizes the Closing the Gaps, Part A 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, Part A domain is calculated the same for all public elementary and secondary school campuses statewide, and different calculations are not applied to any campus, including those rated under Alternative Education Accountability (AEA) or campuses paired for state accountability purposes.

Campuses paired for state accountability also have their school identification paired.

ESSA requires that indicators are valid, reliable, comparable, and are applied the same to all schools statewide when identifying schools for improvement. As such, some methodologies applied in other domains that are counter to this requirement have been identified throughout this chapter.

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, Part A 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, Part A outcomes by rank ordering the scaled scores of Title I campuses by school type—elementary, middle, high school/ K–12, and AEA. 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.

Additionally, if any Title I or non-Title I high school/K-12 campus does not attain a 66.7 percent six-year federal graduation rate for the 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 the TSDS 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 allowed by the U.S. Department of Education is limited to only campuses identified as CSI-Low Graduation Rate, and not CSI-Low Performance campuses. A campus can have their identification escalated to CSI after multiple years of consistent underperformance. More information is provided later in this chapter.

Targeted Support and Improvement Identification

Targeted Support and Improvement Identification identifies Title I and non-Title I campuses 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 the 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.

A student group that earns either a zero or one point for the indicator is considered missing the target.

Consecutive Years of Underperformance	Year of Identification	School Year Implementation
2024, 2025, 2026	2026 Accountability	2026-27
2025, 2026, 2027	2027 Accountability	2027-28
2026, 2027, 2028	2028 Accountability	2028-29
2027, 2028, 2029	2029 Accountability	2029-30
2028, 2029, 2030	2030 Accountability	2030-31
2029, 2030, 2031	2031 Accountability	2031-32
2030, 2031, 2032	2032 Accountability	2032-33

Any campus not identified for CSI that has at least one consistently underperforming student group is identified for TSI.

Minimum Size

In order to be considered when evaluating campuses for TSI identification, student groups must meet the 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 [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~~

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.

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 for the current year 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

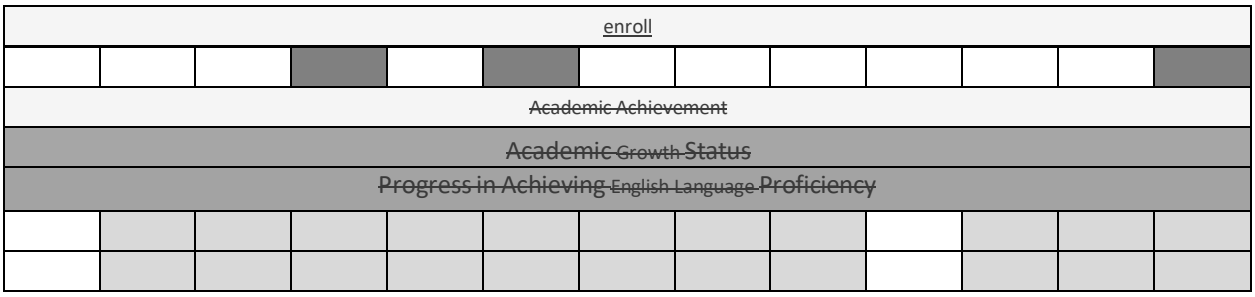
- Asian
- Hispanic
- Pacific Islander
- White
- Two or more races
- Economically disadvantaged
- Current Special education
- Emergent bilingual (EB)

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: SST.

-	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)	Special Education (Current)
-	0	0	3	-	0	-	-	0	0	0
Academic Achievement (RLA)										
2026	2	3	0	-	0	-	-	3	3	2
2027	0	1	0	-	0	-	-	0	2	3
2028	2	0	0	-	2	-	-	0	3	2
Academic Achievement (Mathematics)										
2026	3	1	0	-	1	-	-	1	4	3
2027	1	3	0	-	1	-	-	2	3	2
2028	0	2	1	-	3	-	-	3	2	2
Growth (RLA)										
2026	3	3	4	-	1	-	-	4	3	3
2027	3	4	3	-	4	-	-	3	3	-
2028	2	2	3	-	2	-	-	2	3	-
Growth (Mathematics)										
2026	4	1	0	-	0	-	-	1	4	3
2027	4	3	4	-	3	-	-	4	4	-
2028	2	2	2	-	2	-	-	2	3	-
SQSS: SST (EL/MS)										
2026	2	1	0	-	0	-	0	3	2	2
2027	0	2	1	-	1	-	0	2	3	2
2028	2	2	0	2	2	2	2	2	2	2
English Language Proficiency[1]										
2026	-	-	-	-	-	-	-	-	3	-
2027	-	-	-	-	-	-	-	-	3	-
2028	-	-	-	-	-	-	-	-	3	-

~~Calculation: Middle School~~



~~Closing the Gaps Domain Rating Calculation~~

Additional Targeted Support Identification

Additional Targeted Support Identification identifies a subset of Title I and non- Title I of TSI-identified campuses, further identifying campuses in which any subgroup of students, on its own, would lead to identification. First, the campus must meet the identification for TSI by having at least one consistently underperforming student group. Second, the Closing the Gaps, Part A 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: SST.

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 Status and School Quality: CCMR. If the campus does not have Graduation Status, Academic Growth is used with the four indicators minimum requirement.

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, Part A 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.

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 2026 scaled score was below the bottom 5% scaled score used in CSI identification for the school type.

	African American	2025 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				
2025	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: SST Component (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					56

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.

Example Campus Escalated to Comprehensive Support and Improvement

When Identified	SY 2025–26	SY 2026–27	SY 2027–28
Fall 2025	ATS (Year 1)		
Fall 2026		ATS (Year 2)	
Fall 2027			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 rank higher than the bottom five percent of the Closing the Gaps, Part A domain scaled score for their school type for two consecutive years *and* 2) the Closing the Gaps, Part A domain scaled score must be 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. After a second consecutive year of meeting 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 identified as comprehensive support and improvement last year but not evaluated on the Closing the Gaps domain this year are identified as CSI-Progress.

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 2028 accountability year, for example, the four-year federal graduation rates for the Class of 2027 and Class of 2026 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 2025 and Class of 2024 were evaluated to determine if a campus had successfully met exit criteria in 2028.

As an example, a campus is identified for Comprehensive Support and Improvement (CSI) in 2028 based on a six-year federal graduation rate for the all-students group below 66.7 percent. Although the campus meets the four-year federal graduation rate standard in 2028, the four-year rate is not eligible for exit consideration because the data occur in the year of identification.

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

When Identified	SY 2025-26	SY 2026-27	SY 2027-28	SY 2028-29
Fall 2025	CSI (Year 0)			
Fall 2026		CSI-Reidentified (Year 1)		
Fall 2027			CSI- Progress (first year meeting exit criteria)	
Fall 2028				Exit CSI (second consecutive year meeting 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.

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

Closing the Gaps, Part A Performance Targets: High Schools, K–12s, and AEAAEAs

	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)
Ac. Ach.: RLA	Interim Target (2027–282022-23 through 2031–322026-27)	5344%	4332%	4736%	6862%	5343%	7874%	5445%	6558%	4332%	3320%	4433%	2813%
	Next Interim Target (2032–332027-28 through 2036–372031-32)	6253%	5443%	5847%	7468%	6353%	8278%	6354%	7265%	5443%	4633%	5544%	4328%
	Long Term Target (2037–38)	72%	66%	68%	81%	72%	87%	73%	79%	66%	60%	67%	57%
Ac. Ach.: Math	Interim Target (2027-282022-23 through 2031–322026-27)	4838%	3826%	4635%	5748%	4837%	7772%	5141%	5344%	4331%	4331%	4332%	2915%
	Next Interim Target (2032–332027-28 through 2036–372031-32)	5848%	5038%	5746%	6657%	5948%	8277%	6151%	6253%	5543%	5543%	5443%	4329%
	Long Term Target (2037–38)	69%	63%	68%	74%	69%	86%	71%	72%	66%	66%	66%	58%
Growth: RLA (only if no Grad Rate)	Interim Target (2027-282022-23 through 2031–322026-27)	7869%	7565%	7666%	8072%	7768%	8581%	7870%	8072%	7464%	7060%	7565%	5545%
	Next Interim Target (2032–332027-28 through 2036–372031-32)	8678%	8575%	8576%	8780%	8677%	9085%	8778%	8780%	8474%	8070%	8575%	6555%
	Long Term Target (2037–38)	95%	95%	95%	95%	95%	95%	95%	95%	94%	90%	95%	75%
Growth: Math (only if no Grad Rate)	Interim Target (2027-282022-23 through 2031–322026-27)	8276%	8174%	8377%	8073%	8174%	9087%	8072%	8073%	8275%	8377%	8275%	7464%
	Next Interim Target (2032–332027-28 through 2036–372031-32)	8982%	8881%	8983%	8880%	8881%	9290%	8780%	8880%	8882%	8983%	8882%	8474%
	Long Term Target (2037–38)	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	94%

Closing the Gaps, Part A 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)
Progress in Achieving EL Proficiency	Interim Target (2027–282025-26 through 2031–322026-27)										3028%		
	Next Interim Target (2032–332027-28 through 2036–372031-32)										3230%		
	Long Term Target (2037–38)										34%		
Student Success: SST ~~STAAR Only~~ (Only if no CCMR Rate)	Interim Target (2027–282022-23 through 2031–322026-27)	5747%	4636%	5242%	6858%	5545%	8174%	5747%	6656%	4939%	4838%	4838%	3323%
	Next Interim Target (2032–332027-28 through 2036–372031-32)	6757%	5646%	6252%	7868%	6555%	8881%	6757%	7666%	5949%	5848%	5848%	4333%
	Long Term Target (2037–38)	77%	66%	72%	88%	75%	95%	77%	86%	69%	68%	68%	53%
School Quality: CCMR	Interim Target (2027–282022-23 through 2031–322026-27)	7363%	5747%	7060%	7971%	6858%	8884%	6151%	7363%	6656%	6151%	6656%	7464%
	Next Interim Target (2032–332027-28 through 2036–372031-32)	8373%	6757%	8070%	8779%	7868%	9288%	7161%	8373%	7666%	7161%	7666%	8474%
	Long Term Target (2037–38)	93%	77%	90%	95%	88%	95%	81%	93%	86%	81%	86%	94%
4 Year Fed Grad Rate[2]	Interim Target (2027–282022-23 through 2031–322026-27)	92.790.0%	90.286.3%	91.488.1%	95.293.8%	90.987.4%	97.196.7%	91.588.3%	93.290.8%	90.386.5%	8680.0%	90.586.7%	85.879.7%
	Next Interim Target (2032–332027-28 through 2036–372031-32)	95.492.7%	94.190.2%	94.791.4%	96.695.2%	94.490.9%	97.51%	94.791.5%	95.693.2%	94.190.3%	9286.0%	94.390.5%	91.985.8%
	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, Part A 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)
Ac. Ach.: RLA	Interim Target (2027–282022-23 through 2031–322026-27)	5344%	4332%	4635%	6659%	5344%	7874%	5546%	6356%	4433%	4028%	4331%	3319%
	Next Interim Target (2032–332027-28 through 2036–372031-32)	6253%	5443%	5746%	7366%	6253%	8278%	6455%	7063%	5544%	5240%	5543%	4733%
	Long Term Target (2037–38)	72%	66%	68%	80%	72%	87%	73%	78%	67%	64%	66%	60%
Ac Ach.: Math	Interim Target (2027–282022-23 through 2031–322026-27)	5647%	4332%	4939%	6861%	5647%	8885%	6052%	6356%	4736%	4736%	4635%	3421%
	Next Interim Target (2032–332027-28 through 2036–372031-32)	6556%	5443%	5949%	7568%	6556%	9188%	6860%	7063%	5847%	5847%	5746%	4734%
	Long Term Target (2037–38)	74%	66%	70%	81%	74%	93%	76%	78%	68%	68%	68%	61%
Growth: RLA	Interim Target (2027–282022-23 through 2031–322026-27)	7363%	6858%	6959%	7869%	7363%	8479%	7363%	7768%	6858%	6757%	6858%	5343%
	Next Interim Target (2032–332027-28 through 2036–372031-32)	8373%	7868%	7969%	8678%	8373%	9084%	8373%	8677%	7868%	7767%	7868%	6353%
	Long Term Target (2037–38)	93%	88%	89%	95%	93%	95%	93%	95%	88%	87%	88%	73%
Growth: Math	Interim Target (2027–282022-23 through 2031–322026-27)	7667%	7262%	7464%	8072%	7667%	8986%	7869%	7971%	7262%	7262%	7262%	6050%
	Next Interim Target (2032–332027-28 through 2036–372031-32)	8676%	8272%	8474%	8780%	8676%	9289%	8678%	8779%	8272%	8272%	8272%	7060%
	Long Term Target (2037–38)	95%	92%	94%	95%	95%	95%	95%	95%	92%	92%	92%	80%

Closing the Gaps, Part A 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)
Progress in Achieving EL Proficiency	Interim Target (2027-282025-26 through 2031-322026-27)										3230%		
	Next Interim Target (2032-332027-28 through 2036-372031-32)										3432%		
	Long Term Target (2037-38)										36%		
Student Success: SSTSTAAR Only	Interim Target (2027-282022-23 through 2031-322026-27)	5747%	4737%	5141%	6858%	5545%	8174%	5949%	6555%	4838%	4737%	4838%	3323%
	Next Interim Target (2032-332027-28 through 2036-372031-32)	6757%	5747%	6151%	7868%	6555%	8881%	6959%	7565%	5848%	5747%	5848%	4333%
	Long Term Target (2037-38)	77%	67%	71%	88%	75%	95%	79%	85%	68%	67%	68%	53%

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

Closing the Gaps, Part A 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
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)		
Ac. Ach.: RLA	Interim Target (2027-282022-23 through 2031-322026-27)	5546%	4534%	4939%	6659%	5344%	7873%	5546%	6355%	4837%	4837%	4635%	3826%	
	Next Interim Target (2032-332027-28 through 2036-372031-32)	6455%	5645%	5949%	7366%	6253%	8378%	6455%	7163%	5948%	5948%	5746%	5038%	
	Long Term Target (2037-38)	73%	67%	70%	80%	72%	87%	73%	78%	69%	69%	68%	63%	
Ac. Ach.: Math	Interim Target (2027-282022-23 through 2031-322026-27)	5849%	4433%	5344%	6760%	5647%	8582%	5951%	6355%	5242%	5445%	5040%	4129%	
	Next Interim Target (2032-332027-28 through 2036-372031-32)	6758%	5544%	6253%	7467%	6556%	8885%	6759%	7163%	6252%	6354%	6050%	5341%	
	Long Term Target (2037-38)	75%	67%	72%	80%	74%	91%	76%	78%	71%	73%	70%	65%	
Growth: RLA	Interim Target (2027-282022-23 through 2031-322026-27)	7464%	6959%	7262%	7768%	7262%	8580%	7262%	7667%	7161%	7262%	7060%	6050%	
	Next Interim Target (2032-332027-28 through 2036-372031-32)	8474%	7969%	8272%	8677%	8272%	9085%	8272%	8676%	8171%	8272%	8070%	7060%	
	Long Term Target (2037-38)	94%	89%	92%	95%	92%	95%	92%	95%	91%	92%	90%	80%	
Growth: Math	Interim Target (2027-282022-23 through 2031-322026-27)	7869%	7161%	7768%	8174%	7869%	9088%	7870%	7971%	7666%	7869%	7565%	6858%	
	Next Interim Target (2032-332027-28 through 2036-372031-32)	8678%	8171%	8677%	8881%	8678%	9390%	8778%	8779%	8576%	8678%	8575%	7868%	
	Long Term Target (2037-38)	95%	91%	95%	95%	95%	95%	95%	95%	95%	95%	95%	88%	

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

Closing the Gaps, Part A 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)
Progress in Achieving EL Proficiency	Interim Target (2027-282025-26 through 2031-322026-27)										4240%		
	Next Interim Target (2032-332027-28 through 2036-372031-32)										4442%		
	Long Term Target (2037-38)										46%		
Student Success: SSTSTAAR Only	Interim Target (2027-282022-23 through 2031-322026-27)	5747%	4636%	5141%	6858%	5646%	8072%	5949%	6555%	5040%	4737%	4838%	3323%
	Next Interim Target (2032-332027-28 through 2036-372031-32)	6757%	5646%	6151%	7868%	6656%	8880%	6959%	7565%	6050%	5747%	5848%	4333%
	Long Term Target -(2037-38)	77%	66%	71%	88%	76%	95%	79%	85%	70%	67%	68%	53%

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

Chapter 5—District Closing the Gaps Domain, Part B: Special Populations Program Outcomes

Overview

District Closing the Gaps, Part B evaluates a district's special populations program effectiveness. This domain includes special populations' program effectiveness measures with academic outcomes, resulting in a more comprehensive approach to program monitoring and continuous improvement.

For districts only, the Closing the Gaps domain consists of two sub-domains:

- Part A, Student Group Performance: Evaluates disaggregated data at the campus level to demonstrate differentials in progress to interim and long-term goals among students from different race/ethnicity, socioeconomic status, and other federally and state-identified categories. Please refer to "Chapter 4—Closing the Gaps Domain, Part A: Student Group Performance and Federal School Improvement Identification" for additional information. Districts receive a Closing the Gaps, Part A rating 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 TSDS PEIMS Fall Snapshot.
- Part B, Special Populations Program Outcomes: Evaluates disaggregated data at the district level to demonstrate differentials in progress to interim and long-term goals among student programs serving students with diverse learning needs, including those who are: emergent bilingual, receiving special education and related services, in foster care, or experiencing homelessness. Districts receive a District Closing the Gaps, Part B rating using the total score calculated from all Special Populations indicators for the groups of students served in the programs provided by the district.

Part A and Part B collectively determine the Closing the Gaps domain rating for districts, while Part A alone is used to assign a campus rating. Each sub-domain score contributes to a district's overall Closing the Gaps rating. Please refer to "Chapter 6—Calculating Ratings" for additional details on weighting of each sub-domain.

Special Populations Programs Evaluated for District Closing the Gaps, Part B

District Closing the Gaps, Part B measures the effectiveness of district programs across four special populations program areas.

Bilingual Education

As defined in Texas Education Code (TEC), Chapter 29, Subchapter B, and 19 Texas Administrative Code (TAC), §89.1201, the bilingual education (BE) program area includes bilingual program models and English as a Second Language (ESL) program models.

- Bilingual (Bil) Program: Full-time program models of dual-language instruction (English and home or partner language) that provides for learning academic and literacy skills in the student's home or program partner language.

- English as a Second Language: English acquisition program that enables emergent bilingual (EB) students to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods.
- Alternative Methods (AM): Temporary instructional plan that meets the affective, linguistic, and cognitive needs of EB students and equips the teacher under a bilingual exception or an ESL waiver to align closely to the required bilingual or ESL program through the comprehensive professional development plan.

Special Education

Special Education (SPED) refers to instructional and related services for students eligible under the Individuals with Disabilities Education Act (IDEA). Students may receive direct SPED instruction or participate in general education settings with special support services, supplementary aids, accommodations, or other arrangements.

Foster Care

The Foster Care program area refers to the set of educational supports and services provided to students who are impacted by foster care.

Homeless

The Homeless program area refers to the education services delivered under the McKinney-Vento Homeless Assistance Act, which is implemented through the Texas Education for Homeless Children and Youth (TEHCY) program.

Program Area Groups

Within each program area, academic outcomes for specific groups of students currently or previously served within the program area are calculated to contribute to the District Closing the Gaps, Part B domain rating.

Bilingual Education Program Area Groups

- **Emergent Bilingual**: An EB student is a student identified by the Language Proficiency Assessment Committee (LPAC) who is in the process of acquiring English and has another language as the student's home language.
    - **Current EB:** EB students include those currently served in a standard bilingual education or ESL program, students served through alternative methods approved by TEA, and those with a parental denial of services. A student is identified as a current EB student if the student is reported as emergent bilingual in the Test Information Distribution Engine (TIDE) by the date indicated on the Texas Assessment Program Calendar of Events (*"Final Date to Enter Student Information for Accountability Reporting"*). For Annual Dropout Rate (grades 7–12) calculations, an EB student is identified from data submitted through TSDS PEIMS.
    - **EB Not Served:** EB students with Parental Denial. Students identified as EB students whose parents have denied Bilingual Education services.
    - **Years-After-Reclassification (YsAR):** A student is included in the YsAR group if the student was once identified as an EB student but has reclassified as English proficient,

including students within their four years of state and federal monitoring (monitored) and those beyond monitoring years (former). 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 or ESL program and is monitored in accordance with 19 TAC, §89.1220(l) and was previously reported as EB in TSDS PEIMS.

- **EB Students in U.S. Schools Multiple Years**: A student is identified as an EB student in U.S. schools for multiple years if the student is reported as emergent bilingual (EB) in the Test Information Distribution Engine (TIDE) by the date indicated on the Texas Assessment Program Calendar of Events (*"Final Date to Enter Student Information for Accountability Reporting"*), is enrolled in grades 5–12 and has been enrolled in U.S. schools for five or more years, as reported in TSDS PEIMS**.**
- **Ever EB (Grades K–12):** The Ever EB group includes students who were identified and reported as EB in TSDS PEIMS at any time while enrolled in grades K–12 in Texas public schools, regardless of their current EB designation.

Special Education Program Area Groups

- **Current SPED:** A student is included in the current special education group if the student receives special education 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 Annual Dropout rate (grades 7–12), a student is identified as a special education student from TSDS PEIMS.
- **SPED Year-After-Exit:** A student is included in the SPED Year-After-Exit (YAE) group if the student is reported as being in their first year after exiting special education services. A student is identified as formerly receiving special education services if, in the preceding year, the student was reported in TSDS PEIMS as receiving special instruction and related developmental, corrective, supportive, or evaluative services, but in the current year is not reported as receiving special education services in TIDE by the date indicated on the Texas Assessment Program Calendar of Events (*"Final Date to Enter Student Information for Accountability Reporting"*).
- **Ever SPED (Grades 9–12):** A student is included in the ever SPED group if the student is reported in TSDS PEIMS as having received special education services at any time during grades 9–12 enrollment in Texas Public Schools, regardless of current status.

Foster Care Program Area Student Groups

- **Current Foster Care:** A student is included in the foster care group if the student is currently in the conservatorship of the Department of Family and Protective Services, identified from data submitted through TSDS PEIMS.
- **Ever Foster Care (Grades 9–12):** A student is included in the ever foster care group if the student is reported in TSDS PEIMS as having been in foster care at any time during grade 9–12.

Homeless Program Area Groups

- **Current Homeless:** A student is included in the homeless group if the student is coded with a homeless status TSDS PEIMS indicator code of 2, 3, 4, or 5.
- **Ever Homeless (Grades 9–12):** A student is identified as ever homeless if the student is reported as having been identified with a homeless status at any time during grades 9–12 as reported in

TSDS PEIMS.

Specific information about student-group data sources, including details about data inclusions and exclusions, are available in "Appendix H—Data Sources."

Assessments and Measures Evaluated

Within District Closing the Gaps, Part B, four measures of academic achievement and postsecondary readiness student outcomes are evaluated: Student Success, English Language Proficiency (for students in U.S. Schools for five years or more), Graduation Rate, and Annual Dropout Rate.

Special Populations Student Success

Each Special Populations Student Success indicator evaluates Student Success Tool end-of-year (EOY) assessments developed for grades 3–8, SST end-of-course (EOC) assessments developed for secondary-level courses, alternate versions of the SST assessments, English learner (EL) Performance Measure, and SAT and/or ACT results for accelerated testers in all subject areas (Reading Language Arts (RLA), Mathematics, Science, and Social Studies).

Special Populations Student Success—Minimum Size Criteria and Small Numbers Analysis

- An indicator is evaluated if there are 10 or more assessments in the district subset.
- Small numbers analysis is not used.

Special Populations Student Success – Methodology

The score for each Special Populations Student Success indicator is calculated by dividing the sum of a weighted percentage of students who achieve Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level by three. First, the percentage for Approaches Grade Level or above is added to the percentage for Meets Grade Level or above multiplied by 1.1, and the percentage for Masters Grade Level multiplied by 1.2. The sum of these values is then divided by 3.

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

This methodology, which assigns additional weights to higher achievement (i.e., Meets Grade Level or above and Masters Grade Level), provides districts with higher credit for students attaining higher performance levels.

To determine how many points a special populations group earns for the Student Success indicator, the group's result is evaluated using the 0–4 point methodology described below. The performance targets are provided at the end of this chapter.

EB students in their first year in U.S. schools are excluded unless they were administered the SST alternate. Please refer to "Appendix H—Data Sources" for more detailed information about these exclusions.

English Language Proficiency for Students in U.S. Schools Multiple Years

The English Language Proficiency for Students in U.S. Schools Multiple Years indicator evaluates the TELPAS results for students in grades 5–12 who have been in U.S. schools for five or more years and received a TELPAS composite ratings of Beginning or Intermediate.

The TELPAS assessment is aligned to the Texas English Language Proficiency Standards (ELPS). Texas adopted new ELPS with classroom implementation beginning in the 2026–2027 school year. While not anticipated, any accountability implications of changes to TELPAS as a result of new ELPS will be provided in future issuances of the Accountability Rating System Manual, if necessary.

English Language Proficiency for Students in U.S. Schools Multiple Years —Minimum Size Criteria and Small Numbers Analysis

- An indicator is evaluated if there are 10 or more assessments in the district subset.
- Small numbers analysis is not used.

English Language Proficiency for Students in U.S. Schools Multiple Years– Methodology

This indicator calculates the percentage of EB students in U.S. schools multiple years who received a TELPAS composite proficiency level result of Beginning or Intermediate in the current year. This calculation identifies the percentage of EB students who have not yet advanced beyond lower English proficiency levels.

$$\frac{\text{Number of EB students in grades 5–12 in U.S. schools 5 or more years and receive TELPAS Composite Rating of beginning or intermediate}}{\text{Number of EB students in grades 5–12 in U.S. schools 5 or more years with a TELPAS Composite Rating}}$$

Growth toward interim and long-term targets is evaluated using the 0–4 point methodology described below and is demonstrated by a reduction in this percentage. A lower percentage means fewer long-term EB students remain at Beginning or Intermediate levels. The performance targets are provided at the end of this chapter.

Federal Six-Year Graduation Rate

The Federal Six-Year Graduation Rate indicator measures the six-year extended longitudinal rate, representing the percentage of students from the class of beginning ninth graders who graduated within two years after their expected graduation date. For example, the six-year rate for the Class of 2025 is the percentage of students who began ninth grade in 2021–2022 and graduated by August 31, 2027.

Federal Six-Year Graduation Rate —Minimum Size Criteria and Small Numbers Analysis

- This measure is evaluated if an indicator has at least 10 students in the program area group in the class.
- Small numbers analysis, as described below, applies to each indicator program area group if the number of students in the class from the prior year (6-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 combined graduation rate is calculated for each indicator program area group. The calculation is based on three years of the district's graduation data.
    - The indicator program area groups are evaluated if the three-year sum has at least 10 students.
    - If the current year indicator program area group has 1–9 students, small number analysis is applied.

- If the current year indicator program area group has 0 students, small number analysis is not used.
- Small numbers analysis of prior-year data shall be applied to determine eligibility for awarding 1 or 2 points in the current year for each indicator program area group.

Federal Six-Year Graduation Rate—Methodology

The Federal Six-Year Graduation Rate is calculated using the six-year federal graduation rate without state exclusions. For more information on state exclusions, see the "Appendix H—Data Sources". To determine how many points a student group earns for the graduation rate indicator, the group's six-year federal graduation rate is evaluated using the 0–4 point methodology described below. The performance targets are provided at the end of this chapter.

The six-year federal graduation rate follows a cohort of first-time students in grade 9 through their expected graduation, to two years after their expected graduation date. 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 are included in the graduation cohort.

The six-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, 78.675% rounds to 78.7%, not 79%.

Annual Dropout Rate

The Annual Dropout Rate indicator measures the percentage of students who drop out of school during one school year.

Annual Dropout Rate —Minimum Size Criteria and Small Numbers Analysis

- This measure is evaluated if there are at least 10 students enrolled during the school year in the program area group indicator.
- Small numbers analysis, as described below, applies to each indicator program area group if the number of students enrolled in grades 7–12 during the prior school year is fewer than 10.
    - A three-year annual dropout rate is calculated. The calculation is based on three years of the district's annual dropout rate.
    - The program area group indicator is evaluated if the three-year sum has at least 10 students. An example of small numbers analysis from the 2028 accountability cycle:

$$\frac{\text{Number of Dropouts in Grades 7–12 in 2026–27, 2025–26, and 2024–25}}{\text{Number of Students in Grades 7–12 in 2026–27, 2025–26, and 2024–25}}$$

Annual Dropout Rate – Methodology

The National Center for Education Statistics (NCES) dropout definition is used. Under this definition, a

dropout is a student who is enrolled in public school in Grades 7–12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a high school equivalency certificate, continue school outside the public school system, or die. The annual dropout rate is calculated using the following formula:

$$\frac{\text{Number of students in grades 7–12 who dropped out}}{\text{Number of students in grades 7–12 enrolled during the school year}}$$

Growth toward interim and long-term targets is evaluated using the 0–4 point methodology described below, and is demonstrated by a reduction in the annual dropout rate. A lower dropout rate indicates that fewer students in the program area are leaving school prior to completion. The performance targets are provided at the end of this chapter.

Long-term, Next Interim, Current Interim Targets and 0–4 Point Scoring

Each evaluated indicator is scored on a scale from 0 to 4 points, based on student group performance relative to established interim and long-term targets. The safe harbor provision used in Closing the Gaps, Part A is not applicable to District Closing the Gaps, Part B.

Points	Definition
4	Met long-term target (2037–38 target)
3	Met current interim target (target through 2031–32)
2	Did not meet current interim target but showed expected growth toward next interim target (target through 2036–37)[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 2028 is six years as the next interim target will be evaluated in 2032–33. The denominator for 2029 is five years and so forth.

[2] Minimal growth is defined as at least a 0.1–1.0 percentage point improvement (or reduction, where applicable) from the prior year's rate. See Minimal Growth section below.

Expected Growth

For the **Special Populations Student Success** and **Federal Six-Year Graduation Rate** indicators, the expected growth calculation is determined using the following formula and is rounded to one decimal point.

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

For the **English Language Proficiency for Students in U.S. Multiple Years** and **Annual Dropout Rate** indicators, the expected growth calculation uses the following formula and is rounded to one decimal point.

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

Minimal Growth

Indicator	Definition of Minimal Growth (1 point)
Special Populations Student Success	At least a 1.0 percentage point improvement over the prior year's rate.
English Language Proficiency for Students in U.S. Schools Multiple Years	A reduction of at least 1.0 percentage point from the prior year's rate.
Federal Six-Year Graduation Rate	At least a 0.1 percentage point improvement over the prior year's rate.
Annual Dropout Rate	A reduction of at least 0.1 percentage point from the prior year's rate.

Years Remaining for Expected Growth (2-point scoring)

The calculations for meeting expected growth are based on years remaining until the next interim target. The following table demonstrates the years until the next interim targets, to be used in calculations for 2-point scoring.

Accountability Year	Years to Next Interim Target (2032–33 through 2036–37)
2028	6 years
2029	5 years
2030	4 years
2031	3 years
2032	2 years

Prior-Year Data to Calculate Minimal or Expected Growth Towards Targets:

Prior year district data is used to calculate minimal or expected growth for scoring calculations within District Closing the Gaps, Part B for existing districts. If a student group meets minimum size for an indicator in the current year but had no prior year data, that group's indicator is evaluated for 4, 3, or 0 points. As a result, the district cannot earn 1 or 2 points for that component in the current year.

Example: 0–4 Points Determination for 2028 Accountability

At Texas ISD, the Special Education student group's 2027 Special Populations Student Success outcome for students served within the Special Education Program Area within grades 3–8 was 27%. In 2028, the student group earned 31%.

	Targets	Special Education
Special Populations Student Success, SPED Grades 3–8	Interim Target (target through 2031–32)	36%
	Next Interim Target (target through 2036–37)	46%
	Long Term Target (2037–38)	56%

Points	Definition	Texas ISD
4	Met long-term target (2037–38 target)	No
3	Met interim target (target through 2031–32)	No
2	Did not meet interim target but showed expected growth toward next interim target	**Yes**
1	Did not meet interim target but showed minimal growth	N/A
0	Did not meet interim target and did not show minimal growth	N/A

Example: 2-Points Calculation for 2028 Accountability

Student Group Growth		Expected Growth
current year rate – prior year rate	**≥**	**next interim target – prior year rate / 6**
31–27	≥	46 –27 / 6
4.0	**≥**	**3.2**

District Closing the Gaps, Part B: Program Area Components

A district can be evaluated on three Program Area Components: Bilingual Education, Special Education, and Foster and/or Homeless. The Foster Care and Homeless program areas and their corresponding indicators are grouped into one single component score. This reflects the similarity in mobility patterns across these student groups and addresses the small group sizes that may be found at the district level.

Each program area component combines the indicators for specific student groups with the academic or postsecondary measures used to evaluate them, including Special Populations Student Success, Graduation Rate, Dropout Rate, and, for the Bilingual Education Program Area only, English Language Proficiency for Students in U.S. Schools Multiple Years.

Calculating Component Scores

To calculate a score for each of the District Closing the Gaps, Part B 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 equally; if minimum size for at least one indicator is met within each program area component, each component is weighted at 33.3%. 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.

All evaluated indicators are aggregated to produce three Program Area Component scores. Program Area Component scores are weighted equally to determine a District Closing the Gaps, Part B Domain scaled score.

Indicators Across Academic and Postsecondary Measures

	Bilingual Education Program						Special Education		Foster and Homeless	
Measures	**EB**	**EB Not Served**	**EB YsAR**	**Bil**	**ESL**	**AM**	**SPED**	**SPED YAE**	**Foster**	**Homeless**
Special Populations Student Success										
SST EOY 3–8	_	0–4	0–4	0–4	0–4	0–4	0–4	0–4	_	_
SST EOC	0–4	_	0–4	_	_	_	0–4	0–4	_	_
SST EOY 3–8 and EOC	_	_	_	_	_	_	_	_	0–4	0–4
English Language Proficiency for Students in U.S. Multiple Years										
English Language Proficiency for Students in U.S. Multiple Years	0–4	_	_	_	_	_	_	_	_	_
Federal Six-Year Graduation Rate										
Ever (Grade K–12)	0–4	_	_	_	_	_	_	_	_	_
Ever (Grades 9–12)	_	_	_	_	_	_	0–4	_	0–4	0–4
Annual Dropout Rate										
Grades 7–12	0–4	_	_	_	_	_	0–4	_	0–4	0–4
Program Component Points	**Bilingual Education Program Totals** Earned ÷ Possible						**Special Education Totals** Earned ÷ Possible		**Foster and Homeless Totals** Earned ÷ Possible	

Minimum Number of Evaluated Indicators

Each program area component must have at least one indicator that meets the minimum size to be included in the District Closing the Gaps, Part B calculation.

If a district has no student groups meeting minimum size on any indicators, District Closing the Gaps, Part B is not evaluated.

Calculating the District Closing the Gaps, Part B Domain Scaled Score

Step 1: Calculate raw scores for each Program Area Component: For each program area component, the points earned across all scored indicators are summed and then divided by the total possible points for that component. The resulting component score is rounded to one decimal place.

Step 2: Weighting Program Area Components: If a district is evaluated on all three program area

components, each component is weighted at 33.3 percent. If the district is evaluated on two program area components, each component is weighted at 50 percent. When a district is evaluated on only one program area component, that component is weighted at 100 percent.

Step 3: Part B Domain Score Calculation: Each component score is multiplied by its corresponding weight and rounded to one decimal place. The weighted component scores are then summed, and the final total is rounded to the nearest whole number.

District Closing the Gaps, Part B Component Weights

District Closing the Gaps Domain Component	Indicators	Points Possible	Weight
Bilingual Education Program Area	10	40	33.3%
Special Education Program Area	6	24	33.3%
Foster Care and Homeless Program Area	6	24	33.3%

Example: District Closing the Gaps Part B, Special Populations Program Outcomes Calculation

Program Area Component	Indicators Scored	Points Earned	Points Possible	Component Points	Weight	Total Points
Bilingual Education	10	30	40	75.0	33.3%	25.0
Special Education	6	15	24	62.5	33.3%	20.8
Foster Care and Homeless	6	18	24	75.0	33.3%	25.0
					District Closing the Gaps Domain, Part B Raw Score	**71**

Closing the Gaps Domain Rating Calculation

See "Chapter 6—Calculating Ratings" for the methodology to calculate the Closing the Gaps domain rating.

Federally Required SD Determinations and Determination Levels

Significant Disproportionality (SD) determinations are required under 34 CFR, §300.647 and will be published for transparency and compliance. Annually federally required determination levels (DLs) for special education monitoring activities and interventions will use performance data from the District Closing the Gaps domain, Part B in its overall calculation method for DLs. Program monitoring of bilingual education (Title III), foster (Title I, Part D), and homeless (McKinney-Vento) will be conducted separately. For more information, please contact the Division of Office of Special Populations and Student Supports.

District Closing the Gaps, Part B Performance Targets: SST 3–8, EOC, and TELPAS

	Interim Target (2027–2028 through 2031–32)	Next Interim Target (2032–33 through 2036–37)	Long-Term Target (2037–2038)
Bilingual Education			
Bil SST EOY 3–8	56%	66%	76%
ESL SST EOY 3–8	43%	53%	63%
AM SST EOY 3–8	44%	54%	64%
EB (Not Served in Bil/ESL) SST EOY 3–8	49%	59%	69%
EB Years After Reclassification (YsAR) SST EOY 3–8	86%	91%	95%
EB Years After Reclassification (YsAR) SST EOC	84%	89%	95%
EB SST EOC	48%	58%	68%
TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years (Grade 5–12)	23%	14%	5%
Special Education			
SPED EOY SST 3–8	37%	47%	57%
SPED Year-After-Exit (YAE) SST EOY 3–8	71%	81%	91%
SPED Year-After-Exit (YAE) SST EOC	71%	81%	91%
SPED SST EOC	42%	52%	62%
Foster Care and Homeless			
Foster Care SST EOY 3–8 and EOC (Combined)	45%	55%	65%
Homeless SST EOY 3–8 and EOC (Combined)	45%	55%	65%

District Closing the Gaps, Part B Performance Targets: Six-Year Graduation Rates and Annual Dropout Rates

	Interim Target (2027–2028 through 2031–32)	Next Interim Target (2032–33 through 2036–37)	Long-Term Target (2037–2038)
Bilingual Education			
K–12 Ever EB Graduation (6-year federal)	93.4%	95.7%	98.0%
7–12 EB Annual Dropout	2.1%	2.0%	1.8%
Special Education			
9–12 Ever SPED Graduation (6-year federal)	89.9%	94.0%	98.0%
7–12 SPED Annual Dropout	1.5%	1.2%	1.0%
Foster Care and Homeless			
9–12 Ever Foster Care Graduation (6-year federal)	80.5%	89.2%	98.0%
7–12 Foster Care Annual Dropout	3.7%	2.8%	1.8%
9–12 Ever Homeless Graduation (6-year federal)	86.8%	92.4%	98.0%
7–12 Homeless Annual Dropout	4.1%	2.9%	1.8%

~~-~~Chapter 6~~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.

District and Campus Ratings Calculations

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 Rating Methodology

The following methodology is used to calculate campus domain ratings.

Student Achievement Domain

Step 1: Determine a scaled score for the SST~~TAAR~~ and College, Career, and Military Readiness (CCMR) components of the Student Achievement domain using Table 6~~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 6~~5~~.2.

Step 3: Weight the SST~~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.

The inclusion of CCMR and graduation rate components in accountability calculations is determined by the campus type in the current school year. Campuses identified as high school or K–12 are evaluated on CCMR and graduation rate indicators. Campuses that do not serve high school grades are not evaluated on these components.

A campus that transitions to a non–high school campus type (e.g., K–8) in the current year is not evaluated on CCMR or graduation rate, regardless of the availability of prior-year graduate data.

For campuses lacking a graduation rate component, weight the SST~~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 SST~~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 SST~~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 65.3 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 SSTSTAAR 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 65.6.

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, Part A domain using Table 6.5.4 in conjunction with the scaling methodology provided in this chapter.

Campus Overall Rating Calculation

Step 7: Determine the better outcome of the Student Achievement and the School Progress domain scaled scores. If either domaindomain'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, Part A domain scaled score at 30 percent. For campuses lacking a Closing the Gaps, Part A 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, Part A: Student Group Performance, 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, Part A: Student Group Performance, 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
SST~~STAAR~~	61~~36~~	78~~62~~	40%	31.2~~24.8~~
CCMR	84	80~~86~~	40%	32~~4~~.0~~4~~
Graduation Rate	89.0~~90.4~~	60	20%	12.0
		Student Achievement Scaled Score		**75~~71~~**
		Campus Student Achievement Domain Rating		***C~~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	75~~68~~71		89	70%	62.3
School Progress, Part A	89	89			
School Progress, Part B	84				
Closing the Gaps, Part A	81_			30%	24.3
				Overall Score	**87**
				Overall Rating	***B***

District Proportional Domain Rating Methodology

District domain ratings for Student Achievement, School Progress, Part A: Academic Growth, School Progress, Part B: Relative Performance, and Closing the Gaps, Part A: Student Group Performance are calculated using a proportionality method. The campus weight determines how much a campus's domain scaled score~~campus grade~~ proportionally impacts the district's domain~~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

Proportional weighting is used to determine the Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; and Closing the Gaps, Part A: Student Group Performance district domain ratings as shown in the example below.

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 Calculation

The district's Student Achievement, School Progress: Part A and B, and Closing the Gaps, Part A domain scaled scores derived from proportionally weighted campus domain scaled scores are integrated with

the District Closing the Gaps, Part B domain scaled score derived from a district accountability subset from all campuses to calculate the overall district rating as described in the steps below.

Step 7: Determine the better outcome of the Student Achievement and the School Progress domain scaled scores. If either domaindomain'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 district's Closing the Gaps, Part A: Student Group Performance scaled score at 70 percent of Closing the Gaps domain scaled score and the Ddistrict's Closing the Gaps, Part B: Special Populations Program Outcomes domain scaled score at 30 percent to determine the district's Closing the Gaps domain scaled score.

For districts lacking a District Closing the Gaps, Part B score, weight Closing the Gaps, Part A at 100 percent of the Closing the Gaps domain score. If a district lacks a Closing the Gaps, Part A score, the district will be *Not Rated* in Closing the Gaps.

Step 10: 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 1110: 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.

Example: District Domain Score Calculation

Proportional weighting is used to determine the Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; and Closing the Gaps, Part A: Student Group Performance district domain scaled scores. The results using the district accountability subset determines the District Closing the Gaps, Part B: Special Populations Program Outcomes scaled score, which are then integrated as shown in the example below.

Single Campus Districts

With the incorporation of District Closing the Gaps, Part B into district rating calculations, single campus districts may receive different ratings for the district and the campus.

Example: District Proportionality and District Subset

	District Proportionality								***District Subset***	
	Student Achievement		**School Progress: Academic Growth**		**School Progress: Relative Performance**		**Closing the Gaps: Student Group Performance**		**District Closing the Gaps: Special Populations Program Outcomes**	
	Rating	**Score**	**Rating**	**Score**	**Rating**	**Score**	**Rating**	**Score**	**Rating**	**Score**
District	**B**	**88**	**B**	**84**	**B**	**86**	**B**	**89**	**A**	**93**
Campus 1	C	74	B	83	C	70	C	77		
Campus 2	A	91	B	88	A	91	A	92		
Campus 3	A	96	B	83	A	94	A	95		

Example: District Closing the Gaps Domain Score Calculation

To determine the Closing the Gaps domain score, Part A is weighted at 70% and Part B at 30%. The Closing the Gaps domain score is weighted at 30% of the overall score.

Closing the Gap Domain	Scaled Score	Weight	Weighted Points
Part A: Student Group Performance	89	70%	62.3
Part B: Special Populations Program Outcomes	93	30%	27.9
Closing the Gaps Scaled Score			90
Closing the Gaps District Rating			A

Example: District Overall Score Calculation

Domain	Scaled Score	Weight	Weighted Points
Student Achievement	88	70%	61.6
Closing the Gaps	90	30%	27.0
Overall Score			89
Overall Rating			B

District Overall Rating 3 Fs Rule

Step 12~~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 13~~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 65.1: Campus Student Achievement Domain: SSTSTAAR and CCMR Components

Campus Student Achievement Domain: SST and CCMR Component Score Cut Points						
Rating	SST				CCMR	
	Elementary	Middle	HS/K–12	AEA	Non-AEA	AEA
A	67	67	67	67	90	90
B	59	59	63	49	84	43
C	42	42	53	35	73	26
D	36	37	45	26	62	17

~~Campus Student Achievement Domain: SSTSTAAR and CCMR Component Score Cut Points~~						
~~Rating~~	~~SSTSTAAR~~				~~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 6~~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~~	-	100~~100~~	-
95	99.5~~99~~	99.9~~99.9~~	99.5~~99~~	99.9~~99.9~~
90	99~~98~~	99.4~~98.9~~	99~~98~~	99.4~~98.9~~
85	98~~97~~	98.9~~97.9~~	98~~97~~	98.9~~97.9~~
80	97~~96~~	97.9~~96.9~~	97~~96~~	97.9~~96.9~~
75	96~~95~~	96.9~~95.9~~	93~~92~~	96.9~~95.9~~
70	95~~94~~	95.9~~94.9~~	89~~88~~	92.9~~91.9~~
65	92~~91~~	94.9~~93.9~~	80~~79~~	88.9~~87.9~~
60	89~~88~~	91.9~~90.9~~	71~~70~~	79.9~~78.9~~
55	77~~72~~	88.9~~87.9~~	65~~60~~	70.9~~69.9~~
50	65~~50~~	76.9~~71.9~~	59~~45~~	64.9~~59.9~~
~~45~~40	53~~30~~	64.9~~49.9~~	53~~30~~	58.9~~44.9~~
~~40~~30	41~~0~~	52.9~~29.9~~	47~~0~~	52.9~~29.9~~
35	30	40.9	30	46.9
30	0	29.9	0	29.9

Table 6~~5~~.3: Campus School Progress, Part A Domain

Campus School Progress, Part A: Score Cut Points				
Rating	**Elementary**	**Middle**	**HS/K–12**	**AEA**
A	84~~80~~	84~~80~~	84~~85~~	85~~80~~
B	76~~71~~	75~~68~~	77~~74~~	74~~62~~
C	64~~63~~	63~~61~~	68~~68~~	53~~51~~
D	58~~56~~	57~~55~~	62~~62~~	42~~35~~

Table 65.4: Campus Closing the Gaps Domain

Campus Closing the Gaps Part A Domain Score Cut Points				
Rating	**Elementary**	**Middle**	**HS/K–12**	**AEA**
A	7674	7671	7774	7744
B	4660	4758	6562	3331
C	2033	2434	4248	1619
D	912	1316	2937	109

District Closing the Gaps Part B Score Cut Points	
Rating	**District**
A	79
B	55
C	46
D	33

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 6056. The scaling table shows that an Academic Achievement domain score between 5953–6067 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.

$$\text{Round } 89 - \frac{9\,((67 - 1) - 5660)}{(67 - 1) - 593}$$

$$\text{Round } 89 - \frac{9\,(59\,66 - 5660)}{59\,66 - 593}$$

$$\text{Round } 89 - \frac{9\,(36)}{76}$$

$$\text{Round } 89 - \frac{2754}{67}$$

$$\text{Round } (89 - 4.57.7)$$

$$\text{Round } (84.581.3)$$

Scaled Score = 8581

Table 6~~5~~.5: School Progress, Part B: Relative Performance Lookup Tables

~~% Economically Disadvantaged~~	~~Elementary School Scaled Score~~				~~Middle School Scaled Score~~				~~High School/K-12 (SST) (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~~

~~% Economically Disadvantaged~~	~~Elementary School Scaled Score~~				~~Middle School Scaled Score~~				~~High School/K-12 (SST) 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 - 29~~	~~72~~	~~66~~	~~58~~	~~52~~	~~73~~	~~67~~	~~60~~	~~54~~	~~73~~	~~69~~	~~60~~	~~54~~	~~95~~	~~79~~	~~71~~	~~61~~
~~29.1 - 30~~	~~71~~	~~65~~	~~57~~	~~51~~	~~72~~	~~66~~	~~59~~	~~53~~	~~72~~	~~68~~	~~59~~	~~53~~	~~95~~	~~79~~	~~70~~	~~60~~
~~30.1 - 31~~	~~71~~	~~65~~	~~57~~	~~51~~	~~72~~	~~66~~	~~59~~	~~53~~	~~72~~	~~68~~	~~59~~	~~53~~	~~94~~	~~79~~	~~70~~	~~60~~
~~31.1 - 32~~	~~70~~	~~64~~	~~56~~	~~50~~	~~71~~	~~65~~	~~58~~	~~52~~	~~71~~	~~67~~	~~58~~	~~52~~	~~94~~	~~79~~	~~70~~	~~60~~
~~32.1 - 33~~	~~70~~	~~64~~	~~56~~	~~50~~	~~71~~	~~65~~	~~58~~	~~52~~	~~71~~	~~67~~	~~58~~	~~52~~	~~94~~	~~79~~	~~69~~	~~59~~
~~33.1 - 34~~	~~70~~	~~64~~	~~56~~	~~50~~	~~70~~	~~64~~	~~57~~	~~51~~	~~71~~	~~67~~	~~58~~	~~52~~	~~94~~	~~79~~	~~69~~	~~59~~
~~34.1 - 35~~	~~69~~	~~63~~	~~55~~	~~49~~	~~69~~	~~63~~	~~56~~	~~50~~	~~70~~	~~66~~	~~57~~	~~51~~	~~94~~	~~79~~	~~69~~	~~58~~
~~35.1 - 36~~	~~69~~	~~63~~	~~55~~	~~49~~	~~69~~	~~63~~	~~56~~	~~50~~	~~70~~	~~66~~	~~57~~	~~51~~	~~94~~	~~79~~	~~69~~	~~58~~
~~36.1 - 37~~	~~68~~	~~62~~	~~54~~	~~48~~	~~68~~	~~62~~	~~55~~	~~49~~	~~69~~	~~65~~	~~56~~	~~50~~	~~94~~	~~78~~	~~68~~	~~58~~
~~37.1 - 38~~	~~68~~	~~62~~	~~54~~	~~48~~	~~68~~	~~62~~	~~55~~	~~49~~	~~69~~	~~65~~	~~56~~	~~50~~	~~94~~	~~78~~	~~68~~	~~57~~
~~38.1 - 39~~	~~67~~	~~61~~	~~53~~	~~47~~	~~67~~	~~61~~	~~54~~	~~48~~	~~69~~	~~65~~	~~56~~	~~50~~	~~94~~	~~78~~	~~68~~	~~57~~
~~39.1 - 40~~	~~67~~	~~61~~	~~53~~	~~47~~	~~67~~	~~61~~	~~54~~	~~48~~	~~68~~	~~64~~	~~55~~	~~49~~	~~94~~	~~77~~	~~68~~	~~54~~
~~40.1 - 41~~	~~66~~	~~60~~	~~52~~	~~46~~	~~66~~	~~60~~	~~53~~	~~47~~	~~68~~	~~64~~	~~55~~	~~49~~	~~93~~	~~77~~	~~68~~	~~54~~
~~41.1 - 42~~	~~66~~	~~60~~	~~52~~	~~46~~	~~66~~	~~60~~	~~53~~	~~47~~	~~67~~	~~63~~	~~54~~	~~48~~	~~93~~	~~77~~	~~67~~	~~53~~
~~42.1 - 43~~	~~66~~	~~60~~	~~52~~	~~46~~	~~65~~	~~59~~	~~52~~	~~46~~	~~67~~	~~63~~	~~54~~	~~48~~	~~93~~	~~77~~	~~67~~	~~53~~
~~43.1 - 44~~	~~65~~	~~59~~	~~51~~	~~45~~	~~65~~	~~59~~	~~52~~	~~46~~	~~67~~	~~63~~	~~54~~	~~48~~	~~93~~	~~77~~	~~67~~	~~53~~
~~44.1 - 45~~	~~65~~	~~59~~	~~51~~	~~45~~	~~64~~	~~58~~	~~51~~	~~45~~	~~66~~	~~62~~	~~53~~	~~47~~	~~93~~	~~77~~	~~67~~	~~53~~
~~45.1 - 46~~	~~64~~	~~58~~	~~50~~	~~44~~	~~64~~	~~58~~	~~51~~	~~45~~	~~66~~	~~62~~	~~53~~	~~47~~	~~93~~	~~77~~	~~67~~	~~53~~
~~46.1 - 47~~	~~64~~	~~58~~	~~50~~	~~44~~	~~63~~	~~57~~	~~50~~	~~44~~	~~66~~	~~62~~	~~53~~	~~47~~	~~93~~	~~77~~	~~66~~	~~52~~
~~47.1 - 48~~	~~64~~	~~58~~	~~50~~	~~44~~	~~63~~	~~57~~	~~50~~	~~44~~	~~65~~	~~61~~	~~52~~	~~46~~	~~93~~	~~77~~	~~66~~	~~52~~
~~48.1 - 49~~	~~63~~	~~57~~	~~49~~	~~43~~	~~62~~	~~56~~	~~49~~	~~43~~	~~65~~	~~61~~	~~52~~	~~46~~	~~93~~	~~77~~	~~66~~	~~52~~
~~49.1 - 50~~	~~63~~	~~57~~	~~49~~	~~43~~	~~62~~	~~56~~	~~49~~	~~43~~	~~65~~	~~61~~	~~52~~	~~46~~	~~93~~	~~77~~	~~66~~	~~52~~
~~50.1 - 51~~	~~63~~	~~57~~	~~49~~	~~43~~	~~61~~	~~55~~	~~48~~	~~42~~	~~64~~	~~60~~	~~51~~	~~45~~	~~92~~	~~77~~	~~65~~	~~51~~
~~51.1 - 52~~	~~62~~	~~56~~	~~48~~	~~42~~	~~61~~	~~55~~	~~48~~	~~42~~	~~64~~	~~60~~	~~51~~	~~45~~	~~92~~	~~77~~	~~65~~	~~51~~
~~52.1 - 53~~	~~62~~	~~56~~	~~48~~	~~42~~	~~61~~	~~55~~	~~48~~	~~42~~	~~64~~	~~60~~	~~51~~	~~45~~	~~92~~	~~77~~	~~65~~	~~51~~
~~53.1 - 54~~	~~61~~	~~55~~	~~47~~	~~41~~	~~60~~	~~54~~	~~47~~	~~41~~	~~63~~	~~59~~	~~50~~	~~44~~	~~92~~	~~77~~	~~65~~	~~51~~
~~54.1 - 55~~	~~61~~	~~55~~	~~47~~	~~41~~	~~60~~	~~54~~	~~47~~	~~41~~	~~63~~	~~59~~	~~50~~	~~44~~	~~92~~	~~77~~	~~65~~	~~51~~

~~% Economically Disadvantaged~~	~~Elementary School Scaled Score~~				~~Middle School Scaled Score~~				~~High School/K-12 (SST) Scaled Score~~				~~High School/K-12 (CCMR) Scaled Score~~			
~~55.1 - 56~~	~~61~~	~~55~~	~~47~~	~~41~~	~~59~~	~~53~~	~~46~~	~~40~~	~~63~~	~~59~~	~~50~~	~~44~~	~~92~~	~~77~~	~~65~~	~~51~~
~~56.1 - 57~~	~~60~~	~~54~~	~~46~~	~~40~~	~~59~~	~~53~~	~~46~~	~~40~~	~~62~~	~~58~~	~~49~~	~~43~~	~~92~~	~~77~~	~~64~~	~~50~~
~~57.1 - 58~~	~~60~~	~~54~~	~~46~~	~~40~~	~~59~~	~~53~~	~~46~~	~~40~~	~~62~~	~~58~~	~~49~~	~~43~~	~~92~~	~~77~~	~~64~~	~~50~~
~~58.1 - 59~~	~~60~~	~~54~~	~~46~~	~~40~~	~~58~~	~~52~~	~~45~~	~~39~~	~~62~~	~~58~~	~~49~~	~~43~~	~~92~~	~~77~~	~~64~~	~~50~~
~~59.1 - 60~~	~~59~~	~~53~~	~~45~~	~~39~~	~~58~~	~~52~~	~~45~~	~~39~~	~~62~~	~~58~~	~~49~~	~~43~~	~~92~~	~~77~~	~~64~~	~~50~~
~~60.1 - 61~~	~~59~~	~~53~~	~~45~~	~~39~~	~~57~~	~~51~~	~~44~~	~~38~~	~~61~~	~~57~~	~~48~~	~~42~~	~~91~~	~~77~~	~~64~~	~~50~~
~~61.1 - 62~~	~~59~~	~~53~~	~~45~~	~~39~~	~~57~~	~~51~~	~~44~~	~~38~~	~~61~~	~~57~~	~~48~~	~~42~~	~~91~~	~~77~~	~~64~~	~~50~~
~~62.1 - 63~~	~~58~~	~~52~~	~~44~~	~~38~~	~~57~~	~~51~~	~~44~~	~~38~~	~~61~~	~~57~~	~~48~~	~~42~~	~~91~~	~~76~~	~~64~~	~~50~~
~~63.1 - 64~~	~~58~~	~~52~~	~~44~~	~~38~~	~~56~~	~~50~~	~~43~~	~~37~~	~~60~~	~~56~~	~~47~~	~~41~~	~~91~~	~~76~~	~~63~~	~~49~~
~~64.1 - 65~~	~~58~~	~~52~~	~~44~~	~~38~~	~~56~~	~~50~~	~~43~~	~~37~~	~~60~~	~~56~~	~~47~~	~~41~~	~~91~~	~~76~~	~~63~~	~~49~~
~~65.1 - 66~~	~~57~~	~~51~~	~~43~~	~~37~~	~~56~~	~~50~~	~~43~~	~~37~~	~~60~~	~~56~~	~~47~~	~~41~~	~~91~~	~~76~~	~~63~~	~~49~~
~~66.1 - 67~~	~~57~~	~~51~~	~~43~~	~~37~~	~~55~~	~~49~~	~~42~~	~~36~~	~~60~~	~~56~~	~~47~~	~~41~~	~~91~~	~~76~~	~~63~~	~~49~~
~~67.1 - 68~~	~~57~~	~~51~~	~~43~~	~~37~~	~~55~~	~~49~~	~~42~~	~~36~~	~~59~~	~~55~~	~~46~~	~~40~~	~~91~~	~~76~~	~~63~~	~~49~~
~~68.1 - 69~~	~~57~~	~~51~~	~~43~~	~~37~~	~~55~~	~~49~~	~~42~~	~~36~~	~~59~~	~~55~~	~~46~~	~~40~~	~~91~~	~~76~~	~~63~~	~~49~~
~~69.1 - 70~~	~~56~~	~~50~~	~~42~~	~~36~~	~~54~~	~~48~~	~~41~~	~~35~~	~~59~~	~~55~~	~~46~~	~~40~~	~~91~~	~~76~~	~~63~~	~~49~~
~~70.1 - 71~~	~~56~~	~~50~~	~~42~~	~~36~~	~~54~~	~~48~~	~~41~~	~~35~~	~~59~~	~~55~~	~~46~~	~~40~~	~~90~~	~~76~~	~~63~~	~~49~~
~~71.1 - 72~~	~~56~~	~~50~~	~~42~~	~~36~~	~~54~~	~~48~~	~~41~~	~~35~~	~~59~~	~~55~~	~~46~~	~~40~~	~~90~~	~~76~~	~~63~~	~~49~~
~~72.1 - 73~~	~~55~~	~~49~~	~~41~~	~~35~~	~~53~~	~~47~~	~~40~~	~~34~~	~~58~~	~~54~~	~~45~~	~~39~~	~~90~~	~~76~~	~~63~~	~~49~~
~~73.1 - 74~~	~~55~~	~~49~~	~~41~~	~~35~~	~~53~~	~~47~~	~~40~~	~~34~~	~~58~~	~~54~~	~~45~~	~~39~~	~~90~~	~~76~~	~~63~~	~~49~~
~~74.1 - 75~~	~~55~~	~~49~~	~~41~~	~~35~~	~~53~~	~~47~~	~~40~~	~~34~~	~~58~~	~~54~~	~~45~~	~~39~~	~~90~~	~~75~~	~~63~~	~~49~~
~~75.1 - 76~~	~~55~~	~~49~~	~~41~~	~~35~~	~~53~~	~~47~~	~~40~~	~~34~~	~~58~~	~~54~~	~~45~~	~~39~~	~~90~~	~~75~~	~~63~~	~~49~~
~~76.1 - 77~~	~~54~~	~~48~~	~~40~~	~~34~~	~~52~~	~~46~~	~~39~~	~~33~~	~~58~~	~~54~~	~~45~~	~~39~~	~~90~~	~~75~~	~~62~~	~~48~~
~~77.1 - 78~~	~~54~~	~~48~~	~~40~~	~~34~~	~~52~~	~~46~~	~~39~~	~~33~~	~~57~~	~~53~~	~~44~~	~~38~~	~~90~~	~~75~~	~~62~~	~~48~~
~~78.1 - 79~~	~~54~~	~~48~~	~~40~~	~~34~~	~~52~~	~~46~~	~~39~~	~~33~~	~~57~~	~~53~~	~~44~~	~~38~~	~~90~~	~~75~~	~~62~~	~~48~~
~~79.1 - 80~~	~~54~~	~~48~~	~~40~~	~~34~~	~~52~~	~~46~~	~~39~~	~~33~~	~~57~~	~~53~~	~~44~~	~~38~~	~~90~~	~~75~~	~~62~~	~~48~~
~~80.1 - 81~~	~~53~~	~~47~~	~~39~~	~~33~~	~~51~~	~~45~~	~~38~~	~~32~~	~~57~~	~~53~~	~~44~~	~~38~~	~~89~~	~~75~~	~~61~~	~~48~~
~~81.1 - 82~~	~~53~~	~~47~~	~~39~~	~~33~~	~~51~~	~~45~~	~~38~~	~~32~~	~~57~~	~~53~~	~~44~~	~~38~~	~~89~~	~~75~~	~~61~~	~~48~~
~~82.1 - 83~~	~~53~~	~~47~~	~~39~~	~~33~~	~~51~~	~~45~~	~~38~~	~~32~~	~~57~~	~~53~~	~~44~~	~~38~~	~~89~~	~~75~~	~~61~~	~~48~~

~~% Economically Disadvantaged~~	~~Elementary School Scaled Score~~				~~Middle School Scaled Score~~				~~High School/K-12 (SST) Scaled Score~~				~~High School/K-12 (CCMR) Scaled Score~~			
~~83.1 - 84~~	~~53~~	~~47~~	~~39~~	~~33~~	~~51~~	~~45~~	~~38~~	~~32~~	~~56~~	~~52~~	~~43~~	~~37~~	~~89~~	~~75~~	~~61~~	~~48~~
~~84.1 - 85~~	~~53~~	~~47~~	~~39~~	~~33~~	~~51~~	~~45~~	~~38~~	~~32~~	~~56~~	~~52~~	~~43~~	~~37~~	~~89~~	~~75~~	~~61~~	~~48~~
~~85.1 - 86~~	~~52~~	~~46~~	~~38~~	~~32~~	~~50~~	~~44~~	~~37~~	~~31~~	~~56~~	~~52~~	~~43~~	~~37~~	~~89~~	~~75~~	~~61~~	~~47~~
~~86.1 - 87~~	~~52~~	~~46~~	~~38~~	~~32~~	~~50~~	~~44~~	~~37~~	~~31~~	~~56~~	~~52~~	~~43~~	~~37~~	~~89~~	~~75~~	~~61~~	~~47~~
~~87.1 - 88~~	~~52~~	~~46~~	~~38~~	~~32~~	~~50~~	~~44~~	~~37~~	~~31~~	~~56~~	~~52~~	~~43~~	~~37~~	~~89~~	~~75~~	~~61~~	~~47~~
~~88.1 - 89~~	~~52~~	~~46~~	~~38~~	~~32~~	~~50~~	~~44~~	~~37~~	~~31~~	~~56~~	~~52~~	~~43~~	~~37~~	~~89~~	~~75~~	~~61~~	~~47~~
~~89.1 - 90~~	~~52~~	~~46~~	~~38~~	~~32~~	~~50~~	~~44~~	~~37~~	~~31~~	~~56~~	~~52~~	~~43~~	~~37~~	~~89~~	~~75~~	~~61~~	~~47~~
~~90.1 - 91~~	~~51~~	~~45~~	~~37~~	~~31~~	~~50~~	~~44~~	~~37~~	~~31~~	~~55~~	~~51~~	~~42~~	~~36~~	~~88~~	~~74~~	~~60~~	~~46~~
~~91.1 - 92~~	~~51~~	~~45~~	~~37~~	~~31~~	~~49~~	~~43~~	~~36~~	~~30~~	~~55~~	~~51~~	~~42~~	~~36~~	~~88~~	~~74~~	~~60~~	~~46~~
~~92.1 - 93~~	~~51~~	~~45~~	~~37~~	~~31~~	~~49~~	~~43~~	~~36~~	~~30~~	~~55~~	~~51~~	~~42~~	~~36~~	~~88~~	~~74~~	~~60~~	~~46~~
~~93.1 - 94~~	~~51~~	~~45~~	~~37~~	~~31~~	~~49~~	~~43~~	~~36~~	~~30~~	~~55~~	~~51~~	~~42~~	~~36~~	~~88~~	~~74~~	~~60~~	~~46~~
~~94.1 - 95~~	~~51~~	~~45~~	~~37~~	~~31~~	~~49~~	~~43~~	~~36~~	~~30~~	~~55~~	~~51~~	~~42~~	~~36~~	~~88~~	~~74~~	~~60~~	~~46~~
~~95.1 - 96~~	~~50~~	~~44~~	~~36~~	~~30~~	~~49~~	~~43~~	~~36~~	~~30~~	~~55~~	~~51~~	~~42~~	~~36~~	~~88~~	~~74~~	~~60~~	~~46~~
~~96.1 - 97~~	~~50~~	~~44~~	~~36~~	~~30~~	~~49~~	~~43~~	~~36~~	~~30~~	~~55~~	~~51~~	~~42~~	~~36~~	~~88~~	~~74~~	~~60~~	~~46~~
~~97.1 - 98~~	~~50~~	~~44~~	~~36~~	~~30~~	~~49~~	~~43~~	~~36~~	~~30~~	~~55~~	~~51~~	~~42~~	~~36~~	~~88~~	~~74~~	~~60~~	~~46~~
~~98.1 - 99~~	~~50~~	~~44~~	~~36~~	~~30~~	~~49~~	~~43~~	~~36~~	~~30~~	~~55~~	~~51~~	~~42~~	~~36~~	~~88~~	~~74~~	~~60~~	~~46~~
~~99.1 - 100~~	~~50~~	~~44~~	~~36~~	~~30~~	~~49~~	~~43~~	~~36~~	~~30~~	~~55~~	~~51~~	~~42~~	~~36~~	~~88~~	~~74~~	~~60~~	~~46~~

% 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 - 5	85	79	68	63	91	86	75	71	89	82	71	66	100	95	83	79
5.1 - 6	85	79	68	63	90	85	74	70	88	81	70	65	100	95	82	78
6.1 - 7	84	78	67	62	89	84	73	69	88	81	70	65	100	95	82	78
7.1 - 8	84	78	67	62	88	83	72	68	87	80	69	64	100	95	82	78
8.1 - 9	83	77	66	61	87	82	71	67	87	80	69	64	100	95	81	77

% Economically Disadvantaged	Elementary School Scaled Score				Middle School Scaled Score				High School/K-12 (STAAR) Scaled Score				High School/K-12 (CCMR) Scaled Score			
9.1 - 10	82	76	65	60	87	82	71	67	86	79	68	63	100	95	81	77
10.1 - 11	82	76	65	60	86	81	70	66	86	79	68	63	100	94	81	76
11.1 - 12	81	75	64	59	85	80	69	65	85	78	67	62	100	94	80	76
12.1 - 13	81	75	64	59	84	79	68	64	84	77	66	61	100	94	80	75
13.1 - 14	80	74	63	58	84	79	68	64	84	77	66	61	100	94	80	75
14.1 - 15	80	74	63	58	83	78	67	63	83	76	65	60	100	94	80	75
15.1 - 16	79	73	62	57	82	77	66	62	83	76	65	60	100	94	79	74
16.1 - 17	78	72	61	56	81	76	65	61	82	75	64	59	100	94	79	74
17.1 - 18	78	72	61	56	81	76	65	61	82	75	64	59	100	94	79	73
18.1 - 19	77	71	60	55	80	75	64	60	81	74	63	58	100	94	78	73
19.1 - 20	77	71	60	55	79	74	63	59	81	74	63	58	100	94	78	73
20.1 - 21	76	70	59	54	79	74	63	59	80	73	62	57	100	93	78	72
21.1 - 22	76	70	59	54	78	73	62	58	80	73	62	57	100	93	78	72
22.1 - 23	75	69	58	53	77	72	61	57	79	72	61	56	100	93	77	71
23.1 - 24	75	69	58	53	77	72	61	57	79	72	61	56	100	93	77	71
24.1 - 25	74	68	57	52	76	71	60	56	78	71	60	55	100	93	77	71
25.1 - 26	74	68	57	52	75	70	59	55	78	71	60	55	100	93	76	70
26.1 - 27	73	67	56	51	75	70	59	55	77	70	59	54	100	93	76	70
27.1 - 28	73	67	56	51	74	69	58	54	77	70	59	54	100	93	76	70
28.1 - 29	72	66	55	50	73	68	57	53	77	70	59	54	100	93	76	69
29.1 - 30	72	66	55	50	73	68	57	53	76	69	58	53	100	93	75	69
30.1 - 31	71	65	54	49	72	67	56	52	76	69	58	53	100	92	75	68
31.1 - 32	71	65	54	49	72	67	56	52	75	68	57	52	100	92	75	68
32.1 - 33	70	64	53	48	71	66	55	51	75	68	57	52	100	92	75	68
33.1 - 34	70	64	53	48	70	65	54	50	74	67	56	51	100	92	75	67
34.1 - 35	70	64	53	48	70	65	54	50	74	67	56	51	100	92	74	67
35.1 - 36	69	63	52	47	69	64	53	49	74	67	56	51	100	92	74	67

% Economically Disadvantaged	Elementary School Scaled Score				Middle School Scaled Score				High School/K-12 (STAAR) Scaled Score				High School/K-12 (CCMR) Scaled Score			
36.1 - 37	69	63	52	47	69	64	53	49	73	66	55	50	100	92	74	66
37.1 - 38	68	62	51	46	68	63	52	48	73	66	55	50	100	92	74	65
38.1 - 39	68	62	51	46	68	63	52	48	72	65	54	49	100	92	73	64
39.1 - 40	67	61	50	45	67	62	51	47	72	65	54	49	100	92	72	63
40.1 - 41	67	61	50	45	67	62	51	47	72	65	54	49	100	91	72	62
41.1 - 42	67	61	50	45	66	61	50	46	71	64	53	48	100	91	72	62
42.1 - 43	66	60	49	44	66	61	50	46	71	64	53	48	100	91	72	62
43.1 - 44	66	60	49	44	65	60	49	45	71	64	53	48	100	91	72	62
44.1 - 45	65	59	48	43	65	60	49	45	70	63	52	47	100	91	71	62
45.1 - 46	65	59	48	43	64	59	48	44	70	63	52	47	100	91	71	62
46.1 - 47	65	59	48	43	64	59	48	44	70	63	52	47	100	91	71	62
47.1 - 48	64	58	47	42	63	58	47	43	69	62	51	46	100	91	71	61
48.1 - 49	64	58	47	42	63	58	47	43	69	62	51	46	100	91	71	61
49.1 - 50	63	57	46	41	62	57	46	42	69	62	51	46	100	91	71	61
50.1 - 51	63	57	46	41	62	57	46	42	68	61	50	45	100	90	71	61
51.1 - 52	63	57	46	41	61	56	45	41	68	61	50	45	100	90	71	61
52.1 - 53	62	56	45	40	61	56	45	41	68	61	50	45	100	90	70	61
53.1 - 54	62	56	45	40	61	56	45	41	67	60	49	44	100	90	70	61
54.1 - 55	62	56	45	40	60	55	44	40	67	60	49	44	100	90	70	61
55.1 - 56	61	55	44	39	60	55	44	40	67	60	49	44	100	90	70	61
56.1 - 57	61	55	44	39	59	54	43	39	67	60	49	44	100	90	70	60
57.1 - 58	61	55	44	39	59	54	43	39	66	59	48	43	100	90	70	60
58.1 - 59	60	54	43	38	59	54	43	39	66	59	48	43	100	90	70	60
59.1 - 60	60	54	43	38	58	53	42	38	66	59	48	43	100	90	70	60
60.1 - 61	60	54	43	38	58	53	42	38	66	59	48	43	100	89	70	60
61.1 - 62	59	53	42	37	58	53	42	38	65	58	47	42	100	89	70	60
62.1 - 63	59	53	42	37	57	52	41	37	65	58	47	42	100	89	69	60

% Economically Disadvantaged	Elementary School Scaled Score				Middle School Scaled Score				High School/K-12 (STAAR) Scaled Score				High School/K-12 (CCMR) Scaled Score			
63.1 - 64	59	53	42	37	57	52	41	37	65	58	47	42	100	89	69	60
64.1 - 65	59	53	42	37	57	52	41	37	65	58	47	42	100	89	69	60
65.1 - 66	58	52	41	36	56	51	40	36	64	57	46	41	100	89	69	60
66.1 - 67	58	52	41	36	56	51	40	36	64	57	46	41	100	89	69	60
67.1 - 68	58	52	41	36	56	51	40	36	64	57	46	41	100	89	69	60
68.1 - 69	58	52	41	36	56	51	40	36	64	57	46	41	100	89	69	60
69.1 - 70	57	51	40	35	55	50	39	35	64	57	46	41	100	89	69	59
70.1 - 71	57	51	40	35	55	50	39	35	63	56	45	40	100	88	69	58
71.1 - 72	57	51	40	35	55	50	39	35	63	56	45	40	100	88	69	58
72.1 - 73	57	51	40	35	54	49	38	34	63	56	45	40	100	88	69	58
73.1 - 74	56	50	39	34	54	49	38	34	63	56	45	40	100	88	69	58
74.1 - 75	56	50	39	34	54	49	38	34	63	56	45	40	100	88	69	58
75.1 - 76	56	50	39	34	54	49	38	34	63	56	45	40	100	88	69	58
76.1 - 77	56	50	39	34	54	49	38	34	62	55	44	39	100	88	69	58
77.1 - 78	55	49	38	33	53	48	37	33	62	55	44	39	100	88	69	58
78.1 - 79	55	49	38	33	53	48	37	33	62	55	44	39	100	88	69	58
79.1 - 80	55	49	38	33	53	48	37	33	62	55	44	39	100	88	69	58
80.1 - 81	55	49	38	33	53	48	37	33	62	55	44	39	100	87	69	57
81.1 - 82	55	49	38	33	53	48	37	33	62	55	44	39	100	87	69	57
82.1 - 83	54	48	37	32	52	47	36	32	62	55	44	39	100	87	68	57
83.1 - 84	54	48	37	32	52	47	36	32	61	54	43	38	100	87	68	57
84.1 - 85	54	48	37	32	52	47	36	32	61	54	43	38	100	87	68	57
85.1 - 86	54	48	37	32	52	47	36	32	61	54	43	38	100	87	68	57
86.1 - 87	54	48	37	32	52	47	36	32	61	54	43	38	100	87	68	57
87.1 - 88	54	48	37	32	52	47	36	32	61	54	43	38	100	87	68	57
88.1 - 89	53	47	36	31	52	47	36	32	61	54	43	38	100	87	68	57
89.1 - 90	53	47	36	31	51	46	35	31	61	54	43	38	100	87	68	57

% Economically Disadvantaged	Elementary School Scaled Score				Middle School Scaled Score				High School/K-12 (STAAR) Scaled Score				High School/K-12 (CCMR) Scaled Score			
90.1 - 91	53	47	36	31	51	46	35	31	61	54	43	38	100	86	68	56
91.1 - 92	53	47	36	31	51	46	35	31	61	54	43	38	100	86	68	56
92.1 - 93	53	47	36	31	51	46	35	31	61	54	43	38	100	86	68	56
93.1 - 94	53	47	36	31	51	46	35	31	61	54	43	38	100	86	68	56
94.1 - 95	53	47	36	31	51	46	35	31	61	54	43	38	100	86	68	56
95.1 - 96	53	47	36	31	51	46	35	31	61	54	43	38	100	86	68	56
96.1 - 97	52	46	35	30	51	46	35	31	61	54	43	38	100	86	67	56
97.1 - 98	52	46	35	30	51	46	35	31	61	54	43	38	100	86	67	56
98.1 - 99	52	46	35	30	51	46	35	31	61	54	43	38	100	86	67	56
99.1 - 100	52	46	35	30	51	46	35	31	60	53	42	37	100	86	67	56

Table 6.65.5: School Progress, Part B: AEA Retest GrowthRelative Performance Lookup Tables (continued)

Alternative Education Campus	
Retest Growth Component Score	Retest Growth Scaled Score
100	100
99	99
98	99
97	98
96	97
95	97
94	96
93	95
92	95
91	94
90	93
89	93
88	92
87	91
86	91
85	90
84	89
83	89
82	88
81	88
80	87
79	87
78	86
77	86
76	85
75	85
74	84
73	84
72	83
71	83
70	82
69	82
68	81
67	81
66	80
65	79
64	78

Alternative Education Campus	
Retest Growth Component Score	Retest Growth Scaled Score
63	77
62	76
61	75
60	75
59	74
58	73
57	72
56	71
55	70
54	69
53	68
52	68
51	67
50	66
49	65
48	65
47	64
46	63
45	62
44	62
43	61
42	60
41	59
40	58
39	58
38	57
37	56
36	55
35	55
34	54
33	53
32	53
31	52
30	51
29	51
28	50
27	49
26	48
25	48

Alternative Education Campus	
Retest Growth Component Score	Retest Growth Scaled Score
24	47
23	46
22	46
21	45
20	44
19	43
18	43
17	42
16	41
15	41
14	40
13	39
12	38
11	38
10	37
9	36
8	36
7	35
6	34
5	34
4	33
3	32
2	31
1	31
0	30

~~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 7—Other Accountability System Processes

Most accountability ratings are determined through the process detailed in Chapters 1–65. 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.

Campus Pairing

All campuses serving prekindergarten (PK) through grade 12 must receive an accountability rating. Campuses that do not serve any grade level for which Student Success Tool (SST) end-of-year (EOY) or end-of-course (EOC)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 Snapshotfall enrollment data to determine which campuses need to be paired. Campuses that serve only grades not tested on the SSTSTAAR (i.e., PK, K, grade 1, or grade 2) are paired with either another campus in the district or the district itself.

All alternative education campuses (AECs) registered for evaluation by alternative education accountability (AEA) provisions are not paired with another campus. LikewiseIn addition, 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 Fall Snapshot 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.

Consecutive Unacceptable Count for Paired Campuses

All states are required to implement a system of federal identification for all public elementary and secondary schools. In order to meet this federal requirement to include all schools in this system, paired data from the Closing the Gaps domain are used for School Improvement Identification as outlined in "Chapter 4—Closing the Gaps, Part A: Student Group Performance and Federal School Improvement Identification Process." Paired campuses also assume any consecutive school years of unacceptable performance ratings that are earned by the paired campus, as outlined in "Chapter 9—Responsibilities and Consequences." When the pairing relationship no longer exists (due to a change in grade levels served or due to a selecting a new pairing relationship, for example), the campus retains the consecutive unacceptable count.

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—Inclusion or Exclusion of Data."

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 SST EOY, EOC,STAAR (STAAR or SSTSTAAR Alternate assessments2) 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.

Adult Education High School Charter Program

Pursuant to TEC,exas Education Code Chapter 12, Subchapter G, the commissioner annually evaluates adult education program charter high schools using the performance framework adopted specifically for these schools. This framework includes standards established to measure the performance of an adult education high school charter program. Adult education programs operating under a charter granted under Subchapter G are assigned thea rating label of *Not Rated* under A–F accountability.

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 Fall Snapshot~~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. For more information on the at-risk-safeguard, see *Prior-Year Safeguard* later in this chapter.

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. Campuses that do not meet AEA campus eligibility requirements by the submission deadline in the TEAL Accountability application are not designated as AEA campuses. In addition, ~~I~~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 Snapshot 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 Snapshotfall 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 Snapshotfall 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 Snapshotfall enrollment data in order to be evaluated by AEA provisions. TEC,

§29.081 defines fourteen seventeen criteria used to identify students as "at-risk of dropping out of school". Districts and charter schools must identify students in TSDS PEIMS Fall Snapshot who meet one or more of the seventeenfourteen 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 20282023 that had at least 75 percent in the prior year 20272022, remained registered in 20282023.

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 Snapshotfall 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 part of 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~~-~~—~~–~~School Progress 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 Texas Student Data System (TSDS) Public Education Information Management System (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 guidelines in this chapter.

Appeals Timeline

~~In 2025, the agency adopted~~ 19 TAC, §97.1002 provides~~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 the TEA Login ~~TEA Login~~ (TEAL) Accountability application at https://tealprod.tea.state.tx.us.~~)~~.

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 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. In the event an appeal is granted, required interventions willInterventions may only be adjusted prospectively—from the point of the appeal decision forward.based on final accountability ratings.
- Campuses identified for comprehensive, targeted, or additional targeted support interventions may not appeal this identification. However, a granted appeal of the Closing the Gaps, Part A domain can update a campus's identification. 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 by the date indicated on the Texas Assessment Program on the Calendar of Events ("*Data Verification 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 ("*Data Verification Window*"). 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 orand charter schools are denied if they miss any of the following: the TSDS PEIMS that missed data resubmission windows; the SST or TELPAS rescore request windows listed in the Texas Assessment Program Calendar of Events ("Data Verification Window"); or the TSDS PEIMS working collection submissionwindow opportunities for CCMR data required by TEC, §39.053(c-8).
- 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

Student Success Tool (SST), SST~~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 b~~B~~ilingual 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, Part A
- New campuses prior year proxy data used in Closing the Gaps, Part A
- Program areas evaluated in District Closing the Gaps, Part B

- *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 Fall Snapshot 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
  - *District Closing the Gaps Ratings.* Requests to not rate districts on both Closing the Gaps, Part A and Part B.

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 SSTSTAAR 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; or campuses that serve students with medical needs who are confined to their home, partner hospitals, or partner agency sites and are unable to receive instruction in a typical classroom setting.

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 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. The packet should contain a formal appeal letter and 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 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. Digital signatures are accepted.
- 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 received after the date announced upon the release of the preliminary ratings of the accountability year are not considered.
- Only provide one copy of the appeal letter and/or supporting documentation.
- 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 2028~~2026~~ Accountability cycle are provided for illustration only.

<table>
<tr><th>Satisfactory Appeal:</th><th>Unsatisfactory Appeals:</th></tr>
<tr><td rowspan="2">Official Letterhead

Dear Commissioner Morath,

This is an appeal of the 2028~~2026~~ accountability rating issued for Elm Street Elementary School (ID 123456789) in Elm ISD (123456).
Specifically, I am appealing the overall and Closing the Gaps, Part A 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, Part A 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 2028~~2026~~ accountability rating issued for Elm Street Elementary School (ID 123456789) in Elm ISD (123456).
Specifically, I am appealing the Closing the Gaps, Part A 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>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 via the Qualtrics Appeal Data Transmission Form upload in TEAL Accountability ~~upload~~.
- Once the appeal is received, TEA staff updates the TEAL Accountability application to reflect the upload date for each appeal. 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. District superintendents and charter school chief operating officers are also notified via email that appeal decisions are available on TEAL.
- 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.

Granted Appeal Rating and Underlying Data Impact

~~The accountability system ratings reports, 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 and affected scaled scores are changed. As a result, TXschools.gov and all ~~Reports of the~~ accountability

reportsdata for the current school year (e.g., School Report Cards, TPRS, TAPR) continue to displaywill include the same underlying data and calculations as the original reports; only the overall or domain ratings and their associated scaled scores are updated.

Campus Granted Appeal Example

When a campus appeal is granted, only the Overall, Student Achievement, School Progress (Part A: Academic Growth and Part B: Relative Performance), and Closing the Gaps (Part A: Student Group Performance) domain scaled scores and ratings may change. The underlying data itself does not change. Component scores and scaled scores remain the same from preliminary to final results.

For example in 2025, the high school shown below was granted an appeal based on its CCMR component. The CCMR component score of 65 and scaled score of 71 remain unchanged in both the preliminary and final ratings. However, as a result of the appeal, several domain scores were updated:

- The Overall scaled score increased from 75 to 81,
- The Student Achievement scaled score increased from 67 to 75,
- The School Progress scaled score increased from 75 to 82 due to a change in Relative Performance, and
- The Closing the Gaps scaled score increased from 75 to 78.

These changes are reflected in the reports below.

Preliminary Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**75**	**C**	
Student Achievement		**67**	**D**	**0%**
STAAR Performance	41	70		
College, Career and Military Readiness	65	71		
Graduation Rate	86.7	55		
School Progress		**75**	**C**	**70%**
Academic Growth	70	74	C	
Relative Performance (Eco Dis: 78.2%)		75	C	✓
Closing the Gaps	**55**	**75**	**C**	**30%**

Final Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**81**	**B**	
Student Achievement		**75**	**C**	**0%**
STAAR Performance	41	70		
College, Career and Military Readiness	65	71		
Graduation Rate	86.7	55		
School Progress		**82**	**B**	**70%**
Academic Growth	70	74	C	
Relative Performance (Eco Dis: 78.2%)		82	B	✓
Closing the Gaps	**55**	**78**	**C**	**30%**

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.

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/school-and-district-leaders/accountability/accreditation/accreditation-status.

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.

See the *Campus Closures* section below for information on how rating history may be linked across campus numbers when determining consecutive years of unacceptable performance.

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* and any subsequent *D* or *F* rating after 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*

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 20282026 accountability are placed on the 2029-302027-28 PEG List. The preliminaryannual 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/school-and-district-leaders/accountability/academic-accountability/performance-reporting/public-education-grant. See below for more information on PEG parent notification requirements.

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.https://www.texasstudentdatasystem.org/tsds/teds/tweds-upgrade. Per 19 Texas Administrative Code (TAC), §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://tea.texas.gov/school-and-district-leaders/accountability/academic-accountability/performance-reporting/public-reporting-requirements-districts-and-campuses.

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/school-and-district-leaders/accountability/academic-accountability/performance-reporting/public-education-grant-peg-faq.

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/assessment-and-accountability/monitoring-and-

interventions/school-improvement/accountability-interventions.

Adult Education High School Program

Pursuant to TEC, §12.262, the commissioner annually evaluates the performance of adult education program charter high schools using standards established to measure the performance of an adult education charter program. A failure to meet these standards for three consecutive years following the school's second year of operation may result in charter revocation.

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/https://tea.texas.gov/assessment-and-accountability/monitoring-and-interventions/school-improvement/school-improvement and on the TEA Accreditation Status website at https://tea.texas.gov/accredstatus/https://tea.texas.gov/school-and-district-leaders/accountability/accreditation/accreditation-status.

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 20272023, but in 20282024 serves only grade 6. The district did not request a new CDC number for the new configuration. Instead, the same CDC number used in 20272024 was maintained (recycled). Therefore, in 20272024, 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.

Campus Closures

Chapter 97, Subchapter EE, §97.1066 of the Texas Administrative Code (TAC) requires that school districts and charter schools request to make campus numbers active or obsolete by May 31 to ensure time for processing before Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) deadlines in late September for fall enrollmentthe class roster and charter waitlist collections.

- Requests submitted between June 1, 2027,2026 and May 31, 20282027, will be reviewed by TEA and, if approved, will be effective for the 2028–292027–28 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.

Consistent with TAC, §97.1066, when proposing to close a campus, districts must evaluate where students are being reassigned, including the performance history of campuses receiving students from the closed campus, and the receiving campus may be required to assume the rating history of the closed campus under certain circumstances. Ratings history may be linked across campus numbers to determine consecutive years of unacceptable performance. In these cases, the receiving CDC number can assume the prior campus's rating history, including consecutive years of *D*, F, Improvement Required, *Academically Unacceptable*, or *AEA*: Academically Unacceptable ratings, for the purposes of accountability determinations and continued intervention requirements.

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. Decisions about whether the rating history of a closed campus must follow students to a receiving campus are made when student reassignment, program continuity, and other relevant factors indicate the need to preserve the integrity of the accountability system. 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, 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. 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 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.

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
- Former Special education

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

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
No	No	Yes	Yes	Non-continuously Enrolled

Former Special Education Students

In accordance with Texas Education Code, 39.053(c), 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]~~												
~~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.~~

~~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.~~

~~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 rank higher than the bottom five percent of the Closing the Gaps domain scaled score for their school type for two consecutive years *and* 2) the Closing the Gaps domain scaled score must be 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. After a second consecutive year of meeting 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 106—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.

Alternative Education Accountability (AEA)/Dropout Recovery School (DRS) high schools that demonstrate acceptable performance are eligible to be evaluated for the Postsecondary Readiness Distinction Designation. AEA elementary/secondary and middle schools are not eligible to earn distinction designations because there are too few campuses in these categories to create stable and meaningful comparison groups.

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 a middle school or elementary/secondary campusnot rated, is evaluated by alternative education accountability (AEA) provisions, , or is a campus paired with a feeder campus for accountability evaluation. AEA/DRS high schools are not evaluated for a distinction designation other than Postsecondary Readiness.

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 (sSee 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. AEA campuses are included only in comparison groups composed solely of other AEA campuses. 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* (Student Success Tool (*SST) end-of-year (EOY), end-of-course (EOC), Advanced Placement (~~STAAR, AP~~)/International Baccalaureate (~~/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 advanced or dual credit course, including OnRamps dual enrollment courses~~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 (~~EB~~RW)
- 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—Data Sources".

~~*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: Bluebonnet Valley High School is fictional but typical of Texas high schools with varied performance on the 9 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 9 indicators. It must be in the top quartile (Q1) for at least 33 percent of the indicators to earn the AADD in RLA.

		Accelerated Student Learning: RLA	Retest Growth: RLA	English I Performance	AP/IB RLA Results	AP/IB RLA Participation	SAT/ACT Participation	Average SAT Score: RW	Average ACT Score: RLA	Advanced/ Dual-Credit Course Completion
Step 1	Determine Bluebonnet Valley HS performance on its 9 indicators.	**2%**	**5%**	**8%**	**72%**	**48.90%**	**90%**	**1079**	**23.5**	**18.50%**
Step 2	Compare performance to campuses in Bluebonnet Valley HS Comparison Group.					Q1	Q1	Q1		Q1
					Q2				Q2	
				Q3						
		Q4								
Step 3	Is performance in the top quartile?	No	No	No		Yes	Yes	Yes	No	Yes
Result:		Performance on 4 of 9 indicators is Bluebonnet Valley in Q1, which is greater than 33 percent of indicators; School earns an AADD in RLA.								

~~*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.~~

		~~Accelerated Student Learning: RLA~~	~~Retest Growth: RLA~~	~~English I 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~~
~~**Step 1**~~	~~Determine Colonial HS performance on its 10 indicators.~~	~~**2%**~~	~~**5%**~~	~~**8%**~~	~~**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~~						
		~~Q4~~	~~Q4~~							
~~**Step 3**~~	~~Is performance in the top quartile?~~	~~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 (SST EOY, EOC~~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 advanced or dual credit course, including OnRamps dual enrollment courses~~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
  - ~~*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—Data Sources" 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 Snapshot 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 Snapshot 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—Data Sources".
- ~~*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 (SST EOY, EOC~~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 advanced or dual credit course, including OnRamps dual enrollment courses~~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—Data Sources" 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—Data Sources".
- ~~*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 (SST EOY, EOC~~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 advanced or dual credit course, including OnRamps dual enrollment courses~~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—Data Sources" for a description of the source of data for each indicator.

Other information:

- *Retest Growth: Social Studies.* The percentage of U.S. 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—Data Sources".
- ~~*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, 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 the Closing the Gaps, Part A domain and demonstrate acceptable performance.

Methodology: Campuses are arranged in descending order per their Closing the Gaps, Part A domain raw scores. If the Closing the Gaps, Part A 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, Part A."

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 or AEA 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, AEA High Schools, and traditional 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. High School AEA eligibility applies only at the campus level.

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 SST EOY and EOCSTAAR 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
- College Enrollment within 6 years after HS
- Continued College Enrollment 2 years after HS
- Graduated with 2-year College Degree within 6 years
- Graduated with 4-year College Degree within 6 years

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.

AEA High Schools: AEA high schools must be in the top quartile (Q1) for 33 percent of all 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 SST EOY and EOC~~STAAR~~ Results at Meets Grade Level or Above Standard (All Subjects). This indicator measures the total percentage of SST EOY and EOC~~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 SST EOY and EOC~~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 an approved~~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. 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—Data Sources".

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—Data Sources".

Example District Postsecondary Readiness Calculation:

Example: A sample district has 12 campuses. Each campus has either 1, 2~~2~~ or 11~~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	11~~7~~
High School B	9–12	6	11~~7~~
Middle School C	6–8	0	2
Middle School D	6–8	2~~1~~	2
Middle School E	6–8	2~~1~~	2
Middle School F	6–8	1	2
Elementary G	PK–5	1~~2~~	1~~2~~
Elementary H	PK–5	1	1~~2~~
Elementary I	PK–5	1~~2~~	1~~2~~
Elementary J	PK–5	1~~2~~	1~~2~~
Elementary K	PK–5	0	1~~2~~
Elementary L	PK–5	1~~2~~	1~~2~~
Total		**23~~5~~**	**36~~36~~**
Result:	Performance on 23~~5~~ of 36~~36~~ indicators is in Q1, or 64~~69~~ percent, which is greater than 55 percent. This sample district earns a Postsecondary Readiness Distinction Designation.		

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~~https://tea.texas.gov/school-and-district-leaders/accountability/local-accountability-system/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 state accountability appeals process as listed in "Chapter 8—Appealing the Ratings"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 indicate this on the appeal form and provide LAS and state accountability supporting data. Please see "Chapter 8—Appealing the Ratings"Chapter 8 of this manual, or Section 5 of the *Local Accountability System Technical Guide*, for filing instructions.

~~Chapter 12—Results Driven Accountability (RDA)~~

~~RDA Framework and Guiding Principles~~

~~The Results Driven Accountability (RDA) chapter of the *2027 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 LEA level, data-driven monitoring framework implemented annually by the TEA.[1] The RDA framework consists of indicators for three program areas: Bilingual Education (BE), Other Special Populations (OSP), and Special Education (SPED). Each program area is grouped into three domains.~~

- ~~**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.~~
- ~~**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.~~

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

~~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 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, 2026, and 2027 RDA reports for reporting only are used solely for informational purposes and 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)~~

~~Significant Disproportionality Risk Ratio 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~~

[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).~~

~~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 2026 or spring of 2027 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 2026 or spring 2027 testing are not in the accountability subset. The accountability subset for students who test in the summer of 2026 is based on the 2025 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.~~

~~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 2027 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)~~

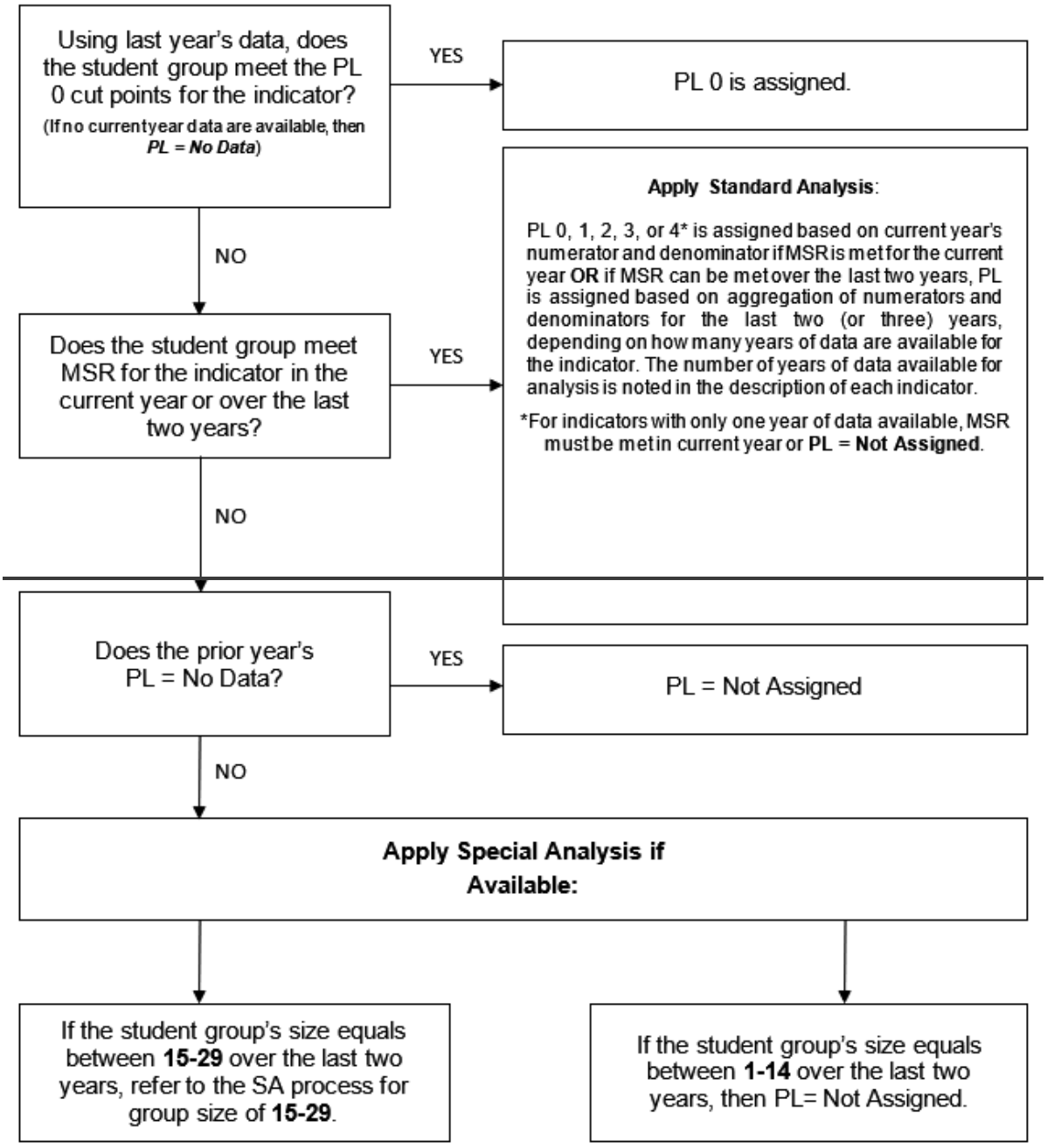
~~The MSR is incorporated into all indicators assigned a PL. LEAs must have a minimum n-size of at least 30 students in the denominator for the relevant segment of the student population to be evaluated on an indicator using the standard RDA analysis. In addition, for certain RDA indicators, LEAs must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

~~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 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.~~

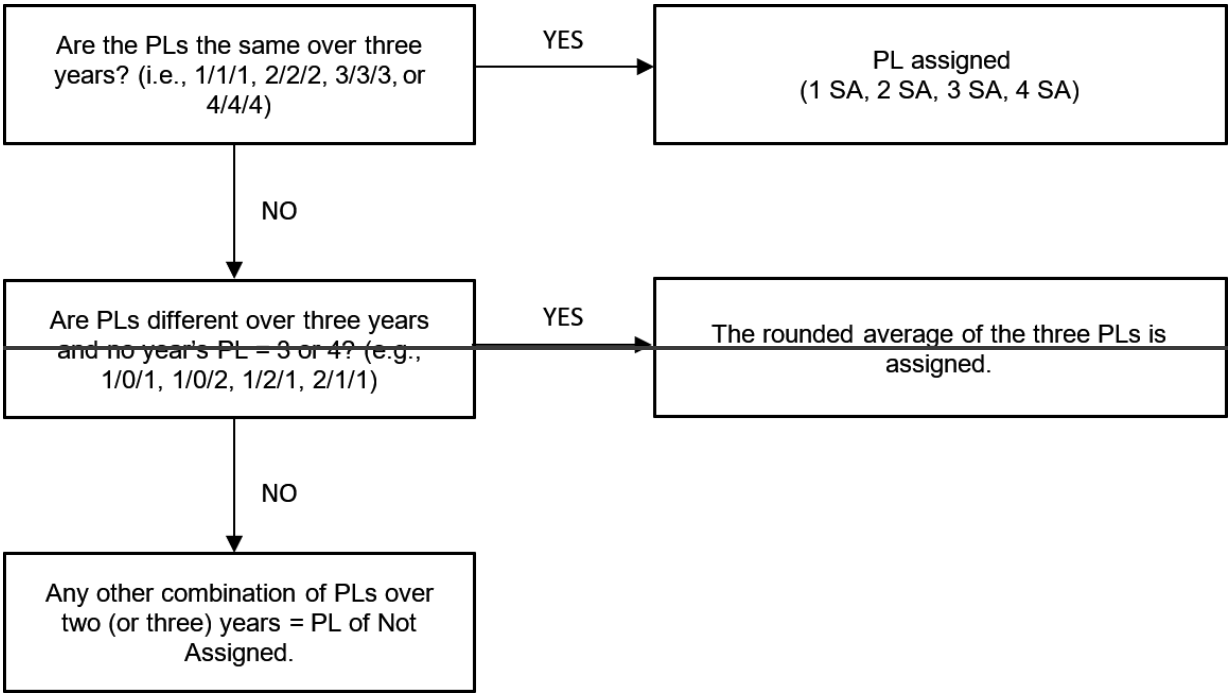
~~The SA process evaluates the performance of LEAs that do not meet MSR. PLs established using the SA process will have "SA" appended (NA SA, 0 SA, 1 SA, 2 SA, 3 SA, 4 SA) and will be included on the RDA reports to LEAs, along with the LEA's numerators, denominators, and rates used in the SA process. 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 RDA. If the LEA improves its special education graduation rate to 80% in 2027, it would receive a PL 0 because its performance meets the 2027 PL 0 cut point.~~

~~In addition to the system's built-in improvement component, the 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~~

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

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

~~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 2026 and 2027 and the targeted minimum cut off graduation rate for a PL 0.~~

- ~~2026 LEA SPED Graduation Rate = 60.0%~~
- ~~2027 LEA SPED Graduation Rate = 72.0%~~
- ~~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 2028 target year affords LEAs an additional year beyond 2027 to reach the 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 0 RI.~~

~~RI Calculation (Negative Numbers)~~

~~For indicators where reductions in rates are measured in negative numbers and RI is available, the following 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 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~~

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

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

~~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 2026 and 2027 and the targeted maximum cut off dropout rate for a PL 0.~~

- ~~2026 LEA SPED Annual Dropout Rate = 8.1%~~
- ~~2027 LEA SPED Annual Dropout Rate = 3.8%~~
- ~~2027 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 2028 target year affords LEAs an additional year beyond 2027 to reach the 2027 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 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: Incidence, 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 risk ratio threshold for a racial/ethnic group are assigned a significant disproportionality (SD) designation. For 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 to SD Year 1. An LEA with two consecutive years within the same racial/ethnic group category is assigned to SD Year 2. Lastly, an LEA with three consecutive years within the same racial/ethnic group category is 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-size (denominator). The calculation is performed by dividing the risk of a particular outcome for 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 for an LEA in a particular category if the racial/ethnic group does not meet the minimum cell size (10) or minimum n-size (30) or if the comparison group in the state does not meet the minimum cell size (10) or minimum n-size (30).~~

~~The following section describes the risk ratio methodology 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~~	~~✓~~	~~✓~~	~~✓~~	~~✓~~	~~✓~~	~~✓~~	~~✓~~	

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~~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~~

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

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

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

~~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 3.0 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.

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

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

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

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 3.0 threshold, the LEA would receive an SD designation for **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.~~

$$Rate\ 1 = \frac{\frac{number\ of\ SPED\ students\ from\ race/ethnicity\ group\ in\ placement\ category}{number\ of\ SPED\ students\ from\ race/ethnicity\ group}}{}$$

$$Rate\ 2 = \frac{\frac{number\ of\ all\ other\ SPED\ children\ in\ placement\ category}{number\ of\ all\ other\ SPED\ children}}{}$$

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

~~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.~~

$$50.80645161290323 = 0.5080645161290323 \times 100$$

$$\boldsymbol{Rate\ 1} = 50.80645161290323$$

~~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 3.0 threshold, the LEA would not receive an SD designation for **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.

$$Rate\ 1 = \frac{\frac{number\ of\ SPED\ children\ from\ race/ethnicity\ group\ in\ discipline\ category}{number\ of\ SPED\ children\ from\ race/ethinicity\ group}}{}$$

$$Rate\ 2 = \frac{\frac{number\ of\ all\ other\ SPED\ children\ in\ discipline\ category}{number\ of\ all\ other\ SPED\ children}}{}$$

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

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 3.0 threshold, the LEA would not receive an SD designation for **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 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 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.~~

~~Example~~

~~This example shows how RP is calculated in three steps using the following variables.~~

- ~~SD Year 1 (baseline, **PY2**) risk ratio = 4.9~~
- ~~SD Year 2 (**PY**) risk ratio = 4.0~~
- ~~SD Year 3 (**CY**) risk ratio) = 3.2~~
- ~~Risk-ratio threshold (**T**) = 3.0~~

~~Step 1 Compute the expected two-year decrease:~~

~~The equation produces the total two-year expected decrease (since multiplied by 2).~~

$$\text{Expected two-year decrease} = 2 \times \frac{T - \text{PY2}}{3} = 2 \times \frac{3.0 - 4.9}{3} = 2 \times \frac{-1.9}{3} = -1.27$$

~~Step 2 Compute the observed 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):~~

~~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, then the LEA is assigned Reasonable Progress (RP).~~

- ~~**Decision rule:** Assign RP if~~

$$\text{Observed Two-Year Decrease} \leq \text{Expected Two-Year Decrease}$$

$$-1.7 \leq -1.27 \Rightarrow \text{RP} = \text{True (Meets RP)}$$

~~The observed decrease (−1.7) is less than the expected decrease (−1.27). Therefore, the determination for an RP designation is True, and the LEA is assigned RP.~~

~~System Safeguards~~

~~TEA conducts system safeguards 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.~~

~~RDA Program Area Indicators~~

~~Bilingual Education~~

~~The Bilingual Education program area includes 10 indicators that measure the academic achievement and post-secondary readiness of students identified as emergent bilingual (EB) in Texas.~~

~~Bilingual Education Domain 1: Academic Achievement (Indicators 1-8)~~

~~Domain I indicators measure the academic achievement of students identified as EB on the State of Texas Assessments of Academic Readiness (STAAR) and the Texas English Language Proficiency Assessment System (TELPAS).~~

~~Indicator~~	~~Description~~	~~Definition~~
~~Indicator #1 (i–iv)~~	~~Bil STAAR 3-8 Passing Rate (PL Assignment)~~	~~Measures the percentage of students served in a standard bilingual (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 STAAR 3-8 Passing Rate (PL Assignment)~~	~~Measures the percentage of students served through an alternative method (AM), rather than in a standard bilingual (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 Bil/ESL) STAAR 3-8 Passing Rate (PL Assignment)~~	~~Measures the percentage of emergent bilingual (EB) students not served in a bilingual (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 Domain II: Post-Secondary Readiness (Indicators 9-10)~~

~~Domain II indicators measure the post-secondary readiness of students identified as EB.~~

~~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 includes four indicators that measure the academic achievement and post-secondary readiness of students in foster care, experiencing homelessness, or identified as military-connected.~~

~~OSP Domain I: Academic Achievement (Indicators 1-2)~~

~~Domain I indicators measure the academic achievement of students in foster care, experiencing homelessness, or identified as military-connected on the State of Texas Assessments of Academic Readiness (STAAR).~~

~~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)~~

~~Domain II indicators measure the post-secondary readiness of students in foster care, experiencing homelessness, or identified as military-connected.~~

~~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 program area includes 15 indicators that measure the academic achievement, post-secondary readiness, and disproportionate analysis 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)~~

~~Domain II indicators measure the post-secondary readiness of students in special education.~~

~~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 Assignment)~~	~~Measures the percentage of students in grades 7–12 served in special education (SPED) who dropped out during 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.~~

~~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 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) (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) (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) (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 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 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).~~

~~BE PL Assignments for RDA Determinations~~

~~Domain~~	~~PL Indicator~~	~~Description~~
~~Domain I~~	~~Indicator #1 (i. Mathematics)~~	~~Bil STAAR 3–8 Passing Rate~~
~~Domain I~~	~~Indicator #1 (ii. Reading Language Arts)~~	~~Bil STAAR 3–8 Passing Rate~~
~~Domain I~~	~~Indicator #1 (iii. Science)~~	~~Bil STAAR 3–8 Passing Rate~~
~~Domain I~~	~~Indicator #1 (iv. Social Studies)~~	~~Bil 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)~~	~~AM STAAR 3–8 Passing Rate~~
~~Domain I~~	~~Indicator #4 (i. Mathematics)~~	~~EB (Not Served in Bil/ESL) STAAR 3–8 Passing Rate~~
~~Domain I~~	~~Indicator #4 (ii. Reading Language Arts)~~	~~EB (Not Served in Bil/ESL) STAAR 3–8 Passing Rate~~
~~Domain I~~	~~Indicator #4 (iii. Science)~~	~~EB (Not Served in Bil/ESL) STAAR 3–8 Passing Rate~~
~~Domain I~~	~~Indicator #4 (iv. Social Studies)~~	~~EB (Not Served in Bil/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.~~

~~Contact Information:~~	
~~Address Texas Education Agency~~ ~~Division of Special Populations Strategic Supports and Reporting~~ ~~1701 North Congress Avenue~~ ~~Austin, Texas 78701-1494~~ ~~Phone (512) 463-9414~~	
~~Other Helpful Contact Information:~~	
~~Name Performance Reporting~~ ~~Phone (512) 463- 9704~~ ~~Email performance.reporting@tea.texas.gov~~	~~Name Emergent Bilingual Support~~ ~~Phone (512) 463-9414~~ ~~Email englishlearnersupport@tea.texas. gov~~
~~Name Highly Mobile and At-Risk Student Programs~~ ~~Phone (512) 463-9414~~ ~~Email: homelesseducation@tea.texas.gov~~ ~~fostercareliaison@tea.texas.gov~~ ~~militaryconnectedstudents@tea.texas.gov~~	~~Name Special Education~~ ~~Phone (512) 463-9414~~ ~~Email specialeducation@tea.texas.gov~~ ~~Email spp@tea.texas.gov~~

Chapter 12—Postsecondary Readiness

College, Career, and Military Readiness Component—2031 Accountability Implementation

The methodologies described in this chapter define the College, Career, and Military Readiness (CCMR) components as they will be implemented beginning with the 2031 accountability cycle, which reflects outcomes for the Class of 2030 annual graduates and in Closing the Gaps, Part A, grade 12 students who did not graduate in the 2029-2030 school year. This methodology establishes the criteria, performance levels, indicators, and calculation processes used to evaluate students' postsecondary readiness for accountability purposes. The CCMR components definitions, requirements, and calculations described herein apply to 2031 accountability and subsequent accountability cycles.

Overview

This chapter has the following three sections:

- **College, Career, and Military Readiness Component** applies to Student Achievement and School Progress Domains
- **Alternative Education Accountability (AEA) CCMR Component** applies to the Student Achievement Domain
- **School Quality or Student Success (SQSS): CCMR Performance Status Component** is assessed within Closing the Gaps, Part A: School Quality

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 2031 accountability year, CCMR reflects graduates from the Class of 2030. 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 from, the longitudinal graduation cohorts. Students who graduated by decisions of individual graduation committees (IGCs) are included as graduates. Beginning with 2031 accountability, annual graduates demonstrate college, career, or military readiness by earning one of the three levels of Postsecondary Readiness. 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."

College, Career, and Military Readiness (CCMR) Postsecondary Performance Levels

For accountability purposes, CCMR is evaluated using three postsecondary readiness levels:

- Foundational Postsecondary Readiness
- Demonstrated Postsecondary Readiness
- Advanced Postsecondary Readiness

For accountability calculations, a graduate is assigned one postsecondary performance level based on the highest CCMR postsecondary readiness level attained. If a graduate meets multiple CCMR criteria

across the postsecondary readiness levels, the highest qualifying postsecondary readiness level is assigned. If a graduate meets multiple CCMR criteria within a single postsecondary readiness level, they are counted once at the highest postsecondary readiness level attained. Meeting additional criteria at the same level does not change the calculation.

A graduate is not required to earn indicators from a lower Postsecondary Readiness level to be identified as earning a higher level. For example, a graduate is classified as Demonstrated Postsecondary Readiness for completing an aligned program of study and earning a Tier 2 IBC, even if none of the indicators within Foundational Postsecondary Readiness are met. As another example, a graduate is classified as Advanced Postsecondary Readiness for earning a Level I or Level II certificate, even if none of the indicators within the Foundational or Demonstrated Postsecondary Readiness levels are met.

Foundational Postsecondary Readiness

A graduate meets Foundational Postsecondary Readiness if the graduate satisfies any one of the following criteria:

- *Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics* through the TSIA, SAT, ACT, an agency approved college preparatory course, or a combination of these methods. 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.
    - 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 preparatory 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 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 in TSDS PEIMS as successfully completing a college prep course if they have met TSI exemption requirements.
            - Only agency-reviewed and approved courses are eligible for CCMR credit. See *College Preparatory Courses* section later in this chapter.
            - A graduate must have received credit in the final course sequence of an agency approved college prep course meeting requirements aligned between the district and the partnering IHE(s).
            - Only college prep course credits earned in 12th grade are eligible for CCMR credit.
    - If earning CCMR through TSI criteria, criteria must be met in both RLA and mathematics. If either RLA or mathematics TSI criteria are met using a College Preparatory Course, the graduate is assigned to Foundational Postsecondary Readiness, even if the other subject meets TSI criteria through SAT, ACT or TSIA.

- *Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.* A graduate meeting the criterion score on any subject area AP or IB examination at a level that is predictive of college enrollment and persistence consistent with other college ready indicators. Criterion score is 3 or higher for AP and 4 or higher for IB.
- *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 RLA or mathematics.
    - Beginning in 2029, some OnRamps courses will be excluded from CCMR . Once available, the comprehensive Dual Credit and OnRamps Courses for CCMR Accountability list will replace the excluded-course list and identify agency-reviewed and approved courses that satisfy the CCMR indicator. See *Schedule for Review and Approval of Dual Credit and OnRamps Coursework* later in this chapter.
- *Earn Dual Course Credits* . A graduate completing and earning credit for at least three college credit hours in RLA or mathematics.
    - Beginning in 2029, some Dual Credit courses will be excluded from CCMR. Once available, the comprehensive Dual Credit and OnRamps Courses for CCMR Accountability list will replace the excluded-course list and identify agency-reviewed and approved courses that satisfy the CCMR indicator. See *Schedule for Review and Approval of Dual Credit and OnRamps Coursework* later in this chapter.
- *Completer in an Aligned Program of Study and Earn a Tier 3 Industry-Based* Certification *(IBC).* A graduate completing a Program of Study and earning a Tier 3 IBC under 19 Texas Administrative Code (TAC), §74.1003.
    - Under 19 TAC, §74.1003, IBCs are categorized into three tiers — Tier 1, Tier 2, and Tier 3 — based on alignment with high-wage or high-skill occupations, in-demand status, and curriculum requirements. See "Appendix J—CCMR Indicator Resource" for a complete list of the currently approved IBCs and their tier assignment. See the *Approved IBC List* section below for more information.
    - Completer: Completes, passes, and receives credit for three or more CTE courses for four or more credits, including at least one level 3 or 4 course, from the same program of study.
- *Demonstrate Military Readiness*. A graduate that has completed a federally authorized Junior Reserve Officer Training Corps (JROTC) or National Defense Cadet Corps (NDCC) program and received an Armed Forces Qualification Test (AFQT) score between 31-49 on the Armed Services Vocational Aptitude Battery Test (ASVAB).

Demonstrated Postsecondary Readiness

A graduate meets Demonstrated Postsecondary Readiness if the graduate satisfies any one of the following criteria:

- *Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics by the TSIA1 and/or TSIA2 assessment, SAT, or ACT – with potential for college credit.* A graduate successfully meeting TSI college readiness standards in *both* RLA and mathematics; specifically, meeting the college ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, or ACT in both RLA and mathematics **and** meets

the criteria of one of the following:

- *Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.* A graduate meeting the criterion score on any subject area AP or IB examination at a level that is predictive of college enrollment and persistence consistent with other college ready indicators. Criterion score is 3 or higher for AP and 4 or higher for IB.
- *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.
  - Beginning in 2029, some OnRamps courses will be excluded from CCMR. Once available, the comprehensive Dual Credit and OnRamps Courses for CCMR Accountability list will replace the excluded-course list and identify agency-reviewed and approved courses that satisfy the CCMR indicator. See *Schedule for Review and Approval of Dual Credit and OnRamps Coursework* later in this chapter.
- TEC, §28.014 *Earn Dual Course Credits.* A graduate completing and earning credit for at least nine credit hours, including at least three credit hours earned in RLA or mathematics.
  - Beginning in 2029, some Dual Credit courses will be excluded from CCMR. Once available, the comprehensive Dual Credit and OnRamps Courses for CCMR Accountability list will replace the excluded-course list and identify agency-reviewed and approved courses that satisfy the CCMR indicator. See *Schedule for Review and Approval of Dual Credit and OnRamps Coursework* later in this chapter.
- If meeting CCMR through TSI criteria, criteria must be met in both RLA and math through a combination of SAT, ACT, or TSIA scores. If TSI criteria are met through any combination that included College Prep Courses, the graduate has earned Foundational Postsecondary Readiness.

- *Meet SAT/ACT Performance Criteria*. A graduate meets the Demonstrated SAT/ACT criteria by achieving the required scores in both RLA and mathematics. A combination of SAT and ACT scores may be used to meet the requirements. The graduate's highest reported score in each subject area will be used.
  - **RLA:** 550 or higher on SAT Reading and Writing (RW) or 42 or higher on the ACT combined English and Reading assessments.
  - **Mathematics**: 540 or higher on SAT Mathematics or 22 or higher on ACT Mathematics.
- *Completer in an Aligned Program of Study and Earn a Tier 2 Industry-Based Certification (IBC*). A graduate completing a Program of Study and earning a Tier 2 IBC under 19 TAC, §74.1003.
- *Graduate Under Specific Graduation Plans and Identified as a Student Receiving Special Education Services at Time of Graduation.* A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as 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 (Texas First).
- *Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness.* A graduate receiving a graduation type code of 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.

- *Demonstrate Military Readiness*. A graduate that has completed a federally authorized JROTC or NDCC program and received an AFQT score between 50-64 on the ASVAB.
- *Earn an Occupational Skills Award (OSA) designated by the* Texas Higher Education Coordinating Board (*THECB) as a Credential of Value (COV)*. A graduate earning an Occupational Skills Award designated as COV by August 31 immediately following high school graduation. OSAs will not be included as a CCMR indicator until the COV list is specified by THECB and the student data are available to the TEA. See *Schedule for Phase-in of Credentials of Value* later in this chapter.

Advanced Postsecondary Readiness

A graduate meets Advanced Postsecondary Readiness if the graduate satisfies any one of the following criteria:

- *Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics by the TSIA1 and/or TSIA2 assessment, SAT, or ACT – with potential for college credit.* A graduate successfully meeting TSI college readiness standards in *both* RLA and mathematics; specifically, meeting the college ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, or ACT in both RLA and mathematics **and** meets the criteria of one of the following:
    - *Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.* A graduate meeting the criterion score on at least three AP or IB examinations, including at least one exam in RLA or mathematics, at a level that is predictive of college enrollment and persistence consistent with other college ready indicators. Criterion score is 3 or higher for AP and 4 or higher for IB. See "Appendix J—CCMR Indicator Resource", for a complete list of currently approved examinations.
    - *Complete an OnRamps Dual Enrollment Course.* A graduate completing OnRamps dual enrollment courses and qualifying for at least nine hours of university or college credit, including at least three hours in RLA or mathematics.
        - Beginning in 2029, some OnRamps courses will be excluded from CCMR. Once available, the comprehensive Dual Credit and OnRamps Courses for CCMR Accountability list will replace the excluded-course list and identify agency-reviewed and approved courses that satisfy the CCMR indicator. See *Schedule for Review and Approval of Dual Credit and OnRamps Coursework* later in this chapter.
    - *Earn Dual Course Credits.* A graduate completing and earning credit for at least fifteen credit hours, including at least three credit hours earned in RLA or mathematics.
        - Beginning in 2029, some Dual Credit courses will be excluded from CCMR . Once available, the comprehensive Dual Credit and OnRamps Courses for CCMR Accountability list will replace the excluded-course list and identify agency-reviewed and approved courses that satisfy the CCMR indicator. See *Schedule for Review and Approval of Dual Credit and OnRamps Coursework* later in this chapter.
    - If meeting CCMR through TSI criteria, criteria must be met in both RLA and math through a combination of SAT, ACT, or TSIA scores. If TSI criteria are met through any combination that included College Prep Courses, the graduate has earned Foundational Postsecondary

Readiness.

- *Meet SAT/ACT Performance Criteria.* A graduate meets the Advanced SAT/ACT criteria by achieving the required scores in both RLA and mathematics. A combination of SAT and ACT scores may be used to meet the requirements. The graduate's highest reported score in each subject area will be used.
    - **RLA:** SAT RW score of at least 620 or ACT combined English and Reading score of at least 53.
    - **Mathematics**: SAT Mathematics score of at least 620 or ACT Mathematics score of at least 25.
- *Earn an Associate Degree.* A graduate earning an associate degree by August 31 immediately following high school graduation.
    - Only associate degrees designated by the THECB as COV will satisfy the CCMR indicator, upon availability of the COV list as specified by THECB and upon availability of the necessary student data to the TEA. See *Schedule for Phase-in of Credentials of Value* later in this chapter.
- *Earn a Level I or Level II Certificate.* A graduate earning a Level I or Level II certificate in any workforce education area.
    - Only Level I and Level II certificates designated by the THECB as COV will satisfy the CCMR indicator upon availability of the COV list as specified by THECB and upon availability of the necessary student data to the TEA. See *Schedule for Phase-in of Credentials of Value* later in this chapter.
- *Completer in an Aligned Program of Study and Earn a Tier 1 Industry-Based* Certification *(IBC).* A graduate completing a Program of Study and earning a Tier 1 IBC under 19 TAC, §74.1003.
- *Demonstrate Military Readiness*. A graduate that has completed a federally authorized JROTC or NDCC program and received an AFQT score of 65 or higher on the ASVAB.
- *Enlist in the Armed Forces or Texas National Guard.* A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Space Force. This includes Texas National Guard and Reserves for their respective services. Enlistment verification uses data sourced directly from the US Department of Defense.

College Preparatory Courses

A list of applicable college prep courses approved by the agency for the purpose of demonstrating college readiness in public school accountability is available at https://tea.texas.gov/academics/college-career-and-military-prep/college-preparatory-courses-for-ccmr-accountability.

Only college prep courses from the approved list are eligible for CCMR credit.

College Prep Course 12th Grade requirement

Only courses completed in the 12th grade are eligible for CCMR credit through college prep. The grade of the student at the time of the course is 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.

Completer in Aligned Program of Study and Earn an IBC

House Bill 773 (87th Texas Legislature, Regular Session, 2021) requires the Texas Education Agency to include Program of Study Completers as an indicator within the accountability system. 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.

Approved IBC List

TEC, §39.053 requires the Texas Education Agency (TEA) to account for high school students who earn an IBC 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—CCMR Indicator Resource" 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.

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

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 Program of Study crosswalked to that IBC. More information is available in "Appendix H—Data Sources."

IBC Current and Phase-Out List Timeline

House Bill 8 (89th Legislature, 2nd Called Session, 2025) requires a phase-out period for IBC lists. Beginning with the IBC list published in June 2028, certification identified for removal from the IBC list will remain eligible for CCMR credit for an additional three years. Additionally, if the tiered placement of an IBC is changed, the highest level tier would be applied for CCMR in accountability calculations. The three-year phase-out period applies for students who were participating in the Program of Study aligned with the certification during the school year in which the certification was determined to be no longer eligible.

Example IBC Removal: A certification identified for removal on the June 2028 Industry-Based Certification (IBC) list remains eligible for CCMR credit for annual graduates in the Classes of 2029, 2030, and 2031 who were participating in the aligned Program of Study during the 2027-28 school year, when notice of the certification's removal was provided. Students who were not participating in the aligned Program of Study during the 2027-28 school year are not eligible to earn CCMR credit through the certification after its removal from the approved IBC list.

Example IBC Tier Change: A certification identified to move from a Tier 1 to a Tier 2 IBC on the June 2028 Industry-Based Certification (IBC) list remains eligible for CCMR credit as a Tier 1 IBC for annual graduates in the Classes of 2029, 2030, and 2031 who were participating in the aligned Program of Study

during the 2027-28 school year, when notice of the certification's changed tier was provided. Students who were not participating in the aligned Program of Study during the 2027-28 school year but completed the aligned program of study and earned the IBC prior to graduation would earn CCMR credit for the certification as a Tier 2 IBC.

Schedule for Phase-in of Credentials of Value

Under Texas Education Code (TEC) §39.053, associate degrees and Level I and Level II certificates are included as indicators within the CCMR component of the accountability system. Typically, changes do not occur to the *A-F* system between refreshes. However, when changes happen in other state agencies that impact accountability components, the system must adjust. As such, as soon as the COV list is specified by THECB and the student data are available to the TEA, only the associate degrees, OSAs, and Level I and Level II certificates designated as credentials of value by THECB will satisfy the CCMR indicator in accordance with the implementation timelines described below.

In accordance with TEC, Chapter 130A, Subchapter C, THECB designates credentials of value based on labor market outcomes and economic value. Specifically, the THECB is to designate a credential as one of value if the credential provides a positive return on investment for a student who received the credential. Value is to be measured by earning or being expected to earn cumulative wages at least equal to the cumulative median earnings for high school graduates in this state and earning at least the individual self-sufficient wage. THECB is to review and update the list annually. More information is available on the THECB website: https://www.highered.texas.gov/about/understanding-value-in-texas-higher-education/#credentials-of-value.

To determine whether an associate degree, a Level I or Level II certificate, or OSA counts for CCMR, the data identifying the type of credential earned by the student will need to be obtained from THECB or the National Student Clearinghouse (NSC). Once available, the COV lists will be published in "Appendix J—CCMR Indicator Resource" and on the agency's Career and Technical Education website.

Associate degrees and Level I and Level II certificates are existing CCMR indicators, while OSAs represent a new CCMR indicator; therefore, the implementation timelines differ.

Associate Degrees and Level I and Level II Certificates

All associate degrees and all Level I and Level II certificates will continue to satisfy the CCMR indicator until implementation of the COV requirements. To provide advance notice, TEA will publish the applicable COV lists no later than July 15 two years before limiting CCMR credit to only those associate degrees and Level I and Level II certificates identified as meeting CCMR criteria as a credential of value. Beginning with the identified graduating class, only associate degrees and Level I and Level II certificates designated as COV by THECB will satisfy the CCMR indicator. For example, if the COV requirement for associate degrees and Level I or Level II certificates were to take effect for the 2030 accountability year, the lists identifying the credentials that have been identified to count for accountability would be published no later than July 15, 2028.

Occupational Skills Awards (OSAs)

Occupational Skills Awards (OSAs) will be incorporated into the CCMR indicator once the applicable COV list is published and the necessary data are available to TEA. OSAs designated as COV by THECB will satisfy the CCMR indicator beginning with the first accountability cycle following publication of the COV

list and availability of data. For example, if OSAs on the COV list were to count towards CCMR for the 2030 accountability year, the OSA COV list would be published no later than July 15, 2029.

Schedule for Review and Approved Dual Credit and OnRamps Coursework

TEA will develop and publish a methodology identifying dual credit and OnRamps coursework eligible for inclusion in the CCMR indicator. The methodology will be informed by research on postsecondary readiness and outcomes and may consider institutional core curriculum courses, workforce education courses identified in the Workforce Education Course Manual (WECM), alignment to approved credentials or degree pathways, or other criteria established by the agency. TEA will provide advance notice of criteria, applicable course information, data requirements, and implementation timeline. Dual credit course eligibility remains governed by TEC, §§28.009 and 130.008, and Financial Aid for Swift Transfer (FAST) eligibility remains governed by TEC, §28.0095.

This methodology will apply only to the use of dual credit and OnRamps coursework in the accountability system. It will not determine whether a course may be offered for dual credit or whether the course is eligible for FAST or other funding purposes.

Prior to the publication of a comprehensive list of dual credit and OnRamps coursework approved to meet CCMR requirements, an annual list will identify dual credit and OnRamps courses that do not satisfy CCMR indicator requirements and are excluded from accountability calculations. Exclusion from accountability does not affect whether a course may be offered for dual credit or is eligible for FAST or other funding purposes. The exclusion list will be published no later than July 15, two years before the accountability year in which an exclusion becomes effective. For example, if a dual credit course is to be excluded for CCMR for the 2029 accountability year, the exclusions list would be published no later than July 15, 2027. See “Appendix J—CCMR Indicator Resource” for a list of dual credit and OnRamps courses excluded for accountability.

CCMR—Calculation Methodology

Each graduate is assigned to the highest postsecondary readiness performance level attained. For accountability calculations, graduates meeting one of the three performance levels are included in the numerator for the highest performance level attained and for all lower performance levels. One point is awarded for each percentage of graduates who earn CCMR classifications at or above each category, as follows:

- Percentage at Foundational Postsecondary Readiness or above
- Percentage at Demonstrated Postsecondary Readiness or above
- Percentage at Advanced Postsecondary Readiness

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

Postsecondary Readiness CCMR Calculation Example

As an example, the total CCMR points earned are calculated as follows:

Postsecondary Readiness Levels	Number of Annual Graduates by Level Achieved	Percentages
Total Graduates	150	
Foundational Postsecondary Readiness or above	138	92%
Demonstrated Postsecondary Readiness or above	80	53%
Advanced Postsecondary Readiness	33	22%
Total Percentage Points		167%
College, Career, and Military Readiness Component Score (Total Percentage Points ÷ 3)		**56**

College, Career, and Military Readiness Component—Students Evaluated

All students are evaluated as one group. Those annual graduates who were not enrolled in a Texas public school on the TSDS PEIMS Fall Snapshot in any of the preceding four years, are excluded.

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, 2030, 2029, and 2028 graduates are used for small numbers analysis in the 2031 accountability cycle.
    - CCMR is evaluated if the three-year sum includes at least 10 annual graduates.

$$\frac{\text{(3-year \%Foundational or above) + (3-year \%Demonstrated or above) + (3-year \%Advanced)}}{3}$$

For Small Number Analysis, data from three consecutive years are combined for each Postsecondary Readiness level met. As an example for the 2031 accountability cycle, students meeting Foundational, Demonstrated, and Advanced Postsecondary Readiness in 2030, 2029, and 2028 are summed. The combined year levels totals are then divided by the number of annual graduates. The resulting percentage points are then divided by three.

CCMR Small Number Analysis Example

Postsecondary Readiness Levels	2028 Annual Graduates	2029 Annual Graduates	2030 Annual Graduates	Totals	Percentages
Total Graduates	8	7	9	24	
Foundational Postsecondary Readiness or above	4	3	4	11	46%
Postsecondary Readiness or above	2	1	3	6	25%
Advanced Postsecondary Readiness	1	0	2	3	13%
				Total Percentage Points	84%
				College, Career, and Military Readiness Component Score (Total Percentage Points ÷ 3)	**28**

AEA CCMR Component

The CCMR rate calculation applied in Student Achievement domain is modified to credit AEA campuses for previous dropouts who earn CCMR. Beginning with the 2031 accountability cycle, the CCMR methodology reflects outcomes for annual graduates from the Class of 2030 and applies to all subsequent accountability cycles.

Each graduate is assigned to the highest postsecondary readiness performance level attained. For accountability calculations, graduates meeting one of the three performance levels are included in the numerator for the highest performance level attained and for all lower performance levels. One point is awarded for each percentage of graduates who earn CCMR classifications at or above each category, as follows:

- Foundational Postsecondary Readiness or above
- Demonstrated Postsecondary Readiness or above
- Advanced Postsecondary Readiness

Previous dropouts who earn CCMR will only be included in the numerator. The CCMR component is calculated by dividing each Postsecondary Readiness Level total points by the adjusted number of annual graduates. The AEA CCMR component score is calculated by dividing the total percentage points (cumulative percentage of the three postsecondary readiness levels) by three, resulting in an overall score of 0 to 100 for all campuses. The CCMR component score is rounded to the nearest whole number.

AEA CCMR Denominator Example

Postsecondary Readiness Levels	Number of Annual Graduates
Total Graduates	80
Minus Previous Dropouts Who Returned	5
Adjusted Total Graduates	**75**

Postsecondary Readiness AEA CCMR Calculation Example

Postsecondary Readiness Levels	Number of Annual Graduates	Percentages (divided by AEA CCMR Denominator)
Adjusted Total Graduates	**75**	
Foundational Postsecondary Readiness or above	58	77%
Demonstrated Postsecondary Readiness or above	47	63%
Advanced Postsecondary Readiness	15	20%
Total Percentage Points		160%
College, Career, and Military Readiness Component Score		**53**
(Total Percentage Points ÷ 3)		

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, 2030, 2029, and 2028 graduates are used for the 2031 accountability cycle.
    - CCMR is evaluated if the three-year sum includes at least 10 annual graduates.

$$\frac{\text{(3-year \%Foundational or above)} + \text{(3-year \%Demonstrated or above)} + \text{(3-year \%Advanced)}}{3}$$

For Small Number Analysis, data from three consecutive years are combined for each Postsecondary Readiness level met. As an example for the 2031 accountability cycle, students meeting Foundational, Demonstrated, and Advanced Postsecondary Readiness in 2030, 2029, and 2028 are summed.

The sum of the achieved Postsecondary Readiness levels across all years is then divided by the total Adjusted Annual Graduates which excludes prior year- dropouts who returned. The total percentage points are then summed and divided by three.

AEA Small Number Analysis CCMR Example

The following is an example of small numbers analysis for the 2031 accountability cycle:

Postsecondary Readiness Levels	2028 Annual Graduates	2029 Annual Graduates	2030 Annual Graduates	Total	Percentages
Total Graduates	9	8	7	24	
Minus Previous Dropouts Who Returned	2	3	1	6	
Adjusted Total Graduates	7	5	6	**18**	
Foundational Postsecondary Readiness or above	4	3	4	11	61%
Demonstrated Postsecondary Readiness or above	2	1	3	6	33%
Advanced Postsecondary Readiness	1	0	2	3	17%
			Total Percentage Points		111%
			College, Career, and Military Readiness Component Score (Total Percentage Points ÷ 3)		**37**

School Quality: College, Career, and Military Readiness Performance Status Component

The methodology described in this section defines the College, Career, and Military Readiness (CCMR) component applied in Closing the Gaps, Part A as it will be implemented beginning with the 2031 accountability cycle, which reflects outcomes for annual graduates in the Class of 2030 and non-graduates in grade 12. This methodology establishes the criteria, performance levels, indicators, and calculation processes used to evaluate postsecondary readiness for accountability purposes. The SQSS: CCMR component definitions, requirements, and calculations described herein apply to annual graduates and nongraduates in grade 12 included in 2031 accountability and subsequent accountability cycles.

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, Part A SQSS: CCMR denominator. Additionally, those annual graduates who were not enrolled in a Texas public school on the TSDS PEIMS Fall Snapshot in any of the preceding four years, are excluded from the SQSS: CCMR denominator.

TSDS PEIMS Fall Snapshot	Annual Graduates and Students in Grade 12 School Year	Accountability Year
October 2029	2029-30	2031
October 2030	2030-31	2032
October 2031	2031-32	2033

Each annual graduate and students in grade 12 who did not graduate are assigned to the highest postsecondary readiness performance level attained. For accountability calculations, graduates or students in grade 12 meeting one of the three performance levels are included in the numerator for the highest performance level attained and for all applicable lower performance levels. The denominator includes the number of annual graduates plus students in grade 12. One point is awarded for each percentage of students who earn CCMR classifications at or above each category, as follows:

- Percentage at Foundational Postsecondary Readiness or above
- Percentage at Demonstrated Postsecondary Readiness or above
- Percentage at Advanced Postsecondary Readiness

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

$$\frac{(\%\text{Foundational or above}) + (\%\text{Demonstrated or above}) + (\%\text{Advanced})}{3}$$

Postsecondary Readiness CCMR Calculation Example

The following is an example for 2031 Accountability of each Postsecondary Readiness Levels Achieved by Annual Graduates and Students in grade 12 in 2030.

Postsecondary Readiness Levels	Number of Annual Graduates Plus Students in grade 12	Percentages
Total	**105**	
Foundational Postsecondary Readiness or above	**75**	**71%**
Demonstrated Postsecondary Readiness or above	**55**	**52%**
Advanced Postsecondary Readiness	**23**	**22%**
Total Percentage Points		**145%**
College, Career, and Military Readiness Component Score (Total Percentage Points ÷ 3)		**48**

Students demonstrate college, career, or military readiness in any one of the following ways, as described in the *College, Career, and Military Readiness Component* section in this chapter.

Foundational Postsecondary Readiness

A student meets Foundational Postsecondary Readiness if the student satisfies any one of the following criteria:

- Meet Texas Success Initiative (TSI) Criteria
- Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination
- Complete an OnRamps Dual Enrollment Course in either RLA or mathematics.
- Earn Dual Course Credits in either RLA or mathematics.
- Completer in an Aligned Program of Study and Earn a Tier 3 Industry-Based Certification (IBC)
- Demonstrate Military Readiness: JROTC or NDCC Program Completion and AFQT score between 31-49

Demonstrated Postsecondary Readiness

A student meets Demonstrated Postsecondary Readiness if the student satisfies any one of the following criteria:

- Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics by the TSIA1 and/or TSIA2 assessment, SAT, or ACT and potential for college credit in any subject.
    - Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination
    - Complete 3 hours of an OnRamps Dual Enrollment Course
    - Earn 9 hours of Dual Course Credits including 3 hours in RLA or mathematics.
- Meet SAT/ACT Performance Criteria.
    - **RLA:** 550 or higher on SAT RW or 42 or higher on the ACT combined English and Reading assessments.
    - **Mathematics:** 540 or higher on SAT Mathematics or 22 or higher on ACT Mathematics.
- Completer in an Aligned Program of Study and Earn a Tier 2 Industry-Based Certification (IBC)
- Graduate Under Specific Graduation Plans and Identified as a Student Receiving Special Education Services at Time of Graduation.
- Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness
- Demonstrate Military Readiness: JROTC or NDCC Completion and AFQT score between 50-64
- Earn an Occupational Skills Award (OSA) designated as a Credential of Value (COV)*

*OSA will be included as a CCMR indicator once the COV list is specified by THECB and student data are available. See the *Schedule for Phase-in of Credentials of Value* section for more information.

Advanced Postsecondary Readiness

A student meets Advanced Postsecondary Readiness if the student satisfies any one of the following criteria:

- Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics by the TSIA1 and/or TSIA2 assessment, SAT, or ACT – with potential for college credit
    - Meet Criteria on 3 Advanced Placement (AP)/International Baccalaureate (IB) Examination, including 1 RLA or mathematics exam.

  - Complete 9 hours of an OnRamps Dual Enrollment Course, including 3 hours in RLA or mathematics.
  - Earn 15 hours of Dual Course Credits, including 3 hours in RLA and mathematics.

- Meet SAT/ACT Performance Criteria.
  - **RLA:** SAT RW score of at least 620 or ACT combined English and Reading score of at least 53.
  - **Mathematics:** SAT Mathematics score of at least 620 or ACT Mathematics score of at least 25.
- Earn an Associate Degree
- Earn a Level I or Level II Certificate
- Completer in an Aligned Program of Study and Earn a Tier 1 Industry-Based Certification (IBC)
- Demonstrate Military Readiness: JROTC or NDCC Completion and AFQT score of 65 or higher
- Enlist in the Armed Forces or Texas National Guard

School Quality: 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 2031 Accountability, years 2030, 2029, and 2028 are 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.
  - Small number analysis of prior-year data shall be applied to determine eligibility for awarding 1 or 2 points in current year for the all student group.

School Quality: 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. One point is awarded for each percentage point of annual graduates and students in grade 12 who earn a CCMR classification at or above each postsecondary readiness level. The CCMR component score is calculated by summing the cumulative percentages across the three readiness levels and dividing the total by three, resulting in a score ranging from 0 to 100.

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%.