Accountability Manual for 2025 Ratings

for Texas Public School Districts and Campuses

TEA | Analytics, Assessment, and Reporting |Performance Reporting

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Chapter 1—Accountability Overview

About this Manual

The *Accountability Manual* is a technical guide that explains how the Texas Education Agency (TEA) uses the accountability system to evaluate the academic performance of Texas public districts. Districts include public school districts and open-enrollment charter schools. The manual describes the accountability system and explains how TEA processes information from different sources to produce accountability data reports. The processes outlined in this manual apply beginning with the 2025 accountability year and remain in place until otherwise notified.

Accountability Advisory Groups

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

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

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

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

Overview of the Accountability System

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

Student Achievement evaluates performance across all subjects for all students on both general and alternate assessments; College, Career, and Military Readiness (CCMR) indicators; and graduation rates.

School Progress measures outcomes in two areas:

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

Closing the Gaps uses disaggregated data to demonstrate differentials in progress to interim and long-term goals among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with

the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Who is Rated?

Districts and campuses that report students enrolled on the Fall Snapshot date in the accountability year are assigned a state accountability rating. For example, for the 2024 accountability year districts and campuses that report students enrolled on the Fall Snapshot date of the 2023-2024 school year are rated. For this purpose, students are considered enrolled if they are 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.

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), Section 29.9091, are considered enrolled in the sending district or school for purposes of average daily attendance and accountability.

Districts

School districts are rated beginning the first year they report fall enrollment. Districts without any students enrolled in the grades for which STAAR assessments are administered (3–12) are assigned the rating label of *Not Rated.* Districts are rated using proportionally weighted domain scores of each campus, based on the number of students enrolled in grades 3–12 at each campus in the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) October Snapshot. Please see “Chapter 5—Calculating Ratings” for more on District Proportional Domain Methodology.

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

Campuses

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

Rating Labels

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

- ***A, B, C, D, or F*:** Assigned for overall performance and for performance in each domain to districts and campuses (including those evaluated under alternative education accountability [AEA]) that meet the performance target for the letter grade.
- ***Not Rated:*** Indicates that a district or campus does not receive a rating for one or more of the following reasons:
    - The district or campus has insufficient data to assign a rating.
    - The district operates only residential facilities.
    - The campus is a juvenile justice alternative education program (JJAEP).
    - The campus is a disciplinary alternative education program (DAEP).
    - The campus is a residential facility.

  - The commissioner otherwise determines that the district or campus will not be rated.
- ***Data Under Review*** indicates that a district or campus was issued a compliance review related to data concerns and the concerns were not resolved. In this case, the matter may be referred to TEA's Special Investigations Unit for review and TEA may elect to assign the district or campus with a temporary *Data Under Review* label. This label may be applied at any point, including to either a preliminary or final rating. TEA will take the response provided by the district or campus into consideration before making any final determination about possible wrongdoing. For more information, see "Compliance Reviews and Special Investigations Related to Data Concerns" in the "Ensuring Data Integrity" section of this chapter.
- ***Not Rated: Data Integrity Issues*** indicates that a special investigation has found data accuracy or integrity have compromised performance results (whether intentional or not), making it impossible to assign the district or campus a rating. The assignment of a *Not Rated: Data Integrity Issues* label is permanent.
- ***Not Rated: Annexation*** indicates that the campus is in its first school year after annexation by another district and, therefore, is not rated, as allowed by the annexation agreement with the agency.

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

Distinction Designations

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

Accountability System School Types

Every campus is labeled as one of four school types according to its grade span based on enrollment data reported in the fall TSDS PEIMS submission. The four types—elementary school, middle school, elementary/secondary (also referred to as K-12), and high school—are illustrated by the following table. The table shows combinations of grade levels served by campuses in Texas. The shading indicates the corresponding school type.

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

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

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

Highest Grade Level Served →

Lowest Grade Level Served ↓

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

TEA Division of Performance Reporting

STAAR-Based Indicators

Accountability Subset Rule

A subset of assessment results is used to calculate each domain. The calculation includes only assessment results for students enrolled in the campus in a previous fall, as reported on the TSDS PEIMS October snapshot (for additional information see section in this chapter on TSDS PEIMS-Based Indicators). Across all three domains, STAAR performance results must meet the accountability subset rules to be included. In order to be included in the Progress to English Language Proficiency component of Closing the Gaps, TELPAS scores also must meet the accountability subset rules.

Three assessment administration periods are considered for accountability purposes:

- Grades 3–8: campuses are responsible for students in the spring assessment results reported as

enrolled at that campus in the fall (referred to as TSDS PEIMS October Snapshot).

- End-of-Course (EOC): campuses are responsible for
  - summer assessment results from the summer prior to the current accountability year for students reported as enrolled at that campus in the prior year TSDS PEIMS October Snapshot;
  - fall assessment results from the fall of the current accountability year for students reported as enrolled at that campus in the fall TSDS PEIMS October Snapshot; and
  - spring assessment results for students reported as enrolled at that campus in the fall TSDS PEIMS October Snapshot.

For example, the 2024 accountability year uses student assessment results from summer 2023 for students in the TSDS PEIMS October 2022 Snapshot and student assessment results from fall 2023 and spring 2024 for students in the TSDS PEIMS October 2023 Snapshot.

Accountability Year	STAAR results are included in the subset of district/campus accountability	If the student was enrolled in the district/campus on this date:
2024	EOC summer 2023 administration	October 2022 enrollment snapshot
	EOC fall 2023 administration	October 2023 enrollment snapshot
	EOC spring 2024 administration	
	Grades 3–8 spring 2024 administration	

STAAR EOC Retest Performance

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

EOC retesters are counted as passers based on the passing standard in place when they were first eligible to take any EOC assessment. For example, for the 2024 accountability year:

Step 1: Find the best result from each administration for each subject retested (Summer 2023, Fall 2023, and Spring 2024).

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

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

If all results have the same level of performance, then the most recent result is selected for performance calculation.

The following charts provide examples of how the accountability subset is applied to EOC retesters for the 2024 accountability year.

2024 Accountability Subset Examples for EOC Retesters in STAAR Based Indicators

Enrolled SY 22-23	*Tested SY 22-23*	*Enrolled SY 23-24*	*Tested SY 23-24*	*Tested SY 23-24*
October 2022 Snapshot **Campus A**	Summer 2023 **Campus A**	October 2023 Snapshot **Campus A**	Fall 2023 **Campus A**	Spring 2024 **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 administered the assessment if the student meets the accountability subset rule (discussed above).

Enrolled SY 22-23	*Tested SY 22-23*	*Enrolled SY 23-24*	*Tested SY 23-24*	*Tested SY 23-24*
October 2022 Snapshot **Campus A**	Summer 2023 **Campus B**	October 2023 Snapshot **Campus B**	Fall 2023 **Campus B**	Spring 2024 **Campus C**
The best result is selected. Only the fall 2023 result meets the accountability subset rule. If spring 2024 was selected as the best result, the result would not meet the accountability subset rule for inclusion at Campus B or Campus C.				

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

SAT/ACT Inclusion in STAAR Based Indicators—Accountability Subset

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

TSDS PEIMS-Based Indicators

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

These timelines are strict, and the data submitted during the corrections window are final. TSDS PEIMS submission timelines can be found at https://tealprod.tea.state.tx.us/TWEDSAPI/23/0/0/Overview/List/TimeLine/697.

TSDS PEIMS data provided by school districts and used to create specific indicators are listed in the 2024 example below. For more information see the Accountability Data Sources webpage at https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/accountability-data-resources and “Appendix H—Data Sources.”

TSDS PEIMS data used for accountability indicators	Data for 2024 accountability
4-year Longitudinal Graduation Rate	Class of 2023
5-year Longitudinal Graduation Rate	Class of 2022
6-year Longitudinal Graduation Rate	Class of 2021
Annual Dropout Rate	2022–23 school year
Graduate with Completed IEP and Workforce Readiness	
Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student	
Earn an Industry-Based Certification	Earned from grade 9 through 2022-23 school year
Complete College Prep Course*	
Dual Credit Course Completion	
Earn an Associate Degree	

*For 2024 and 2025 accountability, successfully completing and earning credit for a college prep course in grades 9-12 will still earn CCMR credit. For 2026 accountability, courses completed in the 11th or 12th grades will be eligible for CCMR credit. For 2027 accountability and subsequent years, only courses completed in the 12th grade will be eligible for CCMR credit through college prep.

Other Indicators

The CCMR component of the accountability system includes data from ACT, Advanced Placement (AP), International Baccalaureate (IB), SAT, Texas Success Initiative (TSI) assessment results, OnRamps, and level I and level II certificates. Data used to create specific CCMR indicators are listed in the 2024 example below. For more information see the Accountability Data Sources webpage at https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/accountability-data-resources and "Appendix H—Data Sources."

Other data used for College, Career, and Military Readiness	Data for 2024 accountability reported for
ACT college admissions test	Tests from grade 9 through July 2023 administration
AP examination	Tests from grade 9 through 2022-23 school year
IB examination	Tests from grade 9 through May 2023
TSI assessment	Tests from June 2013 through October 2023 administration
SAT college admissions test	Tests from grade 9 through June 2023 administration
OnRamps dual enrollment course completion	Courses completed from grade 9 through 2022-23 school year
Level I and level II certificates	Certificates earned from grade 9 through 2022-23 school year
Military Enlistment	Department of Defense (DoD) Form 4 Submissions from LEAs for military enlistment as of December 31, 2023.

Ensuring Data Integrity

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

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

- **Campus Number Tracking:** Requests for campus number changes may be approved with consideration of prior state accountability ratings. Ratings of *D or F* for the same campus assigned two different campus numbers may be considered as consecutive years of unacceptable ratings for accountability interventions and sanctions, if the commissioner determines this is necessary to preserve the integrity of the accountability system.
- **Data Validation System:** Data Validation is a data-driven system designed to confirm the integrity of district submitted data. Annual data validation analyses examine districts' leaver and dropout data, student assessment data, and discipline data and may also validate other district submitted data. Districts identified with potential data integrity concerns engage in a process with the agency to either validate the accuracy of their data or determine that erroneous data were submitted. This process is fundamental to the integrity of all the agency's evaluation systems 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 fell outside of an expected range or have otherwise been identified for having local practices potentially inconsistent with TEA guidelines which could impact performance results within TEA's discretion to identify. The reviews are based on data submitted by districts (or other sources) that could impact performance data, including information used in the state accountability system, such as (but not limited to) data related to CCMR indicators, graduates and leavers, individual graduation committee (IGC) reviews, or STAAR. The Self-Reported Data Unit (SRDU) within the Compliance and Investigations Department at the agency requests documentation and other information from districts to validate the data reported and then reviews and determines whether there has been a violation and commonly works with the districts to bring them into compliance and/or to establish better local practices. The agency will regularly update or clarify guidance to the field as a result of these reviews to ensure that districts have access to the information and tools necessary to establish better local practices and accurately report data to the agency.
    - TEA may take any of the following actions as a result of compliance reviews:
        - TEA may close its review with no further action if the district's response satisfies TEA's concerns;
        - TEA may work with the district to complete corrective actions to ensure more accurate information is provided and/or appropriate policies are implemented in the future; and/or
        - TEA may enter into an agreement with the district to issue a rating consistent with the actual performance of the district.
    - If the compliance reviews do not resolve the concerns raised, SRDU may refer the matter to the Special Investigations Unit for further investigation on these more consequential concerns.
    - If TEA makes a preliminary determination that the accuracy and/or integrity of performance results may have been compromised (whether intentional or not), TEA may issue a temporary ***Data Under Review*** label at any point, including on either a preliminary or final rating. If the results of a special investigation determine that the accuracy and/or integrity of performance results have been compromised (whether intentional or not), TEA may elect to issue the district or campus a ***Not Rated: Data Integrity Issues*** final accountability rating label. A *Not Rated: Data Integrity Issues* accountability rating label does not break the chain of consecutive years of unacceptable accountability ratings for accountability sanctions and intervention purposes. All districts and campuses with a final rating label of *Not Rated: Data Integrity Issues* are automatically subject to desk audits the following year. As a result of a special

investigation, TEA may elect to take actions and interventions under Texas Education Code Chapters 39 and 39A, including (but not limited to) lowering an accountability rating.

- These steps can occur either before or after the ratings release, and sanctions can be imposed at any time. To the extent possible, ratings are finalized when updated ratings are released following the resolution of appeals. A rating change resulting from an imposed sanction as a result of a compliance review and/or subsequent review by the Special Investigations Unit will stand as the final rating for the year, and will be reflected on all final accountability rating data files and reports (including TXschools.gov and the district's Texas Academic Performance Reports (TAPR)), with a statement representing this change, "Overall score or rating updated as a result of a Data Compliance Review". Accountability data are subject to scrutiny by the Office of the State Auditor.

Interpretation of the Manual for Ratings and Distinction Designations

The *Accountability 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 STAAR assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.

STAAR Component

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

STAAR Component—Assessments and Measures Evaluated

The Student Achievement domain evaluates STAAR (with and without accommodations), STAAR Alternate 2, emergent bilingual student/English learner (EB student/EL) Performance Measure results (using the EL Performance Measure described in Appendix H), STAAR end-of-course (EOC) assessments, and SAT/ACT results for accelerated testers (described later in this chapter).

STAAR Component—Equivalent Standards for Evaluated Assessments and Measures

Standard	STAAR Assessments (with and without accommodations)	STAAR Alternate 2 Assessments	English Learner Performance Measure (Second Year in U.S. Schools Only)
Approaches Grade Level or above	Approaches Grade Level or above	Level II Satisfactory or above	Approaches Grade Level or above
Meets Grade Level or above	Meets Grade Level or above	Level II Satisfactory or above	Meets Grade Level or above
Masters Grade Level	Masters Grade Level	Level III Accomplished	Masters Grade Level

STAAR Component—Students Evaluated

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

STAAR Component—Inclusion of EB Students/ELs

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/ELs for accountability purposes (*"Final Date to Enter Student Information for Accountability Reporting"*). EB students/ELs inclusion and exclusion are available in Appendix H. EB students/ELs TIDE coding can be found in Appendix D.

- EB students/ELs who are reported in TIDE as year one in U.S. schools are excluded from accountability performance calculations.
- EB students/ELs who are in their second year in U.S. schools are included in the STAAR

component using the EL performance measure.

- EB students/ELs who are in their second year in U.S. schools who have a parental denial for EL services do not receive an EL performance measure and are included in the same manner as non-EB students/ELs.
- Current and monitored (through year 4) EB students/ELs are included in accountability calculations.

STAAR Alternate 2 assessment results are included regardless of an EB student/EL'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.

Inclusion of SAT/ACT Results for Accelerated Testers

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

Accelerated testers are defined as students who earn Approaches Grade Level or above on the Algebra I, English II, and/or Biology STAAR EOC prior to grade 9. For 2024 accountability only, accelerated testers are also students who earned course credit for Algebra I, English II and/or Biology in Spring or Summer 2020 and were granted a COVID testing waiver prior to grade 9.

SAT/ACT Inclusion—Assessments Evaluated

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

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

Standard	SAT Evidence-Based Reading and Writing (EBRW)	SAT Math	CT English and Reading	ACT Math	ACT Science
Approaches Grade Level or above	410 – 470	440 – 520	27 – 33	16 – 20	16 – 22
Meets Grade Level or above	480 – 660	530 – 680	34 – 59	21 – 29	23 – 27
Masters Grade Level	670 – 800	690 – 800	60 – 72	30 – 36	28 – 36

SAT/ACT Inclusion—Students Evaluated

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

SAT/ACT Inclusion—Methodology

SAT/ACT assessment results at or above the scores provided in the chart above are included in the STAAR

component of the Student Achievement domain at the following levels:

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

The agency evaluates SAT/ACT results from grades 9–12 for the accelerated subject area once the accelerated tester is reported as enrolled in grade 12. If an accelerated tester has more than one corresponding subject-area SAT and/or ACT result across evaluated years, the best result from either SAT or ACT is found for each accelerated subject tested. For example, for 2024 Accountability, ACT results considered include assessments from enrolled grade 9 through the April 2024 administration, and SAT results considered include assessments from enrolled grade 9 through the May 2024 administration.

SAT/ACT Inclusion—Accountability Subset

The SAT/ACT accountability subset rules determine which campus the accelerated tester's SAT/ACT result is attributed to for accountability. The SAT/ACT result for an accelerated tester is attributed to the campus at which the student is reported as enrolled in grade 12 on the TSDS PEIMS October snapshot for that accountability cycle. SAT/ACT results are attributed to that campus without regard to the campus at which the student took the corresponding STAAR EOC before grade 9 or the enrolled campus at the time of SAT/ACT administration.

STAAR Component—Methodology

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

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

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

STAAR Component—Example Calculation

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

STAAR Component—Minimum Size Criteria and Small Numbers Analysis

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

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 2024 Accountability year, CCMR reflects graduates from the Class of 2023. Annual graduates are students who graduate from a campus in a school year regardless of cohort. This is separate from, and may include different students than, the longitudinal graduation cohorts. Students who graduated by decisions of individual graduation committees (IGCs) are included as graduates. Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

- *Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics.* A graduate meeting the TSI college readiness standards in both RLA and mathematics. TSIA benchmarks, ACT and SAT scores which exempt a student from the TSIA are available on the agency's website: https://tea.texas.gov/academics/college-career-and-military-prep/the-tsia-texas-success-initiative-assessment.
- Score criteria for CCMR are also located in Appendix H. The criteria for ACT have changed as of the 2024 accountability cycle. TSI college readiness is demonstrated by:
    - meeting the TSIA1 and/or TSIA2 college-ready criteria, or
    - meeting the SAT college-ready criteria, or
    - meeting the ACT college-ready criteria, or
    - by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338.

- The criteria for successful completion of a college prep course should be in alignment between a local education agency (LEA) and the partnering institution of higher education (IHE)(s). In accordance with §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported in TSDS PEIMS as successfully completing a college prep course if they have met TSI exemption requirements.
- College prep course requirements will shift in two ways in future accountability years:
    - College prep courses will need to be reviewed and approved in future accountability years. See *Schedule for Reviewed and Approved College Prep Courses* later in this chapter.
    - Only college prep course credits earned in 12th grade will be eligible for credit in future accountability years. See *Schedule for Phase-in of 12th Grade requirement* later in this chapter.

The assessment results considered include TSIA1 and/or TSIA2 assessments administered through the October following graduation, SAT assessments administered through the June administration following graduation and ACT assessments administered through the July administration following graduation, and course completion data via TSDS PEIMS. See Appendix H for additional information.

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

- *Earn Dual Course Credits.* A graduate completing and earning credit for at least three college credit hours in RLA or mathematics or at least nine college credit hours in any subject. See Appendix H for additional information.
- *Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.* A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or higher for AP and 4 or higher for IB.
- *Earn an Associate Degree.* A graduate earning an associate degree by August 31 immediately following high school graduation.
- *Complete an OnRamps Dual Enrollment Course.* A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. See Appendix H for additional information.
- *Earn an Industry-Based Certification (IBC).* A graduate earning an approved IBC under 19 TAC §74.1003. See "Appendix J—Industry-Based Certifications" for a complete list of the currently approved IBCs.
    - Earning a certification means that the student has successfully completed all requirements defined by the certifying entity. Districts and charter schools should consult the certifying entities' webpages to determine the requirements that must be met for students to earn IBCs. See *Approved IBC List* later in this chapter.
    - IBCs will need to be aligned with approved secondary programs of study in future accountability years. See *Phase-In Schedule for Sunsetting IBCs and Alignment with Programs of Study* later in this chapter.
- *Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness.* A graduate receiving a graduation type code of 04, 05, 54, or 55, which indicates the student has

completed his/her IEP and has either obtained full-time employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.

- *Enlist in the Armed Forces or Texas National Guard.* A graduate enlisting the Texas National Guard or any of the 6 services: U.S. Army, Navy, Air Force, Coast Guard, Marine Corps, or Space Force. This includes the National Guard for their respective services.
- *Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student.* A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA) or Texas First Early High School Completion Program with a Distinguished Level of Achievement (Texas-First-DLA).
- *Earn a Level I or Level II Certificate.* A graduate earning a level I or level II certificate in any workforce education area. See "Appendix D—Accountability Glossary" or Appendix H for additional information.

Schedule for Reviewed and Approved College Prep Courses

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

A list of college prep courses approved for public school accountability is anticipated to be released in Spring 2025.

Beginning with 2025-2026 graduates (2027 accountability), only college prep courses from the approved list will be eligible for CCMR credit.

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

For the Class of 2025, courses completed in the 11th or 12th grades will be eligible for CCMR credit (2026 accountability). For the Class of 2026 and subsequent graduating classes only courses completed in the 12th grade will be eligible for CCMR credit through college prep. The grade of the student at the time of the course will be based on the grade submitted in the TSDS PEIMS Summer submission.

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

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

Sunsetting IBCs

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

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

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

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

Approved IBC List

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

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

The timeline for the 2019-2022, 2022-2025 and 2025-2030 IBC lists is included in the table, *CCMR Credit Requirements for Annual Graduates by Accountability Year*, below.

Phase-In for IBCs and Programs of Study

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

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

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

CCMR Credit Requirements for Annual Graduates by Accountability Year

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

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

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

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

The requirement in CCMR to earn an IBC plus pass and receive credit for an aligned level two or higher course applies for the Class of 2024, the Concentrator requirement applies for the Class of 2025, and the Completer requirement applies for the Class of 2026. For students to meet the IBC and Program of Study indicator of CCMR, the student must have earned (i.e., not failed or passed) an IBC in the crosswalk associated with the Program of Study in which they also met the phase-in requirement (i.e., aligned IBC).

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

College, Career, and Military Readiness Component—Students Evaluated

All students are evaluated as one group.

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

- All students are evaluated in the CCMR component if there are at least 10 annual graduates.
- Small numbers analysis, as described below, applies to all students if the number of annual graduates is fewer than 10.
    - A three-year CCMR rate is calculated for all students. The calculation is based on three-years of the campus's CCMR data. For example, 2024, 2023, and 2022 are used for the 2024 accountability cycle.
    - The all students group is evaluated if the three-year sum has at least 10 annual graduates. The following is an example of small numbers analysis for the 2024 accountability cycle:

$$\frac{\text{Number of 2023, 2022, and 2021 Graduates Who Achieved at Least One of the CCMR Indicators}}{\text{Number of 2023, 2022, and 2021 Annual Graduates}}$$

College, Career, and Military Readiness Component—Methodology

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

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

College, Career, and Military Readiness Component—Example Calculation

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

Graduation Rate (or Annual Dropout Rate) Component

Graduation Rate Component

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

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

Graduation Rate—Students Evaluated

All students are evaluated as one group.

Graduation Rate—Minimum Size Criteria and Small Numbers Analysis

- All Students are evaluated if there are at least 10 students in the class.
- Small numbers analysis, as described below, applies to all students if the number of students in the four-year, five-year, or six-year cohort is fewer than 10. The total number of students in the class consists of graduates, continuing students, Texas high school equivalency certificate (TxCHSE/GED) recipients, and dropouts.
    - A three-year-average graduation rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
    - The all students group is evaluated if the three-year sum has at least 10 students. An example of small numbers analysis from the 2024 accountability cycle:

$$\frac{\text{Number of Graduates in the Class of 2023, Class of 2022, and Class of 2021}}{\text{Number of Students in the Class of 2023, Class of 2022, and Class of 2021}}$$

Graduation Rate—Methodology

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

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

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

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

Graduation Rate—Example Calculation from 2024 Accountability

Graduation Rate	All Students
Class of 2023, 4-year	85.2%
Class of 2022, 5-year	87.3%
Class of 2021, 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-average annual dropout rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
    - The all students group is evaluated if the three-year sum has at least 10 students. An example of small numbers analysis from the 2024 accountability cycle:

$$\frac{\text{Number of Dropouts in Grades 9–12 in 2022–23, 2021–22, and 2020–21}}{\text{Number of Students in Grades 9–12 in 2022–23, 2021–22, and 2020–21}}$$

Annual Dropout Rate—Methodology

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

Annual Dropout Rate—Conversion

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

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

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

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

Alternative Education Accountability Modifications

Alternative procedures applicable to STAAR, CCMR, graduation rate, and annual dropout rate calculations are provided for approved campuses serving at-risk students in alternative education programs. The annual dropout rate is used on a safeguard basis only for campuses designated as

dropout recovery schools (DRS). The Student Achievement domain for DRS without a longitudinal graduation rate is calculated using STAAR, CCMR, and the annual dropout rate; it is also calculated using only the STAAR and CCMR components. Whichever calculation produces the higher rating is used. If an AEA campus does not generate CCMR, it will only be rated using STAAR data. In this situation, the campus would have an annual dropout rate reported for informational purposes only. For more information on the alternative education accountability (AEA) eligibility and DRS criteria, please see "Chapter 7—Other Accountability System Processes."

AEA STAAR—Methodology

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

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

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

AEA CCMR Rate—Methodology

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

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

An example from the 2024 accountability cycle:

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

AEA Graduation/Annual Dropout Rate—Methodology

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

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

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

For example, for 2024 Accountability, the following applies:

- Class of 2023 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 2022 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 2021 six-year graduation, continuer, TxCHSE, and previous dropouts who complete rates continue to follow the same cohort of students for one additional year; therefore, most AEA campuses that have a five-year graduation, continuer, TxCHSE, and previous dropouts rate in one year will have a six-year graduation, continuer, TxCHSE, and previous dropouts rate for that cohort in the following year.
- Annual dropout rate for school year 2022–23 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 Annual Dropout Rate—Conversion

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

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

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

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

Student Achievement Domain Rating Calculation

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

Chapter 3—School Progress Domain

Overview

The School Progress domain measures campus outcomes in two areas:

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

School Progress, Part A: Academic Growth

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

Annual Growth indicates the amount of improvement or growth a student has made from year to year. For STAAR assessments (with or without accommodations), annual growth is measured by a transition table. Individual student growth is calculated as the change between Low Did Not Meet Grade Level, High Did Not Meet Grade Level, Low Approaches Grade Level, High Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance from the prior year to the current year.

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

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

Part A: Academic Growth—Assessments Evaluated

School Progress, Part A evaluates STAAR (with and without accommodations) and STAAR Alternate 2 assessment results for grades 4–8 in RLA and mathematics, and STAAR English I, English II, and Algebra I end-of-course (EOC) assessment results. SAT/ACT results for accelerated testers are not included.

Part A: Academic Growth—Students Evaluated

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

Part A: Academic Growth—Inclusion of EB Students/ELs

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/ELs for accountability purposes (*“Final Date to Enter Student Information for Accountability Reporting”*).

EB students/ELs inclusion and exclusion are available in Appendix H. EB students/ELs TIDE coding can be found in "Appendix D—Accountability Glossary."

- EB students/ELs who are year one in U.S. schools are excluded from accountability calculations.
- EB students/ELs in their second year in U.S. schools are included in accountability calculations.
- EB students/ELs in their second year in U.S. schools with a parental denial for EL services do not receive an EL performance measure and are included in the same manner as non-EB students/ELs.
- Current and monitored (through year 4) EB students/ELs are included in accountability calculations.

STAAR Alternate 2 assessment results are included regardless of an EB student/EL'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.

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

- All students are evaluated; results are used if there are 10 or more STAAR 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 a valid score from the previous year and the current year.
- Has tested in successive grade levels or EOC assessments in the previous year and the current year. Students who took the same grade-level or EOC assessment in the previous year and the current year will not be evaluated for annual growth. Students who take STAAR assessments and have skipped a grade level between the previous year and the current year will be evaluated for annual growth.
- Has taken a STAAR assessment in the previous year and a STAAR assessment in the current year.
- Has taken a STAAR Spanish assessment in the previous year and a STAAR English assessment in the current year or has taken a STAAR English assessment in the prior year and a STAAR Spanish assessment in the current year.
- For STAAR Algebra I and English I EOCs, has taken the assessment for the first time.
- For English II, growth is measured if 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.
- For students taking a STAAR Alternate 2 test in the current year, must have taken a STAAR Alternate 2 in the previous year.

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

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

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

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

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

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

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

Part A: Academic Growth: Accelerated Learning—Methodology

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

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

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

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

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

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

Part A: Academic Growth Score

The Part A: Academic Growth score denominator is the number of eligible RLA and mathematics assessments. If an assessment is eligible for annual growth and accelerated learning, it will only count once in the denominator. The numerator is the total number of points earned for Annual Growth plus

0.25 multiplied by the total number of points earned for Accelerated Learning. Any raw component score in excess of 100 is scaled to 100.

Example Calculation: Part A: Academic Growth

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

Annual Growth Points (Example)

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

Accelerated Learning Points (Example)

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

Example Calculation: Part A: Academic Growth

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

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

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

School Progress, Part B: Relative Performance

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

Part B: Relative Performance—Assessments and Measures Evaluated

School Progress, Part B evaluates STAAR (with and without accommodations), STAAR Alternate 2, English learner (EL) performance measure results, STAAR end-of-course (EOC) assessments, and SAT/ACT results for accelerated testers.

Part B: Relative Performance—Students Evaluated

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

Part B: Relative Performance—Inclusion of EB Students/ELs

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/ELs for accountability purposes (*"Final Date to Enter Student Information for Accountability Reporting"*). The specific codes for EB students/ELs inclusion and exclusion are available in Appendix H. EB students/ELs TIDE coding can be found in Appendix D.

- EB students/ELs who are year one in U.S. schools are excluded from accountability performance calculations.
- EB students/ELs who are in their second year in U.S. schools are included in the STAAR component using the EL performance measure.
- EB students/ELs who are in their second year in U.S. schools who have a parental denial for EL services do not receive an EL performance measure and are included in the same manner as non-EB students/ELs.
- Current and monitored (through year 4) EB students/ELs are included in accountability calculations.

STAAR Alternate 2 assessment results are included regardless of an EB student/EL's years in U.S. schools.

Unschooled asylees, unschooled refugees, and 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.

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

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

Part B: Relative Performance—Methodology

Elementary and Middle Schools

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

High Schools and K–12 Campuses with CCMR Component

For high schools and K–12 campuses, School Progress, Part B evaluates the Student Achievement STAAR component and the CCMR component compared to campuses with similar percentages of economically

disadvantaged students, as reported in the TSDS PEIMS October snapshot. The economically disadvantaged percentage is rounded to one decimal place.

High Schools and K–12 Campuses without CCMR Component

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

Alternative Education Accountability Campuses

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

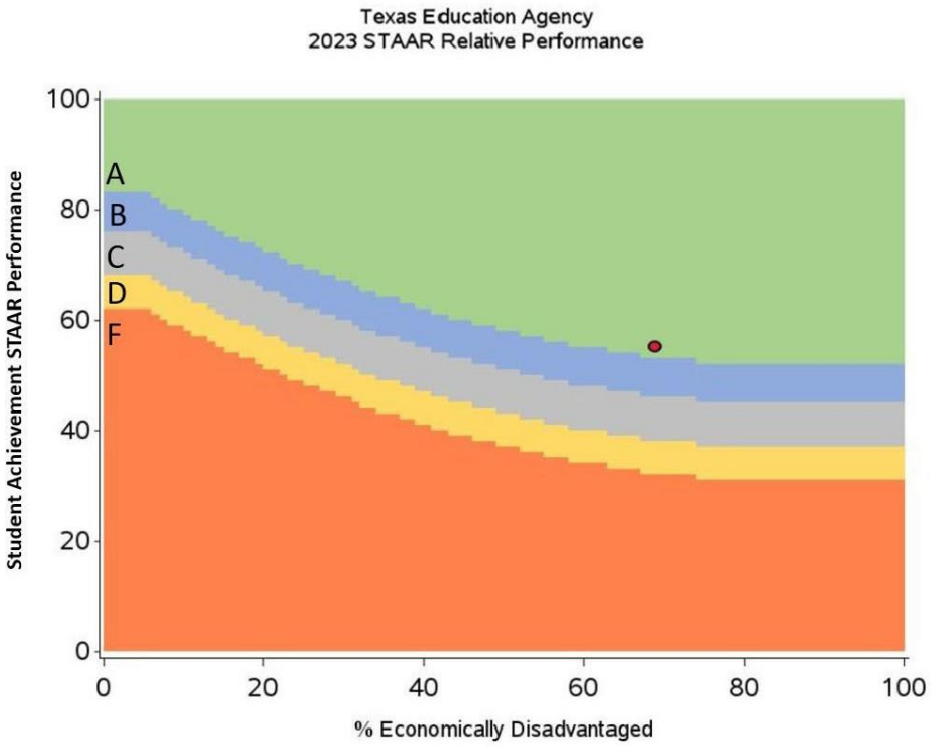
Part B: Relative Performance Score

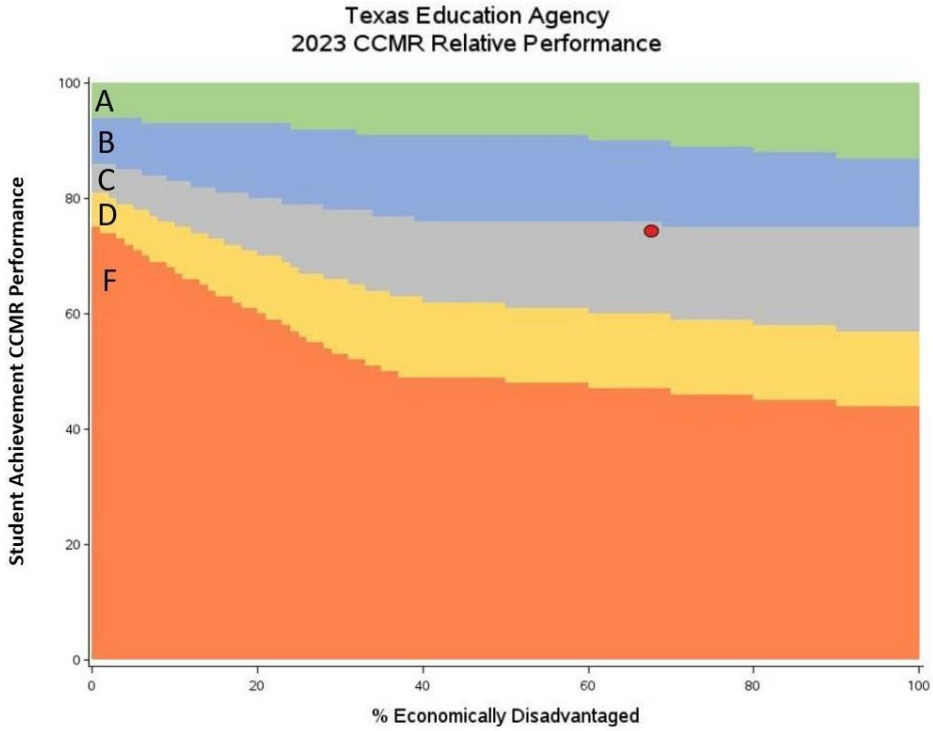
The Part B: Relative Performance score is determined as follows:

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

Examples: Part B: Relative Performance

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





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

Alternative Education Accountability—Part B: Retest Growth

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

AEA Part B: Retest Growth—Assessments Evaluated

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

AEA Part B: Retest Growth—Students Evaluated

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

AEA Part B: Retest Growth—Inclusion of EB Students/ELs

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/ELs for accountability purposes (*"Final Date to Enter Student Information for Accountability Reporting"*). The specific codes for EB students/ELs inclusion and exclusion are available in Appendix H. EB students/ELs TIDE coding can be found in Appendix D.

- EB students/ELs who are year one in U.S. schools are excluded from accountability performance calculations.
- EB students/ELs who are in their second year in U.S. schools are included in the STAAR component using the EL performance measure.
- EB students/ELs who are in their second year in U.S. schools who have a parental denial for EL services do not receive an EL performance measure and are included in the same manner as non-EB students/ELs.
- Current and monitored (through year 4) EB students/ELs are included in accountability calculations.

Unschooled asylees, unschooled refugees, and 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.

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

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

AEA Part B: Retest Growth—Methodology

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

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

School Progress Domain Rating Calculation

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

Chapter 4—Closing the Gaps Domain

Overview

The Closing the Gaps domain uses disaggregated data to demonstrate differentials in progress to interim and long-term goals among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA).

Student Groups Evaluated

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

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

Student Groups Evaluated for Closing the Gaps Domain Rating

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

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

Two Lowest Performing Racial/Ethnic Groups from the Prior Year

The two lowest-performing racial/ethnic groups from the prior year are identified based on the lowest combined percentage outcomes from the Academic Achievement RLA and mathematics indicators from the prior year for each student group.

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.

New Campuses: Two Lowest Performing Racial/Ethnic Groups from the Prior Year

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

A campus must have at least 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 domain. If a campus does not meet minimum size, the Closing the Gaps domain is not evaluated.

High Focus

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

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

Current and Monitored EB Students/ELs

A student is identified as a current EB student/EL if the student is reported as emergent bilingual in TIDE. A student is identified as a monitored EB student/EL 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/ELs, through year 4, are included in performance rates for the Closing the Gaps domain. Exclusions for EB students/ELs are detailed in this chapter.

Continuously Enrolled

For grades 4–12, a student is identified as continuously enrolled if the student was enrolled in the campus on the 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 fall snapshot and in the same district each of the preceding two years.

Example: Campus Continuously Enrolled Determination (Grade 4–8) for 2024 Accountability

Enrolled in District TSDS PEIMS Snapshot October Prior Year (2020)	Enrolled in District TSDS PEIMS Snapshot October Prior Year (2021)	Enrolled in District TSDS PEIMS Snapshot October Prior Year (2022)	Enrolled in Campus within District TSDS PEIMS Snapshot October Current Year (2023)	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

Inclusion of EB students/ELs

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/ELs for accountability purposes (*"Final Date to Enter Student Information for Accountability Reporting"*). EB students/ELs inclusion and exclusion are available in Appendix H. EB students/ELs TIDE coding can be found in "Appendix D—Accountability Glossary."

- EB students/ELs who are year one in U.S. schools are excluded from accountability calculations.
- EB students/ELs in their second year in U.S. schools are included in accountability calculations. The EL performance measure is used to include EB students/ELs in their second year in U.S. schools in the Academic Achievement and Student Achievement Domain Score: STAAR Component Only components.
- EB students/ELs in their second year in U.S. schools with a parental denial for EL services do not receive an EL performance measure and are included in the same manner as non-EB students/ELs.
- Current and monitored (through year 4) EB students/ELs are included in accountability calculations. STAAR Alternate 2 assessment results are included regardless of an EB student/EL'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.

Current and Former Special Education Students

A student is identified as a current special education student if the student receives special instruction and related developmental, corrective, supportive, or evaluative services for the current school year as reported in TIDE by the date indicated on the Texas Assessment Program Calendar of Events (*"Final Date to Enter Student Information for Accountability Reporting"*).

A student is identified as formerly receiving special education services if in any of the preceding three years, 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 or in TIDE, are no longer participating in a special education program.

Highly Mobile

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

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

Minimum Size

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

0–4 Points

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

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

Points	Definition
4	Met long-term target (2037-38 target)
3	Met interim target (2022-23 through 2026-27 target)
2	Did not meet interim target but showed expected growth toward next interim target[1]
1	Did not meet interim target but showed minimal growth[2]
0	Did not meet interim target and did not show minimal growth

[1]The definition of expected growth toward the next interim target (for 2 points) is on-track growth to reach

the next interim target. The denominator for 2024 is five years as the next interim target will be evaluated in 2027–28. The denominator for 2025 is four years and so forth.

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

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

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

Campuses in their first year of STAAR testing are evaluated for 4, 3, or 0 points as they do not have prior year data. If a student group meets minimum size for an indicator in current year but did not meet minimum size in the prior year, that group's indicator is evaluated for 4, 3, or 0 points as the prior year data did not meet minimum size.

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	2023–27 Target	32%
	Next Interim Target (2027-28 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 (2022-23 through 2026-27 Target)	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	**≥**	**$\frac{\text{next interim target – prior year rate}}{5}$**
28– 26	≥	$\frac{43 - 26}{5}$
2.0	**≯**	**3.4**

Components

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

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

Academic Achievement Component

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

Academic Achievement—Assessments and Measures Evaluated

The Academic Achievement component evaluates STAAR (with and without accommodations), STAAR Alternate 2, English learner (EL) Performance Measure results, STAAR end-of-course (EOC), and SAT/ACT results for accelerated testers as described in “Chapter 2—Student Achievement Domain” at the Meets Grade Level or above standard.

Academic Achievement—Minimum Size Criteria and Small Numbers Analysis

- Student groups are evaluated if there are 10 or more assessments in the subject area, considered separately.
- This component is evaluated if at least four indicators meet minimum size requirements, across both RLA and mathematics.
- Small numbers analysis is not used.

Academic Achievement—Methodology

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

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

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

Growth or Graduation Component

Academic Growth Status

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

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

Academic Growth Status—Assessments Evaluated

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

Academic Growth Status—Minimum Size Criteria and Small Numbers Analysis

- Student groups are evaluated if there are 10 or more STAAR tests eligible for growth evaluation in RLA and mathematics, considered separately.
- This component is evaluated if at least four indicators meet minimum size requirements, across both RLA and mathematics.
- Small numbers analysis is not used.

Academic Growth Status—Methodology

Each student group is evaluated by subject area on the percentage of assessment results that show annual growth and/or demonstrate accelerated learning. Each student group's performance is then compared to the current year Academic Growth Status performance targets based on school type. To

determine how many points a student group earns for the Academic Growth indicator, the group's Academic Growth outcome is evaluated using the 0–4 point methodology described above.

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

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

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

Federal Graduation Status

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

Federal Graduation Status—Minimum Size Criteria and Small Numbers Analysis

All Students

- The all students group is evaluated if there are at least 10 students in the class.
- This component is evaluated if at least one student group meets minimum size requirements.
- Small numbers analysis, as described below, applies to the all students group if the number of students in the Class from the prior year (4-year) is fewer than 10. The total number of students in the class consists of graduates, continuing students, Texas certificate of high school equivalency (TxCHSE) recipients, and dropouts.
    - A three-year-average graduation rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
    - The all students group is evaluated if the three-year sum has at least 10 students.

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/ELs

Ever EB students/ELs are evaluated for the EB students/ELs student group in the federal graduation rates. Ever EB/ELs are students reported in TSDS PEIMS as EB students/ELs at any time while attending grades 9–12 in a Texas public school. The EB student/EL student group is evaluated if there are at least 10 current EB students/ELs.

Highly Mobile Graduate Identification

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

Inclusions to the Four-Year Federal Dropout Definition

The definition of dropout that is used for the Student Achievement domain differs slightly from the NCES definition of dropout that is required for federal accountability. For example, for 2024 accountability Closing the Gaps domain calculations, the 2022-23 dropouts reported during the fall 2023 TSDS PEIMS data submission are processed using the NCES dropout definition so that certain students can be counted as dropouts. For additional information on dropout inclusions, please see “Appendix G—Inclusion or Exclusion of Data.”

Progress in Achieving English Language Proficiency Component

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

Progress in Achieving English Language Proficiency—Assessments Evaluated

The Progress in Achieving English Language Proficiency component evaluates the TELPAS and TELPAS Alternate results for grades K–12. Current year TELPAS and TELPAS Alternate results are compared to the prior year results to determine if the student made progress. As the TELPAS writing domain was updated for 2023, TELPAS results are evaluated at the domain level for 2023, 2024, and 2025 accountability. Evaluation at the composite level is anticipated to return for 2026 accountability and beyond.

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

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

Progress in Achieving English Language Proficiency—Methodology

- TELPAS results are evaluated at the domain level. For 2026 and beyond, progress will be

evaluated at the composite level. See Appendix H for more details.

- A student is considered to have made progress if
  - the student advances or
  - is scored as Advanced High or Basic Fluency in at least two of the four domains from the prior year to the current year. The four evaluated domains for Progress in Achieving English Language Proficiency are listening, speaking, reading, and writing.
- Students evaluated in all four domains in both prior and current year, or scored as Advanced High or Basic Fluency in at least two of the four domains in the current year), are evaluated.
- Ratings are not compared across TELPAS and TELPAS Alternate.

$$\frac{\text{Number of students with TELPAS or TELPAS Alternate assessments that advance by at least one score in at least two of the four domains from prior to current or are Advanced High or Basic Fluency in at least two of the four domains in current year}}{\text{Number of students with current year TELPAS or TELPAS Alternate assessments with Advanced High or Basic Fluency in at least two of the four domains or have scores in all four domains in both prior and current year}}$$

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

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

School Quality or Student Success Component

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

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

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

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

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

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

Student Achievement Domain Score: STAAR Component Only—Methodology

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

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

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

College, Career, and Military Readiness Performance Status

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

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

The following is an example of the formula for 2024 Accountability:

$$\frac{\text{Number of Annual Graduates or Students in Grade 12 in 2023 who Achieved at least one of the CCMR Indicators}}{\text{Number of 2023 Annual Graduates plus Students in Grade 12 during School Year 2022–23}}$$

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

- Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics.
- Earn Dual Course Credits.
- Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.
- Earn an Associate Degree.
- Complete an OnRamps Dual Enrollment Course.
- *Earn an Industry-Based Certification (IBC) plus 1 course in aligned program of study.* The sunsetting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within the Closing the Gaps domain. Please refer to Chapter 2 for Phase-In Schedule for Alignment with Programs of Study.
- Graduate with Completed IEP and Workforce Readiness.
- Enlist in the Armed Forces.
- Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student.
- Earn a Level I or Level II Certificate.

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

- Student groups are evaluated if there are 10 or more annual graduates plus students in grade 12 who did not graduate.
- This component is evaluated if at least one student group meets minimum size requirements.
- Small numbers analysis, as described below, applies to the all students group if the number of annual graduates plus students in grade 12 who did not graduate is fewer than 10.
    - A three-year CCMR rate is calculated for the all students group. The calculation is based on three-years of the campus's CCMR data. For example, in 2024 Accountability, years 2024, 2023, and 2022 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.

College, Career, and Military Readiness Performance Status—Methodology

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

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

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

Participation Status

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

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

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

Example: Adjusted Academic Achievement Performance Calculation

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

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

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

Original RLA Academic Achievement Performance Calculation

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

Adjusted RLA Academic Achievement Performance Calculation

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

The campus's RLA performance denominator was increased by two assessments to meet the 95 percent threshold. The Academic Achievement calculation used the updated denominator to determine the new performance outcome. The performance rates used in the Academic Achievement Performance component are the disaggregated results at the Meets Grade Level or above standard used in the Student Achievement domain.

Minimum Number of Evaluated Indicators

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

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

Calculating Component Scores

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

Example: Component Score Chart

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB[1], SPED, Highly Mobile)	Component Points
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races		
Academic Achievement (RLA)									Earned ÷ Possible (rounded to 0.1)
0-4	0-4			0-4				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: 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/ELs are the only students evaluated in Progress in Achieving English Language Proficiency

Calculating a Closing the Gaps Domain Score

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

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

Closing the Gaps Component Weights

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

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

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

Example: Closing the Gaps Calculation: Elementary School

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

Example Closing the Gaps Calculation: Middle School

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

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

Closing the Gaps Domain Rating Calculation

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

Closing the Gaps Performance Targets

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

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

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

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL[1] (Current & Monitored)	Eco Dis	SPED (Current)	SPED (Former)	Cont Enrolled
Progress in Achieving EL Proficiency	Interim Target (2022-23 through 2026-27)										34%				
	Next Interim Target (2027-28 through 2031-32)										36%				
	Long Term Target (2037-38)										40%				
STAAR Only (Only if no CCMR Rate)	Interim Target (2022-23 through 2026-27)	47%	36%	42%	58%	45%	74%	47%	56%	39%	38%	38%	23%	43%	49%
	Next Interim Target (2027-28 through 2031-32)	57%	46%	52%	68%	55%	81%	57%	66%	49%	48%	48%	33%	53%	59%
	Long Term Target (2037-38)	77%	66%	72%	88%	75%	95%	77%	86%	69%	68%	68%	53%	73%	79%
CCMR	Interim Target (2022-23 through 2026-27)	63%	47%	60%	71%	58%	84%	51%	63%	56%	51%	56%	64%	45%	67%
	Next Interim Target (2027-28 through 2031-32)	73%	57%	70%	79%	68%	88%	61%	73%	66%	61%	66%	74%	55%	76%
	Long Term Target (2037-38)	93%	77%	90%	95%	88%	95%	81%	93%	86%	81%	86%	94%	75%	95%
4 Year Fed Grad Rate[2]	Interim Target (2022-23 through 2026-27)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.5%	80.0%	86.7%	79.7%		
	Next Interim Target (2027-28 through 2031-32)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.3%	86.0%	90.5%	85.8%		
	Long Term Target (2037-38)	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%		

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

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

Closing the Gaps Performance Targets: Middle Schools

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

Closing the Gaps Performance Targets: Middle Schools (continued)

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL[1] (Current & Monitored)	Eco Dis	SPED (Current)	SPED (Former)	Cont Enrolled
Progress in Achieving EL Proficiency	Interim Target (2022-23 through 2026-27)										44%				
	Next Interim Target (2027-28 through 2031-32)										46%				
	Long Term Target (2037-38)										50%				
STAAR Only	Interim Target (2022-23 through 2026-27)	47%	37%	41%	58%	45%	74%	49%	55%	38%	37%	38%	23%	42%	48%
	Next Interim Target (2027-28 through 2031-32)	57%	47%	51%	68%	55%	81%	59%	65%	48%	47%	48%	33%	52%	58%
	Long Term Target (2037-38)	77%	67%	71%	88%	75%	95%	79%	85%	68%	67%	68%	53%	72%	78%

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

Closing the Gaps Performance Targets: Elementary Schools

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

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

Closing the Gaps Performance Targets: Elementary Schools (continued)

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

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

Chapter 5—Calculating Ratings

Overview

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

Ratings

Scaling Processes

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

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

Campus Domain Methodology

The following methodology is used to calculate campus domain ratings.

Student Achievement Domain

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

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

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

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

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

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

School Progress Domain

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

Step 5: Determine the better outcome of the School Progress, Part A and Part B scaled scores. Use the better as the School Progress domain scaled score. If either Part A or Part B's scaled score results in a

scaled score less than 60, the highest scaled score that can be used is 89.

Closing the Gaps Domain

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

District Proportional Domain Methodology

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

Step 1: Determine the number of students enrolled in grades 3–12 at each campus in the TSDS PEIMS October Snapshot.

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

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

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

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

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

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

Example: District Proportional Student Achievement Domain Rating Calculation

Example: Calculating Proportional Weighting of Campuses

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

Example: Calculating Campus Points to Determine District Domain Score

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

Overall Rating (Districts and Campuses)

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

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

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

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

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

Overall Rating (Districts and Campuses) 3 Fs Rule

Step 11: **If a scaled score less than 60 is received in three of the four areas of Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score a district or campus can receive for the overall rating is a 59.** In order for this provision to be applied, the district or 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.

Overall Rating (Districts and Campuses) 3 Ds Rule

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

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.

Example: Campus Student Achievement Domain Calculation

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

Example: Campus Overall Rating Calculation

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

Cut Scores for Scaling Conversion

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

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

Scaling Tables

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

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

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

Table 5.2: Campus Student Achievement Domain: Graduation Rate Component

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

Table 5.3: Campus School Progress, Part A Domain

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

Table 5.4: Campus Closing the Gaps Domain

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

How to Convert to a Scaled Score

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

Example: Converting to a Scaled Score

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

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

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

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

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

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

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

Scaled Score = 85

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Chapter 6—Distinction Designations

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

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

Distinction Designations

Distinction designations are awarded in the following areas:

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

Distinction Designation Labels

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

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

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

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

Campus Comparison Groups

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

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

- For an indicator to be used to evaluate campuses for a distinction designation, at least 20 campuses in the comparison group must have data for that indicator. If fewer than 20 campuses

have data for the indicator, it cannot be used to evaluate campuses for the distinction. This often affects campuses with non-traditional grade spans.

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

For details on how campus comparison groups are constructed, please see "Appendix E—School Types and Campus Comparison Groups."

Academic Achievement in RLA

An Academic Achievement Distinction Designation (AADD) is awarded to campuses for outstanding achievement in RLA based on outcomes of several performance indicators.

Who is Eligible: Campuses that demonstrate acceptable performance.

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

Minimum Size: Minimum size is determined separately for each indicator.

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

AADD RLA Indicators:

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

- AP/IB Examination Participation: RLA
- AP/IB Examination Results (Examinees >= Criterion): RLA
- SAT/ACT Participation
- Average SAT Score: Evidence-Based Reading and Writing (EBRW)
- Average ACT Score: RLA
- Advanced/Dual-Credit Course Completion Rate: RLA (grades 9–12)

Methodology:

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

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

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

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

Please see "Appendix H—Data Sources" for a description of the source of data for each indicator.

Other information:

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

Example Campus Calculation:

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

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

Academic Achievement in Mathematics

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

Who is Eligible: Campuses that demonstrate acceptable performance.

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

Minimum Size: Minimum size is determined separately for each indicator.

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

AADD Mathematics Indicators:

- Attendance Rate
- Accelerated Student Learning: Mathematics
- Retest Growth: Mathematics
- Grade 3 Mathematics Performance (Masters Grade Level)
- Grade 4 Mathematics Performance (Masters Grade Level)

- Grade 5 Mathematics Performance (Masters Grade Level)
- Grade 6 Mathematics Performance (Masters Grade Level)
- Grade 7 Mathematics Performance (Masters Grade Level)
- Grade 8 Mathematics Performance (Masters Grade Level)
- Algebra I by Grade 8 Performance (Meets Grade Level)
- Algebra I by Grade 8 Participation
- Algebra I Performance (Masters Grade Level)
- SAT/ACT Results for Accelerated Testers (Masters Grade Level)
- AP/IB Examination Participation: Mathematics
- AP/IB Examination Results (Examinees >= Criterion): Mathematics
- SAT/ACT Participation
- Average SAT Score: Mathematics
- Average ACT Score: Mathematics
- Advanced/Dual-Credit Course Completion Rate: Mathematics (grades 9–12)

Methodology:

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

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

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

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

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

Other information:

- *Accelerated Student Learning: Mathematics.* The mathematics accelerated learning data as defined in School Progress, Part A: Academic Growth.
- *Retest Growth: Mathematics.* The percentage of Algebra I EOC retests that earned Approaches Grade Level or above in the current cycle.
- *Algebra I by Grade 8 Participation*: The Algebra I by Grade 8 Participation indicator limits the denominator to grade 8 students based on rating year October TSDS PEIMS fall enrollment. The numerator is Algebra I assessments taken in either the current or any prior school year as reported in the consolidated accountability file (CAF) cumulative history section.
- *Algebra I by Grade 8 Performance*: The Algebra I by Grade 8 Performance indicator limits the denominator to grade 8 students based on rating year October TSDS PEIMS fall enrollment. The numerator is Algebra I assessments at the Meets Grade Level standard or above taken in either the current or any prior school year as reported in the CAF cumulative history section.
- *Advanced/Dual-Credit Course Completion: Mathematics*. The advanced/dual-credit course completion rate for mathematics includes students enrolled in grades 9 through 12.
- *Assessments.* A complete list of AP and IB assessments used to award this distinction is available in Appendix H.

- *Attendance Rate.* This is based on student attendance for the entire school year for students in grades 1–12. The attendance rate indicator applies to all four subject area distinctions.
- *Sole Indicator.* Attendance Rate cannot be the sole indicator used by a campus to attain an AADD; however, a campus may earn an AADD based on another sole indicator.

Academic Achievement in Science

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

Who is Eligible: Campuses that demonstrate acceptable performance.

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

Minimum Size: Minimum size is determined separately for each indicator.

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

AADD Science Indicators:

- Attendance Rate
- Grade 5 Science Performance (Masters Grade Level)
- Grade 8 Science Performance (Masters Grade Level)
- EOC Biology Performance (Masters Grade Level)
- Retest Growth: Science
- ACT Results for Accelerated Testers (Masters Grade Level)
- AP/IB Examination Participation: Science
- AP/IB Examination Results (Examinees >= Criterion): Science
- Average ACT Score: Science
- Advanced/Dual-Credit Course Completion Rate: Science (grades 9–12)

Methodology:

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

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

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

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

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

Other information:

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

Academic Achievement in Social Studies

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

Who is Eligible: Campuses that demonstrate acceptable performance.

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

Minimum Size: Minimum size is determined separately for each indicator.

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

AADD Social Studies Indicators:

- Attendance Rate
- Grade 8 Social Studies Performance (Masters Grade Level)
- EOC U.S. History Performance (Masters Grade Level)
- Retest Growth: Social Studies
- AP/IB Examination Participation: Social Studies
- AP/IB Examination Results (Examinees >= Criterion): Social Studies
- Advanced/Dual-Credit Course Completion Rate: Social Studies (grades 9–12)

Methodology:

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

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

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

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

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

Other information:

- *Retest Growth: Social Studies.* The percentage of US History EOC retests that earned Approaches Grade Level or above in the current cycle.
- *Advanced/Dual-Credit Course Completion: Social Studies.* The advanced/dual-credit course completion rate for social studies includes students enrolled in grades 9 through 12.
- *Assessments.* A complete list of AP and IB assessments used to award this distinction is available in Appendix H.
- *Attendance Rate.* This is based on student attendance for the entire school year for students in grades 1–12. The attendance rate indicator applies to all four subject area distinctions.
- *Sole Indicator.* Attendance Rate cannot be the sole indicator used by a campus to attain an AADD; however, a campus may earn an AADD based on another sole indicator.

Top 25 Percent: Comparative Academic Growth

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

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

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

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

Top 25 Percent: Comparative Closing the Gaps

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

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

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

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

Postsecondary Readiness

Both districts and campuses that demonstrate acceptable performance are eligible for a distinction

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

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

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

Student Groups: Performance of the all students group only

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

Postsecondary Readiness Indicators for Campuses:

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

Methodology:

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

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

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

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

Example Postsecondary Readiness Campus Calculation:

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

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

Other Information:

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

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

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

Texas Success Initiative (TSI) Criteria Graduates. This indicator measures the percentage of graduates meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The criteria for successful completion of a college prep course should be in alignment between an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered for 2025 Accountability include TSI1 and/or TSIA2 through October 2024, SAT and ACT results through the July 2024 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information.

Methodology. A complete description of the methodology and data sources used in determining each of

the indicators in the table above is in Appendix H.

Example District Postsecondary Readiness Calculation:

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

Chapter 7—Other Accountability System Processes

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

Pairing

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

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

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

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

Pairing Process

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

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

Guidelines

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

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

A campus may be paired with its district instead of with another campus. This option is suggested for cases in which the campus has no clear relationship with another campus in the district. A campus paired with its district is assigned the same rating as the district. Note that pairing with a district is not required; districts may select another campus for pairing.

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

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

Non-Traditional Education Settings

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

Inclusion or Exclusion of Performance Data

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

Student Attribution Codes

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

JJAEPs and DAEPs

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

Special Education Campuses

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

Specialized Programs or Campuses

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

AEA Provisions

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

AEA provisions apply to and are allowable under ESSA for

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

AEA Campus Identification

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

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

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

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

AEA Campus Registration Process

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

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

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

AEA Campus Registration Criteria

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

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

by appropriately certified teachers.

At-Risk Enrollment Criterion

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

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

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

Grades 6–12 Enrollment Criterion

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

Final AEA Campus List

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

AEA Modifications

Chapters 2 and 3 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 for any reason, the accountability system framework limits the likelihood that a single indicator or measure will result in a reduced rating. For this reason, a successful accountability appeal is usually limited to such rare cases as a data or calculation error attributable to the testing contractor(s), a regional education service center (ESC), or the Texas Education Agency (TEA). Online applications provided by TEA and the testing contractors ensure that districts and charter schools are aware of data correction opportunities, particularly through TSDS PEIMS data submissions and the Test Information Distribution Engine (TIDE). District and charter school responsibility for data quality is the cornerstone of a fair and uniform rating determination.

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

Appeals Timeline

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

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

General Considerations

The basis for appeals should be a data or calculation error attributable to TEA, an ESC, or the testing contractor(s). The appeals process is not an appropriate method to correct data that were inaccurately reported by the district. A district that submits inaccurate data must follow the procedures and timelines for resubmitting data (e.g., the Texas Education Data Standards). Appeals based on poor data quality will not receive favorable consideration. Poor data quality can, however, be a reason to lower a district's accreditation status (TEC §39.052[b][2][A][i]). When a district or campus rating is changed as the result of an appeal, the data, and calculations on which the original rating was based are not changed; only the rating and affected scaled scores are changed. The Accountability Report Card and all other reports related to accountability for the current school year (e.g., School Report Cards, 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 scaled score are considered. For its appeal to be considered, a district, charter school, or campus must explain how the proposed change will affect the district, charter school, or campus rating. The district, charter school, or campus must submit all relevant data and revised calculations that support all requirements for a higher rating. All supporting documentation must be submitted at the time of the appeal. Districts and charter schools will not be prompted for additional materials.
- Per TAC §97.1061(j), districts, charter schools, and campuses must engage in required interventions that begin upon release of preliminary ratings. Interventions may only be adjusted based on final accountability ratings.
- Appeals of the Closing the Gaps domain will not affect identification for the comprehensive, targeted, or additional targeted interventions as this identification is based on the release of preliminary accountability data. District, charter school, or campus intervention requirements are determined in part by the current rating outcome. Requests to waive school improvement requirements are not considered an appeal of the accountability rating and are, therefore, denied.
- Campuses identified for comprehensive, targeted, or additional targeted support interventions may not appeal the designation as this identification is based on the release of preliminary accountability data.
- Districts and charter schools are responsible for providing accurate information to TEA, including information provided on student answer documents or submitted via online testing systems. Districts and charter schools have several opportunities to confirm and correct data submitted for accountability purposes during the correction window.
- In order to be considered for accountability calculations, all TELPAS rescore requests must be made on or before the deadline provided in the Texas Assessment Program Calendar of Events. The outcomes of these requests will be included in the final CAF and used to calculate preliminary ratings. Rescore requests submitted after the deadline will not be considered during the appeals process.
- The appeals process is not a permissible method to correct data that were inaccurately reported by the district or charter school. Appeals from districts and charter schools that missed data resubmission window opportunities are denied. Appeal requests for data corrections for the following submissions are not considered:

  TSDS PEIMS data submissions for the following:

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

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

  - Student identification information, demographic, or program participation

  - Student racial/ethnic categories
  - Student economic status
  - Score codes or test version codes
  - Student year in U.S. schools information reported on TELPAS
  - Campus ID
- Requests to modify the state accountability calculations adopted by commissioner rule are not considered. Commissioner rules are adopted under the Administrative Procedures Act (APA) in Texas Government Code Chapter 2001, and challenges to a commissioner rule should be made under that chapter of the Government Code. Recommendations for changes to state accountability rules submitted to the agency outside of the appeals process may be considered by accountability advisory groups for future accountability cycles.
- Requests to modify statutorily required implementation rules defined by the commissioner are not considered. TSDS PEIMS requirements, campus identifications, and statutorily required exclusions are based on data submitted by districts. These data reporting requirements are reviewed by the appropriate advisory committee(s), such as the TEA Information Task Force (ITF) and Policy Committee on Public Education Information (PCPEI). Recommendations for changes to agency rules submitted outside of the appeals process may be considered as the appropriate advisory groups reconvene annually. Examples of issues considered unfavorably by TEA on appeal are described below.
  - *Late Online Applications Requests.* Requests to submit or provide information after the deadline of the online alternative education accountability (AEA) campus registration or the pairing application
  - Inclusion or exclusion of specific test results
    - Grade-level mathematics assessment for a middle school student who took the Algebra I end- of-course (EOC)
  - Late rescore requests
    - Requests made after the deadline provided in the Calendar of Events
  - Inclusion or exclusion of specific students
    - Emergent Bilingual EB students/English learners (EB/ELs)
    - Unschooled asylees, unschooled refugees, and students with interrupted formal education
    - Students receiving special education services
  - Requests to modify calculations or methodology applied to all campuses
    - EL performance measures; longitudinal graduation rates; annual dropout rates; college, career, and military readiness indicators
    - Campus mobility/accountability subsets
    - Rounding
    - Minimum size criteria
    - Small-numbers analysis
    - Student groups evaluated in Closing the Gaps
  - Requests to modify provisions or methodology applied to accountability
    - *AEA Provisions.* Requests for consideration of campus registration criteria, at-risk or grades 6– 12 enrollment criteria, previous year safeguard methodology, dropout recovery school (DRS) designations, and to waive the alternative

education campus (AEC) enrollment criterion for charter schools

- *School Types.* The four campus types categories used for accountability are identified based on TSDS PEIMS enrollment data submitted in fall of the current accountability year. Requests to redefine the grade spans that determine school types
- *Campus Configuration Changes.* Districts and charter schools have the opportunity to determine changes in campus identification numbers and grade configurations. Requests for consideration of accountability rules based on changes in campus configurations are, therefore, viewed unfavorably
- *New Campuses*. Requests to assign a *Not Rated* label to campuses that are rated in their first year of operation
- *District Proportional Ratings*. Requests to not rate districts based on the proportional outcomes of their campuses

Data Relevant to the Prior-Year Results

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

No Guaranteed Outcomes

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

Special Circumstance Appeals

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

Not Rated Appeals

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

Distinction Designations

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

charter schools, and campuses receiving an unacceptable rating are not eligible for a distinction.

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

How to Submit an Appeal

Districts and charter schools should file 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).

After filing an intent to appeal, districts and charter schools must either upload an appeal packet in the TEAL Accountability application or mail an appeal packet including all supporting documentation necessary for TEA to process the appeal. 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.

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

Districts and charter schools must submit their appeal either by upload or in hard copy to TEA by 5:00 p.m. CDT on the date announced upon the TEAL release of the preliminary ratings of the accountability year. The appeal must include the following:

- A statement that the letter is an appeal of a current year accountability rating and/or an appeal of the determination of consecutive school years of unacceptable performance ratings
- The name and ID number of the district or campus(es) to which the appeal applies
- For consecutive years appeals, the specific year(s) rating appealed. Appeals should be focused solely on how the information provided directly affects the count of the consecutive school years of unacceptable performance ratings, including details of how a prior issued rating should be overturned
- The specific indicator(s) appealed
- The special circumstance(s) regarding the appeal, including details of the data affected and what caused the problem
- If applicable, the reason(s) why the cause for appeal is attributable to TEA, a regional ESC, or the testing contractor(s)
- The effect(s) a granted appeal would have on the district, charter school, and/or campuses
- The reason(s) why granting the appeal may result in a revised rating, including calculations and

data that support that rating

- A statement that all information included in the appeal is true and correct to the best of the district superintendent's or charter school chief operating officer's knowledge and belief
- The district superintendent's or charter school chief operating officer's signature on official district or charter school letterhead
- If mailed, the appeal shall be addressed to the Performance Reporting Division as follows:

Your ISD
Your address
City, TX Zip

postage

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

Attn: Accountability Ratings Appeal

- The letter of appeal should be addressed to Mr. Mike Morath, Commissioner of Education (see example letters on the following page).
- Appeals for more than one campus, including alternative education campuses, within a single district or charter school must be included in the same letter.
- Appeals for more than one indicator must be included in the same letter.
- All appeals and supporting documentation must be included in the original appeal submission. The appeal must contain information for all the campuses for which the district or charter school is appealing. If the district or charter school is appealing the district or charter school rating, this documentation must also be included in the original appeal.
- It is the district's or charter school's responsibility to ensure all relevant information is included in an appeal at the time of submission as districts and charter schools will not be prompted for additional materials.
- If the appeal will impact the rating of the district, the charter school, or a paired campus, the consequence must be noted.
- Appeals postmarked after the date announced upon the release of the preliminary ratings of the accountability year are not considered. Appeals delivered to TEA in person must be time-stamped by the Performance Reporting Division before 5:00 p.m. CDT on the specified date. Overnight courier tickets or tracking documentation must indicate package pickup on or before the announced date.
- Only provide one copy of the appeal letter and/or supporting documentation.
- Districts and charter schools are encouraged to obtain delivery confirmation services from their mail courier.
- When student-level information is in question, supporting documentation must be provided for review (i.e., a list of the students by name and identification number). It is not sufficient to reference indicator data without providing documentation with which the appeal can be researched and evaluated. *Confidential student-level documentation included in the appeal*

packet will be processed and stored in a secure location and accessible only by TEA staff authorized to view confidential student results. Please clearly mark any page that contains confidential student data.

- If the appeal involves student-level information, the following table shows an example of the data needed in order for staff researchers to validate appeal statements. Appeals submitted without sufficient data cannot be processed.

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

Examples of satisfactory and unsatisfactory appeals from the 2024 Accountability cycle are provided for illustration only.

Satisfactory Appeal:	**Unsatisfactory Appeals:**
Dear Commissioner Morath, This is an appeal of the 2024 accountability rating issued for Elm Street Elementary School (ID 123456789) in Elm ISD (123456). Specifically, I am appealing the overall and Closing the Gaps domain ratings. One Elm Street student was excluded from the economically disadvantaged student group preventing Elm Street Elementary from achieving a rating of *C*. The first attachment shows that this Elm Street Elementary student was correctly coded as economically disadvantaged in the district's PEIMS record as well as TIDE for those test administrations. The second attachment shows the recalculated percentages in the Closing the Gaps domain and the overall rating for Elm Elementary with the inclusion of this student in the economically disadvantaged group. We recognize the appeal process as the mechanism to address these unique issues. By my signature below, I certify that all information included in this appeal is true and correct to the best of my knowledge and belief. Sincerely, J. Q. Educator Superintendent of Schools *Attachments*	Dear Commissioner Morath, This is an appeal of the 2024 accountability rating issued for Elm Street Elementary School (ID 123456789) in Elm ISD (123456). Specifically, I am appealing the Closing the Gaps Academic Achievement indicator in RLA for the Hispanic student group. This is the only indicator keeping Elm Street Elementary from achieving a rating of *C*. My analysis shows a coding change made to one student's race/ethnicity in TIDE was in error. One fifth grade Hispanic student was miscoded as white. Had this student, who achieved Meets Grade Level on the RLA test, been included in the Hispanic student group, this group would have met the target and earned 3 points. Removing this student from the white student group does not cause the white student group performance to change. We recognize the importance of accurate data coding and have put new procedures in place to prevent this from occurring in the future. Sincerely, J. Q. Educator Superintendent of Schools *Attachments*
	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)*

How an Appeal is Processed by the Agency

- The Performance Reporting Division receives an appeal packet either via the TEAL Accountability upload or by mail.
- Once the appeal is received, TEA staff updates the TEAL Accountability application to reflect the postmark or upload date for each appeal and, if mailed, the date on which each appeal packet is received by the agency. Districts and charter schools may monitor the status of their appeal(s) using the TEAL Accountability application.
- Researchers evaluate the request using agency data sources to validate the statements made to the extent possible. The agency examines all relevant data, *not just the results for students specifically named in the appeal.*
- Researchers analyze the effect that granting a campus appeal may have on other campuses in the district or charter school (such as paired campuses), even if they are not specifically named in the appeal. Similarly, the effect that granting a campus appeal may have on the district or charter school is evaluated, even if the district or charter school is not named in the appeal. In single-campus districts or charter schools, both the campus and district or charter school are evaluated, regardless of whether the district or charter school submits the appeal as a campus or district or charter school appeal.
- Staff prepares a recommendation and submits it to an external panel for review.
- The review panel examines all appeals, supporting documentation, staff research, and the staff recommendation. The panel determines its recommendation.
- The panel's recommendations are forwarded to the commissioner.
- The commissioner makes the final decision on all appeals.
- District superintendents and charter school chief operating officers receive written notification of the commissioner's decision and the rationale upon which the decision is based. The commissioner's response letters are posted to the TEAL Accountability application at the same time the letters are mailed. District superintendents and charter school chief operating officers are also notified via email that appeal decisions are available on TEAL.
- 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.

The commissioner's decisions are final and not subject to further appeal or negotiation. The letter from the commissioner serves as notification of the final district or campus rating. Districts and charter schools may publicize the changed ratings at that time. The agency website and other accountability products are updated after the resolution of all appeals to reflect any changed rating.

When a district, charter school, or campus rating is changed as the result of an appeal, the data, and calculations on which the original rating was based are not changed; only the rating itself is changed. The Accountability Report Card and all other reports related to accountability for the school year (e.g., School Report Cards, TAPR) will include the same data and calculations as do the original reports.

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

Federal accountability indicators, Results Driven Accountability (RDA) indicators, and Effective Schools Framework (ESF) intervention requirements are considered when evaluating the appeal. District or

charter school data submitted through TSDS PEIMS or to the state testing contractor(s) are also considered. Certain appeal requests may lead to audits or compliance reviews by the Self-Reported Data Unit, referrals to the Special Investigations Unit, and/or the need to address potential issues related to data integrity.

Chapter 9—Responsibilities and Consequences

State Responsibilities

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

District Accreditation Status

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

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

Determination of Count of Consecutive School Years of Unacceptable Performance Ratings

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

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

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

Impact of Overall D Ratings

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

An overall *D* following an *A, B*, or *C* rating does not begin the count of consecutive years of unacceptable

performance until the third overall *D*. An overall rating of *D* following an *F* or *Improvement Required* rating pauses the count of consecutive years until the third overall *D*. An overall *D* following an *F* or *Improvement Required* rating is considered unacceptable for purposes such as District of Innovation termination under TEC, §12A.008, and eligibility for distinction designations under TEC, §39.201.

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

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

** No state accountability ratings have been issued as of the proposed manual period for 2025.*

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 2024 accountability are placed on the 2025-26 PEG List. The annual list of PEG campuses will be released at the same time the preliminary ratings are released and become final when final ratings are released for the accountability year. For more information about the PEG program, please see the PEG webpage on the TEA website at https://tea.texas.gov/PEG.aspx.

Local Responsibilities

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

Statutory Compliance

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

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

Each campus site-based decision-making committee must hold at least one public meeting annually after the receipt of the annual campus accountability rating for discussing the performance of the campus and the campus performance objectives. The confidentiality of the performance results must be ensured before public release. The accountability data tables available on the TEA public website have been masked to protect confidentiality of individual student results.

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

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

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

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

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

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

Campus Intervention Requirements under TEC Chapter 39A

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

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

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

Actions Required Due to Low Ratings or Low Accreditation Status

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

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 will follow the guidance as provided by the TEA School Improvement Division.

Campus Identification Numbers

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

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

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

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

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

For requests applying to the current school year, TEA policy requires that school districts and charter schools request to make campus numbers active or obsolete by September 1 to ensure time for processing before TSDS PEIMS deadlines in late September for the class roster and charter waitlist collections. For requests applying to the upcoming school year, campus number requests received before accountability ratings are released may not be processed until after the public release of the ratings.

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

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

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

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

Chapter 10—Identification of Schools for Improvement

Overview

To align 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). ESSA requires that School Quality or Student Success (SQSS) indicators are valid, reliable, comparable, and are applied the same to all schools statewide. 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 are considered consecutive years for 2023 TSI identification. Data from 2022, 2023, and 2024 are considered for 2024 TSI identification, and so forth. The below chart shows additional years. A "no" is considered missing the target for 2019 and 2022. For 2023 and beyond, a student group that earns either a zero or one point for the indicator is considered as missing the target.

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

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

Minimum Size

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

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

2023 and beyond.

Students Evaluated

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

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

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

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)												

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

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

Students Evaluated

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

Exit Criteria for Additional Targeted Support Schools

To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus may exit ATS to TSI status if the campus continues to meet TSI criteria.

Example Campus Identified for Additional Targeted Support and Improvement

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

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

Comprehensive Support and Improvement Identification

To identify schools for CSI (CSI-Identified, CSI-Reidentified, or CSI-Progress), TEA annually ranks all Title I campuses based on Closing the Gaps scaled scores. The first time a school meets CSI-Low Performance criteria, they are identified CSI-Identified. Each following year a school is identified for CSI, they are CSI-

Reidentified. CSI identification criteria are as follows: First, TEA determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type—elementary, middle, high school/ K–12, and alternative education accountability. TEA then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Please see Chapters 1 and 7 for additional information on school types.

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

Any campus identified for CSI-Low Graduation Rate that has fewer than 100 students enrolled as reported in October 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 the following school year. Title I campuses will be escalated for the first time from ATS to CSI in August 2024 based on 2022, 2023, and 2024 accountability data. These campuses will be required to implement CSI interventions beginning in the 2024–25 school year.

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 not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years *and* have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified. When the campus meets these criteria for the first year, the campus is identified as CSI-Progress. The second successful year of meeting these 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 are evaluated to determine if a campus has 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 are evaluated to determine if a campus has successfully met exit criteria in 2024.

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

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

Federal Graduation Status—Minimum Size Criteria and Small Numbers Analysis

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

Identification Methodologies for Previous Years

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

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

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

Chapter 11—Local Accountability Systems

Overview

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

LAS Implementation

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

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

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

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

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

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

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

Ratings Under LAS

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

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

TEA calculates overall ratings for LAS campuses by combining the LAS overall scaled score at the proportion determined by the district with the state accountability overall scaled score. The overall scaled score and rating produced is displayed on the TXschools.gov and TEA websites along with the

overall and domain scaled scores and ratings for both LAS and state accountability.

LAS Ratings

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

LAS Appeals

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

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

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

Chapter 12—Results Driven Accountability (RDA)

RDA Framework and Guiding Principles

The Results Driven Accountability (RDA) chapter of the *2025 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 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 a local education agency (LEA) level, data-driven monitoring framework developed and implemented annually by the Division of Special Populations Strategic Supports and Reporting and implemented by the Special Populations General Supervision & Monitoring Department in the Office of Special Populations and Student Supports (OSPSS) and in coordination with other divisions like Performance-Based Monitoring (PBM) within the TEA.[1]

The RDA framework consists of indicators for three program areas: Bilingual Education/English as a Second Language /Emergent Bilingual (BE/ESL/EB), Other Special Populations (OSP), and Special Education (SPED). The RDA indicators are grouped into three domains for each program area.

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

The program area indicators that are not Report Only are each assigned at least one performance level (PL). Some indicators, like those used for state assessment, consist of multiple PLs for each subject area tested. To assign the PL(s) for an indicator, the LEA's performance is compared to cut points established for the applicable indicator with consideration for the applied PL standards.

RDA Guiding Principles

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

Principle 1: Partnership and Transparency with Stakeholders

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

Principle 2: Drives Improved Results and High Expectations

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

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

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

Principle 3: Protects Students and Families

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

Principle 4: Differentiated Incentives and Supports to LEAs

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

Principle 5: Responsive to Needs

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

2025 RDA Change

1) The following indicators were changed from Report Only to PL Assignment:

   BE/ESL/EB Indicator: TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years (New! PL Assignment)

   SPED Indicator: SPED OSS and Expulsion >10 Days Rate (Ages 3-21) (New! PL Assignment)

   SPED Indicator: SPED ISS >10 Days Rate (Ages 3-21) (New! PL Assignment)

2) The Hold Harmless (HH) element of certain OSP indicators was discontinued.

3) The following indicators are no longer reported through RDA:

   BE/ESL/EB Indicator: EB Dyslexia STAAR 3-8 Reading Language Arts Passing Rate

   BE/ESL/EB Indicator: EB Dyslexia Representation (Ages 6-21)

   OSP Indicator: OSP Dyslexia STAAR 3-8 Reading Language Arts Passing Rate

   OSP Indicator: OSP Dyslexia Representation (Ages 6-21)

   SPED Indicator: SPED Dyslexia STAAR 3-8 Reading Language Arts Passing Rate

   SPED Indicator: SPED Dyslexia Representation (school-aged)

4) The following indicator is no longer reported through RDA; however, similar data can be found on TEA's Federal Report Card reporting platform:

   SPED Indicator: SPED STAAR Alternate 2 Participation Rate

5) The following indicators were changed from Report Only to No in PL Assignment row of Appendix K with updated data notes:

   SPED Separate Settings Rate (school-aged)

   SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)

SPED ISS ≤10 Days Rate (Ages 3-21)

6) Some indicator numbers and data note numbers were changed due to the above indicator updates.

Components of the RDA Report

Data Sources

Data used in the RDA report comes from a variety of sources. Student assessment data are obtained from data files provided by the TEA's test contractor[2]. Data obtained from areas within TEA include dropout and longitudinal graduation data from the Research and Analysis Division and Texas Student

Data System (TSDS) Public Education Information Management System (PEIMS) data from the Statewide Education Data Systems Division. On rare occasions, a data source used in the RDA report may be unintentionally affected by unforeseen circumstances, including natural disasters or test contractor administration issues. Should those circumstances occur, TEA will consider how or whether that data source will be used to ensure RDA calculations, performance level (PL) assignments and interventions are implemented appropriately and in alignment with the system's guiding principles.

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

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

Data Exclusions

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

Accountability Subset

Students who are enrolled in an LEA on October 25, 2024 (fall snapshot date) and test in the same LEA in the fall of 2024 or spring of 2025 are in the "accountability subset" while students who are enrolled in an LEA on October 25, 2024, but not enrolled in the same LEA for fall 2024 or spring 2025 testing are not in the accountability subset. The accountability subset for students who test in the summer of 2024 is based on the 2023 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.

[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 §101.3041: Approaches Grade Level (STAAR/STAAR Spanish) and Level II: Satisfactory Academic Performance (STAAR Alternate 2)

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 2025 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 Cut Points

As part of the annual RDA development cycle, the cut points for each RDA indicator are evaluated. A decision to adjust 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 particular indicators
- appropriate cut points across similar indicators
- internal and external input

Indicators without PL Assignment

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

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

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

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

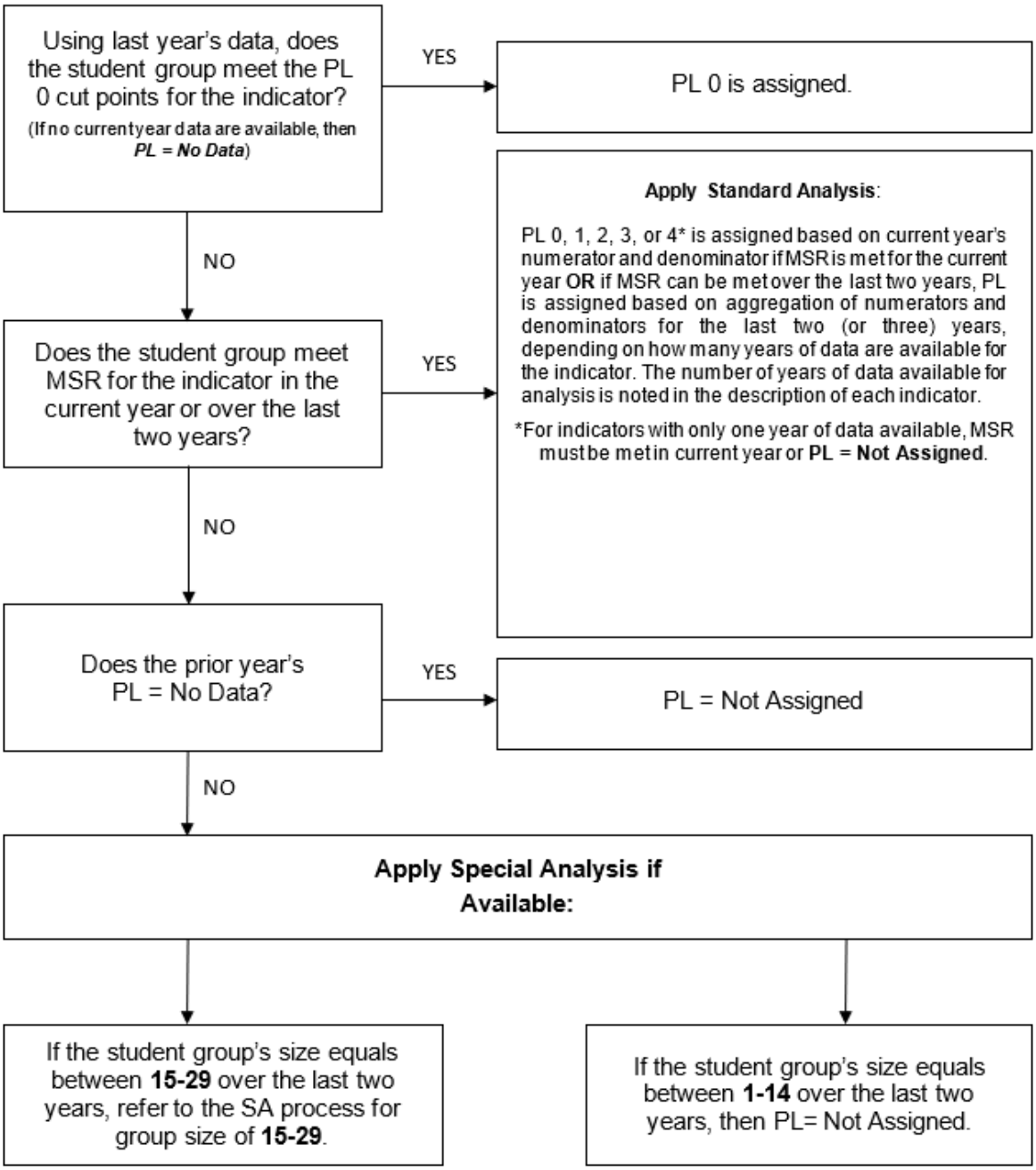
The MSR can be met either in the current year or through the aggregation of numerators and denominators over the last two years, if applicable. If the MSR is met for a particular performance

indicator, then an LEA is evaluated using the standard RDA analysis. Under standard analysis, when the MSR is met with the current year's data, a PL is assigned based on that data in relation to the cut points for the indicator. When the MSR is met based on the last two years of data, the numerator and denominator for the current and prior years are aggregated, the indicator is calculated, and a PL is assigned based on the current year's cut points for the indicator. Depending on the indicator, there may be one or two prior years of data aggregated with the current year's 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.

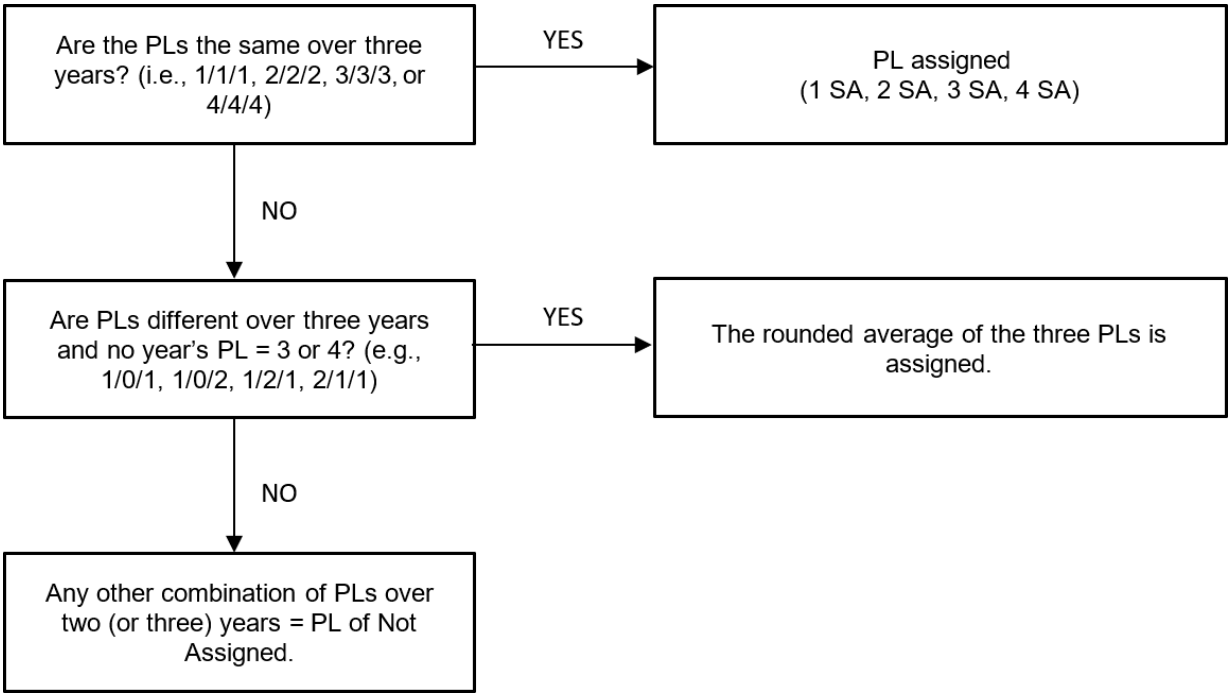
The SA process evaluates the performance of LEAs that do not meet MSR. PLs established using the SA process will have "SA" appended (NA SA, 0 SA, 1 SA, 2 SA, 3 SA, 4 SA) and will be included on the RDA reports to LEAs, along with the LEA's numerators, denominators, and rates used in the SA process. The 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 RDA SA process that have an MSR in both the denominator and the numerator, an 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 2024 RDA. If the LEA improves its special education graduation rate to 80% in 2025, it would receive a PL 0 because its performance meets the 2025 PL 0 cut point.

In addition to the system's built-in improvement component, the 2025 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

$$Actual\ Change = performance\ in\ 2025 - performance\ in\ 2024$$

$$Required\ Improvement\ (RI) = \frac{minimum\ PL\ 0\ for\ 2025 - performance\ in\ 2024}{number\ of\ years\ to\ reach\ minimum\ PL\ 0\ cut\ point}$$

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 2024 and 2025 and the targeted minimum cut off graduation rate for a PL 0.

- 2024 LEA SPED Graduation Rate = 60.0%
- 2025 LEA SPED Graduation Rate = 72.0%
- 2025 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 2026 target year affords LEAs an additional year beyond 2025 to reach the 2025 minimum PL 0 cut point of 80.0%.

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

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

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

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

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

RI Calculation (Negative Numbers)

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

$$Actual\ Change =\ performance\ in\ 2025 - performance\ in\ 2024$$

$$Required\ Improvement\ (RI) = \frac{maximum\ PL\ 0\ for\ 2025 - performance\ in\ 2024}{number\ of\ years\ to\ reach\ maximum\ PL\ 0\ cut\ point}$$

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 2024 and 2025 and the targeted maximum cut off dropout rate for a PL 0.

- 2024 LEA SPED Annual Dropout Rate = 8.1%
- 2025 LEA SPED Annual Dropout Rate = 3.8%
- 2025 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 2026 target year affords LEAs an additional year beyond 2025 to reach the 2025 maximum PL 0 cut point of 1.8%.

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

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

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

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

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

Significant Disproportionality (SD) Indicators

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

Placement of students in an educational setting

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

Identification (representation) of students with a particular disability

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

Disciplinary actions related to the 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 the state established risk ratio threshold of 2.5 for any racial/ethnic group category are assigned a designation of significant disproportionality (SD). For more information about the collection and reporting of race/ethnicity, refer to the resource Race and Ethnicity in Special Education: Difference Between Data Collection and Data Reporting.

LEAs can be designated with one, two, or three years of SD for the same type/category. An LEA with a first-year SD designation is assigned SD Year 1. An LEA with two consecutive years within the same racial/ethnic group category is assigned SD Year 2. Lastly, an LEA with three consecutive years within the same racial/ethnic group category is assigned 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 or the minimum *n*-size. This calculation is performed by dividing the risk of a particular outcome for students in one racial or ethnic group within an LEA by the risk of that outcome for students in all other racial or ethnic groups in the State.
- No risk ratio or alternate risk ratio is calculated in a particular category for an LEA if the racial/ethnic group analyzed 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 equations and then provides example calculations for the identification, identification in disability, placement, and discipline risk ratios.

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

98 Required Significant Disproportionality Categories

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

Risk Ratio Method: Identification (Representation)

Identification Risk Ratio

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

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

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

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

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

Example

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

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

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

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

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

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

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

$$25.26315789473684 = 0.2526315789473684 \times 100$$

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

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

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

there are **2,506 Other Students** (Not including Asian Students) out of 3,456 All Students.

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

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

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

$$3.99042298483639 = 0.0399042298483639 \times 100$$

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

Step 4: Calculate LEA Risk Ratio

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

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

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

In this case, because the risk ratio is greater than the 2.5 risk ratio threshold, the LEA would receive an SD designation for the identification of **SPED Asian Students**.

Risk Ratio Method: Identification (Representation) in Disability

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

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

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

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

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

Example

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

Step 1: Identify the number of SPED students at LEA

Number of SPED Students = 420

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

a. Based on the number of SPED students from Step 1, identify the number of SPED Asian Autism Students. For this example, there are **25 SPED Asian Autism Students**.
b. Based on the number of SPED students from Step 1, identify the number of SPED Asian Students. For this example, there are **54 SPED Asian Students**.
c. Divide the number of SPED Asian Autism Students (numerator) by the number of SPED Asian Students (denominator).

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

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

$$46.2962962962963 = 0.462962962962963 \times 100$$

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

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

a. Numerator: Based on the number of SPED students from Step 1, identify the number of Other SPED Students with Autism (Not including SPED Asian Autism Students). For this example, there are **18 Other SPED Students with Autism**.
b. Denominator: Based on the number of SPED students from Step 1, identify the number of Other SPED Students. For this example, there are **366 Other SPED Students** (Not including the 54 SPED Asian Students) out of the 420 SPED Students (Check: 366 + 54 = 420).
c. Divide the number of **Other SPED Students with Autism** (numerator) by the number of **Other SPED Students** (denominator).

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

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

$$4.91803278688525 = 0.0491803278688525 \times 100$$

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

Step 4: Calculate LEA Risk Ratio

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

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

$$\boldsymbol{Risk\ Ratio} = 9.4$$

In this case, because the risk ratio is greater than the 2.5 risk ratio threshold, the LEA would receive an SD designation for the identification in disability of **SPED Asian Autism Students**.

Risk Ratio Method: Placement

The following risk ratio equations for special education students' placement by race/ethnicity are utilized for special education RDA indicators #8 and #9.

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

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

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

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

Example

The following example shows the risk ratio calculation performed in four steps for the **placement of SPED Asian Regular Class < 40% Students** at an LEA.

Step 1: Identify the number of SPED students at LEA

Number of SPED Students = 535

Step 2: Calculate LEA rate for SPED Asian Regular Class < 40% (Rate 1)

a. Based on the number of SPED students from Step 1, identify the number of SPED Asian Regular Class < 40% Students. For this example, there are 126 SPED Asian Regular Class< 40%.
b. Based on the number of SPED students from Step 1, identify the number of SPED Asian Students. For this example, there are 248 SPED Asian Students.
c. Divide the number of SPED Asian Regular Class < 40% Students (numerator) by the number of SPED Asian Students (denominator).

$$0.5080645161290323\ = \frac{126}{248}$$

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

$$50.80645161290323\ =\ 0.5080645161290323\ \times\ 100$$

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

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 2.5 risk ratio threshold, the LEA would not receive an SD designation for the placement of **SPED Asian Regular Class < 40% Students**.

Risk Ratio Method: Discipline

The following risk ratio equations for discipline by special education race/ethnicity are utilized for special education RDA indicators #11, #12, #13, #14 and #15.

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

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

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

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 2.5 risk ratio threshold, the LEA would not receive an SD designation for the discipline of **SPED African American/Black In-School Suspension > 10 Days**.

Reasonable Progress (RP) in Certain Indicators

Texas defines LEAs who exceed the risk ratio threshold in the same category for three consecutive years and who do not meet RP as significantly disproportionate (SD Year 3). To receive an RP designation, an LEA must reduce its risk ratio in each of two prior consecutive years and meet a proportionate

improvement rate requirement. Per 34 CFR §300.647(d)(2), the TEA is not required to identify an LEA for SD until the LEA has exceeded the risk ratio threshold and has failed to demonstrate RP. The TEA does not have the option to postpone a finding of SD if the LEA has only achieved a decrease over a multiple-year period. However, if an LEA with an SD Year 3 designation reaches RP but exceeds the 2.5 risk ratio threshold in the same SD area the following year, then the LEA returns to an SD Year 3 designation.

RP Calculations

The TEA will use the Proportionate Improvement Method for calculating RP. This method requires an LEA to achieve a two-year decrease in SD risk ratio proportional to the difference between the threshold (2.5) and an LEA's first-year risk ratio (SD Year 1). An LEA meets 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 (2.5) in year four. The following equation shows a decrease in risk ratio represents the yearly progress needed to fall below the SD threshold the following year.

Step 1: Proportionate Improvement Calculation

$$Expected\ Yearly\ Decrease = 2 \times \frac{2.5 - PY2\ risk\ ratio}{3}$$

$$Two\ Year\ Decrease = CY\ risk\ ratio - PY2\ risk\ ratio$$

Step 2: Reasonable Progress Designation

$$RP\ Designation = Two\ Year\ Decrease \leq Expected\ Yearly\ Decrease$$

If the two-year decrease is less than or equal to the expected yearly decrease, then the LEA receives an RP designation because of the Proportionate Improvement Method calculation.

Example

The example shows an RP calculation for an LEA using the Proportionate Improvement Method.

- SD Year 1 (PY 2 Risk Ratio) = 4.9
- SD Year 2 (PY Risk Ratio) = 4.0
- SD Year 3 (CY Risk Ratio) = 3.2

Step 1: Calculate the expected yearly decrease

$$-1.6 = 2 \times \frac{2.5-4.9}{3}$$

$$\boldsymbol{Expected\ Yearly\ Decrease} = -1.6$$

Step 2: Calculate the two-year decrease

$$-1.7 = 3.2 - 4.9$$

$$\boldsymbol{Two\ Year\ Decrease} = -1.7$$

Step 3: Determine if the two-year decrease (-1.7) is less than or equal to the expected yearly decrease (-1.6). If the result of this comparison is True, then the LEA is assigned RP for the SD area.

$$True = -1.7 < -1.6$$

$$\boldsymbol{RP\ Designation} = True$$

The two-year decrease of -1.7 is less than the expected yearly decrease of -1.6. Therefore, the determination for an RP designation is True, and the LEA is assigned SD RP.

System Safeguards

System safeguards are conducted by TEA to ensure RDA system integrity. These safeguards include validation analyses of leaver data, student assessment data, and discipline data. Randomization or other means of LEA selection are implemented to verify system effectiveness and implementation of monitoring requirements.

Monitoring Interventions

The Division of Special Populations Strategic Supports and Reporting utilizes performance results obtained from the RDA report along with compliance data included in the RDA framework when making annual federally required determinations. Each LEA receives a determination level (DL) and is selected for 2025 RDA interventions based on its DL status. The Divisions of Review and Support and Special Populations Monitoring will provide further instructions on monitoring interventions and additional resources through their respective webpages and direct-to-LEA communication.

RDA Program Area Indicators

Bilingual Education/English as a Second Language/Emergent Bilingual (BE/ESL/EB)

The BE/ESL/EB RDA report includes 10 indicators across Domains I through II that are used to measure and ensure the academic success of emergent bilingual (EB) students in Texas.

BE/ESL/EB Domain 1: Academic Achievement (Indicators 1-8)

Indicators included in BE/ESL/EB Domain I relate to student academic achievement as measured on the State of Texas Assessments of Academic Readiness (STAAR) program, and the Texas English Language Proficiency Assessment System (TELPAS).

Indicator	Description	Definition
Indicator #1 (i- iv)	BE STAAR 3-8 Passing Rate (PL Assignment)	Measures the percent of students served in a standard Bilingual Education (BE) 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 percent 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)	ALP STAAR 3-8 Passing Rate (PL Assignment)	Measures the percent of students served in an alternative language program (ALP) rather than served in a standard BE or standard 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 BE/ESL) STAAR 3-8 Passing Rate (PL Assignment)	Measures the percent of emergent bilingual (EB) students not served in a BE or 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 percent 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 percent 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 percent 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 (New! PL Assignment)	Measures the percent of emergent bilingual (EB) students in U.S. schools multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.

BE/ESL/EB Domain II: Post-Secondary Readiness (Indicators 9-10)

Indicators included in BE/ESL/EB Domain II relate to post-secondary readiness as measured by four- year longitudinal graduation and annual dropout rates. An LEA's performance is compared to the RDA cut points on applicable indicators and Performance level (PL) standards are applied.

Indicator	Description	Definition
Indicator #9	EB Graduation Rate (PL Assignment)	Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.
Indicator #10	EB Annual Dropout Rate (Grades 7-12) (PL Assignment)	Measures the percent of emergent bilingual (EB) students in Grades 7-12 who dropped out in a given school year.

Other Special Populations (OSP)

The OSP RDA report includes 4 indicators across Domains I through III that are used to measure and ensure the academic success of students in Foster Care, experiencing homelessness, or Military-Connected in an LEA in Texas.

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

Indicators included in OSP Domain I relate to student academic achievement as measured on the State of Texas Assessments of Academic Readiness (STAAR) program, and inclusive of students in Foster Care, experiencing homelessness, or Military-Connected in an LEA.

Indicator	Description	Definition
Indicator #1 (i- iv)	OSP STAAR 3-8 Passing Rate (PL Assignment)	Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.
Indicator #2 (i- iv)	OSP STAAR EOC Passing Rate (PL Assignment)	Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.

OSP Domain II: Post-Secondary Readiness (Indicators 3-4)

Indicators included in OSP Domain II relate to post-secondary readiness as measured by four-year longitudinal graduation and annual dropout rates inclusive of students in Foster Care, experiencing homelessness, or Military-Connected in an LEA. An LEA's performance is compared to the RDA cut points on applicable indicators and PL standards are applied. Further disaggregation in each indicator of the three inclusive student populations are reported without assignment of PL application.

Indicator	Description	Definition
Indicator #3	OSP Graduation Rate (PL Assignment)	Measures the percent of students ever in Foster Care, ever experiencing homelessness, or ever Military-Connected (OSP) students (nonduplicative count) who graduated with a high school diploma in four years
Indicator #4	OSP Annual Dropout Rate (Grades 7-12) (PL Assignment)	Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students (nonduplicative count) in Grades 7-12 who dropped out in a given school year.

Special Education (SPED)

The SPED RDA report includes 15 indicators across Domains I through III that are used to measure and ensure the academic success of students receiving special education services in Texas.

SPED Domain I: Academic Achievement (Indicators 1-3)

Indicators included in SPED Domain I relate to student academic achievement as measured on the State of Texas Assessments of Academic Readiness (STAAR) program.

Indicator	Description	Definition
Indicator #1 (i-iv)	SPED STAAR 3-8 Passing Rate (PL Assignment)	Measures the percent 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 percent 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 percent of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.

SPED Domain II: Post-Secondary Readiness (Indicators 4-5)

Indicators included in SPED Domain II relate to post-secondary readiness as measured by four-year longitudinal graduation and annual dropout rates. An LEA's performance is compared to the RDA cut points on applicable indicators and Performance level (PL) standards are applied.

Indicator	Description	Definition
Indicator #4	SPED Graduation Rate (PL Assignment)	Measures the percent of students served in special education (SPED) who graduated with a high school diploma in four years.
Indicator #5	SPED Annual Dropout Rate (Grades 7-12) (PL Assignment)	Measures the percent of students in Grades 7-12 served in special education (SPED) who dropped out in a given school year.

SPED Domain III: Disproportionate Analysis (Indicators 6-15)

Indicators included in SPED Domain III relate to disproportionate and significant disproportionate (SD) analysis measured in difference rates and risk ratios for certain indicators. Some of these indicators are applicable as Report Only to provide LEAs and TEA with an opportunity to review results and ensure policies and procedures are not discriminatory, creating over or under representation in these populations. For some indicators, an LEA's performance is compared to the RDA cut points and Performance level (PL) standards are applied. Indicators 8 through 15 apply the federal requirements under 34 CFR §300.647 for the calculations and the designations of SD.

Indicator	Description	Definition
Indicator #6	SPED Regular Early Childhood Program Rate (preschool-aged) (PL Assignment)	Measures the percent 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 percent of students (school-aged) served in special education (SPED) in the regular class 80% or more of the day.
Indicator #8	SPED Regular Class <40% Rate (school-aged) (PL Assignment)	Measures the percent of students (school-aged) served in special education (SPED) in the regular class less than 40% of the day.
Indicator #9	SPED Separate Settings Rate (school-aged) (No PL Assigned)	Measures the percent of students (school-aged) served in special education (SPED) in separate settings.
Indicator #10	SPED Representation (Ages 3-21) (No PL Assigned)	Measures the disaggregated percent of enrolled students (ages 3-21) who received special education (SPED) services.
Indicator #11	SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21) (No PL Assigned)	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported as suspended out-of-school (OSS) or expelled for ten or fewer school days

Indicator	Description	Definition
Indicator #12	SPED OSS and Expulsion >10 Days Rate (Ages 3-21) (New! PL Assignment)	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported as suspended out-of-school (OSS) or expelled for more than 10 school days.
Indicator #13	SPED ISS ≤10 Days Rate (Ages 3-21) (No PL Assigned)	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported with in-school suspension (ISS) for ten or fewer school days.
Indicator #14	SPED ISS >10 Days Rate (Ages 3-21) (New! PL Assignment)	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported with in-school suspension (ISS) for more than ten school days.
Indicator #15	SPED Total Disciplinary Removals Rate (Ages 3-21) (PL Assignment)	Measures the disaggregated percent of total disciplinary removals of students ages 3-21 served in special education (SPED); each student receiving special education services contributes to the denominator one time and each removal (action code) counts towards the numerator one time.

RDA PL Assignments for Program Area Determinations

The TEA, per its obligation under 20 USC §1416(a) and 34 CFR §300.600(a)(2), makes annual determinations on the performance and compliance of LEAs using four determination levels (DLs): Meets Requirements (DL 1), Needs Assistance (DL 2), Needs Intervention (DL 3), and Needs Substantial Intervention (DL 4).

RDA determinations for BE/ESL/EB and OSP program areas are based on the PLs for the program- specific RDA indicators while determinations for SPED are based on the PLs for both the program- specific RDA indicators and the four federally required elements (FREs). The FREs include (a) the compliance status for the state performance plan (SPP) indicators 4b, 9, 10, 11, 12, and 13, (b) the valid, reliable, and timely submission of data for SPP 11, 12, and 13, (c) the status of uncorrected noncompliance, and (d) the timely correction of financial audit findings related to the Individuals with Disabilities Education Act (IDEA).

The RDA indicators included in the annual determination for each LEA program area must have a PL assignment. Each RDA indicator has at least one PL assignment, but some indicators may have more than one PL assignment. All PL assignments are included in the program area determination. For example, RDA SPED Indicator #1(i-iv), STAAR 3-8 Passing Rate, consists of four PL assignments with one PL assignment for each subject tested: (i) Mathematics, (ii) Reading Language Arts, (iii) Science, and (iv) Social Studies. All four of these PL assignments would be included in the calculation for the LEA's special education determination.

BE/ESL/EB PL Assignments for RDA Determinations

Domain	PL Indicator	Description
Domain I	Indicator #1 (i. Mathematics)	BE STAAR 3-8 Passing Rate
Domain I	Indicator #1 (ii. Reading Language Arts)	BE STAAR 3-8 Passing Rate
Domain I	Indicator #1 (iii. Science)	BE STAAR 3-8 Passing Rate
Domain I	Indicator #1 (iv. Social Studies)	BE 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)	ALP STAAR 3-8 Passing Rate
Domain I	Indicator #3 (ii. Reading Language Arts)	ALP STAAR 3-8 Passing Rate
Domain I	Indicator #3 (iii. Science)	ALP STAAR 3-8 Passing Rate

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

Domain	PL Indicator	Description
Domain III	Indicator #12	SPED OSS and Expulsion >10 Days Rate (Ages 3-21)
Domain III	Indicator #14	SPED ISS >10 Days Rate (Ages 3-21)
Domain III	Indicator #15	SPED Total Disciplinary Removals Rate (Ages 3-21)

Comments, Questions, and Review of Data

The Texas Education Agency welcomes comments and questions concerning RDA data and assignments of LEA PLs. If an LEA determines that one or more 2025 RDA PL assignments were based on a data or a calculation error attributable to the TEA or one of the TEA's data contractors, the LEA should submit specific information about the error no later than 10 business days from the LEA unmasked confidential report release date, to the address below. Requests based on disagreement with the RDA indicators, cut points, and methodologies adopted in rule or LEA data errors will not be considered. In addition, requests because of an LEA's data submission errors will not be considered during the 10-day window.

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	Name Special Education Phone (512) 463-9414 Email specialeducation@tea.texas.gov

Chapter 13—Accountability Calendar

Dates significant to the 2025 accountability system are listed below. To the extent possible, release mediums (mail, TEA Login (TEAL) secure web, or public web) are provided. Should unforeseen circumstances occur, some dates listed below may be modified. For the most up-to-date calendar please visit: https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/performance-reporting-resources.

Year	Date	Activity
2024	October 25	Snapshot date (2024–25 TSDS PEIMS October Snapshot)
	December 3–13	STAAR EOC testing window
2025	January 9	Proposed Accountability Manual for 2025 Ratings, Chapters 1-12 (public web)
	January 16	2024–25 TSDS PEIMS Fall submission due
	January 17	2025 Texas Education Agency Academic Accountability System Framework (public web)
	February 6	Last date to resubmit changes and corrections to TSDS PEIMS Fall submission
	February 17–March 28	TELPAS and TELPAS Alternate testing window
	March	Fall PEIMS demographics file loaded into TIDE (Updates missing student information for students that are already registered in TIDE)
	March 17–April 18	STAAR Alternate 2 testing window
	March 21–April 4	DD Form 4 upload window
	March 24–April 4	2025 AEA campus registration process (TEAL)
	April	2025 Final lists of AEA campuses (public web)
	April 22–May 2	Campus pairing process (TEAL) See Chapter 7 for more information on Pairing
	April 8–18	STAAR testing window for reading/language arts (RLA)
	April 15–25	STAAR testing window for science and social studies
	April 22–May 2	STAAR testing window for mathematics
	May 2	Final date to enter student information for Accountability Reporting in TIDE
	June	2025 College, Career, and Military Readiness (CCMR) Verifier window (TEAL)
	June 5	Longitudinal graduation and annual dropout lists and rates (TEAL)
	June 17–27	STAAR EOC testing window
	June	List of 2025 campus comparison groups (TEAL)

Year	Date	Activity
2025	First week of July	Local Accountability System (LAS) data submission due date. See Chapter 11 for more information on LAS.
	August 13	2025 preliminary accountability tables with rating labels and distinction designations (TEAL)
	Ratings release on TEAL	2025 accountability appeal window opens. See Figure: 19 TAC §97.1002(b) for the appeals timeline.
	August 13	2025 preliminary accountability tables with rating labels and distinction designations (TEAL)
	August 15	2025 preliminary accountability tables with rating labels, distinction designations, and preliminary count of consecutive years of unacceptable performance (public web)
	August 15	Preliminary list of campuses identified under PEG criteria for 2025–26 school year (public web). See Chapter 9 for more information on PEG.
	30 calendar day period after ratings release	2025 accountability appeals deadline
	September 18	2025 preliminary, confidential RDA data with performance level (PL) values posted (TEAL) and 10-day LEA review window
	October	RDA Significant Disproportionality (SD) Year 3 letters sent to affected LEAs
	November 13	2025 RDA reports with determination level (DL) values posted (public web)
	90 calendar days after appeal window closes	TEA notifies districts of accountability appeal decisions (mail and TEAL)
	December	2025 final ratings release and final count of consecutive years of unacceptable performance (TEAL and public web)
	December	Final list of campuses identified under PEG criteria for 2025–26 school year (public web).
	December	2024–25 Texas Academic Performance Reports (TAPR pdf) (public web)
	December	2024–25 School Report Card (public web)
	December	2024–25 Federal Report Card (public web)

For more information on dates see the Texas Assessment Program Calendar of Events 2024-2025 and the Student Assessment Testing Calendar.

Appendix A—Acknowledgements

2025 Texas Accountability Advisory Group (TAAG)

Representatives from school districts, legislative offices, and the community met to collaborate with the Texas Education Agency (TEA) in matters related to the 2025 accountability system.

The Committee shall be known as the Texas Accountability Advisory Group (TAAG) and is authorized by the Commissioner of Education, serving at his discretion per Texas Education Code (TEC) §39.002. TAAG is comprised of representatives from school districts, legislative offices, and the community, to identify issues critical to the accountability system and make recommendations/provide feedback on major policy issues.

For more information about TAAG and 2025 development meetings, please refer to the most recent TAAG Charter and the current TAAG Members List on the Accountability System Development webpage.

TEA Staff

Many people contributed to the development of the *2025 Accountability Manual*. The project staff wish to thank these individuals for their expert advice and prompt review of our materials. Their comments greatly enhanced the accuracy and format of the document.

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Appendix B—ESC Contact Information

Region	Location	Website	Telephone	Address
1	Edinburg	https://www.esc1.net/	956-984-6000	1900 W. Schunior St. Edinburg, TX 78541
2	Corpus Christi	https://www.esc2.net/	361-561-8400	209 North Water St. Corpus Christi, TX 78401
3	Victoria	https://www.esc3.net/	361-573-0731	1905 Leary Ln. Victoria, TX 77901
4	Houston	https://www.esc4.net/	713-462-7708	7145 West Tidwell Rd. Houston, TX 77092
5	Beaumont	https://www.esc5.net/	409-951-1700	350 Pine St. Suite 500 Beaumont, TX 77701
6	Huntsville	https://www.esc6.net/	936-435-8400	3332 Montgomery Rd. Huntsville, TX 77340
7	Kilgore	https://www.esc7.net/	903-988-6700	1909 North Longview St. Kilgore, TX 75662
8	Mt. Pleasant	https://www.reg8.net/	903-572-8551	4845 US HWY 271 N. Pittsburg, TX 75686
9	Wichita Falls	https://www.esc9.net/	940-322-6928	301 Loop 11 Wichita Falls, TX 76306
10	Richardson	https://www.region10.org/	972-348-1700	400 E. Spring Valley Rd. Richardson, TX 75081
11	White Settlement	https://www.esc11.net/	817-740-3600	1451 S. Cherry Ln. White Settlement, TX 76108
12	Waco	https://www.esc12.net/	254-297-1212	2101 W. Loop 340 Waco, TX 76712
13	Austin	https://esc13.net/	512-919-5313	5701 Springdale Rd. Austin, TX 78723
14	Abilene	https://www.esc14.net/	325-675-8600	1850 TX-351 Abilene, TX 79601
15	San Angelo	https://www.esc15.net/	325-658-6571	612 S. Irene San Angelo, TX 76903
16	Amarillo	https://www.esc16.net/	806-677-5000	5800 Bell St. Amarillo, TX 79109
17	Lubbock	https://www.esc17.net/	806-792-4000	1111 West Loop 289 Lubbock, TX 79416
18	Midland	https://www.esc18.net/	432-563-2380	2811 La Force Blvd. Midland, TX 79706
19	El Paso	https://www.esc19.net/	915-780-1919	6611 Boeing Dr. El Paso, TX 79925
20	San Antonio	https://www.esc20.net/	210-370-5200	1314 Hines Ave. San Antonio, TX 78208

Appendix C—Statutory References

Texas Administrative Code (TAC)

Select chapters of the accountability manual are adopted as part of the Texas Administrative Code. With the publication of this manual, the Texas Education Agency (TEA) filed a Commissioner's Rule amendment to 19 TAC §97.1001, Accountability Rating System. This rule adopts Chapters 1–12 of the *2025 Accountability Manual* giving legal standing to the state rating processes and procedures. TEA also filed a new Commissioner's Rule, 19 TAC §97.1002, Accountability Rating Appeals Process and Timeline. This adopts in rule the accountability ratings appeals process and timeline.

Following a 30-day public comment period, the final adoption took effect in April 2025. Once effective, the rules are made available online at https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/19-tac-chapter-97.

Texas Education Code (TEC)

Statutory authority for the 2025 accountability system is Texas Education Code (TEC), Chapter 39. Public School System Accountability. The full text of Chapter 39 is available at http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.39.htm. Statutory authority for the Results Driven Accountability framework is in TEC, Chapter 7. The full text of Chapter 7 is available at https://statutes.capitol.texas.gov/Docs/ED/htm/ED.7.htm.

Appendix D—Accountability Glossary

Accountability Subset: A subset of assessment results that are used to calculate each domain. Only assessment results for those students enrolled in the same campus on both the snapshot date (the last Friday in October) and the testing date are used to determine campus performance.

Alternative Education Accountability (AEA): The specific provision by which the performance of alternative education campuses is determined, and accountability ratings are assigned. AEA is comprised of modified STAAR, CCMR, and graduation/dropout rate component calculations in the Student Achievement and School Progress domains and modified cut points across all domains.

Alternative Education Campus (AEC): A campus at which at least 75 percent of students are considered at risk of dropping out of school and at least 90 percent of students are enrolled in grades 6–12. Campuses must be registered each year to be considered AECs evaluated under AEA provisions.

Annual Graduates: Students who graduate from a district or campus in a school year regardless of cohort. This is separate from, and may include different students than, the longitudinal graduation rates. This is also separate from students in the TSDS PEIMS Fall Snapshot. All annual graduates are included in the campus and district from which they graduate. Find more information at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout.

Asylee/Refugee Exclusions: Assessment results of students identified as unschooled refugees and/or unschooled asylees are included in state accountability beginning with their second year of enrollment in U.S. schools. To qualify as an unschooled asylee or refugee, both of the following criteria must be met:

- The student must be identified as an emergent bilingual (EB) as defined by state law in Texas Education Code (TEC), Section 29.052 and must participate in a state-approved bilingual or English as a second language (ESL) program.
- The student's permanent record must contain appropriate documentation of asylee/refugee status. The student must:
    - be an asylee as defined by 45 Code of Federal Regulations, Section 400.41 or a refugee as defined by 8 United States Code, Section 1101, and
    - have a Form I-94 Arrival/Departure record, or a successor document, issued by the United States Citizenship and Immigration Services that is stamped with "Asylee," "Refugee," or "Asylum."

For more information on qualifying as an unschooled asylee/refugee, visit https://tea.texas.gov/student-assessment/assessments-for-special-populations.

At Risk: A student "at-risk of dropping out of school" includes each student who is under 26 years of age and who:

1. was not advanced from one grade level to the next for one or more school years [excludes prekindergarten or kindergarten students who were not advanced as a result of a documented request by the student's parent under TEC §29.081 (d-1)];
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently

performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

4. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is an emergent bilingual student, as defined by Section 29.052;
11. is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11434 (a), and its subsequent amendments;
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation;
14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code; or
15. is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under TEC §39.0548;

or, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section §29.259.

Campus: A school that is operated by a charter school or school district.

Campus Comparison Group: A set of 40 campuses that most closely match a campus in eight categories. Campus comparison groups are used to award distinction designations. Please see "Appendix E—Campus Comparison Groups" for further details.

Charter School: An entity that controls and is responsible for a campus or campuses that has/have been granted a charter under TEC, Subchapter D, Chapter 12.

Completers: Graduates + Continuers + TxCHSE Recipients. The graduation rate calculation is modified to credit Alternative Education Campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. Longitudinal data includes students who earned a TxCHSE with a test other than GED from when other high school equivalency tests (e.g., HiSET, TASC) were in use (e.g., HiSET was administered through 8/31/2021).

Continuer: A student who did not graduate and was reported as enrolled in the Texas public school system in the fall after his or her anticipated graduation or later. For example, for a student to be counted as a continuer in the Class of 2024 four-year rates, he or she must have been enrolled in the fall of 2024. Please see IEP Continuer for additional information about IEP continuers.

Continuously Enrolled (Campus): For grades 4-12, a student is identified as continuously enrolled if the

student was enrolled in the campus on the TSDS PEIMS Fallr 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.

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

Current Special Education: A student is identified as a current special education student if the student receives special instruction and related developmental, corrective, supportive, or evaluative services for the current school year as reported in TSDS PEIMS or Test Information Distribution Engine (TIDE).

Cut Point: In RDA, a specified value used to sort continuous variables into discrete categories.

Data Integrity: Refers to the quality of the data used to determine an accountability rating. The integrity of data can be compromised either through intentional manipulation or through unintentional errors in data reporting. Accurate data is fundamental to accountability ratings. If data integrity is in question, it may not be possible to determine a reliable rating.

Determination Level (DL): The TEA, per its obligation under 20 USC §1416(a) and 34 CFR §300.600(a)(2), makes annual RDA determinations on the performance and compliance of LEAs using four determination levels (DLs): Meets Requirements (DL 1), Needs Assistance (DL 2), Needs Intervention (DL 3), and Needs Substantial Intervention (DL 4). Pursuant to Sections 616(a) and 642 of IDEA, states must use the same four determination categories that the US Office of Special Education Programs (OSEP) is required to use with all states: meets requirements, needs assistance, needs intervention, and needs substantial intervention, in accordance with 34 C.F.R. §§ 300.603(b) and 303.703(b).

Disciplinary Alternative Education Program (DAEP): A system of instruction provided in a setting other than a regular classroom, that is located on or off a regular campus, that provides for the educational and behavioral needs of students, and that provides specialized supervision and counseling for its students. DAEPs are not assigned accountability ratings. The attendance and performance results of a student in a DAEP are attributed to his or her home campus.

Distinction Designations: Recognitions for campuses that are ranked in the top 25 percent of their campus comparison group in Academic Growth and/or Closing the Gaps and/or for Academic Achievement in reading/language arts (RLA), mathematics, science, and social studies. Postsecondary Readiness Distinction Designations are awarded to both districts and campuses.

District: A campus or group of campuses that is operated by a board of trustees or other similar governing body. It includes both charter schools and traditional independent school districts.

Dropout Recovery School (DRS): 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, 2024, as reported for the fall TSDS PEIMS submission. Campuses that meet the AEA criteria, 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.

Economically Disadvantaged: Refers to students eligible for free or reduced-price lunch or eligible for other public assistance. A student is identified as Economically Disadvantaged if the student is reported as such in TSDS PEIMS Fall Snapshot. A student's economically disadvantaged status may also be updated in the Test Information Distribution Engine (TIDE) in certain situations as specified in the Texas Assessment *District and Campus Coordinator Resources*. See "Appendix H—Data Sources" of the 2025 Accountability Manual for specific information about the use of economically disadvantaged data in the accountability system. Students reported as economically disadvantaged:

1 = Eligible for free meals under the National School Lunch and Child Nutrition Program

2 = Eligible for reduced-price meals under the National School Lunch and Child Nutrition Program

9 = Other economic disadvantage, Including: a) from a family with an annual income at or below the official federal poverty line, b) eligible for Temporary Assistance to Needy Families (TANF) or other public assistance, c) received a Pell Grant or comparable state program of need-based financial assistance, d) eligible for programs assisted under Title II of the Job Training Partnership Act (JTPA), or e) eligible for benefits under the Food Stamp Act of 1977.

Emergent Bilingual (EB) Student/English Learner (EL): A student whose primary language is other than English and who is in the process of acquiring English. A student is identified as a current EB student/EL if the student is reported as emergent bilingual in TSDS PEIMS Fall Snapshot. This information may also be updated in the Test Information Distribution Engine (TIDE) in certain situations as specified in the *District and Campus Coordinator Resources* Calendar of Events for the accountability year. See "Appendix H—Data Sources" for detailed information about the use of PEIMS and/or TIDE data for each accountability component.

1 = Identified as Emergent Bilingual (EB)/English learner (EL)
A student is identified as a monitored EB student/EL if the student is reported in TSDS PEIMS Fall Snapshot as having met the criteria for exiting a bilingual/ESL program and is in the first through fourth years of academic monitoring as required by 19 Texas Administrative Code, §89.1220(l). This information may also be updated in TIDE in certain situations as specified in the *District and Campus Coordinator Resources* Calendar of Events for the accountability year.

F = Monitored 1st Year (M1), reclassified from EB/EL

S = Monitored 2nd Year (M2), reclassified from EB/EL

3 = Monitored 3rd Year (M3), reclassified from EB/EL

4 = Monitored 4th Year (M4), reclassified from EB/EL

Ever Emergent Bilingual (EB) Student/English Learner (EL): Students reported in TSDS PEIMS as EB students/ELs at any time while attending grades 9–12 in a Texas public school. Ever EB students/ELs are evaluated in the High Focus student group in the Federal Graduation Rate.

Former Special Education: Students are identified as formerly receiving special education services if in any of the preceding three years, 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 or updated in the Test Information Distribution Engine (TIDE), are no longer participating in a special education program.

High Focus: Students are included in the high focus student group within the Closing the Gaps domain if they are identified as any of the following.

- Economically disadvantaged
- Current and monitored EB/EL
- Current special education
- Highly Mobile

Highly Mobile: Students are included in the highly mobile student group within the Closing the Gaps domain if they are identified in TSDS PEIMS as any of the following:

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

IEP Continuer: Students who are at least 18 years of age by September 1, have satisfied credit requirements for high school graduation, have not completed their IEP, and are enrolled and receiving IEP services. Grade 12 students who are reported in TSDS PEIMS as IEP Continuers on the Fall 2024 Snapshot are excluded from the Closing the Gaps CCMR denominator for 2025 accountability.

Juvenile Justice Alternative Education Program (JJAEP): A disciplinary alternative education program (DAEP) operated under the authority of a county juvenile justice board. JJAEPs are not assigned accountability ratings. The attendance and performance results of a student in a JJAEP are attributed to his or her home campus.

Level I and Level II Certificates: A formal award granted by an institution of higher education (IHE) certifying the satisfactory completion of a higher education program. Upon completion, a certificate is valid without further action on the individual's part. A certificate is usually awarded in workforce education areas by public and private two-year institutions. A Level I certificate is awarded for completing a program consisting of at least 15 hours and not more than 42 semester credit hours. A Level II certificate is awarded for completing a program of at least 30 but not more than 51 semester credit hours. This data is provided by the Texas Higher Education Coordinating Board (THECB).

Minimum-Size Criteria: A benchmark that sets the fewest number of performance results that must be available in order for those results to be used for accountability calculations to assign accountability ratings. The minimum-size threshold is consistently set to 10 (10 students, 10 assessments, 10 graduates, etc.).

Minimum Size Requirement (MSR): In RDA, the MSR is incorporated into all indicators assigned a Performance Level (PL). In general, LEAs must have at least 30 students in the relevant segment of the student population denominator to be evaluated on an indicator using the standard RDA analysis. In addition, for certain RDA indicators, LEAs must have at least 5 or 10 students in the relevant segment of the student population numerator to be evaluated using the standard RDA analysis. The MSR is noted in the description of each indicator.

Performance Level (PL): In RDA, values from 0 to 4 are assigned to all indicators except those designated as "No" in the PL Assignment row in Appendix K; for each applicable indicator, the LEA's performance is compared to cut points established with consideration for the applied PL standards for that indicator.

Public Education Grant (PEG): A state-wide program that permits parents with children attending campuses that do not meet specific performance criteria to request that their children be transferred to another campus within the same district or to another district. Campuses that receive an overall *F* rating are placed on the PEG List. Please see TEC, §29.201–29.205 and "Chapter 9—Responsibilities and Consequences" for more information.

Proportional Weighting: District domain ratings are calculated using a proportionality method. Using this methodology, every campus contributes to each district domain score on a distributed weight based on enrollment (students in membership) in grades 3–12 as reported in the Fall TSDS PEIMS enrollment Snapshot.

Reasonable Progress (RP): In RDA, Texas defines LEAs who exceed the Significant Disproportionality (SD) 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.

Residential Treatment Facilities (RTF): Live-in private centers and programs or detention centers and correctional facilities operated by the Texas Juvenile Justice Department (TJJD) that provide educational services. The performance results of students in a residential treatment facility are excluded from state accountability ratings only if appropriate TSDS PEIMS student attribution codes are submitted. Please see "Appendix G—Inclusion or Exclusion of Data" for more information.

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 based on calculations referenced in "Chapter 12—Results Driven Accountability (RDA)."

Risk Ratio: In RDA, Risk Ratio results from a Significant Disproportionality (SD) calculation performed by dividing the risk of a particular outcome for children in one racial or ethnic group within an LEA by the risk for children in all other racial and ethnic groups within the LEA.

School Type: A specific label given to a campus for the purpose of determining its domain targets. The label a campus receives—elementary, middle school, elementary/secondary, or high school—is determined by the grades served by the campus as reported in the Fall TSDS PEIMS enrollment snapshot.

Significant Disproportionality (SD): The Individuals with Disabilities Education Act (IDEA), as indicated by 20 U.S.C. §1418(d)(1) and 34 CFR §300.646(a), requires each state education agency 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. In RDA, the TEA calculates risk ratios for LEAs in seven racial/ethnic groups within the areas of identification (representation), placement, and discipline. LEAs that exceed the state established risk ratio threshold of 2.5 for any racial/ethnic group category are assigned a designation of significant disproportionality (SD).

Small Numbers Analysis: A process to determine if a rating is appropriate for small districts and campuses that do not meet minimum-size criteria using current year data.

Snapshot Date: The "as of" date that is used to determine TSDS PEIMS enrollment information. October 25, 2024, is the TSDS PEIMS Fall Snapshot date for the 2024–25 school year.

Superintendent: The educational leader and administrative manager of the district or charter school. It includes other titles that may apply to charter schools, such as chief operating officer, president, and chief administrative officer.

Test Information Distribution Engine (TIDE): TIDE is used to manage students and users for testing and reporting, order test materials, and track student participation. For each accountability year, districts are able to update STAAR and TELPAS demographic data in TIDE according to the deadlines specified in the *District and Campus Coordinator Resources* Calendar of Events.

Texas Juvenile Justice Department (TJJD): Created in 2011 when the operations of both Texas Juvenile Probation Commission (TJPC) and Texas Youth Commission (TYC) were transferred to the TJJD and all

references to TJPC and TYC were changed to the new name.

Texas Student Data System/Public Education Information Management System (TSDS PEIMS): TSDS PEIMS is the software application for the state's Public Education Information Management System. Districts load, validate, and submit their data to TEA via TSDS PEIMS.

Uniform Average: The result of a calculation that aggregates current- and prior-year performance results for districts and campuses that do not meet minimum-size criteria.

Years in U.S. schools: Reported in the Test Information Distribution Engine (TIDE) during the TELPAS administration window, EB students/ELs who are year one in U.S. schools are excluded from accountability calculations. EB students/ELs in their second year in U.S. schools are included in accountability calculations. The EL performance measure is used to include EB students/ELs in their second year in U.S. schools. Unschooled asylees, unschooled refugees, and students with interrupted formal education (SIFEs) are included in state accountability beginning with their second year of enrollment in U.S. schools. STAAR Alternate 2 assessment results are included regardless of an EB student's/EL's years in U.S. schools. For more information on years in U.S. schools, see: https://tea.texas.gov/student-assessment/assessments-for-special-populations (LPAC Instructions for Years in U.S. Schools and Student History Worksheet).

Appendix E—School Types and Campus Comparison Groups

Each campus is assigned to a unique comparison group made up of Texas schools that are most similar to it. To determine the campus comparison group, each campus is identified by school type (See the Accountability System School Types chart below.) 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/English learners (ELs), percentage of students served by special education, and percentage of students enrolled in an Early College High School program. Each campus has only one unique campus comparison group. There is no limit on the number of comparison groups to which a campus may be a member. It is possible for a campus to be a member of no comparison group other than its own or a member of several comparison groups.

Accountability System School Types

Every campus is labeled as one of four school types according to its grade span based on enrollment data reported in the fall TSDS PEIMS submission. The four types—elementary school, middle school, elementary/secondary (also referred to as K-12), and high school—are illustrated by the following table. The table shows combinations of grade levels served by campuses in Texas. The shading indicates the corresponding school type.

To find out how a campus that serves a certain grade span is labeled, find the lowest grade level reported as being served by that campus along the leftmost column and the highest grade level reported as being served along the top row. The shading of the cell where the two grade levels intersect indicates which of the four school types that campus is considered. For example, a campus that serves early elementary (EE) through grade four is labeled elementary school. A campus that serves grades five and six only is labeled middle school. The below table is for 2025 accountability.

2025 Accountability System School Types

(9,084 Total Campuses)

Elementary	Elementary/Secondary	Middle School	High School
4,902 Campuses	652 Campuses	1,696 Campuses	1,834 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	92	67	43	91	31	194	1240	112	0	11	0	0	2	43
PK		33	17	7	26	11	126	1270	179	14	142	3	4	3	183
KG			0	2	12	9	89	596	48	4	34	8	6	7	54
1				0	12	16	6	93	16	1	3	0	1	1	11
2					0	10	6	32	3	0	0	0	0	1	7
3						1	6	114	8	3	5	0	0	4	8
4							1	35	22	1	5	0	2	2	5
5								3	114	1	70	0	2	4	22
6									21	3	1248	11	19	30	220
7										0	193	8	8	19	109
8											15	6	9	17	40
9												34	28	27	1414
10													23	6	53
11														9	15
12															23

TEA Division of Performance Reporting

Campus Comparison Groups: Demographic Characteristics

Demographic characteristics used to construct campus comparison groups include those defined in state statute and others that are statistically relevant to performance:

- Campus type—elementary, middle, high school, or combined elementary/secondary (based on TSDS PEIMS fall enrollment)
- Grade levels served—lowest grade level and highest grade level enrollment (based on TSDS PEIMS fall enrollment)
- Campus size—total student enrollment (based on TSDS PEIMS fall enrollment)
- Percentage of students identified as economically disadvantaged (based on TSDS PEIMS fall enrollment)
- Percentage of students identified as emergent bilingual students/ELs (based on TSDS PEIMS fall enrollment)
- Percentage of students identified as mobile (based on TSDS PEIMS prior year attendance)
- Percentage of students served by special education (based on TSDS PEIMS fall enrollment)
- Percentage of students enrolled in an Early College High School program (based on TSDS PEIMS fall enrollment)

Methodology

A unique comparison group is created for each campus by applying the following methodology:

Step 1: Group all eligible campuses (see below) by campus type: elementary, middle, high, or elementary/secondary.

Step 2: Determine the linear values for each of the demographic characteristics used to construct the campus comparison group.

Step 3: Compute the linear distance (the square root of the sum of the squared differences of the campus demographic characteristics) from the target campus.

Step 4: Select the 40 campuses with the smallest distance value from the target campus.

Eligible Campuses

Campus comparison groups are created for all campuses with the following exceptions:

- Campuses evaluated under alternative education accountability provisions are not eligible for distinction designations and, therefore, are not assigned a campus comparison group.
- Campuses that are not rated are ineligible for distinction designations and, therefore, are not assigned a campus comparison group. There are several reasons a campus is not rated, such as the campus has no data in the accountability subset, or less than 10 students in membership, insufficient data or it is a Juvenile Justice Alternative Education Program, Disciplinary Alternative Education Program, or a residential treatment facility.

Uniform Linear Values

Campus comparison groups are determined by a distance formula that requires a consistent range of linear (or continuous) values for each demographic characteristic. The percentage of economically disadvantaged students, percentage of emergent bilingual students/ELs, percentage of students who are

mobile, percentage of students served by special education, and percentage of students enrolled in an Early College High School program are considered linear values within the consistent range of zero to 100. The remaining demographic values are transformed into linear values within the same range in the following ways:

- Campus size—a value is created based on the "target" campus's size as a percentage of the maximum statewide campus size by campus type.
- Lowest or highest grade span—a value is created based on the "target" campus's grade span as a percentage of a constant value. This calculation creates uniform grade percentages for each grade level by shifting the range of grade levels from 3 to 12 to values of 0 to 9 and dividing the values into 9 increments:
    - For grade levels 3 and above:
      High value = 100 * (highest grade level – 3) / 9
      Low value = 100 * (lowest grade level – 3) / 9
    - For grade levels EE, PK, KG, 01, 02 (TSDS PEIMS-reported values), the high and low percentage values are set to 0.

In cases where the campus has a missing mobility value, the district's average mobility is used as a proxy. This will happen for campuses in their first year of operation because mobility is based on prior-year data.

Other Information

- Campus comparison groups are recreated each year to account for potential changes in demographics that may occur.
- The number of times a campus appears as a member of other groups will vary.

Comparison Group Methodology for Computing the Linear Distance Among Campuses

Linear Distance =

$$\sqrt{(\text{sizeA} - \text{sizeB})^2 + (\text{econA} - \text{econB})^2 + (\text{elA} - \text{elB})^2 + (\text{mobileA} - \text{mobileB})^2 + (\text{spedA} - \text{spedB})^2 + (\text{echsA} - \text{echsB})^2 + (\text{lowA} - \text{lowB})^2 + (\text{highA} - \text{highB})^2}$$

Where:

$size_A$ = 100 * (campus size for campus A / maximum campus size statewide by campus type*)

$size_B$ = 100 * (campus size for campus B / maximum campus size statewide by campus type*)

$econ_A$ = percentage of TSDS PEIMS fall enrollment that is economically disadvantaged for campus A

$econ_B$ = percentage of TSDS PEIMS fall enrollment that is economically disadvantaged for campus B

el_A = percentage of TSDS PEIMS fall enrollment that is identified as emergent bilingual students/ELs for campus A

el_B = percentage of TSDS PEIMS fall enrollment that is identified as emergent bilingual students/ELs for campus B

$mobile_A$ = percentage of students who are mobile based on prior year attendance for campus A

$mobile_B$ = percentage of students who are mobile based on prior year attendance for campus B

$sped_A$ = percentage of students who are served by special education for campus A

$sped_B$ = percentage of students who are served by special education for campus B

$echs_A$ = percentage of students enrolled in an Early College High School program for campus A

$echs_B$ = percentage of students enrolled in an Early College High School program for campus B

low_A = 0, if campus A lowest grade is EE, PK, KG, 01, or 02; otherwise, 100 * (campus A lowest grade - 3) / 9

low_B = 0, if campus B lowest grade is EE, PK, KG, 01, or 02; otherwise, 100 * (campus B lowest grade - 3) / 9

$high_A$ = 0, if campus A highest grade is EE, PK, KG, 01, or 02; otherwise, 100 * (campus A highest grade - 3) / 9

$high_B$ = 0, if campus B highest grade is EE, PK, KG, 01, or 02; otherwise, 100 * (campus B highest grade - 3) / 9

---

* **Maximum campus sizes reported for 2025:**
Elementary school = 6,743 Middle school = 2,888 High school = 5,206 Elementary/Secondary = 19,701

Elementary School Example

For campuses under consideration, the linear distance (the square root of the sum of the squared differences of the campus characteristics) from the target campus is computed.

Campus	Campus Size (Total Student Enrollment)	% Eco Dis	% EB/EL	% Mobile	% SpEd	% ECHS	Low Grade	High Grade
(Target) Campus A	237	42.2	0.4	22.0	9.3	0	PK	05
Campus B	543	42.6	4.2	15.1	8.1	0	EE	05

Linear Distance[1] =

$$\sqrt{[((100 \times (237/3419)) - (100 \times (543/3419)))^2 + (42.2 - 42.6)^2 + (0.4 - 4.2)^2 + (22.0 - 15.1)^2 + (9.3 - 8.1)^2 + (0 - 0)^2 + (0 - 0)^2 + (((2/9) \times 100) - ((2/9) \times 100))^2]}$$

$$\sqrt{[(-9)^2 + (-0.4)^2 + (-3.8)^2 + (6.9)^2 + (1.2)^2 + (0)^2 + (0)^2 + (0)^2]}$$

$= \sqrt{144.65}$

= 12

After calculating the linear distance from the target campus, the 40 campuses with the least distance are included in the campus comparison group.

[1] In this sample calculation, the maximum campus size for elementary schools was 3,419. The applicable campus sizes reported for the current year are provided in the preceding section, Comparison Group Methodology for Computing the Linear Distance Among Campuses, of this appendix.

Appendix F—Public and Confidential Reports

District and campus accountability information is presented online in several different reports, each of which is described below.

Public Reports

TXschools.gov

The web-based overview of performance available on TXschools.gov presents the following information for districts and campuses:

- Overall Accountability Rating and Score
- Domain Ratings and Scores
- School Profile
- Distinction Designations
- Financial Information

Accountability Reports

The accountability reports for the state, regions, districts, and campuses are published each year on https://rptsvr1.tea.texas.gov/perfreport/account/acct_srch.html.

Distinction Designation Summary Report

Districts and campuses that receive an overall rating of *A, B,* or *C* are eligible to earn distinction designations. For each distinction designation, this report on https://rptsvr1.tea.texas.gov/perfreport/account/acct_srch.html lists the indicators and shows the indicator score, campus quartile, the outcome (percentage of eligible indicators in the top quartile), and whether the distinction was earned.

Campus Comparison Group (available for campuses only)

This report lists 40 campuses that comprise the campus comparison group traditionally used in determining distinction designations. For each campus, the report gives data on the criteria used to form campus comparison groups. For more information, see "Appendix E – Campus Comparison Groups."

Confidential Reports

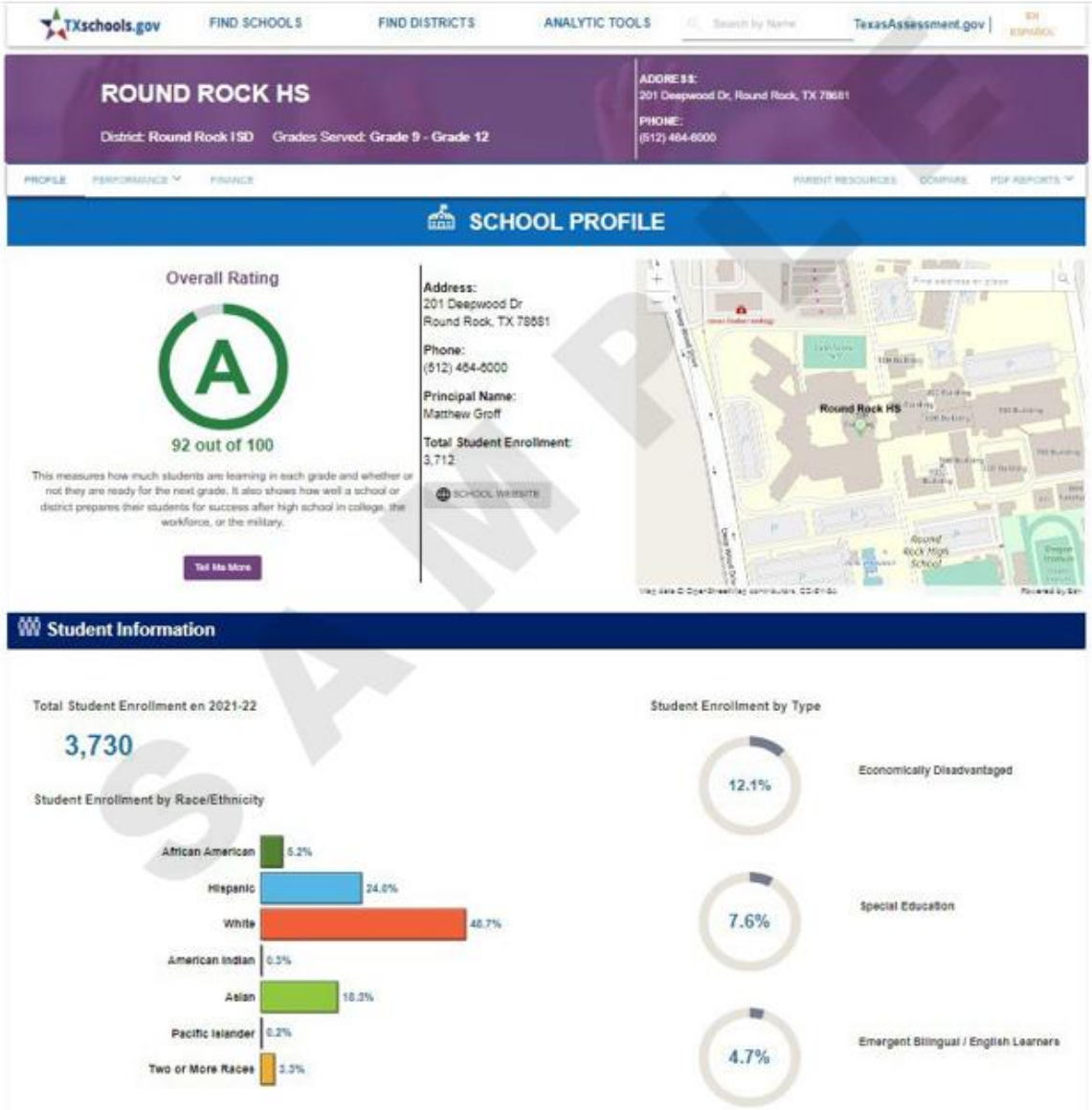
The Texas Education Agency Login (TEAL) is an authentication portal through which authorized users access sensitive or confidential information. The Performance Reporting Division releases unmasked products and reports containing confidential information through the TEAL Accountability application.

Products Available through TEAL Accountability

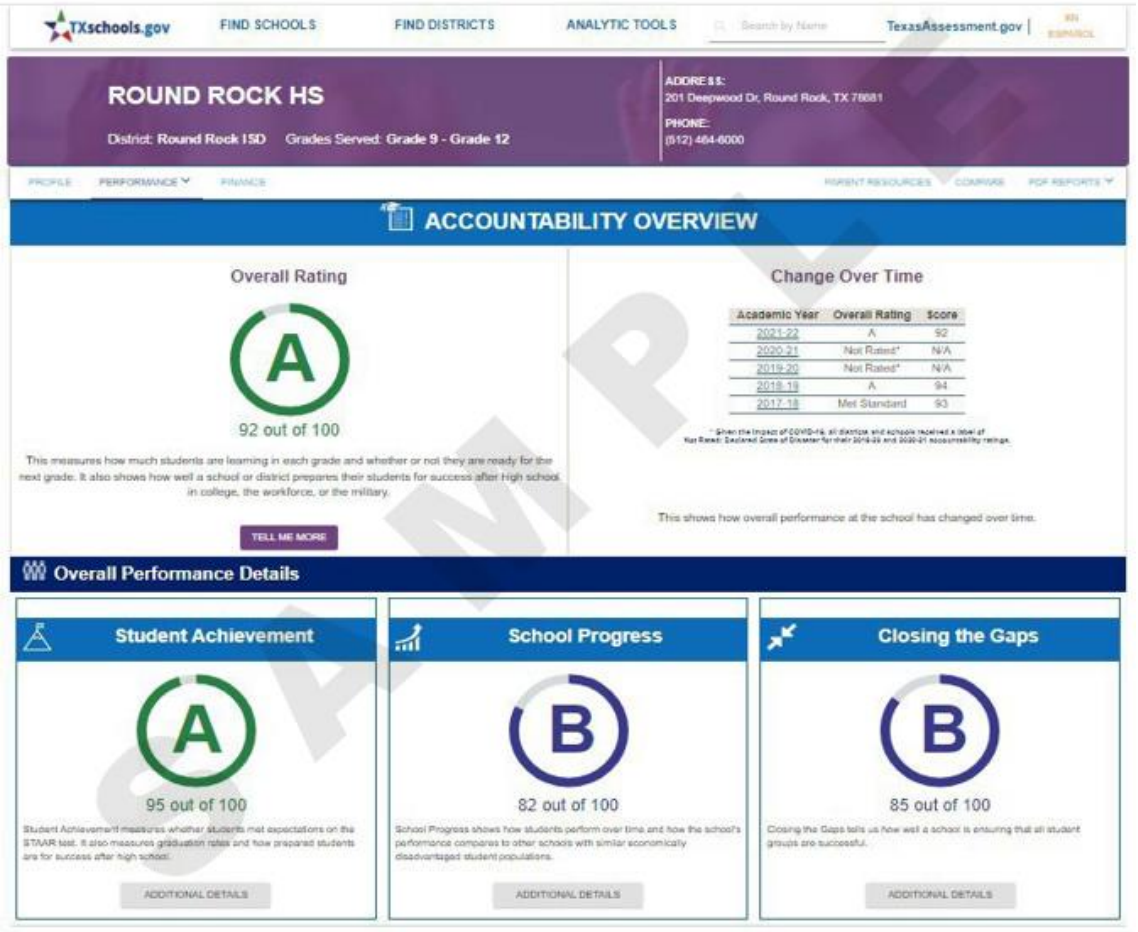
The TEAL Accountability application contains products for districts produced by several divisions within TEA. After logging into TEAL and selecting the Accountability application from the list of available applications, the main Accountability screen appears, listing the products available from the site. This screen also links to the most recent TEAL Accountability releases.

The TEAL Accountability application is not an archive; it is intended to contain only the most recent products released. When a reporting cycle begins for a new year, the prior year's final products are removed from the site. Districts are encouraged to save the products provided on this site to a secure, local location.

TXschools.gov Sample Profile Page



TXschools.gov Sample Accountability Overview Page



Appendix G—Inclusion or Exclusion of Data

Campus Type	Four-Year Graduation (Class of 2024), Five-Year Graduation (Class of 2023), and Six-Year Graduation (Class of 2022)	STAAR (2024-25) and CCMR (Class of 2024)
TJJD	TSDS PEIMS student attribution codes 25, 26, 27, and 28 remove students from serving district and campus results. Data remaining after student-level processing are included in the evaluation of the TJJD campus.	TSDS PEIMS student attribution codes 25, 26, 27, and 28 remove results from serving campus performance and participation results.
RTF	TSDS PEIMS student attribution codes 21, 22, 23, and 24 remove students from serving campus results. Data remaining after student-level processing are included in the evaluation of the RTF campus.	TSDS PEIMS student attribution codes 21, 22, 23, and 24 remove results from serving campus performance and participation results.
JJAEP/ DAEP	Longitudinal data are attributed to non- JJAEP/DAEP campuses using TSDS PEIMS attendance data or district-supplied campus of accountability. Students who cannot be attributed to a non-JJAEP/DAEP campus remain attributed to the JJAEP/DAEP campus. Students attributed to the JJAEP/DAEP campus will be included in the district reports.	No assessment data should be reported to JJAEP or DAEP campuses.

Appendix H—Data Sources

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This appendix provides data sources for the indicators used in the accountability system. The primary sources for all data used in the accountability system are the Texas Student Data System Public Education Information Management System (TSDS PEIMS), the testing contractors and organizations, and the Texas Certificate of High School Equivalency (TxCHSE) database. See *Ensuring Data Integrity* in Chapter 1 of the Accountability Rating System Manual for 2025 Ratings for more information on accurate data in accountability ratings.

The following tables describe the primary data sources in detail. The terms provided in these tables are referenced within the indicator descriptions.

1. Data Sources Used in Accountability

Organization Name	Description
ACT, Inc.	ACT, Inc. annually provides the agency with ACT examination results of students from Texas public schools. If a student takes an ACT examination more than once, the agency will use the best score, by subject, from any prior examination, for accountability calculations. For 2025 accountability, the ACT data as of the July 2024 administration are used for CCMR. For accelerated testers, any results as of May 2025 are included.
College Board	The College Board annually provides the agency with SAT examination results of students from Texas public schools. If a student takes an SAT examination more than once, the agency will use the best score, by subject, from any prior examination, for accountability calculations. For 2025 accountability, the SAT data as of the June 2024 administration are used for CCMR. For accelerated testers, any results as of May 2025 are included. In addition, the College Board provides the agency with the Advanced Placement (AP) examination results of Texas public school students each year. The AP data as of the August 2024 administration are used.
Cambium Assessment, Inc. (CAI)	CAI is TEA's testing contractor for STAAR grades 3–8 and EOC assessments, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), and TELPAS Alternate. CAI produces the **consolidated accountability file (CAF)** used to assign accountability ratings and award distinction designations. The CAF contains student demographic and program information in addition to all performance results. Please see the Texas Assessment Program Calendar of Events for data submission deadlines.
International Baccalaureate (IB)	International Baccalaureate provides the agency with IB examination results of Texas public school students each year. For 2025 accountability, the IB data as of the May 2024 administration* are used.
Texas Higher Education Coordinating Board (THECB)	The College Board provides the THECB with Texas Success Initiative assessment (TSIA) results of all students in Texas. For 2025 accountability, the TSIA data are matched to 2023–24 annual graduates and non-graduating 12th graders from TSDS PEIMS. The TSIA data through October 2024 are used in creating CCMR indicators. Level I and Level II certificates data are also provided to the agency by the THECB. For 2025 accountability, the Level I/II data through August 2024 are used in CCMR components.

Organization Name	Description
TEA Texas Certificate of High School Equivalency (TxCHSE) Database	A permanent TEA database contains high school equivalency test scores and certificates from 1942 to present. The GED test was the only high school equivalency test in Texas until HiSET (from Educational Testing Service) and TASC (from Data Recognition Corporation [CTB]) testing began in 2017. Unlike the information in most TEA data files which is reported annually, high school equivalency test scores are submitted electronically to TEA by the test vendors immediately after being scored. Candidates take the tests year-round in school districts, colleges, universities, education service centers, correctional facilities, and other TEA-approved test centers. Once a test taker has successfully passed a single test vendor's battery of tests, TEA issues a Texas Certificate of High School Equivalency and emails it to the test taker.
OnRamps Program	The OnRamps Program at UT Austin provides OnRamps course completion data. For 2025 accountability, the OnRamps data through August 2024 are used for accountability calculations.

*For the 2022-23 school year, IB awarded grades returned to using all components, coursework, and examinations as they did pre-pandemic.

2. TSDS PEIMS Subcategories Used in Accountability

Subcategory Code	Subcategory Name	Description	Submission
40100	Student Basic Information	Identification - the information necessary to identify the person. This information is Social Security number or state-approved alternative student ID and student name. Demographic - the characteristics of a person. This includes the sex, ethnicity, race, date of birth, and various other student characteristics.	Fall/Summer
40110	Enrollment	The specific enrollment attributes of the student. This information includes the campus, grade, and special program participation for each student.	Fall/Summer
40203	Leaver	Information pertaining to prior year students who are not current year students.	Fall
42400	Basic Attendance	Information pertaining to the attendance of a student, such as the days absent and present.	Summer
42405	Special Education Attendance	Information about each student served in a special education program. For each student, for each six-week period, districts report grade-level and instructional-setting codes.	Summer
43415	Course Completion	Course completion information for high school courses and/or any course in any grade level where instruction is received via the Texas Virtual School Network (TXVSN) Online Schools program or the TXVSN Statewide Online Course Catalog.	Summer/ Extended
42500	Flexible Attendance	Information pertaining to the flexible attendance program of a student. This information is the minutes present, special education days eligible, eligible career and technical minutes present, bilingual/ESL days eligible, and pregnancy related services days eligible for students participating in the Optional Flexible School Day and the High School Equivalency Program.	Summer
42505	Special Education Flexible Attendance	Information about the special education flexible attendance data for each eligible special education student enrolled in an approved Flexible Attendance Program.	Summer
48011	Student Graduation Program	A program that identifies the intent of students enrolled in the Foundation High School Program by collecting the Participant Code, Distinguished Level of Achievement Indicator Code, the Endorsement Indicator Codes, and Performance Acknowledgements.	Fall
View TWEDS subcategory details at: https://tealprod.tea.state.tx.us/TWEDSAPI/23/0/0/DataComponents/CategoryDomainEntityRelations.			

3. Student Groups Used in Accountability

See Chapter 1: Accountability Overview for more information about the Accountability Subset Rule that is used to determine which students are included in accountability calculations.

Group	Description

Economically Disadvantaged	A student may be identified as economically disadvantaged by the district in the Test Information Distribution Engine (TIDE) if entered by the deadline specified in the *District and Campus Coordinator Resources* Calendar of Events if he or she meets one of the following criteria:
	• Meets eligibility requirements for
	  ○ free or reduced-price meals under the National School Lunch and Child Nutrition Program;
	  ○ programs under Title II of the Job Training Partnership Act (JTPA);
	  ○ food stamp benefits; or
	  ○ Temporary Assistance to Needy Families (TANF) or other public assistance
	• Receives a Pell grant or comparable state program of need-based financial assistance
	• Is from a family with an annual income at or below the official federal poverty line
	Source: TIDE* (Note: The campus's economically disadvantaged rate calculated based on the TSDS PEIMS Fall Snapshot is used to determine the campus comparison groups and is used in School Progress, Part B: Relative Performance.)

Current and Monitored Emergent Bilingual (EB) Students/ English Learners (EL)	A student whose primary language is other than English and who is in the process of acquiring English. Students are identified as EB students/ELs by the Language Proficiency Assessment Committee (LPAC) per criteria established in the Texas Administrative Code. Not all students identified as EB/EL receive bilingual or English as a second language instruction, although most do. A student is identified as a current EB student/EL if the student is reported as emergent bilingual in Test Information Distribution Engine (TIDE) and if entered by the deadline specified in the *District and Campus Coordinator Resources* Calendar of Events. A student is identified as a monitored EB student/EL if the student is reported in Test Information Distribution Engine (TIDE) and entered by the deadline specified in the *District and Campus Coordinator Resources* Calendar of Events as having met the criteria for exiting a bilingual/ESL program and is being monitored for up to four years after exit as required by 19 Texas Administrative Code, §89.1220(k). If the student was administered the TELPAS or TELPAS Alternate, the value in the emergent bilingual indicator field on the CAF will be 'C.' Source: TIDE*

Group	Description
Race/Ethnicity	Students are identified as one of seven racial/ethnic categories: African American, American Indian, Asian, Hispanic, Pacific Islander, white, or two or more races. Source: TIDE*: Student Achievement STAAR component, School Progress Parts A & B, Closing the Gaps: Academic Achievement component, Growth component, Progress in Achieving ELP component, and School Quality or Student Success Component: STAAR Component Only. Source: PEIMS Fall Snapshot: Closing the Gaps: Federal Graduation Status and School Quality or Student Success Component: CCMR Performance Status.
Current and Former Special Education	Students are identified as currently receiving special education services if they are reported as receiving special instruction and related developmental, corrective, supportive, or evaluative services for the current school year in the Test Information Distribution Engine (TIDE) and if entered by the deadline specified in the *District and Campus Coordinator Resources* Calendar of Events. Students are identified as formerly receiving special education services if in any of the preceding three years, they were reported in TSDS PEIMS as participating in a special education program, but in the current year are no longer participating in a special education program as reported through TSDS PEIMS or in the Test Information Distribution Engine (TIDE) by the deadline specified in the *District and Campus Coordinator Resources* Calendar of Events.
Continuously and Non-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. If the enrollment requirement is not met, then the student is considered non-continuously enrolled. Source: PEIMS Fall Snapshot

High Focus	Students are identified as high focus if they met at least one of the following criteria:
	• Economically disadvantaged (Source: TIDE*)
	• Current or Monitored Emergent Bilingual (EB) Students/English Learners (ELs) (Source: TIDE*)
	• Current special education (Source: TIDE)
	• Highly Mobile
	  ○ Homeless (Source: PEIMS, code of 2, 3, 4, or 5)
	  ○ Foster (Source: PEIMS, code of 1)
	  ○ Migrant (TIDE*)

*For Student Groups sourced from TIDE: If TIDE demographic data contains empty (null) values, the student information data from the PEIMS Information Update will replace the null values for students already registered in TIDE. The update occurs in March as specified in the *District and Campus Coordinator Resources* Calendar of Events. This does not apply to Current and Former Special Education.

4. Opportunities for Data Correction

See Chapter 1: *Ensuring Data Integrity* of the Accountability Rating System Manual for 2025 Ratings for more information on accurate data in accountability ratings.

4.1 TSDS PEIMS

General Data. The TSDS PEIMS data collection has a prescribed process and set calendar for correcting errors or omissions discovered after the original submission. *The accuracy of all accountability reports is dependent on the accuracy of the information submitted by districts through TSDS PEIMS.* Districts are responsible for the accuracy of all their TSDS PEIMS data. Several mechanisms are in place to facilitate the collection of accurate data. First, all submitted data must pass an editor program before being accepted. In addition, districts can access various summary reports through the TSDS PEIMS application to assist them in verifying the accuracy of their data prior to submission deadlines. For each submission, a resubmission window allows districts an opportunity to resubmit information if an error is detected. Data submitted to the Working File are not used in accountability calculations. See the *Texas Education Data Standards* at https://www.texasstudentdatasystem.org/tsds/teds/tweds-upgrade for more details about the correction windows and submission deadlines.

See Chapter 1: Accountability Subset Rule of the 2025 Accountability Manual for more information on TSDS PEIMS Fall Snapshot in determining students in the accountability subset.

See Chapter 3: Part B: Relative Performance of the 2025 Accountability Manual for more information on the percentage of economically disadvantaged students on a campus based on TSDS PEIMS Fall Snapshot.

Unique ID System Updates (UID). Student identification changes have profound ramifications throughout the Texas public education data system. Year-to-year and collection-to-collection matching are dependent upon stable identification records. Texas Education Data Standards should be followed to ensure that identification updates submitted by districts are processed properly. For more information, please see the *TSDS Unique ID Specifications* at https://www.texasstudentdatasystem.org/TSDS/TEDS/1920A/TEDS_Section_9_Unique_ID_Specifications.

4.2 Assessment Data

State Assessments. Student identification, demographic data, and scoring status information as entered in the Test Information Distribution Engine (TIDE) by the deadlines specified in the *District and Campus Coordinator Resources* Calendar of Events are used to determine the student groups for campus accountability. Districts have several opportunities to provide accurate information through TSDS PEIMS submissions, student registration uploads provided to the testing contractor, and updates in the Test Information Distribution Engine (TIDE). After the testing dates, districts have a corrections window during which they can provide corrections to the testing contractor and request corrected reports. Only corrections submitted by districts in TIDE by the designated deadline to the *Test Taken Information* field during the correction window are reflected in the consolidated accountability file (CAF) used for determining accountability calculations and subsequent reports (e.g., TAPR, School Report Cards, etc.). Please refer to the *TIDE User Guide* for more information about the testing and correction windows.

SAT, ACT, AP, and IB. The student taking the SAT, ACT, AP, or IB assessment identifies the campus to which scores are attributed. Districts are responsible for verifying that the campus identified by the student is accurate as well as all other relevant information included on the campus summary for these assessments immediately upon receipt from the testing companies. This can include the students' name, date of birth, grade, and anticipated graduation year, if relevant. Discrepancies should be immediately reported to the testing companies, not to TEA. Once the testing companies have finalized results, and provided those results to TEA, subsequent corrections—corrections made outside a testing company's correction window—will not be made by the testing companies, nor TEA, and will not be reflected in any national, state, district, or campus results released. Additionally, districts are provided with the 2025 CCMR Verifier for 2023–24 annual graduates and non-graduating 12th graders in June 2025 and given an opportunity to report any non-PEIMS discrepancies to the agency. The agency does not receive SAT, ACT, AP, and IB scores for out-of-state testers. Documentation is accepted during the CCMR Verifier window.

TSIA. The College Board provides the THECB with TSIA1 and TSIA2 results of all Texas students. The TSIA results through October 2024 received from THECB are matched to 2023-24 annual graduates and non-graduating 12th graders from TSDS PEIMS. The results are matched to students using an algorithm which includes TSDS Unique ID, SSN, local ID, and a combination of first name, middle name, last name, and DOB. Then the results are attributed to the districts and campuses at which the students are identified as annual graduates or non-graduating 12th graders in TSDS PEIMS. Additionally, districts will be provided with the 2025 CCMR Verifier for 2023–24 annual graduates and non-graduating 12th graders in June 2025 and given an opportunity to report any non-PEIMS discrepancies to the agency.

5. Exclusions Based on Student Attribution Codes

Students who have been ordered by a juvenile court into a residential program or students in a residential facility are excluded from state accountability performance indicators. These exclusions are required under Texas Education Code (TEC) §39.055 and based on specific student attribution codes that are submitted by districts in the fall TSDS PEIMS submission.

Students with the following attribution codes are excluded from each of the indicators used to calculate domain scores. See "Appendix G—Inclusion or Exclusion of Performance Data" for the specific attribution codes used for each indicator.

Student Attribution Codes	
Code	**Description**
21	Residential treatment facility—By court order, not regularly assigned to the district
22	Residential treatment facility—By court order, regularly assigned to the district
23	Residential treatment facility—Not by court order, not regularly assigned to the district
24	Residential treatment facility—Not by court order, regularly assigned to the district
25	Texas Juvenile Justice Department facility—By court order, not regularly assigned to the district
26	Texas Juvenile Justice Department facility—By court order, regularly assigned to the district
27	Texas Juvenile Justice Department facility—Not by court order, not regularly assigned to the district
28	Texas Juvenile Justice Department facility—Not by court order, regularly assigned to the district

6. Data Used in Accountability Calculations

The following outline provides the domains, components, and indicators used in 2025 accountability calculations and locations within this appendix.

I. **Student Achievement Domain**
   a. STAAR Component (6.1)
   b. College, Career, and Military Readiness (CCMR) Component (6.2.1 – 6.2.2)
      i. Texas Success Initiative (TSI) Criteria Graduates (6.3)
   c. Graduation Rate Component (6.4)

II. **School Progress Domain**
   a. Part A: Academic Growth (6.5.A)
   b. Part B: Relative Performance (6.5.B.1)
      i. STAAR Component (6.1)
      ii. CCMR Component (6.2.1)
      iii. Economically Disadvantaged Percentage (6.6)
   c. EOC retests results for AEA campuses only (6.5.B.2)

III. **Closing the Gaps Domain**
   a. Academic Achievement Component
      i. Reading/Language Arts (RLA): STAAR Results at Meets Grade Level or Above Standard (6.7)
      ii. Mathematics: STAAR Results at Meets Grade Level or Above Standard (6.7)
      iii. Participation Status (6.9)
   b. Academic Growth or Federal Graduation Status
      i. Reading/Language Arts (RLA): Academic Growth (6.5)
      ii. Mathematics: Academic Growth (6.5)
      iii. Federal Graduation Rate (6.4.2)
   c. School Quality or Student Success
      i. Student Achievement Domain Score: STAAR Component Only (6.1)
      ii. CCMR Performance Status Component (6.2.2)
   d. Progress in Achieving English Language Proficiency Component (6.8)

6.1 STAAR

See Chapters 1–4 of the 2025 Accountability Manual for detailed information on the methodology used to evaluate the STAAR results in each domain.

Year of Data: 2024–25

Source of Data: *Consolidated Accountability File (CAF)*. The testing contractor provides TEA, ESCs, school districts, and open-enrollment charter schools with a CAF, which contains all performance information as well as all demographic and program information for every student. Accountability calculations are based on the CAF. STAAR and STAAR Alternate 2 results with score codes "A" for Absent and "O" for Other are excluded from performance calculations.

Student Group Information: Depending on the domain, performance results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, economically disadvantaged, non-economically disadvantaged, students formerly served by special education, students currently served by special education, current and monitored EB students/ELs, continuously enrolled, non-continuously enrolled, highly mobile (foster care, homeless, or migrant), and high focus (economically disadvantaged, current or monitored EB/EL, current special education, or highly mobile).

Other Information:

- *Accelerated Testers.* The STAAR component of the Student Achievement domain calculation includes SAT and/or ACT results for accelerated testers. Accelerated testers are students who complete a STAAR EOC at or above the Approaches Grade Level standard in Algebra I, English II, and/or Biology prior to grade 9. Accelerated testers are also students who earned course credit for Algebra I, English II and/or Biology in Spring or Summer 2020 and were granted a COVID testing waiver prior to grade 9. For these students, their SAT and/or ACT results are used in the accountability cycle in which the student is reported as enrolled in grade 12 on the TSDS PEIMS Fall Snapshot. Accelerated testers results are not used in School Progress: Part A. See "Chapter 2— Student Achievement Domain" for additional information about the SAT/ACT inclusion methodology.
- *English Learner Performance Measure.* EB students/ELs who are in their second year in U.S. schools are included in the STAAR component using the EL performance measure. EB students/ELs who are in their second year in U.S. schools who have a parental denial for EB/EL services do not receive an EL performance measure. This measure is applied in Student Achievement, Relative Performance and EOC Retest Growth. See the methodology of the ELP measure at: https://tea.texas.gov/student-assessment/staar/2025-staar-setting-performance-progress-expectations-for-el-students.pdf
- *End-of-course (EOC) Results for Middle School Students*. If a student takes an EOC assessment and a STAAR grade 8 assessment, only the EOC assessment result is included in the accountability calculations for the campus and the district where the student tested.
- *TAKS, TAAS, TEAMS, TABS Exclusions*. STAAR results for students retaking EOC exams to meet graduation requirements who originally tested under TAKS, TAAS, TEAMS, and/or TABS are excluded from accountability calculations.
- *Foreign Exchange Students*. STAAR results for all students enrolled in the campus in a previous fall, as reported on the TSDS PEIMS Fall Snapshot, including foreign exchange students, are included in accountability calculations. Three assessment administration periods are considered for accountability purposes. For more information, see the Accountability Subset Rule in Chapter 1 of the Accountability Rating System Manual for 2025 Ratings.

Table 6.1. STAAR Component Used in Accountability

Component	Methodology	Student Groups Evaluated/Reported	Use in Accountability
STAAR	Percentage of assessments at Approaches Grade Level or Above + Percentage of assessments at Meets Grade Level or Above + Percentage of assessments at Masters Grade Level *(from CAF/College Board & ACT, Inc, Accelerated Testers Listing*)* **---divided by---** Three *For accelerated testers, inclusion in the grade level standards is based on SAT/ACT score ranges listed in Chapter 2.	All students Evaluated for Closing the Gaps† • All students • Two-lowest-performing racial/ethnic groups from the prior year • High focus Reported • All seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races†† • Economically Disadvantaged†† • Non-Economically Disadvantaged • Current EB/EL • Current and monitored EB/EL†† • Current special education†† • Former special education†† • Continuously enrolled†† (and non-) • Highly mobile • Foster care • Homeless • Migrant	Student Achievement School Progress, Part B Closing the Gaps *†While each of the student groups listed are evaluated within Closing the Gaps under ESSA requirements, the outcomes from four groups (all students, two lowest performing, and high focus) contribute to the domain rating.* *†† See "Chapter 10—Identification of Schools for Improvement" for the inclusion of these student groups in TSI and ATS identification.*

6.2 College, Career, and Military Readiness (CCMR)

See Chapters 2–4 for detailed information on the methodology for each indicator used to calculate the CCMR results in each domain.

Sources and Years of Data:

TSDS PEIMS Data Used for CCMR Indicators	TSDS PEIMS Data Source	TSDS PEIMS PDM Report	Data for
Graduate with Completed IEP and Workforce Readiness	Element ID: • E0806 (04, 05, 54, or 55)	Fall Leaver: Graduate roster by graduation type (PDM1-124-007)	during 2023–24, 2022–23, 2021–22, and 2020–21 school years
Graduate under an Advanced Diploma Plan and be Identified as a Current Special Education Student	Element IDs • E0806 (Graduation Plan Type) • RHSP: 19, 22, 25, 28, or 31 • DAP: 20, 23, 26, 29, or 32 • FHSP: 34, 35, 54, 55, 56, or 57 • Texas-First: 40 FHSP Endorsement Element IDs • E1542 • E1544 • E1545 • E1546 • E1547 • E1548 SpEd • Regular attendance – Special Ed Mainstream: E0940, E1688, E1689 • Regular attendance – Special Ed: E0944 • Flexible attendance – Special Ed Mainstream: E1049 • Flexible attendance – Special Ed: E1051	Fall Leaver: Graduate roster by graduation type (PDM1-124-007)	
Complete and Earn	Element IDs:	Summer	during 2023–24,

TSDS PEIMS Data Used for CCMR Indicators	TSDS PEIMS Data Source	TSDS PEIMS PDM Report	Data for
Credit for a College Prep Course	• E0724 SERVICE-ID with Code Table C022 ○ ELA: CP110100 ○ Math: CP111200 • E0948 COURSE-SEQUENCE-CODE '0','2','5','9','D0','D2','D5','D9' with Code Table C135 CREDIT derived from E0949 PASS/FAIL-CREDIT-INDICATOR-CODE: 01 or 08	• Course Completion: Students Completing • Courses by Pass/Fail Indicator (PDM3-133- 001) Extended Year • Course Completion: Students Completing • Courses by Pass/Fail Indicator (PDM4-133- 002)	2022–23, 2021–22, and 2020–21 school years
Earn Dual Course Credits	Element IDs: • E1011 DualCreditIndicator (indicates dual credit course) • E1081 CollegeCreditHours (indicates number of hours earned) CREDIT derived from E0949 PASS/FAIL-CREDIT-INDICATOR-CODE: 01 or 08	Summer • Course Completion: Counts completed by course name (PDM3-133-002) • Student: Students with dual credit courses and college credit hours (PDM3-120-008) Extended Year • Student: Students with dual credit courses and college credit hours (PDM4-133-001))	
Earn an Industry-Based Certification	Element IDs • E1640 PostSecondaryLCertifcationLicensure with Code Table C214 • E1733 PostSecondaryCertLicensureResult with Code Table C232 ('01') starting from Fall 2023	Summer • Student advanced academic roster by grade (PDM3-120-010) Fall • Student advances academic roster by grade (PDM1-120-016)	
Earn an Associate Degree	Element ID: • E1596 AssociateDegreeIndicator with Code Table C235	Fall • Leaver: Graduate roster by graduation type (PDM1-124-007)	by August 31 immediately following high school graduation

Other Data Used for CCMR Indicators	Data reported for
ACT college admissions test	Tests as of July 2024 administration 2023–24, 2022–23, 2021-22, 2020-21 school years
AP examination	Tests as of June 2024 administration 2023–24, 2022–23, 2021–22, and 2020–21 school years
IB examination	Tests as of May 2024 administration* 2023–24, 2022–23, 2021–22, and 2020–21 school years
TSIA1 and/or TSIA2 assessment	Tests from June 2014 to October 2024 administration
SAT college admissions test	Tests as of June 2024 administration 2023–24, 2022–23, 2021–22, and 2020–21 school years
OnRamps dual enrollment course completion	Courses completed during the 2023–24, 2022–23, 2021–22, and 2020–21 school years
Level I and level II certificates	Certificates earned during the 2023–24, 2022–23, 2021–22, and 2020–21 school years
Military Readiness	Department of Defense (DoD) Form 4 Submissions from LEAs for military enlistment as of December 31, 2024.

*For the 2022-23 school year, IB awarded grades returned to using all components, coursework, and examinations as they did pre-pandemic.

Student Group Information: Depending on the domain, performance results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, economically disadvantaged, non-economically disadvantaged, students formerly served by special education, students currently served by special education, current and monitored EB students/ELs, continuously enrolled, non-continuously enrolled, highly mobile (foster care, homeless, or migrant), and high focus (economically disadvantaged, current or monitored EB/EL, current special education, or highly mobile).

Use in 2025 Accountability: CCMR is used in calculating the Student Achievement; School Progress, Part B: Relative Performance; and Closing the Gaps domain results for high schools and K–12s.

Other Information:

- *Applicable Domains, Annual Graduates:* The CCMR component used in the Student Achievement and School Progress, Part B domains measures graduates' preparedness for college, the workforce, or the military. Annual graduates demonstrate college, career, or military readiness by meeting any one of the CCMR indicators. See "Chapter 2—Student Achievement Domain" for specific criteria for each CCMR indicator.
- *Sunsetting IBC Cap:* Beginning with the 2023 accountability year, a campus may not earn CCMR credit for more than five graduates or 20% of graduates, whichever is higher, who only meet CCMR criteria via a sunsetting IBC. See "Chapter 2—Student Achievement Domain" for more information about this cap.
- *Phase-In for IBC's and Programs of Study:* For each IBC list, the agency publishes a crosswalk of approved IBCs and their aligned programs of study on the Career and Technical Education website at https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/industry-based-certifications.This resource allows districts and campuses to support program development and planning by aligning IBCs to Programs of Study. House Bill 773 (2021) requires the Texas Education Agency to include Program of Study Completers as an indicator within the accountability system. To allow districts time to implement aligned programs of study, the following transition timeline provides guidance on how the alignment will be phased-in.

Year one phase-in 2024 graduates: Level 2 or higher course in a Program of Study + aligned IBC (earned)

- If a course was ever a level 2 in any Program of Study, it will be considered a level 2 in all Programs of Study (for example, Business Information Management I was previously a level 2 in Health Informatics, but a level 1 in all other Programs of Study. If any student ever took BIM I, regardless of their Program of Study, BIM I should count as a level 2 for calculating this CCMR indicator for the graduating class of 2024). *Year one phase-in is the only time level 2 will be attributed to prior years for the following courses:*
    - Professional Communications (13009900)
    - Business Information Management I (13011400)
    - Web Communications (03580810)
    - Principles of Architecture (13004210)

The aforementioned four courses were a level 2 in one Program of Study but a level 1 in all other programs prior to the 2023-24 school year.

- There are four level 4 courses that do not count toward this requirement: Career Preparation I, Extended Career Preparation I, Project-Based Research, and Scientific Research and Design.
- Students must have **passed** the course and **received credit** to count toward level 2+ course
- If a graduate meets the year two phase-in or the year three phase-in requirement, they will also meet the indicator for year one phase-in.

Year two phase-in 2025 graduates: Concentrators + aligned IBC (earned)

- A student must be a concentrator or completer in a Program of Study and earn an aligned IBC associated with the program.

Year three phase-in 2026 graduates: Completers + aligned IBC (earned)

- A student must be a completer in a Program of Study and earn an aligned IBC associated with the program.
- *Alternative Education Accountability (AEA) Methodology:* For campuses under AEA methodology, the Student Achievement: CCMR component includes in the numerator the number of graduates (who were not previous dropouts) who accomplished at least one of the CCMR indicators plus the number of previous dropouts who accomplished at least one of the CCMR indicators. That total is then divided by the number of annual graduates, not including the students who were prior dropouts (graduates who were a previous dropout are subtracted out of the denominator). Previous dropouts are only included in the numerator. See “Chapter 2—Student Achievement Domain” for more information.
- *Closing the Gaps Domain, Grade 12 Students*: The College, Career, and Military Readiness Performance Status component evaluated in the Closing the Gaps domain differs from the CCMR component in the Student Achievement and School Progress, Part B domains, as required by the U.S. Department of Education.
    - The denominator used in Closing the Gaps is annual graduates plus students in grade 12 who did not graduate. These grade 12 students are those who were in attendance during the sixth six weeks of school year 2023–24 as reported in TSDS PEIMS attendance records. Grade 12 students who are reported in TSDS PEIMS as IEP Continuers on the 2023–24 Fall Snapshot are excluded from the 2025 Closing the Gaps CCMR denominator. Annual graduates who were not enrolled on any TSDS PEIMS Fall Snapshot in a Texas public school in any of the preceding four years are also excluded from the 2025 Closing the Gaps CCMR denominator.
    - Additionally, the cap on sunsetting IBCs is not applied to the CCMR calculation in the Closing the Gaps domain due to requirements from the U.S. Department of Education.

See Chapter 4 for further information on CCMR in Closing the Gaps domain.

Table 6.2.1. CCMR Component Used in Student Achievement and School Progress, Part B Domains

Component	Methodology *See the Other Information preceding this table regarding the cap on sunsetting IBCs and modified AEA methodology.*	Student Groups Evaluated	Use in Accountability
College, Career, and Military Readiness (CCMR)	**Number of 2023–24 annual graduates* who** 1) meet the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, and/or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(from TSDS PEIMS 43415, THECB, College Board, and ACT)* **or** 2) meet the criteria of 3 or higher on AP or 4 or higher on IB examinations in any subject *(from College Board or IB)* **or** 3) complete and earn credit for at least three hours of dual-course credits in RLA or mathematics or at least nine hours in any subject *(from TSDS PEIMS 43415)* **or** 4) enlist in the U.S. Armed Forces *(from DD Form 4)* **or** 5) earn an approved industry-based certification plus 1 course in aligned program of study *(from TSDS PEIMS 48011)* **or** 6) earn an associate degree by August 31 immediately following high school graduation *(from TSDS PEIMS 40100)* **or** 7) graduate with completed IEP and workforce readiness *(from TSDS PEIMS 40203)* **or** 8) complete an OnRamps dual enrollment course and qualify for at least three hours of university or college credit in any subject area *(from OnRamps program)* **or** 9) graduate under an advanced diploma plan and be identified as a current special education student (*from TSDS PEIMS 40203 and 40110)* **or** 10) earn level I or level II certificate *(from THECB)* **---divided by---** **Number of 2023–24 annual graduates** *(from TSDS PEIMS 40203*)	All students	Student Achievement (high schools, K– 12s) School Progress, Part B (high schools, K– 12s)

*Annual graduates who were not enrolled on any TSDS PEIMS Fall Snapshot in a Texas public school in any of the preceding four years are excluded from the CCMR denominator.

Table 6.2.2. CCMR Performance Status Component Used in Closing the Gaps Domain

Component	Methodology	Student Groups Evaluated/ Reported	Use in Accountability
CCMR Performance Status	**Number of graduates or students in grade 12* who** 1) meet the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, and/or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(from TSDS PEIMS 43415, THECB, College Board, and ACT)* **or** 2) meet the criteria of 3 or higher on AP or 4 or higher on IB examinations in any subject *(from College Board or IB)* **or** 3) complete and earn credit for three hours of dual-course credits in ELA or mathematics or nine hours in any subject *(from TSDS PEIMS 43415)* **or** 4) enlist in the U.S. Armed Forces *(from DD Form 4)* **or** 5) earn an approved industry-based certification plus 1 course in aligned program of study *(from TSDS PEIMS 48011)* **or** 6) earn an associate degree by August 31 immediately following high school graduation *(from TSDS PEIMS 40100)* **or** 7) graduate with completed IEP and workforce readiness *(from TSDS PEIMS 40203)* **or** 8) complete an OnRamps dual enrollment course and qualify for at least three hours of university or college credit in any subject area *(from OnRamps program)* **or** 9) graduate under an advanced diploma plan and be identified as a current special education student *(from TSDS PEIMS 40203 and 40110)* **or** 10) earn a level I or level II certificate *(from THECB)* **---divided by---** **Number of 2024 annual graduates plus students in grade 12 during school year 2023–24** *(from TSDS PEIMS 42400 and 40203)*	Evaluated for Closing the Gaps† • All students • Two lowest performing racial/ethnic groups from the prior year • High focus Reported • All seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races†† • Economically Disadvantaged† • Non-Economically Disadvantaged • Current EB/EL • Current and monitored EB/EL†† • Current special education†† • Former special education†† • Continuously enrolled†† • Non-Continuously Enrolled • Highly mobile • Foster care • Homeless • Migrant	Closing the Gaps *†While each of the student groups listed are evaluated within Closing the Gaps under ESSA requirements, the outcomes School Progress, Part B (high schools, K–12s) from four groups (all students, two lowest performing, and high focus) contribute to the domain rating.* *†† See "Chapter 10—Identification of Schools for Improvement" for the inclusion of these student groups in TSI and ATS identification.*

*Grade 12 students reported in TSDS PEIMS as IEP Continuers on the 2023–24 Fall Snapshot are excluded from the 2025 Closing the Gaps CCMR denominator. Annual graduates who were not enrolled on any TSDS PEIMS Fall Snapshot in a Texas public school in any of the preceding 4 years are also excluded from the 2025 Closing the Gaps CCMR denominator.

6.3 Texas Success Initiative (TSI) Criteria Graduates

Year of Data: 2023–24 annual graduates

Student Group Information: All students only

Other Information:

- *TSIA.* This measure includes the performance for 2023–24 annual graduates and non-graduating 12th graders. The results include TSIA1 and/or TSIA2 assessments through October 2024.
- *SAT and ACT.* This measure includes the performance for 2023–24 annual graduates and non-graduating 12th graders. If a student takes an ACT or SAT test more than once, the best score, by subject, is used.
- *College Prep Course.* This measure includes performance for 2023–24 annual graduates and non-graduating 12th graders. Graduates must have completed and received credit for a college prep course, as defined in TEC §28.014, in ELA and/or mathematics. See "Chapter 2 – Student Achievement Domain" for grade level phase-in requirements.
- The grade level submitted in TSDS PEIMS Summer submission is used to identify the grade level of a student. A student must be in the required grade at any time during the school year when the course credit was received.
- *Matching ID.* Students are included only once. The numerator consists of students matched across the multiple assessments using their unique IDs.

Table 6.3. TSI Criteria Graduates

Indicator	Methodology							Student Groups Evaluated/Reported	Use in Accountability
TSI Criteria Graduate	Number of graduates (and non-graduating 12th graders in the Closing the Gaps domain) meeting the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics *(from TSDS PEIMS 43415, THECB, College Board, and ACT)* **---divided by---** Number of 2023–24 annual graduates (and non-graduating 12th graders in the Closing the Gaps domain**)** *(from TSDS PEIMS 40203)*							Evaluated for Closing the Gaps† • All students • Two lowest performing racial/ethnic groups from the prior year • High focus Reported • All seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races†† • Economically Disadvantaged†† • Non-Economically Disadvantaged • Current EB/EL • Current and monitored EB/EL†† • Current special education†† • Former special education†† • Continuously enrolled†† (and non-) • Highly mobile • Foster care • Homeless • Migrant	Closing the Gaps *†While each of the student groups listed are evaluated within Closing the Gaps under ESSA requirements, the performing, and high focus) contribute to the domain rating.* *†† See "Chapter 10—Identification of Schools for Improvement" for the inclusion of these student groups in TSI and ATS identification.*
	TSI Criteria								
	TSIA1 and/or TSIA2		SAT		ACT		College Prep Course		
	>= ELAR criteria shown below	**or**	>=480 on the Evidence-Based Reading and Writing (ERW)	**or**	Before Feb 15, 2023 >=19 on English **and** >= 23 Composite After Feb 15, 2023 English + Reading Combined score >=40	**or**	Complete and earn credit for ELA college prep course		
	>= Mathematics criteria shown below	**or**	>=530 on Mathematics	**or**	Before Feb 15, 2023 >=19 on Mathematics **and** >=23 Composite After Feb 15, 2023 Mathematics score >=22	**or**	Complete and earn credit for mathematics college prep course		

Table 6.3. TSI Criteria Graduates (continued)

Subject	Assessment Version	Score Requirements for CCMR				
Reading / Language Arts (RLA)	TSIA1	Score ≥ 351 on Reading				
	TSIA2	Score ≥ 945 on the ELAR College Readiness Classification (CRC)	AND		Score ≥ 5 on the essay	
		OR				
		Score < 945 on the ELAR CRC	AND	Score ≥ 5 on the diagnostic	AND	Score ≥ 5 on the essay
	Combination	Score ≥ 945 on the ELAR CRC on the TSIA2	AND		Score ≥ 5 on the TSIA1 essay	
		OR				
		Score < 945 on the ELAR CRC on the TSIA2	AND	Score ≥ 5 on the diagnostic on the TSIA2	AND	Score ≥ 5 on the TSIA1 essay
Mathematics	TSIA1	Score ≥ 350 on Mathematics				
	TSIA2	Score ≥ 950 on the Mathematics CRC				
		OR				
		Score < 950 on the Mathematics CRC	AND		Score = 6 on the diagnostic	

6.4 Graduation Rate

Years of Data: TSDS PEIMS Submission 1 leaver data from 2019–20 through 2024–25; TSDS PEIMS Submission 3 attendance data from 2018–19 through 2023– 24; TSDS PEIMS Submission 1 enrollment data from 2024–25; TxCHSE records as of August 31, 2024.

Student Group Information: Depending on the domain, performance results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, high focus (economically disadvantaged, current and monitored EB students/ELs, students currently served by special education, or highly mobile), highly mobile (foster, homeless, or migrant), and ever EB students/ELs for the EB students/ELs student group in the federal graduation rates.

Use in 2025 Accountability: Graduation Rate is used in determining the Student Achievement and Closing the Gaps outcomes for high schools, K–12s.

Other Information:

- *Cohort Members.* A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in a given 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 stay with their original cohort, whether they are retained or promoted. Students are members of only one cohort.
- *Class vs. Cohort.* The denominator of the graduation rate calculation is defined as the "class." For purposes of these rates, the class is the sum of students from the original cohort who have a final status of "graduated," "received TxCHSE," or "dropped out" as of August 31, 2024, or who have a final status of "continued" as of fall 2024. There are other students who are members of the original cohort but whose final status does not affect the graduation rate calculation. These are:
    - students with a final status that are not considered to be either a graduate, continuer, TxCHSE recipient, or a dropout based on specific leaver codes;
    - students whose final status could not be determined because data errors prevented records from being matched or because final status records were not submitted; and
    - students who are excluded from accountability ratings due to state statutory requirements (see Annual Dropout Rate definition).

  Students in the cohort but not in the class do not affect the graduation rate calculation; they are in neither the numerator nor the denominator.
- *Alternative Education Accountability (AEA) Graduation Rate.* The graduation rate calculation is modified for AEA campuses to give credit for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. See "Chapter 2—Student Achievement Domain" and "Chapter 4—Closing the Gaps Domain" or further information.

Code	**Leaver** Reason Code
Graduated or received an out-of-state high school equivalency certificate	
01	Graduated from a campus in this district or charter
85	Graduated outside Texas before entering Texas public school, entered Texas public school, left again
86	High school equivalency certificate outside Texas
90	Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children
Moved to other educational setting	
24	College, pursue associate or bachelor's degree
60	Home schooling
66	Removed-child protective services
81	Enroll in TX private school
82	Enroll in school outside Texas
87	Enroll in university high school diploma program
Withdrawn by school district	
78	Expelled for offense under TEC §37.007, cannot return
83	Withdrawn by district because not entitled to enrollment
Left school for other reasons	
03	Died
08[+]	Pregnancy
16	Return to home country or emigrate to another country
20*	Medical Injury
88*	Court-ordered to a high school equivalency program, has not earned a Texas Certificate of High School Equivalency
89*	Incarcerated in state jail or federal penitentiary as an adult
98[+]	Other

[+]School leavers with a code 08 or 98 LEAVER-REASON-CODE are counted as dropouts for state and federal accountability purposes.

*School leavers with a code 20, 88 or 89 LEAVER-REASON-CODE are counted as dropouts for federal accountability purposes.

These designations are provided for informational purposes only. They are not the final or comprehensive description of the definitions used for dropout and completion processing. For more information, please see the latest Secondary School Completion and Dropouts in Texas Public Schools.

Table 6.4.1.1 Graduation Rate (with exclusions[1])

Component	Methodology	Student Groups Evaluated	Use in Accountability
Four-Year Longitudinal Graduation Rate	Number of students in the 2024 cohort (students who first attended 9th grade in 2020–21 or who entered the Texas public school system on grade in 2021–22, 2022–23, or 2023–24) who received a high school diploma by August 31, 2024 *(from TSDS PEIMS 40110 and 40203)* **---divided by---** Number of students in the Class of 2024 *(from TSDS PEIMS 40100, 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)*	All students	Student Achievement (high schools, K– 12s)
Five-Year Extended Longitudinal Graduation Rate	Number of students in the 2023 cohort (students who first attended 9th grade in 2019–20 or who entered the Texas public school system on grade in 2020–21, 2021–22, or 2022–23) who received a high school diploma by August 31, 2024 *(from TSDS PEIMS 40110 and 40203)* **---divided by---** Number of students in the Class of 2023 *(from TSDS PEIMS 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)*	All students	Student Achievement (high schools, K– 12s)
Six-Year Extended Longitudinal Graduation Rate	Number of students in the 2022 cohort (students who first attended 9th grade in 2018–19 or who entered the Texas public school system on grade in 2019–20, 2020–21, or 2021–22) who received a high school diploma by August 31, 2024 *(from TSDS PEIMS 40100, 40110, and 40203)* **---divided by---** Number of students in the Class of 2022 *(from TSDS PEIMS 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)*	All students	Student Achievement (high schools, K– 12s)

[1] State statute specifies certain exclusions that TEA must make when calculating dropout and graduation rates for state accountability. See Other Information under "6.4.3. Annual Dropout Rate" for a detailed list of exclusions.

Table 6.4.1.2 Graduation/Completion Rate (with exclusions[1]) for AEA Campuses

Component	Methodology	Student Groups Evaluated	Use in Accountability
Four-Year Longitudinal Graduation Rate	Number of students in the 2024 cohort (students who first attended 9th grade in 2020–21 or who entered the Texas public school system on grade in 2021–22, 2022–23, or 2023–24) who: received a high school diploma by August 31, 2024 + continuing students + TxCHSE recipients + previous dropouts who complete in the class (*from TSDS PEIMS 40110, 40203, and TxCHSE*) **---divided by---** Number of students in the Class of 2024, defined as: (Graduates + Continuers + TxCHSE recipients + Dropouts [- Previous dropouts who returned]) *(from TSDS PEIMS 40100, 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)*	All students	Student Achievement (high schools, K–12s)
Five-Year Extended Longitudinal Graduation Rate	Number of students in the 2023 cohort (students who first attended 9th grade in 2019–20 or who entered the Texas public school system on grade in 2020–21, 2021–22, or 2022–23) who: received a high school diploma by August 31, 2024 + continuing students + TxCHSE recipients + previous dropouts who complete in the class *(from TSDS PEIMS 40110, 40203, and TxCHSE)* **---divided by---** Number of students in the Class of 2023, defined as: (Graduates + Continuers + TxCHSE recipients + Dropouts [- Previous dropouts who returned]) *(from TSDS PEIMS 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)*	All students	Student Achievement (high schools, K–12s)
Six-Year Extended Longitudinal Graduation Rate	Number of students in the 2022 cohort (students who first attended 9th grade in 2018–19 or who entered the Texas public school system on grade in 2019–20, 2020–21, or 2021–22) who: received a high school diploma by August 31, 2024 + continuing students + TxCHSE recipients + previous dropouts who complete in the class *(from TSDS PEIMS 40100, 40110, 40203, and TxCHSE)* **---divided by---** Number of students in the Class of 2022, defined as: (Graduates + Continuers + TxCHSE recipients + Dropouts [- Previous dropouts who returned]) *(from TSDS PEIMS 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)*	All students	Student Achievement (high schools, K–12s)

[1] State statute specifies certain exclusions that TEA must make when calculating dropout and graduation rates for state accountability. See Other Information under "6.4.3. Annual Dropout Rate" for a detailed list of exclusions.

Table 6.4.2. Federal Graduation Rate (without exclusions[1])

Component	Methodology	Student Groups Evaluated/Reported	Use in Accountability
Four-Year Federal Graduation Rate (without exclusions[1])	Number of students in 2024 cohort (students who first attended 9th grade in 2020–21 or who entered the Texas public school system on grade in 2021–22, 2022–23, or 2023–24) who received a high school diploma by August 31, 2024 *(from TSDS PEIMS 40110 and 40203)* **---divided by---** Number of students in the Class of 2024 *(from TSDS PEIMS 40100, 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)*	Evaluated for Closing the Gaps† • All students • Two lowest performing racial/ethnic groups from the prior year • High focus Reported • All seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races†† • Economically Disadvantaged†† • Non- Economically Disadvantaged • Current EB/EL • EB/EL (Ever EB students/ELs)[2]†† • Current special education†† • Former special education†† • Continuously enrolled†† (and non-) • Highly mobile • Foster care • Homeless • Migrant	Closing the Gaps *†While each of the student groups listed are evaluated within Closing the Gaps under ESSA requirements, the outcomes from four groups (all students, two lowest performing, and high focus) contribute to the domain rating.* *†† See "Chapter 10—Identification of Schools for Improvement" for the inclusion of these student groups in TSI and ATS identification.* Exit Criteria for Comprehensive Support and Improvement

Component	Methodology	Student Groups Evaluated/Reported	Use in Accountability
Six-Year Federal Graduation Rate (without exclusions[1])	Number of students in 2022 cohort (students who first attended 9th grade in 2018–19 or who transferred into Texas public schools on grade in 2019–20, 2020–21, or 2021–22) who received a high school diploma by August 31, 2024 *(from TSDS PEIMS 40110 and 40203)* **---divided by---** Number of students in the Class of 2022 *(from TSDS PEIMS 40100, 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)*	Evaluated for Closing the Gaps† • All students • Two lowest performing racial/ethnic groups from the prior year (2022-23, using 2024 methodology) • High focus Reported • All seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races†† • Economically Disadvantaged†† • Non- Economically Disadvantaged • Current EB/EL • EB/EL (Ever EB students/ELs)[2]†† • Current special education†† • Former special education†† • Continuously enrolled†† (and non-) • Highly mobile • Foster care • Homeless • Migrant	Closing the Gaps *†While each of the student groups listed are evaluated within Closing the Gaps under ESSA requirements, the outcomes from four groups (all students, two lowest performing, and high focus) contribute to the domain rating.* *†† See "Chapter 10— Identification of Schools for Improvement" for the inclusion of these student groups in TSI and ATS identification.* Comprehensive Support and Improvement Identification Exit Criteria for Comprehensive Support and Improvement

[1]State statute specifies certain exclusions that TEA must make when calculating dropout and graduation rates for state accountability. See Other Information under "6.4.3. Annual Dropout Rate" for a detailed list of exclusions.

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

6.4.3 Annual Dropout Rate

Year of Data: 2023–24

Student Group Information: All students only

Use in 2025 Accountability: Annual Dropout Rate is used in Student Achievement domain calculations for non-AEA and AEA high schools and K–12s in cases where the campus has grade 9, 10, 11, or 12 but does not have a longitudinal graduation rate.

Other Information:

- *School-Start Window.* This is the period between the first day of school and the last Friday in September. The end of the school-start window is the day that students served in the prior year must return to school to not be considered leavers.
- *Cumulative Denominator.* A cumulative count of students is used in the denominator with all annual dropout rate calculations. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student ever reported in attendance at the campus or district throughout the school year, regardless of length of stay.
- *Campus of Accountability*. Leavers are assigned to the campuses they were attending when they left the Texas public school system. A student served at a Disciplinary Alternative Education Program (DAEP) and/or a Juvenile Justice Alternative Education Program (JJAEP) is assigned to a "campus of accountability" based on the campus he or she last attended when one can be identified. Campus of accountability may be reported by the district or may be determined by the agency based on TSDS PEIMS attendance records reported for the prior year. A detailed table showing assignment in specific situations may be found in the TWEDS—Complex Type Details.
- *Summer Dropouts.* Summer dropouts are attributed to the school year just completed, based on the last campus the student attended the previous school year.
- *Dropout Recovery Schools.* The annual dropout rate will be used on a safeguard basis only for campuses designated as dropout recovery schools (DRS). For more information, please see “Chapter 2—Student Achievement Domain.”
- *Exclusions to the National Center for Education Statistics (NCES) Dropout Definition.* The definition of dropout that is used for state accountability differs slightly from the NCES definition of dropout that is required for federal accountability. For state accountability in 2025, the 2023–24 dropouts reported during the fall 2024 TSDS PEIMS data submission are processed using the NCES dropout definition with adjustments to exclude the following from being counted as dropouts:
    - Under Texas Education Code (TEC) §39.053(g-1), a student who meets one or more of the following criteria is excluded from campus and district graduation and dropout rate calculations used for state accountability purposes:
        - A student who is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
        - A student previously reported to the state as a dropout (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

    - A student in attendance but who is not in membership for purposes of average daily attendance (i.e., students for whom districts are not receiving state Foundation School Program [FSP] funds)
    - A student whose initial enrollment in a school in the United States in grades 7 through 12 was as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
    - (Also under TEC §39.053[g-3]) a student who is in a district exclusively as a function of having been detained at a county detention facility but is otherwise not a student of the district, or a student who is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
    - A student who is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
    - A student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
  - Under TEC §39.053 (g-2), a student who: (a) is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; (b) has not completed his or her individualized education program (IEP); and (c) is enrolled and receiving IEP services will be excluded from campus and district longitudinal rate calculations for state accountability purposes.
  - Under TEC §39.053 (g-4), a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program is excluded from campus and district annual dropout and longitudinal rate calculations (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses).
  - Under TEC §39.055, a student in a Texas Juvenile Justice Department facility (e.g., county- or state-operated juvenile justice facility) or residential treatment facility served by a Texas public school district is excluded from campus and district rate calculations for state and federal accountability purposes.

Table 6.4.3 Annual Dropout Rate

Component	Methodology	Student Groups Evaluated	Use in Accountability
Annual Dropout Rate	Number of grade 9–12 dropouts in 2023–24 (*from TSDS PEIMS 40203*) **---divided by---** Number of grade 9–12 students who were in attendance at any time during the 2023–24 school year *(from TSDS PEIMS 40110, 42400, 42500)*	All students	Student Achievement (high schools, K– 12s)

Please see Annual Dropout Rate—Conversion and Alternative Education Accountability Modifications in "Chapter 2 – Student Achievement Domain" for more information.

6.5.A Academic Growth

Years of Data: 2023–24 and 2024–25

Source of Data: CAF

Student Group Information: Depending on the domain, performance results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, high focus (economically disadvantaged, current and monitored EB students/ELs, students currently served by special education, or highly mobile), highly mobile (foster, homeless, or migrant).

Use in 2025 Accountability: Academic Growth is used in determining the School Progress, Part A: Academic Growth and Closing the Gaps domain ratings.

Other Information:

- The School Progress, Part A: Academic Growth domain provides an opportunity for campuses to receive credit for STAAR results in RLA and mathematics that show annual growth and if applicable demonstrate accelerated learning
- For STAAR English I and English II EOCs, growth is measured if the student has taken the assessments for the first time within the same accountability cycle

Table 6.5.A Academic Growth

Component	Methodology	Student Groups Evaluated	Use in Accountability
Academic Growth	Points earned for STAAR assessments in reading/language arts (RLA) and mathematics that either grow (or remain at or above the High Did Not Meet/Level I performance level) or Did Not Meet Grade Level in the prior year and are accelerated to Approaches Grade Level/Level II or above in the current year *(from CAF)* **---divided by---** Number of STAAR assessments in reading/language arts (RLA) and mathematics eligible for Annual Growth data or Accelerated Learning data *(from CAF)*	All students	School Progress, Part A

Component	Methodology	Student Groups Evaluated/Reported	Use in Accountability
Academic Growth	Points earned for STAAR assessments in reading/language arts (RLA) and mathematics that either grow (or remain at or above the High Did Not Meet/Level I performance level) or Did Not Meet Grade Level in the prior year and are accelerated to Approaches Grade Level/Level II or above in the current year *(from CAF)* **---divided by---** Number of STAAR assessments in reading/language arts (RLA and mathematics eligible for Annual Growth data or Accelerated Learning data *(from CAF)*	Evaluated for Closing the Gaps† • All students • Two lowest performing racial/ethnic groups from the prior year • High focus Reported • All seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races†† • Economically Disadvantaged†† • Non-Economically Disadvantaged • Current EB/EL • Current and monitored EB/EL†† • Current special education†† • Former special education†† • Continuously enrolled†† (and non-) • Highly mobile • Foster care • Homeless • Migrant	Closing the Gaps *†While each of the student groups listed are evaluated within Closing the Gaps under ESSA requirements, the outcomes from four groups (all students, two lowest performing, and high focus) contribute to the domain rating.* *†† See "Chapter 10—Identification of Schools for Improvement" for the inclusion of these student groups in TSI and ATS identification.*

6.5.B.1 Relative Performance

School Progress, Part B: Relative Performance measures the achievement of all students relative to campuses with similar economically disadvantaged percentages. See STAAR Component (6.1), CCMR Component (6.2.1), and Economically Disadvantaged (6.6) for more information.

6.5.B.2 EOC Retest Growth (AEA campuses only)

School Progress, Part B: Retest Growth measures the percentage of students who earned Approaches Grade Level or above on an EOC retest during the accountability cycle. To calculate, the numerator consists of STAAR EOC retest assessments at the Approaches Grade Level or above and the denominator includes all EOC retest assessments. The all students group is evaluated if there are 10 or more EOC retest assessments across all subject areas. Small numbers analysis is not used in Retest Growth. See Chapter 3 of the 2025 Accountability Manual for more information.

6.6 Economically Disadvantaged Percentage

Years of Data: 2024–25

Use in 2025 Accountability: The percentage of students identified as economically disadvantaged is used in School Progress, Part B: Relative Performance domain calculations. School Progress, Part B: Relative Performance measures the achievement of all students relative to campuses with similar economically disadvantaged percentages. (Note: for other areas of the accountability system for identifying a student as a member of the Economically Disadvantaged Student Group, the Economically Disadvantaged demographic is sourced from TIDE*).

Other Information:

This percentage is based on the count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance as reported on the TSDS PEIMS Fall Snapshot. A student is reported as economically disadvantaged on the TSDS PEIMS Fall Snapshot using codes 01, 02, or 99:

01: Eligible for Free Meals Under The National School Lunch And Child Nutrition Program

02: Eligible for Reduced-price Meals Under The National School Lunch And Child Nutrition Program

99: Other Economic Disadvantage, Including: a) from a family with an annual income at or below the official federal poverty line, b) eligible for Temporary Assistance to Needy Families (TANF) or other public assistance, c) received a Pell Grant or comparable state program of need-based financial assistance, d) eligible for programs assisted under Title II of the Job Training Partnership Act (JTPA), or e) eligible for benefits under the Food Stamp Act of 1977

*For Student Groups sourced from TIDE: If TIDE demographic data contains empty (null) values, the student information data from the PEIMS Information Update will replace the null values for students already registered in TIDE. The update occurs in March as specified in the *District and Campus Coordinator Resources* Calendar of Events. This does not apply to Current and Former Special Education.

6.7 Academic Achievement

Years of Data: 2024-25

Source of Data: CAF/College Board, ACT Inc.

Student Group Information: Results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, high focus (economically disadvantaged, current and monitored EB students/ELs, students currently served by special education, or highly mobile), highly mobile (foster, homeless, or migrant).

Use in 2025 Accountability: Academic Achievement is evaluated in the Closing the Gaps domain for campuses.

Table 6.7. Academic Achievement

Component	Methodology	Student Groups Evaluated/Reported	Use in Accountability
Academic Achievement	Number of RLA or mathematics assessments at or above the Meets Grade Level standard *(from CAF/College Board & ACT, Inc.)* **---divided by---** Number of Reading/Language Arts (RLA) or mathematics assessments *(from CAF/College Board & ACT, Inc.)*	Evaluated for Closing the Gaps† • All students • Two lowest performing racial/ethnic groups from the prior year • High focus Reported • All seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races†† • Economically Disadvantaged†† • Non-Economically Disadvantaged • Current EB/EL • Current and monitored EB/EL†† • Current special education†† • Former special education†† • Continuously enrolled†† (and non-) • Highly mobile • Foster care • Homeless • Migrant	Closing the Gaps *†While each of the student groups listed are evaluated within Closing the Gaps under ESSA requirements, the outcomes from four groups (all students, two lowest performing, and high focus) contribute to the domain rating.* *†† See "Chapter 10—Identification of Schools for Improvement" for the inclusion of these student groups in TSI and ATS identification.*

6.8 Progress in Achieving English Language Proficiency Component

Years of Data: 2023–24 and 2024–25

Source of Data: TELPAS Assessment File

Student Group Information: Results are reported for 2024–25 current EB students/ELs. TELPAS results are included regardless of years in U. S. schools. Students who are year one in U.S. schools are included in the calculation.

Use in 2025 Accountability: The Progress in Achieving English Language Proficiency component evaluates the TELPAS and TELPAS Alternate results for grades K–12 and is used in calculating the Closing the Gaps domain.

Other Information:

In 2025 accountability, the Progress in Achieving English Language Proficiency component evaluates TELPAS and TELPAS Alternate results compared to the prior year results to determine if the student made progress. For 2025, TELPAS results are evaluated at the domain level. For 2026 and beyond, progress will be evaluated at the composite level.

- A student is considered to have made progress if the student
  - advances, or
  - is scored as Advanced High or Basic Fluency in at least two of the four domains from the prior year (2024) to the current year (2025). The four evaluated domains for Progress in Achieving English Language Proficiency are listening, speaking, reading, and writing.
- Students evaluated in all four domains in both 2024 and 2025, or scored as Advanced High or Basic Fluency in at least two of the four domains in the current year (2025), are evaluated.
- Ratings are not compared across TELPAS and TELPAS Alternate

TELPAS assesses the English language proficiency of K–12 EB students/ELs in four language domains: listening, speaking, reading, and writing. English language proficiency assessments in grades K–12 are federally required to evaluate the progress that EB students/ELs make in becoming proficient in the use of academic English.

Table 6.8. English Language Proficiency Component

Component	Methodology	**Student** Groups Evaluated	**Use in** Accountability
English Language Proficiency	Number of students with a TELPAS or TELPAS Alternate assessment that advance by at least one score in at least two of the four domains from the 2023-24 to 2024-25 or are Advanced High or Basic Fluency in at least two of the four domains in 2025 **---divided by---** Number of students with 2024–25 TELPAS or TELPAS Alternate assessments with Advanced High or Basic Fluency in at least two of the four domains or have scores in all four domains in both 2024 and 2025 *(from TELPAS and TELPAS Alternate Assessment File)*	EB/EL (current only)	Closing the Gaps

6.9 Participation Status

Years of Data: 2024–25

Student Group Information: Results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, high focus (economically disadvantaged, current and monitored EB students/ELs, students currently served by special education, or highly mobile), highly mobile (foster, homeless, or migrant).

Use in 2025 Accountability: Participation status is used in calculating the Closing the Gaps component results for campuses.

Other Information:

The target for Participation Status is 95 percent of students taking a state-administered assessment. Participation measures are based on STAAR, STAAR Alternate 2, accelerated testers' ACT and SAT assessment results, TELPAS and TELPAS Alternate assessment results.

- STAAR Alternate 2 students with No Authentic Academic Response (NAAR) designation are included as participants.
- Students with the medical exception or medically exempt designations are not included in the participation rate calculation. This includes both STAAR and STAAR Alternate 2 students.

See "Chapter 4—Closing the Gaps" for additional information.

Table 6.9. Participation Status

Component	Methodology	Student Groups Evaluated	Use in Accountability
Participation Status *Note: Participation status is calculated separately for* *a) RLA and* *b) Mathematics.*	1) Number of answer documents with a score code of "S," 2) number of STAAR Alternate 2 testers with a score code of "N," 3a) number of "A" or "O" STAAR reading answer documents with a scored TELPAS or TELPAS Alternate assessment reading domain *or* 3b) number of "A" or "O" STAAR mathematics answer documents with a scored TELPAS or TELPAS Alternate assessment reading domain for year 1 in US schools and is an asylee/refugee or SIFE, 4a) number of accelerated testers' ERW SAT or ELA ACT assessments *or* 4b) number of accelerated testers' mathematics SAT or ACT assessments **---divided by---** Number of "scored" (S), "absent" (A), "no authentic academic response" (N), "other" (O) assessments, and accelerated testers *(from CAF/College Board & ACT, Inc, Accelerated Testers Listing)*	Evaluated for Closing the Gaps† • All students • Two-lowest-performing racial/ethnic groups from the prior year • High focus Reported • All seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races†† • Economically Disadvantaged†† • Non-Economically Disadvantaged • Current EB/EL • Current and monitored EB/EL†† • Current special education†† • Former special education†† • Continuously enrolled†† (and non-) • Highly mobile • Foster care • Homeless • Migrant	Closing the Gaps *†While each of the student groups listed are evaluated within Closing the Gaps under ESSA requirements, the outcomes from four groups (all students, two lowest performing, and high focus) contribute to the domain rating.* *†† See "Chapter 10—Identification of Schools for Improvement" for the inclusion of these student groups in TSI and ATS identification.*

Table 6.9.1 Small Numbers Analysis

Small numbers analysis is only applied to the all students group when there are fewer than 10 assessments or graduates/non-graduating 12th graders.

Domain	Component	Years Used
Student Achievement	STAAR Performance	N/A
	Graduation Rate: 4-Year 5-Year 6-Year	Classes of: 2024, 2023 and 2022 2023, 2022 and 2021 2022, 2021 and 2020
	College, Career, and Military Readiness (CCMR)	2024, 2023 and 2022 Annual Graduates
School Progress	Academic Growth	N/A
	Relative Performance	N/A
Closing the Gaps	Academic Achievement	N/A
	Academic Growth Status	N/A
	Graduation Rate: 4-year Federal Graduation Rate	Classes of: 2024, 2023, and 2022
	English Language Proficiency	N/A
	Student Achievement Domain Score: STAAR Component Only	N/A
	CCMR Performance	2024, 2023, and 2022 Annual Graduates/ Non-Graduating 12th Graders

7. Data used in Distinction Designations

Districts and campuses that receive an acceptable rating are eligible to earn distinction designations. For campuses, 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.

Data from the TSDS PEIMS Fall Snapshot is used to establish the comparison group for each campus. See "Chapter 6—Distinction Designations" for detailed information on the methodology used to determine campus comparison groups and evaluate each distinction designation.

7.1 STAAR Data Used in Distinction Designations

Year of Data: 2024–25

Source of Data: CAF

Student Group Information: All students only

Other Information:

- *TAKS, TAAS, TEAMS, TABS Exclusions*. STAAR results for students retaking EOC exams to meet graduation requirements who originally tested under TAKS, TAAS, TEAMS, and/or TABS are excluded from accountability calculations, including distinction designations.

Table 7.1. STAAR Indicators

Year of Data: 2024–25

Indicator	Methodology	Student Groups Evaluated	Use in Distinctions
Accelerated Student Learning in Reading/ Language Arts (RLA)	Percentage of tests taken that earned an Accelerated Learning point in reading/language arts (RLA) *(from CAF)*	All students	AADD: Reading/Language Arts (RLA)
Accelerated Student Learning in Mathematics	Percentage of tests taken that earned an Accelerated Learning point in mathematics *(from CAF)*	All students	AADD: Mathematics
Grade 3 Reading Performance (Masters Grade Level)	Percentage of grade 3 reading tests taken that met the Masters Grade Level standard *(from CAF)*	All students	AADD: Reading/Language Arts (RLA)
Grade 3 Mathematics Performance (Masters Grade Level)	Percentage of grade 3 mathematics tests taken that met the Masters Grade Level standard *(from CAF)*	All students	AADD: Mathematics
Grade 4 Reading Performance (Masters Grade Level)	Percentage of grade 4 reading tests taken in that met the Masters Grade Level standard *(from CAF)*	All students	AADD: Reading/Language Arts (RLA)
Grade 4 Mathematics Performance (Masters Grade Level)	Percentage of grade 4 mathematics tests taken in that met the Masters Grade Level standard *(from CAF)*	All students	AADD: Mathematics
Grade 5 Reading Performance (Masters Grade Level)	Percentage of grade 5 reading tests taken in that met the Masters Grade Level standard *(from CAF)*	All students	AADD: Reading/Language Arts (RLA)
Grade 5 Mathematics Performance (Masters Grade Level)	Percentage of grade 5 mathematics tests taken in that met the Masters Grade Level standard *(from CAF)*	All students	AADD: Mathematics
Grade 5 Science Performance (Masters Grade Level)	Percentage of grade 5 science tests taken that met the Masters Grade Level standard *(from CAF)*	All students	AADD: Science

Indicator	Methodology	Student Groups Evaluated	Use in Distinctions
Grade 6 Reading Performance (Masters Grade Level)	Percentage of grade 6 reading tests taken that met the Masters Grade Level standard *(from CAF)*	All students	AADD: Reading/Language Arts (RLA)
Grade 6 Mathematics Performance (Masters Grade Level)	Percentage of grade 6 mathematics tests taken that met the Masters Grade Level standard *(from CAF)*	All students	AADD: Mathematics
Grade 7 Reading Performance (Masters Grade Level)	Percentage of grade 7 reading tests taken that met the Masters Grade Level standard *(from CAF)*	All students	AADD: Reading/Language Arts (RLA)
Grade 7 Mathematics Performance (Masters Grade Level)	Percentage of grade 7 mathematics tests taken that met the Masters Grade Level standard *(from CAF)*	All students	AADD: Mathematics
Grade 8 Reading Performance (Masters Grade Level)	Percentage of grade 8 reading tests taken in that met the Masters Grade Level standard *(from CAF)*	All students	AADD: Reading/Language Arts (RLA)
Grade 8 Mathematics Performance (Masters Grade Level)	Percentage of grade 8 mathematics tests taken in that met the Masters Grade Level standard *(from CAF)*	All students	AADD: Mathematics
Algebra I by Grade 8 Participation	Percentage of grade 8 students enrolled in fall 2024 who took an EOC Algebra I test in the current school year or a prior school year *(from TSDS PEIMS 40110 and CAF)*	All students	AADD: Mathematics
Algebra I by Grade 8 Performance (Meets Grade Level)	Percentage of grade 8 students enrolled in fall 2024 who took an EOC Algebra I test in the current school year or a prior school year and earned Meets Grade Level or above *(from CAF)*	All students	AADD: Mathematics
Grade 8 Science Performance (Masters Grade Level)	Percentage of grade 8 science tests taken that met the Masters Grade Level standard *(from CAF)*	All students	AADD: Science

Indicator	Methodology	Student Groups Evaluated	Use in Distinctions
Grade 8 Social Studies Performance (Masters Grade Level)	Percentage of grade 8 social studies tests taken that met the Masters Grade Level standard *(from CAF)*	All students	AADD: Social Studies
EOC English I Performance (Masters Grade Level)	Percentage of EOC English I tests taken that met the Masters Grade Level standard *(from CAF)*	All students	AADD: Reading/Language Arts (RLA)
EOC Algebra I Performance (Masters Grade Level)	Percentage of EOC Algebra I tests taken that met the Masters Grade Level standard *(from CAF)*	All students	AADD: Mathematics
EOC Biology Performance (Masters Grade Level)	Percentage of EOC Biology tests taken that met the Masters Grade Level standard *(from CAF)*	All students	AADD: Science
EOC English II Performance (Masters Grade Level)	Percentage of EOC English II tests taken that met the Masters Grade Level standard *(from CAF)*	All students	AADD: Reading/Language Arts (RLA)
EOC U.S. History Performance (Masters Grade Level)	Percentage of EOC U.S. History tests taken that met the Masters Grade Level standard *(from CAF)*	All students	AADD: Social Studies
SAT/ACT Results for Accelerated Testers (Masters Grade Level)	Percentage of SAT/ACT tests taken by accelerated testers in 2024–25 that met the Masters Grade Level standard equivalent score *(from CAF/College Board, ACT Inc.)*	All Students	AADD: Reading/Language Arts (RLA), Mathematics, and Science
Percentage of STAAR Results at Meets Grade Level or Above Standard (All Subjects)	Percentage of STAAR results at Meets Grade Level or Above Standard (All Subjects) *(from CAF)*	All students	AADD: Postsecondary Readiness
Percentage of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics	Percentage of Grade 3–8 results at Meets Grade Level or Above in both Reading and Mathematics *(from CAF)*	All students	AADD: Postsecondary Readiness

7.2 Graduation Plan Rate

For 2025 distinction designations, this indicator uses the rate comprised of students who graduate with Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA), or Texas First Early High School Completion Program with a Distinguished Level of Achievement (Texas-First-DLA). Beginning with the Class of 2018, all students are required to select the FHSP. Until then, students may have earned an FHSP, Minimum High School Plan (MHSP), RHSP, or DAP diploma. During this transition period, this approach addresses the varying degrees to which FHSP graduation plans have been implemented across districts. (This continues to be relevant in 2025.)

Year of Data: Class of 2024

Student Group Information: All students only

Use in 2025 Distinction Designations: The four-year longitudinal RHSP/DAP/FHSP-E/FHSP-DLA/Texas-First-DLA rate for all students is used to determine the distinction designation for postsecondary readiness.

Other Information:

- *Graduation Types.* RHSP graduates are students with type codes of 19, 22, 25, 28, or 31; DAP graduates are students with type codes of 20, 23, 26, 29, 32; FHSP graduates are students with type codes 34, 35, 54, 55, 56, or 57; Texas-First graduates are students with type code 40. See the Texas Education Data Standards for more information.

Table 7.2. Graduation Plan Rate

Indicator	Methodology	Student Groups Evaluated	Use in Distinctions
Four-Year Longitudinal RHSP or DAP or FHSP-E, FHSP-DLA or Texas-First-DLA Rate	Number of graduates in the Class of 2024 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA or Texas-First-DLA *(from TSDS PEIMS 40203)* **---divided by---** Number of graduates in the Class of 2024 with reported graduation plans (*from TSDS PEIMS 40203*)	All students	AADD: Postsecondary Readiness

7.3 Texas Success Initiative (TSI) Criteria Graduates

Year of Data: 2023–24

Student Group Information: All students only

Other Information:

- *TSIA.* This measure includes the performance for the Class of 2024. The results include TSIA1 and TSIA2 assessments through October 2024.
- *SAT and ACT.* This measure includes the performance for the Class of 2024. If a student takes an ACT or SAT test more than once, the best score, by subject, is used.
- *College Prep Course.* This measure includes performance for the Class of 2024. Graduates must have completed and received credit for a college prep course, as defined in TEC §28.014, in ELA and/or mathematics.
- *Matching ID.* Students are included only once. The numerator consists of students matched across the multiple assessments using their unique IDs.

Table 7.3. Texas Success Initiative (TSI) Criteria Graduates

Indicator	Methodology							Student Groups Evaluated	Use in Distinctions
TSI Criteria Graduate	Number of graduates meeting the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(from TSDS PEIMS 43415, THECB, College Board, and ACT)* **---divided by---** Number of 2023–24 annual graduates *(from TSDS PEIMS 40203)*							All students	AADD: Postsecondary Readiness
	TSI Criteria								
	TSIA1 and/or TSIA2		SAT		ACT		College Prep Course		
	>= ELAR criteria shown below	**or**	>=480 on the Evidence-Based Reading and Writing (ERW)	**or**	Before Feb 15, 2023 >=19 on English **and** >= 23 Composite After Feb 15, 2023 English + Reading Combined score >=40	**or**	Complete and earn credit for ELA college prep course		
	>= Mathematics criteria shown below	**or**	>=530 on Mathematics	**or**	Before Feb 15, 2023 >=19 on Mathematics **and** >=23 Composite After Feb 15, 2023 Mathematics score >=22	**or**	Complete and earn credit for mathematics college prep course		

Table 7.3. Texas Success Initiative (TSI) Criteria Graduates (continued)

Subject	Assessment Version	Score Requirements for CCMR				
Reading / Language Arts (RLA)	TSIA1	Score ≥ 351 on Reading				
	TSIA2	Score ≥ 945 on the ELAR College Readiness Classification (CRC)	AND		Score ≥ 5 on the essay	
		OR				
		Score < 945 on the ELAR CRC	AND	Score ≥ 5 on the diagnostic	AND	Score ≥ 5 on the essay
	Combination	Score ≥ 945 on the ELAR CRC on the TSIA2	AND		Score ≥ 5 on the TSIA1 essay	
		OR				
		Score < 945 on the ELAR CRC on the TSIA2	AND	Score ≥ 5 on the diagnostic on the TSIA2	AND	Score ≥ 5 on the TSIA1 essay
Mathematics	TSIA1	Score ≥ 350 on Mathematics				
	TSIA2	Score ≥ 950 on the Mathematics CRC				
		OR				
		Score < 950 on the Mathematics CRC	AND		Score = 6 on the diagnostic	

7.4 College, Career, and Military Ready Graduates

Sources and Years of Data:

TSDS PEIMS data used for accountability indicators	Data Reported for
4-year Longitudinal Graduation Rate	Class of 2024
5-year Longitudinal Graduation Rate	Class of 2023
6-year Longitudinal Graduation Rate	Class of 2022
Annual Dropout Rate	2023–24 school year
Graduate with Completed IEP and Workforce Readiness	
Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student	
Earn an Industry-Based Certification plus 1 course in aligned program of study	Earned during 2023–24, 2022–23, 2021–22, and 2020–2021 school years
Complete College Prep Course	
Dual Credit Course Completion	
Earn an Associate Degree	

Sources and Years of Data:

Other data used for College, Career, and Military Readiness	Data reported for
ACT college admissions test	Tests as of July 2024 administration (2023–24, 2022–23, 2021–22, and 2020–21 school years)
AP examination	Tests as of June 2024 administration (2023–24, 2022–23, 2021–22, and 2020–21 school years)
IB examination	Tests as of May 2024 administration* (2023–24, 2022–23, 2021–22, and 2020–21 school years)
TSIA1 and/or TSIA2 assessment	Tests from June 2014 to October 2024 administration
SAT college admissions test	Tests as of June 2024 administration (2023–24, 2022–23, 2021–22, and 2020–21 school years)
OnRamps dual enrollment course completion	Courses completed during the 2023–24, 2022–23, 2021–22, and 2020–21 school years
Level I and level II certificates	Certificates earned during the 2023–24, 2022–23, 2021–22, and 2020–21 school years
Military Enlistment	Department of Defense (DoD) Form 4 Submissions from LEAs for military enlistment as of December 31, 2024.

*For the 2022-23 school year, IB awarded grades returned to using all components, coursework, and examinations as they did pre-pandemic.

Student Group Information: All students only

Other Information: The CCMR component of the Student Achievement domain is used to evaluate districts and campuses for the Postsecondary Readiness distinction designation. See “Chapter 2—Student Achievement Domain” for additional information.

Table 7.4. College, Career, and Military Ready Graduates

Indicator	Methodology	Student Groups Evaluated	Use in Distinctions
College, Career, and Military Ready Graduates	**Number of 2023–24 annual graduates who** 1) meet the college-ready criteria on the TSI assessment, SAT, ACT, and/or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(from TSDS PEIMS 43415, THECB, College Board, and ACT)* **or** 2) meet the criteria of 3 or higher on AP or 4 or higher on IB examinations in any subject *(from College Board or IB)* **or** 3) complete and earn credit for three hours of dual-course credits in ELA or mathematics or nine hours in any subject *(from TSDS PEIMS 43415)* **or** 4) enlist in the U.S. Armed Forces *(from DD Form 4)* **or** 5) earn an approved industry-based certification plus 1 course in aligned program of study *(from TSDS PEIMS 48011)* **or** 6) earn an associate degree while in high school *(from TSDS PEIMS 40100)* **or** 7) graduate with completed IEP and workforce readiness *(from TSDS PEIMS 40203)* **or** 8) complete an OnRamps dual enrollment course and qualify for at least three hours of university or college credit in any subject area *(from OnRamps program)* **or** 9) graduate under an advanced diploma plan and be identified as a current special education student *(from TSDS PEIMS 40203 and 40110)* **or** 10) earn a Level I or Level II certificate *(from THECB)* **---divided by---** **Number of 2023–24 annual graduates** *(from TSDS PEIMS 40203)*	All students	AADD: Postsecondary Readiness

7.5 AP/IB Participation and Performance

Year of Data: 2023–24

Student Group Information: All students only

Use in Distinction Designations: AP/IB performance and participation in the following examinations are used in determining the following distinction designations:

Distinction Designation	AP Examination	IB Examination
Academic Achievement in Reading/Language Arts (RLA)	• English Language and Composition • English Literature and Composition	• English A: Literature • English A: Language and Literature
Academic Achievement in Mathematics	• Calculus AB • Calculus BC • Computer Science A • Computer Science Principles • Statistics	• Mathematics: Applications and Interpretation • Mathematics: Analysis and Approaches
Academic Achievement in Science	• Biology • Chemistry • Physics 1 • Physics 2 • Physics C: Mechanics • Physics C: Electricity and Magnetism • Environment Science	• Biology • Chemistry • Computer Science • Physics • Environmental Systems and Societies • Design Technology • Astronomy

7.5. AP/IB Participation and Performance (continued)

Distinction Designation	AP Examination	IB Examination
Academic Achievement in Social Studies	• United States History • European History • World History • United States Government and Politics • Comparative Government and Politics • Human Geography • Microeconomics • Macroeconomics • Psychology	• History • History Americas • History Europe • World Religions • Geography • Economics • Philosophy • Psychology • Business and Management • Information Technology in a Global Society • Social and Cultural Anthropology
Postsecondary Readiness	Performance on all AP and IB subject assessments is included.	

Other Information: Criterion score is 3 or higher for AP and 4 or higher for IB.

Table 7.5. AP/IB Participation and Performance

Year of Data: 2023–24

Indicator	Methodology	Student Groups Evaluated	Use in Distinctions
AP/IB Examination Participation: ELA	Number of 11th and 12th graders taking at least one AP or IB exam in ELA *(from College Board or IB)* **---divided by---** Total students enrolled in 11th and 12th grades *(from TSDS PEIMS 40110)*	All students	AADD: Reading/Language Arts (RLA)
AP/IB Examination Participation: Mathematics	Number of 11th and 12th graders taking at least one AP or IB exam in mathematics *(from College Board or IB)* **---divided by---** Total students enrolled in 11th and 12th grades *(from TSDS PEIMS 40110)*	All students	AADD: Mathematics
AP/IB Examination Participation: Science	Number of 11th and 12th graders taking at least one AP or IB exam in science *(from College Board or IB)* **---divided by---** Total students enrolled in 11th and 12th grades *(from TSDS PEIMS 40110)*	All students	AADD: Science
AP/IB Examination Participation: Social Studies	Number of 11th and 12th graders taking at least one AP or IB exam in social studies *(from College Board or IB)* **---divided by---** Total students enrolled in 11th and 12th grades *(from TSDS PEIMS 40110)*	All students	AADD: Social Studies
AP/IB Examination Participation: Any Subject	Number of 11th and 12th graders taking at least one AP or IB exam in any subject *(from College Board or IB)* **---divided by---** Total students enrolled in 11th and 12th grades *(from TSDS PEIMS 40110)*	All students	Postsecondary Readiness

Indicator	Methodology	Student Groups Evaluated	Use in Distinctions
AP/IB Examination Results (Examinees >= Criterion): ELA	Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in ELA *(from College Board or IB)* **---divided by---** Number of 11th and 12th graders taking at least one AP or IB exam in ELA *(from College Board or IB)*	All students	AADD: Reading/Language Arts (RLA)
AP/IB Examination Results (Examinees >= Criterion): Mathematics	Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in mathematics *(from College Board or IB)* **---divided by---** Number of 11th and 12th graders taking at least one AP or IB exam in mathematics *(from College Board or IB)*	All students	AADD: Mathematics
AP/IB Examination Results (Examinees >= Criterion): Science	Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in science *(from College Board or IB)* **---divided by---** Number of 11th and 12th graders taking at least one AP or IB exam in science *(from College Board or IB)*	All students	AADD: Science
AP/IB Examination Results (Examinees >= Criterion): Social Studies	Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in social studies *(from College Board or IB)* **---divided by---** Number of 11th and 12th graders taking at least one AP or IB exam in social studies *(from College Board or IB)*	All students	AADD: Social Studies
AP/IB Examination Results (Examinees >= Criterion): Any Subject	Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in any subject *(from College Board or IB)* **---divided by---** Number of 11th and 12th graders taking at least one AP or IB exam in any subject *(from College Board or IB)*	All students	AADD: Postsecondary Readiness

7.6 SAT/ACT Results

Year of Data: 2023–24 graduates

Student Group Information: All students only

Use in 2025 Distinction Designations: SAT and ACT results are used in determining distinction designations for academic achievement in Reading/Language Arts, mathematics, science, and postsecondary readiness.

Other Information: See Table 7.3 for details regarding TSI criterion score.

Table 7.6. SAT/ACT Participation and Performance

Indicator	Methodology	Student Groups Evaluated	Use in Distinctions
SAT/ACT Participation	Number of graduating examinees taking either the SAT or ACT (*from College Board and ACT*) **---divided by---** Number of total graduates (*from TSDS PEIMS 40203*)	All students	AADD: Reading/Language Arts (RLA) Mathematics Postsecondary Readiness
SAT/ACT Performance	Number of graduating examinees at or above the TSI criterion score on the SAT or ACT *(from College Board and ACT)* **---divided by---** Number of graduating examinees taking either the SAT or ACT *(from College Board and ACT)*	All students	AADD: Postsecondary Readiness
Average SAT Score: Reading and Writing	Sum of scores in evidence-based reading and writing of all graduates who took the SAT *(from College Board)* **---divided by---** Number of graduating examinees taking the SAT *(from College Board)*	All students	AADD: Reading/Language Arts (RLA)

Indicator	Methodology	Student Groups Evaluated	Use in Distinctions
Average SAT Score: Mathematics	Sum of scores in mathematics of all graduates who took the SAT (*from College Board*) **---divided by---** Number of graduating examinees taking the SAT *(from College Board)*	All students	AADD: Mathematics
Average ACT Score: ELA	Sum of average scores in English and reading of all graduates who took the ACT *(from ACT)* **---divided by---** Number of graduating examinees taking the ACT *(from ACT)*	All students	AADD: Reading/Language Arts (RLA)
Average ACT Score: Mathematics	Sum of scores in mathematics of all graduates who took the ACT (*from ACT*) **---divided by---** Number of graduating examinees taking the ACT *(from ACT)*	All students	AADD: Mathematics
Average ACT Score: Science	Sum of scores in science of all graduates who took the ACT (*from ACT*) **---divided by---** Number of graduating examinees taking the ACT *(from ACT)*	All students	AADD: Science

7.7 Advanced/Dual-Credit Course Completion

Year of Data: 2023–24

Student Group Information: All students only

Use in 2025 Distinction Designations: This indicator is used in determining the distinction designations for academic achievement in Reading/Language Arts (RLA), mathematics, science, social studies, and postsecondary readiness.

Other Information:

- *Advanced/Dual-Credit Course Completion by Subject.* Advanced/dual-credit course completion percentages are calculated and available by subject for ELA, mathematics, science, and social studies.
- *Advanced Course List.* A list of courses designated as advanced is published each year in the *TAPR Comprehensive Glossary*. The most current list can be accessed online at https://rptsvr1.tea.texas.gov/perfreport/tapr/2024/glossary.pdf.

Table 7.7. Advanced/Dual-Credit Course Completion

Year of Data: 2023–24

Indicator	Methodology	Student Groups Evaluated	Use in Distinctions
Advanced/Dual-Credit Course Completion Rate: ELA	Number of students in grades 9–12 who received credit for at least one advanced/dual-credit course in ELA *(from TSDS PEIMS 43415)* **---divided by---** Number of students in grades 9–12 who completed at least one credit course in ELA *(from TSDS PEIMS 43415)*	All students	AADD: Reading/Language Arts (RLA)
Advanced/Dual-Credit Course Completion Rate: Mathematics	Number of students in grades 9–12 who received credit for at least one advanced/dual-credit course in mathematics *(from TSDS PEIMS 43415)* **---divided by---** Number of students in grades 9–12 who completed at least one credit course in mathematics *(from TSDS PEIMS 43415)*	All students	AADD: Mathematics

Indicator	Methodology	Student Groups Evaluated	Use in Distinctions
Advanced/Dual-Credit Course Completion Rate: Science	Number of students in grades 9–12 who received credit for at least one advanced/dual-credit course in science *(from TSDS PEIMS 43415)* **---divided by---** Number of students in grades 9–12 who completed at least one credit course in science *(from TSDS PEIMS 43415)*	All students	AADD: Science
Advanced/Dual-Credit Course Completion Rate: Social Studies	Number of students in grades 9–12 who received credit for at least one advanced/dual-credit course in social studies *(from TSDS PEIMS 43415)* **---divided by---** Number of students in grades 9–12 who completed at least one credit course in social studies *(from TSDS PEIMS 43415)*	All students	AADD: Social Studies

7.8 Attendance Rate

Year of Data: 2023–24

Student Group Information: All students only

Use in 2025 Distinction Designations: Attendance rate is used in determining distinction designations for academic achievement in Reading/Language Arts (RLA), mathematics, science, and social studies.

Indicator	Methodology	Student Groups Evaluated	Use in Distinctions
Attendance Rate	Total number of days students in grade 1–12 are present during the 2023–24 school year *(from TSDS PEIMS 42400)* **---divided by---** Total number of days students in grade 1–12 are in membership during the 2023–24 school year *(from TSDS PEIMS 42400)*	All students	AADD: Reading/Language Arts (RLA) Mathematics Science Social Studies

Appendix I – Scaling Resources

A–F Cut Points Tables

Table 1: Student Achievement Domain: STAAR and CCMR Components

Student Achievement Domain: STAAR and CCMR Component Score Cut Points						
	STAAR				CCMR	
Rating	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 2: Student Achievement Domain: Graduation Rate Component

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

Table 3: School Progress, Part A Domain

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

Table 4: Closing the Gaps Domain

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

Raw to Scaled Score Conversion Tables

Table 5: Student Achievement: STAAR Component Score

	STAAR Component Scaled Score			
STAAR Component Score	**Elementary**	**Middle**	**HS/K–12**	**AEA**
100	100	100	100	100
99	100	100	100	100
98	100	100	100	100
97	99	99	99	100
96	99	99	99	99
95	99	99	99	99
94	99	99	99	99
93	98	98	98	99
92	98	98	98	99
91	98	98	98	99
90	98	98	98	98
89	97	97	97	98
88	97	97	97	98
87	97	97	97	98
86	97	97	97	98
85	96	96	96	98
84	96	96	96	97
83	96	96	96	97
82	96	96	96	97
81	95	95	95	97
80	95	95	95	97
79	95	95	95	97
78	95	95	95	96
77	94	94	94	96
76	94	94	94	96
75	94	94	94	96
74	94	94	94	96
73	93	93	93	96
72	93	93	93	95
71	93	93	93	95
70	93	93	93	95
69	92	92	92	95
68	92	92	92	95
67	92	92	92	95
66	92	92	92	94
65	91	91	91	94
64	91	91	91	94
63	91	91	91	94

Table 5: Academic Achievement: STAAR Component Score (continued)

	STAAR Component Scaled Score			
STAAR Component Score	**Elementary**	**Middle**	**HS/K–12**	**AEA**
62	91	91	91	94
61	90	90	90	94
60	90	90	90	93
59	89	89	89	93
58	88	88	88	93
57	86	87	86	93
56	85	86	85	93
55	83	85	83	93
54	82	85	82	92
53	80	84	80	92
52	79	83	79	92
51	78	82	78	92
50	77	81	77	92
49	77	80	77	92
48	76	79	76	91
47	75	78	75	91
46	74	77	74	91
45	73	76	73	91
44	72	75	72	91
43	72	75	72	91
42	71	74	71	90
41	70	73	70	90
40	69	72	69	90
39	67	71	67	89
38	65	70	65	88
37	64	69	64	87
36	62	67	62	86
35	60	65	60	85
34	59	64	59	84
33	58	62	58	83
32	57	60	57	82
31	56	59	56	81
30	56	58	56	80
29	55	57	55	79
28	54	56	54	78

Table 5: Academic Achievement: STAAR Component Score (continued)

	STAAR Component Scaled Score			
STAAR Component Score	**Elementary**	**Middle**	**HS/K–12**	**AEA**
27	53	55	53	77
26	52	54	52	76
25	51	53	51	75
24	50	52	50	74
23	50	52	50	73
22	49	51	49	72
21	48	50	48	71
20	47	49	47	70
19	46	48	46	69
18	45	47	45	67
17	45	46	45	65
16	44	45	44	62
15	43	44	43	60
14	42	43	42	59
13	41	42	41	57
12	40	41	40	55
11	39	40	39	53
10	39	39	39	51
9	38	38	38	49
8	37	37	37	47
7	36	37	36	45
6	35	36	35	42
5	34	35	34	40
4	33	34	33	38
3	33	33	33	36
2	32	32	32	34
1	31	31	31	32
0	30	30	30	30

Table 6: Student Achievement: CCMR Component Score

	College, Career, and Military Readiness Component Scaled Score	
CCMR Component Score	**HS/K–12**	**AEA**
100	100	100
99	99	100
98	98	100
97	98	99
96	97	99
95	96	99
94	95	99
93	94	98
92	93	98
91	93	98
90	92	98
89	91	97
88	90	97
87	89	97
86	88	97
85	87	96
84	86	96
83	85	96
82	84	96
81	83	95
80	82	95
79	81	95
78	80	95
77	79	94
76	78	94
75	78	94
74	77	94
73	76	93
72	76	93
71	75	93
70	74	93
69	73	92
68	73	92

Table 6: Academic Achievement: CCMR Component Score (continued)

	College, Career, and Military Readiness Component Scaled Score	
CCMR Component Score	**HS/K–12**	**AEA**
67	72	92
66	71	92
65	71	91
64	70	91
63	69	91
62	68	91
61	68	90
60	67	90
59	66	89
58	65	89
57	65	88
56	64	88
55	63	88
54	62	87
53	62	87
52	61	87
51	60	87
50	59	86
49	58	86
48	58	86
47	57	85
46	57	85
45	56	85
44	56	84
43	55	84
42	54	84
41	54	83
40	53	83
39	53	83
38	52	82
37	51	82
36	51	82
35	50	82
34	50	81

Table 6: Academic Achievement: CCMR Component Score (continued)

	College, Career, and Military Readiness Component Scaled Score	
CCMR Component Score	**HS/K–12**	**AEA**
33	49	81
32	49	81
31	48	80
30	47	80
29	47	79
28	46	78
27	46	77
26	45	77
25	45	76
24	44	75
23	43	74
22	43	73
21	42	72
20	42	72
19	41	71
18	40	70
17	40	69
16	39	67
15	39	65
14	38	64
13	38	62
12	37	60
11	36	59
10	36	56
9	35	54
8	35	51
7	34	48
6	33	46
5	33	43
4	32	41
3	32	38
2	31	35
1	31	33
0	30	30

Table 7: School Progress, Part A: Academic Growth Score

	Academic Growth Scaled Score			
Academic Growth Score	**Elementary**	**Middle**	**HS/K–12**	**AEA**
100+	100	100	100	100
100	100	100	100	100
99	100	100	99	100
98	99	99	99	99
97	99	99	98	99
96	98	98	97	98
95	98	98	97	98
94	97	97	96	97
93	97	97	95	97
92	96	96	95	96
91	96	96	94	96
90	95	95	93	95
89	95	95	93	95
88	94	94	92	94
87	94	94	91	94
86	93	93	91	93
85	93	93	90	93
84	92	92	89	92
83	92	92	88	92
82	91	91	87	91
81	91	91	86	91
80	90	90	85	90
79	89	89	85	89
78	88	88	84	88
77	87	87	83	88
76	86	87	82	87
75	85	86	81	87
74	83	85	80	86
73	82	84	79	86
72	81	83	77	85
71	80	82	75	85
70	79	82	74	84
69	78	81	72	84
68	76	80	70	83
67	75	79	69	83

Table 7: School Progress, Part A: Academic Growth Score (continued)

	Academic Growth Scaled Score			
Academic Growth Score	**Elementary**	**Middle**	**HS/K–12**	**AEA**
66	74	78	67	82
65	73	76	65	82
64	71	75	64	81
63	70	73	62	81
62	69	72	60	80
61	68	70	59	79
60	66	69	59	78
59	65	67	58	77
58	63	65	58	76
57	62	64	57	75
56	60	62	57	75
55	59	60	56	74
54	58	59	56	73
53	58	58	55	72
52	57	58	55	71
51	57	57	54	70
50	56	57	54	69
49	56	56	53	68
48	55	56	53	68
47	55	55	52	67
46	54	55	52	67
45	54	54	51	66
44	53	54	51	65
43	53	53	50	65
42	52	53	50	64
41	52	52	49	64
40	51	51	49	63
39	51	51	49	62
38	50	50	48	62
37	50	50	48	61
36	49	49	47	61
35	48	49	47	60
34	48	48	46	59
33	47	48	46	58

Table 7: School Progress, Part A: Academic Growth Score (continued)

	Academic Growth Scaled Score			
Academic Growth Score	**Elementary**	**Middle**	**HS/K–12**	**AEA**
32	47	47	45	57
31	46	47	45	56
30	46	46	44	56
29	45	46	44	55
28	45	45	43	54
27	44	45	43	53
26	44	44	42	52
25	43	43	42	51
24	43	43	41	50
23	42	42	41	50
22	42	42	40	49
21	41	41	40	48
20	41	41	40	47
19	40	40	39	46
18	39	40	39	45
17	39	39	38	45
16	38	39	38	44
15	38	38	37	43
14	37	38	37	42
13	37	37	36	41
12	36	36	36	40
11	36	36	35	39
10	35	35	35	39
9	35	35	34	38
8	34	34	34	37
7	34	34	33	36
6	33	33	33	35
5	33	33	32	34
4	32	32	32	33
3	32	32	31	33
2	31	31	31	32
1	31	31	30	31
0	30	30	30	30

Table 8: Closing the Gaps Domain Score

	Closing the Gaps Domain Scaled Score			
Closing the Gaps Domain Score	**Elementary**	**Middle**	**HS/K–12**	**AEA**
100	100	100	100	100
99	100	100	100	100
98	99	99	99	100
97	99	99	99	99
96	98	99	98	99
95	98	98	98	99
94	98	98	98	99
93	97	98	97	99
92	97	97	97	99
91	97	97	97	98
90	96	97	96	98
89	96	96	96	98
88	95	96	95	98
87	95	96	95	98
86	95	95	95	98
85	94	95	94	97
84	94	94	94	97
83	93	94	93	97
82	93	94	93	97
81	93	93	93	97
80	92	93	92	96
79	92	93	92	96
78	92	92	92	96
77	91	92	91	96
76	91	92	91	96
75	90	91	90	96
74	90	91	90	95
73	89	91	89	95
72	88	90	88	95
71	88	90	87	95
70	87	89	87	95
69	86	88	86	94
68	86	88	85	94
67	85	87	84	94

Table 8: Closing the Gaps Domain Score (continued)

	Closing the Gaps Domain Scaled Score			
Closing the Gaps Domain Score	**Elementary**	**Middle**	**HS/K–12**	**AEA**
66	84	86	83	94
65	83	85	82	94
64	83	85	82	94
63	82	84	81	93
62	81	83	80	93
61	81	82	79	93
60	80	82	78	93
59	79	81	78	93
58	79	80	77	93
57	78	79	76	92
56	78	79	76	92
55	78	78	75	92
54	77	78	74	92
53	77	77	73	92
52	77	77	73	91
51	76	77	72	91
50	76	76	71	91
49	76	76	71	91
48	75	75	70	91
47	75	75	69	91
46	75	75	68	90
45	74	74	67	90
44	74	74	66	90
43	73	74	65	89
42	73	73	65	88
41	73	73	64	88
40	72	72	63	87
39	72	72	62	86
38	72	72	61	85
37	71	71	60	85
36	71	71	59	84
35	71	70	58	83
34	70	70	57	82
33	70	69	57	82

Table 8: Closing the Gaps Domain Score (continued)

	Closing the Gaps Domain Scaled Score			
Closing the Gaps Domain Score	**Elementary**	**Middle**	**HS/K–12**	**AEA**
32	69	68	56	81
31	69	68	55	80
30	68	67	54	79
29	68	67	53	78
28	67	66	53	77
27	67	66	52	77
26	66	65	51	76
25	66	65	50	75
24	65	64	49	74
23	65	64	49	73
22	65	63	48	72
21	64	63	47	72
20	64	62	46	71
19	63	62	45	70
18	63	61	45	69
17	62	61	44	68
16	62	60	43	67
15	61	59	42	66
14	61	57	41	65
13	60	55	40	64
12	60	53	40	63
11	59	51	39	62
10	56	49	38	61
9	54	47	37	60
8	51	45	36	59
7	48	44	36	55
6	46	42	35	52
5	43	40	34	48
4	41	38	33	45
3	38	36	32	41
2	35	34	32	37
1	33	32	31	34
0	30	30	30	30

Table 9: School Progress, Part B: Relative Performance Lookup Tables

The complete STAAR and CCMR Relative Performance scaling tables by school type can be downloaded. A table of the Relative Performance scaled score cut points ranges is also found in “Chapter 5—Calculating Ratings.”

Table 10: School Progress, Part B: Relative Performance Score for AEA Campuses

	Relative Performance Scaled Score
Relative Performance Score	**AEA**
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
71	93
70	93
69	92
68	92
67	92

Table 10: School Progress, Part B: Relative Performance Score for AEA Campuses (continued)

	Relative Performance Scaled Score
Relative Performance Score	**AEA**
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
42	78
41	77
40	76
39	75
38	73
37	72
36	71
35	70
34	69

Table 10: School Progress, Part B: Relative Performance Score for AEA Campuses (continued)

	Relative Performance Scaled Score
Relative Performance Score	**AEA**
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
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

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.

Formulas Used to Create Scaled Scores	
A	$\text{Round}\left(100 - \frac{10\,(100 - \text{raw})}{100 - A\text{ cut point}}\right)$
B	$\text{Round}\left(89 - \frac{9\,((A\text{ cut point} - 1) - \text{raw})}{(A\text{ cut point} - 1) - B\text{ cut point}}\right)$
C	$\text{Round}\left(79 - \frac{9\,((B\text{ cut point} - 1) - \text{raw})}{(B\text{ cut point} - 1) - C\text{ cut point}}\right)$
D	$\text{Round}\left(69 - \frac{9\,((C\text{ cut point} - 1) - \text{raw})}{(C\text{ cut point} - 1) - D\text{ cut point}}\right)$
F	$\text{Round}\left(59 - \frac{29\,((D\text{ cut point} - 1) - \text{raw})}{(D\text{ cut point} - 1)}\right)$

Example: Converting to a Scaled Score

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

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

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

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

$$\text{Round}\left(89 - \frac{27}{6}\right)$$

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

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

Scaled Score = 85

Appendix J—Industry-Based Certifications

Industry-Based Certifications

The following industry-based certifications (IBCs) lists were valid for 2023-24 and 2024-25 annual graduates.

- The Aligned IBCs to Programs of Study Crosswalk for 2024-2025 list combines the (V2) 2019-22 IBC list and the (V3) 2022-25 IBC list. IBCs that were on the 2019-22 list, but not on the 2022-25 list are subject to a two-year sunsetting period. During this two-year period, LEAs may continue to report IBCs from the 2019-22 list for both accountability and reimbursement. For more information see the following TAA and the Industry-based Certifications webpage.
- IBCs are reviewed on a regular cycle. Sunsetting IBCs are those that no longer meet established criteria. Sunsetting IBCs will be capped at five graduates or 20 percent of graduates, whichever is higher until they are phased out. This cap is applied within Student Achievement and School Progress, Part B: Relative Performance domains.
- Six evaluation criteria established in 19 TAC §74.1003. The six criteria are certification, industry-recognized and valued, attainable by a high school student, portable, certifying entity, and capstone or end-of-program.
- More information on IBCs is available here.

Please see “Chapter 2—Student Achievement Domain” for further information on College, Career, and Military Readiness.

Future Alignment of Industry-Based Certifications, Programs of Study, and Accountability Refresh Cycles

Three critical cycles function within the College, Career, and Military Readiness (CCMR) framework:

- The industry-based certification list undergoes updates every two years.
- The programs of study receive updates every four years.
- The accountability system refresh takes place every five years.

For subsequent cycles, these timelines would be modified to facilitate a more aligned planning and implementation cycle for Local Education Agencies (LEAs) which would include:

- Transition to a five-year cycle for both Industry-Based Certifications (IBCs) and Programs of Study to align with the accountability refresh cycle.
- Phase in the cycles over the next ten years.

A visual of the phase-in plan for future alignment can be found here.

Appendix K—Results Driven Accountability (RDA)

Bilingual Education/English as a Second Language/Emergent Bilingual (BE/ESL/EB)

BE/ESL/EB Domain I: Academic Achievement (Indicators 1-8)

Indicator	Indicator #1 (i-iv)
Indicator Name	BE STAAR 3–8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of emergent bilingual (EB) students served in a standard bilingual education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3–8 assessments.
Data Source	Students reported by LEAs in the PEIMS 40110 Subcategory as an EB enrolled in the LEA in a state-approved BE Language Instruction Program (LangInstruProgramSvc (E3034) = 042, 043, 044, or 045) but not participating in a state-approved Alternative Methods program (LangInstruProgramSvc (E3034) = 046 or 004), and reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
Data Note(s)	1, 2, 10
MSR	Denominator ≥ 30
RI	Yes
SA	No
Year(s) Available	2
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2024
Test Administrations	Spring 2025

$$Calculation = \frac{Number\ of\ BE\ STAAR\ 3-8\ [subject\ (i-iv)]\ passers}{Number\ of\ BE\ STAAR\ 3-8\ [subject\ (i-iv)]\ takers} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
i. Mathematics	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	No PL Assigned
ii. Reading Language Arts	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	No PL Assigned
iii. Science	5, 8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	No PL Assigned
iv. Social Studies	8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	No PL Assigned

Indicator	Indicator #2 (i-iv)
Indicator Name	ESL STAAR 3–8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of emergent bilingual (EB) 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.
Data Source	Students reported by LEAs in the PEIMS 40110 Subcategory as an EB enrolled in the LEA in a state-approved ESL Language Instruction Program (LangInstruProgramSvc (E3034) = 002 or 003) but not participating in a state-approved Alternative Methods program (LangInstruProgramSvc (E3034) = 046 or 004), and reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
Data Note(s)	1, 2, 10
MSR	Denominator ≥ 30
RI	Yes
SA	No
Year(s) Available	2
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2024
Test Administrations	Spring 2025

$$Calculation = \frac{Number\ of\ ESL\ 3-8\ [subject\ (i-iv)]\ passers}{Number\ of\ ESL\ 3-8\ [subject\ (i-iv)]\ takers} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
i. Mathematics	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	**No PL Assigned**
ii. Reading Language Arts	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	**No PL Assigned**
iii. Science	5, 8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	**No PL Assigned**
iv. Social Studies	8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	**No PL Assigned**

Indicator	Indicator #3 (i-iv)
Indicator Name	ALP* STAAR 3–8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of emergent bilingual (EB) students served in an alternative language program (ALP) rather than served in a standard bilingual education (BE) 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.
Data Source	Students reported by LEAs in the PEIMS 40110 Subcategory as enrolled in the LEA as an EB participating in a state-approved ALP Instruction Program (LangInstruProgramSvc (E3034) = 046 or 004), and reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
Data Note(s)	1, 2, 8, 10
MSR	Denominator ≥ 30
RI	Yes
SA	No
Year(s) Available	2
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2024
Test Administrations	Spring 2025

*Alternative Methods, as defined in 19 TAC §89.1203(1), requires a Bilingual Exception and/or English as a Second Language (ESL) Waiver per 19 TAC §89.1207(a).

$$Calculation = \frac{Number\ of\ AM\ STAAR\ 3-8\ [subject\ (i-iv)]\ passers}{Number\ of\ AM\ STAAR\ 3-8\ [subject\ (i-iv)]\ takers} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
i. Mathematics	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	**No PL Assigned**
ii. Reading Language Arts	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	**No PL Assigned**
iii. Science	5, 8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	**No PL Assigned**
iv. Social Studies	8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	**No PL Assigned**

Indicator	Indicator #4 (i-iv)
Indicator Name	EB (Not Served in BE/ESL) STAAR 3–8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of emergent bilingual (EB) students not served in a bilingual education (BE) 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.
Data Source	Students reported by LEAs in the PEIMS 40110 Subcategory as enrolled in the LEA as an EB but not participating in a state-approved bilingual education program (LangInstruProgramSvc (E3034) = 042, 043, 044, or 045), an English as a second language program (LangInstruProgramSvc (E3034) = 002 or 003), or an Alternative Methods program (LangInstruProgramSvc (E3034) = 046 or 004), and also reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
Data Note(s)	2, 6, 10
MSR	Denominator ≥ 30
RI	Yes
SA	No
Year(s) Available	2
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2024
Test Administrations	Spring 2025

$$Calculation = \frac{Number\ of\ EB\ students\ \left(not\ served\ in \frac{BE}{ESL}\right)\ STAAR\ 3-8\ [subject\ (i-iv)]\ passers}{Number\ of\ EB\ students\ \left(not\ served\ in \frac{BE}{ESL}\right)\ STAAR\ 3-8\ [subject\ (i-iv)]\ takers} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
i. Mathematics	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	**No PL Assigned**
ii. Reading Language Arts	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	**No PL Assigned**
iii. Science	5, 8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	**No PL Assigned**
iv. Social Studies	8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	**No PL Assigned**

Indicator	Indicator #5 (i-iv)
Indicator Name	EB Years-After Reclassification (YsAR) STAAR 3–8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of certain former emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR 3–8 assessments.
Data Source	Students reported by LEAs in the PEIMS 40110 Subcategory as enrolled in the LEA and having met the criteria for emergent bilingual student reclassification, no longer classified as an EB in PEIMS, in their first, second, third, or fourth year of monitoring as allowed by ESSA (EmergentBilingualIndicator (E0790) = F, S, 3, or 4), and reported on the STAAR and STAAR Alternate 2 assessments.
Data Note(s)	2, 10
MSR	Denominator ≥ 30
RI	No
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2024
Test Administrations	Spring 2025

$$Calculation = \frac{Number\ of\ EB\ students\ YsAR\ STAAR\ 3-8\ [subject\ (i-iv)]\ passers}{Number\ of\ EB\ students\ YsAR\ STAAR\ 3-8\ [subject\ (i-iv)]\ takers} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
i. Mathematics	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	**No PL Assigned**
ii. Reading Language Arts	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	**No PL Assigned**
iii. Science	5, 8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	**No PL Assigned**
iv. Social Studies	8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	**No PL Assigned**

Indicator	Indicator #6 (i-iv)
Indicator Name	EB STAAR EOC Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.
Data Source	Students reported by LEAs in the PEIMS 40110 Subcategory as enrolled in the LEA as an EB, and reported on the STAAR and STAAR Alternate 2 assessments. For additional information, refer to the applicable PEIMS standards for the relevant year. https://www.texasstudentdatasystem.org/tsds/teds/tweds-upgrade.
Data Note(s)	1, 2, 6, 9, 10
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2023 and Fall 2024
Test Administrations	Summer 2024, Fall 2024, and Spring 2025

$$Calculation = \frac{Number\ of\ EB\ students\ STAAR\ EOC\ [subject\ (i-iv)]\ passers}{Number\ of\ EB\ students\ STAAR\ EOC\ [subject\ (i-iv)]\ takers} \times 100$$

PL Area	Grade/Age	PL 0	PL 1	PL 2	PL 3	PL 4
i. Algebra I	EOC	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	**No PL Assigned**
ii. Biology	EOC	100%-75.0%	74.9%-65.0%	64.9%-55.0%	54.9%-0%	**No PL Assigned**
iii. U.S. History	EOC	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	**No PL Assigned**
iv. English I & II	EOC	100%-60.0%	59.9%-50.0%	49.9%-30.0%	29.9%-19.0%	18.9%-0%

Indicator	Indicator #7
Indicator Name	TELPAS Reading Beginning Proficiency Level Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent 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.
Data Source	Students reported by LEAs in the PEIMS 40110 Subcategory as enrolled in the LEA for two consecutive years, and reported as tested on the TELPAS reading assessment for two consecutive years. For additional information, refer to the applicable PEIMS standards for the relevant year. https://www.texasstudentdatasystem.org/tsds/teds/tweds-upgrade.
Data Note(s)	3
MSR	Denominator ≥ 30; Numerator ≥ 5
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2023 and Fall 2024
Test Administrations	Spring 2024 and Spring 2025

$$Calculation = \frac{Number\ of\ EB\ students\ in\ grades\ 2-12\ who\ scored\ a\ beginning\ proficiency\ level\ on\ TELPAS\ reading\ in\ current\ year}{Number\ of\ EB\ students\ in\ grades\ 2-12\ who\ tested\ in\ the\ current\ and\ previous\ year\ on\ TELPAS\ reading} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
Reading	2-12	0%-7.5%	7.6%-10.9%	11%-13.9%	14.0%-100%	**No PL Assigned**

Indicator	Indicator #8
Indicator Name	TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes (New! PL Assigned)
Definition	Measures the percent of emergent bilingual (EB) students in U.S. schools for multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.
Data Source	Students reported by LEAs in the PEIMS 40110 Subcategory as enrolled in the LEA, and who received a TELPAS Composite Rating. For additional information, refer to the applicable PEIMS standards for the relevant year. https://www.texasstudentdatasystem.org/tsds/teds/tweds-upgrade.
Data Note(s)	4, 5
MSR	Denominator ≥ 30; Numerator ≥ 5
RI	No
SA	No
Year(s) Available	1
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2024
Test Administrations	Spring 2025

$$Calculation = \frac{Number\ of\ EB\ students\ in\ grades\ in\ grades\ 5-12\ in\ US\ schools\ five\ or\ more\ years\ and\ recieve\ TELPAS\ Composite\ rating\ of\ beginning\ or\ intermediate}{Number\ of\ EB\ students\ in\ grades\ 5-12\ in\ US\ schools\ five\ or\ more\ years\ with\ a\ TELPAS\ Composite\ rating} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
TELPAS Composite	5-12	0% - 27.6%	27.7% - 42%	42.1% - 56.4%	56.5% - 100%	No PL Assigned

BE/ESL/EB Domain II: Post-Secondary Readiness (Indicators 9-10)

Indicator	**Indicator #9**
Indicator Name	EB Graduation Rate
Domain	Domain II
Domain Name	Post-Secondary Readiness
PL Assignment	Yes
Definition	Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.
Data Source	Data sources and methods for calculating graduation rate are included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout.
Data Note(s)	7
MSR	Denominator ≥ 30
RI	Yes
SA	No
Year(s) Available	3
Accountability Subset	No
Applicable Collections	Class of 2024 (most current data available)
Test Administrations	NA

$$Calculation = \frac{Number\ of\ EB\ students\ in\ grade\ 9\ cohort\ who\ graduated\ with\ a\ high\ school\ diploma}{Number\ of\ EB\ students\ in\ the\ class\ of\ 2024} \times 100$$

PL Area	**Grade**	**PL 0**	**PL 1**	**PL 2**	**PL 3**	**PL 4**
Graduation	Grade 9 Cohort	100%-80.0%	79.9%-70.0%	69.9%-55.0%	54.9%-0%	**No PL Assigned**

Indicator	Indicator #10
Indicator Name	EB Annual Dropout Rate (Grades 7-12)
Domain	Domain II
Domain Name	Post-Secondary Readiness
PL Assignment	Yes
Definition	Measures the percent of emergent bilingual (EB) students in grades 7-12 who dropped out in a given school year.
Data Source	Data sources and methods for calculating the dropout rate are included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout.
Data Note(s)	NA
MSR	Denominator ≥ 30; Numerator ≥ 5
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	2023-2024 school year (most current data available)
Test Administrations	NA

$$Calculation = \frac{number\ of\ EB\ students\ in\ grades\ 7-12\ who\ dropped\ out}{number\ of\ EB\ students\ in\ grades\ 7-12\ enrolled\ during\ the\ school\ year} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
Dropout	7-12	0%-1.8%	1.9%-3.3%	3.4%-5.3%	5.4%-100%	**No PL Assigned**

Other Special Populations (OSP)

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

Indicator	Indicator #1 (i-iv)
Indicator Name	OSP STAAR 3–8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of students in foster care, experiencing homelessness, or military connected who met the minimum level of satisfactory performance or higher on the STAAR 3–8 assessments.
Data Source	Students reported by LEAs in the PEIMS 40100 Subcategory as enrolled in the LEA and identified as in Foster Care (FosterCareType (E1528) = 1), or Homeless (HomelessStatus (E1082) = 2, 3, 4, 5), or Military-Connected (MilitaryConnectedStudent (E1529) = 1, 2, 3, 5, 6), and reported on the STAAR, STAAR Spanish and STAAR Alternate 2 assessments.
Data Note(s)	11, 12, 13, 14, 15, 16, 18
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2024
Test Administrations	Spring 2025

Note for 2025: "Military Connected Student Code '4' has been removed because this indicator includes students in grades 3–8 but code "4" pertains to pre-kindergarten students (see MILITARY-CONNECTED-STUDENT-CODE C197 https://tealprod.tea.state.tx.us/TWEDS/103/0/0/0/CodeTable/List/15806)."

$$Calculation = \frac{\begin{matrix} Number\ of\ OSP\ STAAR \\ 3-8\ [subject(i-iv)]passers \end{matrix}}{\begin{matrix} Number\ of\ OSP\ STAAR \\ 3-8\ [subject(i-iv)]\ takers \end{matrix}} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
i. Mathematics	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	No PL Assigned
ii. Reading Language Arts	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	No PL Assigned
iii. Science	5, 8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	No PL Assigned
iv. Social Studies	8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	No PL Assigned

Indicator	Indicator #2 (i-iv)
Indicator Name	OSP STAAR EOC Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of students in foster care, experiencing homelessness, or military connected who met the minimum level of satisfactory performance or higher on the STAAR 3–8 EOC assessments.
Data Source	Students reported by LEAs in the PEIMS 40100 Subcategory as enrolled in the LEA and identified as in Foster Care (FosterCareType (E1528) = 1), or Homeless (HomelessStatus (E1082) = 2, 3, 4, 5), or Military-Connected (MilitaryConnectedStudent (E1529) = 1, 2, 3, 5, 6), and reported on the STAAR, STAAR Spanish and STAAR Alternate 2 assessments.
Data Note(s)	11, 12, 13, 14, 15, 16, 17, 18
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2023 and Fall 2024
Test Administrations	Summer 2024, Fall 2024, and Spring 2025

Note for 2025: "Military Connected Student Code '4' has been removed because this indicator includes students in grades 3–8 but code "4" pertains to pre-kindergarten students (see MILITARY-CONNECTED-STUDENT-CODE C197 https://tealprod.tea.state.tx.us/TWEDS/103/0/0/0/CodeTable/List/15806)."

$$Calculation = \frac{Number\ of\ OSP\ STAAR\ EOC\ [subject(i-iv)]passers}{Number\ of\ OSP\ STAAR\ EOC\ [subject(i-iv)]\ takers} \times 100$$

PL Area	Grade/ Age	PL 0	PL 1	PL 2	PL 3	PL 4
i. Algebra I	EOC	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	No PL
ii. Biology	EOC	100%-75.0%	74.9%-65.0%	64.9%-55.0%	54.9%-0%	No PL
iii. U.S. History	EOC	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	No PL
iv. English I & II	EOC	100%-60.0%	59.9%-50.0%	49.9%-30.0%	29.9%-19.0%	18.9%-0%

OSP Domain II: Post-Secondary Readiness (Indicators 3-4)

Indicator	Indicator #3
Indicator Name	OSP Graduation Rate
Domain	Domain II
Domain Name	Post-Secondary Readiness
PL Assignment	Yes
Definition	Measures the percent of students in foster care, experiencing homelessness, or military connected who graduated with a high school diploma in four years.
Data Source	Data sources and methods for calculating the graduation rate of Foster Care (FosterCareType (E1528) = 1), or Homeless (HomelessStatus (E1082) = 2, 3, 4, 5), or Military-Connected (MilitaryConnectedStudent (E1529) = 1, 2, 3, 5, 6) students are included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout.
Data Note(s)	13, 14, 15, 16
MSR	Denominator ≥ 30
RI	Yes
SA	No
Year(s) Available	3
Accountability Subset	No
Applicable Collections	Class of 2024 (most current data available)
Test Administrations	NA

$$Calculation = \frac{Number\ of\ students\ (nonduplicative\ count) in\ the\ grade\ 9\ cohort\ identified\ as\ OSP\ who\ graduated\ with\ a\ high\ school\ diploma}{Number\ of\ students\ (nonduplicative\ count)\ in\ the\ class\ of\ 2024\ identified\ as\ OSP} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
Graduation	Grade 9 Cohort	100%-80.0%	79.9%-70.0%	69.9%-55.0%	54.9%-0%	**No PL Assigned**

Indicator	Indicator #4
Indicator Name	OSP Annual Dropout Rate (Grades 7-12)
Domain	Domain II
Domain Name	Post-Secondary Readiness
PL Assignment	Yes
Definition	Measures the percent of students in foster care, experiencing homelessness, or military connected in grades 7-12 who dropped out in a given school year.
Data Source	Data sources and methods for calculating the dropout rate of Foster Care (FosterCareType (E1528) = 1), or Homeless (HomelessStatus (E1082) = 2, 3, 4, 5), or Military-Connected (MilitaryConnectedStudent (E1529) = 1, 2, 3, 5, 6) students are included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout.
Data Note(s)	13, 14, 15, 16
MSR	Denominator ≥ 30; Numerator ≥ 5
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	2023- 2024 school year (most current data available)
Test Administrations	NA

$$Calculation = \frac{Number\ of\ OSP\ students\ (nonduplicative\ counts)\ in\ grades\ 7-12\ who\ dropped\ out}{Number\ of\ OSP\ students\ (nonduplicative\ counts) in\ grades\ 7-12\ enrolled\ during\ the\ school\ year} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
Dropout	7-12	0%-1.8%	1.9%-3.3%	3.4%-5.3%	5.4%-100%	**No PL Assigned**

Special Education (SPED)

SPED Domain I: Academic Achievement (Indicators 1-3)

Indicator	Indicator #1 (i-iv)
Indicator Name	SPED STAAR 3–8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR 3–8 assessments.
Data Source	Students reported by the LEA in the PEIMS 40110 Subcategory as enrolled in the LEA and in a Special Education Program (ProgramType (E1337) =33), and reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
Data Note(s)	19, 35
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2024
Test Administrations	Spring 2025

$$Calculation = \frac{Number\ of\ SPED\ STAAR\ 3-8\ [subject(i-iv)]passers}{Number\ of\ SPED\ STAAR\ 3-8\ [subject(i-iv)]\ takers} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
i. Mathematics	3–8	100%-70.0%	69.9%-55.0%	54.9%-40.0%	39.9%-20.0%	19.9%-0%
ii. Reading Language Arts	3–8	100%-70.0%	69.9%-55.0%	54.9%-40.0%	39.9%-20.0%	19.9%-0%
iii. Science	5, 8	100%-65.0%	64.9%-50.0%	49.9%-40.0%	39.9%-20.0%	19.9%-0%
iv. Social Studies	8	100%-65.0%	64.9%-50.0%	49.9%-40.0%	39.9%-20.0%	19.9%-0%

Indicator	Indicator #2 (i-iv)
Indicator Name	SPED Year-After-Exit (YAE) STAAR 3–8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of students formerly served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR 3–8 assessments.
Data Source	Students reported by LEAs (a) on the previous year's PEIMS 40110 Subcategory as enrolled in the LEA and in a Special Education Program (ProgramType (E1337) = 33) or reported on the previous year's PEIMS 42400 and 42500 Subcategories as in attendance and in a Special Education Program (ProgramType (E1337) = 33); and (b) on the current year's PEIMS 40110 Subcategory enrolled in the LEA and not in a Special Education Program (ProgramType (E1337) = 33) and also reported on the STAAR and STAAR Spanish assessments as not in a Special Education Program.
Data Note(s)	35
MSR	Denominator ≥ 30
RI	No
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2023, Summer 2024, and Fall 2024
Test Administrations	Spring 2025

$$Calculation = \frac{\text{Number of SPED YAE STAAR } 3-8 \text{ [subject (i} - \text{iv)] passers}}{\text{Number of SPED YAE STAAR } 3-8 \text{ [subject(i} - \text{iv)]takers}} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
i. Mathematics	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	No PL Assigned
ii. Reading Language Arts	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	No PL Assigned
iii. Science	5, 8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	No PL Assigned
iv. Social Studies	8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	No PL Assigned

Indicator	Indicator #3 (i-iv)
Indicator Name	SPED STAAR EOC Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.
Data Source	Students reported by LEAs in the PEIMS 40110 Subcategory as enrolled in the LEA and in a Special Education Program (ProgramType (E1337) =33), and reported on the STAAR and STAAR Alternate 2 assessments.
Data Note(s)	19, 34, 35
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2023 and Fall 2024
Test Administrations	Summer 2024, Fall 2024, and Spring 2025

$$Calculation = \frac{Number\ of\ SPED\ STAAR\ EOC\ [subject(i-iv)]passers}{Number\ of\ SPED\ STAAR\ EOC\ [subject(i-iv)]\ takers} \times 100$$

PL Area	Grade/ Age	PL 0	PL 1	PL 2	PL 3	PL 4
i. Algebra I	EOC	100%-65.0%	64.9%-55.0%	54.9%-40.0%	39.9%-25.0%	24.9%-0%
ii. Biology	EOC	100%-75.0%	74.9%-65.0%	64.9%-55.0%	54.9%-35.0%	34.9%-0%
iii. U.S. History	EOC	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-35.0%	34.9%-0%
iv. English I & II	EOC	100%-60.0%	59.9%-50.0%	49.9%-30.0%	29.9%-19.0%	18.9%-0%

SPED Domain II: Post-Secondary Readiness (Indicators 4-5)

Indicator	Indicator #4
Indicator Name	SPED Graduation Rate
Domain	Domain II
Domain Name	Post-Secondary Readiness
PL Assignment	Yes
Definition	Measures the percent of students served in special education (SPED) who graduated with a high school diploma in four years.
Data Source	Data sources and methods for calculating graduation rate of special education students are included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout.
Data Note(s)	NA
MSR	Denominator ≥ 30
RI	Yes
SA	No
Year(s) Available	3
Accountability Subset	No
Applicable Collections	Class of 2024 (most current data available)
Test Administrations	NA

$$Calculation = \frac{Number\ of\ students\ in\ grade\ 9\ cohort\ in\ SPED\ who\ graduated\ with\ a\ high\ school\ diploma}{Number\ of\ students\ in\ the\ class\ of\ 2024\ in\ SPED} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
Graduation	Grade 9 Cohort	100%-80.0%	79.9%-70.0%	69.9%-55.0%	54.9%-0%	No PL Assigned

Indicator	Indicator #5
Indicator Name	SPED Annual Dropout Rate (Grades 7-12)
Domain	Domain II
Domain Name	Post-Secondary Readiness
PL Assignment	Yes
Definition	Measures the percent of students in grades 7-12 served in special education (SPED) who dropped out in a given school year.
Data Source	Data sources and methods for calculating dropout rate of special education students are included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout.
Data Note(s)	NA
MSR	Denominator ≥ 30; Numerator ≥ 5
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	2023- 2024 school year (most current data available)
Test Administrations	NA

$$Calculation = \frac{\begin{matrix} Number\ of\ grades\ 7-12 \\ students\ in\ SPED\ who\ dropped\ out \end{matrix}}{\begin{matrix} Number\ of\ grades\ 7-12 \\ students\ in\ SPED\ during\ the\ school\ year \end{matrix}} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
Dropout	7-12	0%-1.8%	1.9%-3.3%	3.4%-5.3%	5.4%-100%	**No PL Assigned**

SPED Domain III: Disproportionate Analysis (Indicators 6-15)

Indicator	Indicator #6
Indicator Name	SPED Regular Early Childhood Program Rate (preschool-aged)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Yes
Definition	Measures the percent 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.
Data Source	Students reported by LEAs in the PEIMS 40110 and 41163 Subcategories (ChildCountFunding (E0832), InstructionalSetting (E0173) and PPCDServiceLocation (E1077) as enrolled in the LEA with Child Count Funding Type = 3 (denominator), PPCD Service Location = 1 or 4 and Instructional Setting = 00, 40, 41, 81, 82, 91, and 92 (numerator).
Data Note(s)	20, 26, 27
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	PEIMS Fall 2024
Test Administrations	NA
SD Analysis	NA
Rate Threshold	NA

$$Calculation = \frac{Number\ of\ students\ (preschool\ aged)\ in\ SPED\ with\ PPCD\ Servie\ Location\ code\ 1\ or\ 4\ and\ instructional\ setting\ codes\ 00, 40, 41, 81\ 82, 91, and\ 92}{Number\ of\ students\ (preschool\ aged)\ in\ SPED} \times 100$$

PL Area	Age	PL 0	PL 1	PL 2	PL 3	PL 4
SPED Regular Early Childhood Program	Preschool-Age	100%-30.0%	29.9%-20.0%	19.9%-10.1%	10.0%-0%	No PL Assigned

Indicator	Indicator #7
Indicator Name	SPED Regular Class ≥80% Rate (school-aged)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Yes
Definition	Measures the percent of students (school-aged) served in special education (SPED) in the regular class for 80% or more of the day.
Data Source	Students reported by LEAs in the PEIMS 40110 and 41163 Subcategories (ChildCountFunding (E0832) and InstructionalSetting (E0173)) as enrolled in the LEA with Child Count Funding Type = 3 (denominator) and Instructional Setting = 00, 40, 41, 81, 82, 91, 92, and 97 (numerator).
Data Note(s)	20, 25, 26
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	PEIMS Fall 2024
Test Administrations	NA
SD Analysis	NA
Rate Threshold	NA

$$Calculation = \frac{Number\ of\ students\ (school\ aged)\ served\ in\ SPED\ with\ instructional\ setting\ codes\ 00, 40, 41, 81\ 82, 91, 92, and\ 97}{Number\ of\ students\ (school\ aged)\ in\ SPED} \times 100$$

PL Area	Age	PL 0	PL 1	PL 2	PL 3	PL 4
SPED Regular Class ≥80% Rate	School-Age	100%-70.0%	69.9%-57.0%	56.9%-45.1%	45.0%-0%	**No PL Assigned**

Indicator	Indicator #8
Indicator Name	SPED Regular Class <40% Rate (school-aged)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Yes
Definition	Measures the percent of students (school-aged) served in special education (SPED) in the regular class less than 40% of the day.
Data Source	Students reported by the LEA in the PEIMS 40110 and 41163 Subcategories (ChildCountFunding (E0832) and InstructionalSetting (E0173)) as enrolled in the LEA with Child Count Funding Type = 3 (denominator) and Instructional Settings = 08, 44, 85, 88, and 95 (numerator).
Data Note(s)	20, 21, 22, 23, 25, 26, 28
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	PEIMS Fall 2024
Test Administrations	NA
SD Analysis	As required by 34 CFR 300.647(b)(2), each LEA's rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. See Components of the RDA Report section for more information regarding significant disproportionality and calculation examples.
Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

$$Calculation = \frac{Number\ of\ students\ (school\ aged)\ served\ in\ SPED\ with\ instructional\ setting\ codes\ 08, 44, 85, 88, and\ 95}{Number\ of\ students\ in\ SPED} \times 100$$

$$Risk\ Ratio = \frac{Racial/ethnic\ group's\ < 40\%\ rate}{Other\ students\ < 40\%\ rate}$$

PL Area	Age	PL 0	PL 1	PL 2	PL 3	PL 4
SPED Regular Class <40% Rate	School-Age	0%-10.0%	10.1%-18.9%	19.0%-20.9%	21.0%-100%	No PL Assigned
Significant Disproportionality (SD) Analysis also included						

Indicator	Indicator #9
Indicator Name	SPED Separate Settings Rate (school-aged)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	No
Definition	Measures the percent of students (school-aged) served in special education (SPED) in separate settings.
Data Source	Students reported by LEAs in the PEIMS 40110 and 41163 Subcategories (ChildCountFunding (E0832) and InstructionalSetting (E0173)) as enrolled in the LEA with Child Count Funding Type = 3 (denominator) and Instructional Settings = 30, 50, 60, 70, 71, 86, 87, and 96 (numerator).
Data Note(s)	20, 21, 22, 23, 25, 26, 28
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Falls 2024
Test Administrations	NA
SD Analysis	As required by 34 CFR 300.647(b)(2), each LEA's rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. See Components of the RDA Report section for more information regarding significant disproportionality and calculation examples.
Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

$$Calculation = \frac{Number\ of\ students\ (school\ aged)\ in\ SPED\ with\ instructional\ setting\ codes\ 30, 50, 60, 70, 71, 86, 87, and\ 96}{Number\ of\ students\ (school\ aged)\ in\ SPED} \times 100$$

$$Risk\ Ratio = \frac{Racial/ethnic\ group's\ separatesetting\ rate}{Other\ students'\ separate\ setting\ rate}$$

PL Assignment
No
Significant Disproportionality Analysis ONLY included

Indicator	Indicator #10
Indicator Name	SPED Representation (Ages 3-21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	No
Definition	Measures the disaggregated percent of enrolled students (ages 3-21) who received special education (SPED) services.
Data Source	Students reported by LEAs in the PEIMS 40110 and 41163 Subcategories (ChildCountFunding (E0832) and ProgramType (E1337)) as enrolled in the LEA (denominator) with Child Count Funding Type = 3 and Program Type = 33 (numerator).
Data Note(s)	21, 22, 23, 26, 29, 33
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Falls 2024
Test Administrations	NA
SD Analysis	As required by 34 CFR 300.647(b)(2), each LEA's rate is disaggregated by racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. See Components of the RDA Report section for more information regarding significant disproportionality and calculation examples. Data for each racial/ethnic group is also disaggregated by the following disability categories: (1) Intellectual Disabilities; (2) Specific Learning Disabilities; (3) Emotional Disturbance; (4) Speech/Language Impairments; (5) Other Health Impairments; and (6) Autism.
Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

$$Calculation = \frac{\begin{matrix} Number\ of racial/ethnicty group \\ enrolled\ students\ ages\ 3-21\ in\ SPED \end{matrix}}{Number\ of racial/ethnicty\ group\ students\ ages\ 3-21\ enrolled} \times 100$$

$$Risk\ Ratio\ 1 = \frac{Racial/ethnic\ group's\ representation\ rate}{Other\ students'\ representation\ rate}$$

$$Risk\ Ratio\ 2 = \frac{Racial/ethnic\ group's\ disability\ category\ rate}{Other\ students' disability\ category\ rate}$$

PL Assignment
No
Significant Disproportionality Analysis ONLY included

Indicator	Indicator #11
Indicator Name	SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	No
Definition	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported with out-of-school suspension (OSS) or expulsion for 10 or fewer school days.
Data Source	Students reported by LEA in the PEIMS 42400, 42405, 42500, and 42505 Subcategories as in attendance (denominator) and reported (with ten or fewer cumulative actual days removed) on the PEIMS 44425 Subcategory with Discipline (E1005) 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 (numerator) (Discipline (E1005)).
Data Note(s)	20, 21, 22, 23, 24, 30, 31, 32
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Summer 2024
Test Administrations	NA
SD Analysis	As required by 34 CFR 300.647(b)(2), each LEA's rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. See Components of the RDA Report section for more information regarding significant disproportionality and calculation examples.
Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

$$Calculation = \frac{Number\ of\ students\ age\ 3-21\ in\ SPED\ with\ action\ codes\ 01,02,03,04,05,25,50,51,52,53\ \leq 10\ days}{Number\ of\ students\ in\ SPED\ attendance} \times 100$$

$$Risk\ Ratio = \frac{Racial/ethnic group's\ OSS\ and\ explusion\ rate\ \leq 10\ days}{Other\ students' OSS\ and\ explusion\ rate\ \leq 10\ days}$$

PL Assignment
No
Significant Disproportionality Analysis ONLY included

Indicator	Indicator #12
Indicator Name	SPED OSS and Expulsion >10 Days Rate (Ages 3-21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Yes (New! PL Assigned)
Definition	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) with out-of-school suspension (OSS) or expulsion for more than 10 school days.
Data Source	Students reported by LEA in the PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with more than ten cumulative actual days removed) on the PEIMS 44425 Subcategory with Discipline (E1005) 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 (numerator) (Discipline (E1005)).
Data Note(s)	20, 21, 22, 23, 24, 30, 31, 32
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Summer 2024
Test Administrations	NA
SD Analysis	As required by 34 CFR 300.647(b)(2), each LEA's rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. See Components of the RDA Report section for more information regarding significant disproportionality and calculation examples.
Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

$$Calculation = \frac{Number\ of\ students\ age\ 3-21\ in\ SPED\ with\ action\ codes\ 01,02,03,04,05,25,50,51,52,53\ > 10\ days}{Number\ of\ students\ in\ SPED\ attendance} \times 100$$

$$Risk\ Ratio = \frac{Racial/ethnic group's\ OSS and\ explusion\ rate\ > 10\ days}{Other\ students' OSS\ and\ explusion\ rate\ > 10\ days}$$

PL Area	Age	PL 0	PL 1	PL 2	PL 3	PL 4
OSS and Expulsion >10 Days	3-21	0%-1.0%	1.1%-3.0%	3.1%-7.9%	8.0%-100%	**No PL Assigned**
Significant Disproportionality (SD) Analysis also included						

Indicator	Indicator #13
Indicator Name	SPED ISS ≤10 Days Rate (Ages 3-21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	No
Definition	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported with in-school suspension (ISS) for 10 or fewer school days.
Data Source	Students reported by LEA in the PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with ten or fewer cumulative actual days ISS) on the PEIMS 44425 Subcategory with Discipline (E1005) 06 or 26 (numerator) (Discipline (E1005)).
Data Note(s)	20, 21, 22, 23, 24, 30, 31, 32
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Summer 2024
Test Administrations	NA
SD Analysis	As required by 34 CFR 300.647(b)(2), each LEA's rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. See Components of the RDA Report section for more information regarding significant disproportionality and calculation examples.
Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

$$Calculation = \frac{Number\ of\ students\ age\ 3-21\ in\ SPED\ with\ action\ codes\ 06\ or\ 26\ for\ \leq 10\ days}{Number\ of\ students\ in\ SPED\ attendance} \times 100$$

$$Risk\ Ratio = \frac{Racial/ethnicgroup's\ ISS\ rate\ \leq 10\ days}{Other\ students' ISS\ rate\ \leq 10\ days}$$

PL Assignment
No
Significant Disproportionality Analysis ONLY included

Indicator	Indicator #14
Indicator Name	SPED ISS >10 Days Rate (Ages 3-21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Yes (New! PL Assigned)
Definition	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported with in-school suspension (ISS) for more than 10 school days.
Data Source	Student reported by LEA in the PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with more than ten cumulative actual days ISS) on the PEIMS 44425 Subcategory with Discipline (E1005) 06 or 26 (numerator) (Discipline (E1005)).
Data Note(s)	20, 21, 22, 23, 24, 30, 31, 32
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Summer 2024
Test Administrations	NA
SD Analysis	As required by 34 CFR 300.647(b)(2), each LEA's rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. See Components of the RDA Report section for more information regarding significant disproportionality and calculation examples.
Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

$$Calculation = \frac{Number\ of students\ age\ 3-21\ in\ SPED\ with\ action\ codes\ 06\ or\ 26\ for\ >10\ days}{Number\ of\ students\ in\ SPED\ attendance} \times 100$$

$$Risk\ Ratio = \frac{Racial/ethnicgroup's\ ISS\ >10\ days}{Other\ students'\ ISS\ rate > 10\ days}$$

PL Area	Age	PL 0	PL 1	PL 2	PL 3	PL 4
ISS >10 Days	3-21	0%-1.3%	1.4%-3.2%	3.3%-8,6%	8.7%-100%	**No PL Assigned**
Significant Disproportionality (SD) Analysis also included						

Indicator	Indicator #15
Indicator Name	SPED Total Disciplinary Removals Rate (Ages 3-21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Yes
Definition	Measures the disaggregated percent of total disciplinary removals of students ages 3-21 served in special education (SPED); each student receiving special education services contributes to the denominator one time and each removal (action code) counts towards the numerator one time
Data Source	Students reported by LEA in the PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and the number of removals reported on the PEIMS 44425 Subcategory as Discipline (E1005) 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, or 60 (numerator) (Discipline (E1005)).
Data Note(s)	20, 21, 22, 23, 24, 30, 31, 32
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	PEIMS Summer 2024
Test Administrations	NA
SD Analysis	As required by 34 CFR 300.647(b)(2), each LEA's rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. See Components of the RDA Report section for more information regarding significant disproportionality and calculation examples.
Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

$$Calculation = \frac{Number\ of\ students\ age\ 3-21\ in\ SPED\ reported\ action\ codes\ 01,02,03,04,05,06,07,25,26,50,51,52,53,54\ or\ 60}{Number\ of\ students\ in\ SPED\ attendance} \times 100$$

$$Risk\ Ratio = \frac{\frac{Racial}{ethnic group's}\ total\ disciplinary\ removal\ rate}{Other\ students'\ total\ disciplinary\ removal\ rate}$$

PL Area	Age	PL 0	PL 1	PL 2	PL 3	PL 4
Disciplinary Removals	3-21	0%-19.0%	19.1%-29.9%	30.0%-50.9%	51.0%-80.9%	81.0%-max
Significant Disproportionality (SD) Analysis also included						

Note - This % is a SPED disciplinary removal rate and that every removal (PEIMS action code, as noted) counts.

Data Notes

No.	Program	Note
1	BE/ESL/EB	Emergent bilingual students in their first year in U.S. schools are excluded from this indicator unless they were administered STAAR Alternate 2.
2	BE/ESL/EB	Students are included in the numerator if they achieve Level II performance or higher on STAAR Alternate 2
3	BE/ESL/EB	Denominator is based on students who were in grades 2–12 in spring 2024 and who, because of either grade retention or grade promotion, were in grades 2-12 in the spring of 2025.
4	BE/ESL/EB	EB students (grades 5–12) in U.S. schools five or more years with a TELPAS Composite Rating of Beginning or Intermediate who also met the minimum level of satisfactory performance or higher on the appropriate English STAAR reading (enrolled in grades 5–8) or English I or II EOC assessments (enrolled in grades 5–12) are not included in the numerator of this indicator.
5	BE/ESL/EB	Campus testing coordinator in consultation with the Language Proficiency Assessment Committee (LPAC) is responsible for submitting and verifying the years in U.S. schools' information.
6	BE/ESL/EB	If a student takes TELPAS for any current year administration, the student will be reported as LEP = C in the Consolidated Accountability File (CAF) file used for the RDA.
7	BE/ESL/EB	Based on students reported in PEIMS as EBs at any time while attending Grades 9–12 in a Texas Public School.
8	BE/ESL/EB	Local Education Agencies (LEAs), including school districts, districts of innovation, and open-enrollment charter schools that are unable to provide the appropriately certified teachers to implement the BE program must request from the commissioner of education an exception for the BE program, and for ESL program must request from the commissioner of education a waiver for the ESL program, and receive approval to offer a temporary alternative methods program as per 19 TAC §89.1207(a) for BE and 19 TAC §89.1207(b) for ESL for student data to be included in this indicator.
9	BE/ESL/EB	Students included in Accountability Subset are counted only once in the numerator and once in the denominator per subject across listed applicable collections and test administrations.
10	BE/ESL/EB	Students are included in the numerator if they achieve Approaches Grade Level or higher on STAAR.
11	OSP	Students in Foster Care, identified as homeless, or military-connected in their first year in U.S. schools are excluded from this indicator unless they were administered the STAAR Alternate 2.
12	OSP	Students are included in the numerator if they achieve Level II performance or higher on STAAR Alternate 2.
13	OSP	The general term foster care includes all students in the managing conservatorship of the Texas Department of Family and Protective Services.
14	OSP	The definition of "homeless" is the education definition used in the McKinney-Vento Homeless Assistance Act.
15	OSP	The definition of a military-connected student is defined under TEC §25.006 (d) (1-2).
16	OSP	Each OSP group will be disaggregated for report only (no performance level assignment).
17	OSP	Students included in Accountability Subset are counted only once in the numerator and once in the denominator per subject across listed applicable collections and test administrations.
18	OSP	Students are included in the numerator if they achieve Approaches Grade Level or higher on STAAR.

No.	Program	Note
19	SPED	Students are included in the numerator if they achieve Level II performance or higher on STAAR Alternate 2.
20	SPED	A complete list and descriptions of codes (i.e., instructional arrangement, discipline actions) can be found in TEDS here: https://www.texasstudentdatasystem.org/tsds/teds/tweds-upgrade.
21	SPED	Significant disproportionality risk ratio calculations are based on one year of data.
22	SPED	Per federal regulations (34 CFR §300.647), an SD risk ratio is not calculated when an LEA does not meet the MSR for a particular racial or ethnic group. However, if an LEA meets the MSR for a particular racial or ethnic group but not for the comparison "other students" group, these federal regulations require an SD risk ratio be calculated based on the alternate risk ratio, which uses the rates for "other students" in the state. If an LEA's SD assignment was based on the alternate risk ratio, it will be so noted on the LEA's RDA report.
23	SPED	The intermediate results for SD risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.
24	SPED	The actual length of a disciplinary assignment included in this indicator must be greater than zero.
25	SPED	School-aged is defined as students at least age five and enrolled in kindergarten or age six as of October 25, 2024, and less than 22 as of September 1, 2024 Student's age derived from PEIMS 40100 Subcategory (BirthDate (E0006)).
26	SPED	PEIMS Average Daily Attendance (ADA) Code = 0 (ADAEligibility (E0787)) are included in both the numerator and denominator.
27	SPED	Student's age derived from PEIMS 40100 Subcategory (BirthDate (E0006)). Preschool- aged is defined as students at least three, and less than six as of October 27, 2024, and age five not enrolled in kindergarten.
28	SPED	Excludes PEIMS 40110 Subcategory (StudentAttribution (E1000)) indicating a court-ordered placement (attribution codes 21, 22, 25, or 26); PEIMS 41163 Subcategory (InstructionalSetting (E0173)) is 01 (Homebound); 02 (Hospital Class); or 30 (State Supported Living Centers – Exclusion applies only to RDA Indicator 8 11); PEIMS 41163 Sub- Category (RegionalDaySchoolProgramForDeaf (E0833)) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf).
29	SPED	Excludes PEIMS 40110 Subcategory (StudentAttribution (E1000)) indicating a court-ordered placement (attribution codes 21, 22, 25, or 26).
30	SPED	Student's age derived from PEIMS 40100 Subcategory (BirthDate (E0006)). Must be at least three as of October 27, 2023, and less than 22 as of September 1, 2023.
31	SPED	Counted in the denominator if (a) any 42405 Subcategory was submitted for the student; (b) TotalEligSpEdMainstreamDaysPresent (E0940)on any 42400 Subcategory submitted for the student contains anything but 000; (c) any 42505 Subcategory was submitted for the student; or (d) FlexTotalEligSpEdMainstreamDaysPresent (E1049) on any 42500 Subcategory submitted for the student contains anything but 000.
32	SPED	PEIMS 40110 Subcategory StudentAttribution (E1000)) student attribute 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.
33	SPED	Student's age derived from PEIMS 40100 Subcategory (BirthDate (E0006)). Must be at least three as of October 25, 2024, and less than 22 as of September 1, 2024.
34	SPED	Students included in Accountability Subset are counted only once in the numerator and once in the denominator per subject across listed applicable collections and test administrations.
35	SPED	Students are included in the numerator if they achieve Approaches Grade Level or higher on STAAR.