The background of the slide is a photograph of a young student with long brown hair, wearing a grey hoodie, sitting at a desk in a classroom. The student is leaning forward, focused on writing on a piece of paper with a yellow pencil. The classroom setting is visible in the background, with other students and colorful posters on the wall, though they are out of focus.

# **Academic Accountability Update February 17, 2022**

**Jonathan Delgado  
Performance Reporting | Texas Education Agency**

## Agenda

- **2022 Accountability Updates** ◀
- 2023 Accountability System Reset
- Resources + Questions & Answers

# General 2022 Updates

- Senate Bill (SB) 1365 requires a *Not Rated* label for 2022 unless the district or campus earns an *A*, *B*, or *C*.
  - Scaled scores will be displayed even if an overall *Not Rated* label is applied.
  - Scaled scores will be used to determine special provisions. e.g., District is limited to a *B* if a campus receives an overall or domain rating less than 70.
  - Overall scaled scores will be used to determine Public Education Grant campuses.

Rating Label Cut Points	
<u>Rating Label</u>	<u>Scaled Score</u>
<i>A</i>	scaled score 90–100
<i>B</i>	scaled score 80–89
<i>C</i>	scaled score 70–79
<i>Not Rated</i>	scaled score ≤69

# General 2022 Updates

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- As prescribed by House Bill (HB) 4545, retest opportunities for grades 5 and 8 have been eliminated.
- Grades 4 and 7 writing assessments have also been eliminated.
- Scaling and student group targets will remain the same for 2022 and will be adjusted in 2023 with the reset.
  - Districts can utilize the [2019 scaling methodology](#) or use the online [Scaling Tool](#).

# General 2022 Updates

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- Senate Bill (SB) 15 provides funding and guidelines for districts/charters who offer virtual instruction to students during the 2021–22 school year. The act expires September 1, 2023, so these guidelines extend into the 2022–23 school year.
- SB 15 requires virtual learners be included in the accountability calculations for the sending district if districts enter co-ops.
- August 2022 accountability ratings will include outcomes for both in-person and virtual learners.
- In the fall of 2022, virtual program ratings will be issued which will evaluate the outcomes of students who were instructed at least 50% of the time virtually.
- In the virtual program ratings, students will be attributed to their enrolled district.
- These virtual program ratings do not result in interventions or sanctions.

# Student Achievement—STAAR

## STAAR

As prescribed by HB 4545, retest opportunities for grades 5 and 8 have been eliminated. Grades 4 and 7 writing are no longer assessed.

Example Middle School	
Approaches	64%
Meets	43%
Masters	21%
Total Percentage Points	128
Component Score (Total % Points ÷ 3)	43
Scaled Score	<b>75 (C)</b>

# Student Achievement—CCMR

---

## College Ready



- Meet criteria of 3 on AP or 4 on IB examinations
- Meet Texas Success Initiative (TSI) criteria (SAT, ACT, [TSIA1](#) and/or [TSIA2](#), or a College Prep course) in reading and mathematics
- Complete a course for dual credit (9 hours or more in any subject or 3 hours or more in ELAR/mathematics)
- Earn an associate's degree
- Complete an OnRamps dual enrollment course and quality for at least 3hrs credit



## Military Ready

Enlist in the United States Armed Forces\*\*

## Career Ready



- Earn an industry-based certification
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)
- Earn a Level I or Level II certificate
- Graduate under an advanced diploma plan and be identified as a current special education student

\*\*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and TSDS PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.

# Student Achievement—CCMR

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- Beginning with 2022 accountability ratings, the newly designed Texas Success Initiative assessment (TSIA2) will be considered for College, Career, and Military Readiness (CCMR) credit for 2020–21 graduates and non-graduating 12th graders in addition to prior TSIA1 records. The chart on the next slide details how a student can meet Texas Success Initiative (TSI) criteria for CCMR via the TSIA1 and/or TSIA2.
- To meet TSI criteria for accountability purposes, a student must meet the minimum scores in both English language arts/reading (ELAR) and mathematics via the SAT, ACT, TSIA or by earning credit for a college prep course. The student does not necessarily need to meet criteria for both subjects on the same assessment. For example, a student may meet the ELAR TSI criteria on the TSIA and complete and earn credit for a college prep course in mathematics.

# Student Achievement—CCMR

Subject	Assessment Version	Score Requirements for CCMR				
English Language Arts and Reading (ELAR)	TSIA1	Score $\geq$ 351 on Reading				
	TSIA2	Score $\geq$ 945 on the ELAR College Readiness Classification (CRC)	AND		Score $\geq$ 5 on the essay	
		OR				
		Score $<$ 945 on the ELAR CRC	AND	Score $\geq$ 5 on the diagnostic	AND	Score $\geq$ 5 on the essay
	Combination	Score $\geq$ 945 on the ELAR CRC on the TSIA2	AND		Score $\geq$ 5 on the TSIA1 essay	
		OR				
	Score $<$ 945 on the ELAR CRC on the TSIA2	AND	Score $\geq$ 5 on the diagnostic on the TSIA2	AND	Score $\geq$ 5 on the TSIA1 essay	
Mathematics	TSIA1	Score $\geq$ 350 on Mathematics				
	TSIA2	Score $\geq$ 950 on the Mathematics CRC				
		OR				
	Score $<$ 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic			

# Student Achievement—Graduation Rate

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## Graduation Rate

No changes

Example Calculation: Graduation Rate	
Graduation Rate	All Students
Class of 2021, 4-year	85.2%
Class of 2020, 5-year	<b>87.3%</b>
Class of 2019, 6-year	85.0%
Graduation Rate Score (Highest of 4-year, 5-year & 6-year graduation rate)	<b>87.3</b>

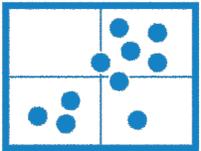
# School Progress

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## Part A: Academic Growth

Compare available 2021 results to 2022 results

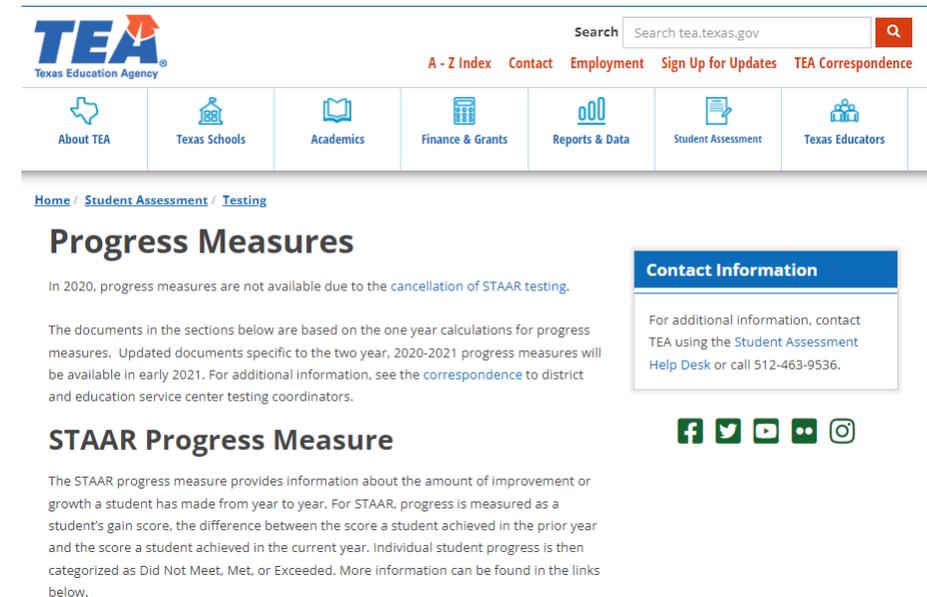


## Part B: Relative Performance

No changes

# School Progress Part A: Academic Growth

- Academic Growth will be included in 2022 accountability rating calculations. The prior year to current-year methodology that was used in 2019 will return.
- Calculations will consider assessment results eligible for a STAAR progress measure. Performance from 2021 will be compared to 2022.
- Updated documents explaining how STAAR progress measures are calculated are available on the [Progress Measures webpage](#).



The screenshot shows the TEA website's navigation bar with the logo and search bar. Below the navigation bar are icons for About TEA, Texas Schools, Academics, Finance & Grants, Reports & Data, Student Assessment, and Texas Educators. The main content area is titled "Progress Measures" and includes a notice that progress measures are not available for 2020 due to the cancellation of STAAR testing. It also provides information about the documents available for 2020-2021 progress measures and a link to the "Progress Measures webpage". A "Contact Information" box is visible on the right side of the page, along with social media icons for Facebook, Twitter, YouTube, and Instagram.

**TEA**  
Texas Education Agency

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[Home](#) / [Student Assessment](#) / [Testing](#)

## Progress Measures

In 2020, progress measures are not available due to the cancellation of STAAR testing.

The documents in the sections below are based on the one year calculations for progress measures. Updated documents specific to the two year, 2020-2021 progress measures will be available in early 2021. For additional information, see the [correspondence](#) to district and education service center testing coordinators.

### STAAR Progress Measure

The STAAR progress measure provides information about the amount of improvement or growth a student has made from year to year. For STAAR, progress is measured as a student's gain score, the difference between the score a student achieved in the prior year and the score a student achieved in the current year. Individual student progress is then categorized as Did Not Meet, Met, or Exceeded. More information can be found in the links below.

**Contact Information**

For additional information, contact TEA using the [Student Assessment Help Desk](#) or call 512-463-9536.

[f](#) [t](#) [v](#) [y](#) [i](#)

# School Progress Part A: Academic Growth

STAAR

Current Year

Previous Year

	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	Met/Exceeded Growth Measure = <b>1 pt</b> Did not meet = <b>0 pts</b>	Met/Exceeded Growth Measure = <b>1 pt</b> Else = <b>.5 pts</b>	<b>1 pt</b>	<b>1 pt</b>
Approaches Grade Level	Met/Exceeded Growth Measure = <b>1 pt</b> Did not meet = <b>0 pts</b>	Met/Exceeded Growth Measure = <b>1 pt</b> Else = <b>.5 pts</b>	<b>1 pt</b>	<b>1 pt</b>
Meets Grade Level	<b>0 pts</b>	<b>0 pts</b>	Met/Exceeded Growth Measure = <b>1 pt</b> Else = <b>.5 pts</b>	<b>1 pt</b>
Masters Grade Level	<b>0 pts</b>	<b>0 pts</b>	<b>0 pts</b>	<b>1 pt</b>

# School Progress Part A: Academic Growth

STAAR  
Alternate 2

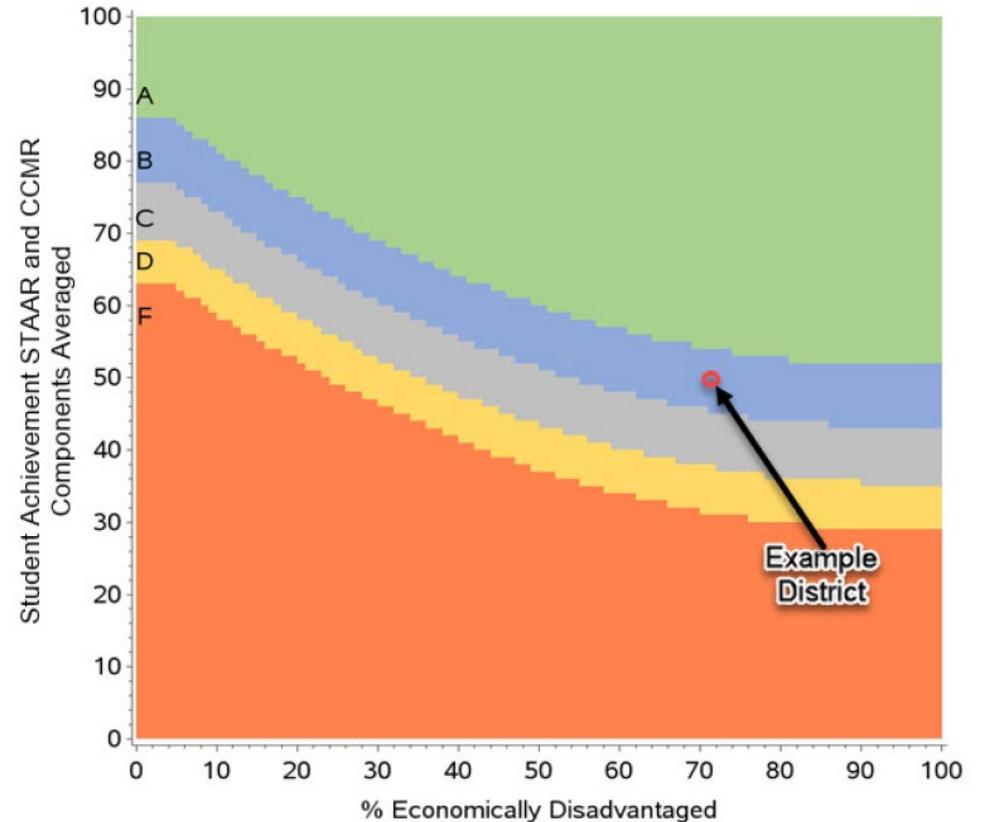
..... Current Year .....

..... Previous Year .....

	Level I: Developing	Level II: Satisfactory	Level III: Accomplished
Level I: Developing	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	1 pt	1 pt
Level II: Satisfactory	0 pts	Met/Exceeded Growth Measure = 1 pt Else = .5 pts	1 pt
Level III: Accomplished	0 pts	0 pts	1 pt

# School Progress Part B: Relative Performance

- No changes.
- School Progress, Part B evaluates the overall student performance on the Student Achievement STAAR component (or STAAR and CCMR) compared to campuses/districts with similar percentages of economically disadvantaged students, as reported in the TSDS PEIMS October snapshot.



# Closing the Gaps

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## Academic Achievement

As prescribed by HB 4545, retest opportunities for grades 5 and 8 have been eliminated.



## Academic Growth

Compare available 2021 results to 2022 results.



## Graduation Rate

No changes; continue using the updated methodology.,



## English Language Proficiency

Methodology will be available February 25.



## CCMR

No changes; we will continue to exclude military enlistment data until we receive source data.



## STAAR Component

Retest opportunities for grades 5 and 8 have been eliminated. Grades 4 and 7 writing are no longer assessed.

# Current Closing the Gaps Targets

Academic Achievement (Percentage at Meets Grade Level or above)														
Subject	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	EL (Current and Monitored)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
ELA/Reading	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	29%	36%	46%	42%
Mathematics	46%	31%	40%	59%	45%	82%	50%	54%	23%	36%	40%	44%	47%	45%

Subject	Academic Growth Status (Elementary and Middle Schools)													
ELA/Reading	66%	62%	65%	69%	67%	77%	67%	68%	59%	64%	64%	65%	66%	67%
Mathematics	71%	67%	69%	74%	71%	86%	74%	73%	61%	68%	68%	70%	71%	70%

Federal Graduation Status (High Schools, K-12s, and Districts) <sup>1</sup>														
90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a

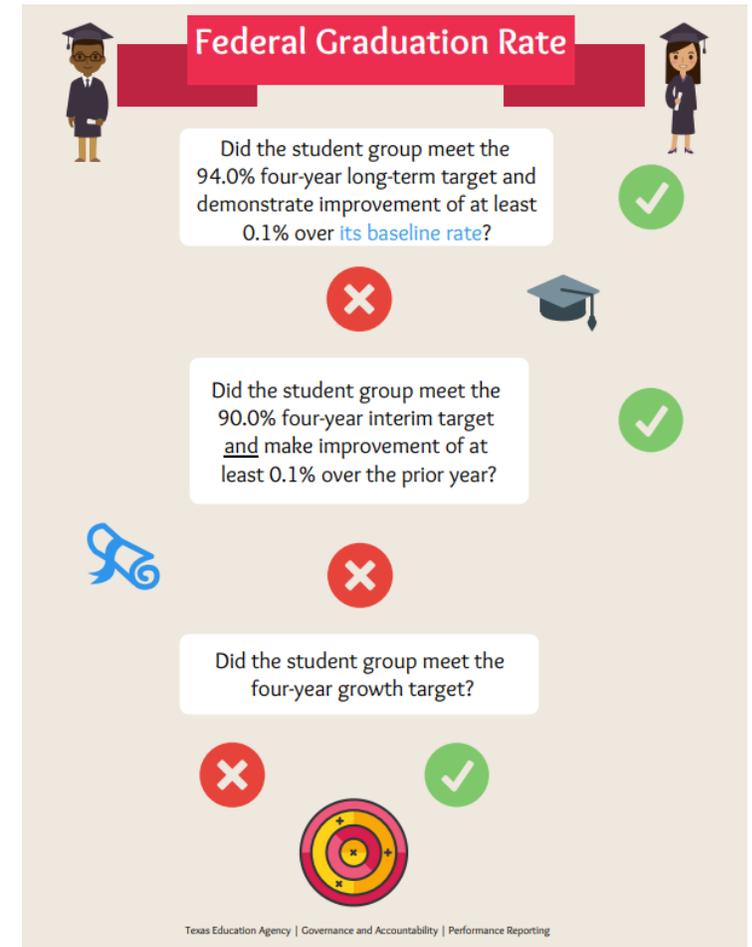
Student Achievement Domain Score: STAAR Component Only (Elementary and Middle Schools)														
47%	36%	41%	58%	46%	73%	48%	55%	23%	38%	37%	43%	48%	45%	

College, Career, and Military Readiness Performance Status (High Schools, K-12s, and Districts)														
47%	31%	41%	58%	42%	76%	39%	53%	27%	39%	30%	43%	50%	31%	

English Language Proficiency Status <sup>2</sup>														
											36%			

# Graduation Rate Methodology Update

1. Did the student group meet the four-year long-term graduation rate target of 94.0% and demonstrate improvement of at least 0.1% over the group's statewide baseline (Class of 2015) rate?
2. Did the student group meet the four-year interim graduation rate target of 90.0% and demonstrate improvement of at least 0.1% over the prior year rate?
3. Did the student group meet or exceed its four-year graduation rate growth target?



# English Language Proficiency

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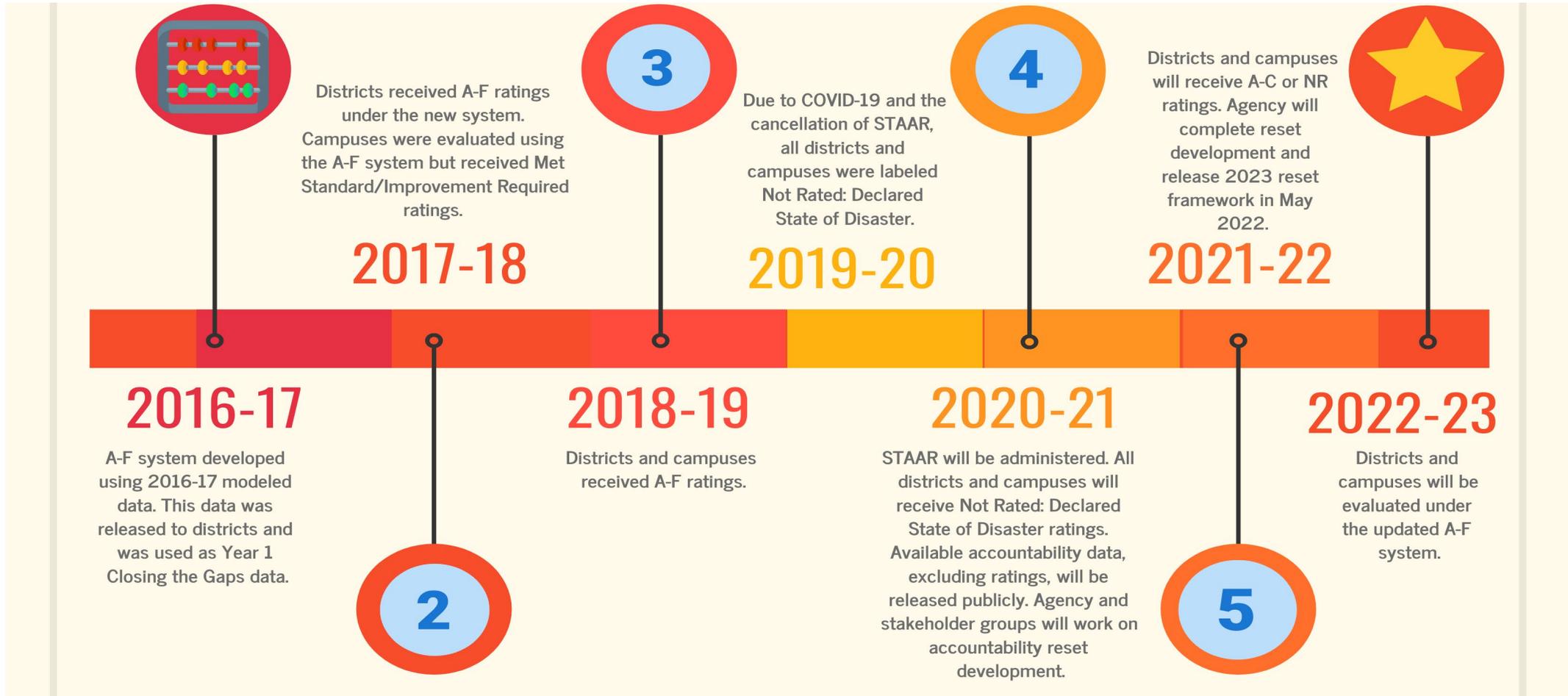
- The English Language Proficiency component of the Closing the Gaps domain evaluates TELPAS and TELPAS Alternate results for grades K–12. Current year TELPAS and TELPAS Alternate results are compared to the prior year results to determine if the students made progress.
- Whether the optional 2020 TELPAS results will be considered for students without a 2021 result is still under discussion and will be shared in the 2022 Accountability System Framework on February 25.

# Questions or Comments

## Agenda

- 2022 Accountability Updates
- **2023 Accountability System Reset** ◀
- Resources + Questions & Answers

# Accountability System Reset Timeline



# Targets, Cut Points, and Scaling

---

- Federal student group targets and *A–F* cut points will be adjusted to account for 2021 and 2022 outcomes.
- Scaling methodology is expected to remain steady with an update to the source data (2017 to 2022).
- The accountability system reset framework will be released in late May 2022 for implementation in the 2022–23 school year.
- Targets, cut points, and scaling updates will be released fall 2022 after processing 2022 STAAR data.

# Reset: Big Picture Goals

- Increase alignment of district outcomes with campus outcomes:
  - Some districts currently earn an *A* or *B* despite all campuses earning a *C*, *D*, or *F*.
- Create a unique dropout recovery schools (DRS) accountability system.
- Reexamine pairing methodology.
- Increase alignment between campus federal school improvement identification and overall rating.
- Refine Distinction Designations and develop Badges.

# Accountability Reset Ideas: Student Achievement Domain

# Student Achievement

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- **STAAR**
  - Reset scaling and cut points.
- **CCMR**
  - Reset scaling and cut points.
  - Incorporate programs of study and industry-based certification updates.
  - Incorporate Texas National Guard enlistment (pending data).
- **Graduation Rate**
  - Likely no changes needed.

# Accountability Reset Ideas: School Progress Domain

# School Progress: Academic Growth

Transition (categorical) tables define growth by transitions among status categories (PLDs) are under consideration.

Performance Grade 3	Performance Grade 4							
	High Masters Grade Level	Low Masters Grade Level	High Meets Grade Level	Low Meets Grade Level	High Approaches Grade Level	Low Approaches Grade Level	High Did Not Meet Grade Level	Low Did Not Meet Grade Level
High Masters Grade Level								
Low Masters Grade Level								
High Meets Grade Level								
Low Meets Grade Level								
High Approaches Grade Level								
Low Approaches Grade Level								
High Did Not Meet Grade Level								
Low Did Not Meet Grade Level								

# School Progress: Academic Growth

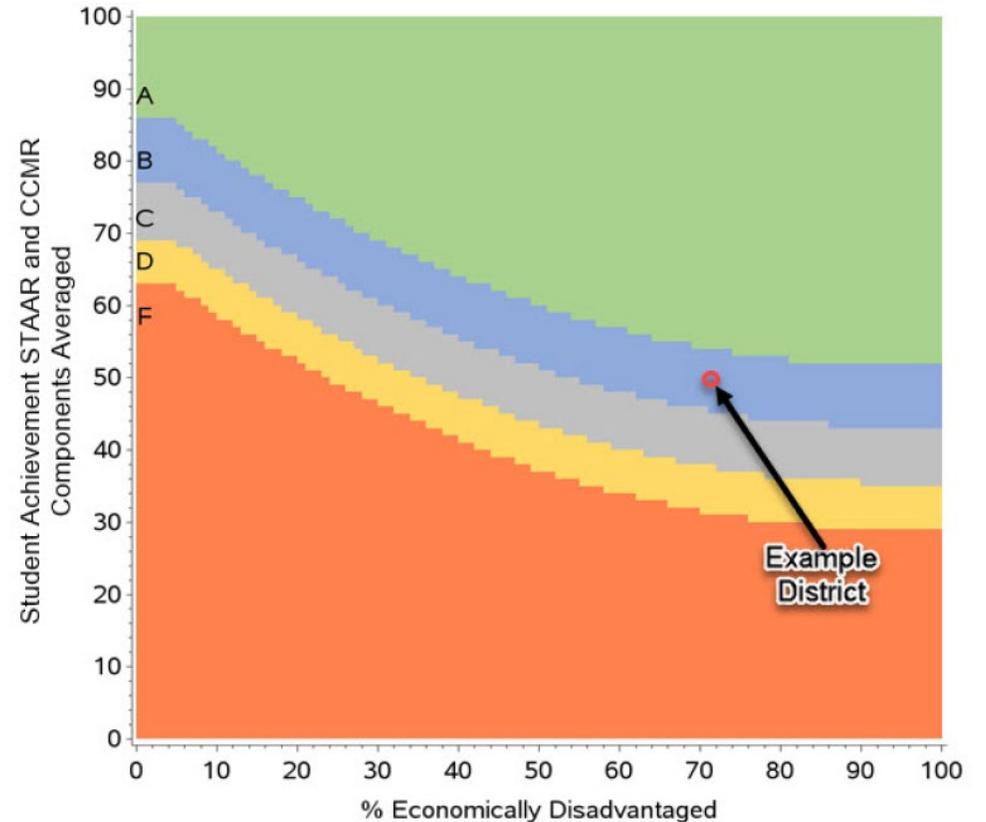
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## Setting Targets and Cut Points

- Using modeled transition table data, thresholds for *A*, *B*, *C*, and *D* expectations could be set based on historical PLD data.
- These cut points would remain steady over five years.
- Example [video](#).

# School Progress: Relative Performance

- Methodology will remain steady.
- Cut points will be adjusted to account for 2021 and 2022 economically disadvantaged percentages and STAAR/CCMR outcomes.



# Accountability Reset Ideas: Closing the Gaps Domain

# Closing the Gaps

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- Gradated outcomes for student group targets.
  - 0–4 points awarded instead of yes/no.
  - Include growth to target methodology similar to the graduation rate methodology.

# Current Closing the Gaps Targets

Academic Achievement (Percentage at Meets Grade Level or above)														
Subject	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	EL (Current and Monitored)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
ELA/Reading	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	29%	36%	46%	42%
Mathematics	46%	31%	40%	59%	45%	82%	50%	54%	23%	36%	40%	44%	47%	45%

Subject	Academic Growth Status (Elementary and Middle Schools)													
ELA/Reading	66%	62%	65%	69%	67%	77%	67%	68%	59%	64%	64%	65%	66%	67%
Mathematics	71%	67%	69%	74%	71%	86%	74%	73%	61%	68%	68%	70%	71%	70%

Federal Graduation Status (High Schools, K-12s, and Districts) <sup>1</sup>														
90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a

Student Achievement Domain Score: STAAR Component Only (Elementary and Middle Schools)														
47%	36%	41%	58%	46%	73%	48%	55%	23%	38%	37%	43%	48%	45%	

College, Career, and Military Readiness Performance Status (High Schools, K-12s, and Districts)														
47%	31%	41%	58%	42%	76%	39%	53%	27%	39%	30%	43%	50%	31%	

English Language Proficiency Status <sup>2</sup>														
											36%			

# 0-4 Point Methodology Example

Points	Requirement
4	met long-term target and improved from baseline
3	met long-term target but did not improve from baseline OR met interim target and improved from baseline
2	met interim target but did not improve from baseline OR did not meet interim target but improved towards the interim target
1	did not meet interim target and showed minimal improvement
0	did not meet interim target and did not show minimal improvement

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)^	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>Academic Achievement</b>														
Reading	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
Math	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
<b>Growth</b>														
Reading	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
Math	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
<b>Federal Graduation</b>														
	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	n/a	n/a	n/a
<b>English Language Proficiency</b>														
	0-4													
<b>Student Success</b>														
	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
<b>School Quality</b>														
	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4

# Closing the Gaps

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- Explore adding a School Quality/Student Success (SQSS) indicator that focuses on outcomes for accelerated learning students.
- The extra- and cocurricular advisory group's report is due in December 2022. An extra/cocurricular student activity indicator may be adopted if it is found to be appropriate.
- Update targeted and additional targeted identification and exit methodologies focusing on lowest performing groups and campuses (0–4 points methodology).
- Align federal identifications with state ratings as closely as possible.

## Agenda

- 2022 Accountability Updates
- 2023 Accountability System Reset
- **Resources + Questions & Answers ◀**

# 2023 Accountability Development

- To learn more about recent discussions on the 2023 accountability system and committee memberships, including your regional ATAC represent, visit the [2023 development webpage](#).

## 2023 Accountability Development Materials

Each year, the Texas Education Agency convenes two advisory groups to develop key provisions of the state academic accountability system. These groups were instrumental in the establishment of the current accountability system and are central to its continued development and implementation.

The Accountability Technical Advisory Committee (ATAC), comprised of representatives from school districts and regional education service centers (ESCs), makes recommendations for major technical issues. The Accountability Policy Advisory Committee (APAC), comprised of representatives from legislative offices, school districts, and the business community, identifies issues critical to the accountability system and makes recommendations for major policy issues. The committees' recommendations are sent to the commissioner of education who makes the final decisions on the accountability system.

This page contains links to the materials that each committee uses as it develops its recommendations for the accountability system.

All links are PDF downloads unless otherwise stated.

### October 27–28, 2021, Meeting of ATAC & APAC

- [October Meeting Agenda](#)
- [October 27 Attendee List](#)
- [October 28 Attendee List](#)
- [October Presentation Slides](#)

### Related Content

[COVID-19 Support and Guidance](#)  
[Performance Reporting Resources](#)

### Contact Information

#### Division of Performance Reporting

Phone: (512) 463-9704  
[performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov)

Have questions? View answers to frequently asked questions, copies of presentations and district communications on our [Performance Reporting Resources page](#).

For Education Service Center (ESC) regional support, please contact the appropriate specialist in our list of [ESC Accountability Contacts](#).



# 2022 CCMR Tracker

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- The 2022 CCMR Tracker will be updated in the spring with students who were enrolled in grades 9–12 on the 2021–22 PEIMS snapshot (October 29, 2021). Performance Reporting will follow a similar timeline as last year and update the tracker in two stages.
  - March 2022: CCMR outcomes reported for TSDS PEIMS and OnRamps course completion through the 2020–21 school year
  - June 2022: CCMR outcomes for TSIA, SAT, ACT, AP, IB, and level I/II certificates through the 2020–21 school year

# A-F Estimator

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- The A-F Estimator is available on the following [webpage](#). This tool provides a way to calculate and estimate the performance of a district or campus in each domain and overall.
- The tool currently prepopulates domain and component values with 2019 results. You can enter new component values to estimate the corresponding domain and overall results. The accuracy and validity of the estimation is based solely on the data input by the user.
- Please note, as required by Senate Bill 1365, campuses and districts will receive a Not Rated label instead of *D* or *F* ratings in 2022.

[Home](#) > [Performance Reporting Department](#) > [Texas Accountability Rating System](#) > A-F Estimator

## A-F Estimator

The A-F Estimator provides a way to calculate and estimate the performance of a district or campus in each domain and overall. The tool currently prepopulates domain and component values with 2019 results. You can enter new component values to estimate the corresponding domain and overall results. The accuracy and validity of the estimation is based solely on the data input by the user. The tool does not include AEA bonus points and Local Accountability, which may affect the overall rating.

Please note, as required by Senate Bill 1365, campuses and districts will receive a *Not Rated* label instead of *D* or *F* ratings in 2022.

### What report level would you like?

- Campus Report
- District Report

### How do you wish to search?

- Campus Name (full or partial name)
- Campus Number
- Campus by District Name (full or partial name)
- Campus by County Name (full or partial name)
- Campus by Region Number

# Performance Reporting Resources

- Visit the [Performance Reporting Resources](#) page for links to frequently asked questions, presentations, and other explanatory materials.
- Subscribe to our [weekly newsletter](#) to get the latest updates regarding state and federal accountability.

[Home](#) / [Texas Schools](#) / [Accountability](#) / [Academic Accountability](#) / [Performance Reporting](#)

## Performance Reporting Resources

This page contains links to frequently asked questions, presentations, and other materials developed by Performance Reporting to help school administrators, teachers, parents, and the public understand and benefit from the state's accountability information.

### Popular Resources and Updates

- [Senate Bill 1365 Accountability System Impact](#) November 15, 2021
- [TSIA in CCMR In 2022 and Beyond](#) August 11, 2021
- [Adopted 2021 Accountability Manual](#) July 13, 2021
- [Assessment Management System Transition Timelines](#) June 8, 2021
- [Accessing 2021 Accountability Longitudinal Cohort and Dropout Information through TEAL](#) June 3, 2021
- [Long-Term and Interim Goals for ESSA Federal Accountability \(PDF\)](#) May 5, 2021
- [Accountability System Reset Timeline \(PDF\)](#) May 4, 2021
- [Inclusion of SAT/ACT for Accelerated Testers Methodology \(PDF\)](#) April 4, 2021
- [Accelerated Testers Timeline \(PDF\)](#) September 21, 2021
- [Academic Accountability Data Sources \(PDF\)](#) January 19, 2021

### Frequently Asked Questions Documents

2021 Accountability Ratings

College, Career, and Military Readiness (CCMR)

Recent Communications

[2021 Alternative Evaluation FAQs](#): Answers to questions about the 2021 alternative evaluation as a method for campuses to break the chain of consecutive years of unacceptable performance

[2021 Academic Accountability Reporting](#): Overview of which data will and will not be available for 2021 reporting

[2021 Academic Accountability System Framework FAQs](#): Answers to questions that are commonly asked about the 2021 accountability system

[2021 Academic Accountability System Framework](#): Overview of the 2021 accountability system

### Current News

The [Texas Performance Reporting System](#) is available and will be updated on a rolling basis throughout fall.

SB 1365 (87th Texas Legislature) established a 2021 alternative evaluation option for certain campuses that meet participation requirements and earned an unacceptable rating for the most recent year they were rated. To learn more, see the [2021 Alternative Evaluation FAQs](#).

The full [2021 Accountability Manual](#) is available. Chapters 1-11 have been adopted.

### Popular Webpages

[2020-21 STAAR Raw Score Conversion Tables](#)

[TXschools.gov](#)

[TexasAssessment.gov](#)

[Texas Academic Performance Report \(TAPR\)](#)

### Upcoming Releases

Mid-January: Final TAPR PDF released (only)



# Questions or Comments