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 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 2027 accountability, the ACT data as of the July 2026 administration are used for CCMR. For accelerated testers, any results through April administration 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 2027 accountability, the SAT data as of the June 2026 administration are used for CCMR. For accelerated testers, any results through May 2027 administration 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 from school years 2022-23 through 2025-26 school year 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 2027 accountability, the IB data as of the May 2026 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 2027 accountability, the TSIA data are matched to 2025–26 annual graduates and non-graduating 12th graders from TSDS PEIMS. The TSIA data through October 2026 are used in creating CCMR indicators. Level I and Level II certificates data are also provided to the agency by the THECB. For 2027 accountability, the Level I/II data through August 2026 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. Until 2017, the GED was the sole test offered in Texas. In 2017, the TASC, developed by Data Recognition Corporation, and the HiSET, developed by Educational Testing Service, were introduced; however, the administration of both the TASC and the HiSET ended on August 31, 2019 and August 31, 2021, respectively. 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 2027 accountability, the OnRamps data through August 2026 are used for accountability calculations.
Defense Manpower Data Center (DMDC)	Starting with 2025 graduates for 2026 accountability and beyond, the DMDC will provide military enlistment data to the agency. The data will include graduate enlistment data for any of the 6 services: U.S. Army, Navy, Air Force, Coast Guard, Marine Corps, or Space Force. This includes the Texas National Guard and Reserves for their respective services.

2. TSDS PEIMS Subcategories Used in Accountability

Subcategory Name	Description	Submission
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
Enrollment	The specific enrollment attributes of the student. This information includes the campus, grade, and special program participation for each student. For more information about enrollment and membership visit https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/gr3-12-enrollment-list.pdf.	Fall/Summer
Leaver	Information pertaining to prior year students who are not current year students.	Summer/Extended
Basic Attendance	Information pertaining to the attendance of a student, such as the days absent and present.	Summer
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
Course Completion	Course completion information for high school courses where instruction is received via the Texas Virtual School Network (TXVSN) Online Schools program or the TXVSN Statewide Online Course Catalog.	Summer/Extended
Flexible Attendance	Information pertaining to the flexible attendance program of a student. This information is the minutes present, 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
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
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.	Summer/Extended
View TEDS subcategory details at: TEDS subcategory details.		

3. Student Groups Used in Accountability

Refer to Chapter 1: Accountability Overview for details on the Accountability Subset Rule, which determines which students are included in assessment accountability calculations. For graduation and CCMR accountability, inclusion is based on annual graduates and 12th grade students in the Closing the Gaps domain.

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 (https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/4003069958/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 provided by Supplemental Nutrition Assistance Program (SNAP); 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*: Student Achievement STAAR component, School Progress Parts A & B, Closing the Gaps: Academic Achievement component, Growth component, Progress in Achieving ELP component, and Student Success Component: STAAR Component Only. • PEIMS Submission: Closing the Gaps components including Federal Graduation Status and School Quality Component (CCMR Performance Status). (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.)

Group	Description
Current and Monitored Emergent Bilingual (EB) Students	A student whose primary language is other than English and who is in the process of acquiring English. Students are identified as EB students by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. Not all students identified as EB receive bilingual or English as a second language instruction, although most do. A student is identified as a current EB student 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 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*: Student Achievement STAAR component, School Progress Parts A & B, Closing the Gaps: Academic Achievement component, Growth component, Progress in Achieving ELP component, and Student Success Component: STAAR Component Only. • PEIMS Submission: Closing the Gaps components including Federal Graduation Status and School Quality Component (CCMR Performance Status).
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 Student Success Component: STAAR Component Only. • PEIMS Submission: Closing the Gaps components including Federal Graduation Status and School Quality Component (CCMR Performance Status).

Group	Description
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 the preceding year, 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 for CCMR, and Test Information Distribution Engine (TIDE) for STAAR indicators 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 meet at least one of the following criteria:
	• Economically disadvantaged (Source: TIDE*)
	• Current or Monitored Emergent Bilingual (EB) Students (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)
	  ○ Migratory (TIDE*)
	
	PEIMS Submission: Closing the Gaps components including Federal Graduation Status and School Quality Component (CCMR Performance Status).

*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.

3.1 Inclusion of EB Students

An Emergent Bilingual (EB) is a student whose primary language is other than English and who is in the process of acquiring English. Current and monitored (through year 4) EB students are included in accountability calculations. A student is identified as a current EB student 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.

1 = Identified as Emergent Bilingual (EB). A student is identified as a monitored EB student 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

S = Monitored 2nd Year (M2), reclassified from EB

3 = Monitored 3rd Year (M3), reclassified from EB

4 = Monitored 4th Year (M4), reclassified from EB
(TSDS PEIMS DataElementID: E0790, EmergentBilingualIndicator)

- EB students who are in their second year in U.S. schools who have a parental denial for EL services do not receive an EL Performance Measure and are included in the same manner as non-EB students.
- Ever EB are students reported in TSDS PEIMS as EB at any time while attending grades 9–12 in a Texas public school.
- 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.
    - STAAR ALT 2 assessment results are excluded in year one in U.S. schools for unschooled asylees, unschooled refuges, and SIFEs
- Under TEC §39.053(g-1), a student who meets the criteria as an unschooled refugee or asylee as defined by TEC §39.027(a-1) is excluded from annual dropout and longitudinal graduation rates calculated for the Student Achievement Domain

Domain	Sub-Domains	EB Students		Unschooled asylees and unschooled refugees	
		1st year in U.S. schools*	2nd year in U.S. schools	1st year in U.S. schools	2nd year in U.S. schools and beyond
Student Achievement	STAAR	Excluded	Included**	Excluded	Included
	CCMR	Included	Included	Included	Included
	Graduation	Included	Included	Excluded	Excluded
School Progress	Academic Growth	Excluded	Included	Excluded	Included
	Relative Performance - STAAR	Excluded	Included**	Excluded	Included
	Relative Performance - CCMR	Included	Included	Included	Included
	Retest Growth	Excluded	Included**	Excluded	Included
Closing the Gaps	Academic Achievement	Excluded	Included**	Excluded	Included
	Academic Growth	Excluded	Included	Excluded	Included
	Federal Graduation	Included (Ever EB)	Included (Ever EB)	Included	Included
	ELP	Included (K-12)	Included (K-12)	Excluded	Included
	SQSS - STAAR Only	Excluded	Included**	Excluded	Included
	SQSS - CCMR	Included	Included	Included	Included
	Participation	Included	Included	Included	Included

*STAAR Alternate 2 assessment results are included regardless of an EB student's years in U.S. schools.**Emergent bilingual student (EB student) in their second year in the U.S. schools are included using the EL Performance Measure in Student Achievement, Relative Performance, EOC Retest Growth, and Closing the Gaps (Academic Achievement and STAAR Only components).

3.2 Inclusion of SIFEs

Domain	Sub-Domains	Students with interrupted formal education (SIFEs)	
		1st year in U.S. Schools	2nd year in U.S. Schools and beyond
Student Achievement	STAAR	Excluded	Included
	CCMR	Included	Included
	Graduation	Included*	Included*
School Progress	Academic Growth	Excluded	Included
	Relative Performance - STAAR	Excluded	Included
	Relative Performance - CCMR	Included	Included
	Retest Growth	Excluded	Included
Closing the Gaps	Academic Achievement	Excluded	Included
	Academic Growth	Excluded	Included
	Federal Graduation	Included	Included
	ELP	Included	Included
	SQSS - STAAR Only	Excluded	Included
	SQSS - CCMR	Included	Included
	Participation	Included	Included

*SIFEs are not excluded from state graduation rates.

4. Opportunities for Data Correction

See Chapter 1: *Ensuring Data Integrity* of the *Accountability Rating System Manual* 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 except College, Career and Military Readiness (CCMR) PEIMS-based indicators. In accordance with TEC 39.052, districts may submit a TSDS PEIMS Working Submission to correct prior-year TSDS PEIMS submissions. Working Submission timelines and requirements can be found on the Performance Reporting Resources page. 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 *Accountability Rating System 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 *Accountability Rating System 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 2027 CCMR Verifier for 2025–26 annual graduates and non-graduating 12th graders in June 2027, and are 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 2026 received from THECB are matched to 2025-26 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 2027 CCMR Verifier for 2025–26 annual graduates and non-graduating 12th graders in June 2027 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 TSDS PEIMS Fall 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 2027 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 *Accountability Rating System Manual* for detailed information on the methodology used to evaluate the STAAR results in each domain.

Year of Data: 2026–27

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, continuously enrolled, non-continuously enrolled, highly mobile (foster care, homeless, or migratory), and high focus (economically disadvantaged, current or monitored EB, 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. 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 who are in their second year in U.S. schools are included in the STAAR component using the EL performance measure. EB students who are in their second year in U.S. schools who have a parental denial for EB services do not receive an EL performance measure. This measure is applied in Student Achievement, Relative Performance, EOC Retest Growth, and Closing the Gaps (Academic Achievement and STAAR Only components). 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*.
- *Course Repeat.* If a student retakes a STAAR assessment after achieving Approaches Grade Level or higher on the same assessment in a prior accountability year, the current-year result will not be included in accountability performance calculations. Grade 3–8 students will be required to participate in the STAAR assessment to satisfy federal participation requirements.

Table 6.1. STAAR Component Used in Accountability

Component	Methodology	Student Groups Evaluated/Reported	Use in Accountability
STAAR	**Non-AEA Campuses** 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 **AEA Campuses** Percentage of assessments at Approaches Grade Level or Above + Percentage of assessments at Meets Grade Level or Above multiplied by 1.1 + Percentage of assessments at Masters Grade Level multiplied by 1.2 *(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 • Gifted and Talented • Current EB • Current and monitored EB†† • Current special education†† • Former special education†† • Continuously enrolled†† (and non-continuously) • Highly mobile • Foster care • Homeless • Migratory	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 from previous year, 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 DiplomaType ○ 04, 05, 54, or 55 with table C062	Summer/Extended Leaver: Graduate roster by graduation type	during 2025–26, 2024–25, 2023–24, and 2022–23 school years

Graduate under an Advanced Diploma Plan and be Identified as a Current Special Education Student	Element IDs
	• E0806 DiplomaType with table C062
	  ○ RHSP: 19, 22, 25, 28, or 31
	  ○ DAP: 20, 23, 26, 29, or 32
	  ○ FHSP: 34, 35, 54, 55, or 56
	  ○ Texas-First: 40
	• E3089 DistingLevelAchievementGraduate
	  ○ Value = True
	• E3021 EndorsementCompleted with table C332
	  ○ Value = 1, 2, 3, 4, or 5
	Special Education
	• Regular attendance – Special Ed Mainstream: E0940
	• Regular attendance – Special Ed: E0944
	• Flexible attendance – Special Ed Mainstream: E1049
	• Flexible attendance – Special Ed: E1051
		Summer/Extended
		Leaver: Graduate roster by graduation type	

Complete and Earn Credit for a College Prep Course	Element IDs:
	• E3071 CourseCode
	  ○ ELA: CP110100
	  ○ Math: CP111200
	***unique course codes** will be used starting in the 2025-26 school year
		Summer
		• Course Completion: Number of Students Completing
		• Courses by Pass/Fail Indicator (PDM3-133- 001)
			during 2025–26, 2024–25, 2023– 24, and 2022–23 school years (completed in the 12th grade for 2026

TSDS PEIMS Data Used for CCMR Indicators	TSDS PEIMS Data Source	TSDS PEIMS PDM Report	Data for

	• E0948 CourseSequence with table C135
	  ○ Value = 0, 2, 5, 9, D0, D2, D5, D9
	• E0949 CourseAttemptResults with table C136
	  ○ Value = 01 or 08
		Extended Year
		• Course Completion: Number of Students Completing
		• Courses by Pass/Fail Indicator (PDM4-133- 002)
			annual graduates**)

Earn Dual Course Credits	Element IDs:
	• E1011 DualCreditIndicator (indicates dual credit course)
	  ○ Value = True
	• E1081 CollegeCreditHours (indicates number of hours earned)
	• E0949 CourseAttemptResults with table C136
	  ○ Value = 01 or 08
		Summer
		• Course Completion: Students Completing Courses with Advanced/Dual Credit/Enrollment (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)
			during 2025–26, 2024–25, 2023– 24, and 2022–23 school years

Earn an Industry-Based Certification and Complete an Aligned Program of Study*	Element IDs • E1640 PostSecondaryCertificationLicensure with table C214 • E1733 PostSecondaryCertLicensureResult with table C232 ○ Value = 01	Summer • Student advanced academic roster by grade Extended • Student advanced academic roster by grade (PDM1-120-016)	
Earn an Associate Degree	Element ID: • E1596 AssociateDegreeIndicator with table C235 ○ Value = 2,3,4, 5, or 6	Summer/Extended Year • Leaver: Graduate roster by graduation type	by August 31 immediately following high school graduation

*Program of study data are autocompleted for each student annually via PEIMS course completion records.

**Grade level will be based on data reported in the TSDS PEIMS Summer submission, using the highest grade level reported across all six-week attendance periods during the school year in which the course credit was earned; for students without attendance records, grade level reported through enrollment data in the Summer submission is used.

Other Data Used for CCMR Indicators	Data reported for
ACT college admissions test	Tests as of July 2026 administration 2025–26, 2024–25, 2023-24, 2022-23 school years
AP examination	Tests through the 2025–26, 2024–25, 2023–24, and 2022–23 school years
IB examination	Tests as of May 2026 administration 2025–26, 2024–25, 2023–24, and 2022–23 school years
TSIA1 and/or TSIA2 assessment	Tests from June 2016 to October 2026 administration
SAT college admissions test	Tests as of June 2026 administration 2025–26, 2024–25, 2023–24, and 2022–23 school years
OnRamps dual enrollment course completion	Courses completed during the 2025–26, 2024–25, 2023–24, and 2022–23 school years
Level I and level II certificates	Certificates earned during the 2025–26, 2024–25, 2023–24, and 2022–23 school years
Military Readiness	Department of Defense (DOD) Defense Manpower Data Center (DMDC) military enlistments as of December 31, 2026.

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, gifted and talented, students formerly served by special education, students currently served by special education, current and monitored EB students, continuously enrolled, non-continuously enrolled, highly mobile (foster care, homeless, or migratory), and high focus (economically disadvantaged, current or monitored EB, current special education, or highly mobile).

Use in 2027 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.
- *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.
    - 2027 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 previous 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 2025–26 as reported in TSDS PEIMS attendance records. Grade 12 students who are reported in TSDS PEIMS as IEP Continuers on the 2025–26 Fall Snapshot are excluded from the 2027 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 2027 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—Closing the Gaps Domain” 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 2025–26 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 in grade 12 for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(from TSDS PEIMS Course Completion, 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 Course Completion)* **or** 4) enlist in the U.S. Armed Forces *(from DMDC enlistment data)* **or** 5) earn an approved industry-based certification plus a Completer in an aligned program of study *(from TSDS PEIMS Student Graduation Program)* **or** 6) earn an associate degree by August 31, immediately following high school graduation *(from TSDS PEIMS Student Basic Information)* **or** 7) graduate with completed IEP and workforce readiness *(from TSDS PEIMS School Leaver)* **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 School Leaver and Enrollment)* **or** 10) earn level I or level II certificate *(from THECB)* **---divided by---** **Number of 2025–26 annual graduates** *(from TSDS PEIMS School Leaver*)	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 in grade 12 for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(from TSDS PEIMS Course Completion, 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 Course Completion)* **or** 4) enlist in the U.S. Armed Forces *(from DMDC enlistment data)* **or** 5) earn an approved industry-based certification plus Completer in an aligned program of study *(from TSDS PEIMS Student Graduation Program)* **or** 6) earn an associate degree by August 31 immediately following high school graduation *(from TSDS PEIMS Student Basic Information)* **or** 7) graduate with completed IEP and workforce readiness *(from TSDS PEIMS School Leaver)* **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 School Leaver and Enrollment)* **or** 10) earn a level I or level II certificate *(from THECB)* **---divided by---** **Number of 2026 annual graduates plus students in grade 12 during school year 2025–26** *(from TSDS PEIMS Basic Attendance and School Leaver)*	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 • Gifted and Talented • Current EB • Current and monitored EB†† • Current special education†† • Former special education†† • Continuously enrolled†† • Non-Continuously Enrolled • Highly mobile • Foster care • Homeless • Migratory	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 2025–26 Fall Snapshot are excluded from the 2027 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 2027 Closing the Gaps CCMR denominator.

6.3 Texas Success Initiative (TSI) Criteria Graduates

Year of Data: 2025–26 annual graduates

Student Group Information: All students only

Other Information:

- *TSIA.* This measure includes the performance for 2025–26 annual graduates and non-graduating 12th graders. The results include TSIA1 and/or TSIA2 assessments through October 2026.
- *SAT and ACT.* This measure includes the performance for 2025–26 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 2025–26 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.
    - For purposes of the College Prep requirement, grade level is determined using the TSDS PEIMS Summer submission. The highest grade level reported across all six-week attendance periods during the school year in which the course credit was earned is used. For students without attendance records, the grade level reported through Summer submission enrollment data is used.
- *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

<table>
<tr><th>Indicator</th><th colspan="7">Methodology</th><th>Student Groups Evaluated/Reported</th><th>Use in Accountability</th></tr>
<tr><td rowspan="5">TSI Criteria Graduate</td><td colspan="7">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 in grade 12 for a college prep course as defined in TEC §28.014, in both ELA <u>and</u> mathematics (from TSDS PEIMS Course Completion, THECB, College Board, and ACT)
---divided by---
Number of 2025–26 annual graduates
(and non-graduating 12th graders in the Closing the Gaps domain)
(from TSDS PEIMS School Leaver)</td><td rowspan="5">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
• Current and monitored EB††
• Current special education††
• Former special education††
• Continuously enrolled†† (and non- continuously)
• Highly mobile
• Foster care
• Homeless
• Migratory</td><td rowspan="5">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.</td></tr>
<tr><td colspan="7">TSI Criteria</td></tr>
<tr><td><u>TSIA1 and/or TSIA2</u></td><td></td><td><u>SAT</u></td><td></td><td><u>ACT</u></td><td></td><td><u>College Prep Course</u></td></tr>
<tr><td>>= ELAR criteria shown below</td><td>or</td><td>>=480 on the Evidence-Based Reading and Writing (ERW)</td><td>or</td><td>Before Feb 15, 2023
>=19 on English and >= 23 Composite

Starting Feb 15, 2023
English + Reading Combined score >=40</td><td>or</td><td>Complete and earn credit for ELA college prep course</td></tr>
<tr><td>>= Mathematics criteria shown below</td><td>or</td><td>>=530 on Mathematics</td><td>or</td><td>Before Feb 15, 2023
>=19 on Mathematics and >=23 Composite

Starting Feb 15, 2023
Mathematics score >=22</td><td>or</td><td>Complete and earn credit for mathematics college prep course</td></tr>
</table>

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 2021–22 through 2024-25 and TSDS PEIMS Submission 3 and 4 leaver data from 2025–26; TSDS PEIMS Submission 3 attendance data from 2020–21 through 2025–26; TxCHSE records as of August 31, 2026. Students completing requirements by August 31 may be counted as prior-year graduates if they do not enroll the next year; otherwise, they are reported in the subsequent year.

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, students currently served by special education, or highly mobile), highly mobile (foster, homeless, or migratory), and ever EB students for the EB students student group in the federal graduation rates.

Use in 2027 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, 2026, or who have a final status of "continued" as of the end of year four (or year five or year six) of the cohort. 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" for further information.

Code	Exit Withdraw Type
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 ExitWithdrawType are counted as dropouts for state and federal accountability purposes.

*School leavers with a code 20, 88 or 89 ExitWithdrawType 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 2026 cohort (students who first attended 9th grade in 2022–23 or who entered the Texas public school system on grade in 2023–24, 2024–25, or 2025–26) who received a high school diploma by August 31, 2026 *(from TSDS PEIMS Enrollment and School Leaver)* **---divided by---** Number of students in the Class of 2026 *(from TSDS PEIMS Student Basic Information, Enrollment, School Leaver, Basic Attendance, Special Education Attendance, Flexible Attendance, Special Education Flexible Attendance and TxCHSE)*	All students	Student Achievement (high schools, K– 12s)
Five-Year Extended Longitudinal Graduation Rate	Number of students in the 2025 cohort (students who first attended 9th grade in 2021–22 or who entered the Texas public school system on grade in 2022–23, 2023–24, or 2024–25) who received a high school diploma by August 31, 2026 *(from TSDS PEIMS Enrollment and School Leaver)* **---divided by---** Number of students in the Class of 2025 *(from TSDS PEIMS Student Basic Information, Enrollment, School Leaver, Basic Attendance, Special Education Attendance, Flexible Attendance, Special Education Flexible Attendance and TxCHSE)*	All students	Student Achievement (high schools, K– 12s)
Six-Year Extended 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, 2026 *(from TSDS PEIMS Student Basic Information, Enrollment, and School Leaver)* **---divided by---** Number of students in the Class of 2024 *(from TSDS PEIMS Enrollment, School Leaver, Basic Attendance, Special Education Attendance, Flexible Attendance, Special Education Flexible Attendance 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 2026 cohort (students who first attended 9th grade in 2022–23 or who entered the Texas public school system on grade in 2023–24, 2024–25, or 2025–26) who: received a high school diploma by August 31, 2026 + continuing students + TxCHSE recipients + previous dropouts who complete in the class (*from TSDS PEIMS Enrollment, School Leaver, and TxCHSE*) **---divided by---** Number of students in the Class of 2026, defined as: (Graduates + Continuers + TxCHSE recipients + Dropouts [- Previous dropouts who returned]) *(from TSDS PEIMS Student Basic Information, Enrollment, School Leaver, Basic Attendance, Special Education Attendance, Flexible Attendance, Special Education Flexible Attendance and TxCHSE)*	All students	Student Achievement (high schools, K–12s)
Five-Year Extended Longitudinal Graduation Rate	Number of students in the 2025 cohort (students who first attended 9th grade in 2021–22 or who entered the Texas public school system on grade in 2022–23, 2023–24, or 2024–25) who: received a high school diploma by August 31, 2026 + continuing students + TxCHSE recipients + previous dropouts who complete in the class *(from TSDS PEIMS Enrollment, School Leaver, and TxCHSE)* **---divided by---** Number of students in the Class of 2025, defined as: (Graduates + Continuers + TxCHSE recipients + Dropouts [- Previous dropouts who returned]) *(from TSDS PEIMS Student Basic Information, Enrollment, School Leaver, Basic Attendance, Special Education Attendance, Flexible Attendance, Special Education Flexible Attendance and TxCHSE)*	All students	Student Achievement (high schools, K–12s)

Component	Methodology	Student Groups Evaluated	Use in Accountability
Six-Year Extended 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, 2026 + continuing students + TxCHSE recipients + previous dropouts who complete in the class *(from TSDS PEIMS Student Basic Information, Enrollment, School Leaver, 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 Enrollment, School Leaver, Basic Attendance, Special Education Attendance, Flexible Attendance, Special Education Flexible Attendance 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 2026 cohort (students who first attended 9th grade in 2022–23 or who entered the Texas public school system on grade in 2023–24, 2024–25, or 2025–26) who received a high school diploma by August 31, 2026 *(from TSDS PEIMS Enrollment and School Leaver)* **---divided by---** Number of students in the Class of 2026 *(from TSDS PEIMS Student Basic Information, Enrollment, School Leaver, Basic Attendance, Special Education Attendance, Flexible Attendance, Special Education Flexible Attendance 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 • EB/EL (Ever EB students)[2]†† • Current special education†† • Highly mobile • Foster care • Homeless • Migratory	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 2024 cohort (students who first attended 9th grade in 2020–21 or who transferred into Texas public schools on grade in 2021–22, 2022–23, or 2023–24) who received a high school diploma by August 31, 2026 *(from TSDS PEIMS Enrollment and School Leaver)* **---divided by---** Number of students in the Class of 2024 *(from TSDS PEIMS Student Basic Information, Enrollment, School Leaver, Basic Attendance, Special Education Attendance, Flexible Attendance, Special Education Flexible Attendance and TxCHSE)*	Evaluated for Closing the Gaps† • All students • Two lowest performing racial/ethnic groups from the prior year (2024-25) • 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 • EB (Ever EB students)[2]†† • Current special education†† • Highly mobile • Foster care • Homeless • Migratory	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 (EB students [Ever HS]) are evaluated in the federal graduation rates. Ever EB students (EB students [Ever HS]) are students reported in TSDS PEIMS as EB students at any time while attending grades 9–12 in a Texas public school.

6.4.3 Annual Dropout Rate

Year of Data: 2025–26

Student Group Information: All students only

Use in 2027 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. Additional guidance, including a detailed table outlining assignment for specific situations, is provided in the Texas Education Data Standards (TEDS) under Data Components > Entities > StudentSchoolAssociation: https://www.texasstudentdatasystem.org/tsds/teds/tweds-upgrade.
- *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 2027, the 2025–26 dropouts reported during the 2026 TSDS PEIMS Summer and Extended Year data submissions 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 is 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 2025–26 (*from TSDS PEIMS School Leaver)* **---divided by---** Number of grade 9–12 students who were in attendance at any time during the 2025–26 school year *(from TSDS PEIMS Enrollment, Basic Attendance, Flexible Attendance)*	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: 2025–26 and 2026–27

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, students currently served by special education, or highly mobile), highly mobile (foster, homeless, or migratory).

Use in 2027 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 Algebra I, English I and English II 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; or took any grade level STAAR assessment in the previous year.

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 • Current and monitored EB†† • Current special education†† • Former special education†† • Continuously enrolled†† (and non- continuously) • Highly mobile • Foster care • Homeless • Migratory	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 —School Progress" of the *Accountability Rating System Manual* for more information.

- A student who takes the same assessment more than once within a single accountability cycle shall not be designated as a retester for purposes of Retest Growth calculations.

6.6 Economically Disadvantaged Percentage

Years of Data: 2026–27

Use in 2027 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: 2026-27

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, students currently served by special education, or highly mobile), highly mobile (foster, homeless, or migratory).

Use in 2027 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 • Current and monitored EB†† • Current special education†† • Former special education†† • Continuously enrolled†† (and non-continuously) • Highly mobile • Foster care • Homeless • Migratory	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: 2025–26 and 2026–27

Source of Data: TELPAS Assessment File

Student Group Information: Results are reported for 2026–27 current EB students. 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 2027 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:

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 2026 and beyond, progress is evaluated at the composite level.

- A student is considered to have made progress if
    - the student has a composite proficiency rating of Advanced High or Basic Fluency in the current year, OR
    - the student advances at least one TELPAS composite proficiency level from the most recent prior year to the current year.
- For TELPAS, students are required to be rated in all four domains. However, a small subset of emergent bilingual (EB) students with disabilities who cannot be assessed in all four domains will receive a composite score if they have results for at least two domains. This provision applies only to students whose admission, review, and dismissal (ARD) committee, in conjunction with the language proficiency assessment committee (LPAC), has decided not to evaluate those students in one or two domains.
- For TELPAS Alternate, students are required to be rated in four domains. If students are not rated in all four domains, they will not receive any domain ratings, a composite score, or a composite rating.

  https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/3053224008/Performance+and+Proficiency+Levels
- Ratings are not compared across TELPAS and TELPAS Alternate

TELPAS assesses the English language proficiency of K–12 EB students 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 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 TELPAS or TELPAS Alternate assessments at a composite proficiency rating of Advanced High or Basic Fluency in current year OR that advance by at least one TELPAS composite proficiency level from prior year to current year **---divided by---** Number of students with current year TELPAS or TELPAS Alternate assessments at a composite proficiency rating of Advanced High or Basic Fluency in current year or was evaluated in all four domains (received a composite score) in both prior and current year *(from TELPAS and TELPAS Alternate Assessment File)*	EB (current only)	Closing the Gaps

6.9 Participation Status

Years of Data: 2026–27

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, students currently served by special education, or highly mobile), highly mobile (foster, homeless, or migratory).

Use in 2027 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.
- Participation Status is calculated prior to determining whether a student group meets the minimum size criteria in Academic Achievement.
- The accountability subset is not applied to participation calculations.

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 who have a scored TELPAS or TELPAS Alternative assessment who have "A" or "O" on the SST reading answer documents *or* 3b) number who have a scored TELPAS or TELPAS Alternative assessments who have "A" or "O" on the SST mathematics answer document if 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 • Current and monitored EB†† • Current special education†† • Former special education†† • Continuously enrolled†† (and non-continuously) • Highly mobile • Foster care • Homeless • Migratory	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. If the current year student group has 1-9 students, small number analysis is applied. If the current year student group has 0 students, small number analysis is not used.

Domain	Component	Years Used
Student Achievement	STAAR Performance	N/A
	Graduation Rate: 4-Year 5-Year 6-Year	Classes of: 2026, 2025 and 2024 2025, 2024 and 2023 2024, 2023 and 2022
	College, Career, and Military Readiness (CCMR)	2026, 2025 and 2024 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: 2026, 2025, and 2024
	English Language Proficiency	N/A
	Student Achievement Domain Score: STAAR Component Only	N/A
	CCMR Performance	2026, 2025, and 2024 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: 2026–27

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: 2026–27

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 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 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 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 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 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 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 2026 who took an EOC Algebra I test in the current school year or a prior school year *(from TSDS PEIMS Enrollment and CAF)*	All students	AADD: Mathematics
Algebra I by Grade 8 Performance (Meets Grade Level)	Percentage of grade 8 students enrolled in Fall 2026 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 2026–27 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.a Graduation Rate

Year of Data: 2025–26

Student Group Information: All students only

Use in 2027 Distinction Designations: The four-year longitudinal graduation rate is used as an indicator in Postsecondary Readiness distinction designation for high schools, K–12s. For more information, please refer to Section 6.4 Graduation Rate.

Table 7.2.a Graduation Rate (with exclusions1)

Component	Methodology	Student Groups Evaluated	Use in Distinctions
Four-Year Longitudinal Graduation Rate	Number of students in the 2026 cohort (students who first attended 9th grade in 2022–23 or who entered the Texas public school system on grade in 2023–24, 2024–25, or 2025–26) who received a high school diploma by August 31, 2026 *(from TSDS PEIMS Enrollment and School Leaver)* **---divided by---** Number of students in the Class of 2026 *(from TSDS PEIMS Student Basic Information, Enrollment, School Leaver, Basic Attendance, Special Education Attendance, Flexible Attendance, Special Education Flexible Attendance and TxCHSE)*	All students	Postsecondary Readiness

7.2.b Graduation Plan Rate

For 2027 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 (Texas-First). Beginning with the Class of 2023, students may have earned an FHSP or Texas-First diploma. Earlier classes may have earned an FHSP, Minimum High School Plan (MHSP), RHSP, or DAP diploma. This approach addresses the varying degrees to which FHSP and Texas-First graduation plans have been implemented across districts.

Year of Data: Class of 2026

Student Group Information: All students only

Use in 2027 Distinction Designations: The four-year longitudinal RHSP/DAP/FHSP-E/FHSP-DLA/Texas-First rate for all students is used to determine the distinction designation for postsecondary readiness.

Other Information:

- *Diploma Types.* RHSP graduates are students with type codes of 19, 22, 25, 28, or 31; DAP graduates are students with types 20, 23, 26, 29, 32; FHSP graduates are students with types 34, 35, 54, 55, or 56; Texas-First graduates are students with type 40. See the Texas Education Data Standards for more information.

Table 7.2.b 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 Rate	Number of graduates in the Class of 2026 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA or Texas-First *(from TSDS PEIMS School Leaver)* **---divided by---** Number of graduates in the Class of 2026 with reported graduation plans (*from TSDS PEIMS School Leaver*)	All students	Postsecondary Readiness

7.3 Texas Success Initiative (TSI) Criteria Graduates

Year of Data: 2025–26

Student Group Information: All students only

Other Information:

- *TSIA.* This measure includes the performance for the Class of 2026. The results include TSIA1 and TSIA2 assessments through October 2026.
- *SAT and ACT.* This measure includes the performance for the Class of 2026. 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 2026. Graduates must have completed and received credit for a college prep course in grade 12, 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

<table>
<tr><th>Indicator</th><th colspan="7">Methodology</th><th>Student Groups Evaluated</th><th>Use in Distinctions</th></tr>
<tr><td rowspan="6">TSI Criteria Graduate</td><td colspan="7">Number of graduates meeting the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit in grade 12 for a college prep course as defined in TEC §28.014, in both ELA and mathematics.
(from TSDS PEIMS Course Completion, THECB, College Board, and ACT)
---divided by---
Number of 2025–26 annual graduates
(from TSDS PEIMS School Leaver)</td><td rowspan="5">All students</td><td rowspan="5">AADD: Postsecondary Readiness</td></tr>
<tr><td colspan="7">TSI Criteria</td></tr>
<tr><td>TSIA1 and/or TSIA2</td><td></td><td>SAT</td><td></td><td>ACT</td><td></td><td>College Prep Course[1]</td></tr>
<tr><td>>= ELAR criteria shown below</td><td>or</td><td>>=480 on the Evidence-Based Reading and Writing (ERW)</td><td>or</td><td>Before Feb 15, 2023
>=19 on English and >= 23 Composite

After Feb 15, 2023
English + Reading Combined score >=40</td><td>or</td><td>Complete and earn credit for ELA college prep course</td></tr>
<tr><td>>= Mathematics criteria shown below</td><td>or</td><td>>=530 on Mathematics</td><td>or</td><td>Before Feb 15, 2023
>=19 on Mathematics and >=23 Composite

After Feb 15, 2023
Mathematics score >=22</td><td>or</td><td>Complete and earn credit for mathematics college prep course</td></tr>
</table>

[1] For the Class of 2026, courses completed in 12th grade will be eligible for CCMR credit

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 for 2027 accountability	Data for 2028 accountability
4-year Longitudinal Graduation Rate	Class of 2026	Class of 2027
5-year Longitudinal Graduation Rate	Class of 2025	Class of 2026
6-year Longitudinal Graduation Rate	Class of 2024	Class of 2025
Annual Dropout Rate	2025–26 school year	2026–27 school year
Graduate with Completed IEP and Workforce Readiness		
Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student		
Complete College Prep Course	Earned in school years 2022-23 through 2025-26 (completed in the 12th grade*)	Earned in school years 2023-24 through 2026-27 (completed in the 12th grade*)
Earn an Industry-Based Certification	Earned from 2022-23 through 2025-26 school year	Earned from 2023-24 through 2026-27 school year
Dual Credit Course Completion		
Earn an Associate Degree		

*Grade level will be based on data reported in the TSDS PEIMS Summer submission, using the highest grade level reported across all six-week attendance periods during the school year in which the course credit was earned; for students without attendance records, grade level reported through enrollment data in the Summer submission is used.

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 2026 administration (2025–26, 2024–25, 2023–24, and 2022–23 school years)
AP examination	Tests from 2025–26, 2024–25, 2023–24, and 2022–23 school years
IB examination	Tests as of May 2026 administration (2025–26, 2024–25, 2023–24, and 2022–23 school years)
TSIA1 and/or TSIA2 assessment	Tests from June 2016 to October 2026 administration
SAT college admissions test	Tests as of June 2026 administration (2025–26, 2024–25, 2023–24, and 2022–23 school years)
OnRamps dual enrollment course completion	Courses completed during the 2025–26, 2024–25, 2023–24, and 2022–23 school years
Level I and level II certificates	Certificates earned during the 2025–26, 2024–25, 2023–24, and 2022–23 school years
Military Enlistment	Department of Defense (DOD) Defense Manpower Data Center (DMDC) military enlistments as of December 31, 2026.

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 2025–26 annual graduates who** 1) meet the college-ready criteria on the TSI assessment, SAT, ACT, and/or by successfully completing and earning credit in grade 12 for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(from TSDS PEIMS Course Completion, 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 Course Completion)* **or** 4) enlist in the U.S. Armed Forces *(from DMDC enlistment data)* **or** 5) earn an approved industry-based certification plus Completer in an aligned program of study *(from TSDS PEIMS Student Graduation Program)* **or** 6) earn an associate degree while in high school *(from TSDS PEIMS Student Basic Information)* **or** 7) graduate with completed IEP and workforce readiness *(from TSDS PEIMS School Leaver)* **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 School Leaver and Enrollment)* **or** 10) earn a Level I or Level II certificate *(from THECB)* **---divided by---** **Number of 2025–26 annual graduates** *(from TSDS PEIMS School Leaver)*	All students	AADD: Postsecondary Readiness

7.5 AP/IB Participation and Performance

Year of Data: 2025–26

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 • Precalculus	• 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 • Environmental Science	• Biology • Chemistry • Computer Science • Physics • Environmental Systems and Societies • Design Technology • Astronomy • Sports, Exercise and Health Science

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 • African American Studies	• History • History Americas • History Europe • World Religions • Geography • Economics • Philosophy • Psychology • Business and Management • Information Technology in a Global Society • Social and Cultural Anthropology • Digital Society • Global Politics
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: 2025–26

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 Enrollment)*	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 Enrollment)*	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 Enrollment)*	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 Enrollment)*	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 Enrollment)*	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: 2025–26 graduates

Student Group Information: All students only

Use in 2027 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 School Leaver*)	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 Science section (*from ACT*) **---divided by---** Number of graduating examinees taking the ACT Science section *(from ACT)*	All students	AADD: Science

7.7 Advanced/Dual-Credit Course Completion

Year of Data: 2025–26

Student Group Information: All students only

Use in 2027 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/2025/glossary.pdfhttps://rptsvr1.tea.texas.gov/perfreport/tapr/2025/glossary.pdf.

Table 7.7. Advanced/Dual-Credit Course Completion

Year of Data: 2025–26

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 Course Completion)* **---divided by---** Number of students in grades 9–12 who completed at least one credit course in ELA *(from TSDS PEIMS Course Completion)*	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 Course Completion)* **---divided by---** Number of students in grades 9–12 who completed at least one credit course in mathematics *(from TSDS PEIMS Course Completion)*	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 Course Completion)* **---divided by---** Number of students in grades 9–12 who completed at least one credit course in science *(from TSDS PEIMS Course Completion)*	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 Course Completion)* **---divided by---** Number of students in grades 9–12 who completed at least one credit course in social studies *(from TSDS PEIMS Course Completion)*	All students	AADD: Social Studies

7.8 Attendance Rate

Year of Data: 2025–26

Student Group Information: All students only

Use in 2027 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 2025–26 school year *(from TSDS PEIMS Basic Attendance)* **---divided by---** Total number of days students in grade 1–12 are in membership during the 2025–26 school year *(from TSDS PEIMS Basic Attendance)*	All students	AADD: Reading/Language Arts (RLA) Mathematics Science Social Studies