Differential Weighting of CCMR 2031 Implementation

Presented March 24th and 31st, 2026

Texas Education Agency

Meet your Presenters

Valarie Londrie
College, Career, and Military Preparation
Division Director

Katherine Beck
Senior Division Director, Performance Reporting

Katie Jubert
Director of Performance Reporting Policy and Communications

Welcome to the Spring 2026 Refresh Roadshow!

Our goals in the Refresh Roadshow are to:

- Raise stakeholder awareness and knowledge
- Support campuses and districts in effective planning
- Garner meaningful public comment

Agenda:

- CCMR in the 2028 Refresh
- Overarching programmatic goals for College, Career and Military Readiness
- Proposed framework for differential weighting of CCMR indicators, beginning with 2031 accountability
- Research demonstrating correlation of CCMR indicators to postsecondary outcomes
- Next steps and additional learning opportunities

Today is focused on Differential Weighting of CCMR, to be implemented in 2031. Additional information on the 2028 Refresh, along with previously recorded webinars is available on the Accountability System Development webpage.

Please subscribe to the Performance Reporting Bulletin for updates and future learning opportunities. Please contact your ESCs to learn about interactive and in-person opportunities.

Texas Education Agency

The Purpose of A-F

Expectations Matter

We believe that all students can learn and achieve at high levels.

Students Are Helped In School & In Life

Monitoring performance with school ratings has been shown to have long term benefits for students:

"Our analysis reveals that pressure on schools to avoid a low performance rating led low-scoring students to score significantly higher on a high-stakes math exam in 10th grade. These students were also more likely to accumulate significantly more math credits and to graduate from high school on time.

Later in life, they were more likely to attend and graduate from a four-year college, and they had higher earnings at age 25."

Source: *https://www.educationnext.org/when-does-accountability-work-texas-system/*

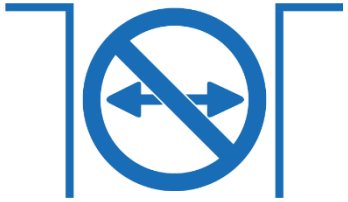
A-F is a tool to drive continuous improvement for students

According to state law, the purpose of *A-F* accountability is:

- to **continuously improve student performance**
- to **eliminate achievement gaps** based on race, ethnicity, and socioeconomic status
- to ensure Texas is a national leader in **preparing students for postsecondary success**

Improve Student Performance

Eliminate Achievement Gaps



Prepare Students for Postsecondary Success

Fostering a **culture that supports growth** and continuous improvement when this performance information is public is a difficult but **critical task for education leaders.**

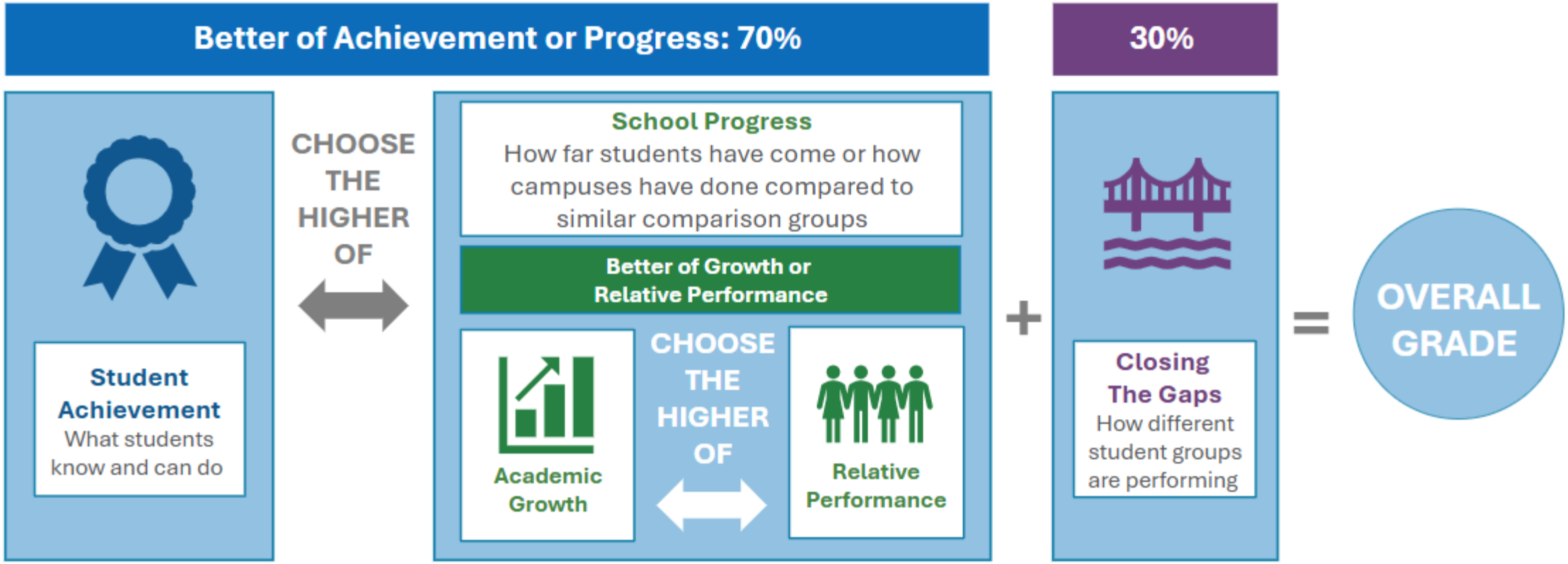
The Preliminary Framework, released in August 2025, has been updated based on legislative updates and stakeholder feedback

This document finalizes the feedback on the preliminary *A-F* Accountability System Framework.

This framework transparently provides the stakeholder feedback on the original considerations and provides clear rationale on any updated proposals in the framework. This framework reflects the contents of the proposed rule to be published later this year.

Join us April 7th and 9th for webinars reviewing the updated framework!

All three domains use the CCMR results



CCMR is included in the Student Achievement Domain, the Relative Performance Rating of the School Progress Domain, and the Closing the Gaps Domain

Domain 1: Student Achievement

Ratings in this domain are based on how many students are approaching, meeting, and mastering grade level on the statewide assessment (currently, STAAR) as well as how many students graduate and whether those graduates are ready for college, a career, or the military.

Domain 1

Student Achievement

Elementary

- **100%** Statewide assessment

Middle

- **100%** Statewide assessment

High Schools & K–12s

- **40%** Statewide assessment
- **40% College, Career, Military Ready (CCMR)**
- **20%** Graduation Rate

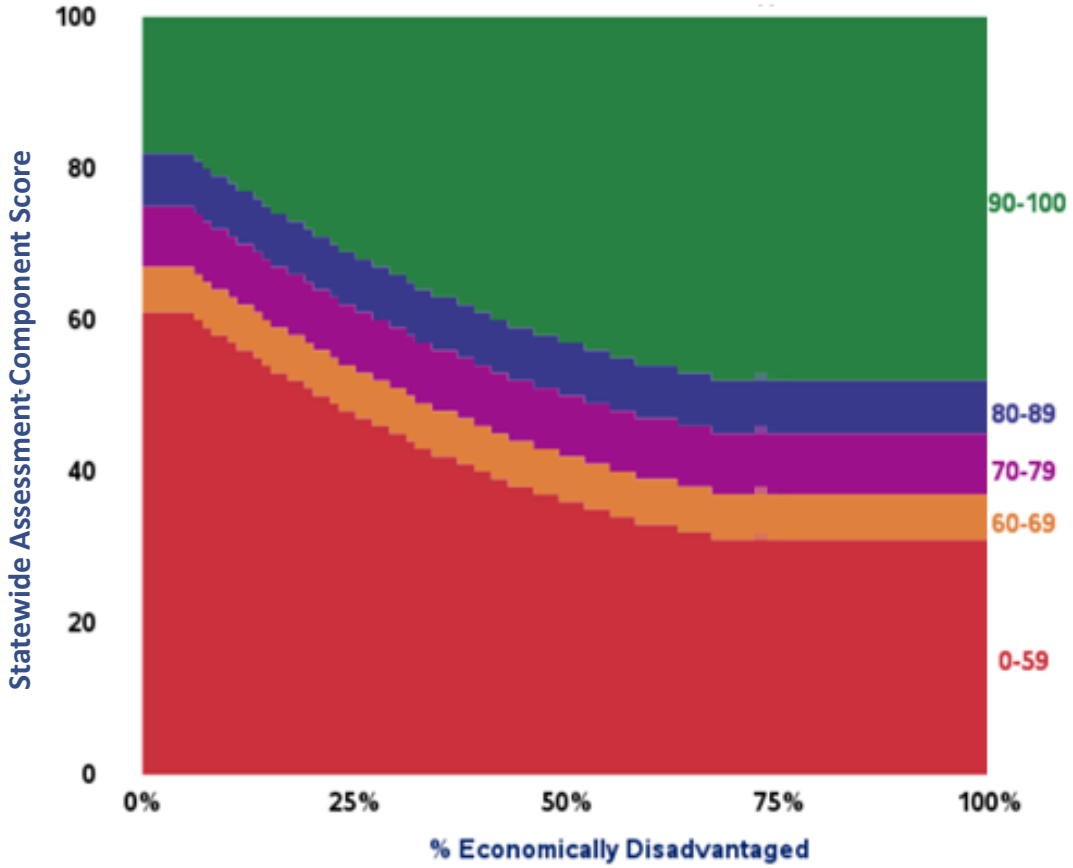
Statewide Assessment	Rather than being based solely on a particular passing rate, *A-F* uses an average for the percentage of STAAR results at the following: • Approaches Grade Level or above • Meets Grade Level or above • Masters Grade Level
College Ready	• Meet criteria on AP/IB exams • Meet TSI criteria (SAT/ACT/TSIA) or complete an agency-approved college prep course in reading and mathematics in 12th grade • Complete dual credit course(s) or OnRamps course • Earn an associate degree • Graduate under specific graduation plans and be identified as a current special education student
Career Ready	• Earn an approved industry-based certification after completing a program of study • Earn a Level I or Level II certificate • Graduate with completed IEP and workforce readiness (graduation type codes 54 or 55)
Military Ready	• Enlist in the United States Armed Forces or Texas National Guard • Complete JROTC or NDCC program, and score a 31 or higher on the AFQT

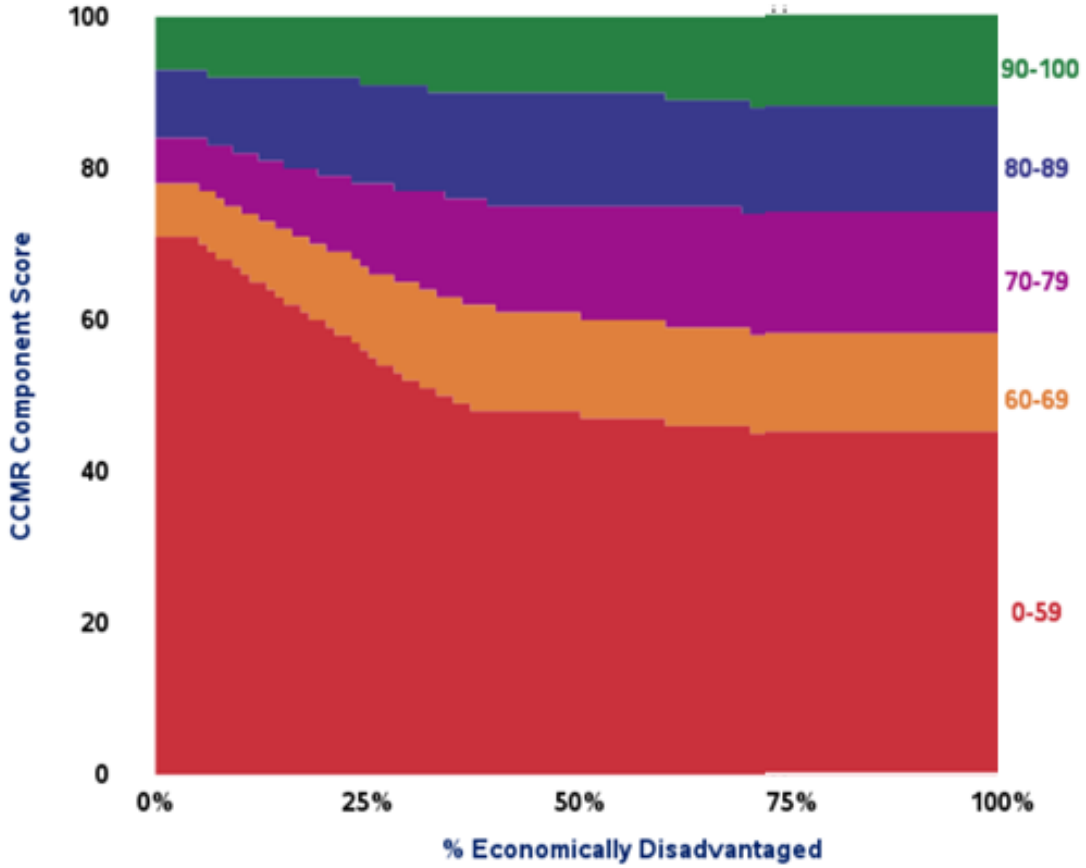
Domain 2: School Progress
Part B, Relative Performance (High Schools)

Domain 2: Student Progress

PART B: **Relative Performance**

Approximating growth using baseline adjusted proficiency targets



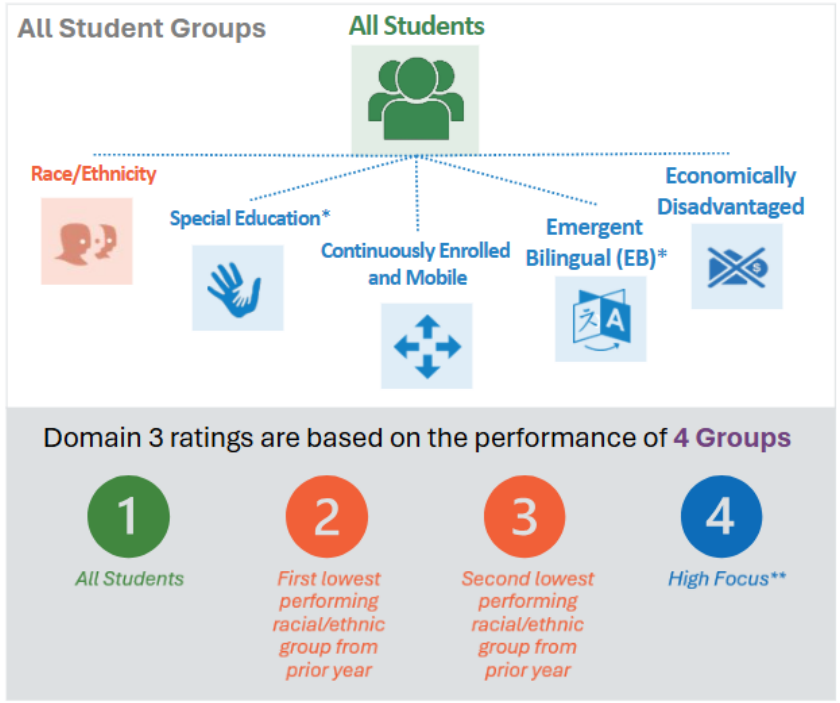


Domain 3: Closing the Gaps
School Quality Component for schools with a 4-year graduation rate

The design of Closing the Gaps domain fulfills both state and federal requirements. The School Quality indicator (CCMR) in Domain 3: Closing the Gaps differs slightly from the Domain 1 calculation.

- CCMR is calculated for all graduates and non-graduating 12th graders.
- Special caps (or limits) that apply to some campuses, such as the 5% IBC Tier 3 cap proposed for 2028, 2029, and 2030 CCMR in Domain 1, are not applied in Domain 3.

Domain 3 Student Groups



Component Weight	Domain 3 Components
50%	**Academic Achievement** STAAR RLA at Meets Grade Level STAAR Mathematics at Meets Grade Level
10%	**Graduation Rate**
10%	**Progress to English Language Proficiency** TELPAS Progress
30%	**School Quality** CCMR for graduates and students in grade 12.

*Includes current and former/monitored SPED/EB

**High Focus is an unduplicated count of economically disadvantaged, EB, current special education, and/or highly mobile (homeless, migrant, or in foster care) students

Programmatic Goals and Intended Outcomes

Opportunity Ready Students

From a single outcome mindset to multiple, high-value readiness pathways

College, Career and Military Pathways center on preparing all students for future career opportunities. This vision strengthens postsecondary outcomes and prepares students for Texas's evolving workforce.

College, career, and military readiness are equally intentional and measurable outcomes within an inclusive framework. New accountability measures reflect differentiated readiness.

TSI Anchors College Readiness

The Texas Success Initiative (TSI) is the state's framework for determining college readiness and outlines the skills and competencies students need to be prepared for entry-level college coursework.

Texas Administrative Code — Title 19, Part 1, Chapter 4, Subchapter C

- Texas public institutions of higher education must determine the college readiness of each entering undergraduate student.
- **Readiness must be demonstrated** before enrolling in freshman-level academic coursework.
- The TSI Assessment (TSIA2) is the **state-approved instrument** used to **evaluate readiness** unless a student qualifies for an exemption.

Purpose of TSI

- Defines the **skills and competencies** required for college readiness.
- Provides a **common statewide standard** used by both K–12 and higher education.
- Anchors the indicators used in **college readiness determinations** across Texas.

College Preparatory Courses (CPCs) & TSI

College Preparatory Courses (CPCs), authorized under TEC §28.014, are 12th-grade courses developed jointly by school districts and partnering colleges.

They are designed specifically for students who are not yet meeting TSI college-readiness benchmarks.

Their purpose is to build essential readiness skills for students who have not demonstrated TSI-defined college readiness.

They provide a non-testing pathway to meet TSI requirements.

Career and Military Readiness Continuum

Pathway Design

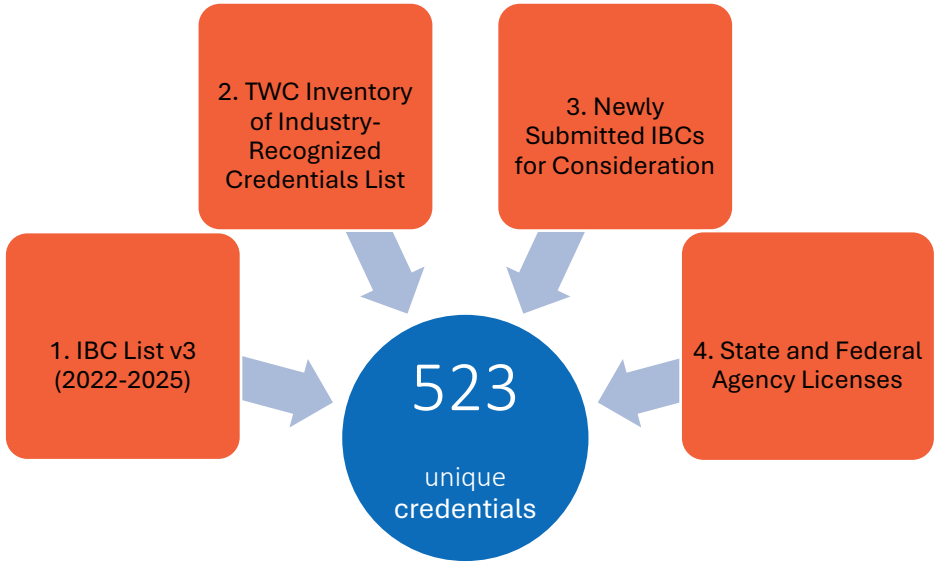
- Coursework
- Credentials
- Applied Learning

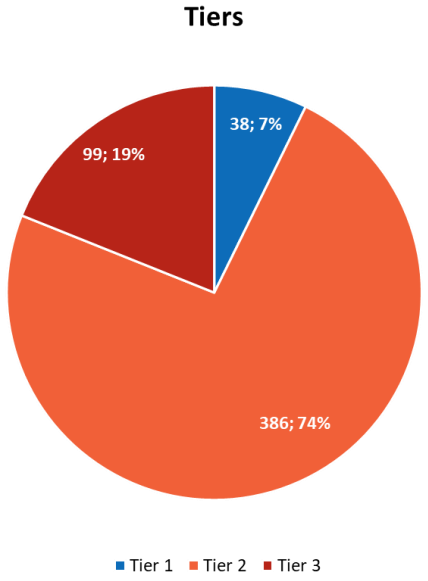
Readiness Validation

- Industry-aligned certifications
- Military enlistment indicators
- Postsecondary-aligned standards

Successful Transition

- Employment
- Enlistment
- Advanced training





Career and Military Readiness prioritizes outcomes with value beyond K-12.

19 TAC §74.1003 Industry-Based Certifications for Public School Accountability

Updated 2028 Framework CCMR Proposal

A-F reflects our collective expectations for kids and impacts their Pk-12 and postsecondary experiences

- “Improved readiness rates are a positive outcome of the accountability redesign; however, their impact depends on better postsecondary outcomes for students. Stakeholders must analyze how CCMR changes relate to postsecondary readiness, access, and success."
- "Most CCMR indicators successfully predict college enrollment, but enrollment alone is an incomplete measure of readiness. Texas should routinely evaluate CCMR indicators against longer-term outcomes, including college persistence, credential completion, and early workforce earnings, to identify which pathways support sustained success after high school.”

Despite ongoing improvements to CCMR and increased CCMR attainment, our public school system is not yet a top performer nationally for postsecondary success outcomes.

The 2028 refresh is an opportunity to align what we know Texas graduates are capable of with the accountability processes that evaluate postsecondary readiness

Sources: Who Remains ‘College, Career, and Military Ready’ in the Context of a Shifting Accountability Framework?, Kinder Institute for Urban Research
The Uneven Promise of Readiness: Which College and Career Readiness Indicators Actually Predict Success After High School?, Texas Tech College of Education

HB 8 requires changes to CCMR in A-F to ensure Texas improves our approach to preparing students for post-secondary success

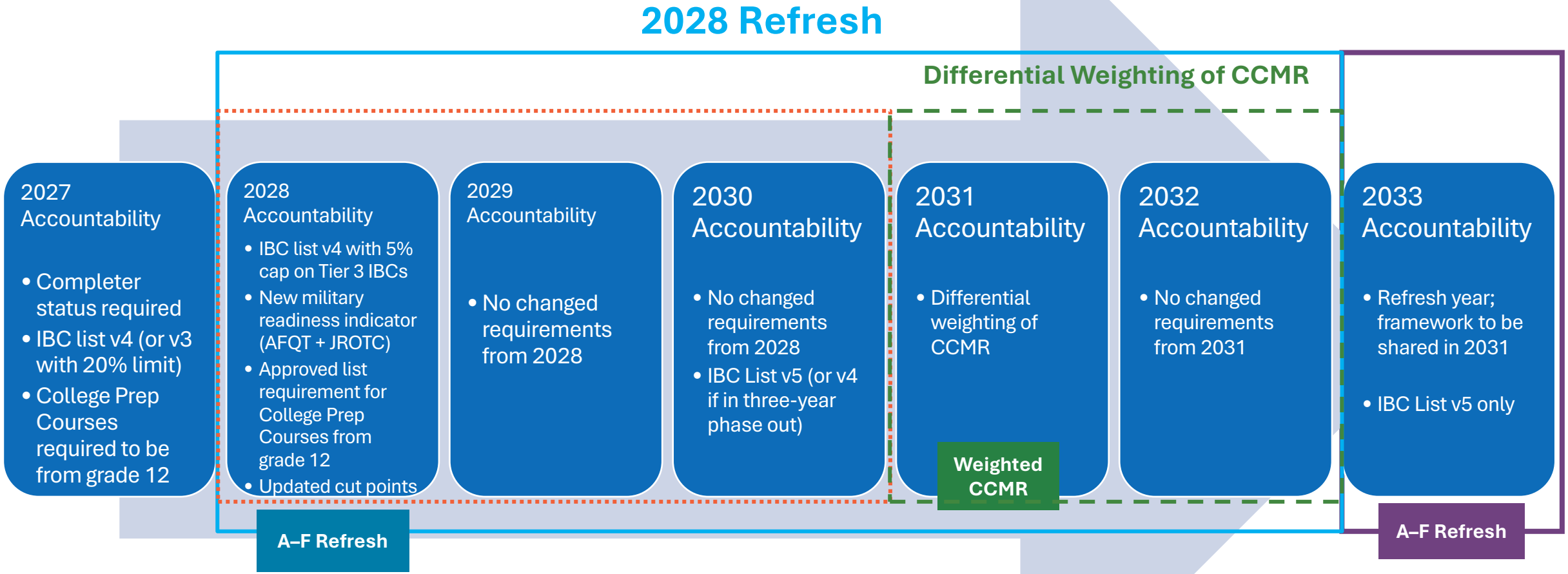
A new study of CCMR and valuing indicators to successful outcomes

The agency shall study the college, career, and military readiness indicators adopted under Subsection (c) to determine the correlation of each indicator with postsecondary success, including the correlation of industry certifications with wages and available job. The value assigned to each indicator must be:

- *based on the strength of the indicator's correlation with successful outcomes*

Research has been conducted internally, and external studies have been leveraged to more thoroughly understand correlations of CCMR indicators with postsecondary success.

The Updated 2028 A-F Framework includes two distinct methodologies for CCMR



PEIMS Working Submissions may be completed and applied to accountability ratings, beginning with 2026 accountability

Complete JROTC program + AFQT Score as an Indicator for Military Readiness

Texas Education Agency

Complete, pass, and receive credit for at least three JROTC courses

+

Qualifying AFQT score on ASVAB, by CCMR readiness level

→

Military Readiness Indicator for CCMR

Federally authorized JROTC and NDCC programs should use the following course codes:

JROTC I (03160100)
JROTC II (03160200)
JROTC III (03160300)
JROTC IV (03160400)
PE Substitution JROTC (PES00004)

School systems reporting one or more JROTC course codes are required ***annually*** to upload their official DoD JROTC/NDCC authorization form. Submission of this form for the 2025-26 school year is due by May 29, 2026, through the 2025-26 JROTC Unit Evidence Submission Form.

Note: JROTC is not a program of study, it is a military readiness program

ASVAB (AFQT) Minimum Scores are established across each service branch of the military

Students that take the ASVAB exam receive multiple scores.

The **Armed Forces Qualification Test (AFQT) score** specifically determines whether the candidate is eligible for duty and/or what military branches they qualify for service.

- Each service branch of the U.S. Armed Forces and each military career has different minimum AFQT score and entry requirements.
- The AFQT score is what the military uses to determine eligibility for enlistment.
- Applicants that score in AFQT category IIIA or higher may qualify for enlistment incentives.

Districts will be responsible for acquiring AFQT scores, directly from the student or through partnership with Military Entrance Processing Stations (MEPS), and upload through PEIMS Summer Submission (2026-27)

Minimum AFQT Score for HS graduates*
United States Army = 31
United States Navy = 31
Air/Space Forces = 31
Marine Corps = 31
Coast Guard = 36

*Qualifying AFQT scores change based on each Service branch's evolving needs.

Enlistment Eligibility | ASVAB: Visit an office for exact score requirements

AFQT Category	Score Range
I	**93** – 99
II	**65** – 92
IIIA	**50** – 64
IIIB	**31** – 49
IV	10 – 30
V	1 – 9

For 2028, 2029, and 2030 Accountability there are updates to the preliminary framework

New in the March 2026 Updates to the 2028 Framework

- A NEW Military Readiness Indicator
  - Junior Reserve Officers' Training Corps (JROTC) Program Completion, to include National Defense Cadet Core (NDCC) and
  - A score of at least 31 on the Armed Forces Qualifying Test (AFQT)

- Increased Reliability for IBC List Updates
  - IBC list to be updated every 5 years, in conjunction with accountability refresh
  - Students that have already started within a program of study can benefit from the prior list for three additional years*

Included in both preliminary and updated 2028 Framework

- Within indicator weighting of IBCs
  - A cap, of whatever is greater between 5% or 5 students, to earn CCMR through Tier 3 IBCs
- College Prep Course
  - Graduates may earn TSI by completing College Prep Course on agency approved list

*Example: A student begins CTE coursework aligned to an IBC that is Tier 2 on list v4 as a 9th grader in fall of 2026. When IBC list v. 5 is published in 2028, that IBC is no longer included in the list. Since the student already began coursework, they could still earn CCMR, assuming they were CTE completer and IBC earner in 2031 with the Tier 2 IBC from list v. 4 (3 years of benefit = 2030, 2031, 2032)

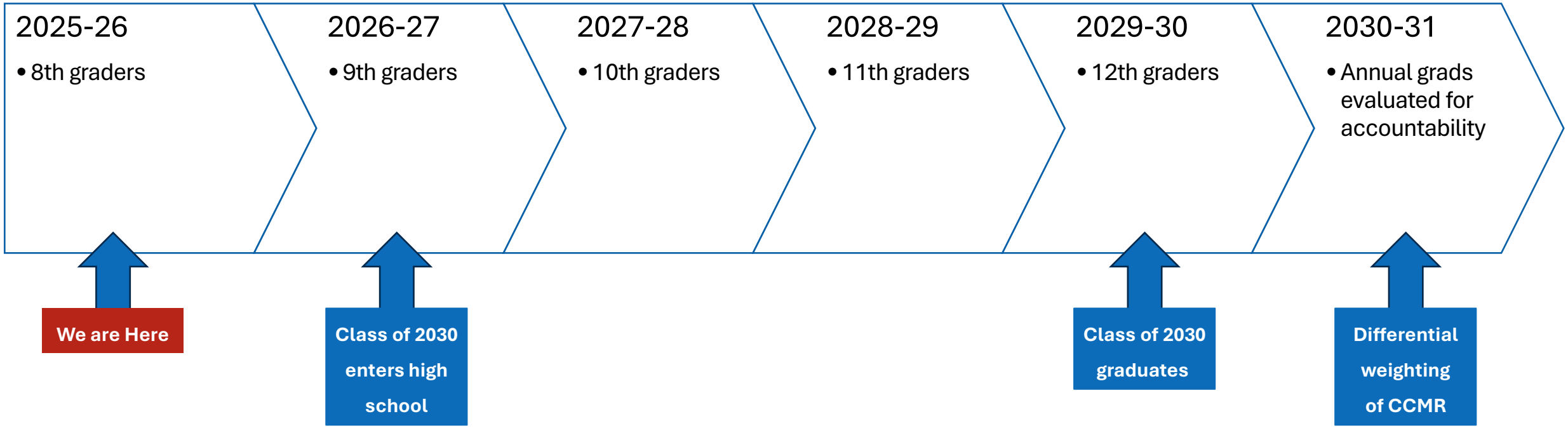
IBC lists will be refreshed on a more predictable cadence, with 3 years of benefit for students that have already begun courses within a program of study aligned to an IBC no longer on current list

Annual Graduates	Accountability Year	CCMR Credit Requirement				List Communications (HB8)
Class of 2027	**2028 Refresh**	v4 list with Tier 3 5% cap			Completer	
Class of 2028	2029	v4 list with Tier 3 5% cap			Completer	**Post list v5 in SY27-28 (June 30, 2028) for C/O 2029** **Every year of a refresh**
Class of 2029	2030	v4 list with Tier 3 5% cap (removed still benefit; nobody new can start taking v4 removals)	*or*	v5 list with Tier 3 5% cap (new adds immediately available)	Completer	
Class of 2030	2031	v4 list	*or*	v5 list	Completer	
Class of 2031	2032	v4 list	*or*	v5 list	Completer	
Class of 2032	**2033 Refresh**	v5 list			Completer	
Class of 2033	2034	v5 list			Completer	**Post list v6 in SY32-33 (June 30, 2033) for C/O 2034 year of a refresh (32-33)**
Class of 2034	2035	v5 list (removed still benefit; nobody new can start taking v4 removals)	*or*	v6 list (new adds immediately available)	Completer	
Class of 2035	2036	v5 list	*or*	v6 list	Completer	
Class of 2036	2037	v5 list	*or*	v6 list	Completer	

In 2031, differential weighting of CCMR methodology will be applied in accountability calculations

The framework is being shared more than 5 years before ratings will reflect differential weighting of CCMR

The first class of annual grads to be evaluated with differential weighting is 2030; students who will enter high school in fall 2026.



Note: In Domain 1 and 2b, CCMR evaluates annual graduates. In Domain 3, students evaluated include graduates and non-graduating students who were reported as 12th graders the prior fall. While most students evaluated in 2031 will enter high school this fall, there will be exceptions for students who do not graduate in standard 4-year time frame

In alignment with House Bill 8, two major research bodies were leveraged to analyze the correlation between individual indicators and postsecondary outcomes

Research Study	Internal Study*	External Study

Key Areas of Focus	• Value of college readiness indicators as measured by
	  ○ 1st year college GPA
	  ○ 2nd year persistence
	• Value of career readiness indicators as measured by
	  ○ First year wages
		• Value of college readiness indicators as measured by
		  ○ Direct to college enrollment, persistence, and need for developmental education
		  ○ Degree completion with 6 years of HS graduation
		• Value of career readiness indicators as measured by
		  ○ Wages 6 years post HS graduation

*CCMP and Analytics Team's access to student level data allows for differentiated analysis by course type and completed credits for Dual Credit & OnRamps, allowing differentiated analysis by subject and number of passed AP/IB courses

From these studies, clear trends emerged and have guided the proposed framework for differential weighting of CCMR

The data are clear that some CCMR indicators are more valuable than others to graduates in the short- and long-term.

College Readiness

Graduates **who earn TSI through ACT, SAT or TSIA** achieve the highest outcomes in postsecondary learning institutions

Graduates who have earned the potential to gain college credit while in high school through dual credit pathways, AP or IB assessments **show improved** postsecondary performance, **irrespective of the number of potential credits earned or type of potential credit earned**

Graduates who earn TSI through College Prep Courses show the lowest postsecondary performance

Career Readiness

Graduates who earn **a Level I or II** certificate, and those who earn **a Tier I IBC** are most likely to see increased earnings after high school

Graduates who earn SPED specific indicators experience varied earnings after high school

Graduates who earn a Tier 3 IBC experience only marginally higher earnings after high school

Military Readiness

Graduates who earn higher AFQT scores have increased career opportunities and job placement within the military

Graduates with 3+ credits in JROTC may enter at a higher rank, impacting both base pay and benefits

As such, these indicators hold higher values within the accountability framework to encourage rigor for students and transparency to the public

Based on the comparative value in postsecondary success, each indicator is proposed to be grouped into a postsecondary readiness level

Foundational Postsecondary Readiness	Demonstrated Postsecondary Readiness	Advanced Postsecondary Readiness

2031 and 2032 Ratings: Differential Weighting of CCMR

- CCMR indicators weighted based on their positive correlation to postsecondary outcomes
  - Higher education outcomes
  - Career outcomes
  - Military outcomes
- Each graduate achieves one postsecondary readiness level: foundational, demonstrated, or advanced based on indicators they achieved

Comparative value of college readiness indicators

		Internal Study (TSI in/excluded as noted)		External Study (TSI not in/excluded)	
Readiness Level	**Indicator**	**1st year GPA**	**2nd year persistence**	**College Enrollment**	**Degree or Credential Completion**
Advanced	On Ramps +TSI ○ 3 college credit hours in any subject	3.17	91%		
	AP/IB +TSI o 1 course exam in any subject	3.17	91%		
	Dual Credit +TSI o 3 hours in any subject	2.97	87%		
	Associate's Degree	2.91	86%	10% more likely	100%
Demonstrated	TSI Math and Reading (ACT, SAT, or TSIA)	2.96	87%	SAT/ACT- 17% more likely	SAT/ACT- 14% more likely
Foundational	On Ramps ○ 3 college credit hours in any subject	2.65	75%	6% more likely	5% more likely
	AP/IB ○ 1 course exam in any subject	2.41	75%		
	Dual Credit ○ 3 hours in any subject	2.41	73%	11% more likely	5% more likely
	Met TSI: College Prep Courses*	2.25	65%	3% less likely	5% less likely

*data reflective of students that completed agency approved ELAR CPC + ACT/SAT/TSIA math.

While demonstrating the potential to earn college credit through dual credit pathways and AP/IB demonstrates a positive impact on postsecondary success, the impact is magnified when TSI is also earned

Indicator	Initially proposed within-indicator weighting	Average 1st year GPA (No TSI Met)	2nd year persistence (No TSI Met)	Average 1st year GPA (+TSI Met)	2nd year persistence (+TSI Met)
On Ramps	On Ramps (3 college credit hours in any subject)	2.65	75%	3.17	91%
Dual Credit	Dual Credit (3 hours any subject)	2.41	73%	2.97	87%
	Dual Credit (3 college credit hours in ELAR or Math or 9 college credit hours in any subject)	2.48	76%	3.00	88%
	Dual Credit (a total of 15 college credit hours in any subject, **including** 3 college credit hours in ELAR and 3 college credit hours Math)	2.50	76%	3.00	88%
AP/IB	AP/IB (1 course exam in any subject)	2.41	75%	3.17	91%

Comparative value of career readiness indicators

		Internal Study	External Study		
Readiness Level	**Indicator**	**Average change in 1st year wages**	**Self-sustaining wage 6 years after HS grad**	**Family-sustaining wage 6 years after HS grad**	**Estimated difference in salary, 6 years post HS**
Advanced	Tier I IBCs with CTE Completer	+6,922			
	Level I or II Certificate	+$5,702	4% more likely	6% more likely	$4,507
Demonstrated	Tier II IBCs with CTE Completer	+$2,184			
	SPED Advanced Diploma	+$1,529			-$179
	Workforce Ready IEP	-$646	Effect not statistically significant	Effect not statistically significant	$-857
Foundational	Tier III IBC	$+1,554			

As data are not yet available for military readiness indicators, weighting recommendation reflects national trends

Indicator	Alignment to Florida CCMR Requirements	Alignment to Mississippi CCMR Requirements	Alignment to Wyoming CCMR Requirements	Alignment to Virginia CCMR Requirements	Additional states
JROTC Completion and 65+ (Category II AFQT)	65+ is requirement for CCMR credit	Weighted score = .75		Weighted score = 1	
JROTC Completion and 50-64 (Category IIIA AFQT)		Weighted score = .50		Weighted score = .75	
JROTC Completion and 31-49 (Category IIIB AFQT)		Weighted score = .25	45+ is requirement for CCMR credit	Weighted score = .25	31 Minimum Score: Georgia, Illinois, New Mexico, North Dakota, South Dakota

Additionally, the starting pay grade for enlisted students can be impacted by JROTC completion.

Each indicator is valued based on correlative value to positive postsecondary outcomes

Foundational Postsecondary Readiness

- Met TSI using an approved College Prep Course

  OR
- Potential college credit (any subject)*
  - 1 AP/IB passed exam, or
  - 3 hours On Ramps, or
  - 3 hours Dual Credit

  OR
- CTE Completer with aligned Tier 3 IBC

  OR
- JROTC Completion and 31-49 (Category IIIB AFQT)

Note:
- TSI criteria must be met in <u>both</u> Math and RLA for CCMR
- If either Math or Reading TSI criteria is met using a CPC, CCMR is Foundational.

*A student has the potential to earn college credit from any of these pathways; credit awarded is dependent on IHE, degree, score, etc

Demonstrated Postsecondary Readiness

- **Met TSI** using SAT or ACT or TSIA

  OR
- CTE Completer with aligned Tier 2 IBC

  OR
- SPED Advanced Diploma

  OR
- Workforce Ready IEP Diploma

  OR
- JROTC Completion and 50-64 (Category IIIA AFQT)

Note:
- TSI criteria must be met in <u>both</u> Math and RLA for CCMR
- If TSI criteria is met using a combination of SAT, ACT, or TSIA scores, (with no potential college credit) CCMR is Demonstrated

Advanced Postsecondary Readiness

- Associate Degree

  OR
- **Met TSI** using SAT/ACT/TSIA **and potential college credit** (any subject)*
  - 1 AP/IB passed exam, or
  - 3 hours On Ramps, or
  - 3 hours Dual Credit

  OR
- Earn Level I or Level II Certificate

  OR
- CTE Completer with aligned Tier 1 IBC

  OR
- Military Enlistment

  OR
- JROTC Completion and 65+ (Category II AFQT)

Note:
- TSI criteria must be met in <u>both</u> Math and RLA for CCMR
- If TSI criteria is met using a combination of SAT, ACT, or TSIA scores, (with potential college credit) CCMR is Advanced.

Student examples of varying College Readiness pathways effective class of 2030

	Grade 9	Grade 10	Grade 11	Grade 12	CCMR
Student A			Earns TSI RLA using TSIA	Earns TSI math using TSIA	**Demonstrated Postsecondary Readiness** ***Earned TSI through TSIA***
Student B			Meets TSI math using TSIA Earns three hours of dual credit	Earns TSI RLA using ACT	**Advanced Postsecondary Readiness** ***Earned TSI through TSIA/ACT + 3 hours of dual credit***
Student C			Meets TSI math using TSIA Earns three hours of dual credit	Earns TSI RLA using College Prep	**Foundational Postsecondary Readiness** ***Earned TSI using College Prep Course***
Student D	Earns a "4" on AP Spanish Language Exam		Earns TSI Math using SAT		**Foundational Postsecondary Readiness** ***Potential for college credit by meeting criteria on AP exam***
Student E	Completes Principles of Business, Marketing, and Finance	Completes Virtual Business	Completes Business Management Earns TSI RLA using SAT	Earns three hours of dual credit	**Foundational Postsecondary Readiness** ***Potential for college credit by earning three hours of dual credit***

Student examples of varying Career Readiness pathways effective class of 2030

	Grade 9	Grade 10	Grade 11	Grade 12	CCMR
Student F	Completes Principles of Construction	Completes Plumbing Technology I	Completes Plumbing Technology II Earned NCCER Core certification	Completes Practicum in Construction Technology	**Foundational Postsecondary Readiness** ***Earned Tier 3 IBC + Completed Aligned Program of Study***
Student G	Completes Principles of Construction	Completes Plumbing Technology I	Completes Plumbing Technology II Earned NCCER Core certification	Completes Practicum in Construction Technology Earned NCCER Plumbing Level I	**Demonstrated Postsecondary Readiness** ***Earned Tier 2 IBC + Completed Aligned Program of Study***
Student H	Completes Principles of Construction	Completes Plumbing Technology I	Completes Plumbing Technology II	Completes Practicum in Construction Technology Tradesman Plumber – Limited license	**Advanced Postsecondary Readiness** ***Earned Tier 1 IBC + Completed Aligned Program of Study***

Student examples of varying Military Readiness pathways effective class of 2030

	Grade 9	Grade 10	Grade 11	Grade 12	CCMR
Student I				Enlists in US Marines	**Advanced Postsecondary Readiness** ***Enlisted in US Military***
Student J	JROTC 1	JROTC 2	JROTC 3	JROTC 4 AFQT score = 52	**Demonstrated Postsecondary Readiness** ***Complete JROTC Program + AFQT score 50-64***
Student K		JROTC 1	JROTC 2	JROTC 3 AFQT score = 34	**Foundational Postsecondary Readiness** ***Complete JROTC Program + AFQT score 31-49***
Student L		JROTC 1	JROTC 2	JROTC 3 AFQT score = 34 Enlists in US Army	**Advanced Postsecondary Readiness** ***Enlisted in US Military***

Starting in 2031 A-F, CCMR calculation methodology will mirror STAAR Domain 1 methodology

$$\text{CCMR Raw Score} = \frac{\%\text{Foundational+} + \%\text{Demonstrated+} + \%\text{Advanced}}{3}$$

Steps to Calculate a CCMR Score

1. Determine the highest postsecondary readiness level achieved by each student
   - A student may earn multiple indicators across levels, but CCMR points awarded only for highest level completed
   - A student earns CCMR points for one level, even if multiple indicators earned within a level
2. Add the number of students that earned Foundational and above (+ Demonstrated + Advanced), divide the sum by the number of annual grads
3. Add the number of students that earned Demonstrated and above (+ Advanced), divide the sum by number of annual grads
4. Divide the number of Advanced by # of annual grads
5. Find the sum of points awarded from each of the three levels and divide by 3

Example: High School with 150 graduates

Foundational: 58 **Demonstrated: 47** **Advanced: 33**

Postsecondary Readiness Level	# of students and % earned	Points Earned
Foundational Postsecondary Readiness **or above** (# earned/annual grads)	138 (92%)	92
Demonstrated Postsecondary Readiness **or above** (# earned/annual grads)	80 (53%)	53
Advanced Postsecondary Readiness (# earned/ grads)	33 (22%)	22
CCMR Raw Score (sum of 3 levels/3):		56

Used in Domain 2b: Relative Performance
In Domain 3a: Points awarded/grads+leavers+continuers
Small numbers analysis will be applied

A full weighted methodology for CCMR indicators will begin with 2031 accountability ratings

2031 and 2032 Ratings: Differential Weighting of CCMR

- CCMR indicators weighted based on their positive correlation to postsecondary outcomes
- Each graduate achieves one postsecondary readiness level: foundational, demonstrated, or advanced based on indicators they achieved
- Domain 1b methodology will be calculated as the average percent of students at
  - Foundational postsecondary readiness and above +
  - Demonstrated postsecondary readiness and above +
  - Advanced postsecondary readiness

- Ensures a high bar for excellence and data driven decision making in postsecondary indicator weights
- Allows districts time to shift programs and offerings for students, prior to the start of their high school careers
- Satisfies House Bill 8 requirements that CCMR indicators are weighted based on their positive correlation to postsecondary outcomes

Planning for 2031

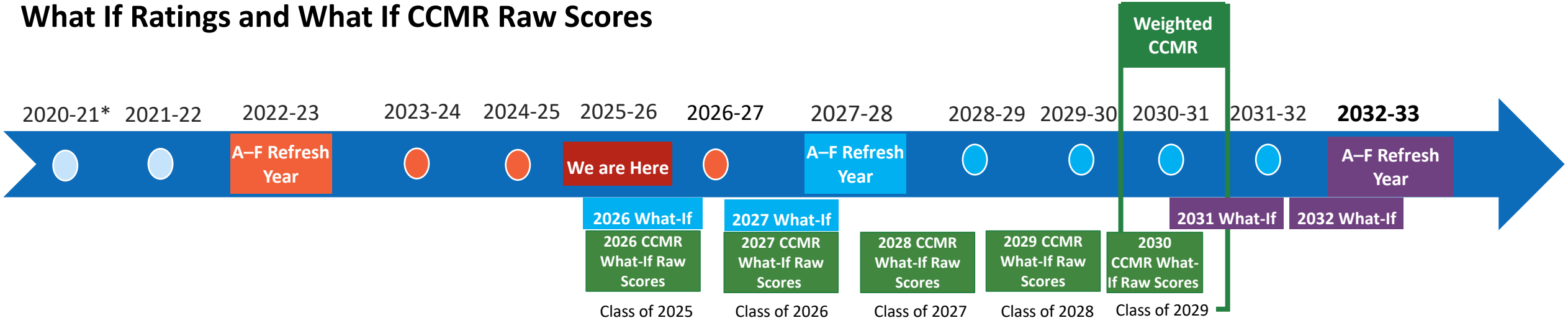
Planning for systemic college, career, and military programming

CCMP webinar series to support district and campus leaders think through the strategic shifts in programming that need to occur to support higher levels of rigor and engagement in CCMR pathways.

- Webinar Series Launch: Planning for CCMR Weighting
- Date: May 12, 2026, 10:00AM (CST) and May 14, 2026, 2:00 PM (CST)
  - This webinar supports districts in understanding the implementation timeline for CCMR weighting and identifying strategic planning actions that influence outcomes for the 2026–27 incoming freshman class and future cohorts. The session emphasizes forward-looking planning, alignment, and coordination.
  - This webinar will also preview future deep dive series in:
    - Career and Military Readiness- 5-part series launches in June 2026
    - Advanced Academic Coursework- 6-part series launches in July 2026
    - College Preparation Course and Assessments- 5-part series launches in Spring 2027

Data will be made available to school systems to plan, prioritize, and evaluate preparedness for differential weighting of CCMR

What If Ratings and What If CCMR Raw Scores



What If Ratings Two Years Prior to Refresh

- Use current (2026, 2027) data and applies the 2028 accountability system methodology to calculate an overall and domain ratings.
- Released in the TEA Login (TEAL) Accountability after final official ratings are issued
- Overall Rating will be published on TXschools.gov, in the "Change Over Time" performance history section when ratings are issued in 2028.

What If Differential Weighting of CCMR Raw Scores

- Use current (2026, 2027, 2028, 2029, or 2030) data and applies the 2031 differential weighting CCMR methodology to calculate raw CCMR score.
- Raw scores will only be released into TEAL and will not be made public from TEA.

* Modified or no ratings issued due to COVID-19

School systems that begin effectively planning now for implementation of differential weighting of CCMR in 2031 are most likely to experience success

Effective Planning

TODAY

Framework available

Spring 2026

- Internalize indicator weights
- Analyze current offerings against indicator weights
- Initial planning for programmatic shifts

Class of 2030 enters high school

Fall 2026

- Adjust college, career, and military guidance counseling systems to include indicator weights
- Begin strategic plan for programmatic shifts and implementation strategies

Raw score reports available annually

Spring 2027-Spring 2030

- Carefully track student attainment of indicators by weighted value
- Analyze raw score data to determine areas of strength, opportunities, and effectiveness of prior year implementation strategies and programmatic shifts

2031 Implementation

Most indicators cannot be earned within one year of high school

Providing the framework more than 4 years before implementation, coupled with 5 years of raw score data, is intended to support school systems in making incremental programmatic shifts and implementing strategies to increase the number of students earning high value indicators with the highest likelihood of postsecondary success

Closing and Next Steps

Texas Education Agency

thank
you

2028 System Development and Framework

The Updated 2028 *A-F* Accountability Framework

Posted on 2028 Accountability Development Website
March 19, 2026

Updated 2028 Academic Accountability System Framework and Resources

Resources with information about the updated framework are now available.

- 2028 Academic Accountability System Framework - Updated Spring 2026 (March 19, 2026) PDF
  Document that demonstrates proposed changes to the *A-F* accountability system for the 2028 refresh, including updates to the preliminary framework based on stakeholder feedback and legislative updates.
- 2028 A-F Refresh Stakeholder Feedback and Adjustments (March 19, 2026) PDF
  Summary of how feedback received during the *A-F* refresh process informed updates to the framework following its preliminary release.

Preview of upcoming webinars with Performance Reporting

Upcoming Training Date	Details	How to Access
March 26th @ 3pm	Superintendent Call: Differential Weighting of CCMR	Deck will be shared with superintendents
March 26th @ 9:30am	Accurate Accountability: Leveraging the PEIMS Student Demographic Listing and TIDE	Deck and recording will be posted on Performance Reporting Resources
April 7th @ 10am or April 9th @ 3pm	The 2028 Updated Framework - Proposed updates to the 2028 framework based on stakeholder feedback and legislative requirements April 7, 2026, at 10:00 a.m. (CT) April 9, 2026, at 3:00 p.m. (CT)	Links will be shared in the Performance Reporting Bulletin this week! Deck and recording will be posted on Performance Reporting Resources mid-April
May 6th @ 10am	PEIMS + Accountability: Preparing for the Summer PEIMS Submission	Links will be shared in Performance Reporting bulletin Deck and recording will be posted on Performance Reporting Resources
July 29th @ 10am	PEIMS + Accountability: Preparing for the Extended Year PEIMS Submission	

The CCMR Tracker, Part I will be available in TEAL on April 2nd

A video tour of new features will be available for support

Thank you

Help Desk Ticket: Performance Reporting Help Desk
Website: Performance Reporting | Texas Education Agency

Scan for Quick Survey

https://tinyurl.com/PR-MarchCCMR-feedback