



2024 Accountability System Overview

Meet your Presenters



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Session Objectives

- Participants will leave this session with a detailed knowledge of the A-F academic accountability system.
- Participants will be able to share knowledge of the 2024 accountability system with staff and other leaders.
- Participants will leave the session with the knowledge of available performance data to support student learning.



Why Accountability Matters

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



Clear Performance Information Helps Students

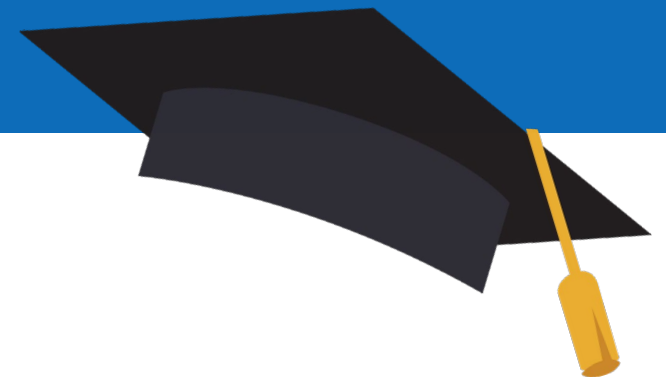
You can't improve what you can't see. To serve all students well, educators, parents, businesses leaders, and community members need easy access to information regarding how schools and districts are doing.



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.”



2024 Underlying Accountability Subset Data

- Due to a pending lawsuit, the issuance of 2023 and 2024 A-F ratings and are pending and subject to change based on judicial rulings.
 - *Some districts have contacted TEA to verify predictions of their ratings based on these underlying data*
 - *Some districts have publicly released their own rating predictions*
- The following are available to districts without ratings or scale scores:
 - **2024 Accountability Reports and Data Tables**
 - **2024 Accountability Data Downloads**
 - **2024 STAAR, Growth, AEA Retest Growth and EL Student Listings**
 - **2024 Federal School Improvement Designations**

A photograph of several students walking on a modern school staircase. The students are dressed in casual attire, including t-shirts, sweaters, and jeans, and many are carrying backpacks. The staircase has metal railings and glass balustrades. The lighting is bright, suggesting an indoor setting with large windows or skylights. A semi-transparent blue box is overlaid on the left side of the image, containing the text.

Available data for LEAs and the public

Data available to LEAs in TEAL Accountability application

TEAL Accountability

- What's New
- Performance Reporting
- Performance-Based Monitoring
- Research & Analysis
- College, Career & Military Prep
- House Bill 3

Unless otherwise noted, reports, listings, and downloads on this site are confidential and should be treated as such. These products are not designed to be shared with the public. Read the full TEA Statement of Confidentiality.

New Items

The following items are available to view:

- 2024 Accountability Reports and Data Tables (posted August 14, 2024)
- 2024 STAAR, Growth, AEA Retest Growth, and EL Student Listing (posted August 14, 2024)
- 2024 Accountability Data Downloads (posted August 14, 2024)
- 2024 Final College, Career, and Military Readiness (CCMR) Student Listing (posted August 2, 2024)
- 2024 College, Career, and Military Readiness (CCMR) Tracker Part II (posted July 26, 2024)
- College and Career Readiness School Models OBM Reports for 2024-2025 Designation (posted July 26, 2024)
- Final 2022 Annual Graduates College, Career, or Military Readiness Outcomes Bonus Student Listings (posted July 11, 2024)
- 2024 Campus Comparison Groups (posted June 14, 2024)
- Final 2023 Graduation and Dropout Information (posted June 6, 2024)
- Final 2024 Accelerated Testers Student Listings (posted April 5, 2024)

SECURITY NOTICE:An enhancement has been made to the TEAL Accountability site which provides the user's name and district at the top left corner of the TEAL page. As specified in the TEAL access agreement, TEAL users must not share their username and password with anyone, so only authorized users should see their name and district displayed on the TEAL page. Unauthorized users are not permitted to have access to the TEAL Accountability site. The agency will not aid those who seek to circumvent the security agreement, whatever the reason provided. Specifically, please understand the following:

- The agency will not divulge the password associated with a TEAL account.
- Password reset requests will only be honored if requested by the owner of the account.

TEAL Accountability

- What's New
- Performance Reporting
- Performance-Based Monitoring
- Research & Analysis
- College, Career & Military Prep
- House Bill 3

Download of 2024 Accountability Data

This download application provides the 2024 Accountability Data for your district and campuses. For information on the data elements, see the Master Reference for Data Elements used in the Accountability System. See also Additional Download Information.

- What type of data would you like to download?**
 - District-level Data
 - Campus-level Data
- Subset data by selecting the category of information you wish to download.**
 - Accountability Summary
 - Accountability Component Scores
 - Student Achievement Domain
 - STAAR Performance: All Subjects & ELA/Reading
 - STAAR Performance: Mathematics
 - STAAR Performance: Science & Social Studies
 - College, Career, and Military Readiness (CCMR)
 - Graduation Rate: 4-Year, 5-Year, and 6-Year
 - Graduation, Continuer, and TXCHSE Rate: 4-Year, 5-Year, and 6-Year
 - Completion Rate: 4-Year, 5-Year, and 6-Year (Campus AEA Only)
 - Annual Dropout Rate (Grades 9-12)
 - School Progress Domain
 - Academic Growth
 - Relative Performance
 - Relative Performance (Retest Growth) (Campus AEA Only)
 - Closing the Gaps Domain
 - Status Table, Flags, Scores (Campus Only)
 - Data Table
 - Participation
- Select your preferred file type:**
 - Excel
 - Comma-Delimited
 - Tab-Delimited

[Continue](#) [Reset](#)

2024 Campus Component Score Report

- The screenshot below is an example of the 2024 Campus Component Score Report. In conjunction with the [2024 Scaling Tool](#), available on the [2024 Accountability System](#), page can be used to verify internal calculations.
- Column heading explanations can be found at [Master Reference File of Accountability Data Elements](#) inside TEAL

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ
	DISTRICT	CAMPUS	COUNT	REGION	GRDSPAN	PAIRCAMP	CD1A	CD1B	CD1C	CD2A	CD2B	CD3	cd1a	cd1bw	cd1c	cd1w	cd2a	cd2bw	cd2w	cd12w	cd3w	wgt_d1	wgt_d2	wgt_d2b	wgt_d3	CFLALTED	CFLCHART	GRDTYPE	CFLPAIR	CFLPAIRD	CPE0312C	CPETECOP	CAMPNAME	CNTYNAME	DISTNAME	REGNAME
1					'09 - 12		62	97	100	74	.	91	0.4	0.4	0.2	1	0	1	0	0.7	0.3	0.421	0.421	0.421	0.421	N	N	S	N	N	187	40.6				
2					'06 - 08		56	.	.	67	.	64	1	0	0	0	0	1	1	0.7	0.3	0.311	0.311	0.311	0.311	N	N	M	N	N	138	50.7				
3					'PK - 05		43	.	.	49	.	15	1	0	0	1	0	1	0	0.7	0.3	0.268	0.268	0.268	0.268	N	N	E	N	N	119	56.7				

Grade Span

Component Scores

Campus Weighting

Eco Dis %

Using the Scaling Tool

The screenshot shows the TEA Performance Reporting page for the 2024 Accountability System. The page has a navigation bar with icons for About TEA, Texas Schools, Academics, Finance & Grants, Reports & Data, Student Assessment, and Texas Educators. Below the navigation bar is a breadcrumb trail: Home / Texas Schools / Accountability / Academic Accountability / Performance Reporting. The main content area is divided into three columns. The left column features a blue header for '2024 Accountability System' and a section for 'Accountability Lists & Summary Reports' with a search button and a list of links. The middle column has a blue header for 'Performance Reporting' and a list of links for various accountability systems and materials. The right column has a blue header for 'Related Content' and a list of links for scaling tools and manuals. A red box highlights the '2024 Scaling Tool' link in the 'Related Content' section. Below this is a 'Contact Information' section for the Division of Performance Reporting.

2024 Accountability System

The 2024 accountability materials and resources will be available on this page as they are released.

The issuance of 2024 A-F ratings remains pending and subject to change based on judicial rulings.

Accountability Lists & Summary Reports

To view 2024 State-level and Region Accountability Reports, click the 'Search Accountability Reports' button below. On the resulting page, make sure '2023-24' is selected from the 'Select a School Year' drop down menu.

Search Accountability Reports

- 2024 Campus Comparison Groups
- 2024 Paired Campuses List (XLSX)
- 2024 Final AEA Campus (PDF)
- 2024 Final AEA Charter Campus (PDF)
- 2024 Campus 3-12 Enrollment List (XLSX)

Performance Reporting

- 2024 Accountability System
- 2024 Accountability Development Materials
- 2023 Accountability System
- 2023 Accountability Development Materials
- 2022 Accountability Rating System
- 2022 TXschools.gov Communications Toolkit
- Performance Reporting Resources
- Performance Reporting Archives

Related Content

- 2024 Scaling Tool
- Previous Accountability Systems
- A-F Accountability FAQs
- TEAL Accountability Application Request

Contact Information

Division of Performance Reporting
Phone: (512) 463-9704
performance.reporting@tea.texas.gov

The screenshot shows the Scaled Score Conversion Tool interface. The browser address bar shows the URL: tea.texas.gov/perfreport/account/scaling-tool_2024.html. The page has a breadcrumb trail: Home > Performance Reporting Division > Texas Accountability Rating System > Scaled Score Conversion. The main content area has a blue header for 'Scaled Score Conversion Tool'. Below the header is a paragraph explaining the tool's purpose. There are two sections for selecting options: 'For which type of campus do you want to see a scaled score?' and 'For which domain or component do you want to see a scaled score?'. The first section has radio buttons for Elementary School, Middle/Junior High School, High School or Elementary/Secondary (K-12), and Alternative Education Accountability Campus. The second section has radio buttons for Student Achievement - STAAR Component, Student Achievement - CCMR Component, Student Achievement - Grad Rate Component, School Progress - Academic Growth, School Progress - Relative Performance, and Closing the Gaps. Below these sections is a 'Find Scaled Score' section with a text input field for the 'Domain component or STAAR raw score' containing the value '62' and a 'Compute Scaled Score' button. A red arrow points to the 'Compute Scaled Score' button with the text 'Component Score'.

tea.texas.gov/perfreport/account/scaling-tool_2024.html

Home > Performance Reporting Division > Texas Accountability Rating System > Scaled Score Conversion

Scaled Score Conversion Tool

This tool can be used to determine the scaled score that will be used in 2024 accountability for a domain or component. This tool is best viewed using Edge, Chrome or Firefox. For previous years, please click [2018-2022 Scaling Tool](#).

For which type of campus do you want to see a scaled score?

Elementary School

Middle/Junior High School

High School or Elementary/Secondary (K-12)

Alternative Education Accountability Campus

For which domain or component do you want to see a scaled score?

Student Achievement - STAAR Component

Student Achievement - CCMR Component

Student Achievement - Grad Rate Component

School Progress - Academic Growth

School Progress - Relative Performance

Closing the Gaps

Find Scaled Score

Domain component or STAAR raw score:

62

Compute Scaled Score

Component Score

Texas Performance Reporting System

- Purpose

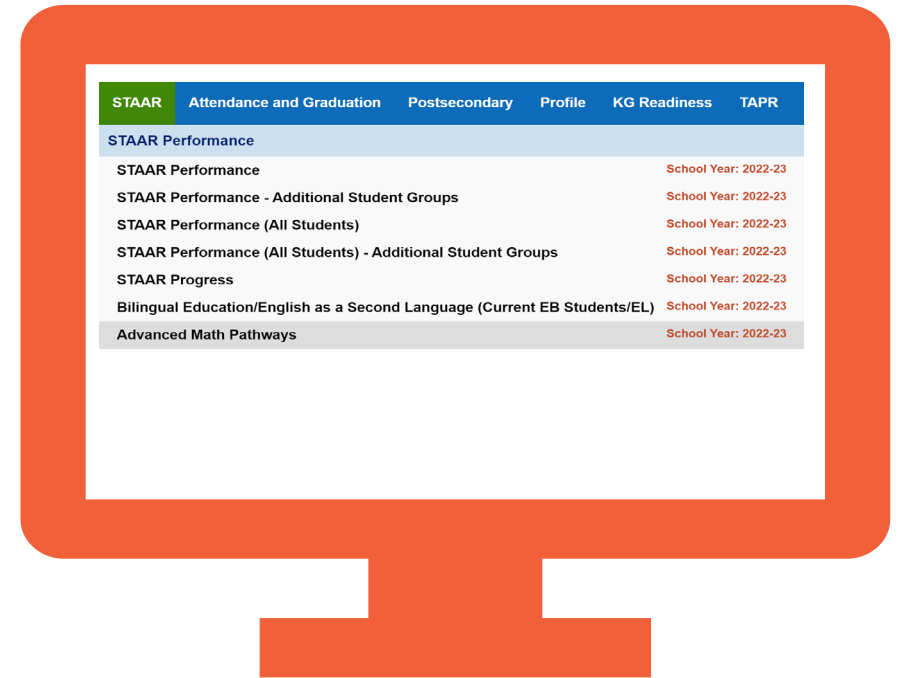
- Integrates state and federal reporting requirements into a single reporting system that can be viewed at the campus, district, region, and state level.

- Included Data

- Updated for most recent data from the 2023-2024 school year.

- Where to find it

- <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-performance-reporting-system> (TPRS Landing Page)



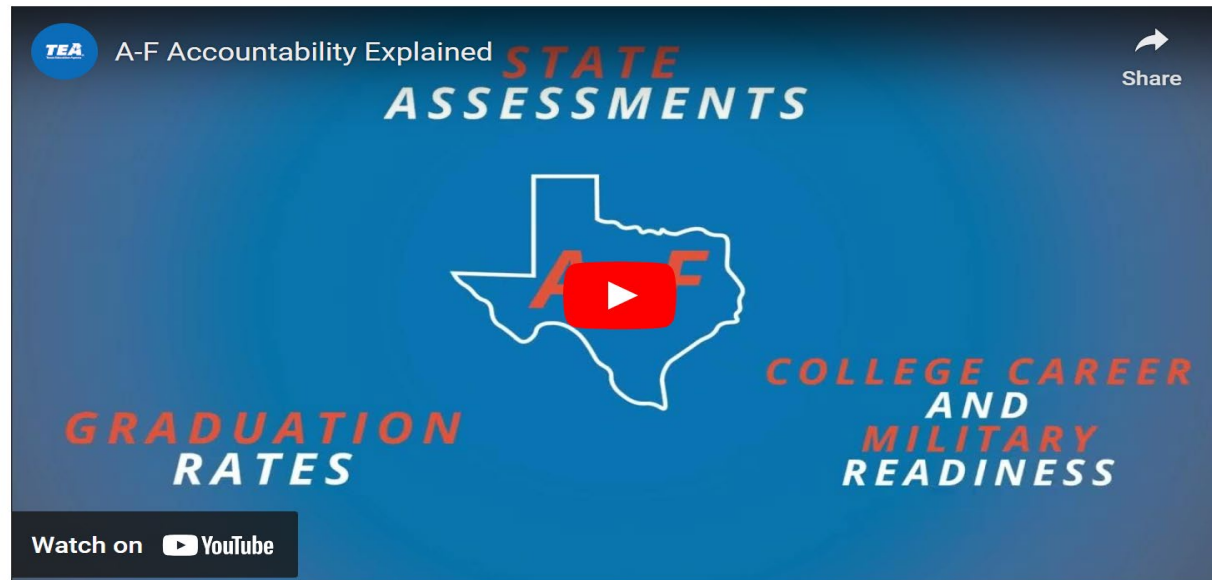
Analytic Tools

- **Purpose**
 - Allows for the creation of customized reports for stakeholders to better understand campus, district, and state performance.
- **Included Data**
 - Analytic Tools include data from the 2016-17 school year to the 2023-24 school year.
- **Where to find it**
 - TPRS Other Links → Analytic Tools
 - TXSchools Report Card Website:
<https://txschools.gov/>



<https://youtu.be/9kU5L3Yrbu4>

A-F Accountability Explained



Visit [TXschools.gov](https://www.txschools.gov) today to see how Texas schools and districts perform. To learn more about how accountability ratings are calculated for schools and districts in Texas, visit the [How Accountability Ratings Work](#) website.

A-Fin 30 second video

■ Purpose

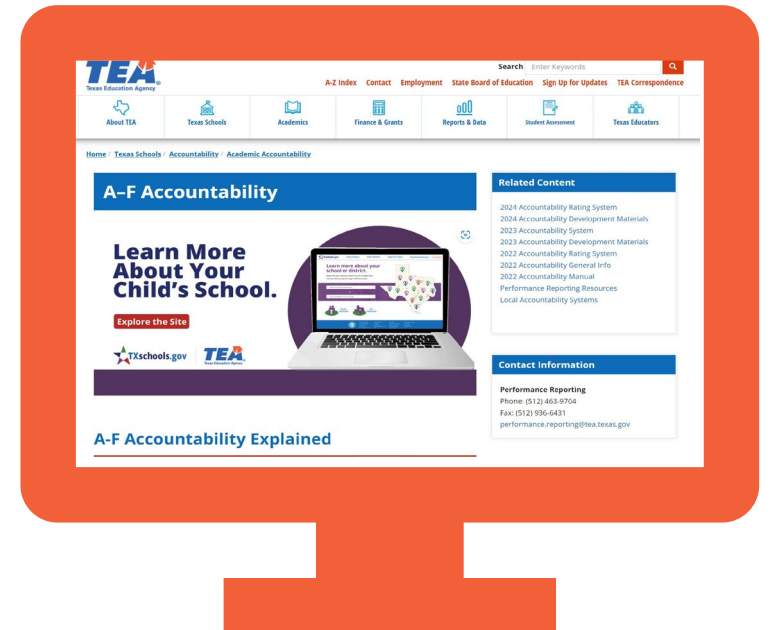
- Provide clear and easy to follow video that gives a short overview of the A-F system.

Included Resources

- English and Spanish versions available

■ Where to find it

- A-F Accountability - <https://tea.texas.gov/texas-schools/accountability/academic-accountability/a-f-accountability>



A-F Introductory Resources

■ Purpose

- Provide clear and easy to follow visuals that explain A-F domains and scoring

■ Included Resources

- English
- Spanish (Coming Soon)

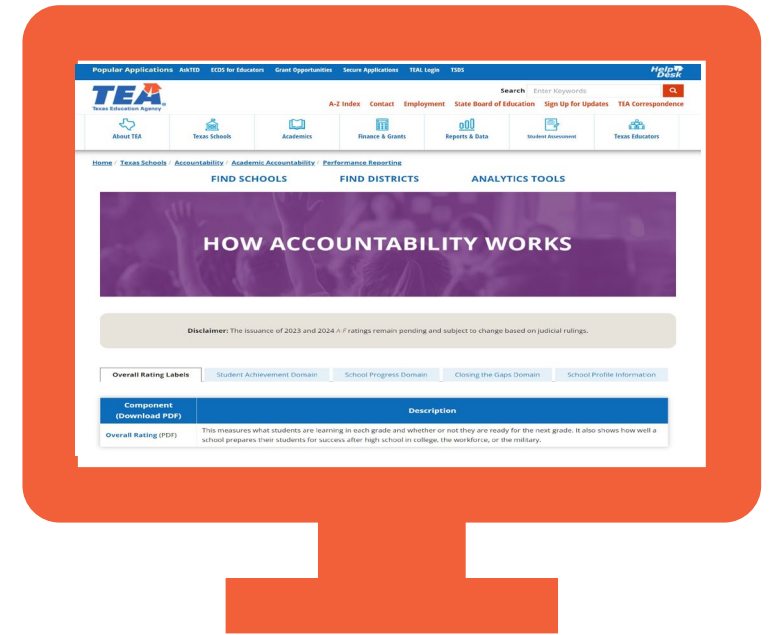
■ Where to find it

- TXschools Report Card Website:
<https://txschools.gov/>

Parent Resources



<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/how-accountability-works>

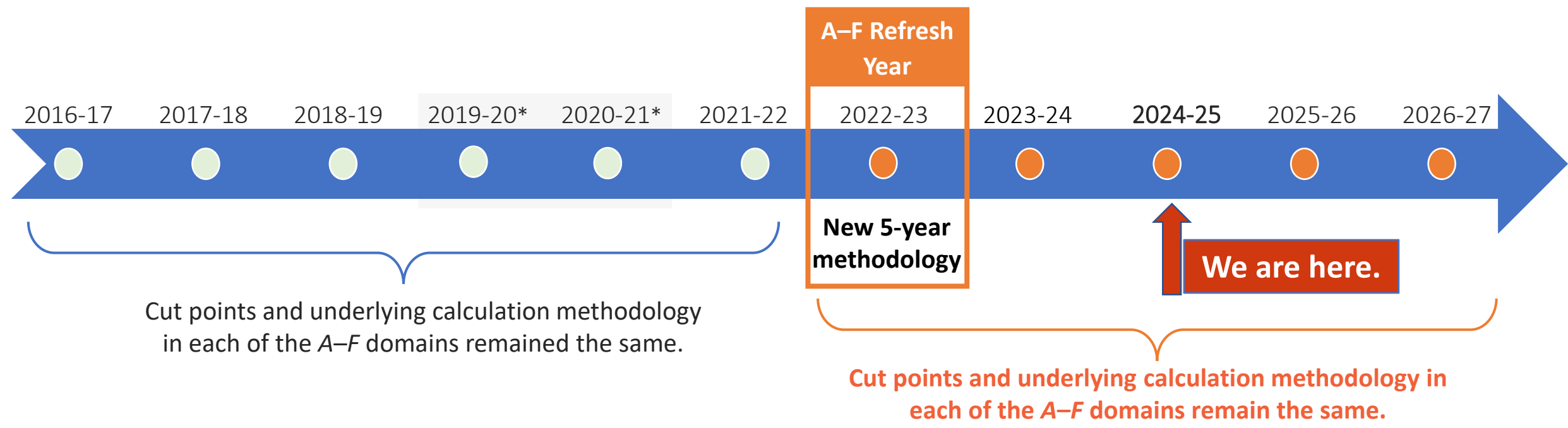




Texas Accountability System

The A–F system remains the same in 2024, 2025, 2026 & 2027.

We don't keep changing the bar. The design remains unchanged in most years to allow year-over-year comparison. But we continuously receive feedback on how to improve the model, so we make design changes once every few years.



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

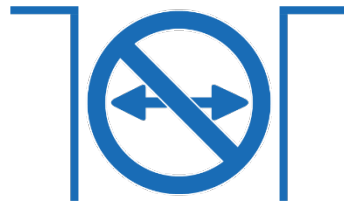
According to state law, the purpose of A-F accountability is:

- 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

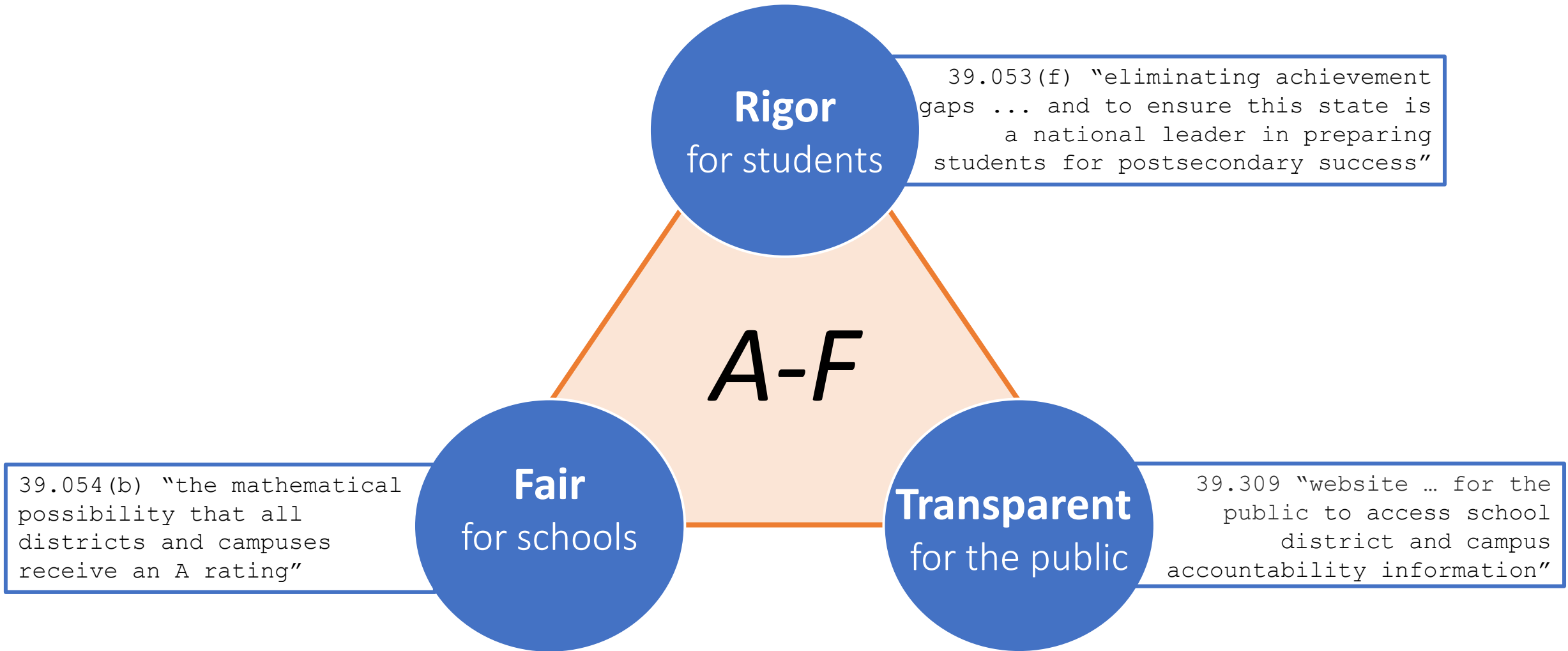


Prepare Students for
Postsecondary Success



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

A-F Balances Competing Objectives



A-F maintains 4 core design commitments

1. Ratings reflect the better of achievement or progress
2. School performance is evaluated through multiple valid measures
3. Ratings are based on defined criteria, not a fixed distribution
 - “A” reflects performance consistent with reaching long term goals
 - “C” reflects average performance for the baseline year
4. The system design **remains static in most years**

The Better of Achievement or Progress and Student Group Results

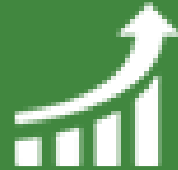
Better of Achievement or Progress: **70%**



Domain 1

**Student
Achievement**

This domain shows how much students know and are able to do by the end of the school year.



Domain 2

**School
Progress**

This domain assesses performance in two key areas: student academic growth and achievement relative to economically similar campuses.

30%



Domain 3

**Closing
the Gaps**

This domain evaluates student groups individually, awarding higher grades when all groups show strong academic growth and achievement.

This design reflects a commitment

- to recognize **high student achievement** and
- to recognize the impact of **highly effective educators**,
- while maintaining focus on the **students most in need**.

This design has produced ratings that are not strongly correlated with poverty.



Domain I: Student
Achievement

Domain I: Student Achievement

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

Domain 1
Student Achievement



Elementary



Middle



High Schools & K-12s

100% STAAR

100% STAAR

40% STAAR

40% College, Career, Military Ready (CCMR)

20% Graduation Rate
AEA Completion Rate

STAAR

One point is given for each percentage of STAAR results at the following:

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

Illustrative data

# of Students	%
2,977	92.7%
1,945	60.6%
878	27.3%

Average of 3
 $93 + 61 + 27 = 181 \div 3$

College Ready

- Meet criteria on AP/IB exams
- Meet TSI criteria (SAT/ACT/TSIA) or complete a college prep course in reading and mathematics
- Complete dual credit course(s) or OnRamps course
- Earn an associate degree
- Graduate under an advanced diploma plan and be identified as a current special education student

Career & Military Ready

- Earn an industry-based certification after completing a program of study
- Earn a Level I or Level II certificate
- Enlist in the United States Armed Forces or Texas National Guard
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)

Student Achievement Calculation Examples

HIGH SCHOOL EXAMPLE				
Component	Component Score	Scaled Score	Weight	Weighted Points
STAAR	60	90	40%	36.0
CCMR	76	78	40%	31.2
Graduation Rate	97.3	85	20%	17.0
Student Achievement Scaled Score				84
High School Student Achievement Domain Rating				B

ELEMENTARY/MIDDLE SCHOOL EXAMPLE			
Component	Component Score	Scaled Score	Domain I Rating
STAAR	60	84	B

Reminders

- STAAR – $(\%Approaches + \%Meets + \%Masters) \div 3$
- CCMR (**HS Only**) – Percent of Graduating students that earned at least 1 CCMR indicator.
- Graduation Rate (**HS Only**) – Better of 4-, 5-, or 6-year rates.

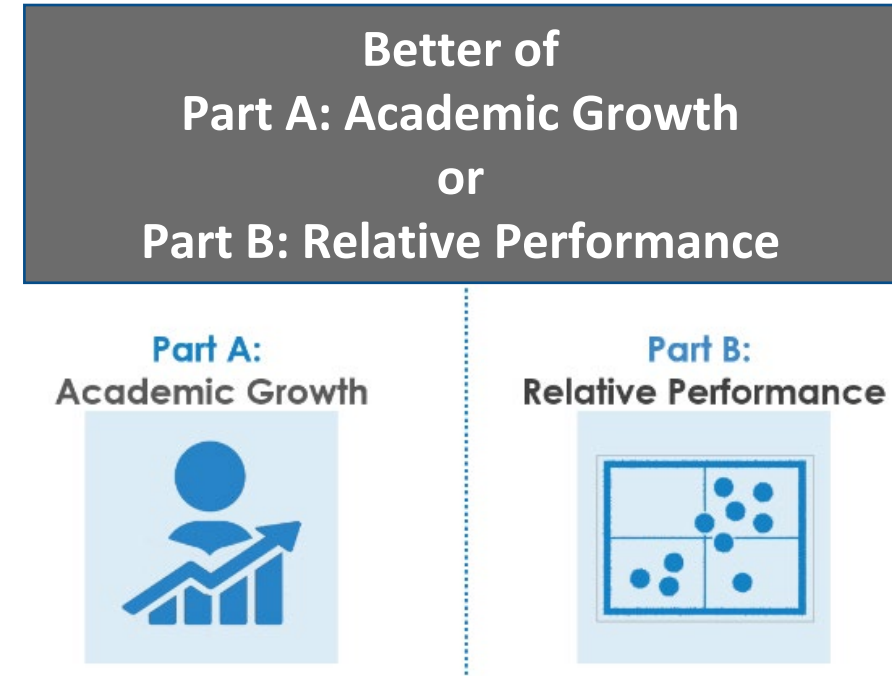
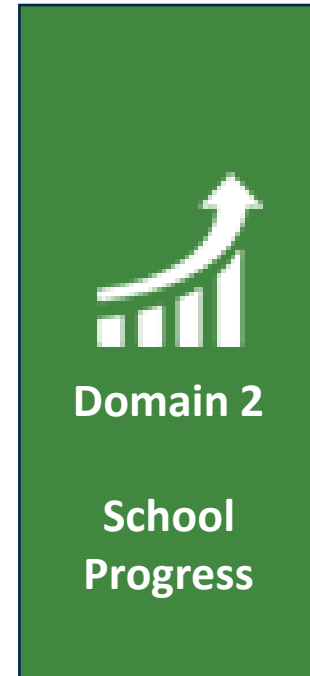
A photograph of a school staircase with several students. In the foreground, a boy with a blue backpack and a yellow shirt is walking down the stairs. To his right, two girls are walking up the stairs, talking. Further up, another girl and a boy are visible. The scene is brightly lit, suggesting a modern school building.

Domain II: School Progress

Domain II: School Progress Part A & B

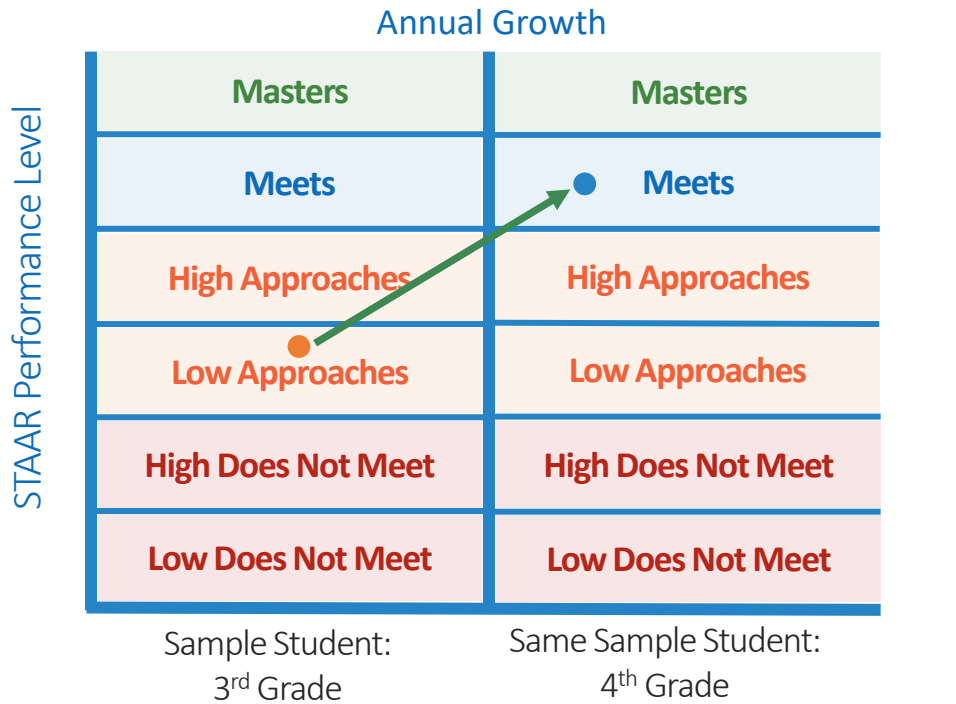
The School Progress domain measures district and campus outcomes in two areas:

- The number of students that **grew at least one year academically** and number of students that were accelerated as measured by STAAR results
- The achievement of students relative to campuses with **similar economically disadvantaged** percentages



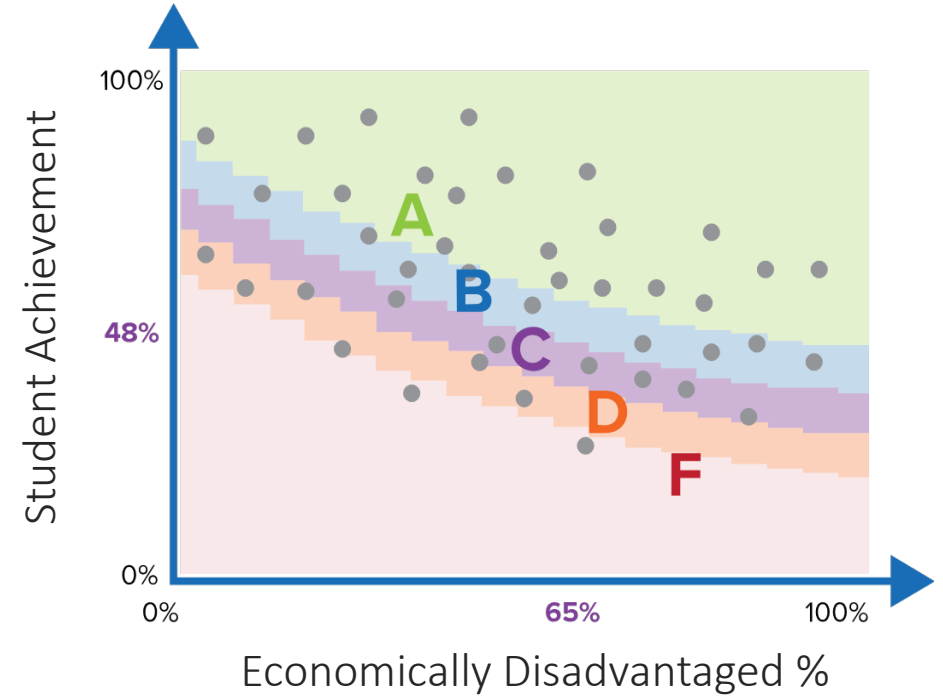
Domain II: School Progress Part A & B

PART A: Academic Growth
Aggregating individual student year-over-year gains

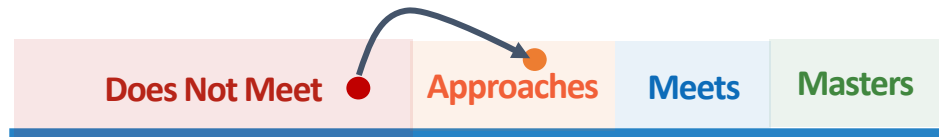


Better of Part A or Part B

PART B: Relative Performance
Approximating growth using baseline adjusted proficiency targets



Accelerated Learning



Domain II: Part A – Calculating a Score

Annual Growth

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

To calculate an Academic Growth score

$$\text{Sum of RLA \& Mathematics Points Earned for Annual Growth} + 0.25 \times \text{Sum of RLA \& Mathematics Points Earned for Accelerated Learning}$$

Sum of Maximum RLA & Mathematics Points for Annual Growth

Accelerated Learning

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

Domain II: Part A – Calculating a Score Example

Annual Growth Points Example

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

Accelerated Learning Points Example


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

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

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

Domain II: Part B – Calculating a Score

- For elementary and middle school campuses, the raw Student Achievement STAAR component score is scaled using Relative Performance scaling found in Chapter 5 of the 2024 Accountability Manual.
- For high schools and K-12 campuses, the raw Student Achievement STAAR and CCMR scores from the Student Achievement domain are each scaled using Relative Performance scaling. The two scale scores are then averaged and rounded to the nearest whole number.



Domain III: Closing the Gaps

Domain III is aligned to Federal requirements

Domain III evaluates and reports the performance of **18 student groups** across several categories

- **Academic Achievement** (EL, MS, HS)
 - STAAR RLA at Meets Grade Level
 - STAAR mathematics at Meets Grade Level
- **Growth** (EL, MS)
 - Growth RLA
 - Growth mathematics
- **Graduation Rate** (HS)
 - 4-year federal graduation rate
- **Progress to English Language Proficiency** (EL, MS, HS)
- **School Quality/Student Success** (SQSS)
 - SQSS: STAAR (All subjects, all performance levels) (EL, MS)
 - CCMR (HS)

Student Groups Evaluated and Reported

- All Students
- Seven racial/ethnic groups
- Economically Disadvantaged
- Current EB/EL
- Current and monitored EB/EL
- Current special education
- Former special education
- Continuously enrolled
- Highly mobile
- Foster care
- Homeless
- Migrant

While 18 student groups are evaluated and reported **ratings are based upon 4 Super Groups**

Domain III – Super Groups and Scoring

Domain III ratings are based on the performance of **4 Super Groups**

- All Students
- Two lowest performing racial/ethnic groups from prior year
 - Minimum size of 10 students/assessments
- High Focus
 - An unduplicated count of economically disadvantaged, Emergent Bilingual (EB), current special education, and/or **highly mobile** students
 - Highly mobile refers to students that are **homeless, migrant, or in foster care**.

Each group is scored 0-4

- 4 - **Met long-term target** (2037–2038 target)
- 3 - **Met interim target** (2022–2023 through 2026–2027 target)
- 2 - Did not meet interim target but showed **expected growth** toward next interim target (2027–2028 through 2031–2032 target)
- 1 - Did not meet interim target but showed **minimal growth**
- 0 - Did not meet interim target and **did not show minimal growth**

Domain III – Component Score Example

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	Total Earned Points	Total Possible Points
Growth RLA											
2024 Target	63%	58%	59%	69%	63%	79%	63%	68%	58%		
Next Interim Target (2027-28 through 2031-32)	73%	86%	69%	78%	73%	84%	73%	77%	68%		
Long Term Target (2037-38)	93%	88%	89%	95%	93%	95%	93%	95%	88%		
Points Earned	4	3	4						3		
2023 % Assessments Meeting Growth	86	74	81	86	*	98	50	79	71		
2024 % Assessments Meeting Growth	93	84	91	93	*	98	–	89	85		
2024 # Assessments Meeting Growth	536	48	121	197	*	153	–	**	163		
2024 Total Assessments	577	57	133	211	*	156	–	**	191		
Total Points										14	16

Domain III – Score Calculation Example

Component Score = **Earned Points ÷ Possible Points**

Component	<i>Earned</i> Component Points	<i>Possible</i> Component Points	Component Score	Weight	Total Points
Academic Achievement	12	16	75.0	30%	22.5
Academic Growth Status	13	16	81.3	50%	40.7
Progress in Achieving English Language Proficiency	4	4	100	10%	10
Student Achievement Domain Score: STAAR Component Only	10	16	62.5	10%	6.3
Closing the Gaps Domain Raw Score					80



Calculating Overall Ratings

The Better of Achievement or Progress and Student Group Results

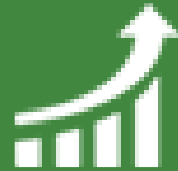
Better of Achievement or Progress: **70%**



Domain 1

**Student
Achievement**

This domain shows how much students know and are able to do by the end of the school year.



Domain 2

**School
Progress**

This domain assesses performance in two key areas: student academic growth and achievement relative to economically similar campuses.

30%



Domain 3

**Closing
the Gaps**

This domain evaluates student groups individually, awarding higher grades when all groups show strong academic growth and achievement.

This design reflects a commitment

- to recognize **high student achievement** and
- to recognize the impact of **highly effective educators**,
- while maintaining focus on the **students most in need**.

This design has produced ratings that are not strongly correlated with poverty.

Overall Rating School Example

Domain	Scaled Score	Better of Domain II Part A or B	Better of Domain I or II	Weight	Weighted Points
Domain I	71				
Domain II: Part A	89	89	89	70%	62.3
Domain II: Part B	84				
Domain III	81			30%	24.3
Overall Score					87
2024 Overall Rating					B

Proportional weighting aligns District and Campus outcomes

Calculating district ratings using a **proportional weighted average of campus ratings** decreases disproportionate emphasis on high school performance.

- Specifically, high school CCMR and graduation rates were 60% of Domain 1: Student Achievement scores and an additional 40% of Domain 3: Closing the Gaps scores, making them a significant factor in district ratings that was not reflective of all students within a district.

Prior to proportional weighting a district could be A-Rated even when no campus was A-Rated, because of the higher outcomes of one High School.

School Type	Grades Served	2022 Rating	Scale Score	Proportional Rating	Scale Score
District		A	90	B	81
Elementary	PK – PK	B	82	B	82
Elementary	KG – 02	B	82	B	82
Elementary	03 – 05	B	82	B	82
Middle School	06 – 08	C	76	C	76
High School	09 – 12	B	88	B	88

District Ratings Proportional Weighting Example

	Weight	Domain I		Domain II A		Domain II B		Domain III		Overall	
Elementary 1	14%	86	12.04	87	12.18	72	10.08	81	11.34	85	B
Elementary 2	9%	67	6.03	65	5.85	65	5.85	67	6.03	67	D
Elementary 3	15%	71	10.65	79	11.85	90	13.50	72	10.80	85	B
Middle School	26%	65	16.90	70	18.20	75	19.50	75	19.50	75	C
High School	36%	88	31.68	84	30.24	80	28.80	78	28.08	85	B
District		77		78		77		76		77	C

Application of Proportional Weighting Methodology

1. Determine the number of students enrolled in grades 3–12 at each campus.
2. Sum the number of students enrolled in grades 3–12 at the district.
3. Divide the number of grades 3–12 students at the campus by the district total.
 - The resulting percentage is the weight that each campus contributes to domain scores for the district.
4. Multiply the campus domain scaled score by its weight to determine points.
5. Sum the points for all campuses to determine the district’s domain score.
6. Apply “best of” process outlined in [Chapter 5 of Accountability Manual](#)

Overall Ratings – 3Ds or 3Fs Rule

3Ds or 3Fs Rule

- If a scaled score less than 70/60 is received in three of the four areas of Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score possible for the overall rating is a 69/59.
 - In order for this provision to be applied, the district, open-enrollment charter school, or campus must be evaluated in all four areas.
 - If the Student Achievement domain scaled score is 70/60 or higher, this provision will not be applied.

Domain	Scaled Score
Domain I	67
Domain II: Part A	68
Domain II: Part B	71
Domain III	69
Final would be 70, however the 3Ds Rule applied so the score is capped at 69	

Domain	Scaled Score
Domain I	71
Domain II: Part A	68
Domain II: Part B	67
Domain III	69
Final is 70 and since Domain I is not a "D" the 3Ds Rule NOT applied	

The image shows the Texas State Capitol building in Austin, Texas, featuring its iconic dome. The building is surrounded by lush green trees and a paved walkway. A semi-transparent blue rectangular overlay is positioned on the left side of the image, containing white text. The text reads "2024 School Improvement: Identification and Exit Criteria".

2024 School Improvement: Identification and Exit Criteria

Comprehensive Support and Improvement (CSI) Criteria

- Title I Campuses
- Must be in the **bottom 5%** based on the **Closing the Gaps outcomes**.
- **Ranked by school type**: elementary, middle, high school/ K–12, and alternative education accountability.
- **Exception**: any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all student groups, the campus is identified for CSI.

Targeted Support and Improvement (TSI) Criteria

- Title I and non-Title I campuses
- Based on the **Closing the Gaps** domain data.
- A student group that misses the targets in at least the **same 3 indicators**, for **3 consecutive years**, is considered “consistently underperforming”.
- For 2023 and beyond, a student group that earns either a zero or one point for the indicator is considered as missing the target.
- **Evaluated annually** for TSI identification.

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

Additional Target Support Criteria

- Title I and non-Title I campuses.
- Must **first meet TSI criteria** with one consistently underperforming student group.
- The Closing the Gaps score for at least one consistently underperforming student group must be **lower** than the score used to identify the lowest performing **5% of each school type**. (Same cut point used to identify CSI)


SI Exit Criteria

Exit Criteria for Comprehensive Support and Improvement

- Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited.
- Campuses previously identified as CSI based solely on a low graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.
- The four-year federal graduation rates for the Class of 2023 and Class of 2022 are evaluated to determine if a campus has two consecutive years of a four-year graduation rate to exit. The six-year federal graduation rates for the Class of 2021 and Class of 2020 are evaluated to determine if a campus has successfully met exit criteria in 2024.
 - Note that the four-year federal graduation rate was used for CSI identification in 2018 and 2019.

Exit Criteria for Additional Targeted Support Schools

- To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type.
- A campus may exit ATS to TSI status if the campus continues to meet TSI criteria.
- For additional information, questions, etc., contact School Improvement at SIDivision@TEA.Texas.Gov



Update to A-F for 2024
Ratings

In 2024, cut points, domain and indicator methodology, and the overall system are not changing



There were 2 previously communicated changes

Resources

[Summary of Changes](#)
[Public Comment](#)



There were 2 changes necessary due to changes in the source data



TEA gathered feedback from TAAG (Texas Accountability Advisory Group) and EAG (ESC Accountability Group) on update to A-F system

Two additional ways to demonstrate CCMR in 2024

Military Enlistment option for Class of 2023

- [As previously announced](#), 2023 graduates and non-graduating 12th graders with a completed and submitted DD Form 4 (DDF4) for military enlistment (both US and TX National Guard) receive CCMR credit for military enlistment.
 - LEAs are responsible for the collection of DDF4s

Approved IBC List (v3) option for Class of 2023

- [As previously announced](#), [the updated list \(v3\)](#) of Industry Based Certifications (IBCs) will be applicable for 2023 graduates, and a v2 or v3 approved IBC receives CCMR credit on 2024 accountability.
 - IBCs that were on the (v2) list but were not renewed on the (v3) list will continue to generate A-F credit for two graduating classes and are subject to a sunset period.
 - Class of 2024 is the last year to report sunseting IBCs from the 2019-22 list.

New policy or data changes that impact 2024 Accountability

Policy Change

- [THECB](#) amended rule §4.54 to change the [TSI exemption criteria benchmarks for ACT](#) based on updated data from ACT, Inc.
- To account for this change, ACT score criteria for CCMR credit have been updated to allow a student's best score combination to meet either the previous or current THECB criteria.

Data Change

- 2023 Accountability did not use the TELPAS Composite score as there were changes to the scoring of the writing section. The intent was this was a one-year change, and the 2024 TELPAS results would be used to calculate new Closing the Gaps student group targets however, 2024 results were not available in time for manual adoption to set fully-informed targets.
- To account for this, the domain score methodology remained for 2024 and kept the same targets as in the 2023 accountability manual.

Annual Edits to Improve Clarity of Accountability Manual

Every year, there are edits to **improve clarity and understanding**.

- These **edits have no impact** on A-F System or Ratings.

Edits to the *2024 Accountability Manual* are made to support educators and to reflect stakeholder feedback.

The image shows the Texas State Capitol building in Austin, Texas, featuring its iconic dome. The building is surrounded by lush green trees and a paved walkway. A semi-transparent blue rectangular overlay is positioned on the left side of the image, containing white text. The text reads: "Early Communication of Future Changes to A-F Accountability".

Early Communication of Future Changes to A-F Accountability

A photograph of a school staircase with several students. In the foreground, a boy with a blue backpack and a yellow shirt is walking down the stairs. To his right, two girls are walking up the stairs, talking. Further up, another girl and a boy are visible. The scene is brightly lit, suggesting a modern school building.

Shifts in Future Programs of Study and IBC Timelines

CCMR Aligned Program of Study

IBCs & Programs of Study (PoS) work together to ensure strong career preparation and reinforces an **alignment of programs and credentials to labor market.**

Annual Graduates	Accountability Year	IBC List	Program of Study
Class of 2022	2023	2019-2022 list with sunseting limit	--
Class of 2023	2024	2019-2022 and 2022-2025 lists with sunseting limit	--
Class of 2024	2025	2019-2022 and 2022-2025 lists with sunseting limit	1 course in aligned program of study ¹
Class of 2025	2026	2022-2025 list	Concentrator in aligned program of study ²
Class of 2026	2027	2022-2025 and 2025-2030 list with sunseting limit	Completer in aligned program of study ³
Class of 2027	2028	2025-2030 list	Completer in aligned program of study

¹One course that is level two or higher (excludes Career Prep I, Extended Career Prep I, Project Based Research, and/or Scientific Research and Design).
²Two or more courses for at least two credits in the same program of study.
³Three or more courses for four or more credits including one level three or four course in same program of study

**Required by HB 773
(2021) TEC §39.053**

- CCMR IBC & PoS Resources**
- [2019-2022 IBC List \(v2\)](#)
 - [2022-2025 IBC List \(v3\)](#)
 - [Aligned PoS Crosswalk](#)

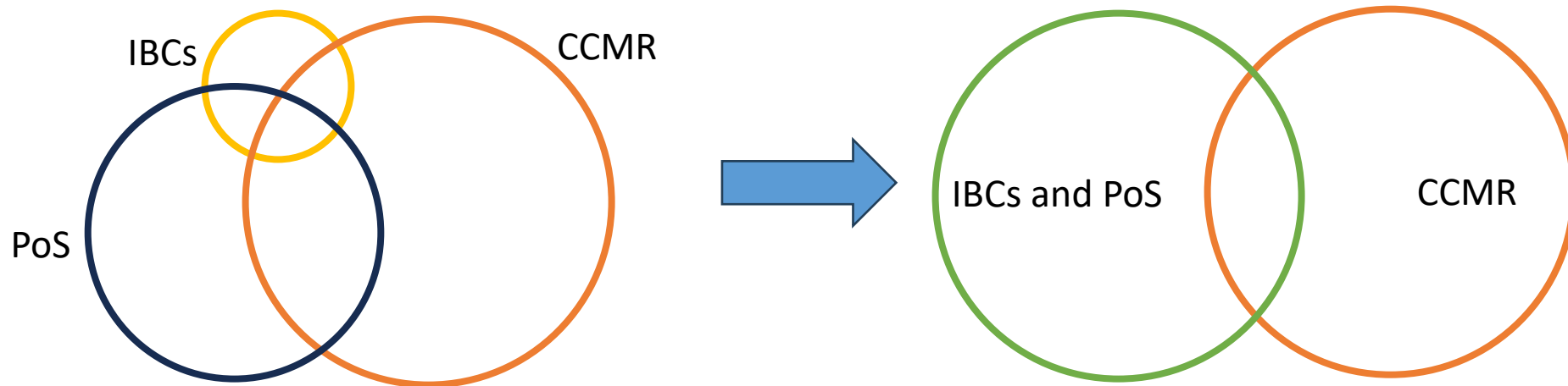
We are improving cyclical components of CCMR

Three important cycles interact in CCMR:

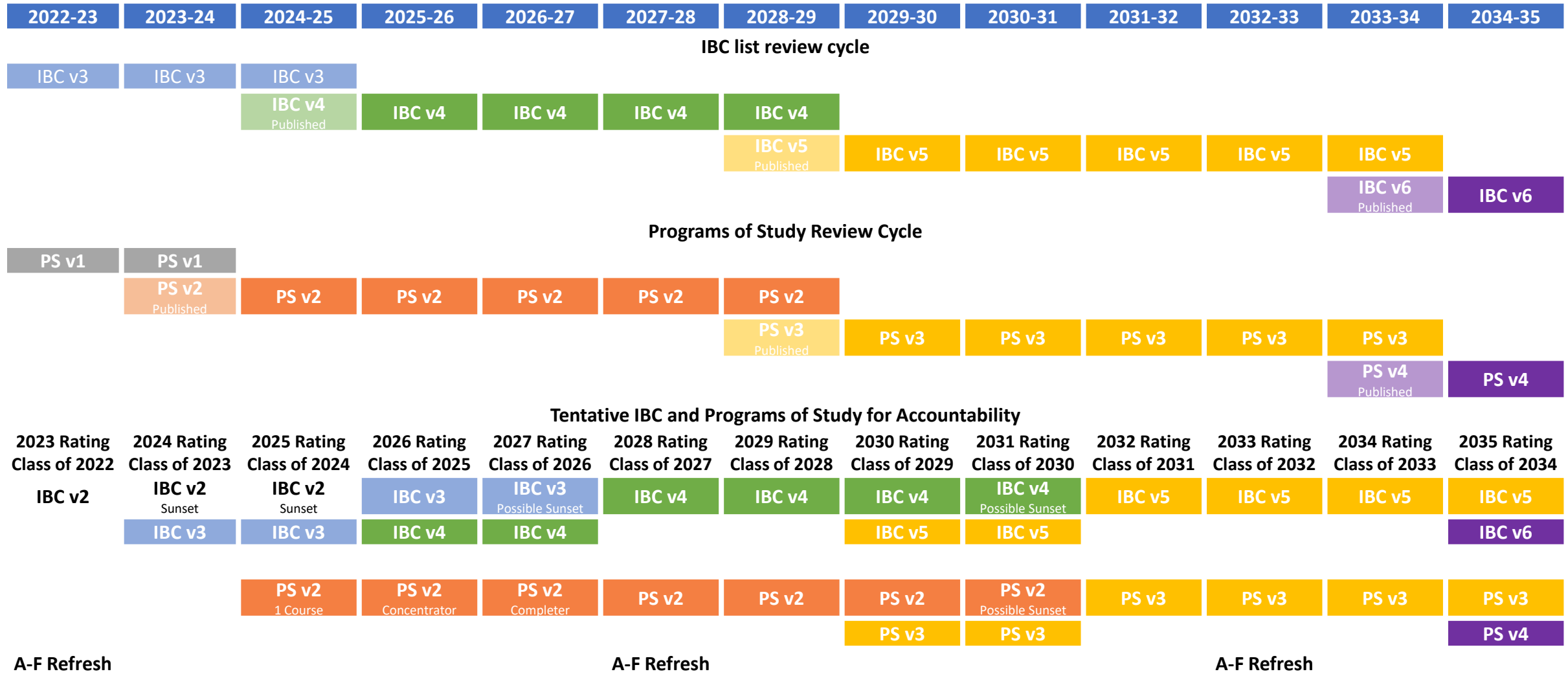
- The industry-based certification list is currently updated every two years
- The programs of study are currently updated every four years
- The accountability system is refreshed every five years

For future cycles we intend to adjust these timelines to enable a more coherent planning and implementation cycle for LEAs

- Move to 5-year cycle for both IBCs and Programs of Study
- Offset with CCMR's 5-year cycle.



Updated IBC and PoS Review Cycle Aligns to Accountability





College Preparatory Courses

2021, 2020, 2019, Annual Grads IHE Persistence

CCMR Component	Percentage of annual HS graduates who demonstrated CCMR via one indicator and not in any other way			Percentage of those annual HS graduates who enrolled in IHE the fall after graduation			Percentage of annual high school graduates who were not enrolled in an IHE the year they graduated but enrolled the following year			Percentage of those annual HS graduates who enrolled in IHE within 2 years			Percentage of annual HS graduates who enrolled in an IHE the fall after graduation and persisted through the following fall		
	2021	2020	2019	2021	2020	2019	2021	2020	2019	2021	2020	2019	2021	2020	2019
College Prep	3.1%	2.8%	1.8%	37.0%	32.2%	32.0%	6.0%	6.2%	3.7%	43.0%	38.3%	35.7%	22.0%	17.7%	15.4%
SAT	2.5%	3.2%	3.3%	69.8%	72.9%	53.8%	6.1%	5.3%	6.1%	75.9%	78.1%	59.9%	57.7%	58.3%	42.1%
ACT	0.2%	0.3%	0.4%	74.6%	79.3%	41.4%	5.9%	4.0%	6.8%	80.5%	83.3%	48.2%	59.9%	63.8%	30.3%
TSIA	2.1%	2.6%	4.3%	72.8%	64.6%	63.5%	5.0%	5.8%	4.4%	77.9%	70.5%	67.8%	55.6%	45.3%	43.2%
AP/IB	2.7%	2.6%	2.6%	53.6%	47.3%	33.8%	7.6%	7.4%	4.3%	61.2%	54.7%	38.1%	41.7%	33.3%	22.6%
Dual Credit	4.6%	4.3%	3.9%	66.3%	63.4%	53.2%	5.6%	5.7%	5.3%	71.8%	69.1%	58.5%	51.8%	47.9%	38.1%
OnRamps	0.3%	0.3%	0.1%	51.8%	52.2%	43.6%	10.0%	7.8%	7.2%	61.9%	60.0%	50.8%	41.3%	37.5%	32.9%

Data reflects both THECB IHE and NSC for 1st and 2nd fall post-secondary enrollment.

Implementing Course Approval Process for College Prep Courses

- Throughout the refresh, the agency reviewed validity concerns in college prep courses and responded to better define college prep course requirements statewide, including additions to the 2023 Accountability Manual
- According to statute, **TEC §28.014**, college prep courses are designed for students at the 12th grade level who have not succeeded on EOCs or are otherwise observed as not ready for entry-level college coursework.
- To support districts to meet the existing statutory the College, Career, and Military Preparation division is working on a **review and approval process for college prep courses for CCMR credit**.
- The process and criteria for approved College Prep courses will be developed with the support of advisory groups, including higher education faculty. **During the 2024-2025 school year, the TEA will initiate a process to review and approve college preparatory courses provided by eligible institutions to demonstrate college readiness as part of the public-school accountability system.** Additional information can be found [here](#).
 - Partnering IHEs will apply for approval of College Prep courses in Fall 2024.
 - The Class of 2026 (2027 accountability) will be the first required to complete a college prep course from the approved College Prep Course list to earn CCMR credit.

Phase-in below:

Annual Graduates	Accountability Year	College Prep List	Grade of Course
Class of 2023	2024	any course meeting requirements aligned between district and the partnering IHE(s)	Any Grade (9-12)
Class of 2024	2025		Any Grade (9-12)
Class of 2025	2026		11th and 12th Grade (SY23-24, 24-25)
Class of 2026	2027	TEA College Prep Approved List	12th Grade Only (SY25-26)

Thank you



Scan for
Quick Survey

Email: performance.reporting@tea.Texas.gov

Phone: 512.463.9704

Website: <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting>



TE★AS ASSESSMENT