



2024 Accountability Administrator's Guide

for Texas Public School Districts and Campuses

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2024 Accountability Administrator's Guide

About this Guide

The *2024 Accountability Administrator's Guide* briefly explains how the Texas Education Agency (TEA) uses the accountability system to evaluate the academic performance of Texas public schools. The guide describes the accountability system and explains how information from various sources is used to calculate and assign accountability ratings and award distinction designations.

This guide is intended to provide information that is relevant to school district and open-enrollment charter school administrators. The 2024 Accountability Manual provides additional technical details and scenarios beyond those provided in this guide. The full manual and additional materials are available on the 2024 Accountability Manual [webpage](#).

Performance Reporting Products

The table below describes various Performance Reporting products and the typical month of release.

Product	Description	Month of Release
Accountability Manual	A technical guide to the accountability system available as one comprehensive document and as individual chapters.	May
College, Career, and Military Readiness (CCMR) Tracker	A system in TEAL that allows districts to track CCMR completion for students in grades 9–12.	March/ April
CCMR Verifier	A system in TEAL that allows districts to verify and correct CCMR completion credit for annual graduates. PEIMS related indicators are not eligible for corrections.	June
TXschools.gov	A site for educators, parents, and the public that provides detailed information about Texas schools and districts. Information such as location, student enrollment, staff information, and accountability data are available on TXschools.gov.	Updated August 15 with new ratings
Texas Academic Performance Reports (TAPR)	A document that provides a wide range of data for campuses and districts. A TAPR Glossary is released each year with the TAPR. TAPR data downloads are also available.	December
School Report Cards	A document that provides a broad view of campus performance.	December
Texas Performance Reporting System (TPRS)	A system that provides a variety of data for districts and campuses. This system is updated on a rolling basis as data become available. Each tab includes a corresponding glossary.	Updated as data are released
Performance Reporting Resources Webpage	A webpage with explanatory materials, webinars, presentations, and other resources for Performance Reporting products.	Updated regularly
Performance Reporting Weekly Bulletin	Weekly bulletin containing helpful and timely information about the academic accountability and assessment systems, including assessment scoring and reporting and accountability ratings. Subscribe here .	Every Friday

Part 1—Who is Rated?

District and campuses with students enrolled on the Texas Student Data System Public Education Information Management System (TSDS PEIMS) October snapshot as reported in the fall 2023-24 collection are assigned a state accountability rating. For this purpose, students are considered enrolled if they are in membership. In order for a student to be in membership they must be scheduled to attend at least two hours of instruction each school day or participate in an alternative attendance accounting program.

Students instructed virtually are included in accountability calculations in the same manner as in-person students. Students enrolled in virtual courses under an agreement described by Texas Education Code (TEC), Section 29.9091, are considered enrolled in the sending district or school for purposes of average daily attendance and accountability.

Districts

Beginning the first year they report fall enrollment, districts and open-enrollment charter schools are rated using proportionally weighted domain scores of each campus, based on the number of students enrolled in grades 3-12 at each campus in the TSDS PEIMS October snapshot. Districts without any students enrolled in the grades for which STAAR assessments are administered (3–12) are assigned the rating label of *Not Rated*.

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

Campuses

Beginning the first year they report fall enrollment, campuses, including alternative education campuses (AECs), are rated based on the performance of their students. For the purpose of assigning accountability ratings, campuses that do not serve any grade level for which the STAAR assessments are administered are paired with campuses in their district that serve students who take STAAR.

Rating Labels

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

Districts and Campuses

- **A, B, C, D, or F:** Assigned for overall performance and for performance in each domain to districts and campuses (including those evaluated under alternative education accountability [AEA]) that meet the performance target for the letter grade.
- **Not Rated:** Indicates that a district or campus does not receive a rating for one or more of the following reasons:
 - The district or campus has insufficient data to assign a rating.
 - The district operates only residential facilities.
 - The campus is a juvenile justice alternative education program (JJAEP).
 - The campus is a disciplinary alternative education program (DAEP).
 - The campus is a residential facility.
 - The commissioner otherwise determines that the district or campus will not be rated.
- **Data Under Review** indicates that a district or campus was issued a compliance review related to data concerns and the concerns were not resolved. In this case, the matter may be referred to TEA’s Special Investigations Unit for review as a special investigation and TEA may elect to assign the district or campus with a temporary *Data Under Review* label. This label may be applied at any point,

including to either a preliminary or final rating. TEA will take the response provided by the district or campus into consideration before making any final determination about possible wrongdoing. For more information, see "Compliance Reviews and Special Investigations Related to Data Concerns" in the "Ensuring Data Integrity" section in Chapter 1 of the 2024 Accountability Manual.

- **Not Rated: Data Integrity Issues** indicates that a special investigation has found data accuracy or integrity have compromised performance results (whether intentional or not), making it impossible to assign the district or campus a rating. The assignment of a *Not Rated: Data Integrity Issues* label is permanent.
- **Not Rated: Annexation** indicates that the campus is in its first school year after annexation by another district and, therefore, is not rated, as allowed by the annexation agreement with the agency.

Part 2—Data Sources

The following sections describe academic accountability data sources.

2024 STAAR-Based Indicators: Accountability Subset Rule

A subset of assessment results is used to calculate each domain. The calculation includes only assessment results for students enrolled in the campus in a previous fall, as reported on the TSDS PEIMS October snapshot (for additional information see section in this chapter on TSDS PEIMS-Based Indicators). Three assessment administration periods are considered for accountability purposes.

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

The 2024 accountability subset rules apply to the STAAR performance results evaluated across all three domains.

- Grades 3–8: districts and campuses are responsible for spring assessment results reported as enrolled in the fall (referred to as TSDS PEIMS October Snapshot).
- End-of-Course (EOC): campuses are responsible for
 - summer assessment results from the summer prior to the current accountability year for students reported as enrolled in the prior year TSDS PEIMS October snapshot;
 - fall assessment results from the fall of the current accountability year for students reported as enrolled in the fall TSDS PEIMS October Snapshot; and
 - spring assessment results for students reported as enrolled in the fall TSDS PEIMS October Snapshot.

SAT/ACT Inclusion in STAAR Based Indicators—Accountability Subset

The SAT/ACT results of accelerated testers (or the non-participation of accelerated testers in SAT/ACT) are attributed to the campus at which the student was reported as enrolled on the current TSDS PEIMS October Snapshot. Please see Chapter 2 of the 2024 Accountability Manual for additional information on accelerated testers and the inclusion of SAT/ACT results.

STAAR EOC Retest Performance

The opportunity to retest is available to students who have taken EOC assessments in any subject. EOC retesters are counted as passers based on the passing standard in place when they were first eligible to take any EOC assessment. In this case, the best result from each administration is found for each subject retested. Secondly, the accountability subset rules determine whether the result is included in accountability. If all results have the same level of performance, then the most recent result is selected for performance calculation.

If a STAAR result is eligible for growth under School Progress, Part A: Academic Growth, the result is included in growth calculations if the result meets the accountability subset rule. The following charts provide examples of how the accountability subset is applied to EOC retesters.

Accountability Subset Examples for EOC Retesters in STAAR Based Indicators.

<i>Enrolled</i>	<i>Tested</i>	<i>Enrolled</i>	<i>Tested</i>	<i>Tested</i>
October 2022 Snapshot Campus A	Summer 2023 Campus A	October 2023 Snapshot Campus A	Fall 2023 Campus A	Spring 2024 Campus A
The best result is selected. Each result meets the accountability subset rule.				

<i>Enrolled</i>	<i>Tested</i>	<i>Enrolled</i>	<i>Tested</i>	<i>Tested</i>
October 2022 Snapshot Campus A	Summer 2023 Campus B	October 2023 Snapshot Campus B	Fall 2023 Campus B	Spring 2024 Campus C
The best result is selected. Only the fall 2023 result meets the accountability subset rule. If spring 2024 was selected as the best result, the result would not meet the accountability subset rule for inclusion at Campus B or Campus C.				

TSDS PEIMS-Based Indicators

One of the primary sources of data used in the accountability system is the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) data collection. The TSDS PEIMS data collection has a prescribed process and timeline that offers school districts the opportunity to correct data submission errors or data omissions discovered following the initial data submission. These timelines are strict, and the data submitted during the corrections window are final. TSDS PEIMS submission timelines can be found at

<https://tealprod.tea.state.tx.us/TWEDS/103/0/0/0/DataSubmission/TimeLine/1823>.

TSDS PEIMS data provided by school districts and used to create specific indicators are listed in the 2024 example below. For more information see the Accountability Data Sources webpage at

<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/accountability-data-resources> and Appendix H of the *2024 Accountability Manual*.

TSDS PEIMS data used for accountability indicators	Data for 2024 accountability
4-year Longitudinal Graduation Rate	Class of 2023
5-year Longitudinal Graduation Rate	Class of 2022
6-year Longitudinal Graduation Rate	Class of 2021
Annual Dropout Rate	2022–23 school year

TSDS PEIMS data used for accountability indicators	Data for 2024 accountability
Graduate with Completed IEP and Workforce Readiness	Earned from grade 9 through July 2023 administration
Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student	
Earn an Industry-Based Certification	
Complete College Prep Course*	
Dual Credit Course Completion	
Earn an Associate Degree	

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

Other Indicators

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

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

Ensuring Data Integrity

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




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

- **Campus Number Tracking:** Requests for campus number changes may be approved with consideration of prior state accountability ratings. Ratings of *D* or *F* for the same campus assigned two different campus numbers may be considered as consecutive years of unacceptable ratings for accountability interventions and sanctions, if the commissioner determines this is necessary to preserve the integrity of the accountability system.
- **Data Validation System:** Data Validation is a data-driven system designed to confirm the integrity of district submitted data. Annual data validation analyses examine districts' leaver and dropout data, student assessment data, and discipline data and may also validate other district submitted data. Districts identified with potential data integrity concerns engage in a process with the Data Reporting Compliance Unit (DRCU) within the Information Technology Customer Relationship Management and Data Standards Department at the agency to either validate the accuracy of their data or determine that erroneous data were submitted. This process is fundamental to the integrity of all the agency's evaluation systems and is authorized by Texas Education Code (TEC §39.308, §37.008, §39.003). For more information, see the Data Validation Manual at <http://tea.texas.gov/pbm/DVManuals.aspx>.
- **Test Security:** As part of ongoing efforts to improve security measures surrounding the assessment program, the TEA Student Assessment Division uses a comprehensive set of test security procedures designed to assure parents, students, and the public that assessment results are meaningful and valid. Among other measures, districts are required to implement seating charts during all administrations and maintain certain test administration materials for five years. All testing personnel are required to be trained in test security and administration procedures at least once. However, annual test administration training is strongly encouraged, especially for policies and procedures that have changed. Detailed information about test security policies for the state assessment program is available online at <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793212784/Test+Security>.
- **Compliance Reviews and Special Investigations Related to Data Concerns:** TEA's compliance reviews are a collaborative review process with districts to ensure they are acting in accordance with state law and other regulatory requirements. A district or campus may be issued a compliance review if they have data that fell outside of an expected range or have otherwise been identified for having local practices potentially inconsistent with TEA guidelines which could impact performance results within TEA's discretion to identify. The reviews are based on data submitted by districts (or

other sources) that could impact performance data, including information used in the state accountability system, such as (but not limited to) CCMR indicators, graduates and leavers, individual graduation committee (IGC) reviews, or STAAR data. The Self-Reported Data Unit (SRDU) within the Compliance and Investigations Department at the agency requests documentation and other information from districts to validate the data reported and then reviews and determines whether there has been a violation and commonly works with the districts to bring them into compliance and/or to establish better local practices. The agency will regularly update or clarify guidance to the field as a result of these reviews to ensure that districts have access to the information and tools necessary to establish better local practices and accurately report data to the agency. Please see the full accountability manual for more information on the specific steps the agency may take as a result of compliance reviews. These steps can occur either before or after the ratings release, and sanctions can be imposed at any time. To the extent possible, ratings are finalized when updated ratings are released following the resolution of appeals. A rating change resulting from an imposed sanction as a result of a compliance review and/or subsequent special investigation will stand as the final rating for the year and will be reflected on all final accountability rating data files and reports, with a statement representing the change. Accountability data are subject to scrutiny by the Office of the State Auditor.

Part 3—Overview of the 2024 Accountability System

The graphic below provides an overview of the accountability system. The following sections briefly describe each of the three domains evaluated; however, if you would like to view additional information, please see Chapters 2, 3, and 4 of the 2024 Accountability Manual.

Better Of:		Plus:
Student Achievement	School Progress	Closing the Gaps
 <p>This domain shows how much students know and are able to do by the end of the school year</p>	 <p>This domain assesses performance in two key areas: student academic growth and achievement relative to economically similar campuses.</p>	 <p>This domain evaluates student groups individually, awarding higher grades when all groups show strong academic growth and achievement.</p>
70% of Total Grade		30% of Total Grade

Student Achievement Domain

The Student Achievement domain evaluates campus performance based on student achievement in three areas: performance on STAAR assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.

STAAR Component—Methodology

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

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

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

College, Career, and Military Readiness Component—Methodology

One point is given for each annual graduate from the current accountability year (prior year’s annual graduates) who accomplishes any one of the CCMR indicators. The CCMR component is calculated by dividing the total points (cumulative number of CCMR graduates) by the number of annual graduates. The CCMR component score is rounded to the nearest whole number. If applicable, the sunseting IBC limit is applied at this step.

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

One point is given for each annual graduate who accomplishes any one of the CCMR indicators listed

below. (See the accountability manual for detailed information about the criteria required for each indicator.)

- *Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics.*
- *Earn Dual Course Credits.*
- *Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.*
- *Earn an Associate Degree.*
- *Complete an OnRamps Dual Enrollment Course*
- *Earn an Industry-Based Certification (IBC).*
- *Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness.*
- *Enlist in the Armed Forces or Texas National Guard.*
- *Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student.*
- *Earn a Level I or Level II Certificate.*

Graduation Rate (or Annual Dropout Rate) Component

Graduation Rate Component

The graduation rate component of the Student Achievement domain includes the four-year, five-year, and six-year high school graduation rates or the annual dropout rate if no graduation rate is available. The annual dropout rate is used on a safeguard basis only for campuses designated as dropout recovery schools (DRS). For additional information, see Chapter 2 of the 2024 Accountability Manual.

Student Achievement Domain Rating Calculation

For elementary, middle, and high schools/K–12s without CCMR or graduation rate components, the STAAR component scaled score is the Student Achievement domain scaled score. For high schools, K–12s, and districts with CCMR and graduation rate components, the STAAR component scaled score is weighted at 40 percent, the CCMR component scaled score at 40 percent, and the graduation rate converted score at 20 percent to determine the Student Achievement domain scaled score.

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

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

See Chapter 5 of the 2024 Accountability Manual for the methodology to calculate the Student Achievement domain rating.

School Progress Domain Overview

The School Progress domain measures campus outcomes in two areas:

- Part A: Academic Growth
 - Percentage of students who grew at least one year academically as measured by STAAR results (Annual Growth).
 - Percentage of students who earned Did Not Meet Grade Level in the prior year and Approaches Grade Level or above in the current year (Accelerated Learning).
- Part B: Relative Performance
 - The achievement of students relative to campuses with similar economically disadvantaged

percentages.

- For AEA campuses, Part B: Retest Growth is the percentage of students who earned Approaches Grade Level or above on an EOC retest during the accountability cycle.

School Progress, Part A: Academic Growth

The School Progress, Part A: Academic Growth provides an opportunity for campuses to receive credit for STAAR results in reading/language arts (RLA) and mathematics that show annual growth and if applicable demonstrate accelerated learning. For additional details about how points are awarded, please see Chapter 3 of the 2024 Accountability Manual.

School Progress, Part B: Relative Performance—Methodology

Elementary and Middle Schools

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

High Schools and K–12 Campuses with CCMR Component

For high schools and K–12 campuses, School Progress, Part B evaluates the Student Achievement STAAR component and the CCMR component compared to campuses with similar percentages of economically disadvantaged students, as reported in the TSDS PEIMS October snapshot. The economically disadvantaged percentage is rounded to one decimal place.

High Schools and K–12 Campuses without CCMR Component

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

Alternative Education Accountability Campuses

Alternative education accountability campuses are not evaluated on Relative Performance. These campuses are evaluated on School Progress, Part B: Retest Growth as described in Chapter 3 of the 2024 Accountability Manual.

School Progress Domain Rating Calculation

See Chapter 5 of the 2024 Accountability Manual for the methodology to calculate ratings for Part A: Academic Growth and Part B: Relative Performance. The resolved rating for the School Progress domain is the better of Part A: Academic Growth or Part B: Relative Performance. For AEA campuses, the resolved rating for the School Progress domain is the better of Part A: Academic Growth or Part B: Retest Growth.

Closing the Gaps Domain

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

- All students
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More races
- Economically disadvantaged

- Emergent Bilingual (EB) student/ English Learner (EL) (current and monitored)
- Current special education
- Foster
- Homeless
- Migrant
- Continuously enrolled
- Former special education

Please refer to Chapter 10 of the 2024 Accountability Manual for additional information on how each group is evaluated for federal school improvement identification.

Student Groups Evaluated for Closing the Gaps Domain Rating

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

- All students
- Two lowest performing racial/ethnic groups determined by comparing performance of racial/ethnic groups from the prior year. Please see additional information below for determining these groups.
- High focus – see information below

Additional Student Group Details:

Two Lowest Performing Racial/Ethnic Groups from the Prior Year

The two lowest-performing racial/ethnic groups from the prior year are determined by averaging the Academic Achievement RLA and mathematics indicators from the prior year.

High Focus

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

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

Current and Monitored EB students/ELs

A student is identified as a current EB student/EL if the student is reported as emergent bilingual in TIDE. A student is identified as a monitored EB student/EL if the student is reported in TIDE as having met the criteria for exiting a bilingual/ESL program and is being monitored as required by 19 Texas Administrative Code, §89.1220(I).

Both current and monitored EB students/ELs, through year 4, are included in performance rates for the Closing the Gaps domain. Exclusions for EB students/ELs are detailed in Chapter 4 of the 2024 Accountability Manual.

Continuously Enrolled

For grades 4–12, a student is identified as continuously enrolled if the student was enrolled in the campus on the fall snapshot during the current school year and in the same district each of the three preceding years. For grade 3, a student is identified as continuously enrolled if the student was enrolled in the campus on the current year fall snapshot and in the same district each of the preceding two years.

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

Enrolled in District TSDS PEIMS Snapshot October Prior Year (2020)	Enrolled in District TSDS PEIMS Snapshot October Prior Year (2021)	Enrolled in District TSDS PEIMS Snapshot October Prior Year (2022)	Enrolled in Campus within District TSDS PEIMS Snapshot October Current Year (2023)	Continuously Enrolled or Non-continuously Enrolled
Yes	Yes	Yes	Yes	Continuously Enrolled
Yes	No	Yes	Yes	Non-continuously Enrolled
No	No	Yes	Yes	Non-continuously Enrolled

Inclusion of EB students/ELs

The student demographic data saved by districts in the Test Information Distribution Engine (TIDE) by the date indicated on the Texas Assessment Program Calendar of Events are used to identify EB students/ELs for accountability purposes (“*Final Date to Enter Student Information for Accountability Reporting*”). EB students/ELs inclusion and exclusion are available in Appendix H, and EB students/ELs TIDE coding can be found in Appendix D of the 2024 Accountability Manual.

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

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

Unschooling asylees, unschooled refugees, and students with interrupted formal education (SIFEs) who are in year one in U.S. schools are excluded from accountability performance calculations and are included in state accountability beginning with their second year of enrollment in U.S. schools.

Current and Former Special Education Students

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

A student is identified as formerly receiving special education services if in any of the preceding three years, they were reported in TSDS PEIMS as receiving special instruction and related developmental, corrective, supportive, or evaluative services, but in the current year, as reported through TSDS PEIMS or in TIDE, are no longer participating in a special education program.

Highly Mobile

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

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

Minimum Size

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

0–4 Points

The performance of each student group is compared to the performance targets for each component based on school type. The performance targets are provided in the accountability manual . Information on determining school type is available in Chapter 1 of the *2024 Accountability Manual*.

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

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

¹The definition of expected growth toward the next interim target (for 2 points) is on-track growth to reach the next interim target. The denominator for 2024 is five years as the next interim target will be evaluated in 2027–28. The denominator for 2025 will be four years and so forth.

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

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

²Minimal growth (for 1 point) is defined as at least 1.0 percent growth for STAAR, Progress in Achieving English Language Proficiency and CCMR indicators. Minimal growth is at least 0.1 percent growth for graduation indicators.

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

Components

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

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

Academic Achievement—Methodology

Each student group is evaluated by subject area on the percentage of assessment results in RLA and mathematics that are at the Meets Grade Level or above standard. Each student group’s performance is then compared to the current year Academic Achievement performance targets based on school type. The performance targets are provided at the end of Chapter 4 of the 2024 Accountability Manual. To determine how many points a student group earns for Academic Achievement, the group’s achievement outcomes are evaluated using the 0–4 point methodology described above. The performance targets are provided in Chapter 4 of the 2024 Accountability Manual.

Growth or Graduation Component

Academic Growth Status—Methodology

Each student group is evaluated by subject area on the percentage of assessment results that show annual growth and/or demonstrate accelerated learning. Each student group’s performance is then compared to the current year Academic Growth Status performance targets based on school type. To determine how many points a student group earns for the Academic Growth indicator, the group’s Academic Growth outcome is evaluated using the 0–4 point methodology described above.

Please see “Chapter 3—School Progress Domain” for details on the growth methodology. The performance targets, by school type, are provided in the accountability manual. .

Federal Graduation Status—Methodology

The Federal Graduation Status component is calculated using the four-year federal graduation rate without state exclusions. The four-year federal graduation rate measures the percentage of graduates in a class. To determine how many points a student group earns for the graduation rate indicator, the group’s four-year federal graduation rate is evaluated using the 0–4 point methodology described above. The performance targets are provided in Chapter 4 of the 2024 Accountability Manual.

The four-year federal graduation rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four years for reasons other than

graduating, receiving a TxCHSE, or dropping out are removed from the class.

Individualized Education Program (IEP) continuers will be included in the graduation cohort. Students who graduated by decisions of individual graduation committees (IGCs) are included as graduates. For more information about the Federal Graduation Status, please refer to Chapter 4 of the 2024 Accountability Manual.

Progress in Achieving English Language Proficiency—Methodology

For 2023 and 2024, TELPAS results are evaluated at the domain level. For 2025 and beyond, progress will be evaluated at the composite level. See Appendix H in the 2024 Accountability Manual for more details.

- A student is considered to have made progress if:
 - the student advances or
 - is scored as Advanced High or Basic Fluency in at least two of the four domains from the prior year (2023) to the current year (2024). The four evaluated domains for Progress in Achieving English Language Proficiency are listening, speaking, reading, and writing.
- Students evaluated in all four domains in both the prior year and the current year (2023 and 2024) or scored as Advanced High or Basic Fluency in at least two of the four domains in the current year (2024), are evaluated.
- Ratings are not compared across TELPAS and TELPAS Alternate.

Number of students with TELPAS or TELPAS Alternate assessments that advance by at least one score in at least two of the four domains from 2023 to 2024 or are Advanced High or Basic Fluency in at least two of the four domains in 2024

Number of students with 2023–24 TELPAS or TELPAS Alternate assessments with Advanced High or Basic Fluency in at least two of the four domains or have scores in all four domains in both 2023 and 2024

Student Achievement Domain Score: STAAR Component Only—Methodology

Each student group is evaluated on the average percentage of assessment results that are at the Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standard. Each student group’s performance is then compared to the current year Student Achievement Domain Score: STAAR Component Only performance targets based on school type. The performance targets are provided in Chapter 4 of the 2024 Accountability Manual.

College, Career, and Military Readiness Performance Status—Methodology

For high schools, K–12s, and districts with annual graduates the College, Career, and Military Readiness Performance Status component measures students’ preparedness for college, the workforce, or the military. Each student group is evaluated on the percentage of students who meet the current year College, Career, and Military Readiness Performance Status targets. The performance targets are provided in Chapter 4 of the 2024 Accountability Manual.

Participation Status

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

- STAAR Alternate 2 students with No Authentic Academic Response (NAAR) designation are included as participants.

- Students with the medical exception or medically exempt designations are not included in the participation rate calculation. This includes both STAAR and STAAR Alternate 2 students.
- More information on the calculation of the participation in state-administered assessments can be found in Appendix H of the 2024 Accountability Manual.

Minimum Number of Evaluated Indicators

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

- Academic Achievement- minimum of four indicators
- Academic Growth Status- minimum of four indicators
- Student Achievement Domain Score: STAAR Component Only- minimum of three indicators
- Federal Graduation Status- minimum of one indicator
- CCMR Performance Status- minimum of one indicator

Closing the Gaps – Calculating Component Scores

To calculate a score for each of the Closing the Gaps components, sum the total points earned for each evaluated indicator. Divide the number of earned points by the number of possible points (those indicators that met minimum size). The points earned for each component are then weighted based on the following table.

Example: Component Score Chart

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB ¹ , SpEd, Highly Mobile)	Component Points
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races		
Academic Achievement (RLA)									
0-4	0-4		0-4		0-4		0-4	Earned ÷ Possible (rounded to 0.1)	
Academic Achievement (Mathematics)									
0-4	0-4		0-4		0-4		0-4		
Federal Graduation Status (HS/K-12)									
0-4	0-4		0-4		0-4		0-4	Earned ÷ Possible (rounded to 0.1)	
Academic Growth in RLA (EL/MS)									
0-4	0-4		0-4		0-4		0-4	Earned ÷ Possible (rounded to 0.1)	
Academic Growth in Mathematics (EL/MS)									
0-4	0-4		0-4		0-4		0-4		
SQSS: CCMR (HS/K-12)									
0-4	0-4		0-4		0-4		0-4	Earned ÷ Possible (rounded to 0.1)	
SQSS: STAAR ONLY (EL/MS)									
0-4	0-4		0-4		0-4		0-4	Earned ÷ Possible (rounded to 0.1)	
Progress in Achieving English Language Proficiency¹								0-4	Earned ÷ Possible (rounded to 0.1)

¹Current EB students/ELs are the only students evaluated in Progress in Achieving English Language Proficiency

Closing the Gaps—Calculating a Closing the Gaps Domain Score

To calculate the Closing the Gaps domain score, each component for which the campus has at least the minimum number of evaluated indicators based on the following table is weighted. If a campus does not meet minimum size for a component, the weight of the missing component is distributed proportionally among the remaining components. An example is available below. See Chapter 4 of the 2024 Accountability Manual for further details on calculating Closing the Gaps domain score.

Closing the Gaps Component Weights

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

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

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

Example: Closing the Gaps Calculation: Elementary School

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

Example Closing the Gaps Calculation: Middle School

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

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

Part 4 - Overall District or Campus Rating/Scaling Processes

In order to align letter grades and scores used in the academic accountability system to the common conception of letter grades, raw domain, and component scores are adjusted to scaled scores. The methodology and formulas for scaling domains and components are provided in this chapter. For additional details on the scaling methodology, please see Appendix I of the 2024 Accountability Manual.

Campus Domain Methodology

Campus domain ratings processes can be found in Chapter 5 of the 2024 Accountability Manual.

District Proportional Domain Methodology

District domain ratings are calculated using a proportionality method. The campus weight determines how much a campus grade proportionally impacts the district rating. This methodology only considers campus enrollment counts for grades 3–12, excludes *Not Rated* and paired campuses, is applied to each domain, and includes campuses evaluated under alternative education accountability. The steps to calculate the district proportional domain ratings can be found in Chapter 5 of the 2024 Accountability Manual.

Example: District Proportional Student Achievement Domain Rating Calculation

Example: Calculating Proportional Weighting of Campuses

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

Example: Calculating Campus Points to Determine District Domain Score

Campus	Student Achievement Domain Scaled Score	Weight	Points
Campus 1	85	13.8%	11.7
Campus 2	85	41.0%	34.9
Campus 3	77	2.6%	2.0
Campus 4	72	31.5%	22.7
Campus 5	67	11.2%	7.5
District Student Achievement Domain Scaled Score			79

Example: Campus Student Achievement Domain Calculation

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

Example: Campus Overall Rating Calculation

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	71				
School Progress, Part A	89	89	89	70%	62.3
School Progress, Part B	84				
Closing the Gaps	81			30%	24.3
Overall Score					87
2023 Overall Rating					B

Cut Scores for Scaling Conversion

See Chapter 5 of the 2024 Accountability Manual for details on cut scores for the scaling conversions. The following table shows the cut points for each rating. These cut points apply to the overall rating as well as the rating for each domain.

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

Overall Rating (Districts and Campuses) 3 Ds or 3 Fs Rule

Please be aware that in situations as detailed in the accountability manual, where scaled scores below set levels are received in 3 or more of the four areas, the highest overall scaled score for a district or campus will be capped. Please see Chapter 5 of the 2024 Accountability Manual for more information.

Part 5—Other Accountability System Processes

Pairing

All campuses serving prekindergarten (PK) through grade 12 must receive an accountability rating. Campuses that do not serve any grade level for which STAAR assessments are administered are paired with another campus in the same district for accountability purposes. A campus may pair with its district and be evaluated on the district's results. For more information on campus pairing, please see Chapter 7 of the 2024 Accountability Manual.

Alternative Education Accountability Provisions

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

AEA provisions apply to and are allowable under ESSA for

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

Please see Chapter 7 of the Accountability Manual (Other Accountability System Processes for more information on AEA campus identification, registration, and related provisions.

Part 6—Distinction Designations

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

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

Distinction Designations

Distinction designations are awarded in the following areas:

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

The three Distinction Designation labels include *Distinction Earned*, *No Distinction Earned*, and *Not Eligible*. Please see Chapter 6 of the 2024 Accountability Manual for more information.

Campus Comparison Groups

Each campus is assigned to a unique comparison group comprised of Texas schools that are most similar to it. To determine the campus comparison group, each campus is identified by school type (See the school types chart in Chapter 1 of the 2024 Accountability Manual for more information) then grouped with 40 other campuses from anywhere in Texas that are most similar in grade levels served, size, percentage of students who are economically disadvantaged, mobility rate, percentage of emergent bilingual students/English learners, percentage of students receiving special education services, and percentage of students enrolled in an Early College High School program. Each campus has only one unique campus comparison group. There is no limit on the number of comparison groups to which a campus may be a member. It is possible for a campus to be a member of no comparison group other than its own or a member of several comparison groups. See Chapter 6 of the 2024 Accountability Manual for more details on Campus Comparison Groups.

Part 7—Appeals

The commissioner of education is required to provide a process for school districts (districts) or open-enrollment charter schools (charter schools) to challenge an agency decision relating to an academic rating that affects the district or school, including a determination of consecutive school years of unacceptable performance ratings (Texas Education Code [TEC], §39.151).

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

District and charter school appeals that challenge the agency's determination of the accountability rating and/or determination of consecutive school years of unacceptable performance ratings are carefully reviewed by an external panel. District superintendents and chief operating officers of charter schools may appeal accountability ratings by following the guidelines in Chapter 8 of the 2024 Accountability Manual.

Part 8—Identification of Schools for Improvement

To align identification of schools for improvement under the Every Student Succeeds Act (ESSA) with the state’s accountability system, TEA utilizes the Closing the Gaps domain performance to identify comprehensive support and improvement (CSI), targeted support and improvement (TSI), and additional targeted support (ATS) schools.

Targeted Support and Improvement Identification

TEA uses Closing the Gaps domain data to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same *three* indicators, for three consecutive years, is considered “consistently underperforming.” Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. Data from 2022, 2023, and 2024 are considered for 2024 TSI identification, and so forth. The below chart shows additional years. A “no” is considered missing the target for 2019 and 2022. For 2023 and beyond, a student group that earns either a zero or one point for the indicator is considered as missing the target.

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

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

Comprehensive Support and Improvement Identification

To identify schools for CSI, TEA annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, TEA determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type—elementary, middle, high school/ K–12, and alternative education accountability. TEA then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type’s bottom five percent are identified for CSI. Please see Chapters 1 and 7 of the 2024 Accountability Manual for additional information on school types.

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

Any campus identified for CSI that has fewer than 100 students enrolled as reported in October snapshot is not required to implement interventions associated with the identification. If a campus with fewer than 100 students choose not to implement interventions, it is not eligible for comprehensive support grant funding. Choosing not to implement interventions does not exit the campus from CSI identification.

Additional Targeted Support Identification

ATS identification is based on a subset of TSI-identified campuses. ATS identifies both Title I and non-

Title I campuses. Any TSI-identified campus has its identification escalated to ATS if it meets both ATS identification criteria. First, the campus must meet the identification for TSI by having at least one consistently underperforming student group. Second, the Closing the Gaps score for at least one consistently underperforming student group must be lower than the score used to identify the lowest performing five percent of each school type (the same cut point used to identify CSI).

Minimum Size

In order to be evaluated for ATS, each student group must have 10 RLA *and* 10 mathematics assessment results for evaluation in the Academic Achievement component. If a student group does not meet minimum size in Academic Achievement, it is not considered when evaluating the campus for identification.

For elementary and middle schools, the student group must meet minimum size for all three years in all five indicators: Academic Achievement RLA, Academic Achievement Mathematics, Academic Growth RLA, Academic Growth Mathematics, and Student Success (STAAR Only).

For high schools and K–12s the student group must meet minimum size for all three years in all four indicators: Academic Achievement RLA, Academic Achievement Mathematics, Graduation Rate, and School Quality (CCMR). If the campus does not have a graduation rate, Academic Growth is used with the four indicators minimum requirement.

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

Students Evaluated

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

Exit Criteria for Additional Targeted Support Schools

To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type.

A campus may exit ATS to TSI status if the campus continues to meet TSI criteria.

For additional information and for examples for each identification, please refer to Chapter 10 of the 2024 Accountability Manual.

Part 9—Local Accountability Systems

The Local Accountability System (LAS) allows districts and open-enrollment charter schools to develop local accountability system plans for their campuses. A district’s local accountability plan provides stakeholders with detailed information about school performance and progress over time. Local accountability plans may vary by school type (elementary school, middle school, high school, and K–12) and by school group (magnet schools, early college high schools, etc.) but must apply equally to all applicable campuses by school type and group. Please see Chapter 11 of the 2024 Accountability Manual for more information.

LAS Implementation

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

The LAS process includes a planning year during which districts and open-enrollment charter schools will work with Texas Education Agency (TEA) LAS staff to design and refine a LAS plan, including LAS domains, components, scaling methodologies, and metrics. Once the LAS plan is final, it is reviewed and either approved or denied by TEA staff.

Ratings Under LAS

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

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

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

LAS Ratings

For the current year, districts with an approved plan must submit LAS data by the July deadline in order to have LAS outcomes combined with current year state accountability data for eligible campuses. If these campuses receive a C or higher for state overall rating, combined ratings are published on public websites with the release of non-LAS public ratings, reflecting the combination of LAS and state ratings. For additional information on LAS submission requirements, please see Section 2 of the *Local Accountability System Guide*. For specific dates see Chapter 13 of the Accountability Manual.

Part 10—Results Driven Accountability (RDA)

The Results Driven Accountability (RDA) chapter of the 2024 Accountability Manual is a technical resource to the annually issued RDA Report that is used by the Texas Education Agency (TEA) as one part of its annual evaluation of LEA performance and program effectiveness. Prior to the 2022–23 school year, this RDA chapter was a standalone RDA Manual (see [RDA Documentation](#)). However, its inclusion in the 2023 and 2024 Accountability Manual is one of the steps to integrating the RDA system into the A–F accountability rating system. The RDA system is structured according to a general framework that consists of indicators selected based on the RDA guiding principles.

RDA Framework

RDA is a local education agency (LEA) level, data-driven monitoring framework developed and implemented annually by the Division of Review and Support in the Office of Special Populations and Monitoring (OSPM) and in coordination with other divisions like Performance-Based Monitoring (PBM) and Special Education Program, Policy, Engagement, and Reporting (SEPPER) within the TEA.¹

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

- **Domain I: Academic Achievement**
- **Domain II: Post-Secondary Readiness**
- **Domain III: Disproportionate Analysis**

The program area indicators that are not Report Only are each assigned at least one performance level (PL). Some indicators, like those used for state assessment, consist of multiple PLs for each subject area tested. To assign the PL(s) for a non-Report Only indicator, the LEA’s performance is compared to cut points established for the applicable indicator with consideration for the applied PL standards. Report Only indicators are reported for LEA information and planning purposes. Reference Chapter 12 of the 2024 Accountability Manual for more details on guiding principles and indicators.