Chapter 2—Student Achievement Domain

Overview

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

STAAR Component

The STAAR component of the Student Achievement domain calculation uses a methodology in which scores are calculated based on students' level of performance at Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standards, as reported in the Consolidated Accountability File (CAF). See "Appendix H—Data Sources" for more information.

STAAR Component—Assessments and Measures Evaluated

The Student Achievement domain evaluates STAAR assessments for grades 3-12, STAAR Alternate 2 assessments, English Learner Performance Measure results (described later in this chapter), and SAT/ACT results for accelerated testers (described later in this chapter).

STAAR Component—Equivalent Standards for Evaluated Assessments and Measures

Standard	STAAR Assessments	STAAR Alternate 2 Assessments	English Learner Performance Measure (Second Year in U.S. Schools Only)
Approaches Grade Level or above	Approaches Grade Level or above	Level II Satisfactory or above	Approaches Grade Level or above
Meets Grade Level or above	Meets Grade Level or above	Level II Satisfactory or above	Meets Grade Level or above
Masters Grade Level	Masters Grade Level	Level III Accomplished	Masters Grade Level

STAAR Component—Students Evaluated

All students, including EB students as described below, are evaluated as one group.

STAAR Component—Inclusion of EB Students

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 for accountability purposes (*"Final Date to Enter Student Information for Accountability Reporting"*). EB students' inclusion, exclusion, and relevant EB TIDE codes are available in "Appendix H—Data Sources."

Inclusion of STAAR English Learner Performance Measure Results

The STAAR component of the Student Achievement domain calculation includes EL Performance Measure results for eligible students who are in their second year in U.S. schools. A student's EL

performance measure provides a more meaningful gauge of the achievement on STAAR for an eligible EB student. More information on including students eligible to receive an EL performance measure is available on the STAAR webpage: https://tea.texas.gov/student-assessment/staar/2025-staar-el-performance-measure-qa.pdf.

Inclusion of SAT/ACT Results for Accelerated Testers

The STAAR component of the Student Achievement domain calculation includes SAT and/or ACT results for accelerated testers as described in this chapter. To fulfill federal testing requirements, these accelerated students must take a corresponding subject area SAT or ACT while in high school.

Accelerated testers are defined as students who earn Approaches Grade Level or above on the Algebra I, English II, and/or Biology STAAR EOC prior to grade 9.

SAT/ACT Inclusion—Assessments Evaluated

The Student Achievement domain includes SAT and/or ACT results for accelerated testers in the STAAR component in the subject areas of reading/language arts (RLA), mathematics, and science at the standards provided below.

SAT/ACT Inclusion—Assessment Score Range for Performance Level Standards

Standard	SAT Evidence-Based Reading and Writing (EBRW)	SAT Math	ACT English and Reading	ACT Math	ACT Science
Approaches Grade Level or above	410 – 470	440 – 520	27 – 33	16 – 20	16 – 22
Meets Grade Level or above	480 – 660	530 – 680	34 – 59	21 – 29	23 – 27
Masters Grade Level	670 – 800	690 – 800	60 – 72	30 – 36	28 – 36

SAT/ACT Inclusion—Students Evaluated

Accelerated testers have a corresponding subject-area SAT or ACT result included for the accountability cycle in which the student is reported as enrolled in grade 12 on the TSDS PEIMS Fall Snapshot.

SAT/ACT Inclusion—Methodology

SAT/ACT assessment results at or above the scores provided in the chart above are included in the STAAR component of the Student Achievement domain at the following levels:

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

The agency evaluates SAT/ACT results from grades 9–12 for the accelerated subject area once the accelerated tester is reported as enrolled in grade 12. If an accelerated tester has more than one corresponding subject-area SAT and/or ACT result across evaluated years, the best result from either SAT

or ACT is found for each accelerated subject tested. For example, for 2026 Accountability, ACT results considered include assessments from enrolled grade 9 through the April 2026 administration, and SAT results considered include assessments from enrolled grade 9 through the May 2026 administration.

SAT/ACT Inclusion—Accountability Subset

The SAT/ACT accountability subset rules determine which campus the accelerated tester's SAT/ACT result is attributed to for accountability. The SAT/ACT result for an accelerated tester is attributed to the campus at which the student is reported as enrolled in grade 12 on the TSDS PEIMS Fall Snapshot for that accountability cycle. SAT/ACT results are attributed to that campus without regard to the campus at which the student took the corresponding STAAR EOC before grade 9 or the enrolled campus at the time of SAT/ACT administration.

STAAR Component—Minimum Size Criteria and Small Numbers Analysis

- The STAAR component is evaluated for a campus if there are 10 or more STAAR assessments, EL performance measures, and/or SAT/ACT results combined across all subjects.
- Small numbers analysis is not used in the STAAR component.

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. The percentage by performance level and STAAR component score are rounded to the nearest whole number.

STAAR Component—Example Calculation

STAAR Performance	Reading Language Arts	Math	Science	Social Studies	Totals	Percentages
Number of Assessments	531	482	330	274	1617	
Approaches Grade Level or Above	325	323	143	87	878	54%
Meets Grade Level or Above	220	190	45	76	531	33%
Masters Grade Level	109	165	41	22	337	21%
Total Percentage Points						**108**
Student Achievement Domain STAAR Component Score (Total Percentage Points ÷ 3)						**36**

College, Career, and Military Readiness Component

The College, Career, and Military Readiness (CCMR) component of the Student Achievement domain measures graduates' preparedness for college, the workforce, or the military. The Student Achievement CCMR denominator consists of annual graduates from the prior school year. For example, in the 2026 accountability year, CCMR reflects graduates from the Class of 2025. Annual graduates are students who graduate from a campus in a school year regardless of cohort. This is separate from, and may include different students than, the longitudinal graduation cohorts. Students who graduated by decisions of individual graduation committees (IGCs) are included as graduates. Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

- *Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics.* A graduate meeting the TSI college readiness standards in both RLA and mathematics. TSIA benchmarks, ACT and SAT scores which exempt a student from the TSIA are available on the agency's website: https://tea.texas.gov/academics/college-career-and-military-prep/the-tsia-texas-success-initiative-assessment.
    - Score criteria for CCMR are also located in Appendix H. TSI college readiness is demonstrated by:
        - meeting the TSIA1 and/or TSIA2 college-ready criteria, or
        - meeting the SAT college-ready criteria, or
        - meeting the ACT college-ready criteria, or
        - by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338.
            - The criteria for successful completion of a college prep course should be in alignment between a local education agency (LEA) and the partnering institution of higher education (IHE)(s). In accordance with §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported in TSDS PEIMS as successfully completing a college prep course if they have met TSI exemption requirements.
            - Only agency-reviewed and approved courses will be eligible for CCMR credit starting in the 2028 accountability year. See *Schedule for Reviewed and Approved College Prep Courses* later in this chapter.
            - Only college prep course credits earned in 12th grade will be eligible for CCMR credit starting in the 2027 accountability year. See *Schedule for Phase-in of 12th Grade College Prep Requirement* later in this chapter.
    - The assessment results considered include TSIA1 and/or TSIA2 assessments administered through the October following graduation, SAT assessments administered through the June administration following graduation and ACT assessments administered through the July administration following graduation, and course completion data via TSDS PEIMS. See Appendix H for additional information.
    - A graduate must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a graduate may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics.
- *Earn Dual Course Credits.* A graduate completing and earning credit for at least three college credit hours in RLA or mathematics or at least nine college credit hours in any subject. See

Appendix H for additional information.

- *Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.* A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or higher for AP and 4 or higher for IB.
- *Earn an Associate Degree.* A graduate earning an associate degree by August 31 immediately following high school graduation.
- *Complete an OnRamps Dual Enrollment Course.* A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. See Appendix H for additional information.
- *Earn an Industry-Based Certification (IBC) and Complete an Aligned Program of Study.* A graduate earning an approved IBC under 19 TAC §74.1003. See "Appendix J—Industry-Based Certifications" for a complete list of the currently approved IBCs.
    - Earning a certification means that the student has successfully completed all requirements defined by the certifying entity. Districts and charter schools should consult the certifying entities' webpages to determine the requirements that must be met for students to earn IBCs. See *Approved IBC List* later in this chapter.
    - Students will need to earn an IBC and earn Completer status in an aligned program of study for CCMR credit starting in the 2027 accountability year. See *Phase-In Schedule for Sunsetting IBCs and Alignment with Programs of Study* later in this chapter.
- *Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness.* A graduate receiving a graduation type code of 04, 05, 54, or 55, which indicates the student has completed his/her IEP and has either obtained full-time employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.
- *Enlist in the Armed Forces or Texas National Guard.* A graduate enlisting the Texas National Guard or any of the 6 services: U.S. Army, Navy, Air Force, Coast Guard, Marine Corps, or Space Force. This includes the National Guard for their respective services.
- *Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student.* A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA) or Texas First Early High School Completion Program with a Distinguished Level of Achievement (Texas-First-DLA).
- *Earn a Level I or Level II Certificate.* A graduate earning a level I or level II certificate in any workforce education area. See "Appendix D—Accountability Glossary" or Appendix H for additional information.

Schedule for Reviewed and Approved College Prep Courses

In the 2024-2025 school year, TEA introduced a process to review and approve college prep courses for the purpose of demonstrating college readiness in the public school accountability system.

A list of college prep courses approved for public school accountability is available at https://tea.texas.gov/academics/college-career-and-military-prep/college-preparatory-courses-for-ccmr-accountability.

Beginning with annual graduates from the Class of 2027 (2028 accountability), only college prep courses from the approved list will be eligible for CCMR credit.

CCMR Credit Requirements for Annual Graduates by Accountability Year – College Prep

Annual Graduates	Accountability Year	CCMR Credit Requirement
Class of 2022	2023	Student received credit in the final course sequence of any College Prep course meeting requirements aligned between district and the partnering IHE(s) in any grade 9-12
Class of 2023	2024	
Class of 2024	2025	
Class of 2025	2026	Student received credit in the final course sequence of any College Prep course meeting requirements aligned between the district and the partnering IHE(s) in grade 11 or 12*
Class of 2026	2027	Student received credit in the final course sequence of any College Prep course meeting requirements aligned between the district and the partnering IHE(s) in grade 12*
Class of 2027	2028	Student received credit in the final course sequence of a College Prep course on the TEA College Prep approved list in grade 12*

*Grade level will be based on data reported in the TSDS PEIMS Summer submission. A student must be in the required grade at any time during the school year when the course credit was received. See Appendix H.

Schedule for Phase-in of College Prep 12th Grade requirement

For the Class of 2025, courses completed in the 11th or 12th grades will be eligible for CCMR credit (2026 accountability). For the Class of 2026 and subsequent graduating classes, only courses completed in the 12th grade will be eligible for CCMR credit through college prep. The grade of the student at the time of the course will be based on the grade submitted in the TSDS PEIMS Summer submission.

A student successfully completing a college prep course who is not in 12th grade may still be eligible for TSI exemption at the partnering IHE based on the terms of the local agreement, but that student should not be reported in TSDS PEIMS for the purposes of CCMR.

Phase-In Schedule for Sunsetting IBCs and Alignment with Programs of Study

Sunsetting IBCs

As of the 2023 accountability cycle, a campus may not earn CCMR credit for more than five graduates, or 20 percent of graduates, whichever is higher, who only meet CCMR criteria via a sunsetting IBC. This limit is applied within Student Achievement and School Progress, Part B: Relative Performance domains, and is not applied to the Closing the Gaps domain. Please see Appendix J for additional information on sunsetting IBCs.

Example: Texas High School has 200 graduates. 50 graduates earned ONLY a sunsetting IBC as their CCMR credit. With the limit, Texas High School would receive credit for 40 of these graduates (20 percent), and ten of these graduates would not generate CCMR credit.

College, Career, and Military Readiness Component—Sunsetting IBC Example Calculation

	Count Credit	Percentage
Graduates	200	100%
Sunsetting IBC cap	40	20%
Earned at least one sunsetting IBC and did not meet any other CCMR criteria	50	25%
Earned only a sunsetting IBC and are not included	10	5%

Approved IBC List

TEC §39.053 requires the Texas Education Agency (TEA) to account for high school students who earn an industry-based certification as one indicator within the student achievement domain of the state's public school accountability system. The purpose of the IBC list is to identify certifications that prepare students for success in college, the workforce, or the military.

Approved IBC lists are available in Appendix J and on the agency's Career and Technical Education website at https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/industry-based-certifications with hyperlinks to certifying entities' webpages and information about the approval process.

The timeline for the 2019-2022, 2022-2025 and 2025-2030 IBC lists is included in the table, *CCMR Credit Requirements for Annual Graduates by Accountability Year*, below.

Phase-In for IBCs and Programs of Study

For each IBC list, the agency publishes a crosswalk of approved IBCs and their aligned programs of study on the Career and Technical Education website at https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/industry-based-certifications. This resource allows districts and campuses to support program development and planning by aligning IBCs to Programs of Study.

House Bill 773 (2021) requires the Texas Education Agency to include Program of Study Completers as an indicator within the accountability system. To allow districts time to implement aligned programs of study, the following transition timeline provides guidance on how the alignment will be phased in.

The Texas Education Agency will monitor how this proposed phase-in impacts dropout recovery schools and may adjust, as necessary.

CCMR Credit Requirements for Annual Graduates by Accountability Year– IBC and Aligned Program of Study

Annual Graduates	Accountability Year	CCMR Credit Requirement
Class of 2022	2023	Earn IBC (2019–2022 list with sunsetting limit)
Class of 2023	2024	Earn IBC (2019–2022 list with sunsetting limit & 2022–2025 list)
Class of 2024	2025	Earn IBC (2019–2022 list with sunsetting limit & 2022–2025 list) plus 1 course in aligned program of study[1]
Class of 2025	2026	Earn IBC (2022–2025 list) plus Concentrator in aligned program of study[2]
Class of 2026	2027	Earn IBC (2022–2025 list with sunsetting limit & 2025–2030 list) plus Completer in aligned program of study[3]
Class of 2027	2028	Earn IBC (2025-2030 list) plus Completer in aligned program of study[3]

[1] One course that is level two or higher (excludes Career Prep I, Extended Career Prep I, Project Based Research, and/or Scientific Research and Design)

[2] Two or more courses for at least two credits in the same program of study

[3] Three or more courses for four or more credits, including one level three or level four course in the same program of study

The Concentrator requirement in CCMR applies for the Class of 2025, and the Completer requirement applies for the Class of 2026. For students to meet the IBC and Aligned Program of Study indicator of CCMR, the student must have earned (i.e., not failed or passed) an IBC in the crosswalk associated with the Program of Study in which they also met the phase-in requirement (i.e., aligned IBC).

For example, a student who met the phase-in Program of Study requirement for Automotive (7) must earn an IBC crosswalked to Automotive, such as *ASE Entry-Level Automotive Brakes* (141), to receive credit. If a student participated in more than one Program of Study, they only need to meet the phase-in requirement for one program to receive credit. More information is available in Appendix H.

College, Career, and Military Readiness Component—Students Evaluated

All students are evaluated as one group.

College, Career, and Military Readiness Component—Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated in the CCMR component if there are at least 10 annual graduates.
- Small numbers analysis, as described below, applies to all students if the number of annual graduates is fewer than 10.
    - A three-year CCMR rate is calculated for all students. The calculation is based on three-years of the campus's CCMR data. For example, 2025, 2024, and 2023 graduates are used for the 2026 accountability cycle.
    - The all students group is evaluated if the three-year sum has at least 10 annual graduates. The following is an example of small numbers analysis for the 2026 accountability cycle:

$$\frac{\text{Number of 2025, 2024, and 2023 Graduates Who Achieved at Least One of the CCMR Indicators}}{\text{Number of 2025, 2024, and 2023 Annual Graduates}}$$

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 sunsetting IBC limit is applied at this step. Those who were not enrolled in a Texas public school in any of the preceding four years are excluded from the CCMR denominator.

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

College, Career, and Military Readiness Component—Example Calculation

	Number of Graduates Who Achieved at Least One of the CCMR Indicators	Number of Prior Year Annual Graduates
Total	**208**	**365**
Student Achievement Domain CCMR Component Score (Number of Graduates Who Achieved at Least One of the CCMR Indicators ÷ Number of Prior Year Annual Graduates)		**57**

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 total points and the maximum number of points are reported for the four-year, five-year, and six-year graduation rate. The graduation rate that results in the higher score is used to calculate the graduation rate score. If a campus only has a four-year graduation rate, that rate will be used. If a campus has only a four- and five-year graduation rate, the better of those will be used. See Appendix H for additional information.

- Four-year graduation rate is calculated for campuses if they: (a) served grade 9, as well as grade 11 or 12, in the first and fifth years of the cohort or (b) served grade 12 in the first and fifth years of the cohort.
- Five-year graduation rate follows the same cohort of students for one additional year.
- Six-year graduation rate follows the same cohort of students for two additional years.
- Prior year's 9–12 annual dropout rate for grades 9–12 is used if a campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year, five-year, or six-year graduation rate. This proxy for the graduation rate is calculated by converting the grade 9–12 annual dropout rate into a positive measure. Please see *Annual Dropout Rate—Conversion* later in this chapter.

Graduation Rate—Students Evaluated

All students are evaluated as one group.

Graduation Rate—Minimum Size Criteria and Small Numbers Analysis

- All Students are evaluated if there are at least 10 students in the class.
- Small numbers analysis, as described below, applies to all students if the number of students in the four-year, five-year, or six-year cohort is fewer than 10. The total number of students in the class consists of graduates, continuing students, Texas high school equivalency certificate (TxCHSE/GED) recipients, and dropouts.
    - A three-year graduation rate is calculated for all students. The calculation is based on three-years of the campus's graduation data.
    - The all students group is evaluated if the three-year sum has at least 10 students. An example of small numbers analysis from the 2026 accountability cycle:

$$\frac{\text{Number of Graduates in the Class of 2025, Class of 2024, and Class of 2023}}{\text{Number of Students in the Class of 2025, Class of 2024, and Class of 2023}}$$

Graduation Rate—Methodology

The four-year graduation rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. The five-year graduation rate follows the same cohort of students for one additional year. The six-year graduation rate follows the same cohort of students for two additional years. A graduate is defined as a student who has met all applicable requirements to graduate and has been issued a high school diploma by the school district or charter school. Students who graduate by decisions of individual graduation committees (IGCs) are included as graduates. 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, five, or six years for reasons other than graduating, receiving a TxCHSE, or dropping out are removed from the class.

The four-year, five-year, and six-year graduation rate measures the percentage of graduates in a class. Students follow the high school graduation program in place when they entered ninth grade. Students who graduated by decisions of individual graduation committees (IGCs) are included as graduates. The graduation rates are expressed as a percentage rounded to one decimal place. For example, 74.875% rounds to 74.9%, not 75%.

$$\frac{\text{Number of Graduates in the Class}}{\text{Number of Students in the Class}}$$

(Graduates + Continuers + TxCHSE Recipients + Dropouts)

The total points and the maximum number of points are reported for the four-year, five-year, and six-year graduation rate. The graduation rate that results in the highest score is used to calculate the graduation rate score.

Graduation Rate—Example Calculation from 2026 Accountability

Graduation Rate	All Students
Class of 2025, 4-year	85.2%
Class of 2024, 5-year	87.3%
Class of 2023, 6-year	85.0%
Graduation Rate Score (Highest of 4-year, 5-year & 6-year graduation rate)	**87.3**

Annual Dropout Rate Component

For campuses that serve students enrolled in grades 9–12, the grade 9–12 annual dropout rate is used if a four-year, five-year, or six-year graduation rate is not available.

Annual Dropout Rate—Students Evaluated

All students are evaluated as one group.

Annual Dropout Rate—Minimum Size Criteria and Small Numbers Analysis

- All Students are evaluated if there are at least 10 students enrolled during the school year.
- Small numbers analysis, as described below, applies to the group of all students if the number of students enrolled in grades 9–12 during the prior school year is fewer than 10.
    - A three-year annual dropout rate is calculated for all students. The calculation is based on three-years of the campus's annual dropout rate.
    - The all students group is evaluated if the three-year sum has at least 10 students. An example of small numbers analysis from the 2026 accountability cycle:

$$\frac{\text{Number of Dropouts in Grades 9–12 in 2024–25, 2023–24, and 2022–23}}{\text{Number of Students in Grades 9–12 in 2024–25, 2023–24, and 2022–23}}$$

Annual Dropout Rate—Methodology

The annual dropout rate is calculated by dividing the number of students in grades 9–12 designated as having dropped out by the number of students enrolled in grades 9–12 at any time during the prior school year. Grade 9–12 annual dropout rates are expressed as a percentage rounded to one decimal place. For example, 24 dropouts divided by 2,190 students enrolled in grades 9–12 is 1.095% which rounds to a 1.1% annual dropout rate.

Annual Dropout Rate—Conversion

Because the annual dropout rate is a measure of negative performance—the rate rises as performance declines—it must be transformed into a positive measure to be used as a component of the Student Achievement domain. The following calculation converts the annual dropout rate for a non-AEA campus into a positive measure that is a proxy for the graduation rate.

100 – (grade 9–12 annual dropout rate x 10) with a floor of zero

The multiplier of 10 allows the non-AEA campus to accumulate points towards the Student Achievement domain score only if its annual dropout rate is less than 10 percent.

For example, a 1.1% annual dropout rate conversion calculation is: 100 – (1.1 x 10) = 100 – 11 = 89. The annual dropout rate calculation requires at least a three-year sum of 10 students per class.

Alternative Education Accountability Modifications

Alternative procedures applicable to STAAR, CCMR, graduation rate, and annual dropout rate calculations are provided for approved campuses serving at-risk students in alternative education programs. The annual dropout rate is used on a safeguard basis only for campuses designated as dropout recovery schools (DRS). The Student Achievement domain for DRS without a longitudinal graduation rate is calculated using STAAR, CCMR, and the annual dropout rate; it is also calculated using only the STAAR and CCMR components. Whichever calculation produces the higher rating is used. If an AEA campus does not generate CCMR, it will only be rated using STAAR data. In this situation, the campus would have an annual dropout rate reported for informational purposes only. For more information on the alternative education accountability (AEA) eligibility and DRS criteria, please see "Chapter 7—Other Accountability System Processes."

AEA STAAR—Methodology

The STAAR calculation is modified to credit AEA campuses for Meets and Masters performance while maintaining the same scaling and cut points as non-AEA campuses. A raw score of more than 100 is scaled to 100.

The STAAR component is calculated by adding the percent of tests at Approaches or above to the percent of tests at Meets or above with a multiplier of 1.1, to the percent of Masters multiplied by 1.2.

$$\frac{(\%\ \text{Approaches or above}) + \mathbf{1.1}*(\%\ \text{Meets or above}) + \mathbf{1.2}*(\%\ \text{Masters})}{3}$$

AEA CCMR Rate—Methodology

The CCMR rate calculation is modified to credit AEA campuses for previous dropouts who earn CCMR. One point is given for each annual graduate who accomplishes any one of the CCMR indicators. Previous dropouts who earn CCMR will only be included in the numerator. 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 sunsetting IBC limit is applied at this step. A raw score of more than 100 is scaled to 100.

An example from the 2026 accountability cycle:

$$\frac{\text{Number of Graduates Who Achieved at least One of the CCMR Indicators}}{\text{Number of 2025 Annual Graduates (– Previous Dropouts who Returned)}}$$

AEA College, Career, and Military Readiness Component—Minimum Size Criteria and Small Numbers Analysis

- All students are evaluated in the CCMR component if there are at least 10 annual graduates.
- Small numbers analysis, as described below, applies to all students if the number of annual graduates is fewer than 10.
    - A three-year CCMR rate is calculated for all students. The calculation is based on three-years of the campus's CCMR data. For example, 2025, 2024, and 2023 graduates are used for the 2026 accountability cycle.

- The all students group is evaluated if the three-year sum has at least 10 annual graduates. The following is an example of small numbers analysis for the 2026 accountability cycle:

$$\frac{\text{Number of 2025, 2024, and 2023 Graduates Who Achieved at least One of the CCMR Indicators}}{\text{Number of 2025, 2024, and 2023 Annual Graduates (– Previous Dropouts who Returned)}}$$

AEA Graduation/Annual Dropout Rate—Methodology

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the four-year, five-year, and six-year rates. The completion rate that results in the highest score is used to calculate the graduation rate score. Previous dropouts who complete will only be included in the numerator. A raw score of more than 100 is scaled to 100.

The grade 9–12 annual dropout rate is used if no combined graduation, continuer, TxCHSE, and previous dropout rate is available.

$$\frac{\text{Number of Graduates + Continuers + TxCHSE Recipients}}{\text{Number of Students in the Class (Graduates + Continuers + TxCHSE Recipients + Dropouts [– Previous Dropouts who Returned])}}$$

For example, for 2026 Accountability, the following applies:

- Class of 2025 four-year graduation, continuer, TxCHSE, and previous dropouts who complete rates are calculated for AEA campuses if they: (a) served grade 9, as well as grade 11 or 12, in the first and fifth years of the cohort or (b) served grade 12 in the first and fifth years of the cohort.
- Class of 2024 five-year graduation, continuer, TxCHSE, and previous dropouts who complete rates follow the same cohort of students for one additional year; therefore, most AEA campuses that have a four-year graduation, continuer, TxCHSE, and previous dropouts rate in one year will have a five- year graduation, continuer, TxCHSE, and previous dropouts rate for that cohort in the following year.
- Class of 2023 six-year graduation, continuer, TxCHSE, and previous dropouts who complete rates continue to follow the same cohort of students for one additional year; therefore, most AEA campuses that have a five-year graduation, continuer, TxCHSE, and previous dropouts rate in one year will have a six-year graduation, continuer, TxCHSE, and previous dropouts rate for that cohort in the following year.
- Annual dropout rate for school year 2024–25 for grades 9–12. If an AEA campus has students enrolled in grade 9, 10, 11, or 12 but does not have a four-year, five-year, or six-year graduation, continuer, and TxCHSE rate, a proxy for the graduation rate is calculated by converting the grade 9–12 annual dropout rate into a positive measure.

AEA Graduation Rate—Minimum Size Criteria and Small Numbers Analysis

- All Students are evaluated if there are at least 10 students in the class.
- Small numbers analysis, as described below, applies to all students if the number of students in the four-year, five-year, or six-year cohort is fewer than 10. The total number of students in the class consists of graduates, continuing students, Texas high school equivalency certificate (TxCHSE/GED) recipients, and dropouts. Previous dropouts who returned are removed from the denominator.
    - A three-year graduation rate is calculated for all students. The calculation is based on

three-years of the campus's graduation data.

- The all students group is evaluated if the three-year sum has at least 10 students. An example of small numbers analysis from the 2026 accountability cycle:

$$\frac{\text{Number of Graduates + Continuers + TxCHSE Recipients in the Class of 2025, 2024 and 2023}}{\text{Number of Students in the Class of 2025, 2024, and 2023}}$$
$$\text{(Graduates + Continuers + TxCHSE Recipients + Dropouts [– Previous Dropouts who Returned])}$$

AEA Annual Dropout Rate—Conversion

The annual dropout rate conversion is also modified for AEA campuses.

100 – (grade 9–12 annual dropout rate x 5) with a floor of zero

By using the multiplier of 5, an AEA campus accumulates points towards the Student Achievement domain score if its annual dropout rate is less than 20 percent.

For example, a 1.1% AEA annual dropout rate conversion calculation is: 100 – (1.1 x 5) = 100 – 5.5 = 94.5.

Student Achievement Domain Rating Calculation

See "Chapter 5—Calculating Ratings" for the methodology to calculate the Student Achievement domain rating.