



# **Texas Accountability Advisory Group Meeting**

May 27, 2025 - 9:00-11:30

# Performance Reporting Policy & Communications Team



**Katherine Beck**

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## ■ Today's Warm-Up

1. Name
2. Role/ Organization
3. What is your ideal summer vacation?

# TAAG May 2025 Agenda

- Welcome & Introductions || Norms and Expectations
- 2026 Rulemaking Update
- 2028 A-F Refresh
  - Update on Initial **CCMR** proposal
  - Review third round of **data checks** results
  - Distinction Designations
- Reminder of public feedback form
- Upcoming TAAG Topics
- Meeting Closure

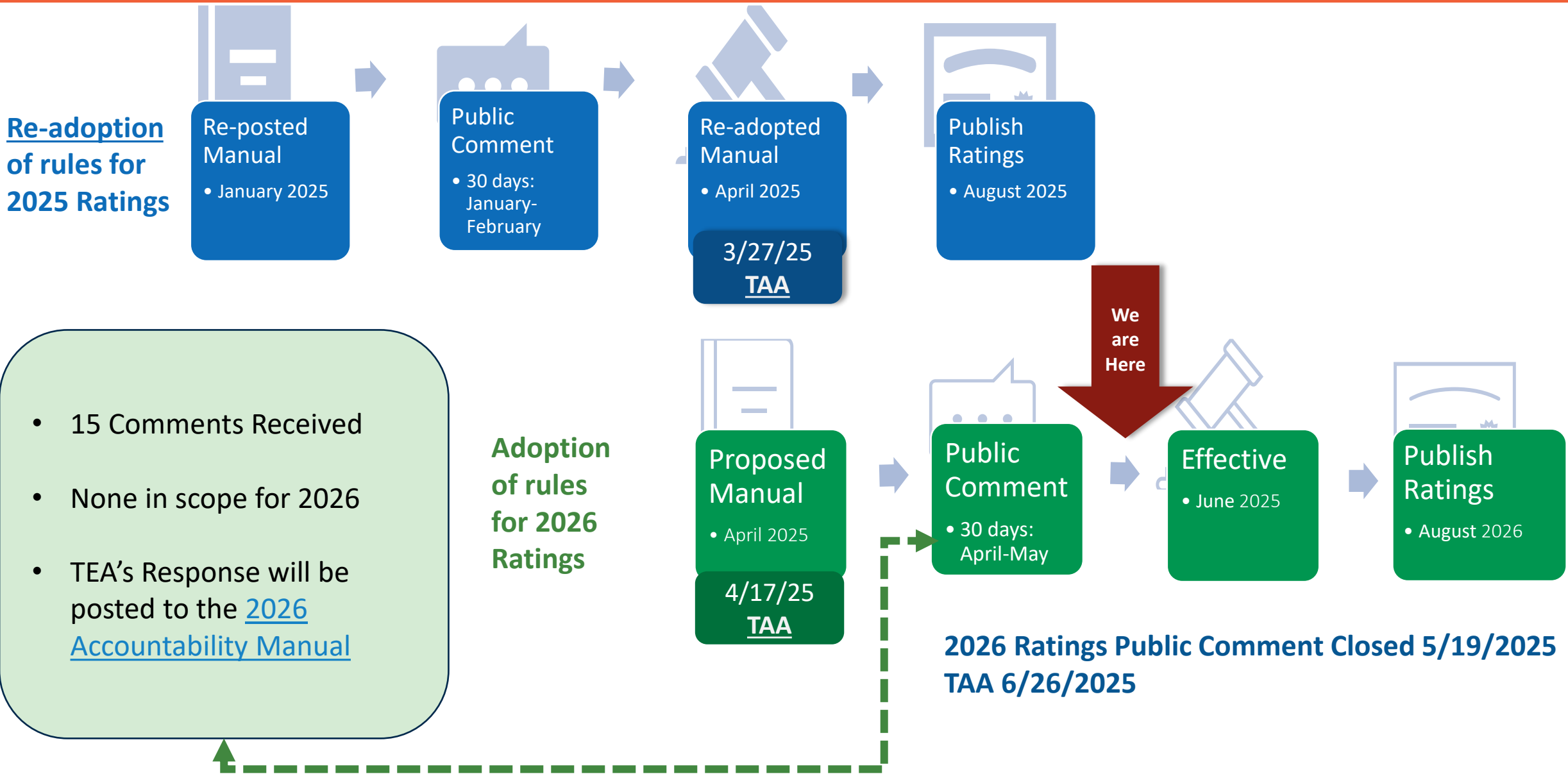
- Participate in Discussions
- Ask Questions
- Be feedback-oriented
- Prioritize student-centered approaches
- Maintain regular communication!

- Identify broader potential improvements to the academic accountability system.
- Bring creative solutions and best practices to the group for discussions.
- Provide both synchronous and asynchronous feedback in a timely manner.
- Assess the impact of legislation and stakeholder feedback on the academic accountability system.
- **Serve as a spokesperson for Texas school districts and open-enrollment charter schools to provide recommendations to the TEA**



# **2026 Rulemaking: Public Comment Update**

# A–F Manual 2026 Rulemaking: Public Comment Update





## **Proposal Analysis: Consideration #3: Differential Weighting of CCMR Indicators**

# Consideration #3: Differential Weighting of CCMR Indicators

Based on recommendations and feedback from the previous refresh and public comments on previous rules, the agency is focusing on seven initial considerations for the 2028 Refresh:

#	Change Under Consideration	
1	<b>Targets and Cut Scores Update Using New Baselines</b>	<ul style="list-style-type: none"><li>• <i>Description:</i> Use most recent year data as baseline to update targets and cut scores across the A–F system. Includes cut scores for domains. (Note: Does not include cut scores for STAAR performance levels, e.g., "Meets Grade Level")</li><li>• <i>Purpose:</i> Align with statutory requirements to "modify standards to continuously improve student performance, eliminate achievement gaps, ensure Texas is a national leader in preparing students for postsecondary success"</li></ul>
2	<b>Integration of RDA into A–F</b>	<ul style="list-style-type: none"><li>• <i>Description:</i> Determine data sources and methodologies to incorporate RDA into Domain 3 of A–F</li><li>• <i>Purpose:</i> Align federal reporting requirements, reduce duplication of data reporting, and create consistent focus across the state on special population performance improvements.</li></ul>
3	<b>Differential Weighting of CCMR Indicators</b>	<ul style="list-style-type: none"><li>• <i>Description:</i> Explore different weighting within and across existing CCMR indicators</li><li>• <i>Purpose:</i> Better align methodology of CCMR indicators to post-graduation outcomes</li></ul>
4	<b>Variables for Relative Performance</b>	<ul style="list-style-type: none"><li>• <i>Description:</i> Investigate and model different campus demographic variables for Domain 2 comparison of relative performance</li><li>• <i>Purpose:</i> Determine whether additional demographic factors besides % eco. dis. should be used in Domain 2b</li></ul>
5	<b>Recognition of Accelerated Testers In MS and HS</b>	<ul style="list-style-type: none"><li>• <i>Description:</i> Investigate and model potential ways to recognize students who take advanced courses in middle school</li><li>• <i>Purpose:</i> Update MS &amp; HS methodology to ensure A–F system doesn't disincentivize advanced academic pathways</li></ul>
6	<b>Revisit Distinction Designations</b>	<ul style="list-style-type: none"><li>• <i>Description:</i> Investigate and model potential updates to Distinction Designation indicators or methodology</li><li>• <i>Purpose:</i> Explore potential updates to continuously improve Distinction Designations</li></ul>
7	<b>Refine Other Reporting Information</b>	<ul style="list-style-type: none"><li>• <i>Description:</i> Investigate and determine processes for potential updates or adding new reporting information</li><li>• <i>Purpose:</i> Explore potential updates or new reporting information to add to TXschools.gov or TPRS</li></ul>

In addition, TEA is conducting other data analyses based on previous feedback and 2023 refresh changes (e.g., impact of including Spanish to English testers) and will discuss findings with TAAG.

# Initial CCMR Proposal Buckets and Requirements

Bucket 1	Bucket 2	Bucket 3
<b>CCMR <i>Earned</i> Readiness</b>	<b>CCMR 'Plus' 'Earned+' Readiness plus some Attainment</b>	<b>Beyond CCMR Highest Attainment</b>
<b>ONLY</b> <ul style="list-style-type: none"> <li>• TSI (Meets ACT, SAT, TSIA, or CP)</li> <li>• Completer + IBC (Tier 3)</li> <li>• SPED Advanced Diploma</li> <li>• IEP and Workforce Ready</li> <li>• Military Enlistment</li> <li>• AP/IB (1 course exam in any subject*)</li> <li>• OnRamps (3 college credit hours in any subject*)</li> <li>• Dual Credit (9 college credit hours in any subject*)</li> </ul>	<b>ONLY</b> <ul style="list-style-type: none"> <li>• Level I Certificate</li> <li>• Completer + IBC (Tier 2)</li> </ul> <b>TSI +</b> <ul style="list-style-type: none"> <li>• Completer + IBC (Tier 3)</li> <li>• IEP and Workforce Ready</li> <li>• Military Enlistment</li> <li>• AP/IB (1 course exam in ELAR or Math or 3 course exams in any subject)</li> <li>• OnRamps (3 college credit hours in ELAR or Math or 9 college credit hours in any subject)</li> <li>• Dual Credit (3 college credit hours in ELAR or Math or 9 college credit hours in any subject)</li> </ul>	<b>ONLY</b> <ul style="list-style-type: none"> <li>• Associates Degree</li> <li>• Level II Certificate</li> <li>• Completer + IBC (Tier 1)</li> </ul> <b>TSI +</b> <ul style="list-style-type: none"> <li>• Completer + IBC (Tier 2)</li> <li>• Level I Cert</li> <li>• AP/IB (1 course exam in ELAR and Math or 5 course exams in any subject)</li> <li>• OnRamps (3 college credit hours in ELAR and Math or a total of 15 college credit hours in any subject)</li> <li>• Dual Credit (3 college credit hours in ELAR and Math and a total of 15 college credit hours in any subject)</li> </ul>

Count of students in Bucket 1 or 2 or 3

+

Count of students in Buckets 2 or 3

+

Count of students in Bucket 3

# Caveats of the modeling

- Grouping is approximate and may differ from CCMR data: calculated from raw data
- The IBC requirement for modeling includes aligned program of study completion, and does not apply a sunseting cap on IBCs, as it only uses IBCs in the 2022-2025 list that has tiers applied.

CCMR Credit Requirements for Annual Graduates by Accountability Year

Annual Graduates	Accountability Year	CCMR Credit Requirement
Class of 2022	2023	Earn IBC (2019–2022 list with sunseting limit)
Class of 2023	2024	Earn IBC (2019–2022 & 2022–2025 lists with sunseting limit)
Class of 2024	2025	Earn IBC (2019–2022 & 2022–2025 lists with sunseting limit) plus 1 course in aligned program of study <sup>1</sup>
Class of 2025	2026	Earn IBC (2022–2025) plus Concentrator in aligned program of study <sup>2</sup>
Class of 2026	2027	Earn IBC (2022–2025 & 2025–2029 lists with sunseting limit) plus Completer in aligned program of study <sup>3</sup>



# Statewide Percentages of Students by CCMR Bucket

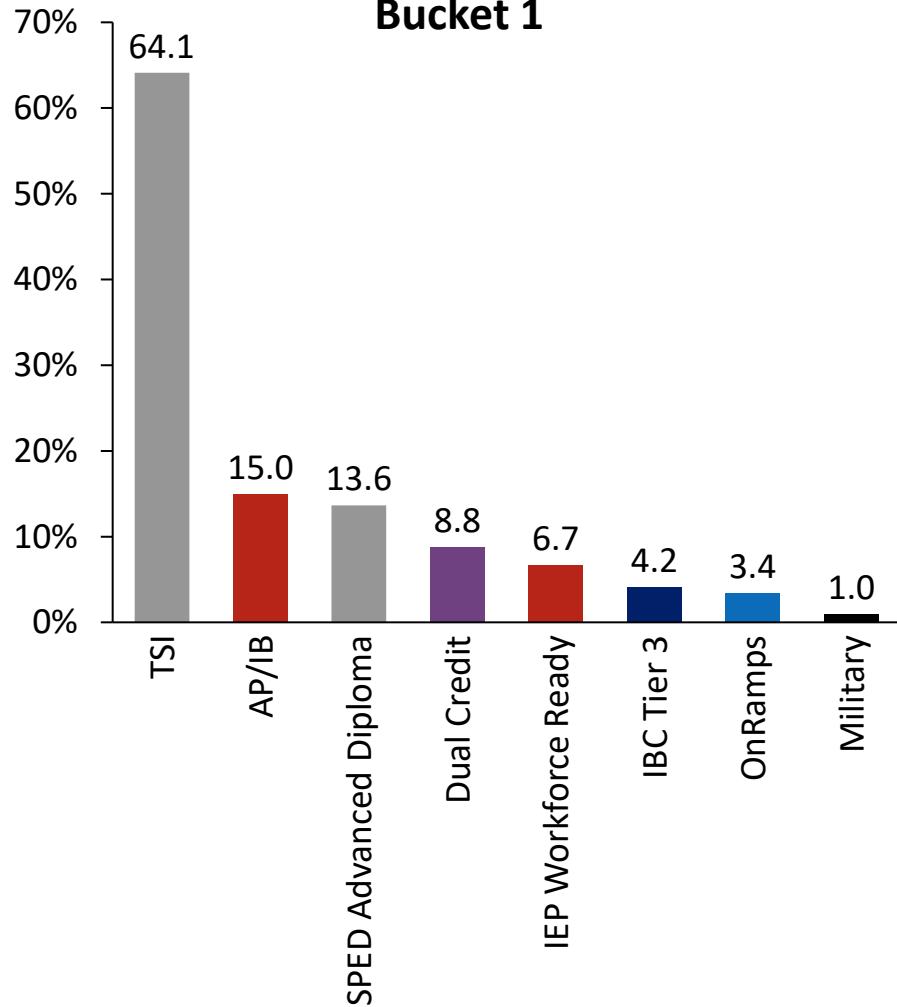
- **63.4%** of 2022-23 graduates (2024 CCMR accountability cohort) met CCMR in at least one of the proposed buckets
  - Breaking it down by level of CCMR attainment:
    - **35.7%** (138,784 students) in Bucket 1 (CCMR 'Ready', lowest attainment)
    - **15.1%** (58,541 students) in Bucket 2
    - **12.6%** (49,089 students) in Bucket 3
- 36.6% did not graduate College, Career, Military Ready*

**The weighting proposal does not focus on changing CCMR rates, it is to focus on what readiness indicators are emphasized for increased post-secondary success.**

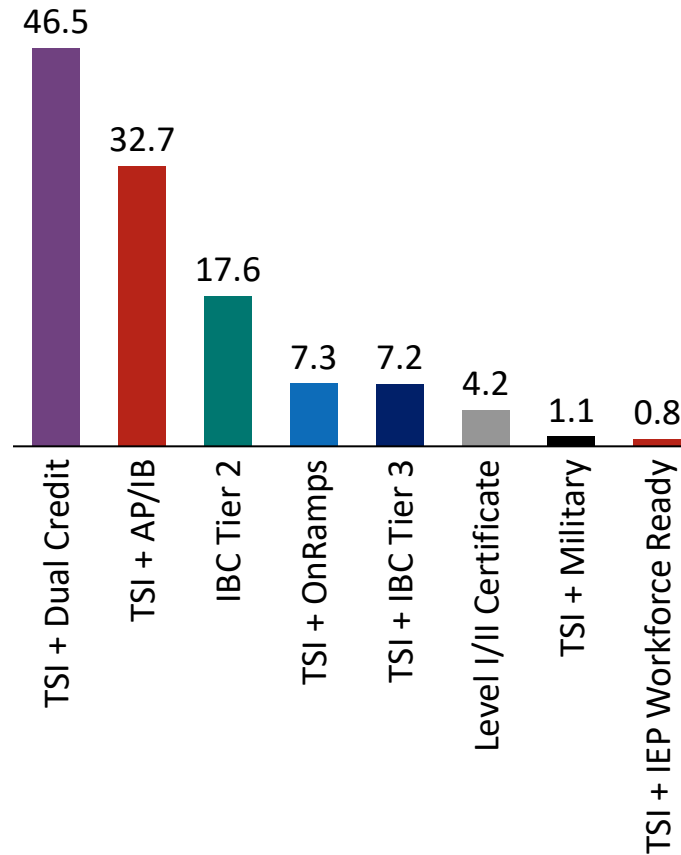


It was observed that the indicators students tend to meet are TSI only (Bucket 1), TSI+Dual Credit (Bucket 2), or TSI+AP/IB (Bucket 3). AP/IB was a consistent path across all buckets.

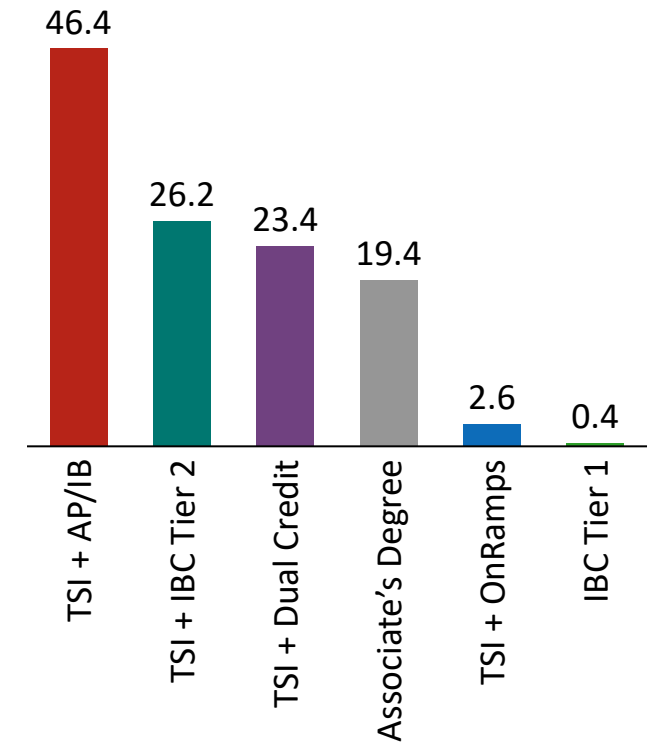
Bucket 1



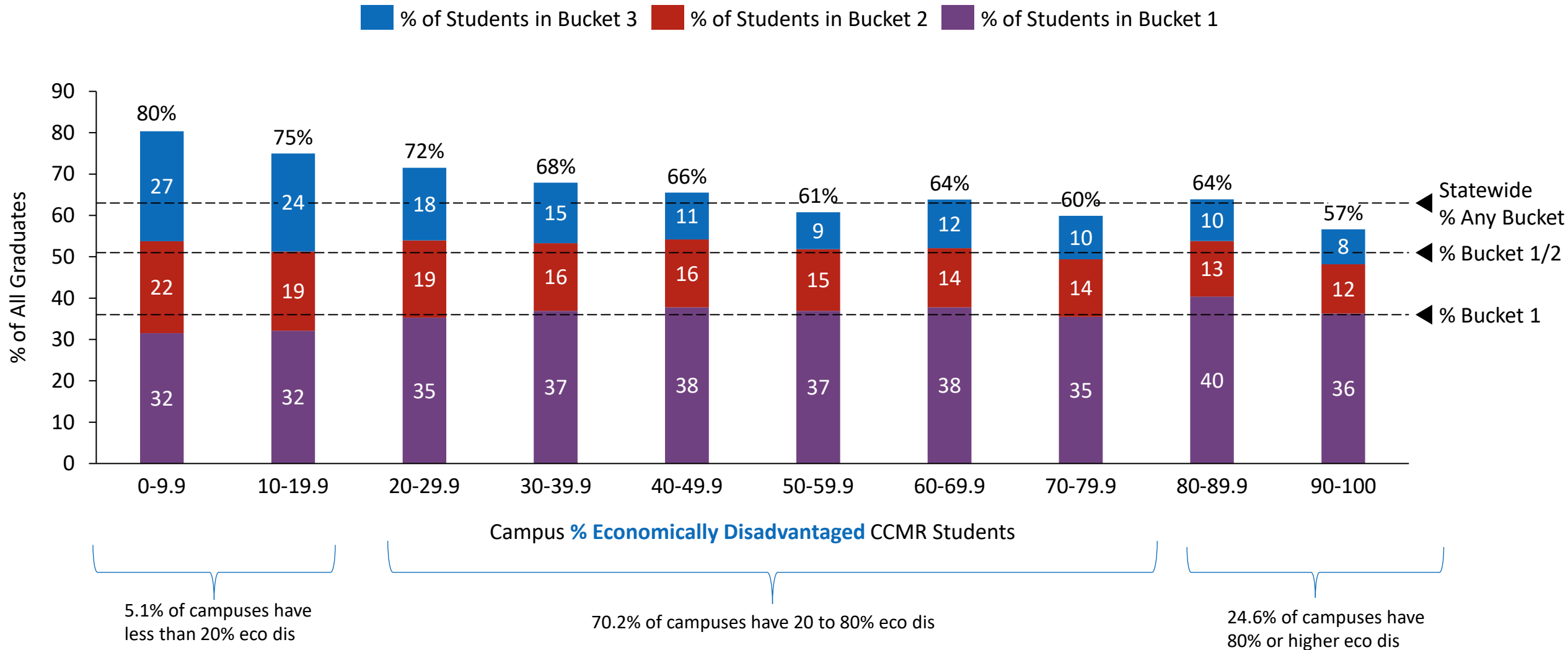
Bucket 2



Bucket 3

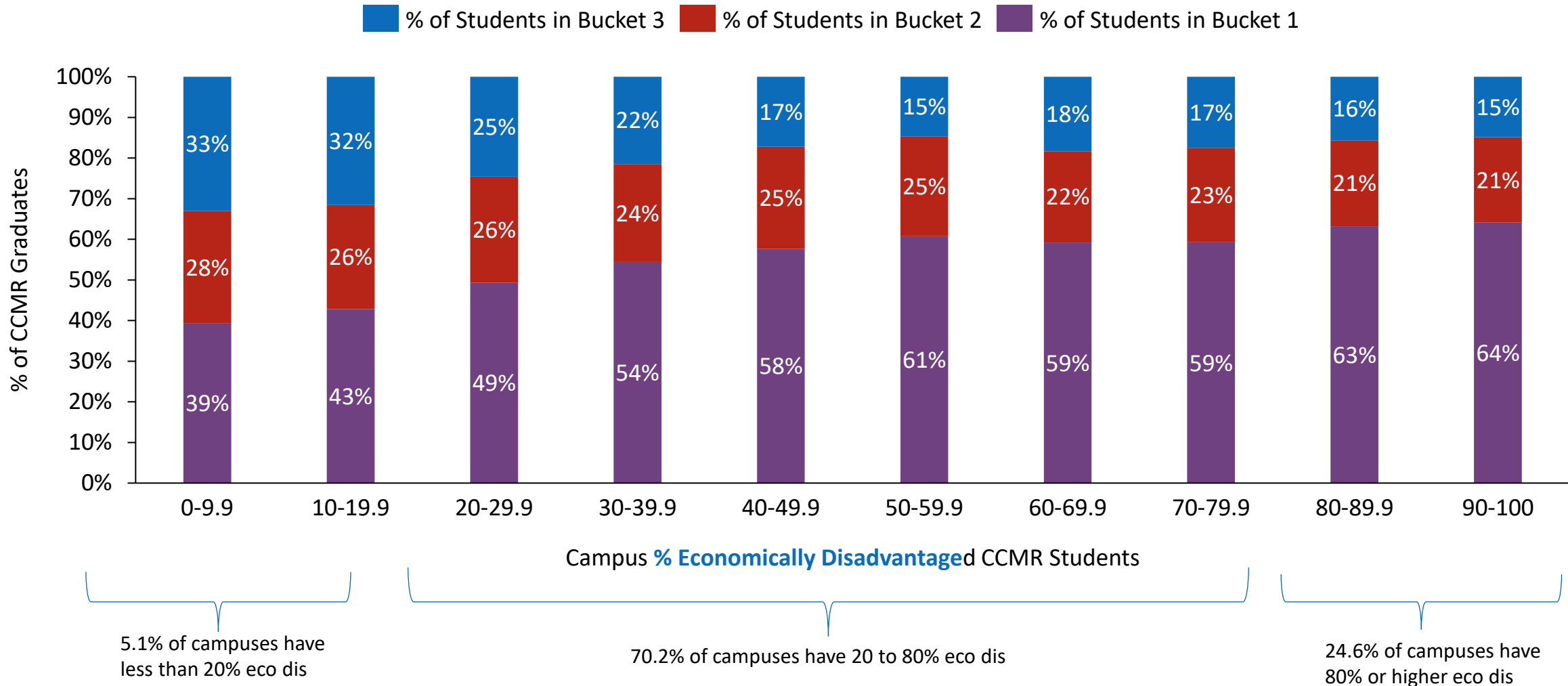


# Campuses with more economically disadvantaged graduates tend to have lower CCMR rates.





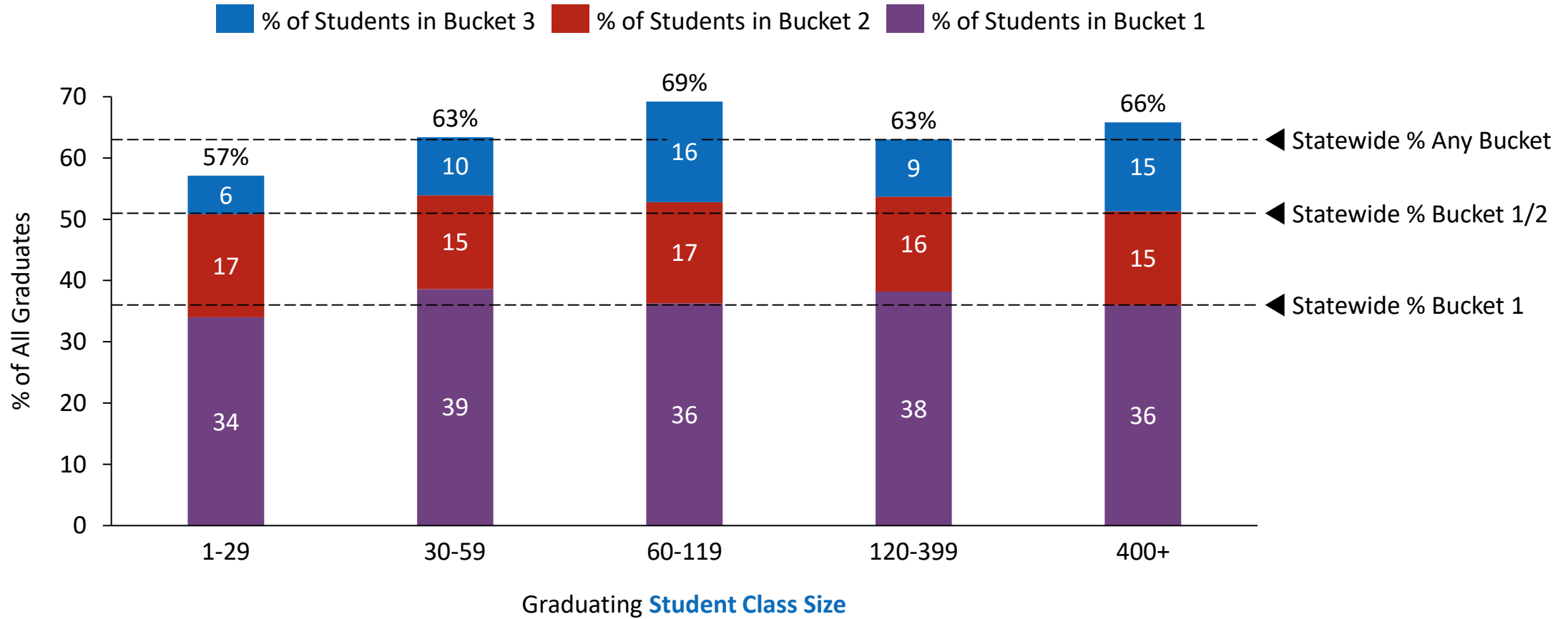
Among campuses with higher %Eco Dis, graduates are less likely to go beyond Bucket 1 attainment. Campuses with lower %EcoDis have higher levels of attainment (Buckets 2 and 3).







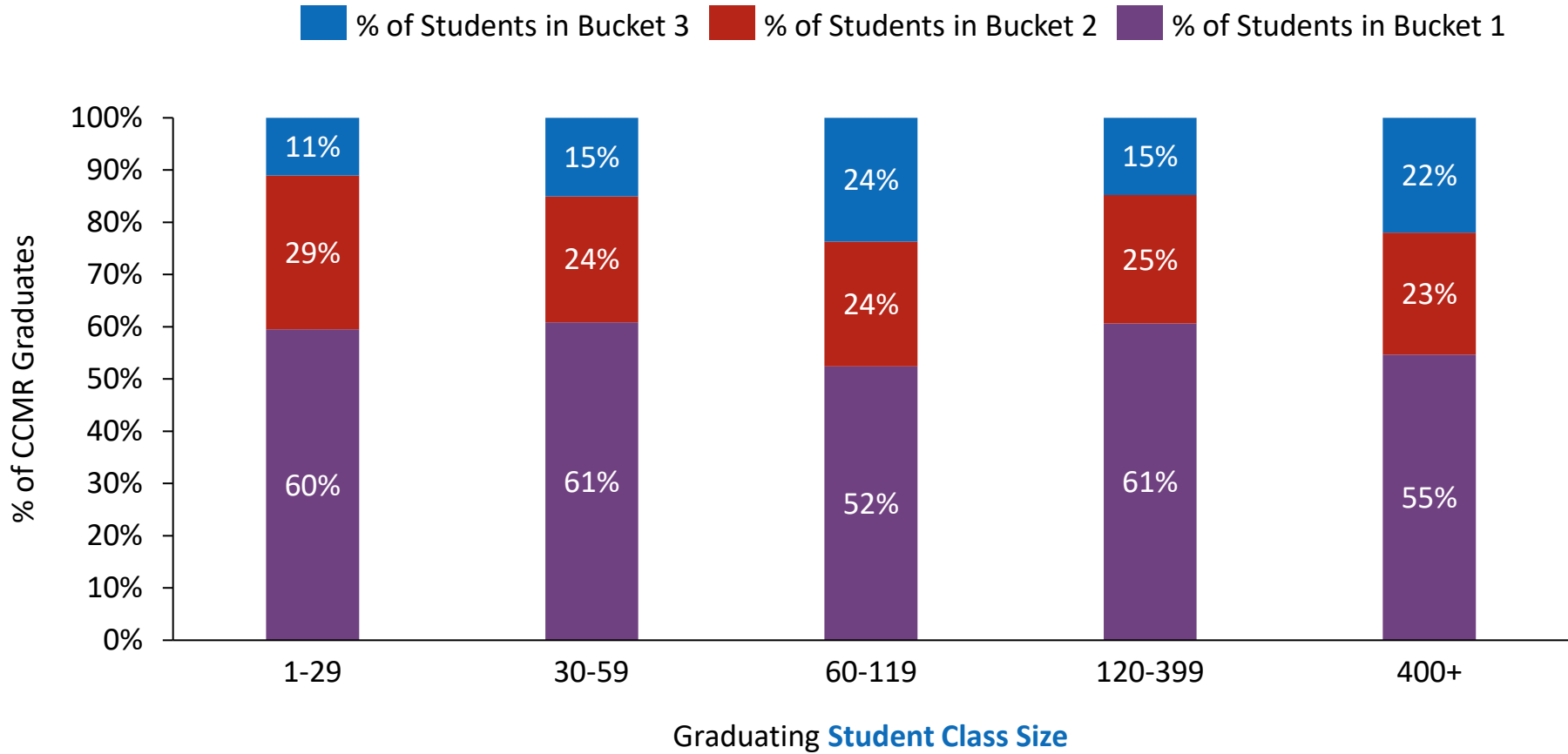
# Campuses with the lowest graduation cohort sizes have lower CCMR rates. There are less consistent trends as class size increases.



Annual Graduates (23)	1 to 29	30-59	60-119	120-399	400+
% of Campuses	21%	17%	21%	21%	20%

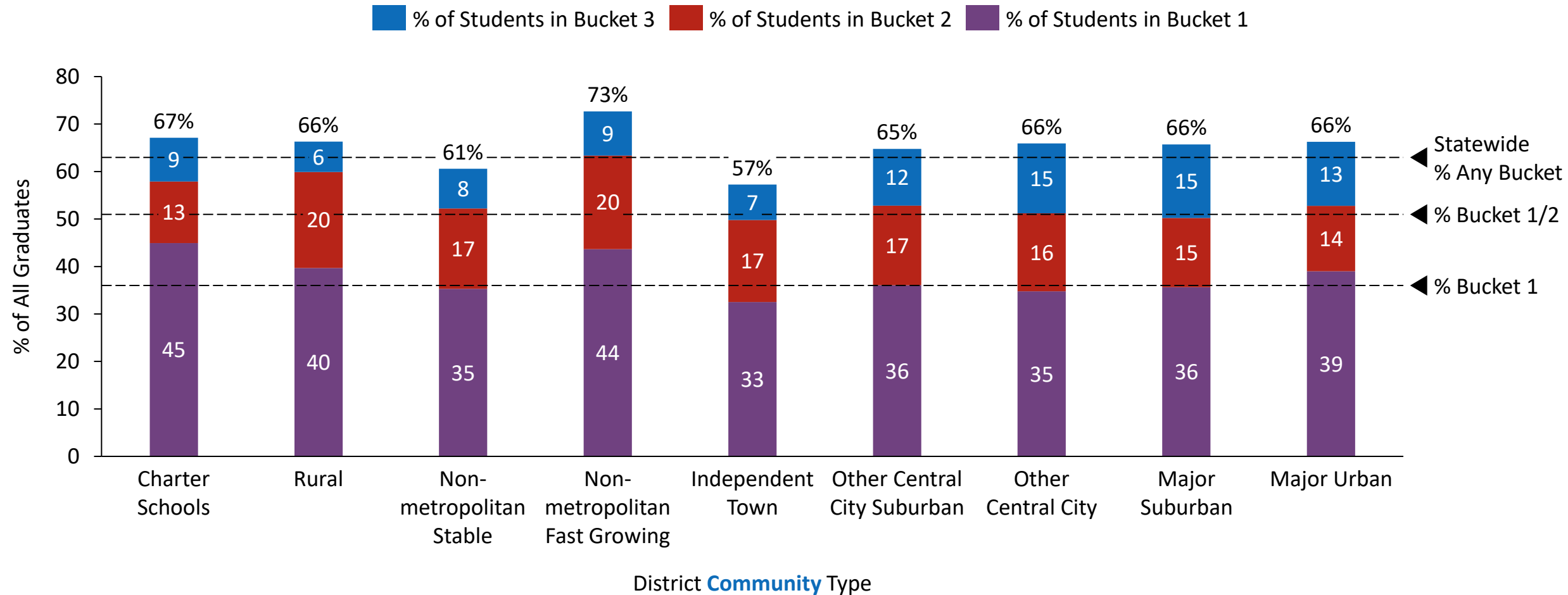


Trends are less consistent as class size increases, as the smallest graduating class size has the fewest students in Bucket 3, and the mid-sized and largest classes have about half of CCMR in bucket 2 or 3 (*48%, 46% respectively*).



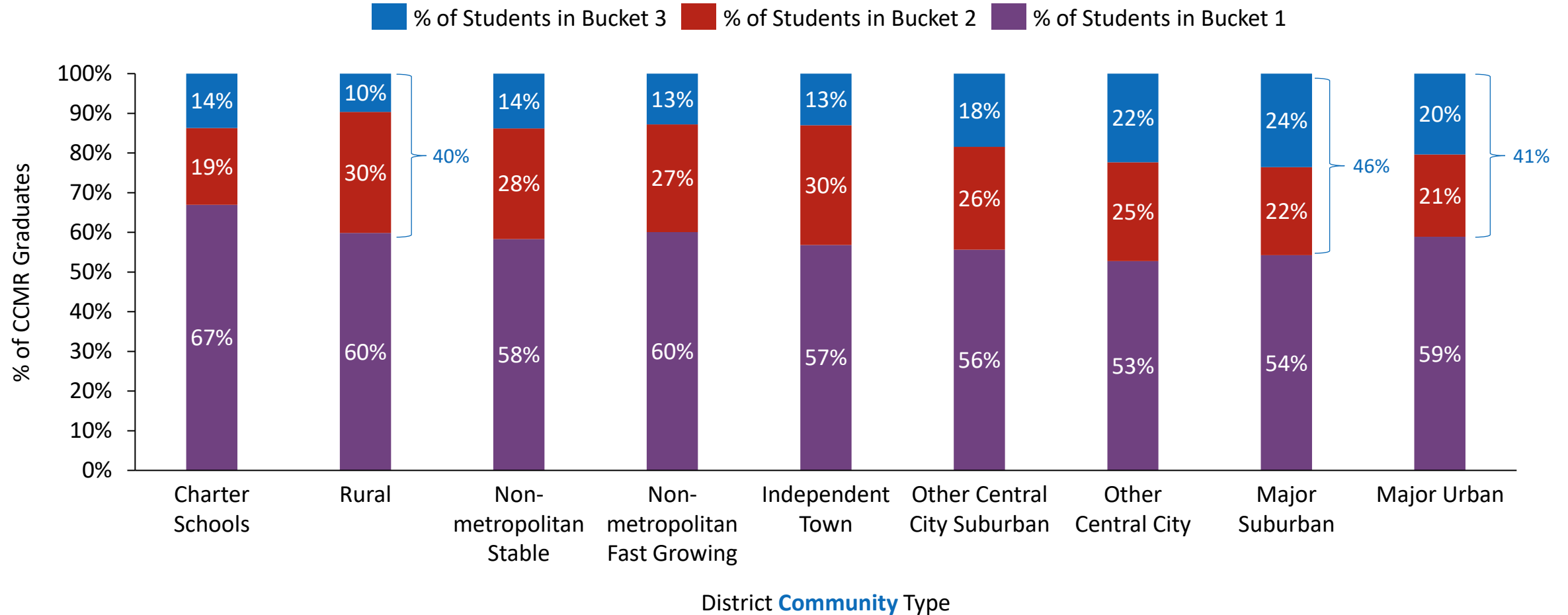
Annual Graduates (23)	1 to 29	30-59	60-119	120-399	400+
% of Campuses	21%	17%	21%	21%	20%

# Smaller community types do not always have fewer graduates meeting CCMR.

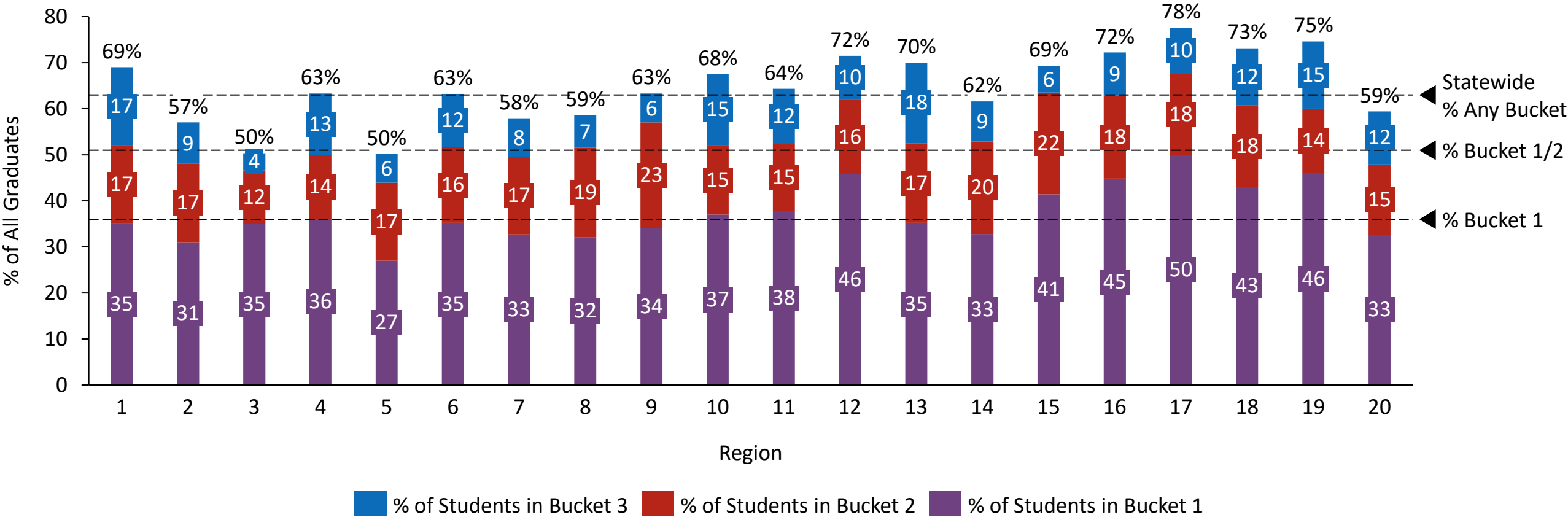




Rural communities tend to have fewer students graduating with CCMR from Bucket 3; however, there are a comparable number of graduates in Buckets 2 and 3 as major urban.



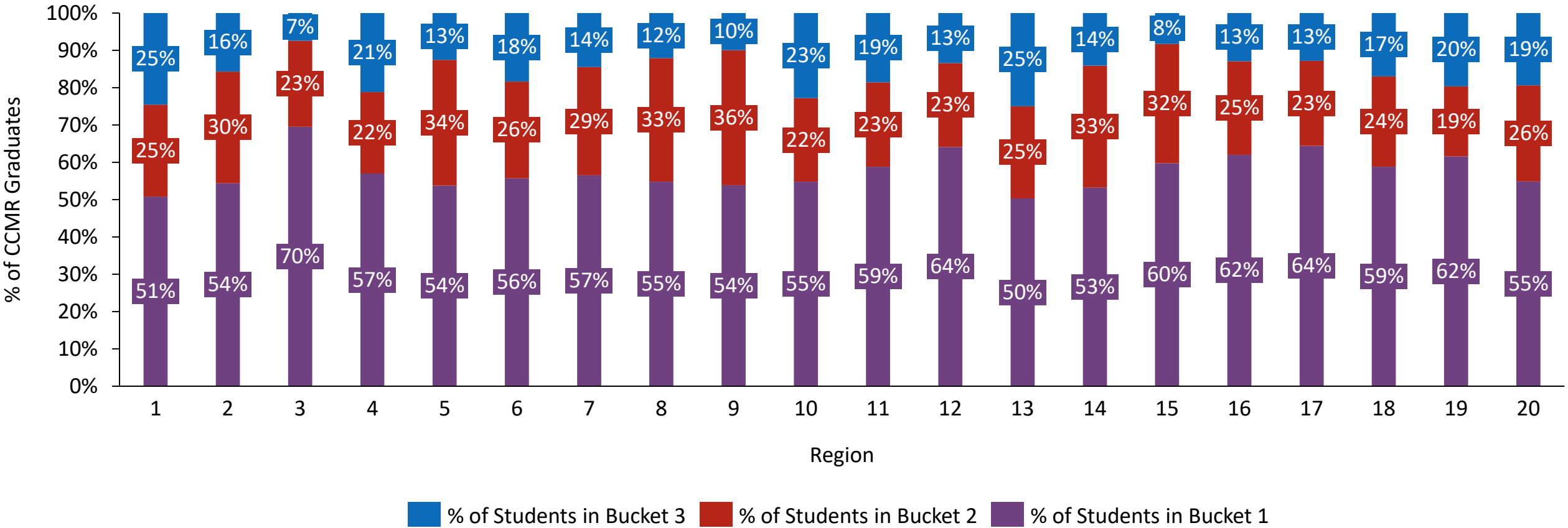
# There is variation among regions in the CCMR rates.



Percent of Statewide Campuses with CCMR Data in Each Region																				
Region	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20
% of Campuses	6%	2%	2%	13%	2%	4%	6%	2%	2%	13%	10%	5%	6%	3%	3%	3%	4%	2%	3%	8%



# There is some, but less prominent, variability in region for the level of CCMR attainment students achieve.



Percent of Statewide Campuses with CCMR Data in Each Region																				
Region	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20
% of Campuses	6%	2%	2%	13%	2%	4%	6%	2%	2%	13%	10%	5%	6%	3%	3%	3%	4%	2%	3%	8%



# Campuses with currently similar % CCMR are now showing differentiation in the pathways that graduates are taking to demonstrate their level of CCMR attainment.

Pair Campus Name	Econ. Dis. Group	# of Graduates	Old CCMR Raw Score	New Weighted Raw Score	% Bucket 1	% Bucket 2	% Bucket 3
HS 1	60-69.9%	400+	64%	29%	<b>42%</b>	17%	4%
HS 2	70-79.9%	400+	62%	<b>38% (9% higher than HS1)</b>	29%	16%	<b>17%</b>
HS 3	60-69.9%	30-59	98%	51%	<b>60%</b>	23%	15%
HS 4	60-69.9%	30-59	100%	<b>67% (16% higher than HS 3)</b>	16%	<b>42%</b>	<b>34%</b>
HS 5	90-100%	60-119	33%	12%	<b>31%</b>	2%	0%
HS 6	90-100%	60-119	34%	<b>17% (5% higher than HS 5)</b>	24%	<b>7%</b>	<b>4%</b>

Pair Campus Name	% Meeting TSI	% IBC Tier 3	% IBC Tier 2	% IBC Tier 1	% TSI+ Bucket 2	% TSI+ Bucket 3	% Level I/II Cert	% Associate's Degree
HS 1	46%	2%	<b>3%</b>	<1%	15%	<b>3%</b>	0%	<b>0%</b>
HS 2	35%	3%	<b>8%</b>	<1%	11%	<b>8%</b>	0%	<b>9%</b>
HS 3	98%	0%	0%	0%	<b>19%</b>	<b>15%</b>	<b>4%</b>	0%
HS 4	76%	0%	0%	0%	<b>42%</b>	<b>34%</b>	0%	0%
HS 5	17%	0%	<b>0%</b>	0%	2%	<b>0%</b>	0%	0%
HS 6	21%	0%	<b>9%</b>	0%	3%	<b>4%</b>	0%	0%

**Revised CCMR grouping proposal to be used to conduct further analysis on alignment to postsecondary outcomes**

Bucket 1	Bucket 2	Bucket 3
<ul style="list-style-type: none"> <li>• TSI (Meets ACT, SAT, TSIA, or CP)</li> <li>• Completer + IBC (Tier 3)</li> <li>• SPED Advanced Diploma</li> <li>• IEP and Workforce Ready</li> <li>• Military Enlistment</li> <li>• AP/IB (1 course exam in any subject)</li> <li>• OnRamps (3 college credit hours in any subject*)</li> <li>• Dual Credit (3 college credit hours in ELAR or Math or 9 college credit hours in any subject) (added)</li> </ul>	<ul style="list-style-type: none"> <li>• <del>Level I Certificate</del></li> <li>• Completer + IBC (Tier 2)</li> </ul> <p><b>OR</b></p> <p><b>Met Texas Success Initiative AND</b></p> <ul style="list-style-type: none"> <li>• Completer + IBC (Tier 3)</li> <li>• <del>IEP and Workforce Ready</del> (removed)</li> <li>• SPED Advanced Diploma (added)</li> <li>• Military Enlistment</li> <li>• AP/IB (1 course exam in ELAR or Math or 3 course exams in any subject)</li> <li>• OnRamps (3 college credit hours in ELAR or Math or 9 college credit hours in any subject)</li> <li>• Dual Credit (3 college credit hours in ELAR or Math or 9 college credit hours in any subject)</li> </ul> <p><b>IEP and Workforce Ready AND</b></p> <ul style="list-style-type: none"> <li>• Completer + IBC (Tier 3) (added)</li> </ul>	<ul style="list-style-type: none"> <li>• Associates Degree</li> <li>• Level I / Level II Certificate</li> <li>• Completer + IBC (Tier 1)</li> </ul> <p><b>OR</b></p> <p><b>Met Texas Success Initiative AND</b></p> <ul style="list-style-type: none"> <li>• Completer + IBC (Tier 2)</li> <li>• <del>Level I Certificate</del></li> <li>• AP/IB (1 course exam in ELAR and Math or 5 course exams in any subject)</li> <li>• OnRamps (a total of 15 college credit hours in any subject, including 3 college credit hours in ELAR and 3 college credit hours Math)</li> <li>• Dual Credit (a total of 15 college credit hours in any subject, including 3 college credit hours in ELAR and 3 college credit hours Math)</li> </ul>

Count of students in  
Bucket 1 or 2 or 3

+

Count of students in  
Buckets 2 or 3

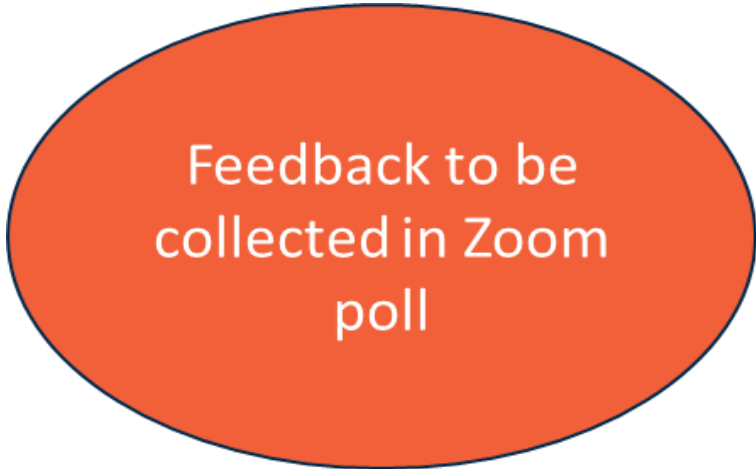
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Count of students in  
Bucket 3



## Feedback on the Proposal:

- What are your reflections on the adjustments made based on April 2025 conversation?

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Feedback to be  
collected in Zoom  
poll

## **Closing the Gaps Points:**

Is the four-point system both fair and rigorous?

# The Closing the Gaps domain aligns the state accountability system with the Every Student Succeeds Act (ESSA)

## Texas ESSA State Plan

Each state agency must include the **measurements of interim progress toward meeting the long-term goals** for academic achievement, graduation rates, and English language proficiency, for all students and separately for each subgroup of students.

For academic achievement and graduation rates, the State's measurements of interim progress must take into account the **improvement necessary to make significant progress in closing statewide proficiency and graduation rate gaps.**

Any campus that has one or more achievement gap(s) between *individual student groups* and *the interim goals...* will be identified for targeted support and improvement.

TEA defines "consistently underperforming" as a school having one or more student groups that for three consecutive years:



**do not meet interim benchmark goals.**

A student group is not "consistently underperforming" so long as they:



**show expected growth towards the next interim target.**

Therefore, we designed our scoring system with a 0-4 points methodology, where campuses can earn points for **meeting targets and growth**

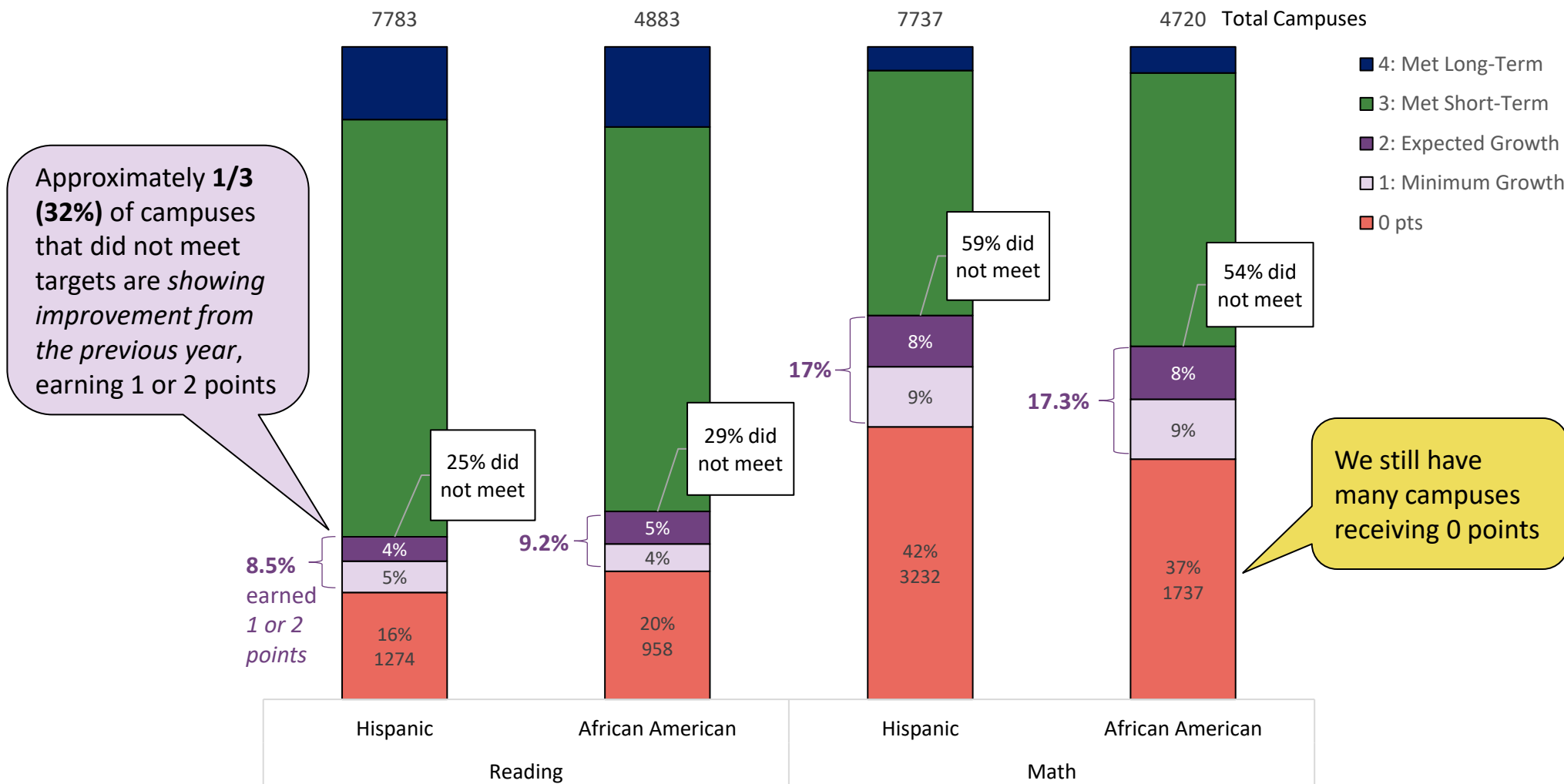
Each student group can earn up to 4 points:



\*Targets for all student group, racial/ethnic groups, and high focus group, by campus type

For 2024, only 13% of campuses\* are earning points for growth towards short-term while 29% are receiving 0 points in this component.

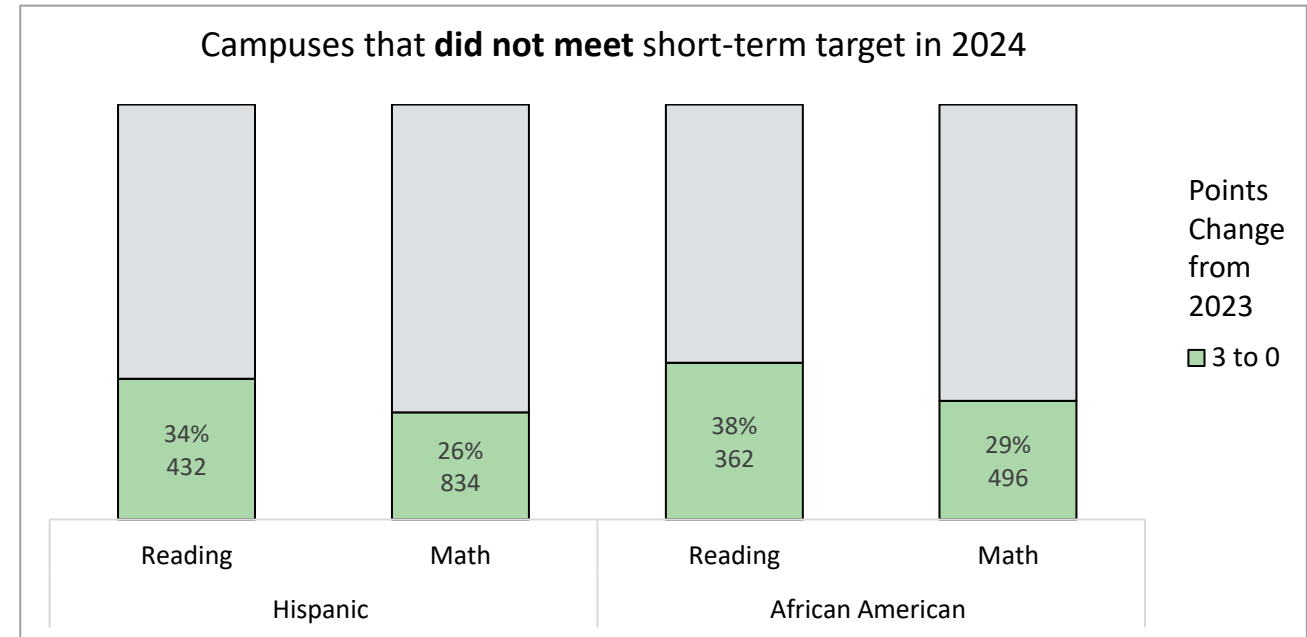
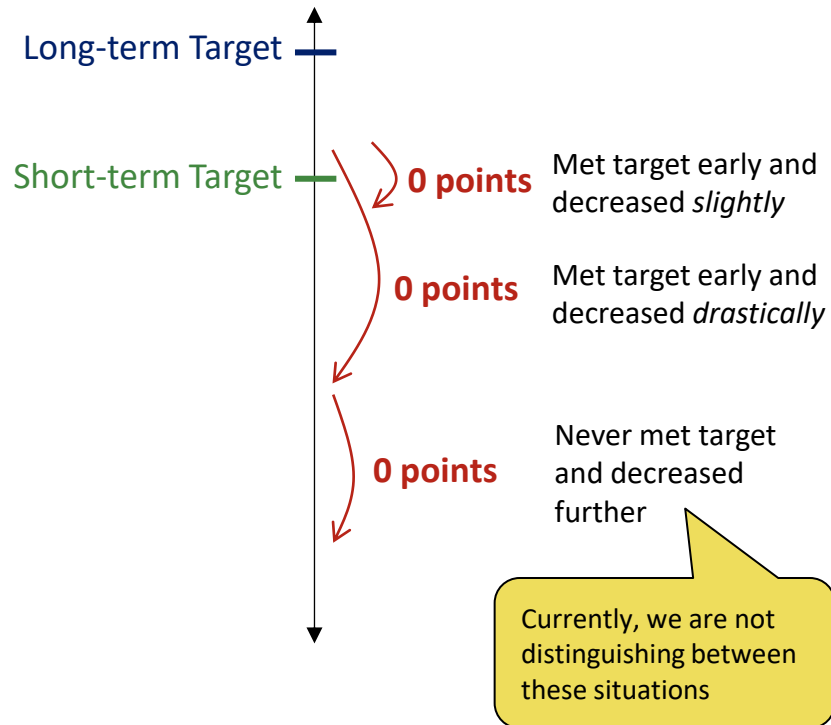
2024 Campus Earned Points in Academic Achievement



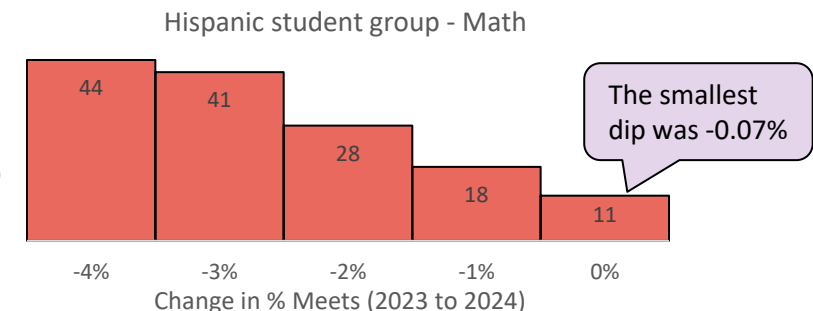
\*for Hispanic and African American student groups

# Approximately 32% of campuses that earned 0 points in 2024, met the short-term target the previous year

Even if a campus **met** the short-term target in the prior year, they cannot earn 1 or 2 points if they *fall below the short-term target* no matter the amount of decrease

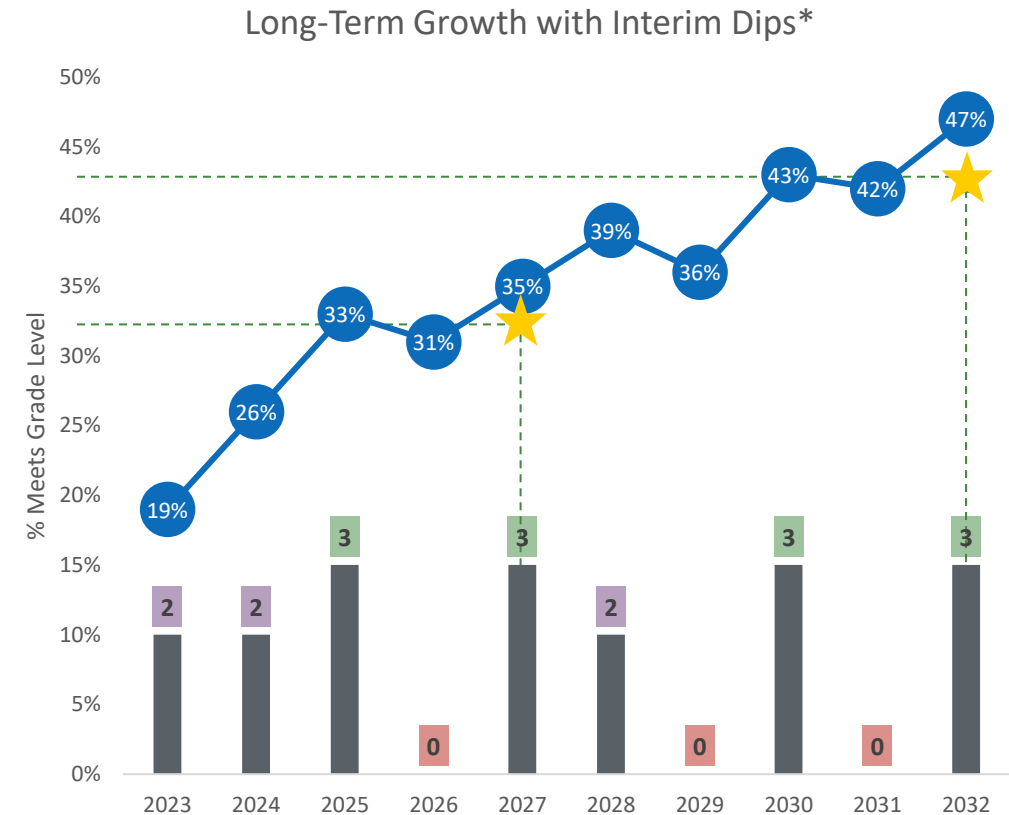
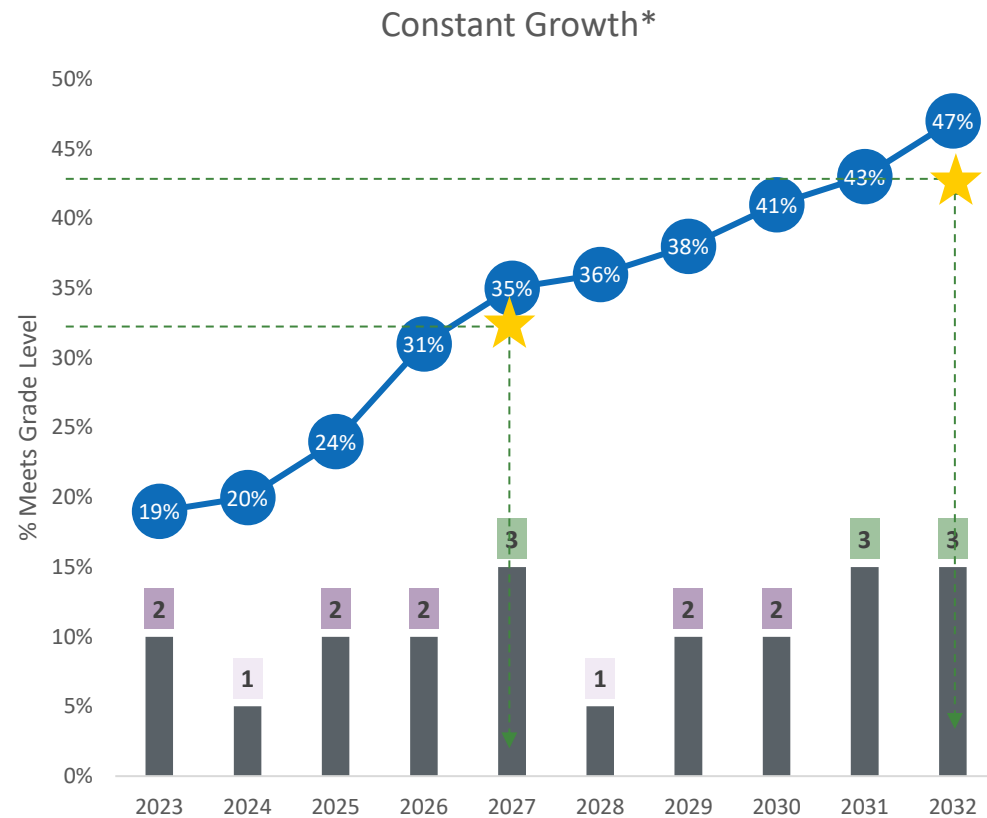


Approximately 16% of campuses\* that changed from 3 to 0 points had a dip in % Meets **less than 5%**



\*for Hispanic and African American student groups

# The current methodology requires campuses to maintain yearly **growth**, even if a long-term upward trend meets the short-term target



\*Hypothetical data based on 15% Meets Grade Level in 2022 with Middle School African American Student Group – Math targets

# New Campuses: are evaluated on the State's two lowest-performing racial/ethnic groups from the prior year

Since New Campuses *do not have prior year data*...

New Campuses use **state results** to determine the two lowest-performing racial/ethnic groups

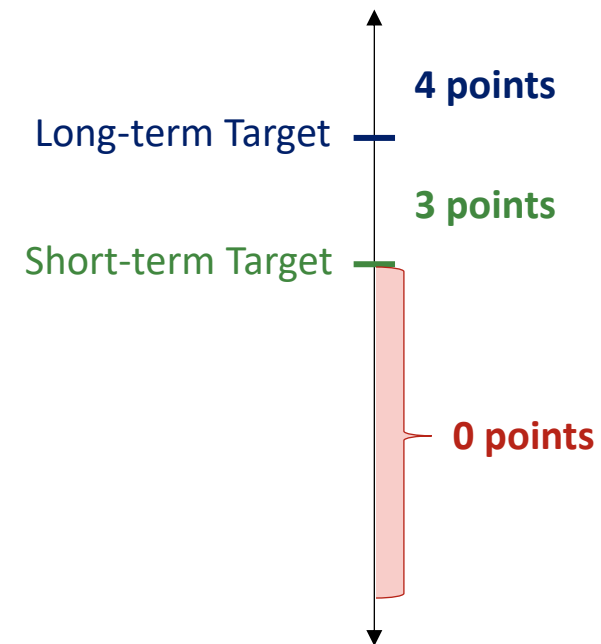
New Campuses can only earn **0, 3, 4 points** since they do not have growth data



If the campus meets minimum size in the current year for...

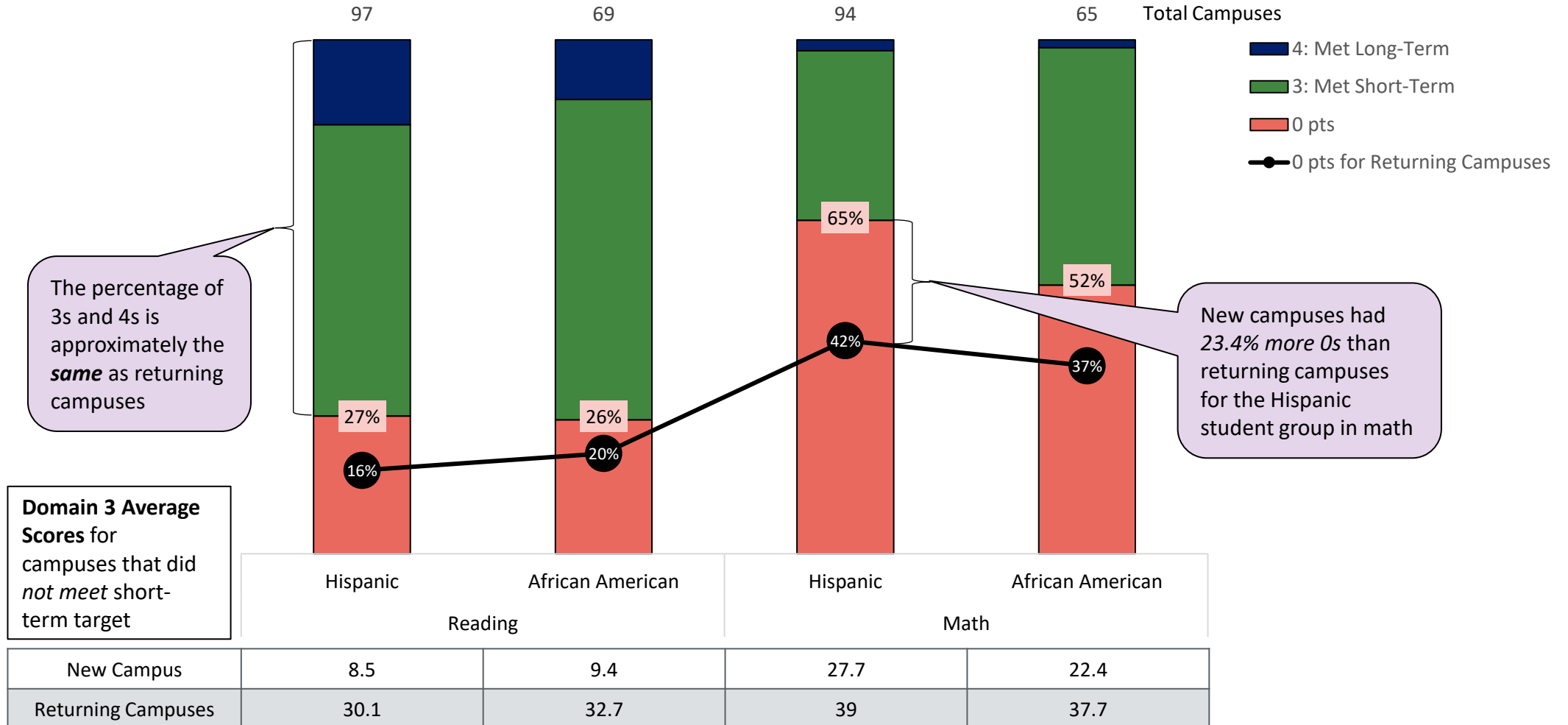
- Both groups, both are evaluated
- Only one group, only that group is evaluated
- Neither groups, then no racial/ethnic groups are evaluated

New Campuses are also evaluated on the *All Students* and *High Focus* groups if minimum size is met.



# New campuses have about 14% more earning 0 points for Hispanic and African American student group than returning campuses

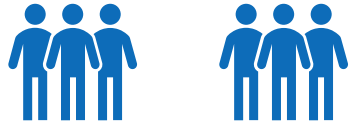
2024 Earned Points in Academic Achievement for New Campuses





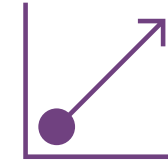
To account for the lack of prior year data, new campuses could have different scoring methodology, such as:

To determine the **2- lowest-performing groups**



- Use the **current year** 2 lowest-performing groups at the **campus**
  - *They won't know groups until that year*
- or
- Use the **prior year statewide** 2 lowest-performing groups
  - *This is the current methodology*

To determine a proxy baseline for prior year to **earn 1 or 2 points**



- Compare the campus current year results to
- the **district results** (if available) from the prior year for each group or
  - the **statewide results** from the prior year for each group and campus type


# Vote Descriptions

**1**




**Veto**  
I block this proposal

**2**



**Serious Disagreement**  
Don't count on me

**3**



**Support with reservations**  
I can live with it

**4**




**Agreement with minor contention**  
Not perfect, but it's good enough


**5**



**Whole-hearted Endorsement**  
I really like it



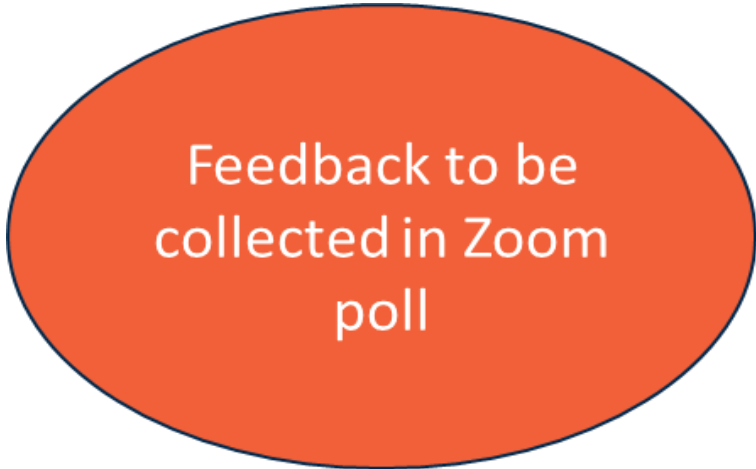
**Abstain**  
This issue does not affect me



**More discussion needed**  
I don't understand the issues well enough yet

## Feedback on the Data Check:

- What are your reflections on the new 0-4 Closing the Gaps scoring methodology implemented with the 2023 Refresh?
- What is your level of agreement that the agency should pursue a change to the Closing the Gaps scoring methodology?
  - For all campuses
  - For new campuses

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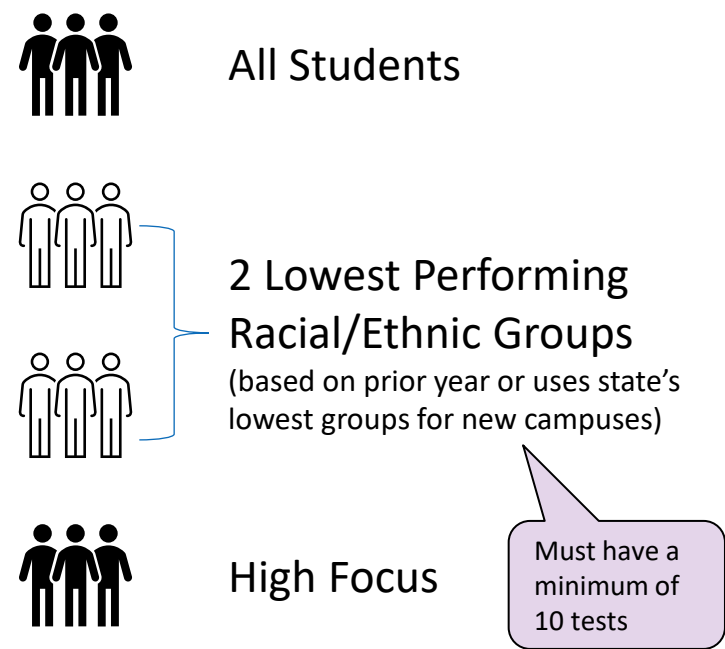
Feedback to be  
collected in Zoom  
poll

## Evaluating All Student Groups vs 2-Lowest Performing Racial/Ethnic Groups in Closing the Gaps

*What impact does including all racial/ethnic groups have on ratings?*

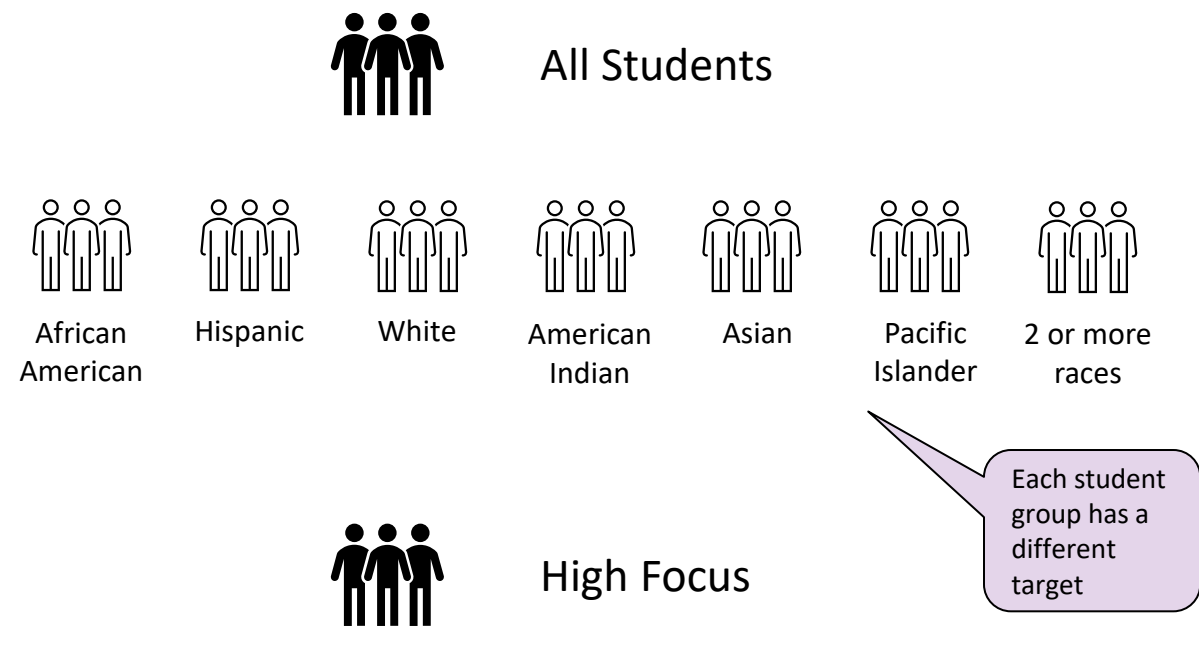
During the 2023 refresh, the methodology for student groups changed with the purpose of increasing focus on the groups most in need of supports at a campus.

The current methodology uses 4 groups



**Total Campuses rated: 8100**

What if we returned to using all 7 racial/ethnic groups?

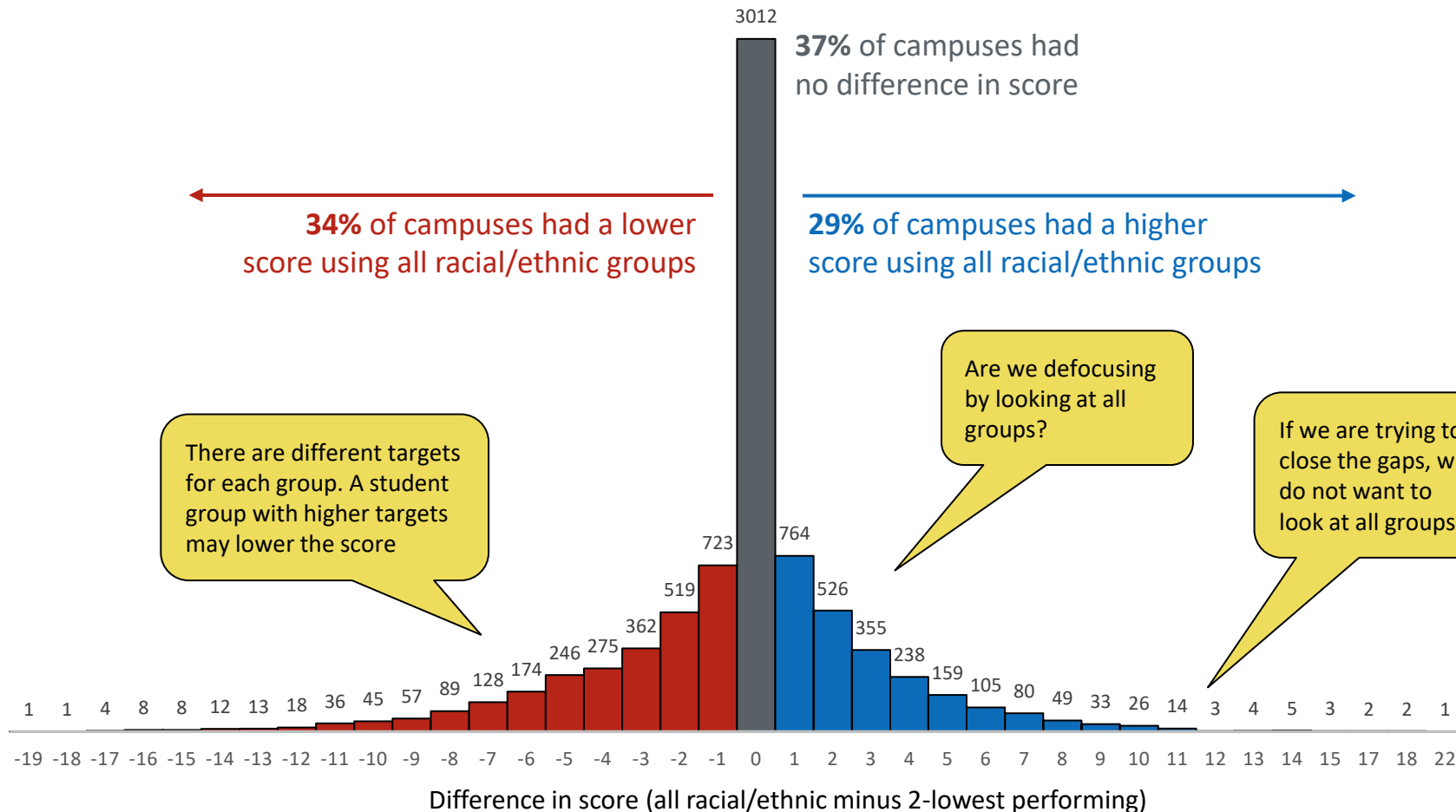


**Total Campuses rated: 8109**

9 additional campuses would be rated by including all 7 racial/ethnic groups in Closing the Gaps

# The percentage of campuses with higher scores is about the same as those with lower scores using All Racial/Ethnic Groups

Difference in Closing the Gaps Score using  
All Racial/Ethnic Groups vs 2-Lowest performing






We do not recommend using all racial/ethnic groups:

- We want to focus on the 2-lowest performing groups
- Higher-performing groups may
  - *Increase* the score because of higher performance (Gap is large at campus) or
  - *Decrease* the score because of higher targets

## **Consideration #6: Revisit Distinction Designations**

# Committee included 4 previous AEA taskforce reps and large DRS network operators

Organization	Contact Information	Title
Texans Can Academy 	Dr. Jame Ponce	Superintendent, Texans Can
Texans Can Academy 	Joseph Mena	Accountability Director, Texans Can
Ysleta ISD	Dr. Raul Medellin	Director of Accountability and Data Analysis
Comal ISD	Courtney Witherell	Senior Director, Accountability and Assessment
University of Texas University Charter School 	Dr. Melissa Chavez	Executive Director, The University of Texas Charter School System
Austin ISD 	Carolyn Hanschen	Executive Director of Accountability and Assessment
Education Service Center 12	Haily Rambo	Coordinator for Testing and Accountability



Previous AEA Taskforce Participant



# Distinctions are governed TEC 39 Subchapter G

- TEC 39.201 – Outlines Eligibility Criteria for Distinction Designations
- TEC 39.202 – Defines District & Campus Postsecondary Readiness Distinction
- TEC 39.203 – Defines Campus Distinction Designation
  - Top 25% Domain 2A
  - Top 25% Domain 3
  - 4 Academic Achievement (English Language Arts, Math, Science, Social Studies)
- TEC 39.204 – Defines rule setting process
  - The commissioner by rule shall establish:
    - (1) standards for considering campuses for distinction designations under Section 39.203

# Individual conversations have crafted an initial proposal: Adds Dropout Recovery Schools/Alternative Education Campuses and Postsecondary Readiness indicators.

## Public Comment

Create AEA/DRS specific distinction designations

Create Post Secondary Outcomes Distinction

## Updated Proposals

Add AEA/DRS eligibility for Post Secondary Readiness Distinction Designation

Add additional indicators to Post Secondary Readiness Distinction Designation

## Key Details

AEA/DRS are their own comparison group

Proposed indicators:

1. College Enrollment
2. Continued Enrollment
3. 2-year Graduation
4. 4-year Graduation

The updated proposal adds DRS campuses as a comparison group and includes four additional Postsecondary Readiness indicators.

**To Earn Distinctions Campuses are:**

Top 25% of comparison group for 50% of indicators - MS/ES

Top 25% of comparison group for 33% of indicators - HS/K12

**Top 25% of comparison group for 33% of indicators - AEA/DRS**

**New for 2028**  
**AEA/DRS Comparison Groups**

**District Criteria:**

At least 55% of all campuses' postsecondary indicators in top 25% of comparison group.

\*Awarded to campus in single campus districts

**Post Secondary Readiness Indicators:**

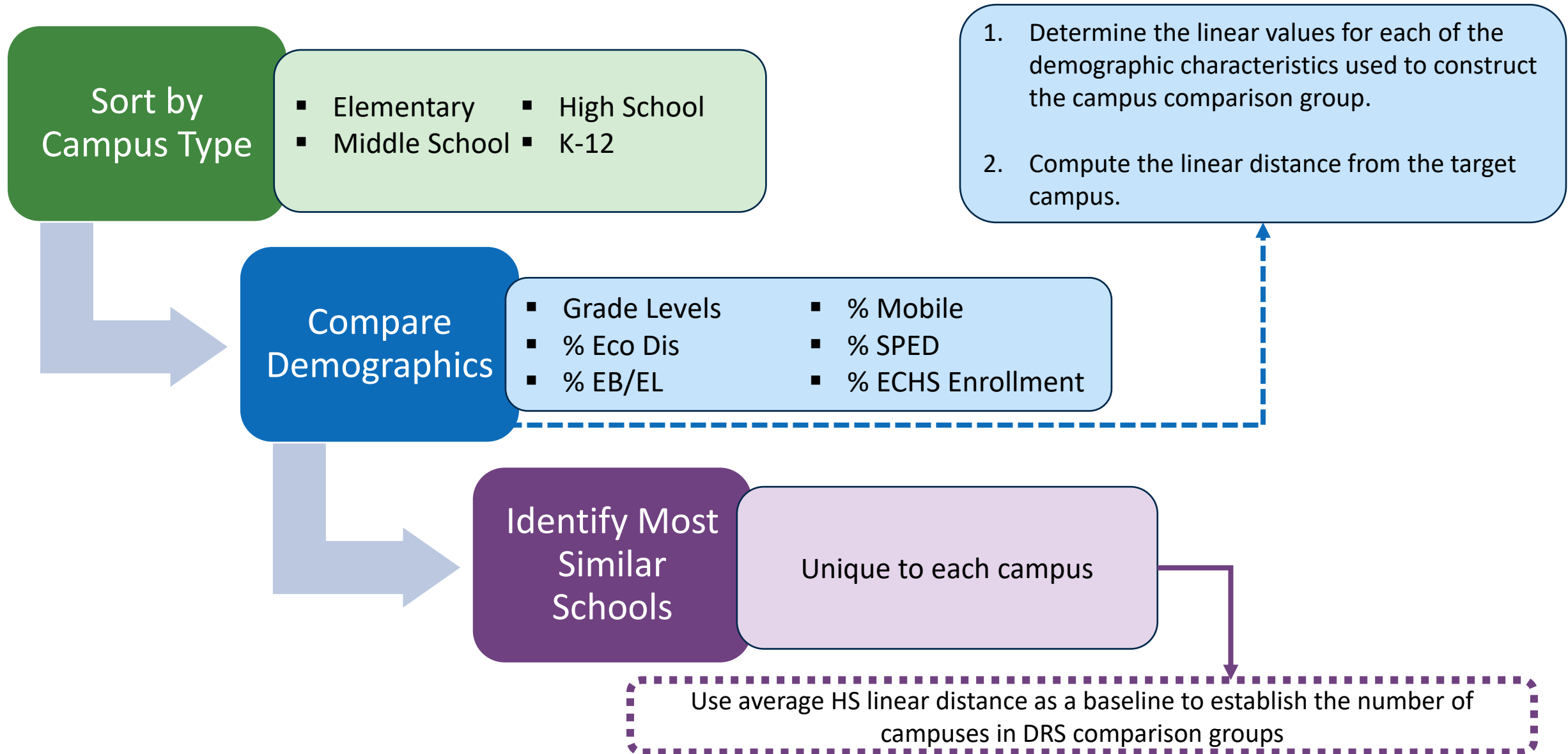
- Percentage of STAAR Results at Meets Grade Level or Above Standard (All Subjects)
- Percentage of Grade 3–8 Results at Meets Grade Level or Above in Both RLA and Mathematics
- Four-Year Longitudinal HS Graduation Rate
- Four-Year Longitudinal HS Graduation Plan Rate
- TSI Criteria Graduates
- College, Career, and Military Ready Graduates
- SAT/ACT Participation
- AP/IB Examination Participation: Any Subject

- **College Enrollment within 6 years after HS**
- **Continued College Enrollment**
- **Graduated with 2-year College Degree within 6 years**
- **Graduated with 4-Year College Degree within 6 years**

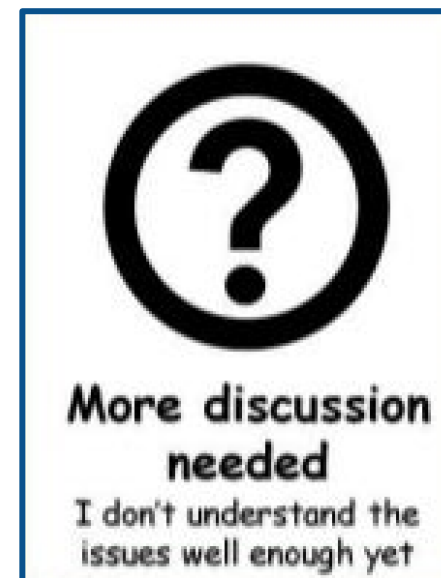
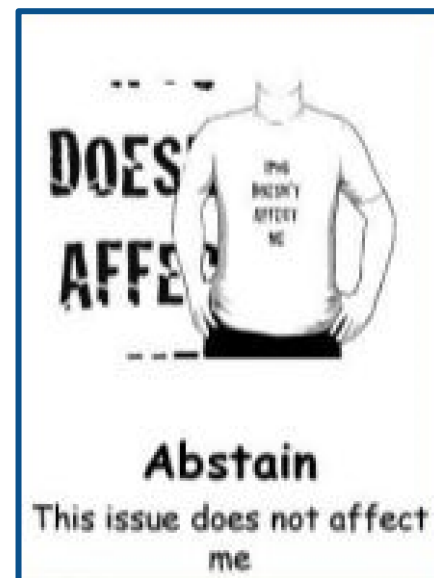
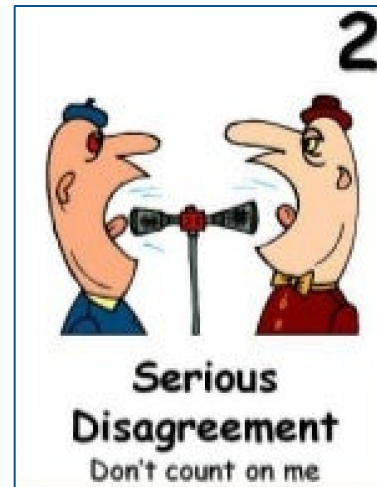
**New for 2028**  
2 proposed methodologies to consider  
Data Sources - THECB & NSC

# Comparison Group Methodology

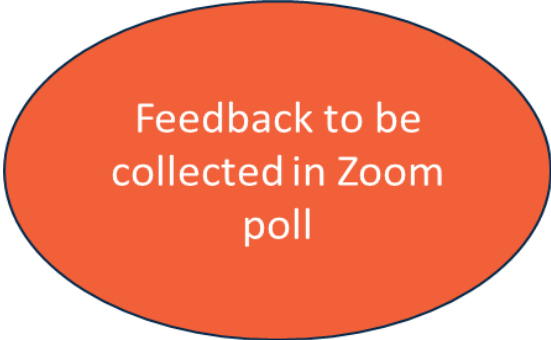
# Use established comparisons methodology with change in number of campuses in group to due to smaller sample size



# Vote Descriptions



- What is your level of agreement with the proposal to make AEA/DRS eligible for distinctions?
- What thoughts do you have about the proposed methodology for setting comparison group size?
- Are there any additional considerations for comparison group methodology that we should be aware of?

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Feedback to be  
collected in Zoom  
poll

# Proposed Indicator Methodology



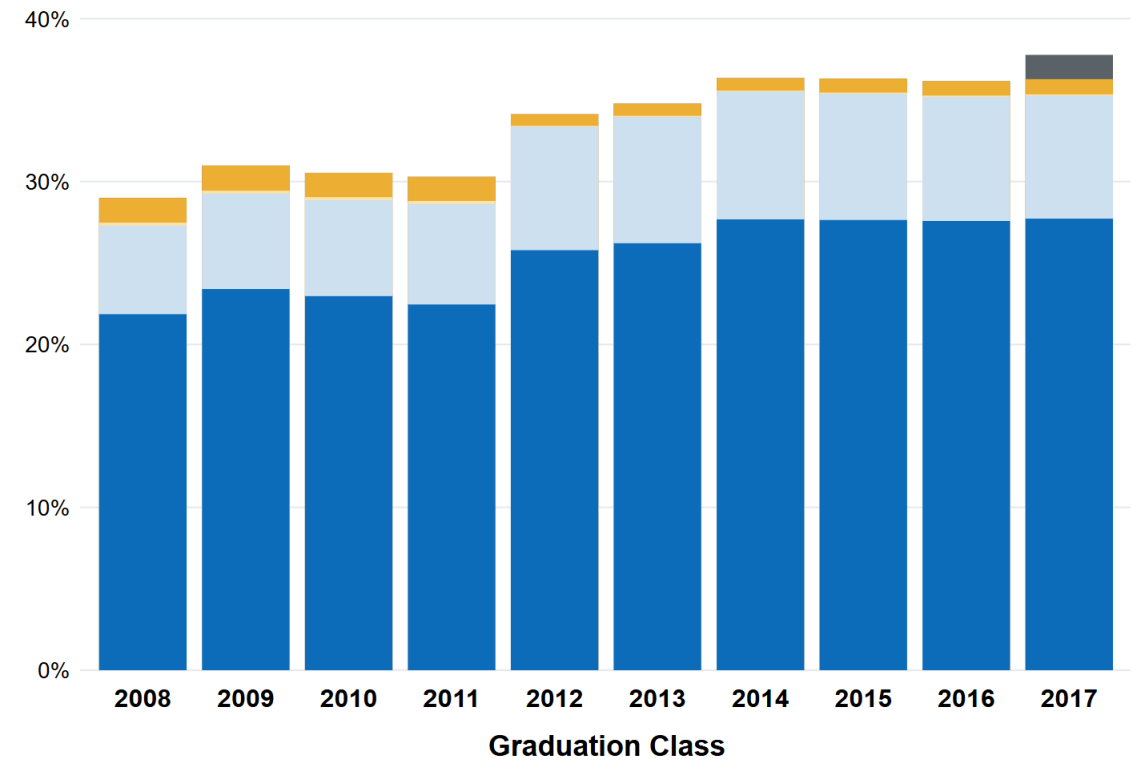
# Current TPRS reporting is by cohort

Group	State	Ever Enrolled In College
<b>Class of 2016</b>		
All Students	100.0%	71.5%
<b>Class of 2015</b>		
All Students	100.0%	72.5%
<b>Class of 2014</b>		
All Students	100.0%	73.7%
<b>Class of 2013</b>		
All Students	100.0%	73.6%
<b>Class of 2012</b>		
All Students	100.0%	74.3%
<b>Class of 2011</b>		
All Students	100.0%	69.9%
<b>Class of 2010</b>		
All Students	100.0%	71.3%
<b>Class of 2009</b>		
All Students	100.0%	72.8%

Graduated with 2 Year Degree	Graduated with 4 Year Degree
7.6%	27.6%
7.8%	27.6%
7.8%	27.7%
7.8%	26.2%
7.6%	25.8%
6.2%	22.5%
5.9%	23.0%
5.9%	23.4%

Outcomes for **6 Years** Out From Graduation  
All Graduates

Percent of Graduates



**Outcomes**

- 4 Year Degree
- 2 Year Degree
- Level 1 Certificate
- Level 2 Certificate
- Industry-based Certification

# College Enrollment Indicator

Texas Education Agency

## 2022-23 Postsecondary Outcomes Summary State

Group	Ever Enrolled In College
Class of 201	
All Students	71.5%

## Currently reported on TPRS: Postsecondary Outcomes Summary

### 'Ever Enrolled' in College

Did the HS graduate **ever** enroll in college within 6 years?

## Cohort Rate Option: Continue to look 6-years out for a single cohort

✓  $\pm$   
Same data shown on the  
TPRS report

✗  $=$   
Just one cohort of  
students

## Cumulative Rate Option: Aggregate all recent cohorts within 6-years out

✓  $\pm$   
Casts a wider net to  
include more HS  
cohorts, including recent  
grads

✗  $=$   
Varying time scales for  
students in calculation

# Continued College Enrollment Indicator

## Currently reported on TPRS: Postsecondary Outcomes Yearly Details

Years Out From Graduation	Texas Education Agency		Enrolled In College	Continued College Enrollment
	2022-23 Postsecondary Outcomes Yearly Details State			
Class of 2022				
1	Economically Disadvantaged	52.0%	50.0%	-
	Non-Economically Disadvantaged	48.0%	69.8%	-
	All Students	100.0%	59.5%	-
Class of 2021				
1	Economically Disadvantaged	50.5%	47.4%	-
	Non-Economically Disadvantaged	49.5%	68.3%	-
	All Students	100.0%	57.8%	-
2	Economically Disadvantaged	50.5%	39.9%	35.4%
	Non-Economically Disadvantaged	49.5%	63.0%	59.3%
	All Students	100.0%	51.3%	47.2%
Class of 2020				
1	Economically Disadvantaged	50.6%	45.7%	-
	Non-Economically Disadvantaged	49.4%	67.3%	-
	All Students	100.0%	56.4%	-
2	Economically Disadvantaged	50.6%	38.1%	33.3%
	Non-Economically Disadvantaged	49.4%	61.2%	57.4%
	All Students	100.0%	49.5%	45.2%
3	Economically Disadvantaged	50.6%	33.0%	29.2%
	Non-Economically Disadvantaged	49.4%	56.6%	53.3%
	All Students	100.0%	44.7%	41.1%

### Continued College Enrollment

Did the HS graduate enroll for 2 or more consecutive years in college within 6 years?

## Cohort Rate Option: Continue to look 6-years out for a single cohort

$\pm$   
✓ Same data shown on the TPRS report

$=$   
× Just one cohort of students

## Cumulative Rate Option: Aggregate all recent cohorts within 6-years out

$\pm$   
✓ Casts a wider net to include more HS cohorts, including recent grads

$=$   
× Varying time scales for students in calculation

# College Graduation Indicators

Texas Education Agency

## 2022-23 Postsecondary Outcomes Summary State

Group	Graduated with 2 Year Degree	Graduated with 4 Year Degree
Class of 201		
All Students	7.6%	27.6%

## Currently reported on TPRS: Postsecondary Outcomes Summary

### Graduated with 2 Year or 4 Year Degree

Has the HS graduate conferred a degree within 6 years?

## Cohort Rate Option: Continue to look 6-years out for a single cohort

✓  $\pm$   
Same data shown on the  
TPRS report

×  $=$   
Just one cohort of  
students

## Cumulative Rate Option: Aggregate all recent cohorts within 6-years out

✓  $\pm$   
Casts a wider net to  
include more HS  
cohorts, including recent  
grads

×  $=$   
Varying time scales for  
students in calculation

Implementation with 2028 refresh starts with 2026 graduates up through 2021 graduates. Example enrollment indicator:

### Cohort Rate

# of 2021 Grads who enrolled  
anytime within in 6-year window:  
2022,2023,2024,2025,2026,& 2027

---

Total Grads **2021**

### 6-year Cumulative Rate

# of Grads who enrolled anytime  
within a in 6-year window:  
2022,2023,2024,2025,2026, & 2027

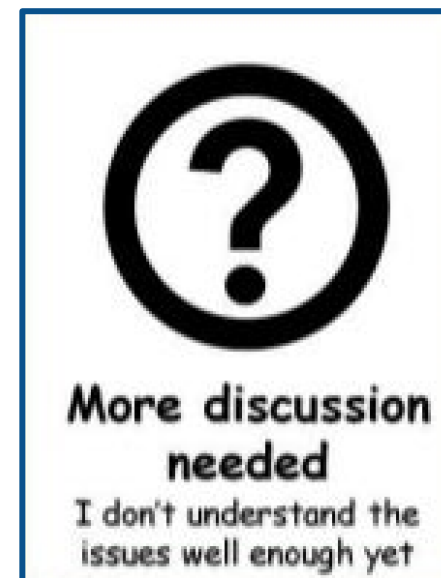
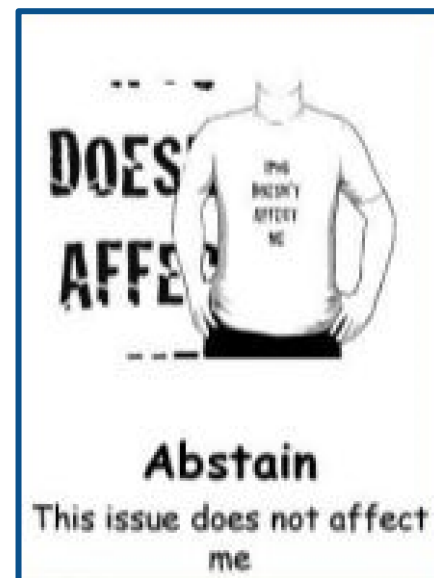
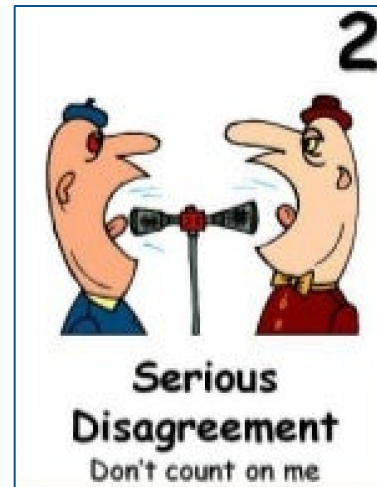
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# of graduates from classes of:  
**2021** 2022,2023,2024,2025,& 2026

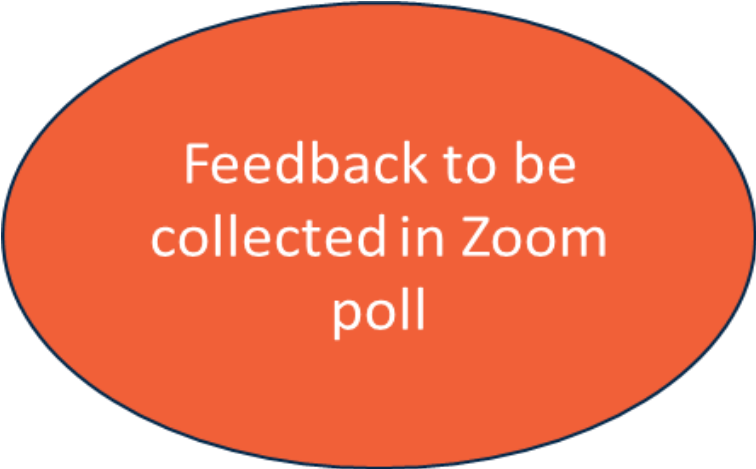
6-years back  
from 2028  
Ratings

2020-2021 grads: Enrollment eligible in 2021-2022, 2022-2023, 2023-2024, 2024-2025, 2025-2026, or 2026-2027:  
Enrollment file becomes available to us in 2027-2028.

# Vote Descriptions



- What is your level of agreement with each indicator
- What is your preferred methodology for each indicator?
- To what extent do you agree these proposed indicators align to the purpose of acknowledging “outstanding academic performance in attainment of postsecondary readiness”?

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Feedback to be  
collected in Zoom  
poll

# Upcoming TAAG Topics



# Upcoming TAAG Meetings

- June 10, 2025 – 9:00-11:30 – Added Date
- July 14, 2025 – 9:00-11:30
  - Review of Preliminary 2028 A-F Refresh Framework
- November 2025



Scan or click for  
quick survey

# Thank you

Email: [performance.reporting@tea.Texas.gov](mailto:performance.reporting@tea.Texas.gov)

Phone: 512.463.9704

Website: [Performance Reporting | Texas Education Agency](#)