



# **Texas Accountability Advisory Group Meeting**

April 29, 2025

# Performance Reporting Policy & Communications Team



**Katherine Beck**

Performance Reporting Division Director



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Accountability Research Coordinator



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Training & Outreach Coordinator

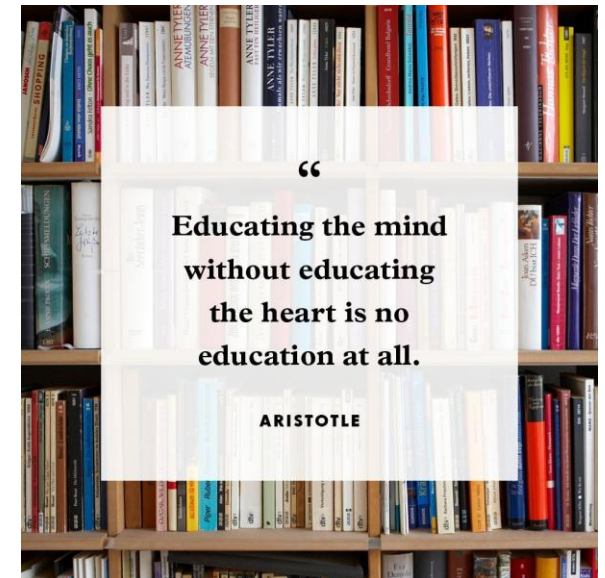


**Linda Johnson**

Accountability Content Coordinator

## ■ Today's Warm-Up

1. Name
2. Role/ Organization
3. What's your favorite book?



# TAAG April 2025 Agenda

- Welcome & Introductions || Norms and Expectations
- 2026 Rulemaking: Public Comment Update
- 2028 A-F Refresh
  - Recap TAAG recommendations made on prior proposals
  - Update on **Relative Performance- Prior Year** analysis
  - Share and get feedback on Initial **CCMR** proposal
  - Review second round of **data checks** results
- 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!

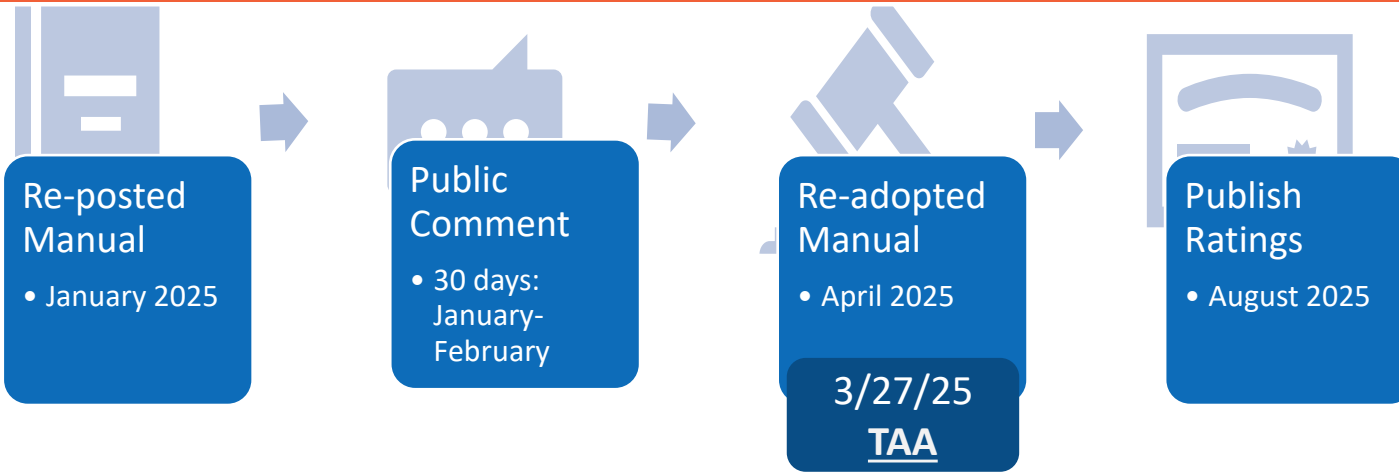
- Identify broader potential improvements to the academic accountability system.
- Bring creative solutions and best practices to the group for discussions.
- Provide both synchronous and asynchronous feedback in a timely manner.
- Assess the impact of legislation and stakeholder feedback on the academic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



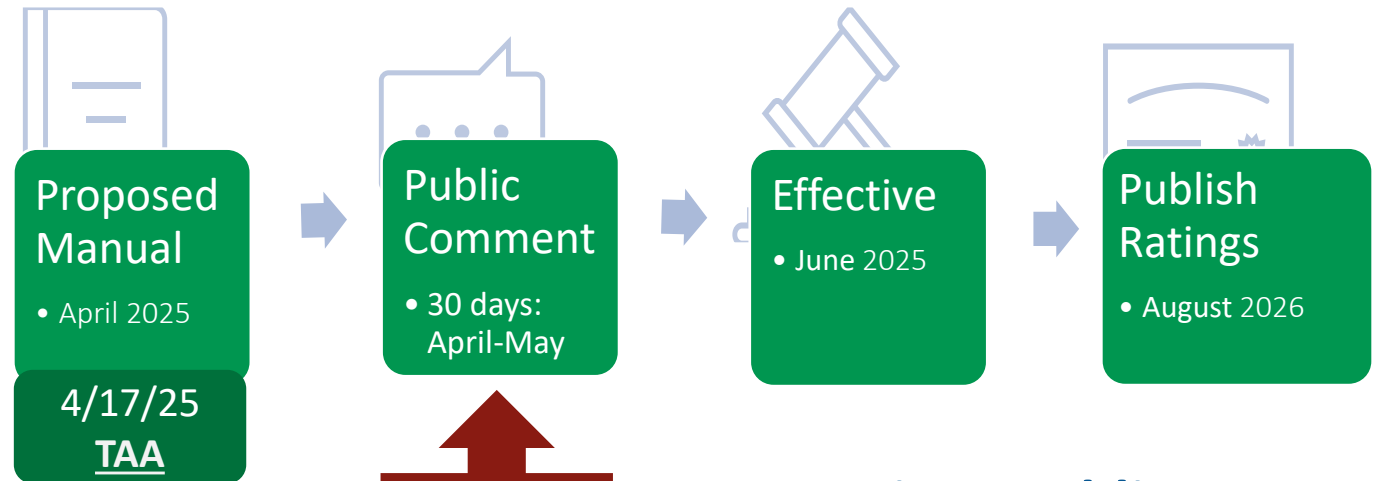
# **2026 Rulemaking: Public Comment Update**

# A–F Manual 2026 Rulemaking: Public Comment Update

## Re-adoption of rules for 2025 Ratings



## Adoption of rules for 2026 Ratings



We are  
Here

**2026 Ratings Public  
Comment Closes 5/19/2025**



# 2028 *A–F* Refresh Considerations to-date

## TAAG Recommendations Complete – Topic Closed

- SPED for Relative Performance
  - SPED should not be used in place of %Economic Disadvantaged in Domain 2b.
- Recognition of Accelerated Testers in MS and HS
  - Add an additional point to the Domain 1a and Domain 2b calculation for each student under grade 9 who has an EOC result %Approaches or better.
  - Update the table for ACT and SAT cut scores aligned to STAAR as presented.
  - Do not pursue additional tests at other grade levels.

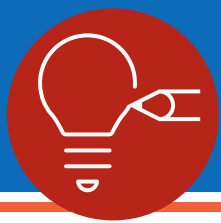
## TAAG Recommendations Incomplete – Topic Open

- Distinction Designations
- Differential Weighting of CCMR Indicators
- Integration of RDA into A–F
- Targets and Cut Scores Update Using New Baselines
- Refine Other Reporting Information

May/July  
Discussion

Fall  
Discussion

## **2028 *A–F* Refresh Consideration #4: Relative Performance (Prior Year)**



# Considerations for Continuous Improvement of A–F System

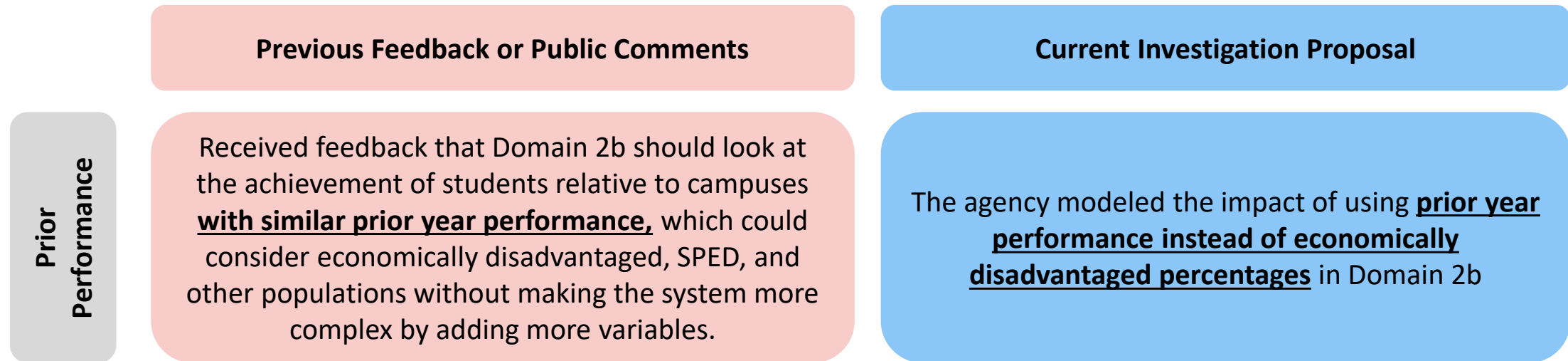
Based on recommendations and feedback from the previous refresh and public comments on previous rules, the agency is focusing on seven initial considerations for the 2028 Refresh:

#	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.

In response to public comment, we are investigating the relative performance methodology, measuring the achievement of a campus relative to other similar campuses

- **Description:** Investigate and model different campus demographic variables for Domain 2 comparison of relative performance.
- **Purpose:** Determine whether additional demographic factors besides % eco. dis. should be used in Domain 2b.



Currently Domain 2b offers an opportunity to reward when schools have different ‘starting points’.

## Current Methodology has Econ. Disadvantage as the anchor:

- ✓ Recognizes school **performance in relation to other Texas schools** with similar percentages of economically disadvantaged students.
- ✓ Using **Eco-dis allows us to consider different starting points** without relying on other indicators, such as race or program participation.
- ✓ Aligns well with the intent of §39.053, 2(B).

§39.053, in the school progress domain, indicators for effectiveness in promoting student learning, which must include:  
[...]  
2 (B)... for evaluating relative performance, the performance of districts and campuses compared to **similar** districts or campuses;

## Consideration of Prior Year's Performance in D2b:

- X Loses the **contribution of D2b** to the *A-F* system between ratings and poverty.
- X Domain 2 already has an academic growth component, **D2a** for overcoming challenging starting points based on performance.
- X The inclusion of past performance in D2b is very similar to **D1, Academic Achievement**.

**Recommendation: We will not pursue this further.**

**Relationships between achievement and the demographic variables that have been examined will be published on our website.**

# **2028 *A–F* Refresh Consideration #3: Differential Weighting of CCMR**



# Considerations for Continuous Improvement of A–F System

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>
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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.



In alignment with the consideration during the 2023 refresh, we are continuing to gather stakeholder feedback on CCMR weighting.

- **Description:** Explore different weighting within and across existing CCMR indicators
- **Purpose:** Better align methodology of CCMR indicators to post-graduation outcomes

### 2023 Considerations

During the 2023 refresh, the agency asked stakeholders to consider if a different approach than equal weighting should be used to calculate CCMR.

The calculation of CCMR Outcomes Bonus was also part of this discussion.



### Continued Research

The agency **will continue to research indicators' predictability of college enrollment and persistence**, to provide graduates with the best opportunity for career readiness that aligns with the state's postsecondary goals for 2030.

**This will take more time and more data.**

This initial proposal for TAAG's feedback is based on programmatic differences, to be supplemented by additional outcome data before the 2028 refresh. If this is the right direction, May TAAG will include additional data modeling of this proposal.

# Within-indicator weighting for IBCs is part of an initial CCMR weighting proposal.

The Industry-Based Certifications (IBC) List for Public School Accountability, TAC. 74.1003, is in the process of being updated. IBCs that make the list will be tiered according to the following criteria:

## ■ Tier 1:

- (A) is an in-demand certification directly aligned to a high-wage occupation; and
- (B) does not require curriculum (*\*unless the curriculum is required by a Texas or federal government agency, or a registered apprenticeship*).

## ■ Tier 2:

- (A) in-demand and high-wage; or
- (B) high-skill; and
- (C) does not require curriculum\*.

## ■ Tier 3:

- (A) does not meet indicators in paragraph (1) or (2) of this subsection; or
- (B) requires curriculum (whether purchased as a package or to access the certification assessment).

- **in-demand certification** – a certification determined to be **in demand by the United States Department of Labor**, through CareerOneStop.
- **in-demand occupation** – a high-growth occupation as defined by the **Texas Workforce Commission**.
- **high-wage occupation** – an occupation associated with a median wage at or above the statewide median wage of all occupations in Texas as determined by the **Texas Workforce Commission**.
- **high-skill occupation** – an occupation that requires a degree, credential, or training beyond a high school diploma as noted in ONET as Job Zone 3 or higher.

TAAG April 2025  
In Development

Initial CCMR weighting proposal maintains current CCMR indicators and encourages building comprehensive readiness.

## No modification to the collection of current indicators:

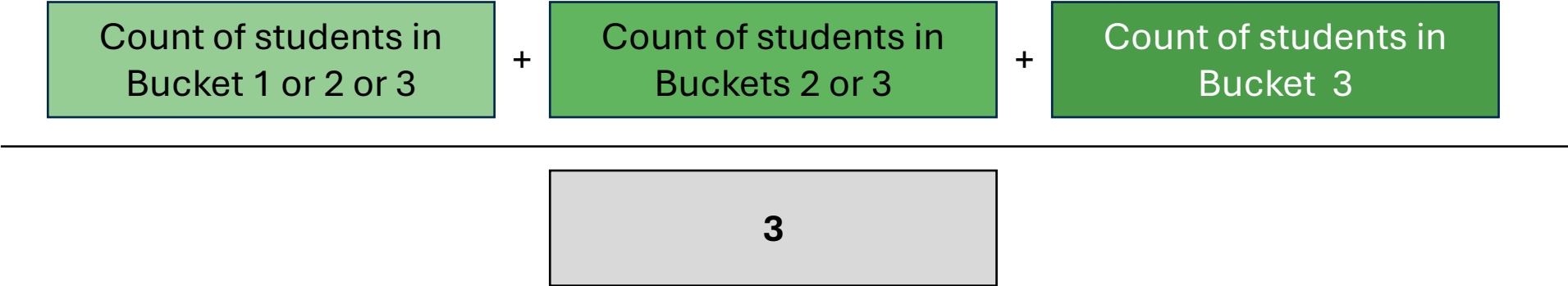
- TEA does not propose changes the types of indicators collected for CCMR (they are well-defined in statute).
- The current indicators will remain in place to ensure continuity.

## Initial proposal for categories of CCMR attainment:

- TEA proposes current indicators organized into **three** categories.
- Reflect **Texas Success Initiative** attainment building on other indicators, enhancing the post-graduation value for students. Similar to CCMR Outcomes Bonus.
- This approach helps students earn credentials of value by encouraging the **accumulation of achievements** across various indicators.

Bucket 1	Bucket 2	Bucket 3 → Attainment
<p><b>ONLY</b></p> <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 (&lt; ## credits and/or courses)</li><li>• OnRamps (&lt; ## credits and/or courses)</li><li>• Dual Credit (&lt; ## credits and/or courses)</li></ul>	<p><b>ONLY</b></p> <ul style="list-style-type: none"><li>• Level I Certificate</li><li>• Completer + IBC (Tier 2)</li></ul> <p><b>TSI +</b></p> <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 (&lt; ## credits and/or courses)</li><li>• OnRamps (&lt; ## credits and/or courses)</li><li>• Dual Credit (&lt; ## credits and/or courses)</li></ul>	<p><b>ONLY</b></p> <ul style="list-style-type: none"><li>• Associates Degree</li><li>• Level II Certificate</li><li>• Completer + IBC (Tier 1)</li></ul> <p><b>TSI +</b></p> <ul style="list-style-type: none"><li>• Completer + IBC (Tier 2)</li><li>• Level I Certificate</li><li>• AP/IB (&lt; ## credits and/or courses)</li><li>• OnRamps (&lt; ## credits and/or courses)</li><li>• Dual Credit (&lt; ## credits and/or courses)</li></ul>

Simple calculation modeled after Student Achievement Domain STAAR Component score  
Gives 1 point for students at each bucket level and then takes the total and divides by three :



# How college credit within indicators could represent different levels of attainment

College Credit Programs	Bucket 1 <b>CCMR <i>Earned</i> Readiness</b>	Bucket 2 <b>CCMR '<i>Plus</i>' '<i>Earned+</i>' Readiness plus some Attainment</b>	Bucket 3 <b><i>Beyond CCMR</i> Highest Attainment</b>
<b>Advanced Placement and International Baccalaureate</b>	<b>ONLY</b> <ul style="list-style-type: none"> <li>1 AP/IB course exam in any subject</li> </ul>	<b>TSI+</b> <ul style="list-style-type: none"> <li>1 AP/IB course exam in ELAR or</li> <li>1 AP/IB course exam in Math or</li> <li>3 AP/IB course exams in any subject</li> </ul>	<b>TSI +</b> <ul style="list-style-type: none"> <li>1 AP/IB course exam in ELAR <u>and</u> 1 AP/IB course exam in Math or</li> <li>5 AP/IB course exams in any subject</li> </ul>
<b>OnRamps</b>	<b>ONLY</b> <ul style="list-style-type: none"> <li>3 OnRamps college credit hours in any subject</li> </ul>	<b>TSI+</b> <ul style="list-style-type: none"> <li>3 OnRamps college credit hours in ELAR or</li> <li>3 OnRamps college credit hours in Math or</li> <li>9 OnRamps college credit hours in any subject</li> </ul>	<b>TSI +</b> <ul style="list-style-type: none"> <li>3 OnRamps college credit hours in ELAR <u>and</u> 3 OnRamps college credit hours in Math or</li> <li>A total of 15 OnRamps college credit hours in any subject</li> </ul>
<b>Dual Credit</b>	<b>ONLY</b> <ul style="list-style-type: none"> <li>9 college credit hours in any subject</li> </ul>	<b>TSI +</b> <ul style="list-style-type: none"> <li>3 college credit hours in ELAR or</li> <li>3 college credit hours in Math or</li> <li>9 college credit hours in any subject</li> </ul>	<b>TSI +</b> <ul style="list-style-type: none"> <li>3 college credit hours in ELAR <u>and</u> 3 college credit hours in Math <u>and</u> a total of 15 college credit hours in any subject</li> </ul>

# Advanced Placement example

College Credit Programs	Bucket 1	Bucket 2	Bucket 3
	<b>CCMR Earned Readiness</b>	<b>CCMR 'Plus' 'Earned+' Readiness plus some Attainment</b>	<b>Beyond CCMR Highest Attainment</b>
<b>Advanced Placement</b>	<b>ONLY</b> <ul style="list-style-type: none"> <li>1 AP course exam in any subject</li> </ul>	<b>TSI+</b> <ul style="list-style-type: none"> <li>1 AP course exam in ELAR or</li> <li>1 AP course exam in Math or</li> <li>3 AP course exams in any subject</li> </ul>	<b>TSI +</b> <ul style="list-style-type: none"> <li>1 AP course exam in ELAR <u>and</u> 1 AP course exam in Math or</li> <li>5 AP course exams in any subject</li> </ul>
	<b>Example:</b> <ul style="list-style-type: none"> <li>AP Spanish Language</li> </ul> or <ul style="list-style-type: none"> <li>AP Human Geography</li> </ul> or <ul style="list-style-type: none"> <li>AP Computer Science Principles</li> </ul>	<b>TSI+ Examples</b> <ul style="list-style-type: none"> <li>AP course exam in ELAR – AP English Language Arts and Composition</li> </ul> or <ul style="list-style-type: none"> <li>AP course exam in Math – AP Calculus AB</li> </ul> or <ul style="list-style-type: none"> <li>3 AP course exams in any subject</li> </ul>	<b>TSI + Examples</b> <ul style="list-style-type: none"> <li>AP course exam in ELAR – AP English Language Arts and Composition <u>and</u> AP course exam in Math – AP Calculus AB</li> </ul> or <ul style="list-style-type: none"> <li>5 AP course exams in any subject</li> </ul>

# OnRamps example

College Credit Programs	Bucket 1 <b>CCMR <i>Earned</i> Readiness</b>	Bucket 2 <b>CCMR '<i>Plus</i>' '<i>Earned+</i>' Readiness plus some Attainment</b>	Bucket 3 <b><i>Beyond CCMR</i> Highest Attainment</b>
OnRamps	<b>ONLY</b> <ul style="list-style-type: none"> <li>3 OnRamps college credit hours in any subject</li> </ul>	<b>TSI +</b> <ul style="list-style-type: none"> <li>3 OnRamps college credit hours in ELAR or</li> <li>3 OnRamps college credit hours in Math or</li> <li>9 OnRamps college credit hours in any subject</li> </ul>	<b>TSI +</b> <ul style="list-style-type: none"> <li>3 OnRamps college credit hours in ELAR and 3 OnRamps college credit hours in Math or</li> <li>A total of 15 OnRamps college credit hours in any subject</li> </ul>
	<b>Example:</b> <ul style="list-style-type: none"> <li>Arts and Entertainment Technologies</li> </ul> or <ul style="list-style-type: none"> <li>Computer Science</li> </ul> or <ul style="list-style-type: none"> <li>U.S. Government</li> </ul>	<b>TSI + Examples</b> <ul style="list-style-type: none"> <li>Rhetoric</li> </ul> or <ul style="list-style-type: none"> <li>College Algebra</li> </ul> or <ul style="list-style-type: none"> <li>9 OnRamps college credit hours in any subject</li> </ul>	<b>TSI + Examples</b> <ul style="list-style-type: none"> <li>Rhetoric and College Algebra</li> </ul> or <ul style="list-style-type: none"> <li>A total of 15 OnRamps college credit hours in any subject</li> </ul>

# Dual Credit example

College Credit Programs	Bucket 1 <b>CCMR Earned</b> <i>Readiness</i>	Bucket 2 <b>CCMR 'Plus' 'Earned+'</b> <i>Readiness plus some Attainment</i>	Bucket 3 <b>Beyond CCMR</b> <i>Highest Attainment</i>
<b>Dual Credit</b>	<b>ONLY</b> <ul style="list-style-type: none"> <li>9 college credit hours in any subject</li> </ul>	<b>TSI+</b> <ul style="list-style-type: none"> <li>3 college credit hours in ELAR or</li> <li>3 college credit hours in Math or</li> <li>9 college credit hours in any subject</li> </ul>	<b>TSI +</b> <ul style="list-style-type: none"> <li>3 college credit hours in ELAR <u>and</u> 3 college credit hours in Math <u>and</u> a total of 15 college credit hours in any subject</li> </ul>
	<b>Example:</b> <ul style="list-style-type: none"> <li>ARTS 1301: Art Appreciation <u>and</u> COSC 1301: Introduction to Computing <u>and</u> GOVT 2305: Federal Government</li> </ul>	<b>TSI + Examples</b> <ul style="list-style-type: none"> <li>ENGL 1301: Composition I <u>or</u></li> <li>Math 1414: College Algebra <u>or</u></li> <li>9 college credit hours in any subject</li> </ul>	<b>TSI + Examples</b> <ul style="list-style-type: none"> <li>ENGL 1301: Composition I <u>and</u> MATH 1414: College Algebra <u>and</u> a total of 15 college credit hours in any subject</li> </ul>



Bucket 1	Bucket 2	Bucket 3
<b>CCMR <i>Earned</i> Readiness</b>	<b>CCMR '<i>Plus</i>' '<i>Earned+</i>' Readiness plus some Attainment</b>	<b><i>Beyond CCMR</i> 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

3

# TAAG Discussion and Next Steps: CCMR Initial Proposal

## Feedback on the Proposal:

- What are your reflections on this approach?
  - Locations of CCMR indicators across the three buckets?
  - TSI+ as a basis for indicating further readiness?
  - Does the 'Academic Achievement/Domain 1' calculation provide familiarity?

## Recommendations for Terms:

- Do you have any recommendations for the terms used to describe the buckets/categories of CCMR attainment?
- Are there any terms you find unclear or suggest alternative terms that might be more appropriate?

**In a future TAAG, we will share modeling on this proposal with any adjustments based on today's conversation.**

Feedback to be  
collected in Zoom  
poll

## **Federal Identification (CSI) and State Ratings (F-Ratings):** *Are CSI campuses typically also F-Rated?*

CSI identified and F-Rated campuses are identified in different ways and while they might overlap, they are inherently different.

### Comprehensive Support (CSI) Identified Campuses

- The lowest-performing 5% of Title I schools are identified for comprehensive support and improvement (CSI) - Low Performance.
- High schools that fail to graduate one third or more of their students are CSI - Low Graduation.
- Title I schools identified for additional targeted support (ATS) must meet the statewide exit criteria within a state-determined number of years or else they will be escalated to CSI.

CSI Identified Campuses receive 2 years of support

### F-Rated Campuses

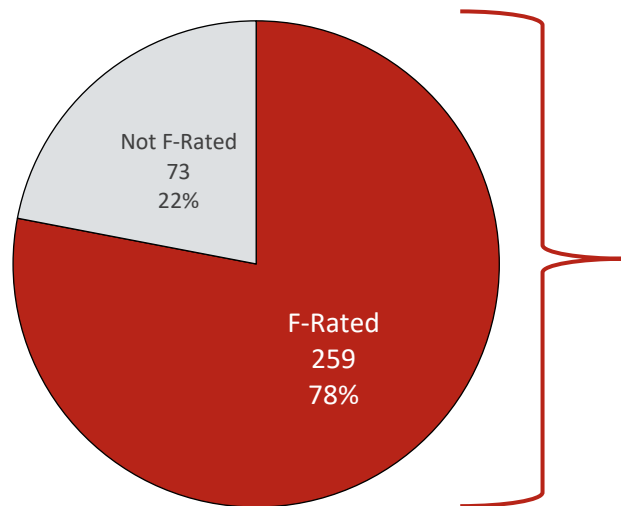
The agency identifies schools that have a scale score of *less than 60* based on:

- The better of achievement or progress and
- Student group results

F-Rated Campuses receive 1 year of support

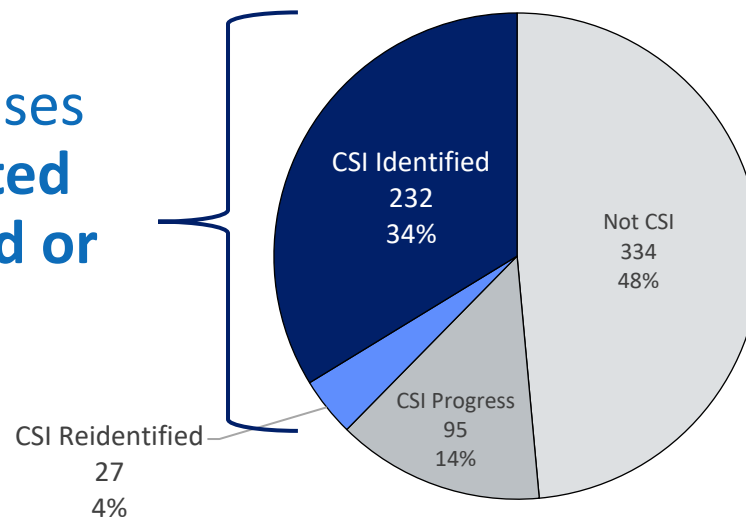
# 78% of CSI campuses were F-rated while 38% of F-rated campuses were CSI-Identified or Reidentified in 2024.

CSI Identified or Reidentified Campuses  
N=332



259 of all campuses were *both* F-Rated and CSI Identified or Reidentified

F-Rated Campuses  
N=688



*Not F-rated campuses* have low performance in specific the domain/indicator:

1. Closing the Gaps scores in the bottom 5%...
2. 6-yr graduation rates less than 66.7%...

yet overall performance of the campus is above 60.

OR they were not A-F rated because of campus type or disaster exemption.

*Not CSI campuses* have:

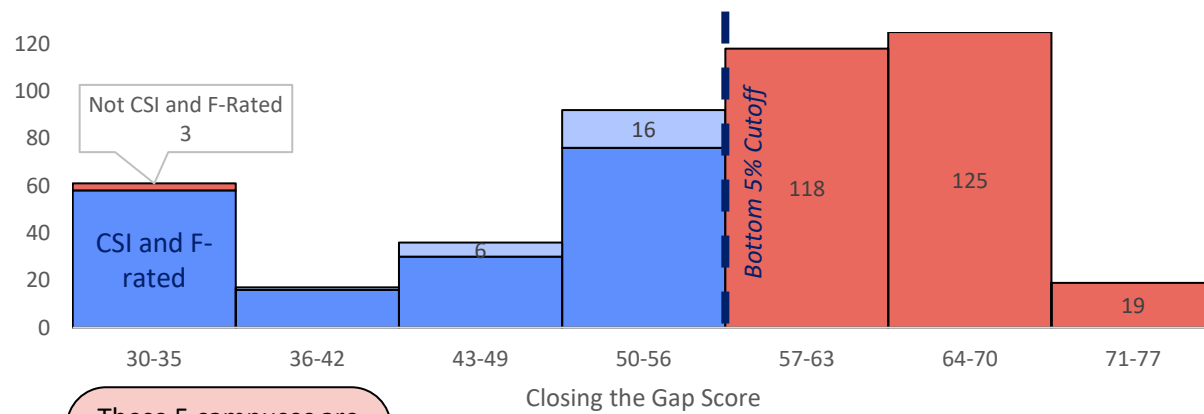
Overall scale scores *below 60* but

1. Closing the Gaps scores are...
  - in the *above 5%* for each school type or
  - in the *bottom 5%* for each school type but they are *not a Title 1* school
2. 6-yr graduation rates are *more than 66.7%*.

# F-rated campuses with Closing the Gaps scores above the bottom 5% cutoff were not identified for CSI-Low Performance

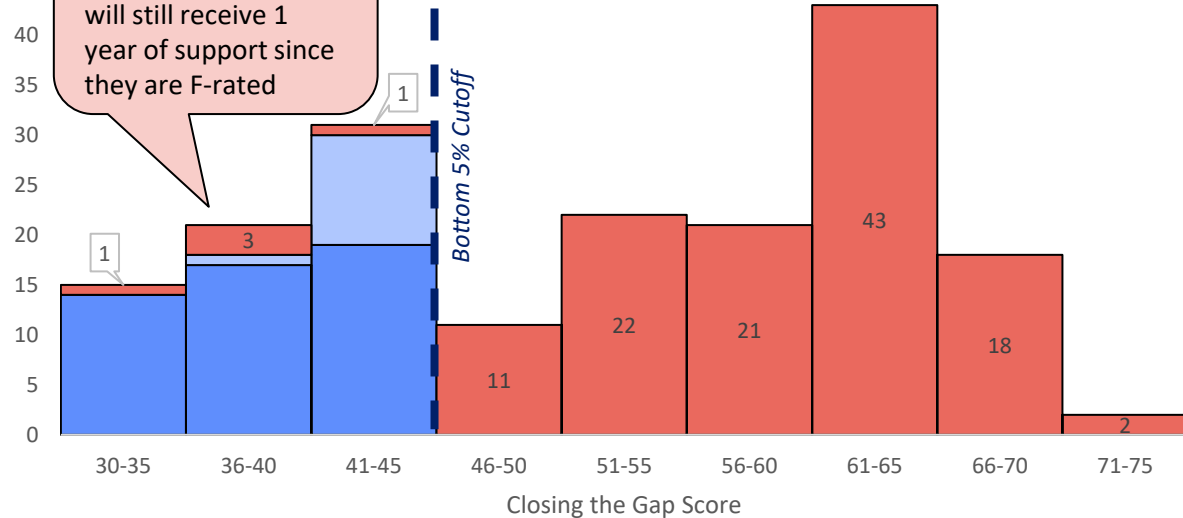
## Elementary School CSI and F-Rated Campuses

■ CSI and F-rated ■ CSI and not F-rated ■ Not CSI and F-Rated



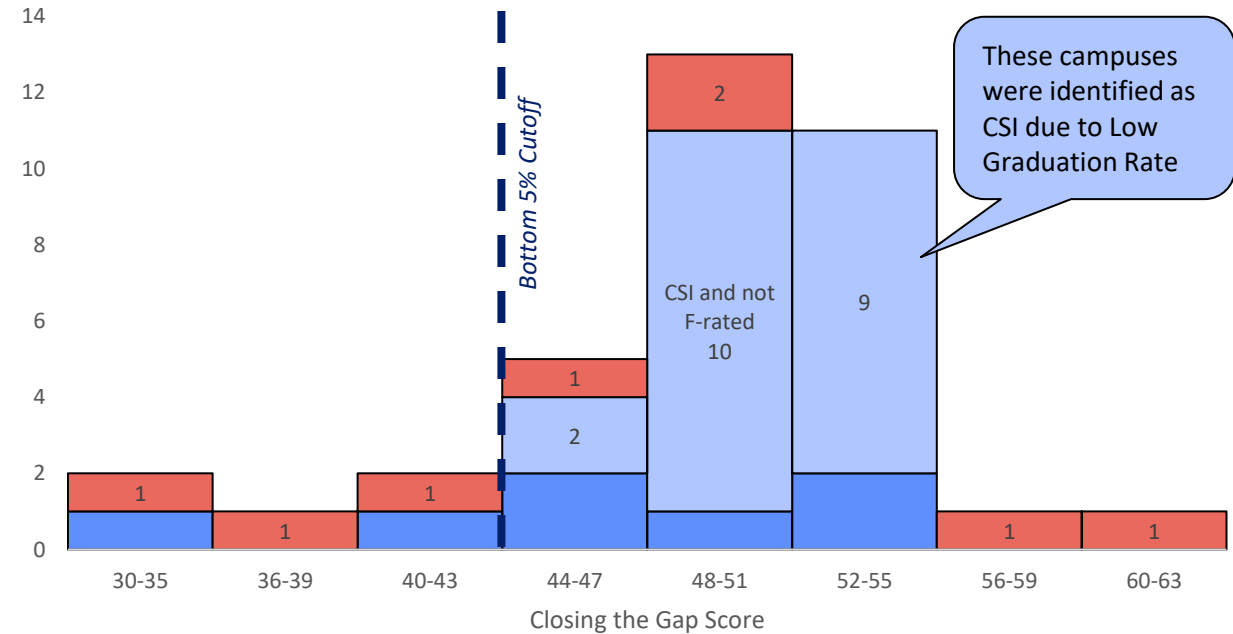
These 5 campuses are not Title 1 so were not CSI identified, but will still receive 1 year of support since they are F-rated

## Middle School CSI and F-rated Campuses



## High School CSI and F-rated Campuses

■ CSI and F-rated ■ CSI and not F-rated ■ Not CSI and F-Rated



These campuses were identified as CSI due to Low Graduation Rate

Overlap  
CSI and F

Lower D3  
'Better'  
Overall

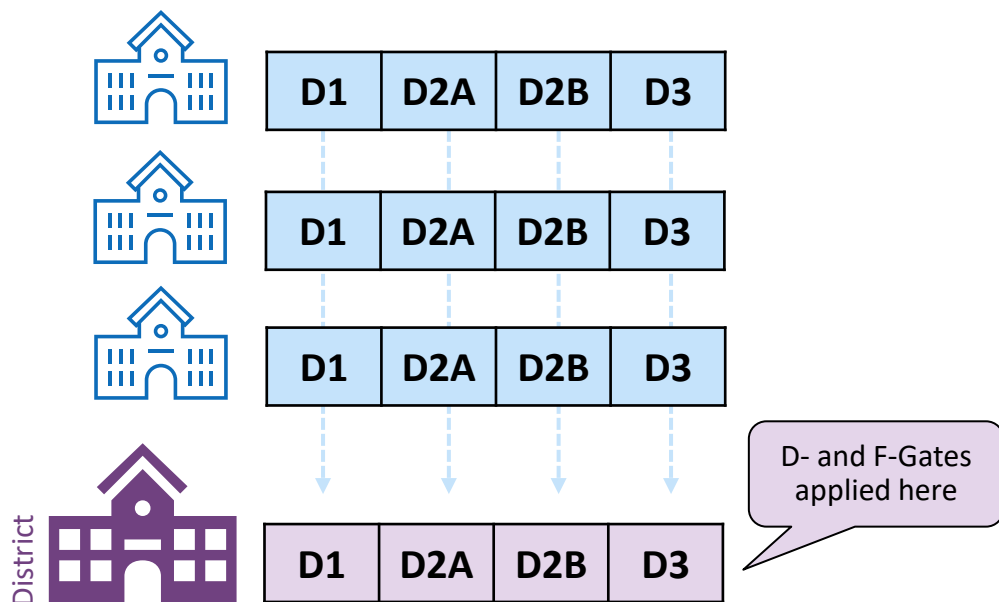
'Better' D3  
Lower  
Overall

## **Impact of Better Alignment in District Methodology:**

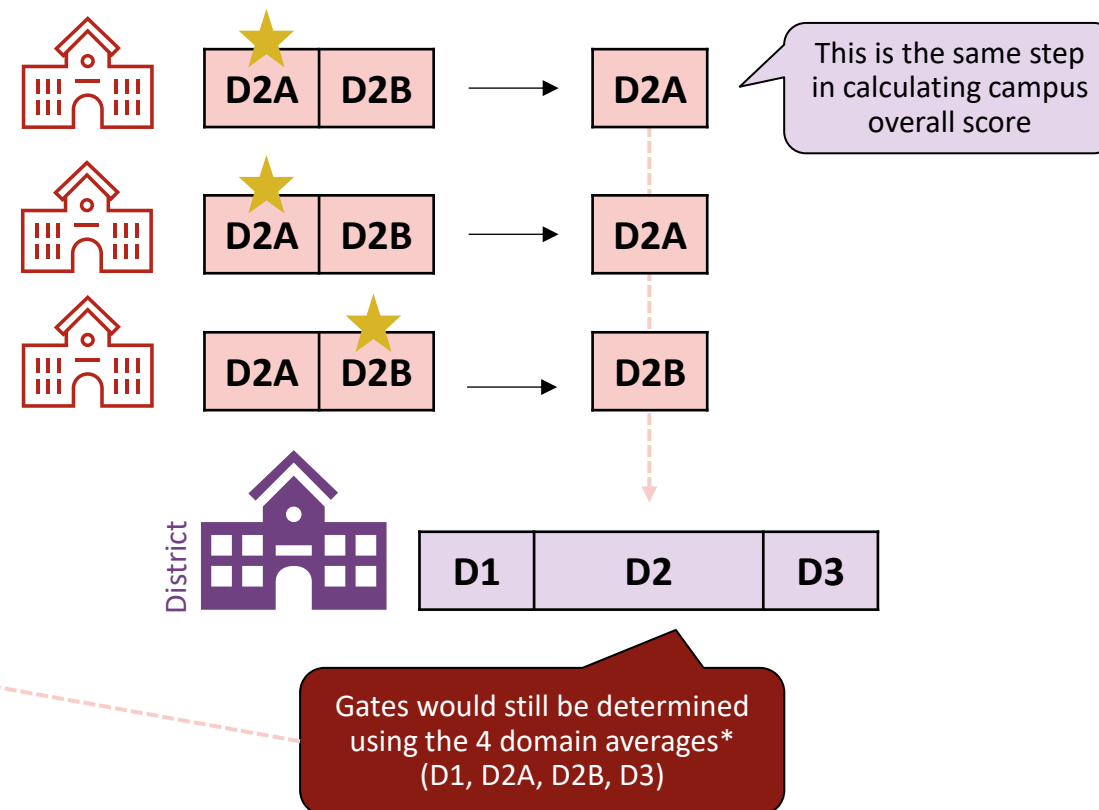
How are district ratings impacted when using the *better of* D2A or D2B from each campus?

# While there has been public comment on District Domain 2 Methodology, TEA proposes no change

Current Methodology:  
*All domains from each campus\**



Alternate Option:  
*Better of D2A or D2B from each campus\**



\*Weighted average based on campus 3-12 enrollment

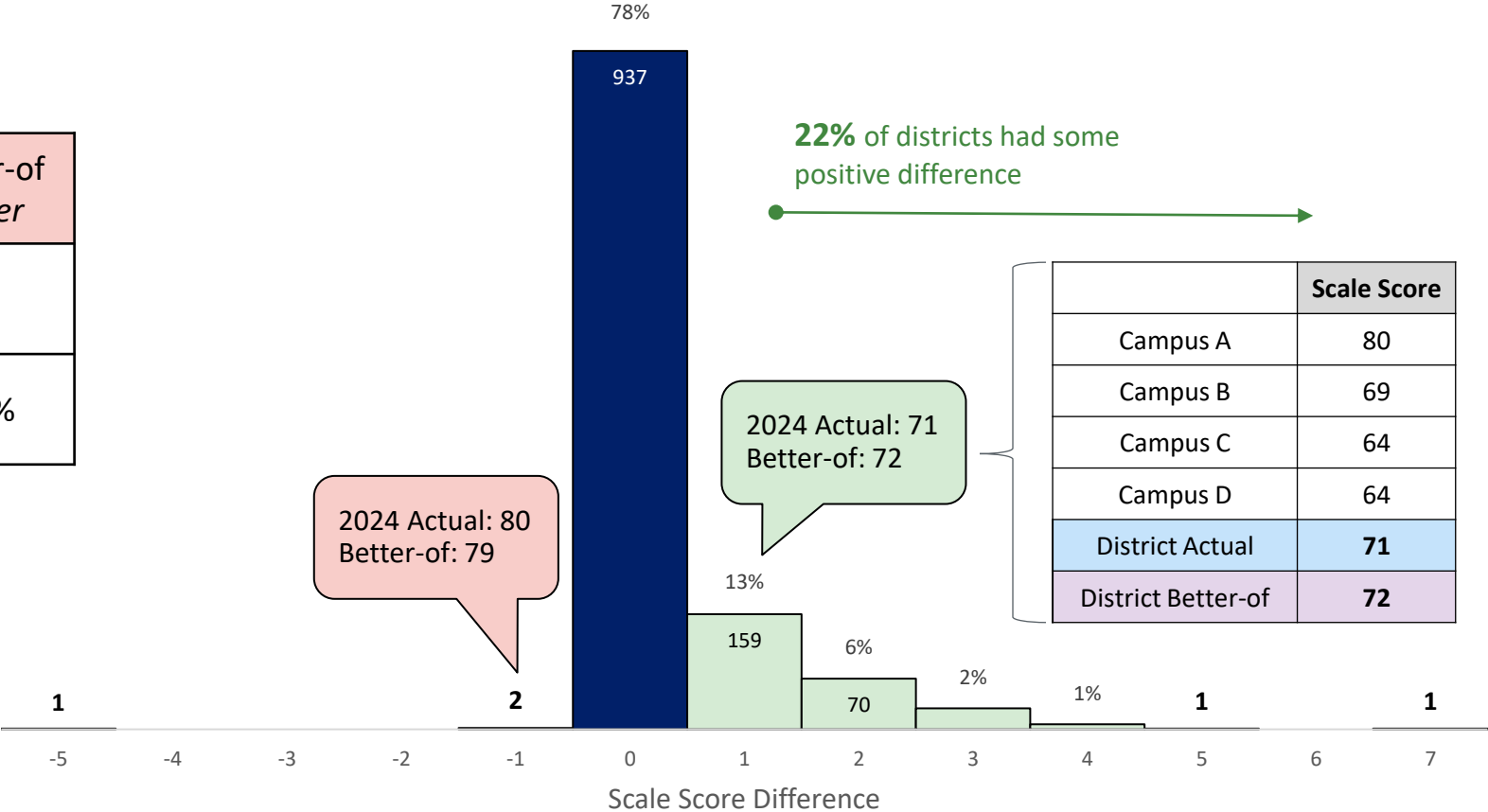


Under a methodology using better-of, over 96% of districts had no difference in letter grade, and 78% see no difference in scale score.

Difference in **Scale Score**:  
Better-of Score minus 2024 Actual Score

Difference in **Letter Grade**

	No Difference	Better-of Higher	Better-of Lower
Campus Count	1164	42	1
% of Districts	96.4%	3.5%	0.1%



While the two methodologies use different alignment approaches, TEA proposes **no change** to the district methodology

### Pros of using better of D2A or D2B

- District score utilizes the campus score that the campus was measured under (their 'better' Domain 2 result)

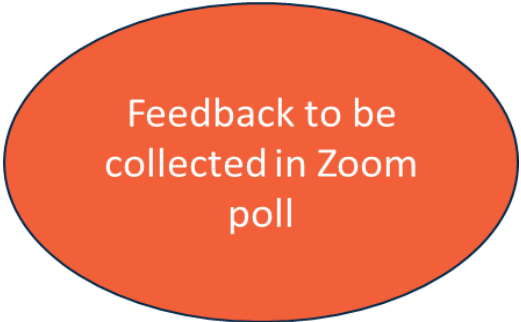
### Cons of using better of D2A or D2B

- Small Impact
  - For districts that scored higher, the average increase was only 1.6 points
  - Very few, 42 (3.5%), districts increased a letter grade
- With the gating methodology, there are more steps to calculate
  - This will increase **complexity** for districts when predicting scores
- Does not look at all 4 domains (does not fully reflect district)

# Upcoming TAAG Topics

# Upcoming TAAG Meetings

- April (Meeting 4/29)
  - 2026 Manual Rulemaking: public comment review (to-date)
  - 2028 A-F Refresh
    - Review and get feedback on any updates from previously reviewed proposals
    - Share and discuss data checks outcomes
- May (Meeting 05/27)
- June (Meeting 06/30) – Scheduling Poll
  - Review of Preliminary 2028 A-F Refresh Framework

An orange oval with a thin black border is positioned in the bottom right corner of the slide. It contains the text "Feedback to be collected in Zoom poll" in a white sans-serif font, centered within the oval.

Feedback to be  
collected in Zoom  
poll



Scan or click for  
quick survey

# Thank you

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

Phone: 512.463.9704

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