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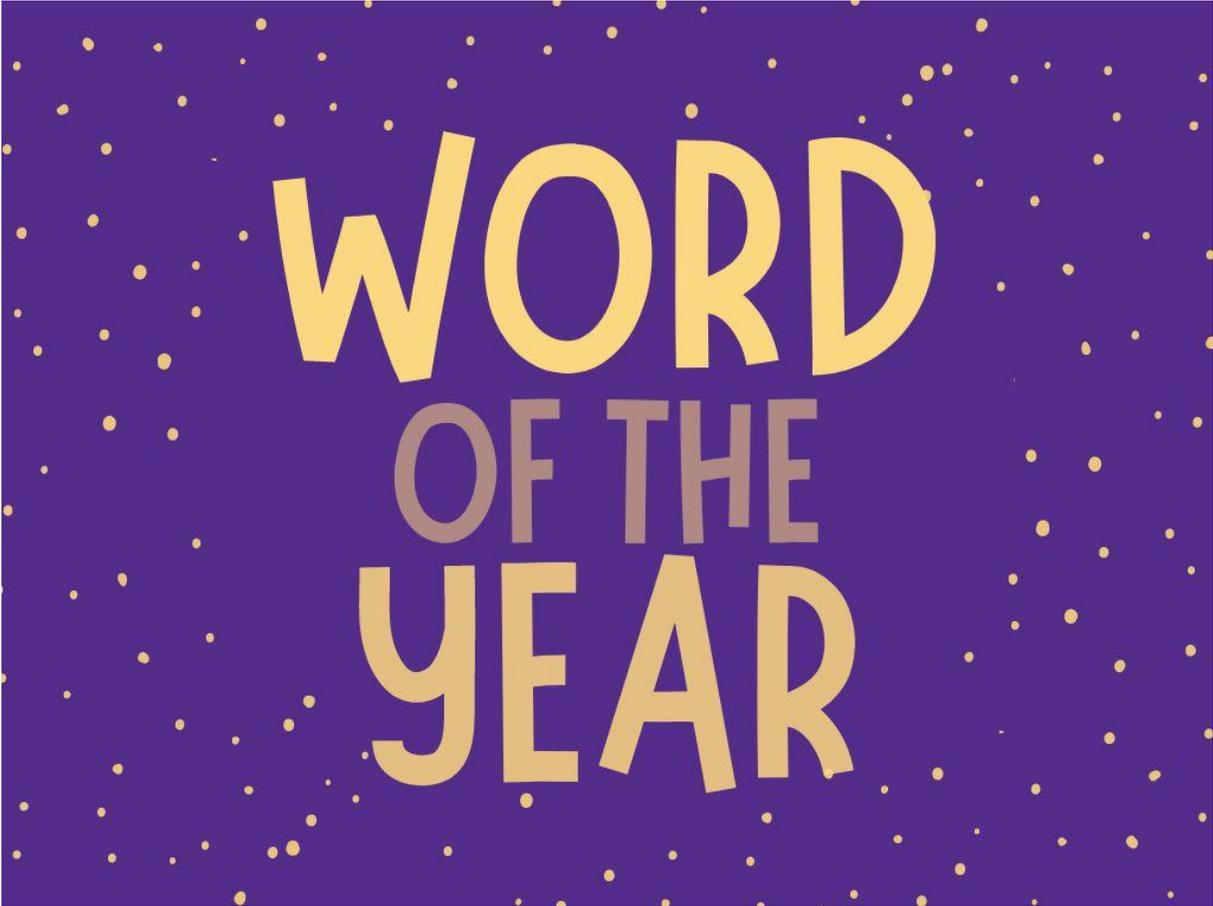
# Texas Accountability Advisory Group Meeting

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January 12, 2026



Welcome!



**WORD**  
OF THE  
**YEAR**

**Please share in  
the chat**

What word are  
you embodying in  
2026?

# Performance Reporting Policy & Communications Team



**Katherine Beck**

Senior Division Director, Performance Reporting



**Cindy Phelps**

Accountability Research



**Katie Jubert**

Principal Director, Policy & Communications



**Yolanda Cano**

Accountability Web Content



**Jimmy Hernandez**

Accountability Strategy & Policy



**Jessica Boachie**

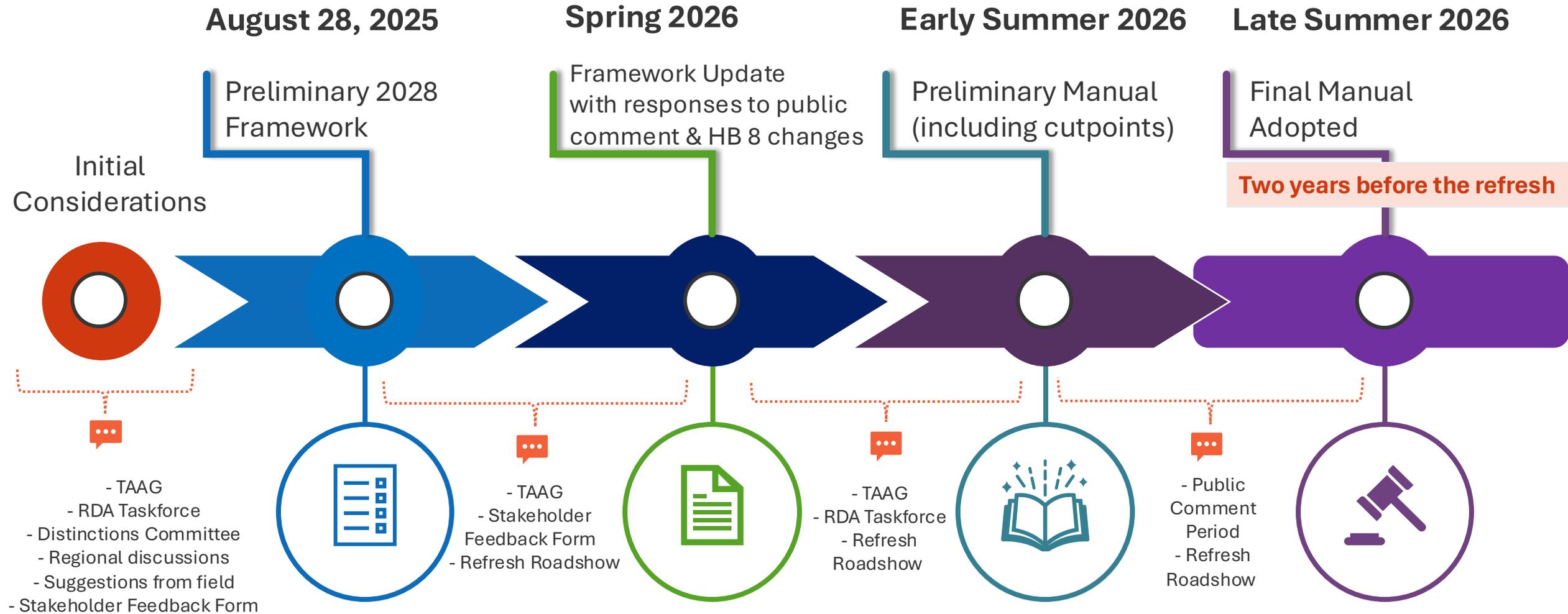
Accountability Content and Communications

## TAAG Meeting Norms

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



# Timeline moving forward, to incorporate HB 8 changes, and get to final rule adoption by late summer for the 2027-28 accountability manual



# Balancing multiple objectives in the A-F system

**Rigor**  
for students

39.053(f) “eliminating achievement gaps ... **and ensuring this state ranks nationally in the top five states in preparing students for postsecondary success and on the National Assessment of Educational Progress or its successor assessment**”

**HB 8**

**Fair**  
for schools

39.054(b) “the mathematical possibility that all districts and campuses receive an A rating”

**Transparent**  
for the public

39.309 “website ... for the public to access school district and campus accountability information”

# Our agenda for today



Feedback and Follow-up from December TAAG



Stakeholder Refresh Feedback: Small Numbers Analysis



Stakeholder Refresh Feedback: Revised Domain 3 Methodology for AEA's



ASVAB and JROTC for CCMR



CCMR in the Preliminary Framework



House Bill 8 and CCMR



Closing and Next Steps



# Follow-Up: December 2025 TAAG Meeting

# In December, two proposals and an exploratory conversation were brought to TAAG

## December 2025 TAAG Agenda Items

Proposal: RDA Integration

Proposal: Elimination of the D/F Gate

Discussion: Domain 3 race or ethnic groups determined by current year's lowest performing

## December 2025 TAAG Feedback

- General agreement on Domain 3b targets and target methodology
- General agreement on 30% weight of Domain 3b within Domain 3
  - Request for additional data to examine disproportionality

Unanimous recommendation to keep D/F gate

- General recommendation to maintain analysis of two lowest performing race or ethnic groups from prior year, using prior year data
- New school methodology to analyze the current year groups when needed will not apply to existing campuses

Add to Framework this Spring

No Changes to Preliminary Framework

Shown impacts on Domain 3 scaled scores and overall scaled scores and ratings are based on 2023-2027 cut points.

With the 2028 A-F Refresh, there will be a review with TAAG for new cut points across all component and domain scores.

As such, modeling is only intended for illustrative purposes and does not represent anticipated results for 2028 A-F Ratings.

Recall: Using 2023 cut scores, 11% of districts would see some change in their overall rating with a 30% weight of Domain 3b within Domain 3

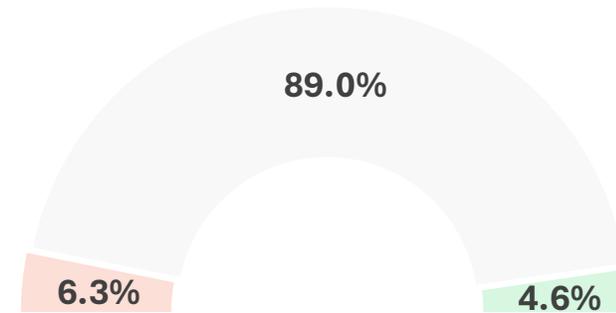
		Overall rating with 30% D3b				
		A	B	C	D	F
Overall 2025 rating (without D3b)	A	132	35			
	B	4	444	37		
	C		6	350	2	
	D			31	106	1
	F			1	13	22
		114	451	383	110	19

75 55

- No schools decreased more than 1 rating

Shown impacts on overall district scaled scores are based on 2023-2027 cut points.

As such, modeling is only intended for illustrative purposes and does not represent anticipated results for 2028 A-F Ratings.



**11%** of districts experienced a change in their rating

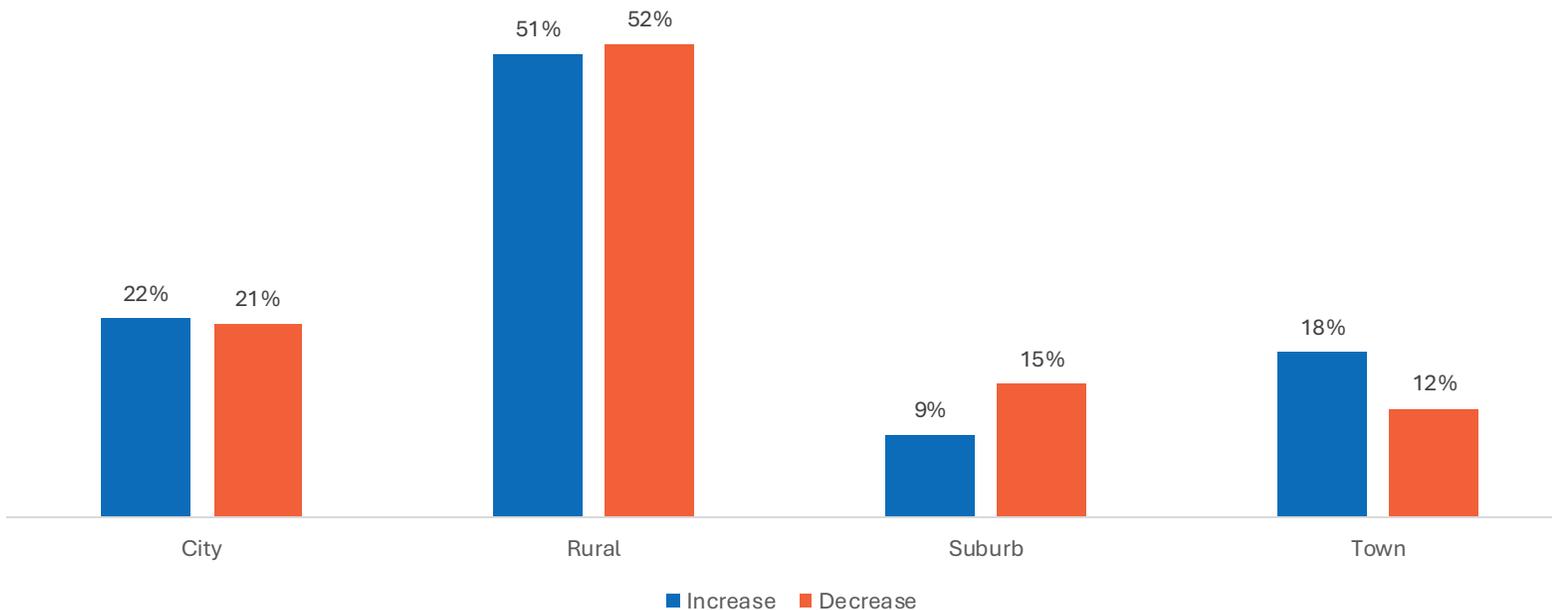
# Domain 3b weighting set at 30% of Domain 3 demonstrates proportionate change in ratings based on geographic district types

TAAG Wondering	Results
Does the weight of Domain 3b have a disproportionate negative impact on rural districts?	Changes in district overall ratings with Domain 3b are generally proportionate to the breakdown of district types statewide

Shown impacts on overall district ratings are based on 2023-2027 cut points.

As such, modeling is only intended for illustrative purposes and does not represent anticipated results for 2028 A-F Ratings.

Change in District Overall Ratings by Location Type



Overall Percentage of Texas Districts by Location Type

City	Rural	Suburb	Town
17%	57%	12%	14%

# Domain 3b weighting set at 30% of Domain 3 demonstrates increased district ratings for districts with highest percentages of students that are economically disadvantaged

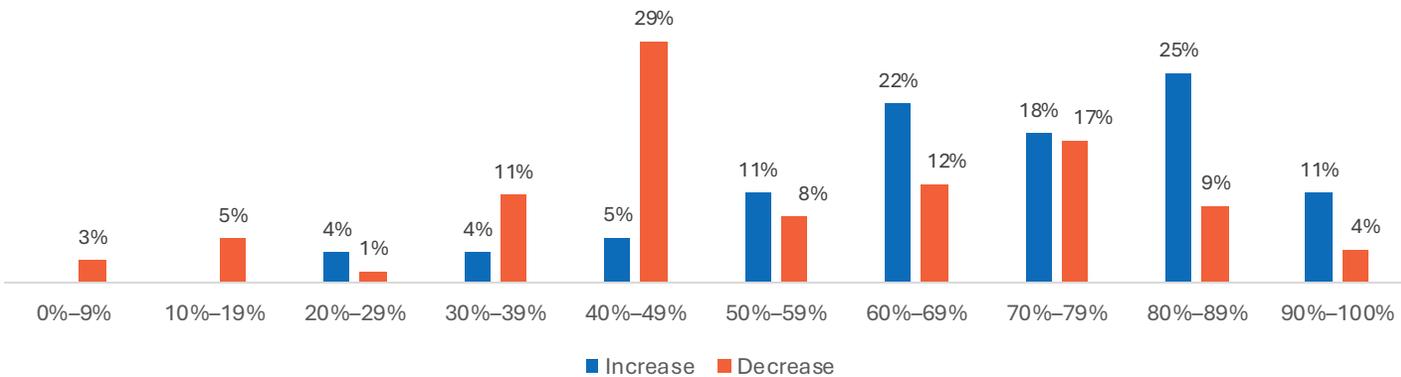


TAAG Wondering	Results
Does the weight of Domain 3 have a disproportionate negative impact districts with a high rate of economic disadvantage?	Districts with the highest numbers of students that are economically disadvantaged demonstrate the most gains from Domain 3b, weighted at 30% of Domain 3

Shown impacts on overall district rating are based on 2023-2027 cut points.

As such, modeling is only intended for illustrative purposes and does not represent anticipated results for 2028 A-F Ratings.

District Overall Rating Increases and Decreases by Economically Disadvantaged Percentage



Overall Percentage of Texas Districts by Eco Dis

Eco Dis	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Share of Total	3%	2%	4%	7%	14%	17%	18%	15%	12%	7%

# The integration of RDA into the A-F system increases transparency and rigor

RDA Integration into A-F provides streamlined reporting across the accountability system, one comprehensive district rating, and shines a light on the most vulnerable students within our system, including students with special needs

Domain 3b closely mirrors Domain 3a in target setting, 0-4 scoring, and weighted components for raw score calculations to increase transparency and usability

Weighting Domain 3b at 30% of Domain 3 does not disproportionately impact rural districts and could be advantageous to districts with the highest rates of economic disadvantage

Similar to School Improvement practices with campus ratings, SPED Determination Levels will be calculated with A-F Domain 3b SPED data, and also include federally required compliance data

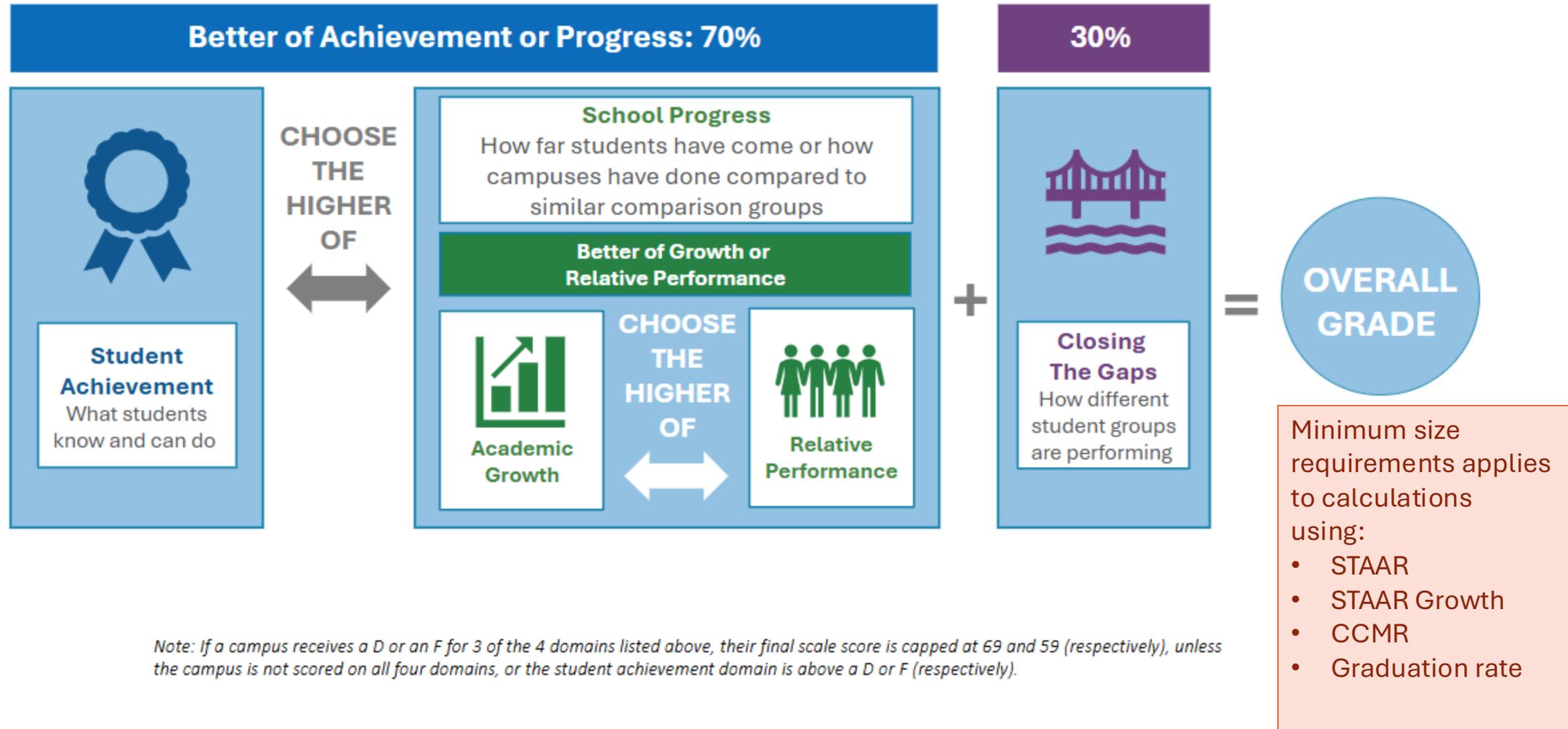
# Questions, reflections, thoughts?





# Proposal: Revise Domain 3 Methodology for Small Numbers Analysis

# Across domains and measurements, the minimum size requirement to be evaluated is 10 students



*Note: If a campus receives a D or an F for 3 of the 4 domains listed above, their final scale score is capped at 69 and 59 (respectively), unless the campus is not scored on all four domains, or the student achievement domain is above a D or F (respectively).*

When a campus does not meet the minimum size requirement of 10, small numbers analysis is applied to CCMR and Graduation Rate calculations

**DEFINITION**

SNA (Small Numbers Analysis) is the process used to determine if a rating is appropriate for small districts and campuses that do not meet minimum-size criteria using current year data.

SNA is applied to the all students group when there are fewer than 10 assessments

**3 YEARS OF DATA**

## 2026 Ratings - Years Used

Domain	Component	Years Used
Student Achievement	STAAR Performance	N/A
	Graduation Rate: 4-Year 5-Year 6-Year	Classes of: 2025, 2024 and 2023 2024, 2023 and 2022 2023, 2022 and 2021
	College, Career, and Military Readiness (CCMR)	2025, 2024 and 2023 Annual Graduates
School Progress	Academic Growth	N/A
	Relative Performance	N/A
Closing the Gaps	Academic Achievement	N/A
	Academic Growth Status	N/A
	Graduation Rate: 4-year Federal Graduation Rate	Classes of: 2025, 2024, and 2023
	English Language Proficiency	N/A
	Student Achievement Domain Score: STAAR Component Only	N/A
	CCMR Performance	2025, 2024, and 2023 Annual Graduates/ Non-Graduating 12th Graders

# In the smallest campuses, small numbers analysis can be applied to ensure the campus can be rated

## Example:

Class of	# of graduates	# of graduates that met a CCMR indicator
2023	8	6
2024	9	5
2025	9	5

### Small Numbers Analysis Calculations

Number of 2025, 2024, and 2023 Graduates Who Achieved at Least One of the CCMR Indicators

Number of 2025, 2024, and 2023 Annual Graduates

### Example Calculation

$$\frac{6 + 5 + 5}{8 + 9 + 9} = \frac{16 \text{ graduates who achieved at least one CCMR indicator 23, 24 and 25}}{26 \text{ graduates in 23, 24, and 25}} = \mathbf{62 \text{ CCMR score}}$$

Small Numbers Analysis was conducted for the All Students student group.

### Calculation Report

	2024 Annual Graduates	
	Count Credit	Component Score
<b>3 Year Total</b>		
Total graduates	26	
<b>Total credit for CCMR criteria</b>	<b>16</b>	<b>62%</b>

When Small Numbers Analysis is applied, it is clearly marked on accountability reports

# Stakeholders have given feedback that the current methodology in Domain 3 is unfair to schools evaluated through SNA

## The current methodology:

- If the campus did not meet minimum size in the one year prior, they are considered to ‘not have prior year data’.
- If three years (SNA) were used in prior year accountability results, they are *also* considered to ‘not have prior year data’.
- This means that the campus cannot earn 1 or 2 points out of the 4 points possible for each component of Domain 3

**Proposal for Framework:** If the campus did not meet minimum size in the prior year **and required small numbers analysis, the results under small numbers analysis in the prior year data will be used** as the campus’s prior year data to create an opportunity to earn 1 or 2 points.



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

Campuses that could previously only earn 0, 3, or 4 points, would now have the opportunity to earn 1 or 2 points.

- In 2025, 8 campuses would benefit from this change at the Domain 3 rating. 12 campuses improve in the CCMR results in Domain 3.

	# Campus of D3 updated	# Campus of Graduation points earned updated	# Campus of CCMR points earned updated
2023	11	8	11
2024	5	4	12
2025	8	6	12

**EXAMPLE:**

**For one campus, if this were changed:**

2025 D3 Component Score → 38 to 53

2025 D3 Scaled Score → 61 (D) to 73 (C)

- **Rationale for Recommendation:** Using the prior year calculation will support the goal of incorporating as much data as is available to calculate performance ratings, even if it is based on SNA.

# Questions, reflections, thoughts?



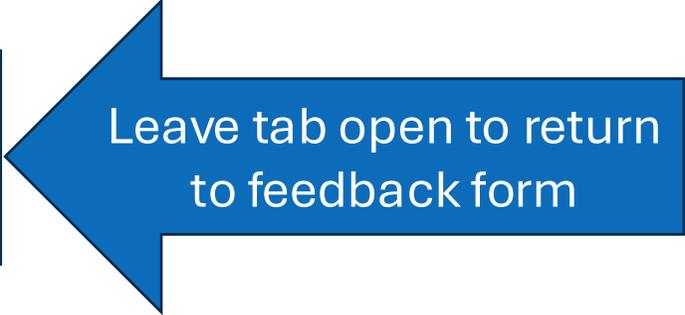
# Feedback Round

- Please share your level of agreement on the proposal for revised Domain 3 scoring under small numbers analysis and any additional feedback

Please share your feedback here



**January 2026 TAAG Voting and Feedback**



Leave tab open to return  
to feedback form



# Proposal: Revision to Preliminary Framework for New DRS Campuses

Since the 2023 refresh, driven by a clear need and the recommendations of Alternative Education Accountability (AEA) Taskforce, provisions for Alternative Education Campuses exist throughout the A-F system

## DEFINITION

For a campus to be identified for AEA, it must meet **all** of the following criteria:

- 75% of students identified as at risk
- 90% of students enrolled in grades 6-12
- Identified as offering alternative instruction in AskTED
- Provide education services targeted to dropout prevention and recovery of students with enrollment consisting of at least 60 percent of the students 16 years of age or older as of September 1, 2025(for 2026 accountability)

## AEA Provisions

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

Both Residential Facilities and Dropout Recovery Schools (DRS) can qualify for AEA

- Residential Facilities are not rated in the A-F system
- In 2025, there were 315 DRS schools registered under AEA statewide [2025 Final AEA Campus List](#)

# Recall: Since the 2023 Refresh, stakeholder feedback has raised concerns on Domain 3 scoring for new campuses

## Campuses without prior year data are evaluated on the state's two lowest performing groups

Domain 3 Groups are based on the performance of 4 Groups

- 1 All Students
- 2 First lowest performing racial/ethnic group from prior year
- 3 Second lowest performing racial/ethnic group from prior year
- 4 High Focus\*\*

In 2025, all new campuses evaluated on African American and Hispanic students, which may not have been reflective

## A campus must have prior year data to earn 1 or 2 points

Each student group can earn up to 4 points:



\*\* unduplicated count of Eco Dis, SPED, and Highly Mobile

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

# Recall: House Bill 8 outlines the need to establish proxy data that allows new campuses to earn 1-2 points in Domain 3

(c-7) For purposes of Subsection (c)(3), the agency shall use appropriate alternative prior-year data to evaluate the performance under that subsection of **a newly established campus that lacks the prior-year data necessary to complete a portion of the calculation methodology that relies on prior-year campus data.**

- Any campus receiving a **rating for the first time** would benefit from this proposed change.
- Any campus that has no prior year data and has **current-year data for the first time.**
  - Such as, a K-3 school that started as K-1 grades only and then added a grade level each year that's in the third year of operation but it's in their first year to test 3<sup>rd</sup> grade STAAR and receive a rating.

# Recall: The Preliminary 2028 A-F Framework includes a two-fold response to this requirement, previously approved by TAAG

1. Change Source of lowest-performing **race/ethnicity groups**



Use the **district's**\* prior year 2 lowest performing groups

2. Create proxy prior year data to **earn 1 or 2 points**



Use the **district's**\*\* prior year data as a baseline to have an opportunity to earn 1 or 2 points.

\*if there are no prior year district groups (i.e., the new campus is also a new district), then use the campus's *current* year 2 lowest-performing racial/ethnicity groups

\*\*if the new campus does not meet minimum size requirements for the district's lowest-performing racial/ethnicity groups, then use the campus's *current* year 2 lowest-performing groups and the *district's* average as prior year baseline

# The preliminary proposal meets the standard set by HB8

(c-7) For purposes of Subsection (c)(3), the agency shall use **appropriate alternative prior-year data** to evaluate the performance under that subsection of a newly established campus that lacks the prior-year data necessary to complete a portion of the calculation methodology that relies on prior-year campus data.

## Current Framework Proposal

Alternative data = **District's** prior year data  
\*use state's prior year data if new district.

## Campuses in their First Year STAAR Testing: Two Lowest Performing Racial/Ethnic Groups from the Prior Year

### New campuses (current)

The current 2026 manual: "Campuses in their first year of STAAR testing are evaluated for **4, 3, or 0 points as they do not have prior year data.**"

### New campuses (HB 8)

**Framework:** If the campus does not have prior year data, **the district's prior year data will be used** as campus prior year data to create an opportunity to earn 1 or 2 points.

Stakeholder feedback: For NEW Dropout Recovery Schools, using the state average for prior year data may not fulfill the requirement for "appropriate alternative prior-year data"

There is a large difference between state average performance and AEC average performance, which could make state averages an inappropriate source of proxy data



## Alternative Education Campus Average v. State Average State Rates (Domain 3 Results, 2025)

	Academic Achievement Reading									Academic Achievement Math								
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus
AEC average	26	19	25	32	24	52	39	34	23	10	6	11	10	12	30	10	12	10
State average	53	42	46	67	52	83	54	62	43	43	29	36	56	42	80	42	50	34
Difference	-27	-23	-21	-35	-28	-31	-15	-28	-20	-33	-23	-25	-46	-30	-50	-32	-38	-24

### Current Proposal

**Framework:** If the campus does not have prior year data, **the district's prior year data will be used** as campus prior year data to create an opportunity to earn 1 or 2 points.

### Additional Proposal:

**Added Proposal for Framework:** If an DRS/AEC measured under alternative accountability does not have prior year data, **the state average of DRS campuses' prior year data will be used** as campus prior year data to create an opportunity to earn 1 or 2 points.

NOTE: If TAAG recommends moving forward with added proposal, additional confirmation needed to ensure allowable under ESSA

# Questions, reflections, or thoughts?



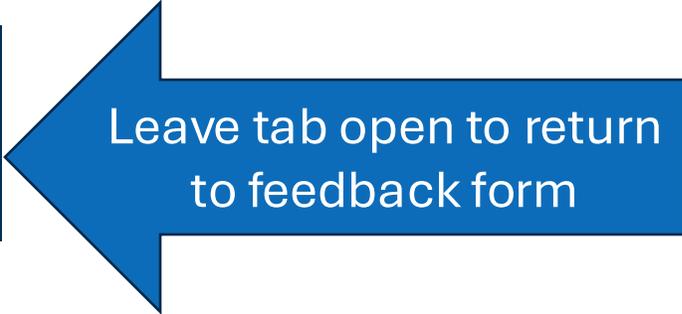
# Feedback

- Please share your level of agreement on the proposal for revised proxy data source for new AECs in Domain 3 and any additional feedback

Please share your feedback here



**January 2026 TAAG Voting and Feedback**



Leave tab open to return  
to feedback form



# Military Readiness Indicator: ASVAB and JROTC

# History of the Military Enlistment Indicator: Accountability Rating System Manual

## Established in 2017, 85th Leg., R.S., (H.B. [22](#))

(iv) students who **enlist** in the armed forces of the United States

*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.

### **2018, 2019 Ratings – Districts Submitted in PEIMS**

### **2021, 2022, 2023 Ratings – Removed from A-F**

*\*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and TSDS PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data was excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces. (A-F Manual)*

### **2024, 2025 Ratings – Districts Submitted via DD Form 4 Upload**

*\*The military enlistment indicator is scheduled to return for 2024 accountability based on a new data collection as explained in the September 9, 2022 To The Administrator Addressed correspondence until such data can be obtained directly from the United States Armed Forces. (A-F Manual)*

# 2026 Updates: Military Source Change

## 2026 Accountability Rating System Page

### 2026, 2027 Ratings -

**Student-level enlistment to be received from the Department of Defense DMDC (Defense Manpower Data Center).**

*\*Starting with 2025 graduates for 2026 accountability, the DMDC will provide military enlistment data to the agency. The data will include graduate enlistment data for any of the 6 services. (A-F Manual)*

Changes in effect in 2026 due to recent data availability or cross-agency policy.

**Two areas have been awaiting update since the 2023 Refresh.**

- **New military-enlistment data** are available to update the methodology for the CCMR military-readiness indicator in the 2026 accountability ratings.
- **New TELPAS composite data** are available to update the methodology and

**The agency has successfully reached a data agreement with the United States Department of Defense (DoD).**

- The shift to use data from the Department of Defense has been announced with **1 year's advanced notice** before implementation with the **2026 accountability ratings**.
  - The DD Form 4 process will no longer be used as the source data in 2026 accountability.
- **Class of 2025** will receive CCMR credit on 2026 accountability using military enlistment data sourced directly from the US DoD.
  - According to TEC [§39.053](#), students may earn CCMR credit for enlisting in the Armed Forces of the United States or the Texas National Guard.

Current 12<sup>th</sup> → grade students (SY24-25) will not require a DD4.

Annual Graduates	Accountability Year	Data Source
Class of 2023	2024	DD Form 4 collection
Class of 2024	2025	DD Form 4 Collection
Class of 2025	2026	US Dept of Defense data <sup>+</sup>
Class of 2026	2027	

<sup>+</sup>Campuses will continue to have the opportunity to provide a DD Form 4 during the CCMR Verifier window should a concern arise.

# HB8 set the 2028 Refresh Requirements

**Established in 2025, 89th Leg., 2nd C.S., (H.B. 8), eff. December 4, 2025.**

(iv) students who demonstrate military readiness:

(a) through verified enlistment in the armed forces of the United States or the Texas National Guard; or

- **Fulfilled with agreement for DoD/DMDC data; no new data collection.**

(b) by achieving a passing score, set by the commissioner based on recent passing scores set by the branches of the armed forces, on the Armed Services Vocational Aptitude Battery Test and successfully completing a Junior Reserve Officer Training Corps program;

- **Need new data collection for ASVAB**
- **JROTC collection is already underway**

# HB2 created the JROTC CTE Program of Study

Established in 2025, 89th Leg., R.S., (H.B. 2), Sec. 6.05, eff. June 20, 2025.

[October 2025 CTE Newsletter](#)  
[November 2025 CTE News Blast](#)

(5) a course of study offered under a Junior Reserve Officers' Training Corps program established under 10 U.S.C. Section 2031 is considered a career and technology education program.

- JROTC is recognized as a CTE program of study in the Law and Public Service career cluster beginning with the 2025-26 school year.

[Statewide Program of Study: Law Enforcement](#)

- Completer of JROTC CTE Program of Study will serve to meet HB8:

(b)... successfully **completing** a Junior Reserve Officer Training Corps program;

# ASVAB (AFQT) Minimum Scores are established across each service branch of the military

Students that take the ASVAB exam receive multiple scores.

The **Armed Forces Qualification Test (AFQT) score** specifically determines whether the candidate is eligible for duty and/or what military branches they qualify for service.

- Each service branch of the U.S. Armed Forces and each military career has different minimum AFQT score and entry requirements.
- The AFQT score is what the military uses to determine eligibility for enlistment.
- Applicants that score in AFQT category IIIA or higher may qualify for enlistment incentives.

## **Minimum AFQT Score for HS graduates\***

**United States Army = 31**

**United States Navy = 31**

**Air/Space Forces = 31**

**Marine Corps = 31**

**Coast Guard = 36**

\*Qualifying AFQT scores change based on each Service branch's evolving needs.

Enlistment Eligibility | ASVAB: Visit an office for exact score requirements

AFQT Category	Score Range
I	93 – 99
II	65 – 92
IIIA	50 – 64
IIIB	31 – 49
IV	10 – 30
V	1 – 9

(b) by achieving a passing score, set by the commissioner based on recent passing scores set by the branches of the armed forces,

**Minimum Passing AFQT Score**

**31+**

- Districts can work directly with the Military Entrance Processing Stations (MEPs), which provide individual student test reports.
- Gather from student/MEP → Enter into SIS → Report to TEA via PEIMS
- New PEIMS Collection being added by TEA.

# Questions, thoughts, reflections?



# Feedback

- Please share your level of agreement on and any feedback related to JROTC program completion and AFQT cut scores

Please share your feedback here



# Consideration: Differential Weighting of CCMR Indicators

## Current CCMR Indicators

 <b>College Ready</b>	<ul style="list-style-type: none"><li>• Meet criteria on AP/IB exams</li><li>• Meet TSI criteria (SAT/ACT/TSIA) or complete a college prep course in reading and mathematics</li><li>• Complete dual credit course(s) or Onramps course</li><li>• Earn an associate degree</li><li>• Graduate under an advanced diploma plan and be identified as a current special education student</li></ul>
 <b>Career &amp; Military Ready</b>	<ul style="list-style-type: none"><li>• Earn an industry-based certification after completing a program of study</li><li>• Earn a Level I or Level II certificate</li><li>• Enlist in the United States Armed Forces or Texas National Guard</li><li>• Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)</li></ul>

### CCMR is measured in all 3 domains for high schools and K-12 schools:

- In Domain 1, 40% of total score is CCMR
- In Domain 2b, the scaled score for STAAR performance and CCMR are averaged
- In Domain 3, 30% of overall score comes from CCMR for all students, the high focus groups, and the 2 lowest performing race/ethnicity groups from the prior year

### CCMR data lags by one year

- Since the launch of 2023 refresh considerations, differential weighting of CCMR has been a key topic of discussion.
- Data is clear that not all CCMR indicators have equal value to students nor equal correlation to post-secondary success

# A first draft of a CCMR differential weighting proposal was shared in the April 2025 TAAG Meeting

1	2	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>• 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)</li> <li>• <b>Military Readiness</b></li> </ul>	<ul style="list-style-type: none"> <li>• Completer + IBC (Tier 2)</li> <li>• <b>Military Readiness</b></li> </ul> <p><b>OR</b></p> <p><b><u>Met Texas Success Initiative AND</u></b></p> <ul style="list-style-type: none"> <li>• Completer + IBC (Tier 3)</li> <li>• SPED Advanced Diploma</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><u>IEP and Workforce Ready AND</u></b></p> <ul style="list-style-type: none"> <li>• Completer + IBC (Tier 3)</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> <li>• <b>Military Readiness</b></li> </ul> <p><b>OR</b></p> <p><b><u>Met Texas Success Initiative AND</u></b></p> <ul style="list-style-type: none"> <li>• Completer + IBC (Tier 2)</li> <li>• AP/IB (1 course exam in ELAR <u>and</u> Math <u>or</u> 5 course exams in any subject)</li> <li>• OnRamps (a total of 15 college credit hours in any subject, <b>including</b> 3 college credit hours in ELAR <u>and</u> 3 college credit hours Math)</li> <li>• Dual Credit (a total of 15 college credit hours in any subject, <b>including</b> 3 college credit hours in ELAR <u>and</u> 3 college credit hours Math)</li> </ul>
Count of students in Category 1 or 2 or 3	Count of students in Category 2 or 3	Count of students in Category 3
+		
+		
=		
3		

## TAAG Feedback in April 2025:

- Support for proposed scoring methodology similar to that used in Domain 1 Academic Achievement
- Support for raising achievement levels to increase long-term opportunities for students
- Concerns about the correlation strength of indicators' predictability of college enrollment and persistence

# In the preliminary framework, a two-phase approach to differential weighting of CCMR indicators was proposed

## Implement weighting of IBCs through 5% cap

*(Proposed Change):*

**CCMR is differentially weighted within the IBC indicator** such that the percentage of graduates meeting CCMR criteria only via a Tier 3 IBC is limited to five graduates, or 5 percent of graduates, whichever is higher.

## Implementation of full weighting with the 2033 Refresh

Based on program area and stakeholder input, the agency has proposed a methodology and modeled the impact of a full CCMR framework update including weighted indicators to differentiate across and within measures of CCMR. The agency is continuing to evaluate the proposal against college enrollment and persistence data to solidify the proposed differential weighting.

Implementation of a full CCMR framework update that creates more consistency of the college-readiness standard is proposed to begin with the 2028-2029 freshman cohort (Class of 2032); to be fully implemented with the 2033 Accountability Refresh.

This proposal was believed to:

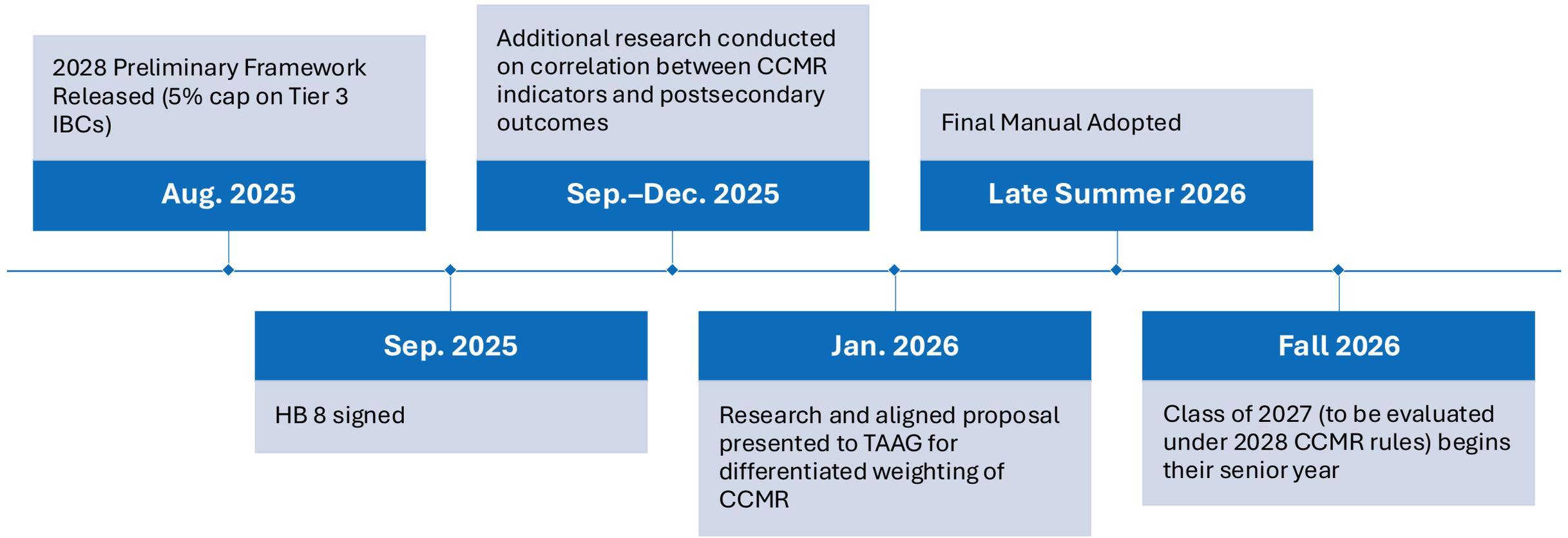
- 1) Increase rigor of CCMR indicators through 5% cap on tier 3 IBCs
- 2) Allow for additional time for evaluation of indicators' predictability of college enrollment and persistence
- 3) With commitment of 2033 CCMR Framework release in fall of 2026, allow LEAs to make any programmatic shifts necessary

***The agency shall study the college, career, and military readiness indicators adopted under Subsection (c) to determine the correlation of each indicator with postsecondary success, including the correlation of industry certifications with wages and available job. The value assigned to each indicator must be:***

- *based on the strength of the indicator's correlation with successful outcomes*

Additional research has been conducted internally, and external studies have been leveraged to more thoroughly understand correlations of CCMR indicators with postsecondary success.

# The timeline of differentiated weighting of CCMR decisions and publications



# Based on research, the agency has a proposal for differential weighting of CCMR indicators

The agency believes that the initial framework meets the requirements of House Bill 8

- 5% cap on the percent of students that can earn CCMR through a Tier 3 IBC
- Ongoing research to *determine the correlation of each indicator with postsecondary success*

Based on initial analysis, the agency has a framework for differential weighting of CCMR indicators and

- Seek TAAG feedback on the proposal and methodology
- Seek TAAG feedback on the best approach for 2028, based on the strength of the differential weighting proposal

## Today, we will...





# Preliminary Framework CCMR Proposal

# CCMR: Feedback Received and Considerations

## Feedback Received Since the 2023 A-F Refresh

- College, Career, and Military Indicators should more accurately reflect a graduate's ability to succeed in postsecondary education, successfully enlist and maintain enlistment in the military, or earn a living wage
- Our A-F Accountability System CCMR scoring should be weighted to incentivize school systems better preparing students for postsecondary success

## Responsive Considerations for 2028

TAAG has considered two approaches to weight CCMR indicators:

### Weighting across indicators

Meet the criteria of  
3 or higher on AP or  
4 or higher on IB  
examinations in any  
subject

vs

Earn level I  
or level II  
certificate

### Weighting within indicators

AP/IB (1 course exam in any subject\*)

AP/IB (1 course exam in ELAR or Math or 3 course exams  
in any subject)

AP/IB (1 course exam in ELAR and Math or 5 course exams  
in any subject)

# Preliminary framework included within indicator weighting for CCMR, by proposing a cap on Tier 3 IBCs

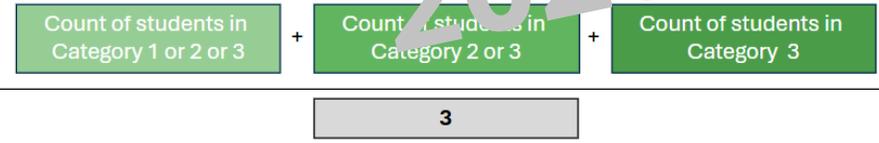
The preliminary framework proposed full implementation of a weighted CCMR methodology to occur in **2033 accountability for the Class of 2032** to allow LEAs ample time to adjust programming and partnerships.

The 2032 cohort will begin high school in the 2028-2029 school year. Current 6th graders in 2025-2026.

Our goal was to propose the weighted CCMR methodology for 2033 with the 2028 accountability manual (Fall 2026–27) **2 years before the cohort starts high school.**

## Consideration of Across-indicator CCMR Weighting

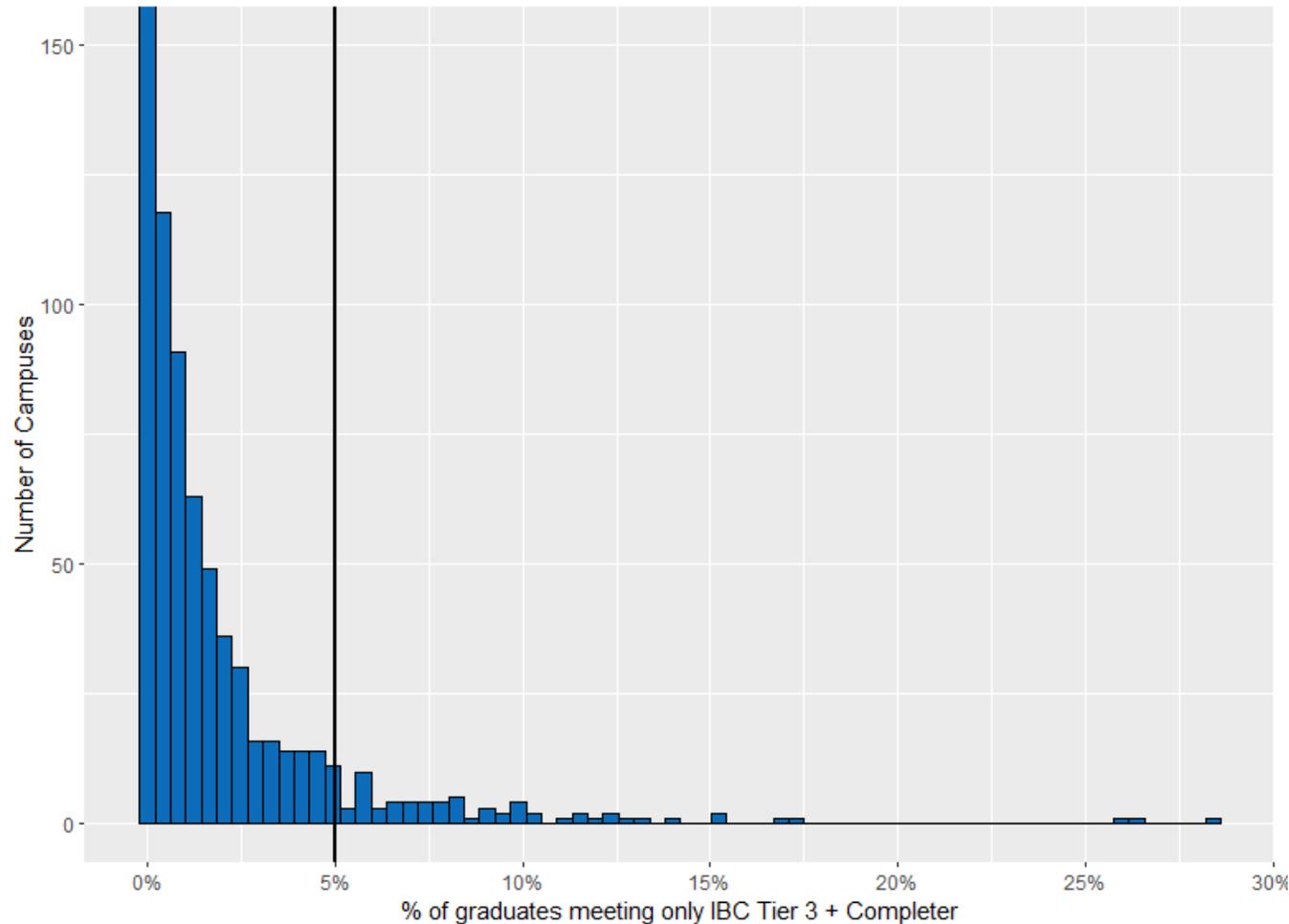
1	2	3
<ul style="list-style-type: none"> <li>• TSI (Meets ACT, SAT, TSIA, or CP)</li> <li>• Completer + IBC (Tier 3)</li> <li>• SPED Advanced Diploma</li> <li>• IEP and Workforce Ready</li> <li>• Military Enlistment</li> <li>• AP/IB (1 course exam in any subject)</li> <li>• OnRamps (3 college credit hours in any subject*)</li> <li>• Dual Credit (3 college credit hours in ELAR or Math or 9 college credit hours in any subject)</li> </ul>	<ul style="list-style-type: none"> <li>• Completer + IBC (Tier 3)</li> <li><u>Met Texas Success Initiative AND</u></li> <li>• Completer + IBC (Tier 3)</li> <li>• SPED Advanced Diploma</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> <li><u>IEP and Workforce Ready AND</u></li> <li>• Completer + IBC (Tier 3)</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><u>Meets Success Initiative AND</u></p> <ul style="list-style-type: none"> <li>• Completer + IBC (Tier 3)</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, <b>including</b> 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, <b>including</b> 3 college credit hours in ELAR and 3 college credit hours Math)</li> </ul>



The preliminary proposal included differential weighting of IBCs, applied such that the percentage of graduates meeting CCMR criteria only via a Tier 3 IBC is limited to five graduates, or 5 percent of graduates, whichever is higher.



Distribution of 2024 graduates meeting only IBC Tier + Complete for CCMR Credit by Campus



Across the state, **less than 1%** of students that met CCMR requirements did so exclusively with a preliminary Tier 3 IBC.

**Only 67 campuses had more than 5%** of graduates who only achieved CCMR through a proposed Tier 3 IBC, where the **average drop in CCMR component score would be 4.4%** under proposed methodology.



# Updated 2028 Framework CCMR Proposal

# Two large research studies have been conducted to more thoroughly understand the value of CCMR indicators

Research Study	Internal Study*	External Study
Key Areas of Focus	<ul style="list-style-type: none"> <li>• Value of college readiness indicators as measured by                             <ul style="list-style-type: none"> <li>○ 1st year college GPA</li> <li>○ 2nd year persistence</li> </ul> </li> <li>• Value of career readiness indicators as measured by                             <ul style="list-style-type: none"> <li>○ First year wages</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Value of college readiness indicators as measured by                             <ul style="list-style-type: none"> <li>○ Direct to college enrollment, persistence, and need for developmental education</li> <li>○ Degree completion with 6 years of HS graduation</li> </ul> </li> <li>• Value of career readiness indicators as measured by                             <ul style="list-style-type: none"> <li>○ Wages 6 years post HS graduation</li> </ul> </li> </ul>

\*CCMP and Analytics Team’s access to student level data allows for differentiated analysis by course type and completed credits for Dual Credit & OnRamps, allowing differentiated analysis by subject and number of passed AP/IB courses

# Using both internal and external data, a new differential weighting system for CCMR in Texas is proposed

Approaches	Meets	Masters
<ul style="list-style-type: none"> <li>• <b>Met TSI</b> using                             <ul style="list-style-type: none"> <li>• an approved College Prep Course</li> </ul>                             OR                         </li> <li>• <b>Potential for college credit</b> (any subject)                             <ul style="list-style-type: none"> <li>• 1 AP/IB passed exam, or</li> <li>• 3 hours On Ramps, or</li> <li>• 3 hours Dual Credit</li> </ul>                             OR                         </li> <li>• Earn Tier 3 IBC and CTE Completer</li> <li>OR</li> <li>• Workforce Ready IEP Diploma</li> <li>OR</li> <li>• JROTC Completion and 31-49 (Category IIIB AFQT)</li> </ul> <p>Note: TSI criteria must be met in <u>both</u> Math and RLA for CCMR, and if either Math or Reading <b>TSI criteria is met using a CPC, CCMR is Approaches.</b></p>	<ul style="list-style-type: none"> <li>• <b>Met TSI</b> using                             <ul style="list-style-type: none"> <li>• SAT or ACT or TSIA</li> </ul>                             OR                         </li> <li>• Earn Tier 2 IBC and CTE Completer</li> <li>OR</li> <li>• SPED Advanced Diploma</li> <li>OR</li> <li>• JROTC Completion and 50-64 (Category IIIA AFQT)</li> </ul> <p>Note: TSI criteria must be met in <u>both</u> Math and RLA for CCMR, and if <b>TSI criteria is a combination of SAT, ACT, or TSIA scores, CCMR is Meets or Masters.</b></p>	<ul style="list-style-type: none"> <li>• Associate Degree</li> <li>OR</li> <li>• <b>Met TSI using SAT/ACT/TSIA and potential for college credit</b> (any subject)                             <ul style="list-style-type: none"> <li>• 1 AP/IB passed exam, or</li> <li>• 3 hours On Ramps, or</li> <li>• 3 hours Dual Credit</li> </ul>                             OR                         </li> <li>• Earn Level I or Level II Certificate</li> <li>OR</li> <li>• Earn Tier 1 IBC and CTE Completer</li> <li>OR</li> <li>• Military Enlistment</li> <li>OR</li> <li>• JROTC Completion and 65+ (Category II AFQT)</li> </ul>

# Summary of Research on Indicators

# Initial proposal included distinctions for credit hours earned, which demonstrated limited correlation to post-secondary outcomes

Indicator	Initially proposed within-indicator weighting	Average 1st year GPA	2nd year persistence
On Ramps	On Ramps (3 college credit hours in any subject)	2.86	87%
	On Ramps (3 college credit hours in ELAR or Math or 9 college credit hours in any subject)	3.18	91%
	On Ramps (a total of 15 college credit hours in any subject, including 3 college credit hours in ELAR and 3 college credit hours Math)	3.28	93%
Dual Credit	Dual Credit (3 college credit hours in ELAR or Math or 9 college credit hours in any subject)	2.84	84%
	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)	2.99	88%
AP/IB	AP/IB (1 course exam in any subject)	2.76	83%
	AP/IB (1 course exam in ELAR or Math or 3 course exams in any subject)	3.10	91%
	AP/IB (1 course exam in ELAR and Math or 5 course exams in any subject)	3.53	96%

# A stronger predictor of post-secondary success is TSI + college credit, independent of the volume of college credits earned

Indicator	Initially proposed within-indicator weighting	Average 1st year GPA (No TSI Met)	2nd year persistence (No TSI Met)	Average 1st year GPA (+TSI Met)	2nd year persistence (+TSI Met)
On Ramps	On Ramps (3 college credit hours in any subject)	2.65	75%	3.17	91%
Dual Credit	Dual Credit (3 hours any subject)	2.41	73%	2.97	87%
	Dual Credit (3 college credit hours in ELAR or Math or 9 college credit hours in any subject)	2.48	76%	3.00	88%
	Dual Credit (a total of 15 college credit hours in any subject, <b>including</b> 3 college credit hours in ELAR <u>and</u> 3 college credit hours Math)	2.50	76%	3.00	88%
AP/IB	AP/IB (1 course exam in any subject)	2.41	75%	3.17	91%

# Comparative value of college readiness indicators

Readiness Level	Indicator	Internal Study (TSI in/excluded as noted)		External Study (TSI not in/excluded)	
		1st year GPA	2nd year persistence	College Enrollment	Degree or Credential Completion
<b>Masters</b>	On Ramps +TSI ○ 3 college credit hours in any subject	3.17	91%		
	AP/IB +TSI ○ 1 course exam in any subject	<u>3.17</u>	91%		
	Dual Credit +TSI ○ 3 hours in any subject	<u>2.97</u>	87%		
	Associate's Degree	<u>2.91</u>	86%	10% more likely	100%
<b>Meets</b>	TSI Math and Reading (ACT, SAT, or TSIA)	<u>2.96</u>	87%	SAT/ACT- 17% more likely	SAT/ACT- 14% more likely
<b>Approaches</b>	On Ramps ○ 3 college credit hours in any subject	2.65	75%	6% more likely	5% more likely
	AP/IB ○ 1 course exam in any subject	<u>2.41</u>	75%		
	Dual Credit ○ 3 hours in any subject	<u>2.41</u>	73%	11% more likely	5% more likely
	Met TSI: College Prep Courses*	2.25	65%	3% less likely	5% less likely

\*data reflective of students that completed agency approved ELAR CPC + ACT/SAT/TSIA math.

# Comparative value of career readiness indicators

Readiness Level	Indicator	Internal Study	External Study		
		Average change in 1st year wages	Self-sustaining wage 6 years after HS grad	Family-sustaining wage 6 years after HS grad	Estimated difference in salary, 6 years post HS
Masters	Tier I IBCs with CTE Completer	<u>+6,922</u>			
	Level I or II Certificate	<u>+\$5,702</u>	4% more likely	6% more likely	\$4,507
Meets	Tier II IBCs with CTE Completer	<u>+\$2,184</u>			
	SPED Advanced Diploma	<u>+\$1,529</u>			-\$179
Approaches	Tier III IBC	<u>\$+1,554</u>			
	Workforce Ready IEP	<u>-\$646</u>	Effect not statistically significant	Effect not statistically significant	\$-857

As data are not yet available for military readiness indicators, weighting recommendation reflects national trends

Readiness Level	Indicator	Alignment to Florida CCMR Requirements	Alignment to Mississippi CCMR Requirements	Alignment to Wyoming CCMR Requirements	Alignment to Virginia CCMR Requirements
<b>Masters</b>	JROTC Completion and 65+ (Category II AFQT)	65+ is requirement for CCMR credit	Weighted score = .75		Weighted score = 1
<b>Meets</b>	JROTC Completion and 50-64 (Category IIIA AFQT)		Weighted score = .50		Weighted score = .75
<b>Approaches</b>	JROTC Completion and 31-49 (Category IIIB AFQT)		Weighted score = .25	45+ is requirement for CCMR credit	Weighted score = .25

Minimum Score: Georgia, Illinois, New Mexico, North Dakota, South Dakota = 31

# TAAG Feedback Requested: In current proposal, college preparatory courses are not reflected in "meets"

## Proposal

### Approaches

- **Met TSI** using
  - an approved College Prep Course

OR

- **Potential for college credit** (any subject)
  - 1 AP/IB passed exam, or
  - 3 hours On Ramps, or
  - 3 hours Dual Credit

### Meets

- **Met TSI** using
  - SAT or ACT or TSIA

TSI using a CPC only earn Approaches in current proposal

## TAAG Feedback Requested:

### Meets

- **Met TSI** using
  - SAT or ACT or TSIA

OR

- **Met TSI** using a CPC **and** potential for college credit (RLA/Math only)
  - 1 AP/IB passed exam, or
  - 3 hours On Ramps, or
  - 3 hours Dual Credit

### Internal feedback:

- Potential need to include achieving TSI through College Prep Courses in "Meets", given upcoming shifts to CPC options and aligned outcomes
- Concern not including TSI with CPC and potential for college credit is short-sighted, as data landscape is changing quickly

Using combination of achieving TSI through a combination of College Prep Courses and SAT/ACT/TSI, data show

- Comparable correlation for potential credit earned for AP/IB only, when potential credit earned in RLA/Math but with very small sample sizes
- Weaker correlations when potential college credit earned through OnRamps and Dual Credit, even with potential credit earned in RLA/Math

*There is insufficient sample size to evaluate approved CPCs in RLA*

Readiness Level	Indicator	Internal Study (TSI in/excluded as noted)		External Study (TSI not in/excluded)	
		1st year GPA	2nd year persistence	College Enrollment	Degree or Credential Completion
<b>Masters</b>	On Ramps +TSI (SAT/ACT/TSIA) ○ 3 hours On Ramps (RLA/Math only)	3.27	92%		
	AP/IB +TSI (SAT/ACT/TSIA) ○ 1 course exam (RLA/Math only)	3.34	93%		
	Dual Credit +TSI (SAT/ACT/TSIA) ○ 3 hours Dual Credit (RLA/Math only)	3.03	88%		
	Associate's Degree	<u>2.91</u>	86%	10% more likely	100%
<b>Meets</b>	TSI Math and Reading (ACT, SAT, or TSIA)	<u>2.96</u>	87%	SAT/ACT- 17% more likely	SAT/ACT- 14% more likely
	AP/IB + TSI (ACT/SAT/TSIA/CPC) ○ 1 course exam (RLA/Math only)*	3.21	96%		
	On Ramps + TSI (ACT/SAT/TSIA/CPC) ○ 3 hours On Ramps (RLA/Math only)*	2.66	82%		
	Dual Credit + TSI (ACT/SAT/TSIA/CPC) ○ 3 hours Dual Credit (RLA/Math only)	2.43	74%		
<b>Approaches</b>	On Ramps ○ 3 hours On Ramps (RLA/Math only)	2.78	85%	6% more likely	5% more likely
	AP/IB ○ 1 course exam (RLA/Math only)	2.73	83%		
	Dual Credit ○ 3 hours Dual Credit (RLA/Math only)	2.52	77%	11% more likely	5% more likely
	Met TSI: College Prep Courses	2.25	65%	3% less likely	5% less likely

Comparative value of college readiness indicators

- Requires potential college credit to be earned in math or reading
- Data for students that met TSI with College Prep Course indicates a combination of any CPC (RLA) and SAT/ACT/TSIA (Math), as sample sizes for approved CPCs were too small to include

\*less than 50 students statewide reflected in data

# TAAG Feedback Requested: There are two options for how CCMR ratings can be calculated based on the proposed differential weighting



Option	Approaches	Meets	Masters
Option 1:  <u>Total Points Earned</u> Total number of CCMR graduates	Points assigned = .33	Points assigned = .67	Points assigned = 1
Option 2:  <u>Total Points Earned</u> 3x Total number of CCMR graduates  <i>(Domain 1 model)</i>	Points assigned = 1	Points assigned = 2	Points assigned = 3

# Recap: Decision Points for TAAG today

- **Is the proposed differential weighting of CCMR indicators grounded in evidence and clear connections to post-secondary outcomes?**
  - Addition of TSI earned through College Prep Courses to “Meets”
  - Calculation methodology
  - Values assigned to various indicators based on evidence provided
  
- **Is differential weighting proposal strong enough for 2028 implementation?**

# Questions, thoughts, or reflections?



# Feedback Requested

- Please share your level of agreement on
  - Addition of college prep (with RLA/Math college credit) into meets
  - The proposed options for scoring
  - Strength of updated proposal for inclusion in 2028 Refresh

[Please share your feedback here](#)



# Closing and Next Steps

thank  
you

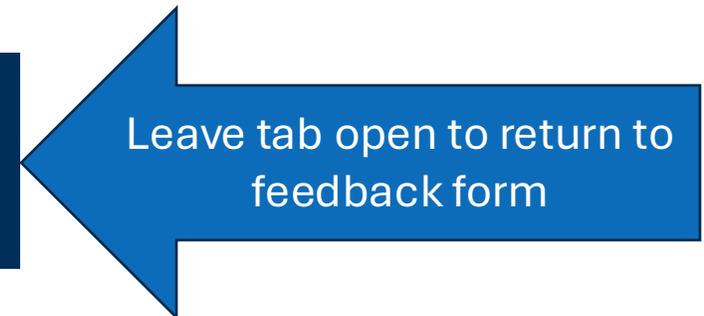
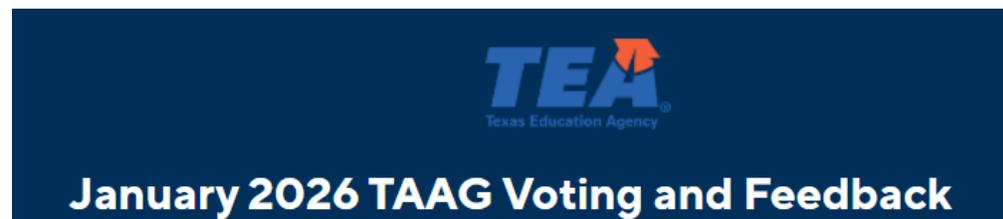
Questions?



# Feedback Form

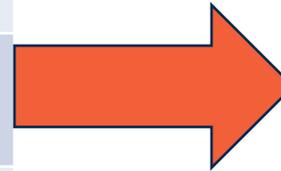
- Please share your feedback on your experience on TAAG, meeting logistics, and meeting facilitation

Please share your feedback here



# Upcoming TAAG Meetings

Meeting date and time	Zoom Registration
December 15th 9am-11:30am	<a href="#">Zoom Registration- Dec</a>
January 12th 9am-11:30am	<a href="#">Zoom Registration- Jan</a>
February 17th 9am-11:30am	<a href="#">Zoom Registration- Feb</a>



**February topics:**

- NAEP Alignment (HB 8)
- Cut and Scale Scores

## Next Steps:

- Minutes from today's meeting and a final copy of the slide deck will be sent out for your review by January 19, 2026
  - **Please review and send feedback on accuracy and clarity**
- Materials will be posted on the [Accountability System Development](#) page by January 30th



# Thank you

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

Phone: 512.463.9704

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



# Appendix

# A student earning an associate's while in high school has strong correlation to both college and career post-secondary outcomes

## External Study

### College-Readiness

- **Persist:** 26% more likely to demonstrate one-year persistence in higher education
- **Graduate:** 16% more likely to earn a bachelor's degree

### Career-Readiness

- **Post-Grad Salaries:** AS earners have the highest salaries of any indicator 6 years post-graduation.

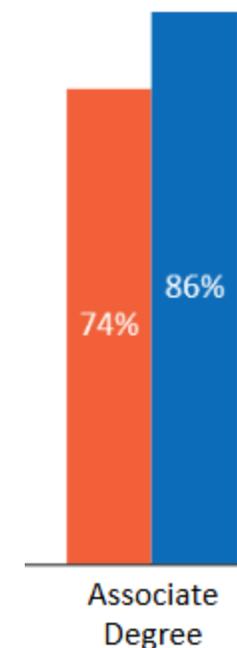
## Earned Associate's Degree

### Internal Study

Avg. 1st Year GPA



Persistence to Year 2



No  
Yes

# The value of Dual Credit is dependent on the number and types of credits a student earns

## External Study

### Persist & Graduate (15 Dual Credit Hours):

- Data is clear that 15 dual credit hours has more positive impact on student persistence and degree achievement than 3 credit hours
  - 25% more likely to persist in higher education
  - 40% more likely to complete a degree or credential

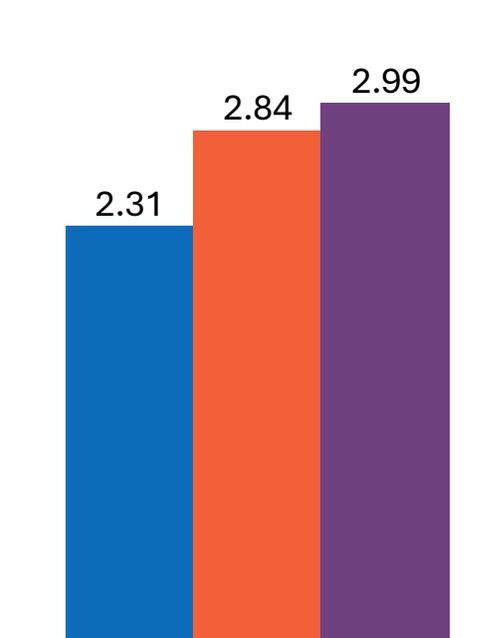
### Persist & Graduate (3 Dual Credit Hours):

- Math has a somewhat stronger positive correlation
  - 13% more likely to persist in college
  - 24% more likely to complete degree or credential within 6 years
- Reading also has a somewhat strong positive correlation
  - 13% more likely to persist in college
  - 20% more likely to complete degree or credential within 6 years

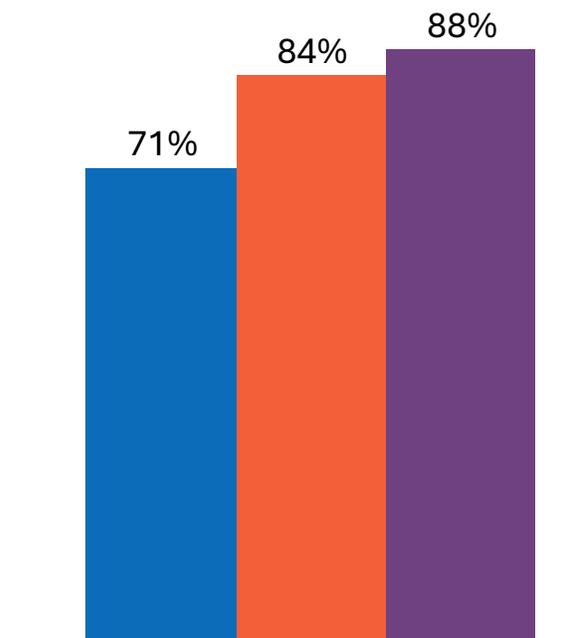
## Internal Study

### Higher Requirements for Dual Credit are Associated with Higher GPAs and Persistence

#### Avg. 1st Year GPA



#### Persistence to Year 2



No Dual Credit

3 college credit hours in ELAR or Math or 9 college credit hours in any subject

15 college credit hours in any subject, **including** 3 college credit hours in ELAR **and** 3 college credit hours Math

# Students that meet the TSI exemption via assessment, rather than college prep courses, are more likely to succeed in post-secondary education

## External Study (all CPCs)

### ACT or SAT

- **Enroll:** 17% more likely to enroll
- **Graduate:** 22% more likely to complete Bachelor's within 6 years

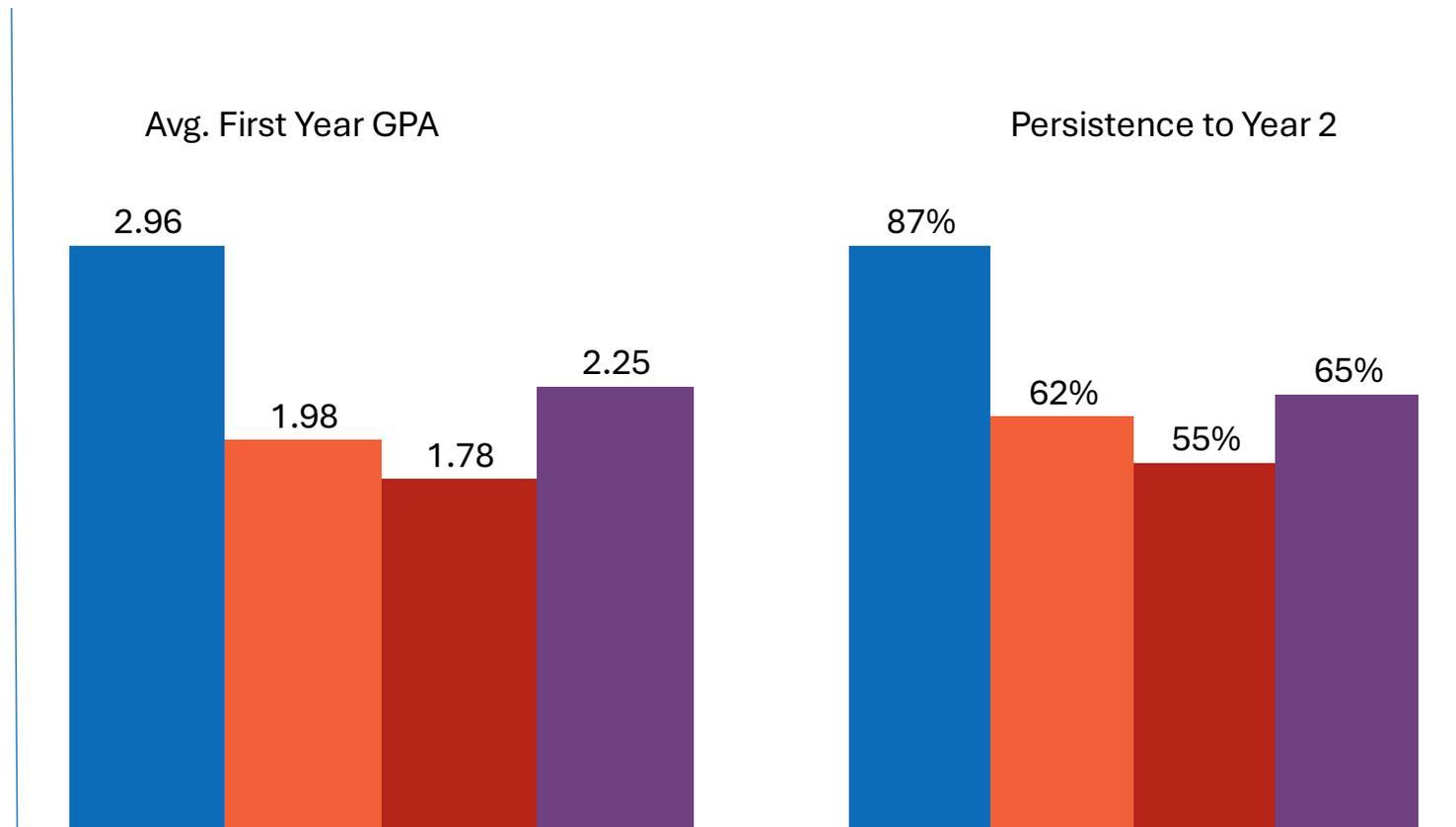
### TSIA

- **Enroll:** 29% more likely to enroll
- **Graduate:** 12% more likely to complete Bachelor's within 6 years

### College Prep Courses

- **Enroll:** 8% less likely to persist in college
- **Graduate:** 5% less likely to complete degree or credential within 6 years

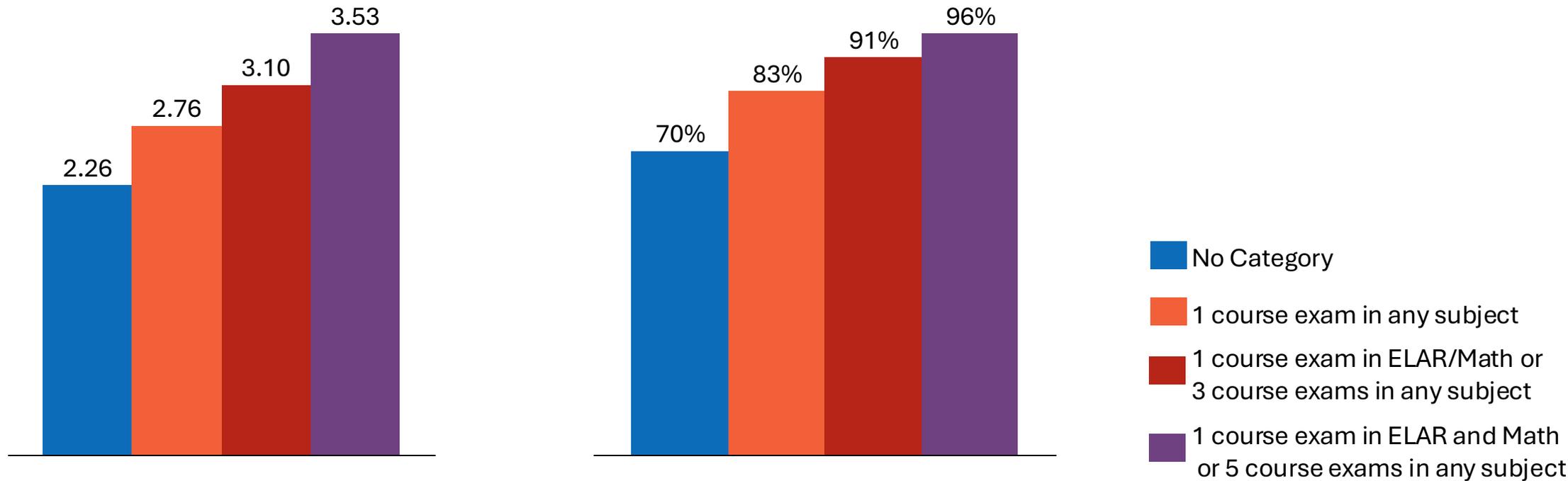
## Internal Study



# Passing scores on AP/IB exams has positive correlation, which increases with additional assessments passed

## Internal Study

### Higher Requirements for AP/IB are Associated with Higher GPAs and Persistence



# The value of On Ramps is dependent on the number and types of credits a student earns

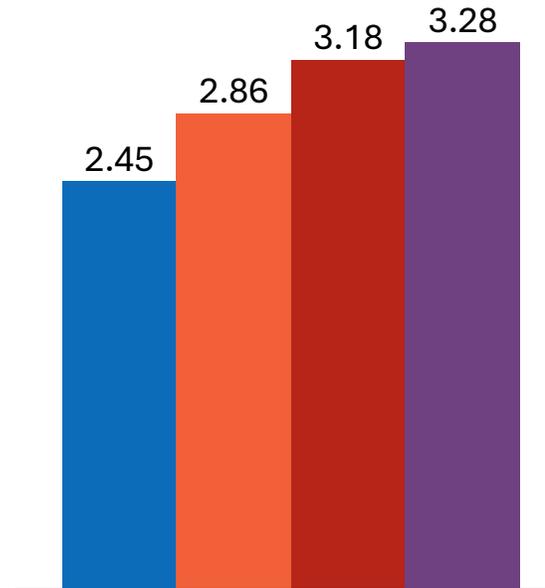
## External Study

- **Persist:** 6% more likely to persist to enroll and persist in college
- **Graduate:** 5% more likely to complete degree or credential within 6 years

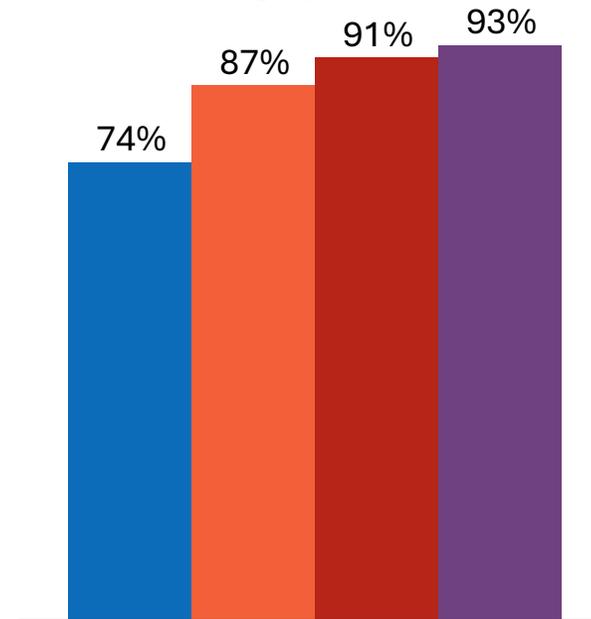
## Internal Study

### Higher Requirements for OnRamps is Associated with Higher GPAs and Persistence

Average 1<sup>st</sup> Year GPA by OnRamps Category Requirements



2<sup>nd</sup> Year Persistence by OnRamps Category Requirements



- No Category
- 3 credit hours
- 3 credit hours in ELA or Math or 9 credit hours any subject
- 15 credit hours with 3 in Math and 3 in ELAR

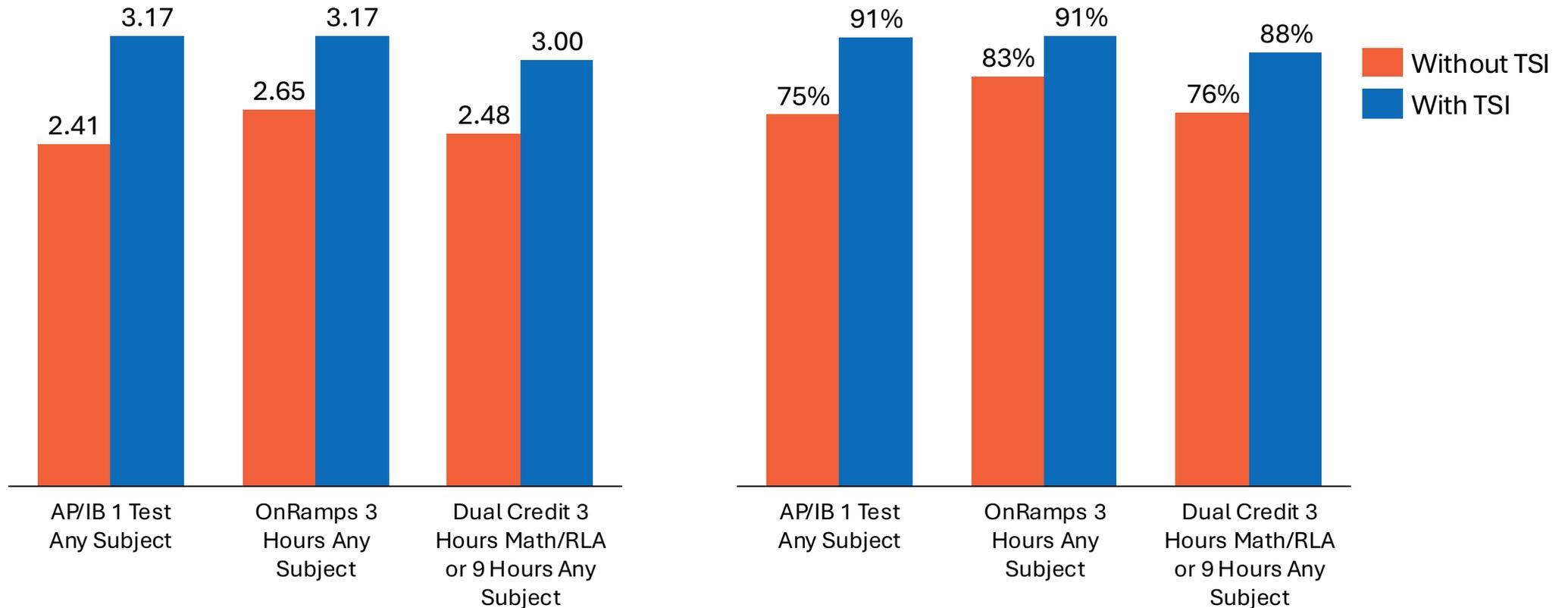
# GPA and Persistence are Higher for AP/IB, OnRamps, and Dual Credit + TSI

## Internal Study

### Average GPA With and Without Meeting TSI for AP/IB, OnRamps, and Dual Credit

### Persistence Rate With and Without Meeting TSI for AP/IB, OnRamps, and Dual Credit

AP/IB has the largest jump, while Dual Credit has the lowest outcomes of the +TSI indicators



Students may or may not have met the TSI exemption

Postsecondary outcomes data come from THECB reports CBM00S and CBM001/0C1, as well as TWC wage data. AP/IB covers 2020 to 2022 graduates, OnRamps includes 2021 and 2022 graduates, and Dual Credit includes 2017 to 2022 graduates.

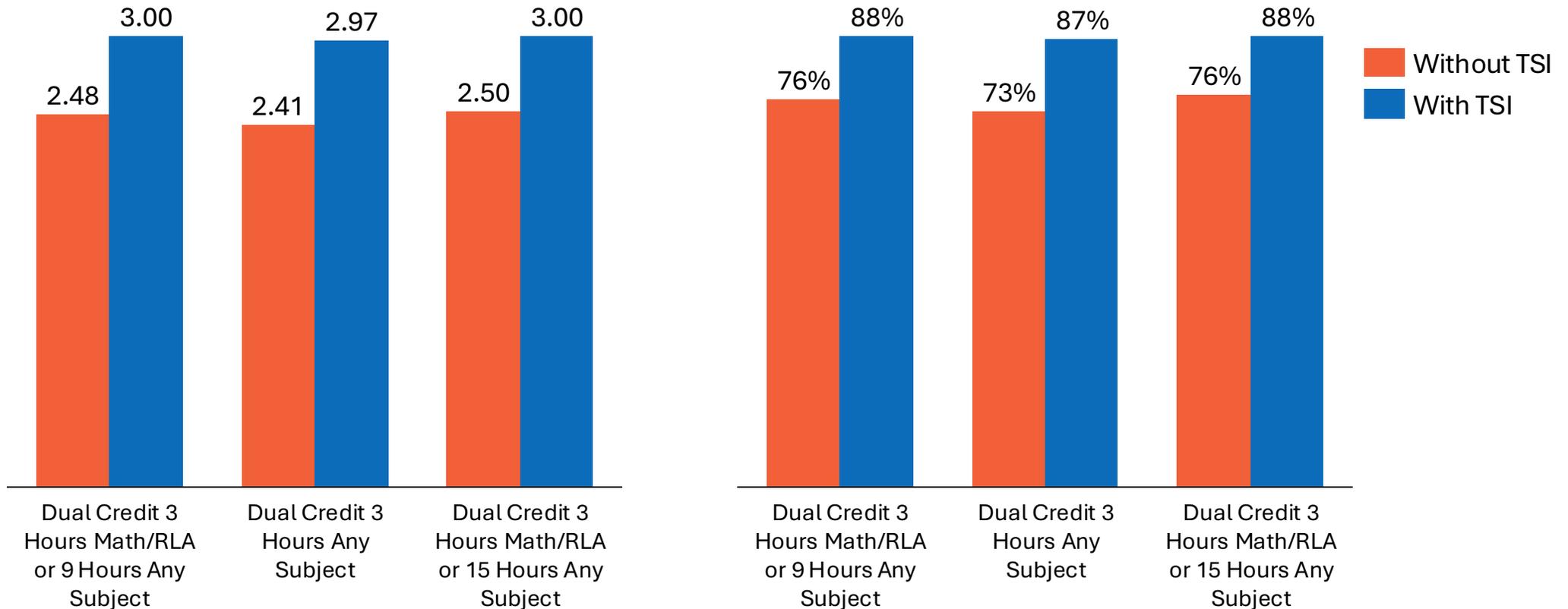
# Variations of Dual Credit

## Internal Study

Average GPA With and Without Meeting TSI For Dual Credit Variations

Persistence Rate With and Without Meeting TSI for Dual Credit Variations

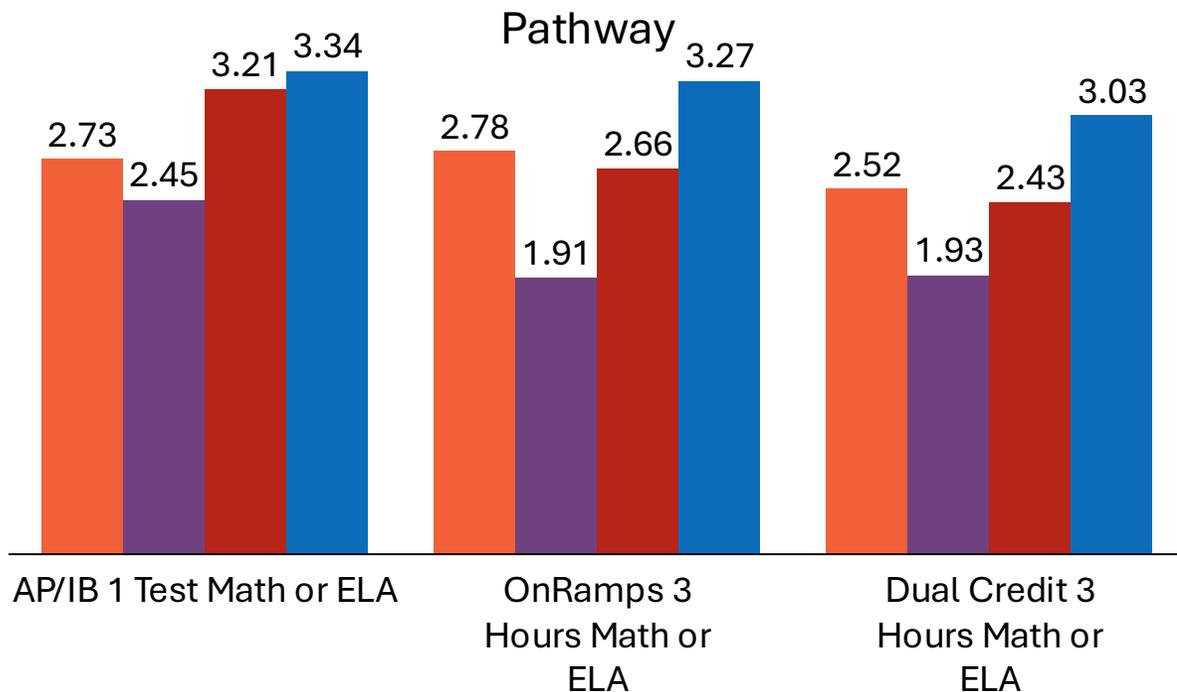
We do not see much difference in college outcomes for different versions of Dual Credit + TSI



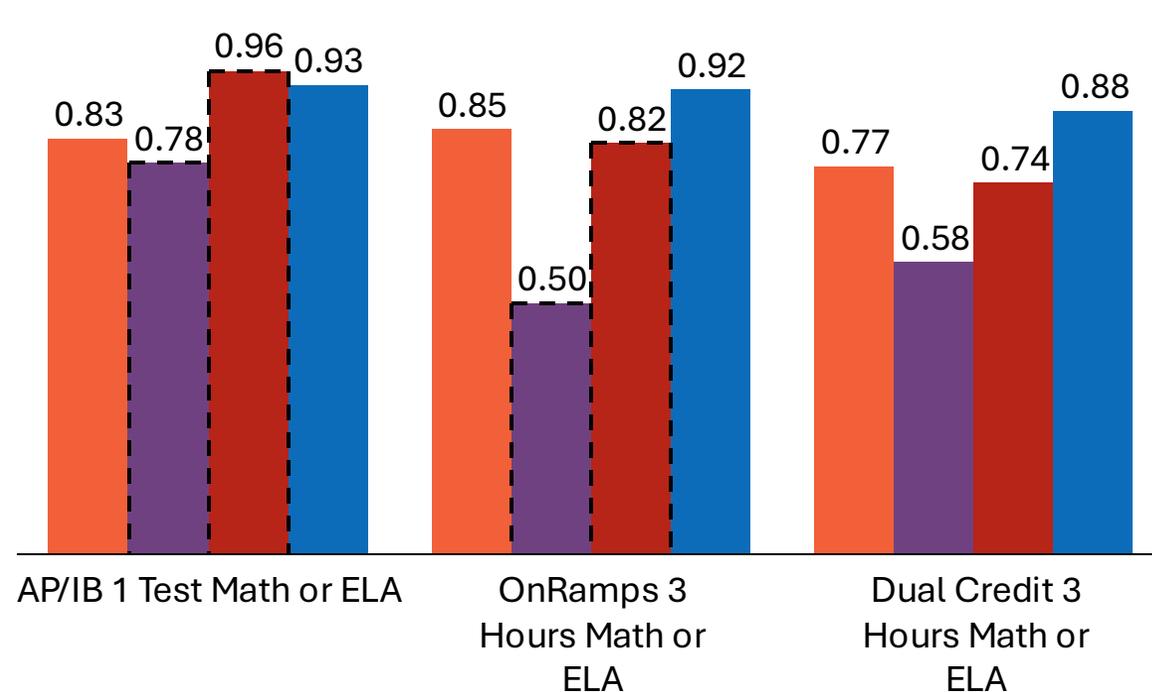
# Students Who Earned College Credit and Met TSI Through ELA College Prep Have Better Outcomes Than All College Prep



### Average GPA by College Credit Earned and TSI



### Persistence by College Credit Earned and TSI Pathway



■ Without TSI 
 ■ With TSI, All College Prep 
 ■ With TSI ELA CP, Math Test 
 ■ With TSI, SAT/ACT/TSIA 
 -- Less than 50 students

Sample sizes for approved ELA College Prep were too small to include (between 0 and 48 students). Even including all ELA CP students leads to very small sample sizes in AP/IB and OnRamps groups.

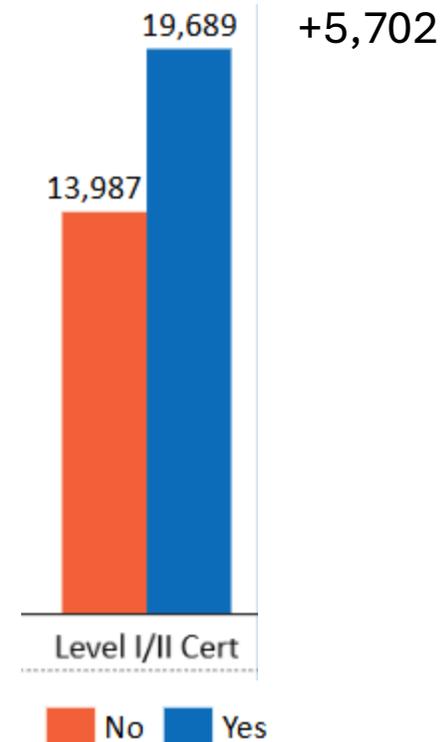
# A student earning a Level I or II Certificate has strong correlation to a student making a livable wage

## External Study

- Additional \$4507 salary 6 years post-graduation

## Internal Study

Average First Year Real Wages (2024 Q4 dollars) by CCMR Indicator and Status, 2019-20 to 2022-23

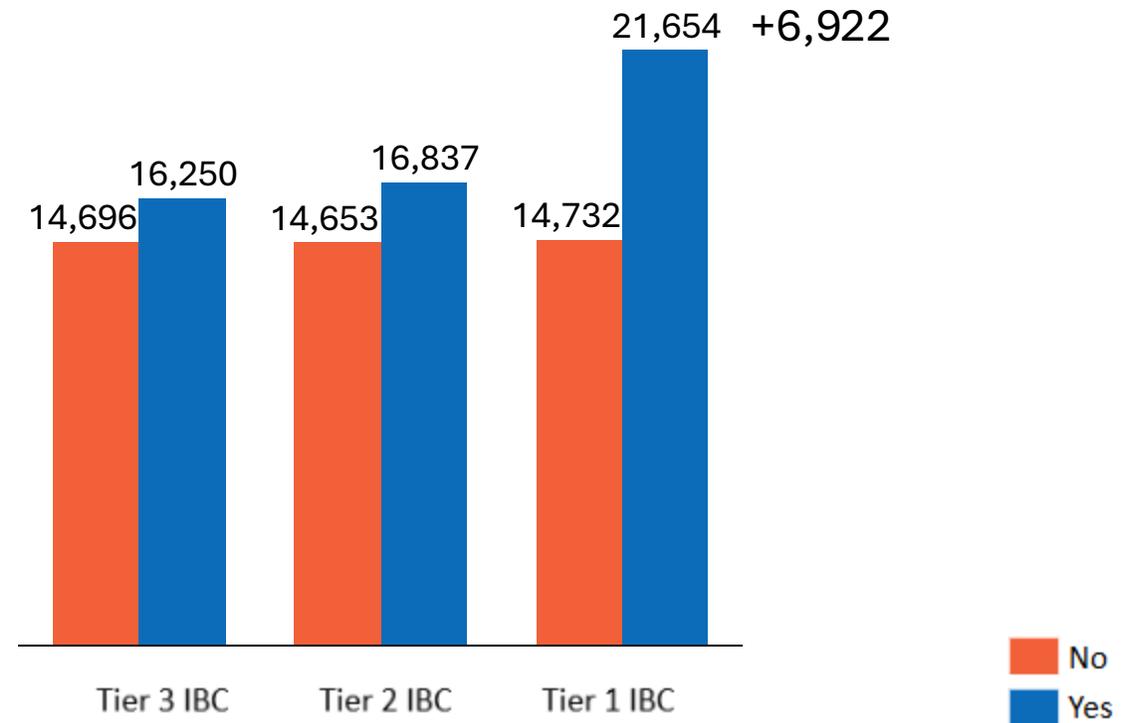


## External Study

- Additional \$2,580 6 years post-graduation (all tiers)

## Internal Study

Average First Year Wages by Tier of IBC Earned, plus Program of Study Completion



# For special education graduates, an Advanced Diploma is associated with higher first year wages.

## External Study

- \$179 fewer earnings 6 years after higher school for graduates with Advanced IEP Diplomas
- \$857 fewer earnings after high school for graduates with Workforce Ready IEP

## Internal Study

