Campus Accountability – By Campus Type

	Domain I Student Achievement	Domain II-A Academic Growth	Domain II-B Relative Performance (for non-AEAs, evaluated based on campus Fall 2024 Snapshot %EcoDis)	Domain III Closing the Gaps
Elementary | Middle Schools	STAAR Performance 100%	STAAR Academic Growth 100%	STAAR Performance 100%	Best of Domain I OR Domain II-A OR Domain II-B Academic Achievement 30% Academic Growth 50% EL Proficiency 10% STAAR Performance 10%
High Schools | K-12 with CCMR	STAAR Performance 40% CCMR 40% Grad Rate 20%	STAAR Academic Growth 100%	STAAR Performance 50% CCMR 50%	Best of Domain I OR Domain II-A OR Domain II-B Academic Achievement 50% 4-Yr Fed Grad Rate 10% EL Proficiency 10% Fed CCMR 30%
High Schools | K-12 without CCMR	STAAR Performance 100%	STAAR Academic Growth 100%	STAAR Performance 100%	Best of Domain I OR Domain II-A OR Domain II-B Academic Achievement 50% Academic Growth 10% EL Proficiency 10% STAAR Performance 30%
AEA Campuses with CCMR	STAAR Performance 40% AEA CCMR 40% AEA Grad Rate 20%	STAAR Academic Growth 100%	STAAR EOC Retesters Success 100%	Best of Domain I OR Domain II-A OR Domain II-B Academic Achievement 50% 4-Yr Fed Grad Rate 10% EL Proficiency 10% Fed CCMR 30%
AEA Campuses without CCMR	STAAR Performance 100%	STAAR Academic Growth 100%	STAAR EOC Retesters Success 100%	Best of Domain I OR Domain II-A OR Domain II-B Academic Achievement 50% Academic Growth 10% EL Proficiency 10% STAAR Performance 30%

Scale Scores: In order to align letter grades and scores used in the A–F academic accountability system to the common conception of letter grades, campus raw domain and component scores are converted to "scale scores". Scale score conversions differ by campus type, as specified in the 2025 Accountability Manual.

© lead4ward, llc 2025

2025 accountability system

[italics indicate a change from the 2024 accountability system]

STAAR Performance: AVERAGE of 3 Pass Rates on STAAR and STAAR Alt 2 [MSC = 10 tests across all subjects]

$$\frac{\text{\% of Tests Scoring } \textbf{Approaches Grade Level or Above} \text{ on STAAR or } \textbf{Level II Satisfactory or Above} \text{ on STAAR Alt 2} + \text{\% of Tests Scoring } \textbf{Meets Grade Level or Above} \text{ on STAAR or } \textbf{Level II Satisfactory or Above} \text{ on STAAR Alt 2} + \text{\% of Tests Scoring } \textbf{Masters Grade Level} \text{ on STAAR or } \textbf{Level III Accomplished} \text{ on STAAR Alt 2}}{3}$$

Methodology Rules

1. Accountability subset applies to any test result used
2. For EOCs, TEA uses best result from Summer 2024, Fall 2024, Spring 2025
3. ELs (including unschooled asylees, unschooled refugees, and SIFEs) are included in accountability calculations beginning in their 2nd year in US schools
4. Eligible ELs in Year 2 in US Schools included at EL Performance Measure standard
5. For accelerated testers reported as 12th graders in Fall 2024 snapshot, TEA uses best SAT/ACT result (at **Approaches**, **Meets** or **Masters**) taken while in high school based on cut points listed in table to the right

Subject	Test	Approaches	Meets	Masters
Reading	SAT (EBRW)	410	480	670
	ACT (English and Reading)	27	34	60
Math	SAT	440	530	690
	ACT	16	21	30
Science	ACT	16	23	28

AEA STAAR Performance: $= \frac{\text{(\% Approaches or above)} + 1.1\text{(\% Meets or above)} + 1.2\text{(\% Masters)}}{3}$

CCMR: % of 2023-24 graduates meeting any one or more of the following criteria [MSC = 10 annual graduates in 2023-24 with small number analysis if <10 graduates]

1. TSI criteria in Reading and Mathematics (SAT/ACT/TSIA1 or TSIA2/College Prep course)
2. 3 on an AP or a 4 on an IB examination
3. Level I or Level II Certificate
4. OnRamps Dual Enrollment Course Credit
5. Dual credit course (≥ 3 hours in RLA OR Math or ≥ 9 hours total across subjects)
6. Industry-Based Certification (2019-22 IBC List or 2022-25 IBC List) *PLUS ≥ 1 CTE Level 2 or higher course in an aligned Program of Study (excludes Career Prep I, Extended Career Prep I, Project Based Research, and/or Scientific Research and Design)*
7. Associate Degree
8. Completed IEP and workforce readiness (graduation type code of 04, 05, 54, 55)
9. SpEd Graduate with RHSP, DAP, FHSP-E, or FHSP-DLA
10. Enlist in US Armed Forces or Texas National Guard

Cap on IBCs: the number of graduates who only meet CCMR criteria via a sunsetting IBC (2019-22 IBC List) is capped at the higher of 5 graduates or 20% of all graduates

AEA CCMR: includes previous dropouts in the numerator but excludes them from the denominator: $= \frac{\text{\# of Graduates meeting any CCMR indicator + \# of Previous Dropouts meeting any CCMR indicator}}{\text{\# Graduates}}$

Graduation Rate: % of students in cohort class reported as "Graduates" [MSC = 10 students in class with small number analysis if <10 students in class]

Best of 4-year, 5-year or 6-year Graduation Rate of All Students group (with state exclusions) or converted 2023-24 Annual Dropout Rate of All Students group (if campus has a CCMR rate but not a graduation rate)

AEA Grad Rate: Based on **Completion Rate**
(which includes Graduates + Continuers + TxCHSE Recipients). Previous dropouts who are Completers are included in the numerator but excluded from the denominator.

$$= \frac{\text{\# of Completers + \# of Previous Dropouts who are Completers}}{\text{\# in Class (Graduates + Continuers + TxCHSE Recipients + Dropouts) – Previous Dropouts who Returned}}$$

Academic Growth: calculated based on 2 separate scores: **Annual Growth** and **4545 Performance (Accelerated Learners)** [MSC = 10 assessment results across RLA and Math]

Both scores are based on assessments included in the **Transition Table Model** – which includes assessments which meet the following requirements:

- 2025 STAAR or STAAR Alt 2 non-zero assessment result (first time attempt for an EOC) in RLA or Math (grade 4 or above) in the 2025 accountability subset
- 2024 STAAR or STAAR Alt 2 non-zero assessment result (first time attempt for an EOC) in the same subject but lower grade level (one exception: assessments are included if the student takes BOTH English I and English II for the first time in the 2025 accountability year)

Annual Growth: points are earned based on the student's performance in 2024 and the student's performance in 2025, as indicated in the following tables:

Annual Growth: STAAR	2025 Performance: Low Does Not Meet GL	High Does Not Meet GL	Low Approaches GL	High Approaches GL	Meets GL	Masters GL
2024 Performance: Low Does Not Meet GL	0	1	1	1	1	1
High Does Not Meet GL	0	1/2	1	1	1	1
Low Approaches GL	0	0	1/2	1	1	1
High Approaches GL	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

Annual Growth: STAAR Alt 2	2025 Performance: Low Level I: Developing	High Level I: Developing	Level II: Satisfactory	Level II: Accomplished
2024 Performance: Low Level I: Developing	0	1	1	1
High Level I: Developing	0	1/2	1	1
Level II: Satisfactory	0	0	1	1
Level II: Accomplished	0	0	0	1

Annual Growth = Total # of Annual Growth Points Earned ÷ Total Number of Tests Evaluated for Annual Growth

4545 Performance: points are earned based on the student's performance in 2024 and the student's performance in 2025, as indicated in the following tables:

4545 Performance: STAAR	2025 Performance: Low Does Not Meet GL	High Does Not Meet GL	Low Approaches GL	High Approaches GL	Meets GL	Masters GL
2024: Low Does Not Meet GL	0	0	1	1	1	1
High Does Not Meet GL	0	0	1	1	1	1

4545 Performance STAAR Alt 2	2025 Performance: Low Level I: Developing	High Level I: Developing	Level II: Satisfactory	Level II: Accomplished
2024: Low Level I: Developing	0	0	1	1
High Level I: Developing	0	0	1	1

4545 Performance = Total # of 4545 Points Earned ÷ Total Number of Tests Evaluated for 4545 Performance

$$\text{Academic Growth} = \frac{\text{Total \# of Annual Growth Points Earned} + \text{(Total \# of 4545 Points Earned x .25)}}{\text{Total Number of Tests Evaluated for Annual Growth}}$$

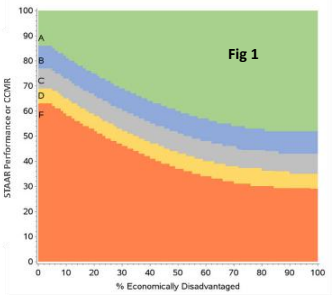
Relative Performance: STAAR Performance and CCMR scores from Domain I re-evaluated based on campus Fall 2024 Snapshot %EcoDis

Elementary | Middle | High Schools without CCMR data:

1. STAAR Performance score from Domain I re-evaluated based on campus %EcoDis (resulting in a scale score) [see Fig. 1]

High Schools and K-12 Schools with CCMR data

1. STAAR Performance score from Domain I evaluated based on campus %EcoDis (resulting in a scale score) [see Fig. 1]
2. CCMR score from Domain I evaluated based on campus %EcoDis (resulting in a scale score) [see Fig. 1]
3. Scale scores from 1 and 2 averaged (50% each)



AEA Relative Performance: STAAR EOC Retesters Success Rate [MSC = 10 tests across all subject areas]
(Fall Snapshot %EcoDis not used)

%age of EOC retest assessments for the All Students group at Approaches GL, Meets GL, or Masters GL $= \frac{\text{1 pt for ≥ Approaches GL STAAR EOC retests}}{\text{\# STAAR EOC retests}}$

© lead4ward, llc 2025

Domain III – Closing the Gaps: [MSC: 10 RLA and 10 Math assessments for the All Students group and meet MSC for at least 4 indicators in the Academic Achievement component]

- consists of 4 components for each campus type (see page 1 of this **quicklook**)
- performance of up to 4 student groups is evaluated against specified targets that differ by campus type for each group for each component (assigning gradated points: see below)
- performance is calculated for each of 4 components, then rolled into a single score based on weights assigned to each component (if a component does not meet MSC, then the weight of that component is distributed proportionally among the remaining components)
- to calculate a score for component, sum the total points earned for each evaluated indicator, then divide the number of earned points by the number of possible points (those indicators that met minimum size) – see example below

Academic Achievement: % age of tests results (in RLA and in Math) at **Meets GL or Above** [adjusted if a student group has a Participation Rate < 95%]

Academic Growth: Academic Growth score (see methodology above) in RLA and in Math

Federal Graduation Rate: federal 4-year graduation rate for the Cohort Class of 2023-24 (using federal calculation for graduation rate, without state-allowed exclusions)

English Language Proficiency: % of current EBs making progress toward achieving English language proficiency. All current EB students with TELPAS or TELPAS Alt results in 2025 are considered in calculating this measure – regardless of the number of years in U.S. schools. A student is considered to have made progress if the student: (1) scores Advanced High or Basic Fluency in 2 or more domains in 2025 (the student does not need to have TELPAS or TELPAS Alt results from 2024 or be evaluated in all 4 domains in 2025); (2) scores Advanced High or Basic Fluency in 1 domain in 2025 and advances at least 1 proficiency level in 1 or more other domains from 2024 to 2025 (the student must have been evaluated in all 4 domains in both 2025 and 2024); or (3) scores below Advanced High or Basic Fluency in all domains in 2025 but advances at least 1 proficiency level in 2 or more domains from 2024 to 2025 (the student must have been evaluated in all 4 domains in both 2025 and 2024)

Student Success: STAAR Component: STAAR Performance calculation from Domain I (disaggregated by student group)

School Quality: Federal CCMR: CCMR calculation from Domain I EXCEPT there is no cap on the number of students meeting CCMR based on a sunsetting IBC and the denominator includes annual graduates in 2023-24 plus students identified as 12th graders in the last 6 weeks of the 2023-24 school year who did not graduate in 2023-24 (excluding IEP continuers in the fall of 2024)

Student Groups Evaluated: All Students, 2 Lowest Race/Ethnicity Groups based Academic Achievement in 2024, High Focus Group (unduplicated count of students who are EcoDis, SpEd, EB, Foster, Homeless or Migrant – a student is only included once regardless of the number of categories in which the student is identified)

Gradated Points Methodology

Points	Definition
4	Met long-term target (2037-38 target)
3	Met current interim target (2022-23-to 2026-27 target)
2	Did not meet current interim target but showed "expected growth" toward next interim target (2027-28 to 2021-32): Group's current year rate – group's prior year rate ≥ (Next interim target – group's prior year rate) / 4
1	Did not meet current interim target (2022-23 to 2026-27) but showed minimal growth (defined as at least 1.0 point improvement for STAAR and CCMR indicators and 0.1 point improvement for Graduation Rate)
0	Did not meet current interim target and did not show minimal growth

			All Students	Hispanic	White	High Focus	EB	Pts Earned	Pts Possible	Score	Weight	Weighted Points
Academic Achievement (% at Meets GL or above)	RLA	2023-27 Interim	44	35	59	33		13	32	40.6	30%	12.2
		2028-32 Next Interim	53	46	66	44						
		2038 Long Term	72	68	80	67						
		2024	42	41	55	29						
		2025	45	44	55	32						
		2025 Points	3	3	0	1						
	Math	2023-27 Interim	47	39	61	36						
		2028-32 Next Interim	56	49	68	47						
		2038 Long Term	74	70	81	68						
		2024	42	38	57	25						
		2025	47	38	58	35						
		2025 Points	3	0	1	2						
Academic Growth	RLA	2023-27 Interim	63	59	69	58		24	32	75	50%	37.5
		2028-32 Next Interim	73	69	78	68						
		2038 Long Term	92	85	95	88						
		2024	78	75	79	81						
		2025	85	87	85	85						
		2025 Points	3	3	3	3						
	Math	2023-27 Interim	67	64	72	62						
		2028-32 Next Interim	76	74	80	72						
		2038 Long Term	95	94	95	92						
		2024	75	78	76	81						
		2025	81	84	82	84						
		2025 Points	3	3	3	3						
STAAR Performance (All Subjects)		2023-27 Interim	47	41	58	38		6	16	37.5	10%	3.8
		2028-32 Next Interim	57	51	68	48						
		2038 Long Term	77	71	88	68						
		2024	41	40	51	31						
		2025	42	42	55	34						
		2025 Points	1	3	1	1						
EL Proficiency		2023-27 Interim					44	4	4	100	10%	10
		2028-32 Next Interim					46					
		2038 Long Term					50					
		2024					45					
		2025					50					
		2025 Points					4					
								Domain III Closing the Gaps Component Score				64

Domain III – Part B: Results Driven Accountability District level ONLY

- Eliminates separate release of RDA reports, but does not impact A-F scores or ratings

District Accountability

Proportional Weighting Methodology: District domain ratings are calculated using a proportionality method. This methodology only considers campus enrollment counts for grades 3–12, excludes Not Rated and paired campuses, is applied to each domain/area, and includes campuses evaluated under AEA.

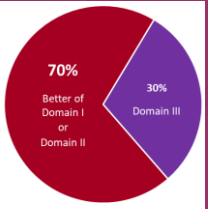
1. Determine the number of students enrolled in grades 3–12 at each campus
2. In each domain/area, sum the number of students enrolled in grades 3–12 in campuses that are rated in that domain/area to determine the district total for that domain/area (if a campus is not rated in a domain/area it does not contribute to the district total students enrolled in in grades 3–12 in that domain/area)
3. Divide the number of grades 3–12 students at the campus by the district total (the resulting %age, rounded to the tenths, is the weight that each campus contributes to the district domain/area score)
4. Multiply the campus domain/area scale score by its weight to determine the points it contributes to the district's score for that domain/area (rounded to the thousandths)
5. Sum the points contributed by each campus in the domain/area to determine the district's domain/area score

Illustration of Proportional Weighting to Determine District Accountability

Campus	Campus Type	Alt Id	Grade Span	Gr 3-12 Enrollment	Total Enrollment	Domain I Gr 3-12 Enrollment	Domain I Proportional Weight*	Domain I Campus Scale Score	Domain I Proportional Points	Domain II-A Gr 3-12 Enrollment	Domain II-A Proportional Weight*	Domain II-A Campus Scale Score	Domain II-A Proportional Points	Domain II-B Gr 3-12 Enrollment	Domain II-B Proportional Weight*	Domain II-B Campus Scale Score	Domain II-B Proportional Points	Domain III Gr 3-12 Enrollment	Domain III Proportional Weight*	Domain III Campus Scale Score	Domain III Proportional Points
Elementary 101	Elementary	N	EE - PK	0	95																
Elementary 102	Elementary	N	KG - 03	85	325	85	2.2%	76	1.736									85	2.2%	74	1.628
Elementary 103	Elementary	N	EE - 06	165	565	165	4.3%	74	3.182	165	4.4%	95	4.180	165	4.3%	72	3.096	165	4.3%	89	3.827
Elementary 104	Elementary	N	EE - 05	379	379	379	9.8%	86	8.428	379	10.1%	95	9.595	379	9.8%	84	8.316	379	9.8%	98	9.626
Elementary 105	Elementary	N	EE - 05	276	276	276	7.2%	81	5.822	276	7.4%	92	6.808	276	7.2%	77	5.544	276	7.2%	83	5.922
Middle 041	Middle	N	06 - 08	625	625	625	16.2%	73	11.826	625	16.7%	95	15.187	625	16.3%	73	11.573	625	16.3%	84	13.284
Middle 042	Middle	N	06 - 08	705	705	705	18.3%	76	13.908	705	18.9%	94	17.577	705	18.4%	74	13.616	705	18.3%	77	14.091
High School 001	High School	N	09 - 12	1,588	1,588	1,588	41.2%	82	33.784	1,588	42.5%	80	34.000	1,588	41.5%	80	33.200	1,588	41.2%	82	33.784
AEA High School	High School	Y	09 - 12	32	32	32	0.8%	44	0.320									32	0.8%	44	0.352
				3,855	4,190	3,855	100.0%		79.196	3,738	100.0%		86.953	3,823	99.8%		76.973	3,855	100.0%		82.578
District's Domain/Area Scores Based on Proportional Weighting						District Domain I Score			79	District Domain II-A Score			87	District Domain II-B Score			77	District Domain III Score			83
																		70% of District Rating (Better of I or II)			87	x .70	60.9
																		30% of District Rating (Domain III)			83	x .30	24.9
																					District's Overall Score		86
																					District's Overall Letter Grade		B

Overall and Domain Ratings: Districts and Campuses

1. Determine the Domain II score: better of Part A or Part B (if either scale score is < 60, the highest scale score that can be used is 89)
2. Determine the better outcome of the Domain I and Domain II (if either score is < 60, the highest scale score that can be used is 89)
3. Weight the better outcome of Domain I and Domain II at 70%
4. Weight Domain III at 30% (for districts and campuses lacking a Domain III score, weight the better of Domain I and Domain II at 100%)
5. Total the weighted outcome of the two scale scores to calculate the overall score



Forced F Rule: Highest **Overall Scale Score** a district/campus can earn is a 59 **IF**
1. **District/campus is rated in all 4 Areas** (Domains I, II-A, II-B and III) **AND**
2. **3 of the 4 ratings have a Scale Score <60**

N/A if Domain I Scale Score ≥60

Forced D Rule: *Highest* ***Overall Scale Score*** *a district/campus can earn is a 69* ***IF***
1. ***District/campus is rated in all 4 Areas*** *(Domains I, II-A, II-B and III)* ***AND***
2. ***3 of the 4 ratings have a Scale Score <70***

N/A *if Domain I Scale Score ≥70*

Impact of Campus-level Scale Scores <70:

- If the Overall Scale Score of any non-AEA campus in a district is <70 (or < 60 for an AEA campus), then the highest Overall Scale Score the district can receive is an 89
- If the Domain Scale Score of any non-AEA campus in a district is <70 (or < 60 for an AEA campus), then the highest Scale Score the district can receive in that Domain is an 89

© lead4ward, llc 2025