



TE★AS ASSESSMENT

# 2025 Texas Assessment Conference

## A-F Accountability

The Accountability Framework, 2025 Results and Tools,  
and a Preview of the 2028 Refresh Framework

Performance Reporting Division: Katherine Beck and Katie Jubert



# Meet your Presenters



**Katherine Beck**  
Performance Reporting  
Division Director



**Katie Jubert**  
Director of Performance  
Reporting Policy and  
Communications

# Agenda for today

- **Welcome & Introductions**
- **A-F Accountability System Overview and Components**
- **2028 A-F Refresh: Preliminary Framework**
- **House Bill 8 Implications**
- **Stakeholder Engagement**
- **Q&A and Next Steps**



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# Accountability System Design



# Expectations Matter

We believe that all students can learn and achieve at high levels.



# Students Are Helped In School & In Life

Monitoring performance with school ratings has been shown to have long term benefits for students:

“Our analysis reveals that pressure on schools to avoid a low performance rating led low-scoring students to score significantly higher on a high-stakes math exam in 10th grade. These students were also more likely to accumulate significantly more math credits and to graduate from high school on time.

**Later in life, they were more likely to attend and graduate from a four-year college, and they had higher earnings at age 25.”**



# A-F is a tool to drive continuous improvement for students

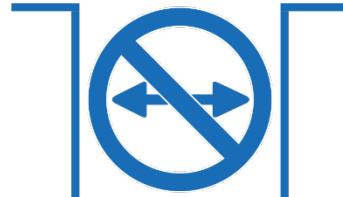
According to state law, the purpose of A-F accountability is:

- to **continuously improve student performance**
- to **eliminate achievement gaps** based on race, ethnicity, and socioeconomic status
- to ensure Texas is a national leader in **preparing students for postsecondary success**

Improve Student  
Performance



Eliminate  
Achievement Gaps

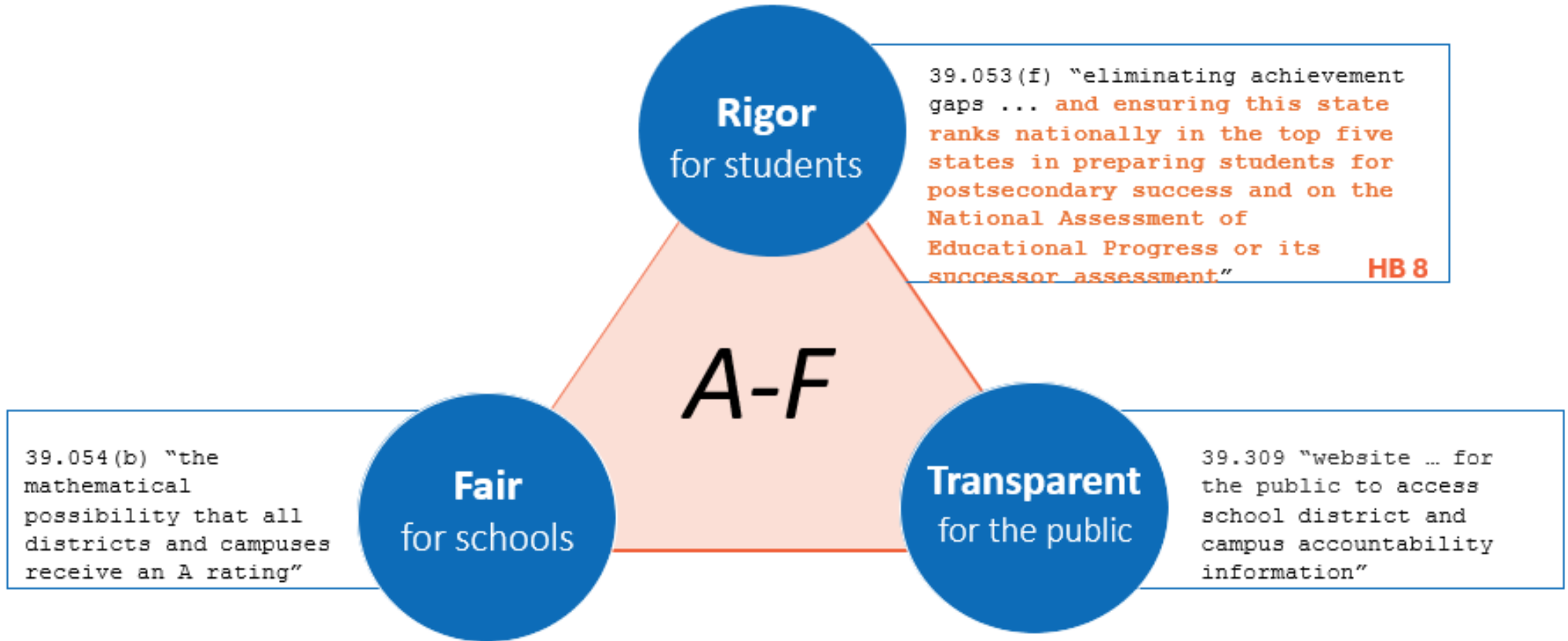


Prepare Students for  
Postsecondary Success



Fostering a **culture that supports growth** and continuous improvement when this performance information is public is a difficult but **critical task for education leaders.**

# Balancing multiple objectives in the A-F system



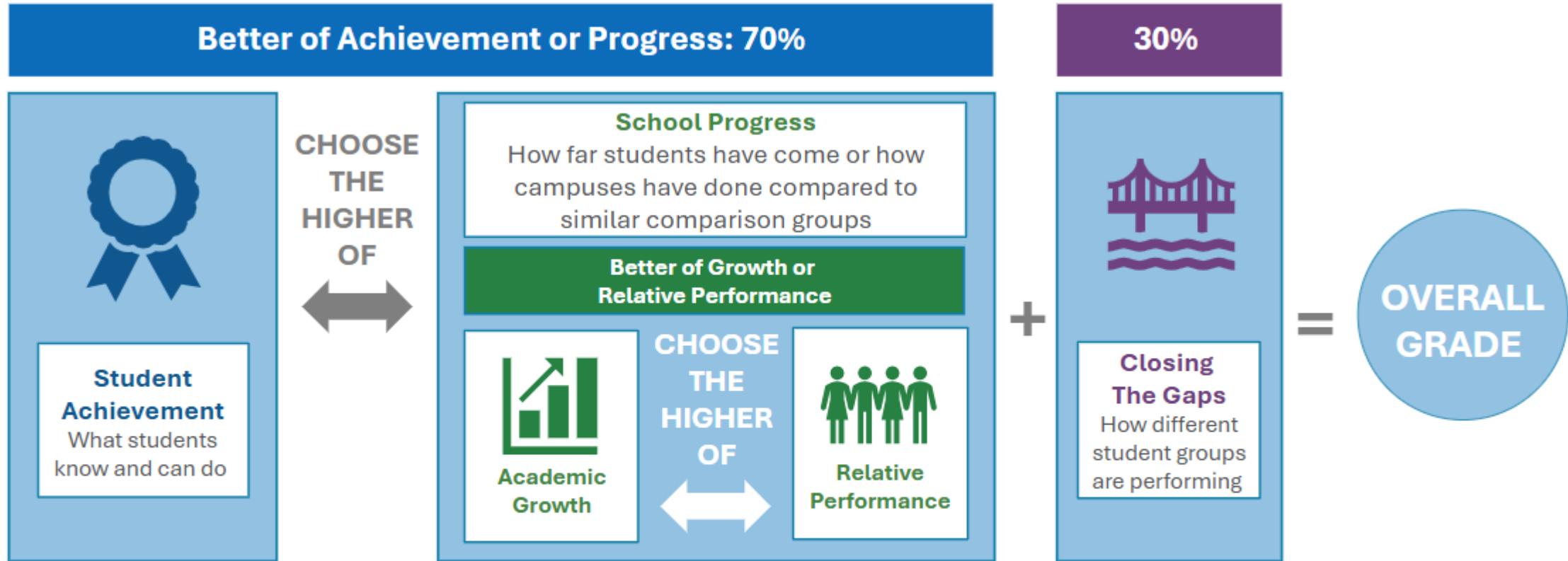


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## Calculating Overall Ratings



# Calculating Overall A-F Results



*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).*

# Domain 1: Student Achievement

Ratings in this domain are based on how many students are approaching, meeting, and mastering grade level on STAAR as a well as how many students graduate and whether graduates are ready for college, a career, or the military.

**Domain 1**  
**Student Achievement**



Elementary

- 100% STAAR



Middle

- 100% STAAR



High Schools & K-12s

- 40% STAAR
- 40% College, Career, Military Ready (CCMR)
- 20% Graduation Rate  
AEA Completion Rate

**STAAR**

One point is given for each percentage of STAAR results at the following:

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

*Illustrative data*

# of Students	%
2,977	92.7%
1,945	60.6%
878	27.3%

Average of 3:  $93 + 61 + 27 = 181 \div 3$

**College Ready**

- Meet criteria on AP/IB exams
- Meet TSI criteria (SAT/ACT/TSIA) or complete a college prep course in reading and mathematics
- Complete dual credit course(s) or Onramps course
- Earn an associate degree
- Graduate under an advanced diploma plan and be identified as a current special education student

**Career & Military Ready**

- Earn an industry-based certification after completing a program of study
- Earn a Level I or Level II certificate
- Enlist in the United States Armed Forces or Texas National Guard
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)



Domain 2

School  
Progress

Better of  
Part A: Academic Growth  
or  
Part B: Relative Performance



Academic  
Growth



Relative  
Performance

The School Progress domain measures district and campus outcomes in two areas:

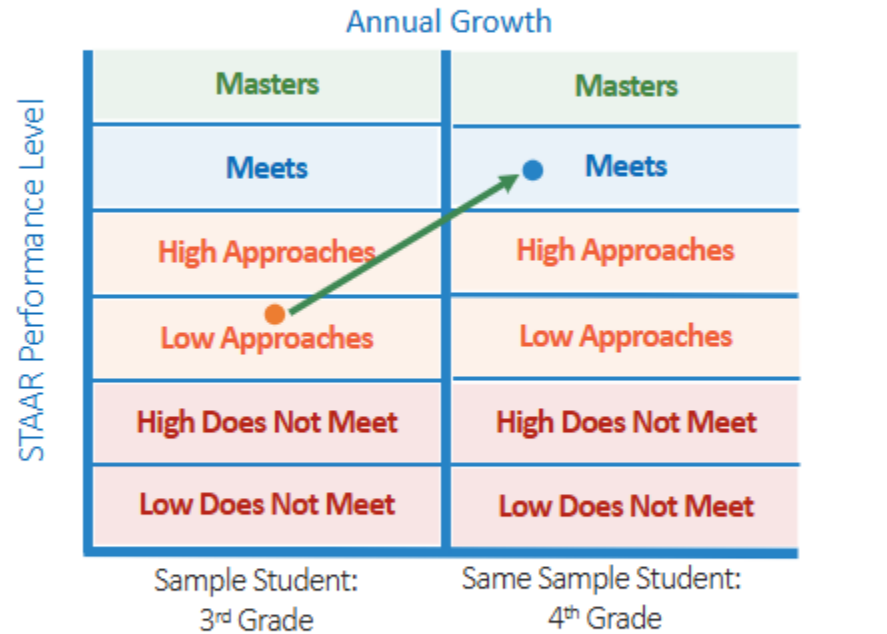
- The number of students that **grew at least one year academically** and number of students that were **accelerated** as measured by year-over-year STAAR results
- The achievement of students relative to campuses with **similar economically disadvantaged** percentages

# Domain 2: School Progress Part A and B

## Domain 2: Student Progress

### PART A: Academic Growth

Aggregating individual student year-over-year gains

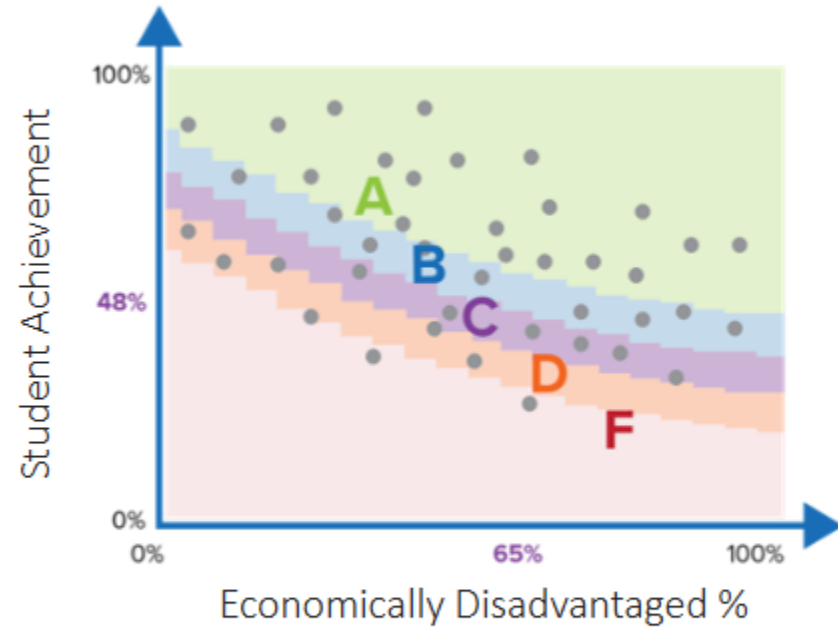


#### Accelerated Learning



### PART B: Relative Performance

Approximating growth using baseline adjusted proficiency targets



# Domain 3: Closing the Gaps

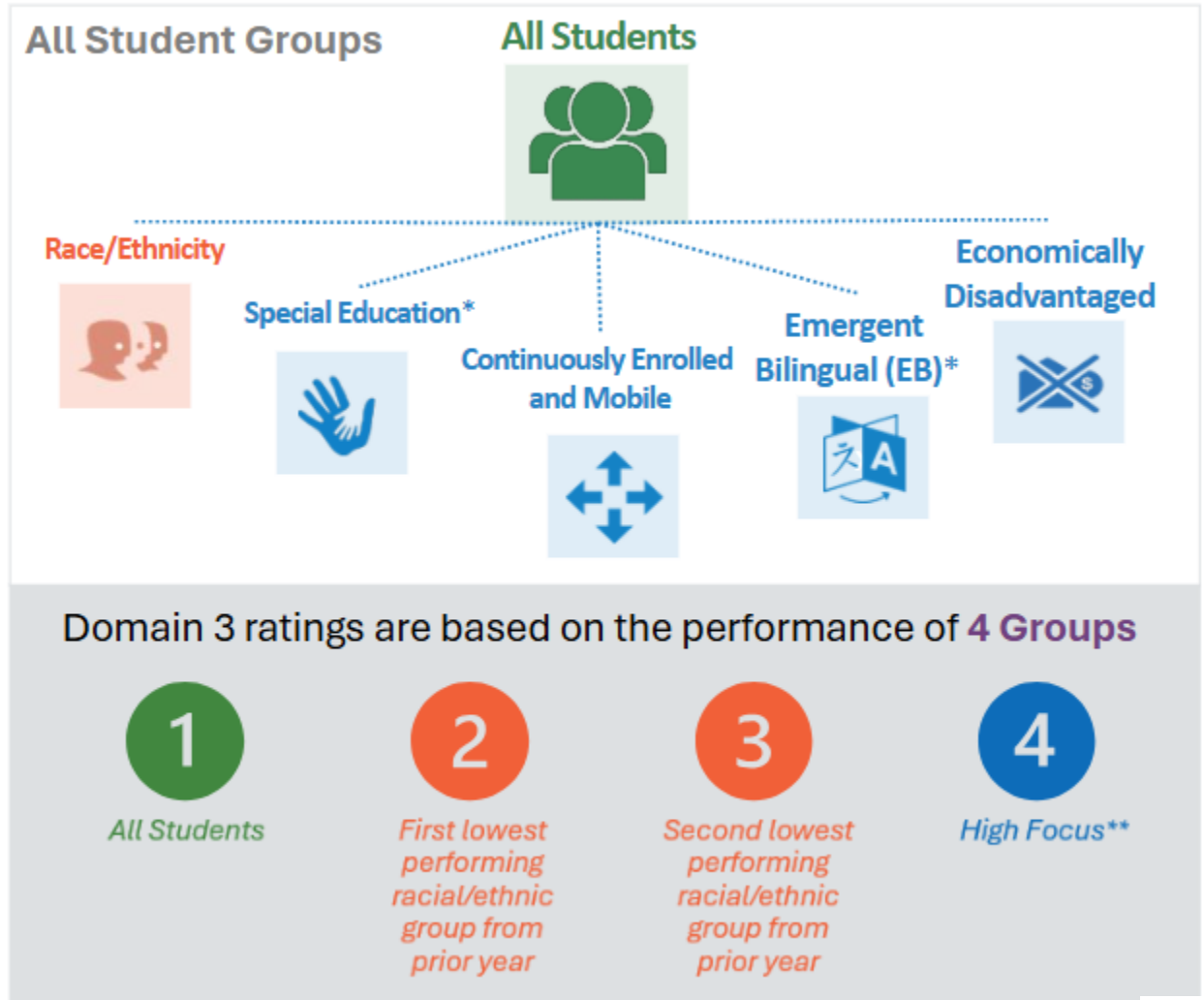


## Domain 3

## Closing the Gaps

- Domains 1 & 2 examine the performance of all students on average (for both achievement and progress).
- Domain 3 examines the performance of groups of students, to ensure gaps are closing (for both achievement and progress).

Domain 3 is used to comply to meet federal ESSA requirements



\*Includes current and former/monitored SPED/EB

\*\*High Focus is an unduplicated count of economically disadvantaged, EB, current special education, and/or highly mobile (homeless, migrant, or in foster care) students

# High Schools and K-12s with 4-year Federal Graduation Rate:

The Closing the Gaps domain examines 4 student groups' potential gaps to targets set across 4 components.



## Domain 3 Groups

Component Weight		1	2	3	4	Sum
50%	<b>Academic Achievement</b> STAAR RLA at Meets Grade Level STAAR Mathematics at Meets Grade Level	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-32
10%	<b>Graduation Rate</b> 4-year Federal Graduation Rate	0-4	0-4	0-4	0-4	0-16
10%	<b>Progress to English Language Proficiency</b> TELPAS Progress				0-4* *Only current EB	0-4
30%	<b>School Quality/Student Success</b> CCMR for graduates and students in grade 12	0-4	0-4	0-4	0-4	0-16
						<b>0-68</b>

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\*\***

HS and K12 need 50/68\* points for an A  
AECs need 30/68\* points for an A

\*if campus meets minimum size requirements for all components

### Closing the Gaps Scoring

- 4 - Met long-term target
- 3 - Met interim target
- 2 - Showed expected growth toward next interim target
- 1 - Showed minimal growth
- 0 - Did not show minimal growth

# ES, MS, and HS/K-12 without 4-year Federal Graduation Rate:

The Closing the Gaps domain examines 4 student groups' potential gaps to targets set across 4 components.



## Domain 3 Groups

Component Weight		1	2	3	4	Sum
30%	<b>Academic Achievement</b> STAAR RLA at Meets Grade Level STAAR Mathematics at Meets Grade Level	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-32
50%	<b>Growth</b> Growth in STAAR RLA Growth in STAAR Mathematics	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-32
10%	<b>Progress to English Language Proficiency</b> TELPAS Progress				0-4* *Only current EB	0-4
10%	<b>School Quality/Student Success</b> Average of all STAAR performance scores (ES/MS)	0-4	0-4	0-4	0-4	0-16
						<b>0-84</b>

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\*\***

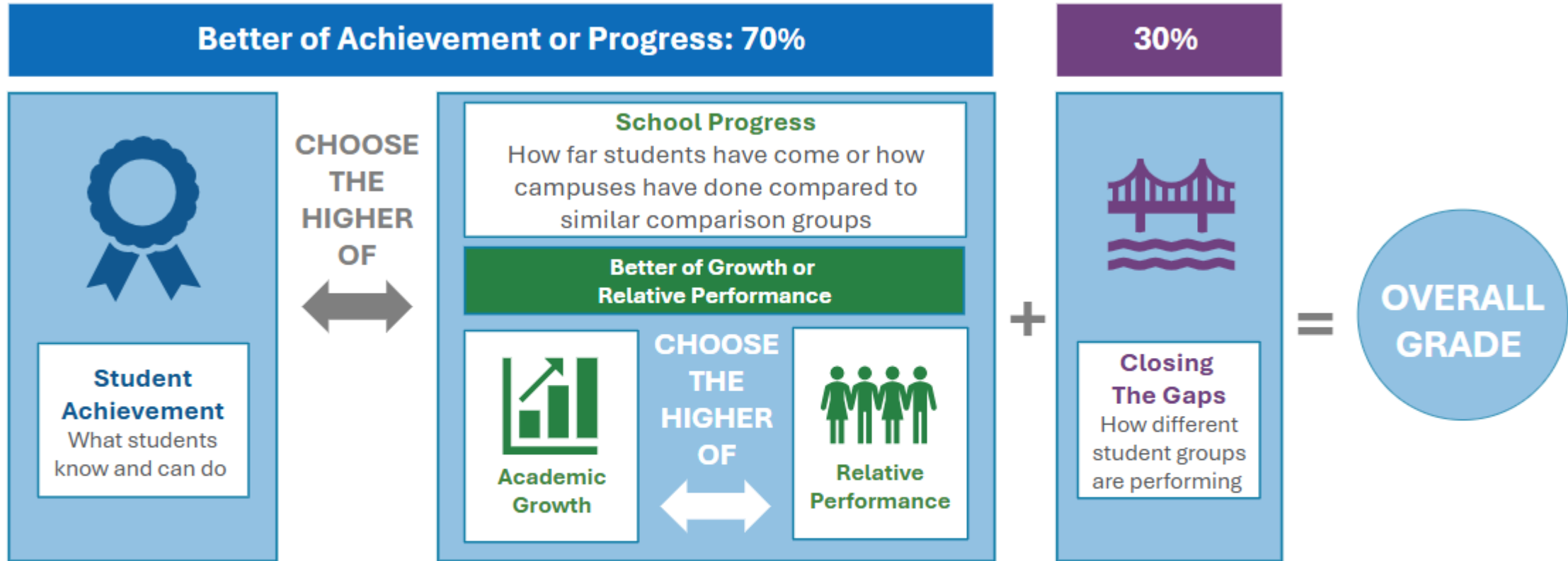
Elem would need 62/84\* points to score an A  
MS would need 60/84 points to score an A

\*if campus meets minimum size requirements for all components

**Closing the Gaps Scoring**

- 4 - Met long-term target
- 3 - Met interim target
- 2 - Showed expected growth toward next interim target
- 1 - Showed minimal growth
- 0 - Did not show minimal growth

# Reminder: Calculating Overall A-F Results



*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).*



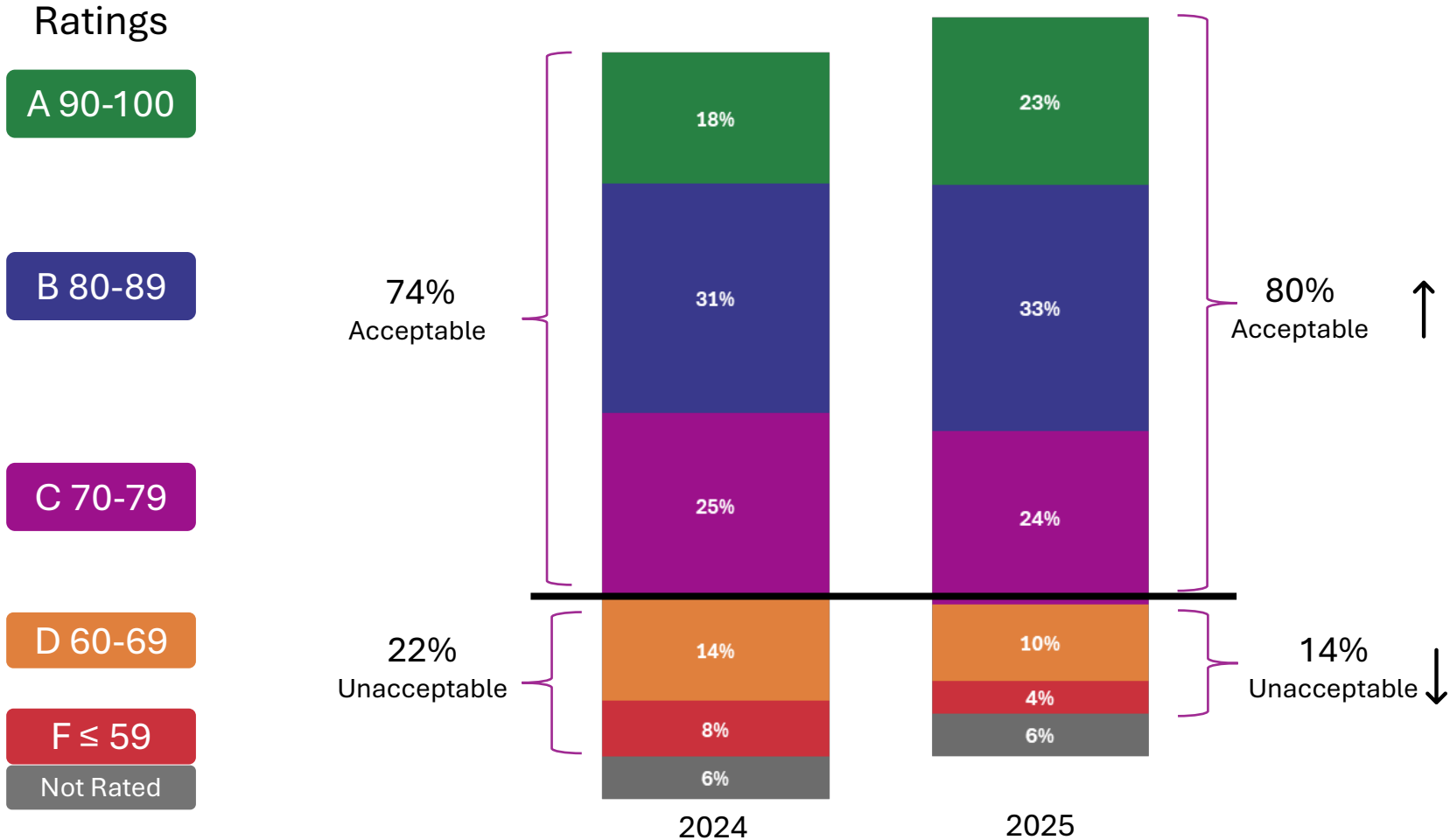
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## 2025 A-F Results and Resources



2025 A–F ratings increased overall from 2024 with slightly over 30% of campuses showing an increase in ratings.

### Campuses: 2024 vs 2025 Ratings



**31%** campuses increased in ratings from the prior year.

Stayed the Same	Increased	Decreased
4856	2714	1290
55%	31%	15%

**85%** of campuses stayed in the same score or improved from the prior year.

9,084 campuses in 2025. May not equal 100% due to rounding.

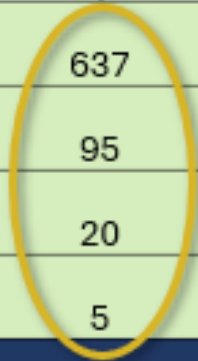
Historical Results: 75% stayed the same or improved 2023 to 2024; 57% stayed the same or improved in 2022 What If to 2023.

757 campuses moved from a score below an A in 2024 to an A in 2025.

### Campuses: 2024 vs. 2025 Ratings

**757** campuses moved from below an A in 2024 to an A in 2025.

2024	2025 Ratings				
	A ≥90	B 80-89	C 70-79	D 60-69	F ≤59
A ≥90	1266   79%	307	20	4	0
B 80-89	637	1595   58%	434	73	11
C 70-79	95	812	1008   45%	278	39
D 60-69	20	220	492	353   29%	124
F ≤59	5	71	152	210	215   33%
Total	2023	3005	2106	918	389



# Our accountability system gives all campuses the ability to earn high scores no matter where students begin.

- 361 high poverty campuses earned an A in 2025. A few examples:



Campus	District	% Eco Dis	Scale Score
REACH HIGH SCHOOL	CASTLEBERRY ISD	87.8	96
NEW SUMMERFIELD SCHOOL	NEW SUMMERFIELD ISD	81.4	94
VETERANS MEMORIAL ELEMENTARY	ROMA ISD	93.9	93
HERITAGE ACADEMY OF DEL RIO MIDDLE*	HERITAGE ACADEMY	85	93
ROBERTS ELEMENTARY	LUBBOCK ISD	80	93
BOWIE ELEMENTARY	HARLINGEN CISD	93.4	92
COOPER ACADEMY AT NAVARRO*	SAN ANTONIO ISD	91.8	92
PRESA ELEMENTARY	YSLETA ISD	84.1	92
BLAIR ELEMENTARY	CARROLLTON-FARMERS BRANCH ISD	84	92
FOSTER MIDDLE	LONGVIEW ISD	83.5	92
GOODRICH HIGH SCHOOL	GOODRICH ISD	98.5	90
HOPE HIGH SCHOOL	CALHOUN COUNTY ISD	81	90

\*Alternative Education/Dropout Recovery Campus

High Poverty  $\geq$ 80% Economic Disadvantage

[TXschools.gov](#) [FIND SCHOOLS](#) [FIND DISTRICTS](#) [PARENT RESOURCES](#) [TexasAssessment.gov](#) | [EN ESPAÑOL](#)

## Learn more about your school or district

Discover how your school and district are preparing your child for the future.

Search by School or District Name

or

Search by Address, City, or Zip Code

Parent Resources

Technical Resources

[TXschools.gov](#) publicly shares the school and school systems ratings, along with:

- Links to additional accountability reports
- Analytics tools
- School locators

## Suggested Enhancements to Performance Reporting's Products and Processes

[How Accountability Ratings Work](#) provides easy to use infographics and one-pagers that explain how accountability ratings are calculated

[FIND SCHOOLS](#) [FIND DISTRICTS](#) [ANALYTICS TOOLS](#)

## HOW ACCOUNTABILITY RATINGS WORK

<a href="#">Overall Rating Labels</a>	<a href="#">Student Achievement Domain</a>	<a href="#">School Progress Domain</a>	<a href="#">Closing the Gaps Domain</a>	<a href="#">School Profile Information</a>
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Component (Download PDF)	Description
<a href="#">Overall Campus Rating (PDF)</a>	This measures, for each individual school, what students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school prepares their students for success after high school in college, the workforce, or the military.
<a href="#">Overall District Rating (PDF)</a>	This measures, for each district, what students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school prepares their students for success after high school in college, the workforce, or the military.

# Recently Released – The A-F Estimator and A-F Estimator for AEAs

- [Performance Reporting Resources](#)

## Frequently Used Resources

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### New Items

- [A-F Estimator](#) (October 24, 2025)  
A tool that enables the calculation and estimation of a district or campus's performance in each domain overall ratings.
- [A-F Estimator AEA](#) (October 24, 2025)  
A tool that enables the calculation and estimation of a district or campus's performance in each domain overall ratings for alternative education accountability (AEA).

[Home](#) > [Performance Reporting Division](#) > [A - F Estimator Tool](#)

#### 2026 Accountability A-F Estimator Tool

The A-F Estimator is a tool that enables stakeholders to forecast campus accountability ratings. It is prepopulated with the most recent data, and stakeholders can enter new component values to estimate corresponding domain and overall results. The tool does not include Local Accountability, which may affect the projected overall rating.

##### 1. What report level would you like?

Campus Report

##### 2. How do you wish to search?

- Campus Name (full or partial name)  
 Campus Number  
 Campus by District Name (full or partial name)  
 Campus by County Name (full or partial name)  
 Campus by Region Number

##### 3. Enter the appropriate name or number:

When entering the school name, do not include the type of school (EL, JR, HS). For example, enter Travis, not Travis EL.  
When entering the district name, do not include the type of district (ISD, CISD). For example, enter Houston, not Houston ISD.  
When entering the region number, use two digits. For example, enter 03 for region 3.  
When entering the county name, do not include the word "county."  
Do not use commas, apostrophes, periods or other symbols when entering text, as this may result in an error.

Enter name or number:

# Recently Released Item: Two Lowest Performing Race/Ethnic Groups from 2025

- [2025 Accountability Reports](#)



[Overview](#)
[Student Achievement](#)
[School Progress](#)
[Closing the Gaps](#)
[Distinction Summary](#)
[Distinction Indicators](#)
[TPRS](#)
[Other Links](#)
[Search](#)

[Closing the Gaps](#)  
[Identification of Schools for Improvement](#)



**Data Table: Accountability Groups**

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus <sup>^</sup>	Total Earned Points	Total Possible Points
<i>Groups to be evaluated in 2026 accountability</i>	△	△						△	△		
<b>Groups evaluated in 2025 accountability</b>	✓	✓	✓						✓		



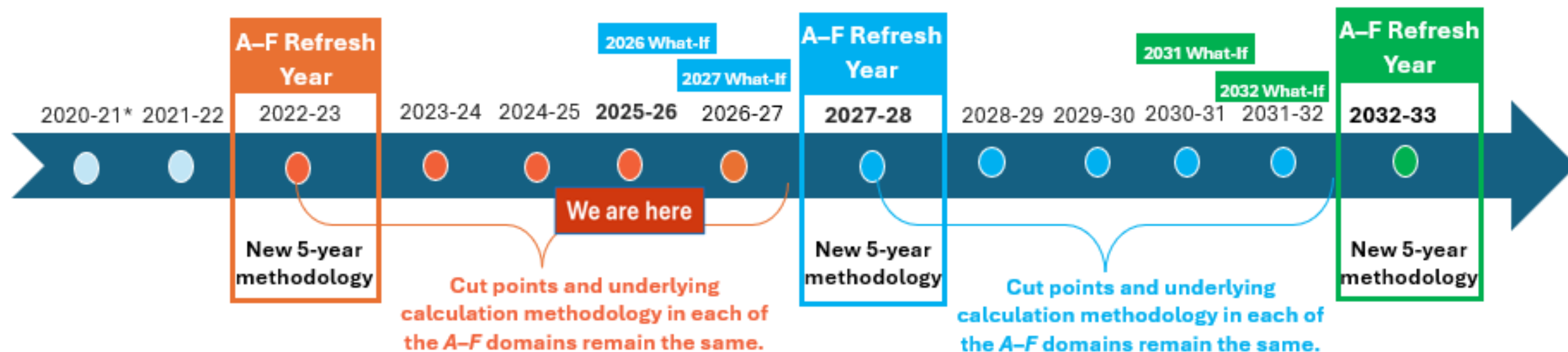
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What is a Refresh?



# The A–F system remains the same for 5 years.

We don't keep changing the bar, as this allows for better year-over-year comparisons. But we continuously review feedback to make design changes once every five years.



## New HB 8 Implications

- 5-year refresh now explicitly codified
- The commissioner cannot raise cut scores outside of the refresh cycle
- Refresh rules must be communicated two years before the refresh (Adopt Manual Late Summer 2026)
- What-if ratings must be provided for those two years (2026 and 2027 What-ifs)

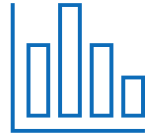
# Any changes planned for the 2027-28 A-F Refresh are based on extensive feedback, research, and statutory requirements



**Years of public feedback** collected through formal surveys, open comment forms, and stakeholder forums.



**Guidance and recommendations** from Texas Accountability Advisory Group (TAAG), RDA/A–F Integration Taskforce, and the Distinction Designations Committee.



**Extensive modeling** and advisory group discussions, with all major proposals reviewed.



**Legislative requirements** (e.g., HB 22, SB 2124, HB 773) and alignment with ESSA mandates. *The preliminary framework will be reviewed and updated to ensure alignment with HB 8.*



**Direct responses to public and district feedback** on issues such as transparency, rigor, equity, and the need for more meaningful postsecondary indicators and reporting.



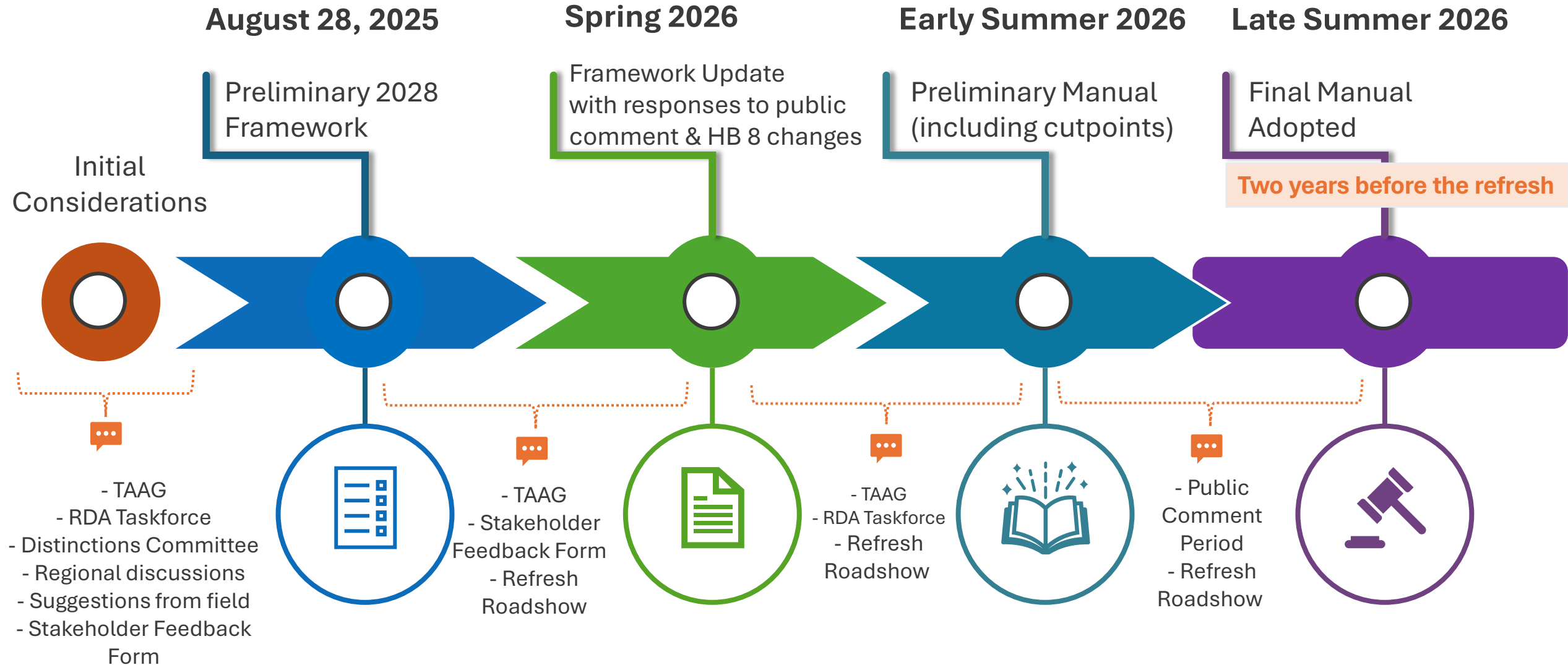
# Considerations for Continuous Improvement of A–F System in 2028

Based on recommendations and feedback from the previous refresh and public comments on previous rules, the agency focused 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 has conducted other data analyses based on previous feedback and 2023 refresh changes (e.g., impact of including Spanish to English testers) and have discussed these findings with TAAG.

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



All estimated dates are tentative and subject to change.



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# The 2028 Preliminary Refresh Framework



# 2028 A-F Refresh Proposed Changes: Preliminary Framework

## Student Achievement

- **Accelerated Testers**
  - Bonus points for students enrolled in grades 5 through 8 passing End-of-Course assessments
  - Updated performance level standards for accelerated testers' SAT/ACT scores
- **CCMR**
  - **IBCs:** Students earning CCMR only from a Tier 3 Industry Based Certification (IBC) is capped at 5 students or 5% of 2027 graduates, whichever is higher.
  - **\*\*College Preparatory Courses:** Courses must be on the TEA approved list.

## School Progress

- No proposed changes.
- *Tier 3 IBC cap, bonus point and SAT/ACT score changes for Accelerated Testers applies in Domain 2b*

## Closing the Gaps

- New Campus Scoring (district proxy for prior year data) for 1 or 2 points
- Safe Harbor Provision (allowable dip in performance) for 2 points
- **Districts only:** Add Part B, Special Populations Monitoring (Integration of RDA)
- *SAT/ACT score changes for Accelerated Testers applies in Domain 3*

## Distinction Designations

- Addition of Alternative Campuses (AEC)/Dropout Recovery Schools (DRS) as a comparison group
- Addition of four postsecondary success indicators
- Removal of attendance rate from Academic Achievement Distinctions

This set of changes that make up the preliminary A-F Refresh framework (starting 2027-28) was developed over a long period of time and was posted on August 28, 2025.

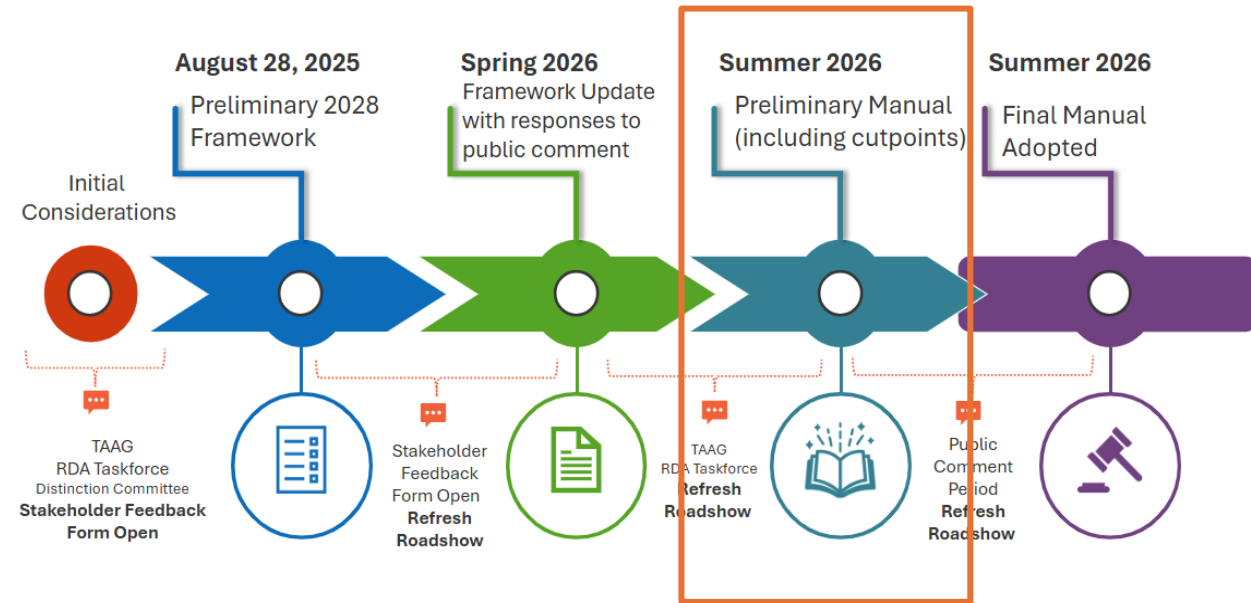
On September 4, 2025, the Texas legislature sent HB 8 to the Governor, and he signed HB 8 into law on September 17, 2025.

**New statutory requirements will necessitate additional changes to this framework.**

# There are additional upcoming updates, not reflected in the preliminary framework document, anticipated to be released in summer 2026

**Scaling, cut points, and Closing the Gaps student targets** will be considered by TAAG after the agency processes 2025 STAAR and 2025 A–F Accountability results that will serve as the baseline dataset. Cut scores will continue to be based on specific criteria so that ratings are never a fixed distribution, and it is mathematically possible for all schools in Texas to earn an A rating.

Investigate and determine processes for **report updates**, or other new campus and district information to include on TEA reports. Includes **self-reported data on programmatic components from districts** to include on TXschools.gov search. Updates on this consideration will be communicated after 2028 accountability manual publication.



# Student Achievement Domain: Proposed changes allow for more effective recognition and scoring of accelerated pathways

## Proposal

A single bonus point is awarded for each assessment result for students enrolled in grades 5-8 where performance was at or Approaches Grade Level on an EOC exam

Revised cut scores for SAT/ACT for Approaches and Masters, based on standard deviation modeling from 2023-24 SAT and ACT data

## Anticipated Impact

Adding a bonus point increases the scaled score at **49%** of middle school campuses

2028 proposed cut scores increase the percentage of students at masters by **27%**



Responds to feedback to better recognize advanced academic pathways and ensure college readiness benchmarks are current.



Incentivizes advanced coursework and ensures fairer recognition of accelerated students' achievements.

# Closing the Gaps Domain: Proposed changes allow for more accurate depiction of a campus's demographics and long-term growth trajectory

## Proposal

For **new** campuses: district-level data used for identifying race/ethnicity groups and used as the prior year's data

## Anticipated Impact

80 student groups would move from earning 0 points to earning 1 or 2 points across all components, with a **12%** gain in scoring 1 or 2 points in Math Academic Achievement



Addresses feedback that state-level groups may not reflect new campus demographics.



Provides opportunities for new campuses to earn all possible CTG points allowing for more representative evaluation for new campuses.

For **all** non-new campuses: Expand 2-point scoring (Expected Growth) to allow for limited interim dips in performance if continuing to demonstrate year over year progress to their current target

Modeling this methodology there was a **3%** decrease in student groups earning 0s across campuses, with a **9%** decrease in 0s for Progress in Achieving English Language Proficiency



Addresses feedback that previous scoring was too rigid, penalizing minor setbacks; adds flexibility, aligns with ESSA, and supports long-term progress.



Encourages continuous improvement and recognizes ongoing progress, even with minor year-to-year declines.

# Closing the Gaps Domain: Based on the work of the RDA Taskforce, RDA will be integrated into district ratings, with additional modeling to be done

## Proposal

Selected RDA indicators will be merged into the 2028 A-F accountability framework for **districts only as Domain 3, Part B: Special Populations Monitoring**. These groups measured for district program effectiveness include:

- Emergent Bilingual (EB) Program Groups & Years-After Reclassification (Monitored + Former) EBs (STAAR/EOC)
- Current EBs (TELPAS, Dropout)
- Ever EBs (Graduation)
- Current Special Education & Year-After-Exit (Former) Special Education Students (STAAR/EOC, Dropout)
- Ever Special Education (Graduation)
- Current Foster-Care Students (STAAR/EOC, Dropout)
- Ever Foster (Graduation)
- Current Homeless Students (STAAR/EOC, Dropout)
- Ever Homeless (Graduation)

## Next Steps

With the RDA Integration Taskforce

- Identify Targets (as with other areas of the system)
- Use targets to establish 0-4 scoring methodology (like Domain 3: Closing the Gaps).
- **Use modeled results to determine the proportion of a District's Domain 3 score that will come from a Part A and what portion will come from Part B.**



Eliminates the RDA reporting structure, fostering transparency and ensuring program effectiveness of programs serving diverse student groups are reflected in district ratings.



Districts will be evaluated more holistically, especially regarding special populations, streamlining reporting and accountability.

# Distinction Designations: Proposals for distinction designations promote rigor and fairness, while allowing more school types to earn distinction designations

## Proposal

Four additional indicators added to the Postsecondary Readiness Distinction Designation, which will leverage 6-year cohort rate data

Campus comparison groups formed for AEA/DRS campuses that are high schools, with eligibility for Postsecondary Readiness Distinction Designation

Removal of attendance rate in all Academic Achievement Distinction Designations

## Anticipated Impact

2% of campuses lose a distinction, while up to **9%** gain a distinction in academic achievement.

Schools with a higher percentage of students that are economically disadvantaged are more likely to gain distinctions.



Responds to feedback to focus distinctions on meaningful postsecondary outcomes and academic achievement.



Broadens recognition for schools excelling in postsecondary outcomes and ensures distinctions are academically meaningful.

# 2028 System Development and Framework



**The 2028 Preliminary A-F Accountability Framework**

Posted on 2028 Accountability Development Website  
August 28, 2025

TAA  
September 4, 2025

## Accountability System Development

### Overview

The purpose of the state accountability system is to continuously improve student performance, eliminate achievement gaps between student groups, and ensure Texas is a national leader in preparing students for postsecondary success.

Information gathered throughout the 2024 - 2027 interim continuous review process and in preparation for the 2028 refresh will be provided on this page.

### 2028 Accountability Refresh

Approximately every five years, the A-F accountability system is refreshed using the ideas and data gathered during the previous cycle. The next refresh is scheduled for 2028. **The Preliminary 2028 A-F Refresh Framework is now available.** Consistent with the Texas Education Agency's commitment to solicit stakeholder feedback throughout our work, the Performance Reporting and Accountability Division has launched a survey to gather public input and guide development of the refreshed accountability system starting in the 2027-28 school year.

**This survey will remain open through spring 2026 to assist with the publication of the Preliminary 2028 Accountability Manual in summer 2026.**

[2028 A-F Refresh Public Feedback](#)

Additional opportunities to provide input on the 2028 Accountability Refresh will be available as the proposal moves through each stage of the process. The final adopted 2028 Accountability Manual is planned for release in fall 2026, allowing districts the entire 2026-27 school year to prepare for implementation of the refreshed A-F Accountability System beginning in the 2027-28 school year.

Please see the tentative [2028 A-F Refresh Timeline](#) for more information.

### Texas Accountability Advisory Group (TAAG)

[Link to Framework](#)

[Link to Provide Feedback](#)

# TEA invites you to a 2028 A-F Refresh Roadshow



## Our goals in the Refresh Roadshow are to:

- Raise stakeholder awareness and knowledge
- Support campuses and districts in effective planning
- Garner meaningful public comment

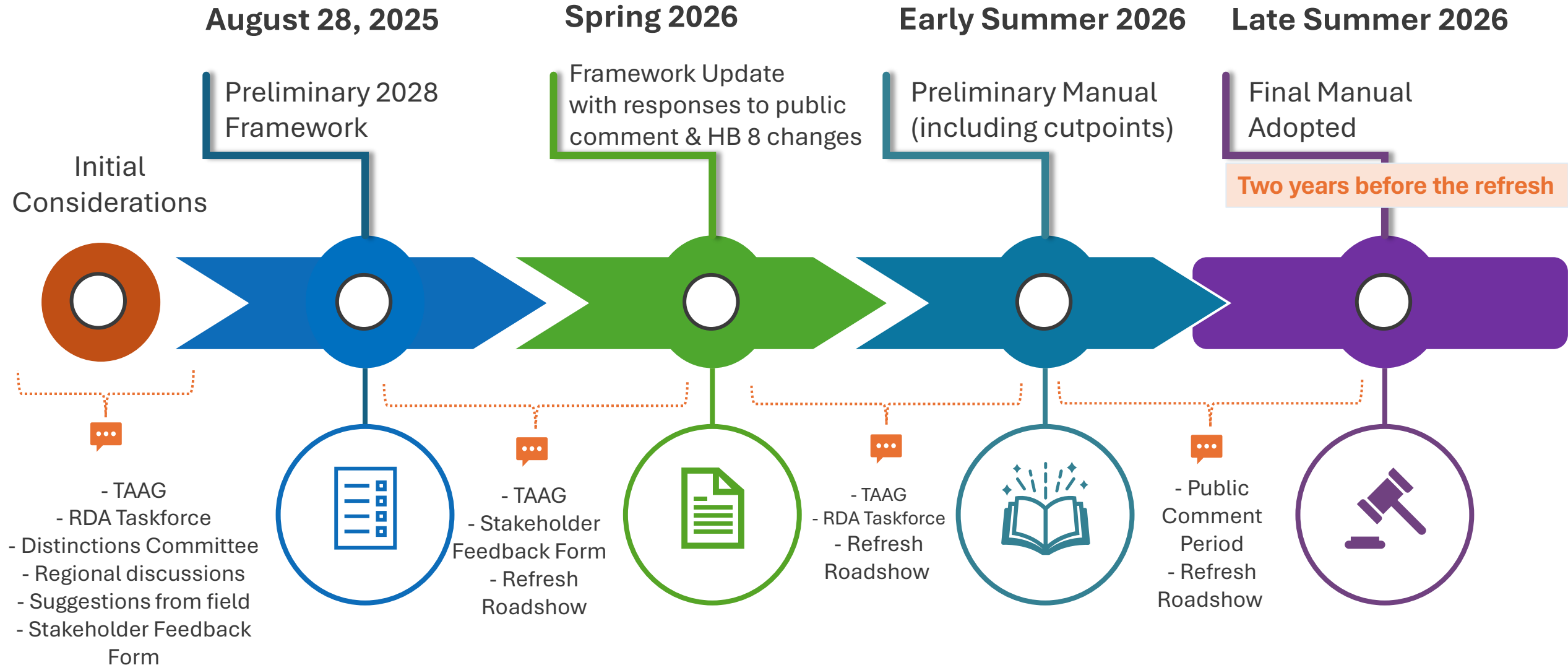
## Join us at our Refresh Roadshow launch webinar to learn about the 2028 Refresh!

- Part 1: The Refresh Process
  - September 23rd and 24th
- Part 2: Proposals for Domain 1 and Distinction Designations
  - October 8th and 9th
- Part 3: Domain 3, Closing the Gaps
  - October 21st and 22nd
- Part 4: Domain 3, Results-Driven Accountability Integration
  - December 9th and 10th

All dates are tentative. Recording links will be published on the [Accountability System Development webpage](#)

**Please subscribe to the Performance Reporting Weekly Bulletin to stay up to date on schedules and registration!**

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



All estimated dates are tentative and subject to change.



# Thank you

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