Academic Accountability System Framework for 2027 Ratings

Overview of Considerations

In the 2022–23 school year, the *A–F* system was refreshed. The refresh included changes to cut points, domain, and indicator methodology, and the overall system. To honor the *A–F* commitment to maintain the refreshed system without annual changes or updates for up to five consecutive years, 2027 cut points, domain and indicator methodology, and the overall system remain the same as those communicated and established in rules previously adopted.

Previously adopted manuals included early communication of changes impacting future accountability cycles to ensure the manual would remain relevant for multiple cycles. This document provides a summary of key previously adopted rules to be re-adopted and implemented with 2027 ratings.

Overall Design of the Academic Accountability System

There are no changes to the overall design of the 2027 accountability system. Performance is evaluated according to three domains:

The **Student Achievement** domain evaluates performance across all subjects for all students, on both general and alternate assessments; College, Career, and Military Readiness (CCMR) indicators; and graduation rates.

The **School Progress** domain measures outcomes in two areas:

- Part A: Academic Growth
  - Percentage of students who grew at least one year academically as measured by STAAR results in reading/language arts (RLA) and mathematics (Annual Growth)
  - Percentage of students who demonstrated more than one year of academic growth as defined by progressing from a Did Not Meet Grade Level standard in the prior year to an Approaches Grade Level standard or above in the current year as measured by STAAR results in reading/language arts (RLA) and mathematics. (Accelerated Learning)
- Part B: Relative Performance
  - The achievement of students relative to campuses with similar economically disadvantaged percentages
  - For AEA campuses, Part B: Retest Growth is the percentage of students who earned Approaches Grade Level or above on an EOC retest during the accountability cycle.

The **Closing the Gaps** domain uses disaggregated data to demonstrate differentials in progress to interim and long-term goals among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Student Achievement Domain

STAAR Component

There are no changes to the 2027 Student Achievement STAAR component. The STAAR component uses a methodology in which scores are calculated based on students' level of performance at Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standards.

Graduation Rate Component

There are no changes to the 2027 Student Achievement Graduation Rate component. The graduation rate component includes the four-year, five-year, and six-year high school graduation rates or the annual dropout rate, if no graduation rate is available. The graduation rate that results in the highest score is used to calculate the graduation rate score.

CCMR Component

The CCMR component of the 2027 Student Achievement domain measures graduates' preparedness for college, the workforce, or the military.

Annual graduates can demonstrate college, career, or military readiness in any one of the following ways:

- *Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics*. A graduate meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college preparatory course as defined in TEC §28.014, in both ELA and mathematics.

  College Preparatory 12th Grade Requirement
  - Courses must be completed in the 12th grade to be eligible for CCMR credit through college prep.

  Schedule for Approved College Preparatory Courses
  - On 2027 accountability, graduates (Class of 2026) may earn CCMR credit for any college preparatory course meeting requirements aligned between district and the partnering IHE(s).
  - Beginning with annual graduates from the Class of 2027 (2028 accountability), only college preparatory courses from the approved list will be eligible for CCMR credit.

  Course approval information is published on the Advanced Academics website at https://tea.texas.gov/academics/college-career-and-military-prep/college-preparatory-courses-for-ccmr-accountability

- *Earn Dual Course Credits*. A graduate completing and earning credit for at least three credit hours in ELA or mathematics, or at least nine credit hours in any subject.
- *Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination*. A graduate meeting the criterion score on AP or IB examinations at a level that is predictive of college enrollment and persistence consistent with other college ready indicators.
- *Earn an Associate Degree*. A graduate earning an associate degree by August 31 immediately following high school graduation.
- *Complete an OnRamps Dual Enrollment Course*. A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area.
- *Earn an Industry-Based* Certification *(IBC) and Complete an Aligned Program of Study*. A graduate earning an IBC under 19 TAC §74.1003.

Phase-in Schedule for Sunsetting IBCs and Alignment with Programs of Study

- For 2027 accountability, graduates (Class of 2026) may earn CCMR credit for successfully earning an approved IBC from either the 2022-25 list (with sunsetting limit) or the 2025-30 list, with CTE Completer status in an aligned program of study.
  - Completer: Completes, passes, and receives credit for three or more CTE courses for four or more credits, including at least one level 3 or 4 course, from the same program of study.

Sunsetting Limit - Sunsetting IBCs are those that no longer meet established criteria; they are on the 2022-25 list but are not on the 2025-30 list. There is a limit to the percentage of graduates who may meet CCMR criteria only via a sunsetting IBC of five graduates, or 20 percent of graduates, whichever is higher. This limit is applied within Student Achievement and School Progress, Part B: Relative Performance, and is not applied within Closing the Gaps.

For each IBC list, the crosswalk of approved IBCs and their aligned programs of study are published on the Career and Technical Education website at https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/industry-based-certifications

- *Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness*. A graduate receiving a graduation type code of 04, 05, 54, or 55, which indicates the student has completed his/her IEP and has either obtained full-time employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.
- *Enlist in the Armed Forces or Texas National Guard*. A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Space Force. This includes Texas National Guard and Reserves for their respective services. Enlistment verification is sourced directly from the US Department of Defense.
- *Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student*. A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA) or Texas First Early High School Completion Program with a Distinguished Level of Achievement (Texas-First-DLA).
- *Earn a Level I or Level II Certificate*. A graduate earning a level I or level II certificate in any workforce education area.

School Progress Domain

School Progress, Part A: Academic Growth

Academic Growth provides an opportunity for campuses to receive credit for STAAR results in reading/language arts (RLA) and mathematics that show annual growth and, if applicable, demonstrate accelerated learning.

School Progress, Part B: Relative Performance

There are no changes to the 2027 School Progress, Relative Performance component. Relative Performance measures the achievement of all students relative to campuses with similar economically disadvantaged percentages.

CCMR Component

The same requirements for graduates as described in the Student Achievement Domain apply.

School Progress, Part B: Retest Growth (AEA)

There are no changes to the 2027 School Progress, Retest Growth (AEA) component. Retest Growth measures the percentage of students who earned Approaches Grade Level or above on an EOC retest during the accountability cycle.

Closing the Gaps Domain

The Closing the Gaps domain further disaggregates data to demonstrate differentials in progress toward interim and long-term goals among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA). There are four components evaluated in the Closing the Gaps domain. There are no changes to the 2027 Closing the Gaps components.

- Academic Achievement
- Growth or Graduation
    - Academic Growth Status for elementary and middle schools and high schools and K–12s without a federal four-year graduation rate
    - Federal Graduation Status for high schools and K–12s with a federal four-year graduation rate
- Progress in Achieving English Language Proficiency (ELP) – A student is considered having made progress if they have Advanced at least one TELPAS composite level from the prior year or if the student scored as Advanced High or Basic Fluency in the current year.
- School Quality or Student Success
    - Student Achievement Domain Score: STAAR component for elementary and middle schools as well as high schools and K-12s without CCMR data.
    - CCMR Performance Status component for high schools and K–12s: This component differs from the CCMR component in the Student Achievement domain. No sunsetting cap is applied to the CCMR component in Closing the Gaps. Additionally, the denominator used is graduates plus students in grade 12 who did not graduate, as required by ESSA.

Accountability Rating Labels for Districts and Campuses

Districts, open-enrollment charter schools, and campuses, including alternative education campuses (AECs), with students enrolled in the accountability year are assigned an overall state accountability rating and as well as a rating for each domain. The rating labels for districts and campuses are either a letter grade (A, B, C, D, or F), Data Under Review, or Not Rated for the reason(s) specified. The calculation of rating labels is unchanged.

Overall Rating Methodology for Districts

District domain ratings are calculated using a proportionality method. The campus weight determines how much a campus grade proportionally impacts the district rating. This methodology only considers campus enrollment counts for grades 3–12, excludes Not Rated and paired campuses, is applied to each domain, and includes campuses evaluated under alternative education accountability. The district methodology is unchanged.

Distinction Designations

Districts and campuses that demonstrate acceptable accountability ratings (A, B, or C) are eligible to earn distinction designations. Campus distinction designations are awarded for achievement in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics. Districts are eligible to earn the Postsecondary Readiness distinction designation.

Accountability Appeals

The appeals process and timeline is provided in §97.1002. The rule specifies the process and timeline by which school districts and open-enrollment charter schools can challenge an agency decision relating to an academic rating that affects the district or school, including a determination of consecutive school years of unacceptable performance ratings. The appeals process is unchanged.

Summary of Changes

There are no changes to cut points, domain and indicator methodology, or to the overall accountability system. Minor updates to the *A–F* Accountability Rating System for 2027 include:

- CCMR credit through an IBC can only be earned from either the v3 2022-2025 list (with sunsetting limit) or the v4 2025-2030 list on 2027 accountability
- CTE Completer status in a career and and technical education program of study aligned with the IBC must be attained for CCMR credit on 2027 accountability
- College Preparatory courses meeting requirements aligned between LEAs and the partnering IHEs taken by students in12th grade only receive CCMR credit on 2027 accountability

Other System Information in the Academic Accountability Manual

Campus Identification Numbers

A campus represents the organization of students and teachers, not a physical facility. TEA assigns county-district-campus (CDC) numbers to instructional campuses as defined in the Texas Education Data Standards. Within any given year, districts or charter schools may need to update one or more CDC numbers due to closing old schools, opening new schools, or changing the grades or populations served by an existing school. In alignment with anticipated changes to 19 TAC §97.1066, the campus request deadline reflected in the 2027 Accountability Systems Manual is May 31, moved from September 1.

Alternative Education Accountability (AEA) Identification

All campuses on the final list of 2027 AEA campuses are identified either as residential treatment facilities or dropout recovery schools. The methodology for identifying AEA campuses is unchanged.

Federal School Improvement Identification

To align identification of schools for improvement under the Every Student Succeeds Act (ESSA) with the state's accountability system, TEA utilizes the Closing the Gaps domain performance to identify comprehensive support and improvement (CSI), targeted support and improvement (TSI), and additional targeted support (ATS) schools. The methodology for calculating federal school improvement identifications is unchanged. As of 2027, a granted Closing the Gaps appeal can update federal identifications.

Comprehensive Support and Improvement (CSI)

To identify schools for CSI, Closing the Gaps scaled scores of Title I campuses are ranked by school type—elementary, middle, high school/K–12, and alternative education accountability. The lowest five percent of each school type are identified for CSI – Low Performance. A Title I campus can also be escalated to CSI – Low Performance after being identified for ATS for three consecutive years. Title I or non-Title I campuses that do not attain a 66.7 percent six-year federal graduation rate are identified for CSI – Low Graduation.

Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have a scaled score that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a low graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit.

Targeted Support and Improvement (TSI)

Any campus not identified for CSI that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Consistently underperforming is when one or more student groups do not meet an interim target or show expected growth towards the next interim target for three consecutive years. A campus student group that misses the targets in the same three indicators, for three consecutive years, is identified for TSI. TSI is an annual identification.

Additional Targeted Support (ATS)

ATS identifies both Title I and non- Title I campuses. ATS identification is based on a subset of TSI-identified campuses. A TSI campus (at least one consistently underperforming student group) with a Closing the Gaps score for at least one consistently underperforming student group that is lower than the score used to identify the lowest performing five percent of each school type for CSI, is identified for ATS. Any Title I campus identified for ATS for three consecutive years will be identified for CSI the following school year.

Public Education Grant (PEG) Identification

Campuses that receive an overall F rating are placed on the PEG List for the following school year. The criteria remain unchanged.

Results Driven Accountability (RDA)

The RDA system is not yet fully integrated into the *A–F* Accountability System; the following changes are implemented with 2027 RDA.

Special Education Discipline Indicators

In accordance with House Bill 6 (89th Texas Legislative Session, 2025), TEA removed three special education discipline indicators from LEA determinations starting with the 2025 RDA (2024–25). Their PLs appear in 2025 and 2026 RDA reports for reporting only; beginning in 2027, they receive no PLs and are used solely for federally required SD reporting.

- SPED Indicator: Out-of-School Suspension (OSS) and Expulsion >10 Days Rate (Ages 3–21)
- SPED Indicator: In-School Suspension (ISS) >10 Days Rate (Ages 3–21)
- SPED Indicator: Total Disciplinary Removals Rate (Ages 3–21)

Significant Disproportionality Risk Ratio Threshold

The significant disproportionality (SD) risk ratio threshold has been revised from 2.5 to 3.0 to align with peer-state practices and with flexibility permitted by the U.S. Department of Education's Office of Special Education Programs (OSEP).

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