

Preliminary Academic Accountability System Framework for 2028 Ratings

What is the A–F Accountability System Refresh?

The Texas A–F accountability system, passed via House Bill (HB) 22 (85th Regular Session) in 2017, is a tool to help continuously improve student performance to achieve the goals of eliminating achievement gaps based on race, ethnicity, and socioeconomic status and ensuring Texas is a national leader in preparing students for postsecondary success. Valid, reliable, comparable, and objective measures of student outcomes are key to ensuring A–F ratings are fair, rigorous, and transparent to properly empower parents and educators to celebrate successes while improving student supports. The three-domain design of A–F reflects a commitment to recognize the better of student achievement or school progress, while maintaining focus on the students most in need.

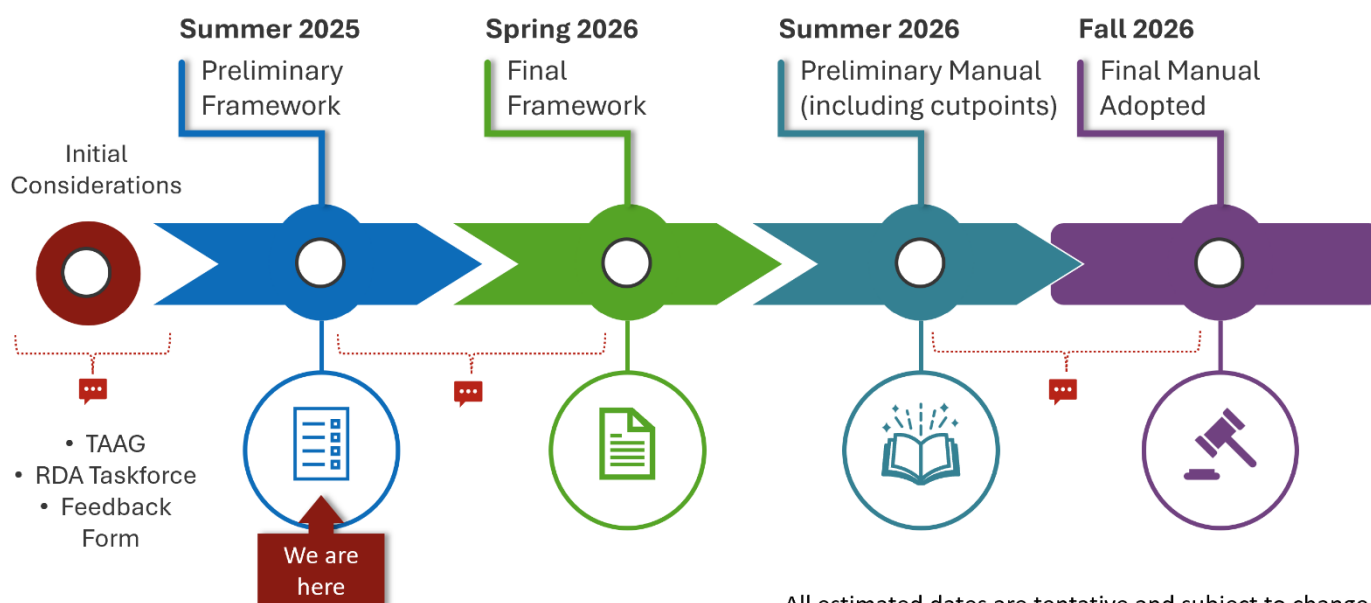
Before A–F, Texas accountability rules were changed every year, with goals for students constantly increasing. With A–F, a commitment was made to maintain the same calculations and cut scores for up to five consecutive years without annual changes, to allow for better year-over-year performance comparisons. In 2023, the agency did the first 5-year refresh since the first 2018 campus ratings under A–F. The refresh included changes to cut points, domain and indicator methodology, and the overall system. The next 5-year refresh is planned for 2028, and we must again update our goals for our students to ensure our state is a national leader in preparing students for postsecondary success.

This summer 2025 release of **the Preliminary 2028 System Framework provides an overview of the proposed adjustments to the A–F Accountability System** and is intended to guide discussions and spur additional stakeholder feedback. These proposed changes to the system have been drafted based on years of public feedback, guidance and recommendations of the Texas Accountability Advisory Group (TAAG), the Results Driven Accountability (RDA) / A–F Integration Taskforce, a Distinction Designations Committee, and the Commissioner of Education. For more information about TAAG please refer to the most recent charter, [TAAG Charter 2024-25](#), or the current [TAAG Members List](#). Meeting minutes and meeting presentations are available on the [Accountability System Development](#) webpage.

In 2026, TAAG will consider scaling, cut points, and Closing the Gaps student targets 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.

What is the Timeline for the A-F Refresh?

The refreshed accountability system proposed in this document will be implemented with the 2028 accountability ratings. This preliminary framework reflects multiple changes considered by TAAG. TAAG will continue to consider public feedback to the Preliminary 2028 System Framework, and any final updates to the framework will be announced in Spring 2026 as the Final 2028 System Framework. Stakeholders can submit additional feedback using [this form](#) before February 1, 2026. Updated student group targets and A–F cut points, and the proposed rule: the *A–F Accountability Rating System Manual for 2028 Ratings*, will be published in summer 2026 for a public comment window before becoming rule in early fall 2026. (Further feedback summaries and future adjustments to the framework will be posted to the [Accountability System Development](#) webpage)



All estimated dates are tentative and subject to change.

(Tentative Timeline for 2028 Refresh. First released in February 2025 TAAG Minutes on the [Accountability System Development](#) webpage; also announced in [This Week in Performance Reporting: March 7, 2025](#))

Continued Communication and Support: *What If* Ratings

In order to support stakeholders' continued understanding of the refreshed 2028 Accountability System, the agency will generate 2026 *What If* Ratings and 2027 *What If* Ratings based on the 2028 accountability manual. *What If* ratings do not replace the final 2026 or 2027 A–F ratings; instead, they are provided for reference and are based on the methodology in the final rule adopting the 2028 *A–F Accountability Rating System Manual*.

Overview of Considerations

Based on a review of stakeholder feedback, extensive data modeling, advisory group recommendations, and Commissioner decision, this is the initial list of considerations for continuous improvement of the A–F system:

1. Scaling, Cut Scores, Student Group Targets Update Using New Baselines
2. Integration of Results Driven Accountability (RDA) into A–F
3. Differential Weighting of CCMR Indicators
4. Variables for Relative Performance
5. Recognition of Accelerated Testers in Middle School and High School
6. Revisit Distinction Designations
7. Additional ‘Other’ Reported Information

(Initial Considerations for Continuous Improvement of A–F System. First released in February 2025 TAAG Minutes on the [Accountability System Development](#) webpage; [This Week in Performance Reporting: March 7, 2025](#))

Overall Design of the Academic Accountability System

There are no changes to the general design of the 2028 accountability system that evaluates performance according to three domains. Changes are proposed to the design of the Closing the Gaps domain for district ratings as a result of the Results Driven Accountability (RDA) / A–F integration.

The **Student Achievement** domain evaluates performance across all subjects for all students, on both general and alternate State of Texas Assessments of Academic Readiness (STAAR) assessments; College, Career, and Military Readiness (CCMR) indicators; and graduation rates. The rating for the Student Achievement domain is 40 percent based on STAAR, 40 percent on CCMR, and the graduation rate is 20 percent.

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

- Part A: Academic Growth
 - Annual Growth: Percentage of students who grew at least one year academically as measured by STAAR results in reading/language arts (RLA) and mathematics.
 - Accelerated Learning: 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.

- 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 rating for the School Progress domain is the better of Part A: Academic Growth or Part B: Relative Performance. For AEA campuses, the rating for the School Progress domain is the better of Part A: Academic Growth or Part B: Retest Growth.

The **Closing the Gaps** domain measures campus outcomes in one area, and district outcomes in two areas:

- Part A: Closing the Gaps (Districts and Campuses)
 - 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).
- **(Proposed Change):** Part B: Special Populations Monitoring (Districts-Only)
 - Integrates program effectiveness measures from the Results Driven Accountability (RDA) framework that evaluate the district-level performance of certain populations of students in selected program areas.
 - A portion of the district Closing the Gaps domain rating will come from Part B: Special Populations Monitoring. This is yet to be determined as 2025 STAAR and rating results will be used to create a proposal in the next release of the framework in spring 2026.

The **Overall Rating** calculation is unchanged; the better outcome of the Student Achievement or the School Progress domain score is weighted at 70 percent, and the Closing the Gaps domain score is weighted at 30 percent. If a scaled score less than 60 is received in three of the four areas of Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score a campus can receive for the overall rating is a 59. If a scaled score less than 70 is received in three of the four areas of Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score a campus can receive for the overall rating is a 69.

Scaling, Cut Scores, Student Group Targets Update Using New Baselines Consideration

Cut points will be adjusted to account for 2025 economically disadvantaged percentages and STAAR/CCMR/graduation/TELPAS outcomes.

Proposed Domain Updates

Student Achievement

STAAR Component

No changes are proposed to the overall methodology of the STAAR component of the Student Achievement domain in which scores are calculated based on students' levels of performance at Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standards. The STAAR component evaluates STAAR assessments for grades 3-12, STAAR Alternate 2 assessments, English Learner Performance Measure results, and SAT or ACT results for accelerated testers. The STAAR component score is calculated by dividing the total percentage points (cumulative performance for the three performance levels) by three, resulting in an overall score of 0 to 100 for all campuses.

Recognition of Accelerated Testers in Middle School and High School Consideration

Accelerated testers are defined as students who earn Approaches Grade Level or above on the Algebra I, English II, and/or Biology STAAR EOC prior to grade 9. To fulfill [federal](#) testing requirements, accelerated testers must take a corresponding subject area SAT or ACT while in high school, and the more advanced assessment is used for accountability purposes. **Two changes are proposed to the 2028 system methodology specific to accelerated testers.**

(Proposed Change): A single bonus point is awarded for each assessment result for students enrolled in grades 5 through 8 where performance was at or above Approaches Grade Level on an assessment aligned with an advanced academic pathway (any EOC prior to grade 9: Algebra I, English I, English II, US History, Biology). The awarded bonus point is included in the numerator of the STAAR component score calculation. The STAAR component score is still calculated by dividing by three. While scaling for the 2028 system is not yet determined, a raw score of more than 100 is scaled to 100.

Example: Middle School STAAR Performance	Reading Language Arts	Math	Science	Social Studies	Totals	Percentages
Number of Assessments	253	212	86	74	625	
Approaches Grade Level or Above	154	142	37	23	356	57%
Meets Grade Level or Above	104	84	12	21	221	35%
Masters Grade Level	52	73	10	6	141	23%
Bonus: Number of 5 th -8 th graders with EOCs at Approaches or Above	7	18	0	9	34	5%
Total Percentage Points						120
Student Achievement Domain STAAR Component Score (Total Percentage Points ÷ 3)						40

Rationale: The agency received feedback that the A–F system could better recognize middle school students taking advanced pathways (i.e., Algebra I in 8th grade), particularly with Senate Bill 2124 passing in 2023. This adjustment is intended to acknowledge and credit campuses for middle school students participating in advanced academic coursework and demonstrating academic readiness beyond grade-level expectations.

(Proposed Change): Updated performance level standards (score ranges) are applied to accelerated testers’ SAT and ACT results used for the STAAR component score. All other aspects of the SAT and ACT methodology for students in advanced pathways remain unchanged. Results remain applied to the campus where reported as enrolled in Grade 12.

The following table shows the updated cut scores for SAT and ACT.

Assessment Score Range for Performance Level Standards

Standard	SAT Evidence-Based Reading and Writing (EBRW)	SAT Math	ACT English + Reading Combined	ACT Math	ACT Science
Approaches Grade Level or above	360 – 470	380 – 520	20 – 39	14 – 21	16 – 22
Meets Grade Level or above	480 – 510	530 – 570	40 – 46	22 – 24	23 – 27
Masters Grade Level	520 – 800	580 – 800	47 – 72	25 – 36	28 – 36

Rationale: The agency received feedback that the A–F system should revisit the ACT and/or SAT score ranges aligned to performance level standards (i.e., Approaches, Meets, Masters) used to include high school accelerated testers’ ACT and/or SAT scores in the STAAR component score of Student Achievement. This update reflects a scheduled review of college readiness benchmarks used in the state accountability system. SAT “Meets” remains anchored in statutory requirement that assessments used as a substitute for STAAR EOC meet Texas Success Initiative (TSI) college readiness benchmarks established by THECB. ACT “Meets” updated to align with substitute assessments and passing standards to meet TSI requirements. The “Approaches” and “Masters” performance standards leverage the ACT-reported and SAT-reported standard deviations.

More information on the Middle School and High School Accelerated Tester methodology is available in [TAAG March 2025 Presentation](#) on the [Accountability System Development](#) webpage.

Graduation Rate Component

No changes are proposed for the 2028 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.

College, Career, and Military Readiness (CCMR) Component

No changes are proposed to the overall methodology of the 2028 CCMR component of the Student Achievement domain in which scores are calculated based on graduates' preparedness for college, the workforce, or the military. The Student Achievement CCMR denominator consists of annual graduates from the prior school year. For example, in the 2028 Accountability year, CCMR reflects graduates from the Class of 2027.

Annual graduates can demonstrate college, career, or military readiness in any one of the following ways. **One change is proposed for the 2028 system methodology specific to Industry-Based Certifications (IBCs).**

- *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 an agency-reviewed and approved college preparatory course in grade 12** as defined in Texas Education Code, TEC §28.014, in both ELA and mathematics.

College Preparatory 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 Texas Administrative Code, 19 TAC §74.1003.
 - Earning a certification means that the student has successfully completed all requirements defined by the certifying entity. Districts and charter schools should consult the certifying entities' webpages to determine the requirements that must be met for students to earn IBCs.
 - Students earning an IBC must also earn Completer status in an aligned program of study.
 - House Bill 773 (2021) requires the Texas Education Agency to include Program of Study Completers as an indicator within the system. *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.*
 - 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>. This resource allows districts and campuses to support program development and planning by aligning IBCs to Programs of Study.

IBC lists are reviewed and updated every five years beginning in 2028. For 2028 accountability, approved IBCs are listed on the 2025-30 (v4) list. The purpose of the IBC list is to identify certifications that prepare students for success in college, the workforce, or the military. Information about the approval process is 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>.

An amendment to 19 TAC §74.1003 effective in June 2025 updated the criteria used to identify the industry-based certifications to be used for public school accountability. The amendment established three tiers of IBCs for purposes of public school accountability and established the criteria that must be met to be included on the list, including: a credential must be a certification or license, industry recognized and valued, attainable by a high school student, portable, and offered as a capstone or at the end of a program.

- **(Proposed Change): Differential weighting within the IBC indicator is 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.** This limit (cap) is applied within Student Achievement and School Progress, Part B: Relative Performance and is not applied within Closing the Gaps. A tier 3 certification meets the criteria to remain on the IBC list, but is not in-demand or directly aligned with one or more high-wage occupations; or requires curriculum (whether purchased as a package or to access the certification assessment).

- *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 uses data 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.

Differential Weighting of CCMR Indicators Consideration

Based on program area and stakeholder input, the agency has proposed methodology and modeled the impact of a full CCMR framework update including weighted categories of indicators to differentiate across and within measures of College, Career, and Military readiness. **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 students entering 6th grade in the 2025-2026 school year); **to be fully implemented with the 2033 Accountability Refresh.**

Rationale: The revised CCMR framework is designed to strengthen the alignment between accountability indicators and meaningful postsecondary outcomes for Texas graduates. The pending addition of weighting across indicators acknowledges that not all indicators represent equal levels of postsecondary preparedness and allows for more accurate differentiation in student readiness across multiple pathways.

More information on the Differential Weighting of CCMR Indicators proposal is available in [TAAG April 2025 Meeting Presentation](#) on the [Accountability System Development](#) webpage.

School Progress Domain

School Progress, Part A: Academic Growth

No changes are proposed for the 2028 School Progress, Academic Growth component. 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.

The transition table model can be used to evaluate assessments with scores reported on different scales, such as when changes are made to STAAR assessments. By using the transition table model, additional assessments are eligible for evaluation such as STAAR grade 8 reading to English I end-of-course (EOC), Spanish to English reading STAAR, and EOC retests.

More information on an analysis of Spanish and English growth results is available in the [TAAG March 2025 Presentation](#) on the [Accountability System Development](#) webpage.

School Progress, Part B: Relative Performance

No changes are proposed for the 2028 School Progress, Relative Performance component. Relative Performance measures the student achievement of all students relative to campuses with similar economically disadvantaged percentages. For high schools, CCMR performance relative to campuses with similar economically disadvantaged percentages is also included.

Variables for Relative Performance Consideration

Note: The agency replicated previous modeling of the impact of including both a campus's economically disadvantaged percentage and SPED percentage in School Progress, Part B to see if the conclusion still holds that SPED explains very little of the variance of STAAR that economically disadvantaged doesn't explain. The agency also modeled the impact of using prior year performance instead of economically disadvantaged percentages. **No changes are proposed.** Relationships between achievement and the demographic variables that have been examined will be published on the Performance Reporting website.

Analyses of variables considered for Relative Performance are available in the [TAAG March 2025 Presentation](#) (SPED), [TAAG Meeting Presentation April 2025](#) (Prior Year Performance) on the [Accountability System Development](#) webpage.

School Progress, Part B: Relative Performance CCMR Component

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

School Progress, Part B: Retest Growth (AEA)

No changes are proposed to the 2028 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 uses disaggregated data to demonstrate differentials in progress to interim and long-term goals among racial/ethnic groups, socioeconomic backgrounds, and other factors.

Closing the Gaps for Campuses and Districts, Part A: Closing the Gaps Student Groups

While multiple student groups are evaluated within Closing the Gaps, Part A under ESSA requirements, the following four groups' outcomes contribute to the domain rating. No changes are proposed to the four groups. **One change is proposed for the 2028 system methodology specific to the two lowest-performing groups methodology for new campuses.**

- All students
- Two lowest-performing racial/ethnic groups determined by reviewing performance of racial/ethnic groups from the prior year.
 - The minimum size of 10 is applied to prior year data when identifying the two groups.
 - **(Proposed Change): For a new campus, the district's prior year two lowest-performing racial/ethnic groups are evaluated.** If there are no prior year district groups (a new campus in a new district), then use the campus's *current* two 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* two lowest-performing groups
 - If a campus only has one prior-year lowest performing racial/ethnic group that meets minimum size in the current year, only that group is evaluated.
- High focus. Students are included in the high focus student group if they are identified as any of the following:
 - Economically disadvantaged
 - Emergent Bilingual (EB) (current and monitored)
 - Served by Special Education (current)
 - Highly mobile (foster, homeless, and/or migrant)

Rationale: Feedback was received that the state's two lowest groups were potentially dissimilar to new campus demographics. It was also received that without minimum size met for the state's groups, new campuses were not able to be evaluated on Closing the Gaps. Updating to the district's two lowest performing may be more representative of the campus and provide a more targeted focus on the groups in greater need of support.

Components

No changes are proposed to the four components evaluated in the Closing the Gaps, Part A domain.

- Academic Achievement
 - STAAR Performance Status at the Meets Grade Level or above standard in reading/language arts (RLA) and mathematics
- Growth or Graduation
 - Academic Growth Status: The School Progress, Part A domain data in RLA and mathematics for elementary and middle schools and high schools and K–12s without a federal four-year graduation rate
 - Federal Graduation Status: The four-year federal graduation rate (without exclusions) for high schools or K–12s with graduation rates. If a high school or K–12 does not have graduation data, Academic Growth Status is used, if available.
- 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
 - CCMR Performance Status: This component differs from the CCMR component in the Student Achievement domain. No caps/limits are applied to the CCMR component in Closing the Gaps. Additionally, for high schools and K–12s the denominator used is graduates plus students in grade 12 who did not graduate, as required by ESSA.

Graded Points Methodology

The performance of each student group is compared to the performance targets for each component based on school type. Student groups earn 0–4 points for each indicator based on a graded point methodology as follows.

Points	Definition
4	Met long-term target
3	Met interim target
2	Did not meet interim target but showed expected growth toward next interim target
1	Did not meet interim target but showed minimal growth
0	Did not meet interim target and did not show minimal growth

Two changes are proposed for the 2028 system methodology specific to 0–4 scoring. One change for new campuses and one for all campuses.

(Proposed Change): For new campuses, use the *district’s* prior year data as campus prior-year data to create an opportunity to earn 1 or 2 points. If there are no prior year district groups (a new campus in a new district), then use the *state’s* average as prior year baseline. If the new campus does not meet minimum size requirements for the district's lowest-performing racial/ethnicity groups, use the campus’s *current* two lowest-performing groups and use the *district’s* average as prior year baseline

Rationale: Under the graduated points methodology, new campuses have been historically unable to earn 1 or 2 points due to a lack of prior year data to measure minimal or expected growth, and could only earn 0, 3, or 4 points. This change responds to the public feedback requesting the opportunity to earn points that are currently not available.

(Proposed Change): Expected growth to interim target (for 2 points) is expanded to provide a limited “Safe Harbor” to still earn 2 points despite a small dip while continuing to demonstrate progress to current target. The *actual growth* from prior year must be *greater than or equal* to the *expected growth* needed to meet the Next Interim Target **OR the actual growth from 2027 must be greater than or equal to the expected growth needed to reach the Current Target.**

Rationale: Under the 0–4 point scoring, no amount of decline has historically been tolerated. This change responds to the public feedback requesting the opportunity to provide for an “allowable” or “tolerable” dip, and remains in line with the “state measurements of interim progress toward meeting the long-term goals” required under ESSA.

More information on Closing the Gaps 0-4 scoring proposals are available in the [TAAG May 2025 Presentation](#) on the [Accountability System Development](#) webpage.

Scaling, Cut Scores, Student Group Targets Update Using New Baselines Consideration

Note: After processing 2025 results, the agency will explore updates to the federal interim and long-term student group targets by school type for each student group based on statewide averages using 2025 STAAR, TELPAS outcomes, and Class of 2024 CCMR and graduation rate data. The first five years of interim targets align with each group’s baseline rates and increase every five years until reaching the long-term targets. The long-term targets are set by student group with the goal of significantly reducing existing achievement gaps.

(Proposed Change): Closing the Gaps, Part B: Special Populations Monitoring (formerly Results Driven Accountability)

Closing the Gaps for Districts, Part B: Special Populations Monitoring

In addition to the Closing the Gaps proposed changes detailed above, the agency is continuing its phase-in of an additional subdomain within Closing the Gaps for districts—Closing the Gaps, Part B. This subdomain will report selected indicators and data previously reported in Results Driven Accountability. Results Driven Accountability (RDA) is one part of the agency’s annual evaluation of a district’s performance and program effectiveness focusing on special populations. The addition of this subdomain will eliminate the separate RDA reporting system. RDA is currently calculated solely at the district level (and not for campuses). As such, this proposed Part B applies only to district ratings (and not campus ratings), and is not used to identify schools for improvement under ESSA. Closing the Gaps, Part A is entirely unchanged with this addition of Part B.

Student Groups

The student groups evaluated within Closing the Gaps, Part B reflect a merging into A–F those groups previously measured in RDA that provide a more holistic view of school performance, spotlighting specialized support for special education and federally required student subgroups, enabling targeted and inclusive improvement strategies. A minimum size of 10 is proposed.

- Bilingual Education (Bil), English as a Second Language (ESL), Alternative Methods (AM), and/or Emergent Bilinguals (EBs) not-served *for academic achievement*
- EB Years after Reclassification (monitored + former) *for academic achievement*
- Ever Emergent Bilingual (ever in K-12) *for graduation*
- Current Emergent Bilingual (7-12) *for dropout*
- Current Special Education (SPED) *for academic achievement*
- SPED Year after Exit (one-year) *for academic achievement*
- Ever SPED (ever in 9-12) *for graduation*
- Current SPED (7-12) *for dropout*
- Current Foster care *for academic achievement*
- Ever Foster care (ever in 9-12) *for graduation*
- Current Foster care (7-12) *for dropout*
- Current Homeless *for academic achievement*
- Ever Homeless (ever in 9-12) *for graduation*
- Current Homeless (7-12) *for dropout*

The Military Connected student group, while previously included in RDA reporting, will not be integrated into A-F. Rationale: The absence of a measurable outcomes gap between Military Connected students and the overall student population indicates targeted interventions under this domain are not currently warranted for this group.

Components

The integration of components previously measured in RDA into Closing the Gaps, Part B foster transparency by ensuring stakeholders understand how performance across diverse student groups impact overall ratings, making the accountability framework more thorough, understandable, and actionable for educators, families, and communities.

- **Academic Achievement on STAAR and STAAR EOC:** STAAR and EOC assessment measures are calculated based on students' level of performance at Approaches or above, Meets or above, and Masters. (Similar to the Student Success Student Achievement Domain Score in Closing the Gaps, Part A)
 - Student groups are evaluated based on the combined performance on all subjects, Reading/Language Arts, Math, Science, and Social Studies
 - Program area students tested on grade 3-8 STAAR are measured separately from the students tested on EOCs, where possible* (* Program areas of Foster and Homeless are proposed to be in a combined 3-12 measure, due to district group sizes.)
 - The calculation is modified to credit districts for Meets and Masters performance in these program areas. $(\% \text{ Approaches or above}) + 1.1 * (\% \text{ Meets or above}) + 1.2 * (\% \text{ Masters})$
- **English Language Proficiency on TELPAS:** The TELPAS composite measure is the percent of emergent bilingual (EB) students in U.S. schools for 5 or more years who received a TELPAS composite rating of Beginning or Intermediate.
 - The emergent bilingual student group's English language proficiency (ELP) in Part B provides a district program effectiveness lens on progress to ELP.
- **Graduation Rate:** The graduation rate measures are the percent of students ever* in the specified program group who graduated with a high school diploma in six years.
 - See Student Groups above for application of K-12 or 9-12 as definition of "ever".
- **Dropout Rate:** The dropout measures are the percent of students in the specified program group in Grades 7-12 who dropped out in the school year

Points Methodology

An update on Closing the Gaps: Part B scoring methodology will be included in the Spring 2026 framework update based on feedback to the changes to Closing the Gaps, Part A scoring.

Note: Significant Disproportionality (SD) indicators from the RDA system are not integrated, but will be reported alongside A–F. As such, SD results do not impact A–F Ratings, but remain important to meet federal requirements.

Additionally, annual federally required determination levels (DLs) used for monitoring interventions of SPED programs continue to utilize other areas of data in addition to data integrated into A–F. Determinations for SPED will continue to use the four federally required elements (FREs). Interventions are based on DL status to meet federal requirements. Performance Levels (PLs) will no longer be calculated for the integrated measures, and DL methodology will be updated to use results based on A–F cut points.

Scaling, Cut Scores, Student Group Targets Update Using New Baselines Consideration

Note: After processing 2025 results, the agency will establish student group targets by school type for each student group based on statewide averages using 2025 STAAR, TELPAS outcomes, and Class of 2024 graduation rate data.

Integration of Results Driven Accountability (RDA) into A–F Consideration

Rationale: The incorporation of the RDA system into accountability will align federal reporting requirements, reduce duplication of data reporting, and create consistent focus across the state on special population performance improvements

More information on RDA/A–F integration proposals of the RDA/A–F Integration Taskforce are available in the TAAG June 2025 Presentation on the [Accountability System Development](#) webpage.

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 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 proportionality methodology is unchanged.

Distinction Designations

Districts and campuses that demonstrate acceptable accountability ratings (A, B, or C) are eligible to earn distinction designations. 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 (%Economically disadvantaged, Mobility rate, %Emergent bilingual, %Special education, %Enrolled in an Early College High School program).

Revisit Distinction Designations Consideration

Three changes are proposed for the 2028 system methodology for Distinction Designations.

(Proposed Change): For the Postsecondary Readiness Distinction, add 4 indicators focused on Student Success after Graduation. These indicators will measure a single cohort for: College Enrollment within 6 years after HS, Continued College Enrollment 2 years after HS, 2-year College Degree Attainment within 6 years, 4-year College Degree Attainment within 6 years.

To earn a Postsecondary Readiness Distinction, a High School or K-12 campus must be in the Top 25% of their comparison group for 33% of indicators. The requirement is unchanged, but the count is now 4 of 12 indicators, updated from 3 of 8 indicators. The district requirement is also unchanged; at least 55% of all campuses' postsecondary indicators are in top 25% of their comparison group.

Rationale: The 4 proposed postsecondary indicators respond to public feedback to give new options for the Postsecondary Distinction to highlight schools that are outperforming expectations when it comes to student success after graduation, to offer a wider range of information about schools.

(Proposed Change): For the Academic Achievement Distinctions by subject area, remove Attendance Rate. The 2028 refresh methodology removes attendance rate as an indicator in Academic Achievement Distinction, to maintain alignment to outcomes driven accountability system.

Rationale: Public feedback named a concern that the Attendance Rate indicator is not an “academic” indicator and may incentivize student attendance despite illness or other circumstances.

(Proposed Change): Add campuses measured under Alternative Education Accountability (AEA)/Dropout Recovery Schools (DRS) as a comparison group to be evaluated for the Postsecondary Readiness Indicators. The 2028 refresh methodology creates AEA/DRS comparison groups for the Postsecondary Readiness Distinction Designation only.

To earn a Postsecondary Readiness Distinction, an AEA High School must be in the Top 25% of their comparison group for 33% of indicators (not applicable to Middle School or K-12 campuses). The comparison group methodology for AEA/DRSs is the same as non-AEA/DRS; a 40-campus comparison group based on the same eight categories.

Rationale: Recognizing DRSs is responsive to feedback as a way for these schools to demonstrate excellence. Maintaining 40-campus groups maintains simple alignment with the non-AEA methodology in place. An analysis showed an acceptable level of similarity within the groups, in line with the non-AEA High School 40-campus groups currently used.

More information on Distinction Designation proposals are available in the [TAAG May 2025 Presentation](#) on the [Accountability System Development](#) webpage.

Other System Information in the Academic Accountability Rating System Manual

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.

Accountability Appeals

The appeals process and timeline is provided in 19 TAC §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.

Alternative Education Accountability (AEA) Identification

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

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.

Texas Performance Reporting System

As the most comprehensive reporting system published by TEA, the Texas Performance Reporting System (TPRS) provides additional performance reports, results, and indicators for student groups not previously reported on state accountability data tables, the Texas Academic Performance Reports (TAPR), or the School Report Card. TPRS is updated on a rolling basis as more current data become available.

Additional 'Other' Reported Information Consideration

(Proposed Change): Updates on this consideration will be communicated after 2028 accountability manual publication. The purpose of this consideration is to 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.

Rationale: The addition of updated or new reporting information to TXschools.gov or TPRS addresses public feedback about sharing a broader set of information that demonstrate school success beyond the current academic indicators of the A–F system.