

Leveraging Accountability Tools: Empowering Success with Data

February 19, 2026

Meet your presenter



Katie Jubert

Principal Director, Policy &
Communications



Agenda for Today



Welcome and Introductions



Tools to Know the System



Tools to Know your Data and Students



Tools to Set Goals



Tools to Monitor



Closing and Next Steps

Today will be an overview of **many** tools! Everything is linked in this PowerPoint deck, and we are happy to continue the conversation once you have a chance to explore!

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

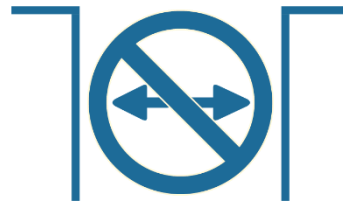
According to state law, the purpose of A-F accountability is:

- 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.**

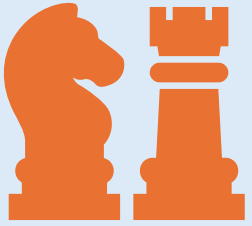
Strategic use of the A-F systems helps students in school, and beyond

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.”



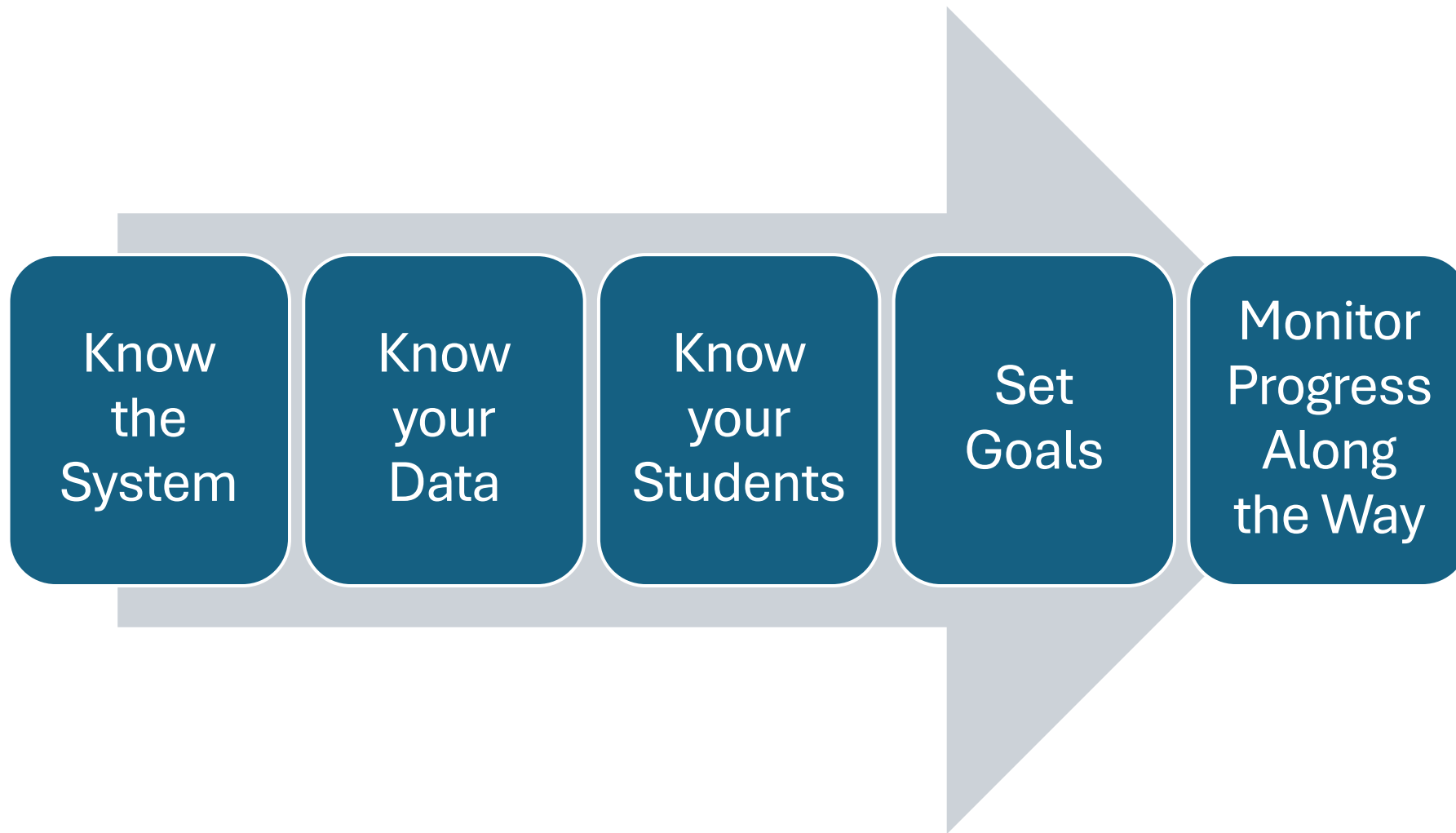


"Avoiding a low performance rating"
(or getting a high one!) is a series of
strategic decisions.



Our goal today is to support you in knowing the
accountability tools you have available to
support your analysis and decision-making
throughout the year.

Achievement and Growth within the A-F system requires knowledge, planning, goal setting, and careful monitoring



Don't forget to bring your team along with you on the journey!



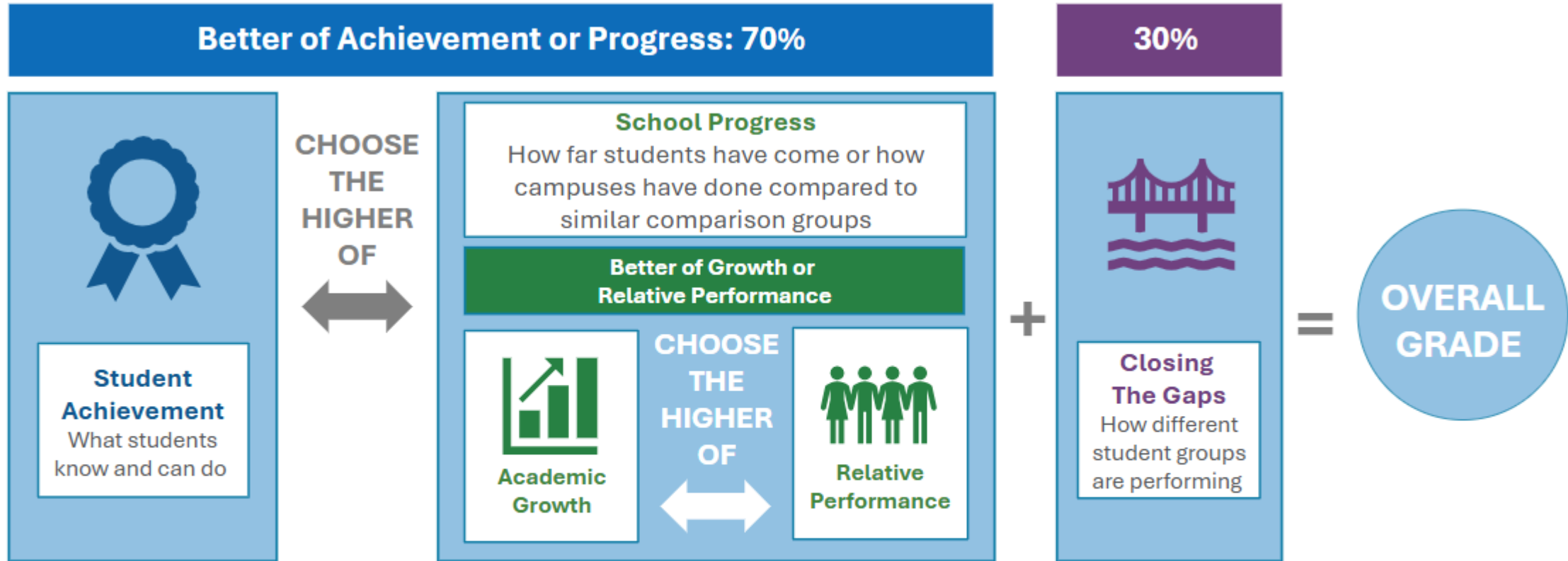
Step 1: Know the System

Key Questions to Ask Yourself: Know the System

- Can I easily explain each of the domains and overall rating calculations to someone else?
- Do I know specifically how my school will be rated?
 - *Pay special attention to Domain 3!*
- Do I know each of the components for each of the domains?
- Do I understand the specific calculations for each component?
- Do I know where data comes from for each component?
- How will I stay on top of shifts in the system that will impact my decision-making?
- Do I know where to go if I need more support?



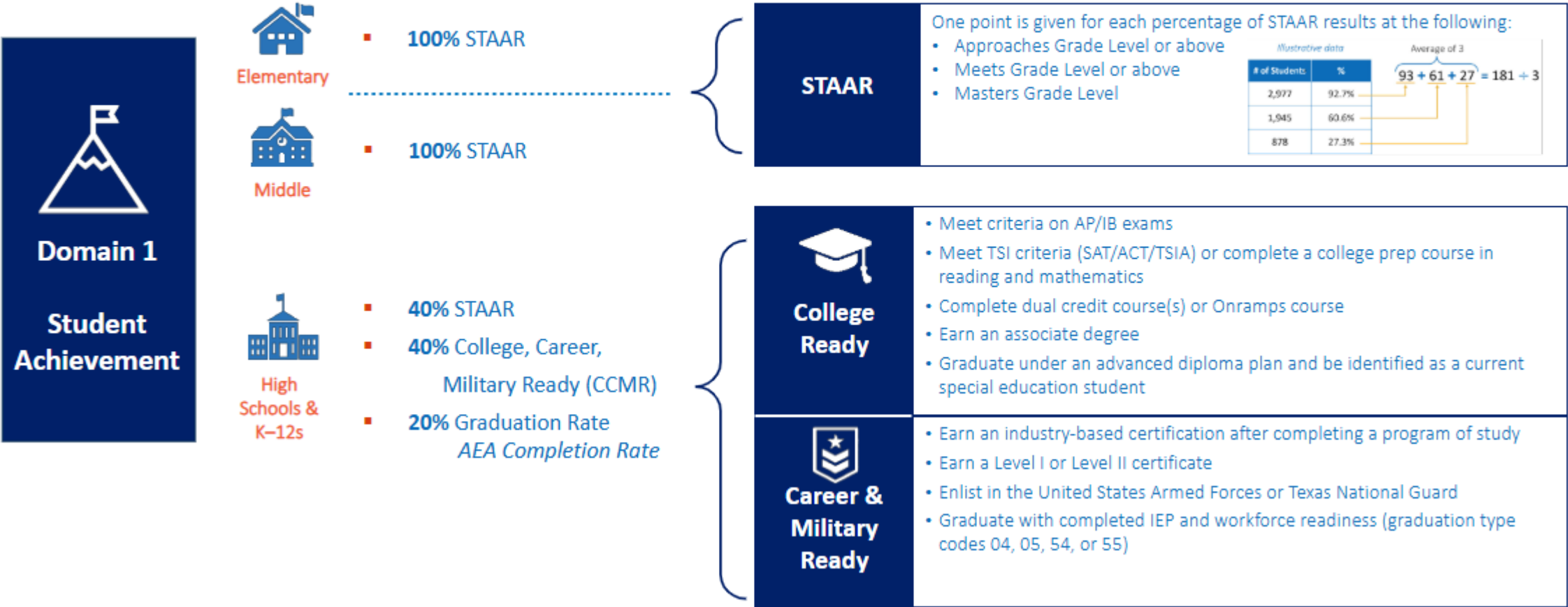
Calculating Overall A-F Results



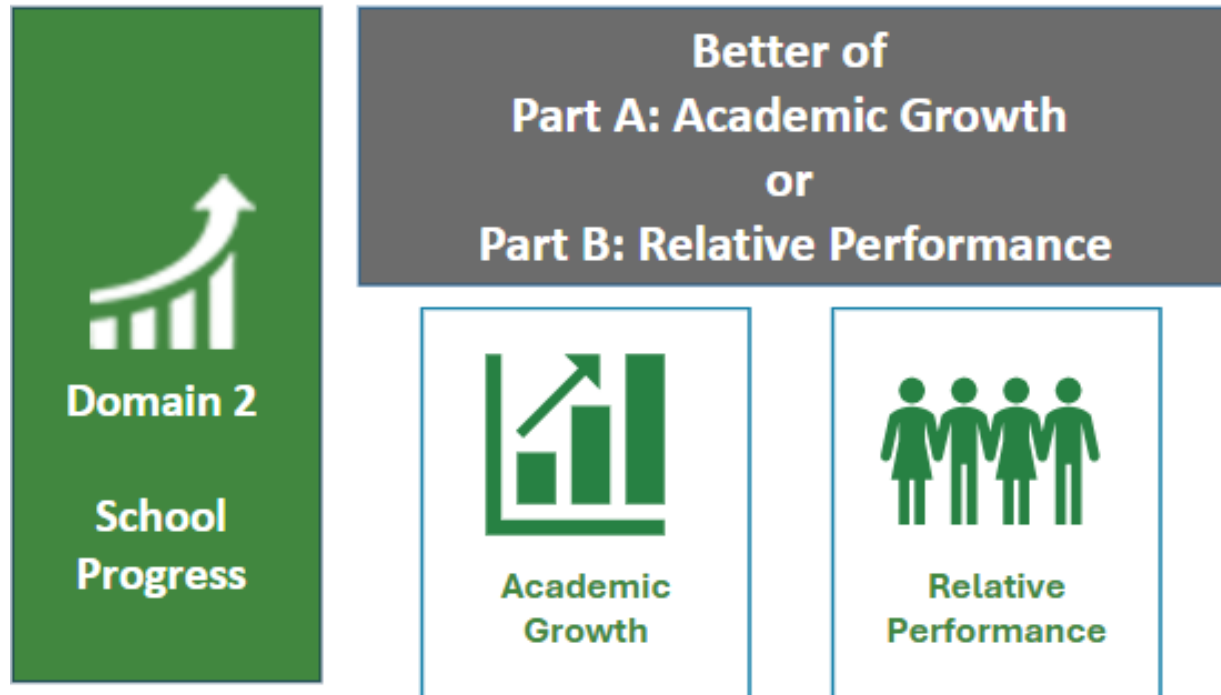
Note: If a campus receives a D or an F for 3 of the 4 domains listed above, their final scale score is capped at 69 and 59 (respectively), unless the campus is not scored on all four domains, or the student achievement domain is above a D or F (respectively).

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 2: School Progress Part A and B



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

Annual Growth

STAAR Performance Level	Masters	Masters
	Meets	Meets
	High Approaches	High Approaches
	Low Approaches	Low Approaches
	High Does Not Meet	High Does Not Meet
	Low Does Not Meet	Low Does Not Meet
	Sample Student: 3 rd Grade	Same Sample Student: 4 th Grade

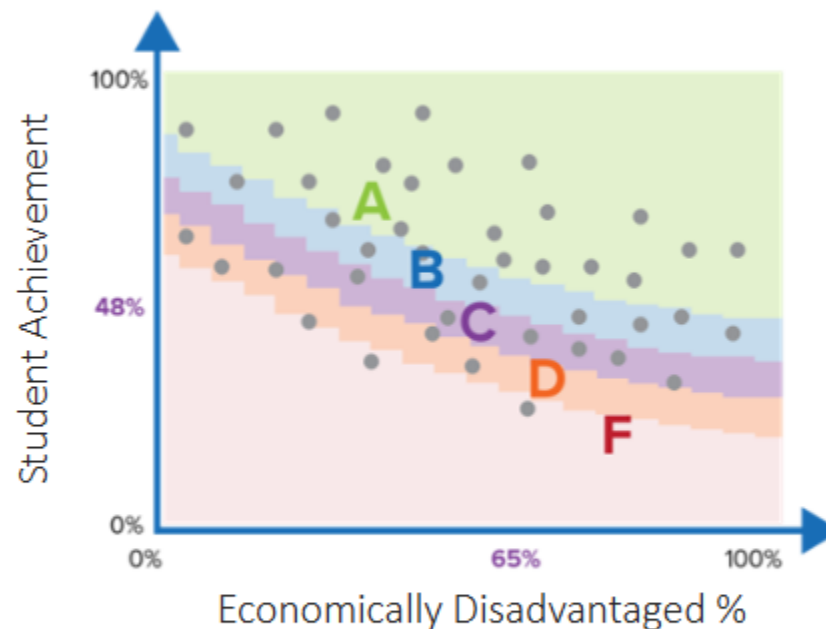
Accelerated Learning



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).

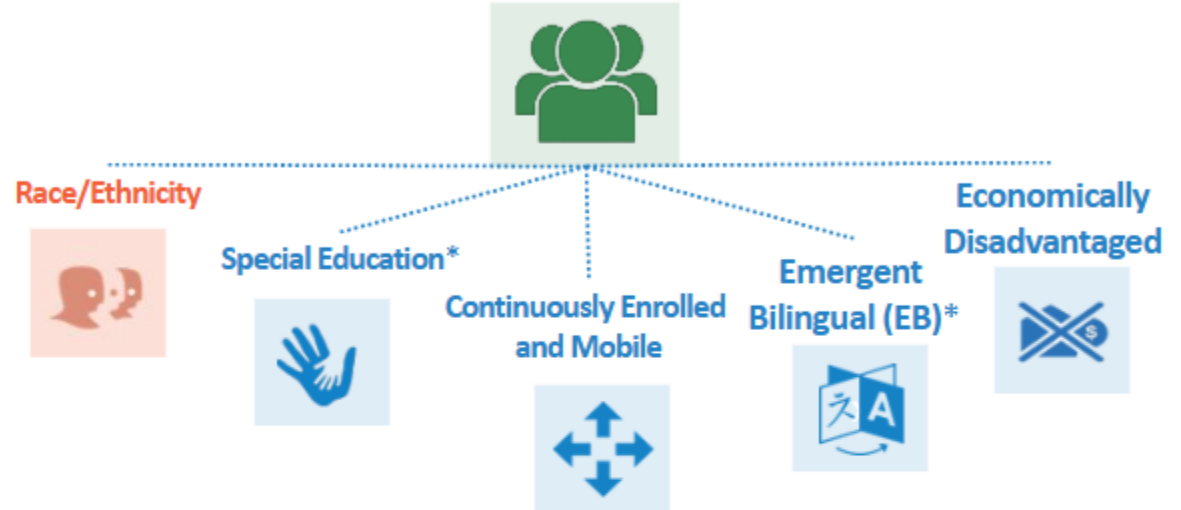
Domain 3 is used to comply to meet federal ESSA requirements

**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*

All Student Groups

All Students



Domain 3 ratings 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***

Tools to support you in getting to Know the System

Step 1

Identify Students as Members of Student Groups



All Students
African American
American Indian
Asian
Hispanic
Pacific Islander
White
Two or More Races
High Focus*

*High Focus includes students who are Economically Disadvantaged, English Learners, Current Special Education, and/or Highly Mobile.

Step 2

Reference Current, Interim, and Long-Term Performance Targets for Each Student Group in Four Different Categories

	Academic Achievement (Math and RLA)	Growth Status (Math and RLA)	Progress to English Language Proficiency	Student Success (All Subjects)
Current Target				
Next Interim Target				
Long-Term Target				

Step 3

Determine the Points Earned by Each Student Group Based on Targets
There are four student groups measured: All Students, High Focus, and the two lowest performing racial/ethnic student groups from the previous school year. Each group can earn 0-4 points.

Points	Student Outcome
4	Met long-term target (2037-38)
3	Met current interim target (2022-23 through 2026-27)
2	Did not meet current interim target but showed expected growth toward next interim target
1	Did not meet current interim target but showed minimal growth
0	Did not meet current interim target and did not show minimal growth

Step 4

Calculate the Weighted Sum of the Percentage of Points Earned by Category, Rounded to the Nearest Whole Number

	Points Earned / Points Possible	Weight	Weighted Score
Academic Achievement (Math and RLA)	32/32 = 100	30%	30
Academic Growth Status	24/32 = 75	50%	37.5
Progress to Achieving English Language Proficiency	2/4 = 50	10%	5
Student Success Student Achievement Domain Score: STAAR Component Only	14/16 = 88	10%	8.8

Raw Score 81

Accountability System Manual
Updated annually, provides the rules used for calculating ratings

How Accountability Ratings Work
provides examples for every domain and component

Performance Reporting Resources

This is where we house publications and resources!

Your ESCs also provide ongoing workshops and trainings!



Accountability Manual for 2026 Ratings

for Texas Public School Districts and Campuses



[A-Z Index](#) [Contact](#) [Employment](#) [State Board](#)



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Texas Schools



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Performance Reporting Resources

This page contains links to resources, communications, presentations, and other materials developed by Performance Reporting to help school administrators, teachers, parents, and the public understand and benefit from the state's accountability information.

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

Updated Framework coming
Spring 2026

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 interim years. The last accountability refresh occurred in 2023, and the next refresh is scheduled for 2028. **The Preliminary 2028 A-F Refresh Framework is now available.**

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.



[Link to Framework](#)



Step 2: Know Your Data

Key Questions to Ask Yourself: Know Your Data

- Do I know how my school performed last year on each domain and each component?
- Can I identify our wins?
 - *What did we do to lead to that success? How do we replicate it?*
- What are my biggest areas of need?
 - *What led to those gaps?*
- Do I know which student groups are on track and which ones need additional support?
- Do I know where to go if I need more support?

**Data sometimes answers questions.
Usually, it leads to better questions**



Dig into the data through TXschools.gov

SCHOOL PROFILE



This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.

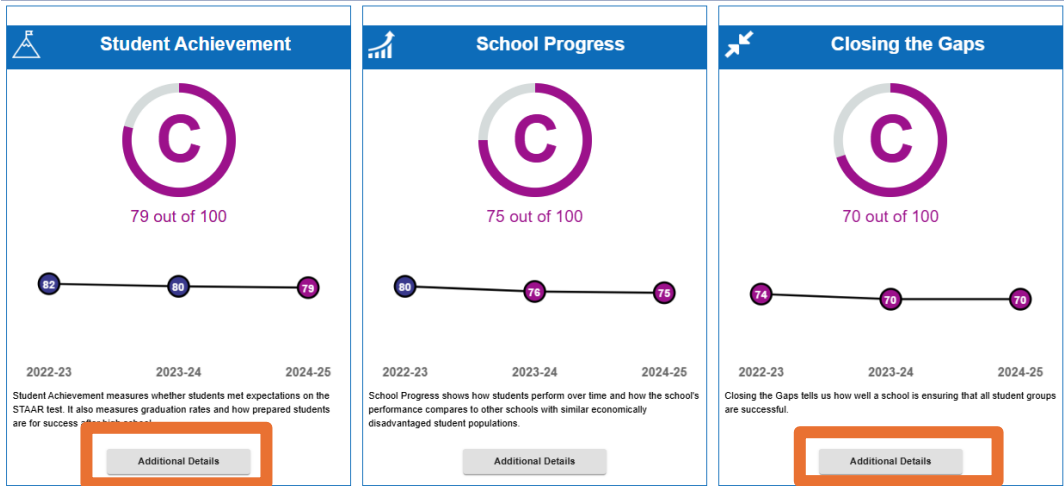
TELL ME MORE

Additional Details

Once you know the system, **know your data**

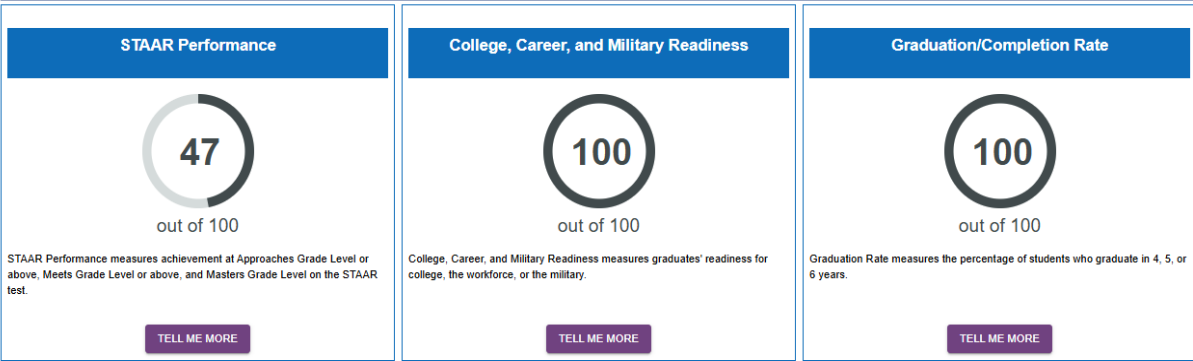
Txschools.gov is a great place to start digging into the data!

Overall Performance Details

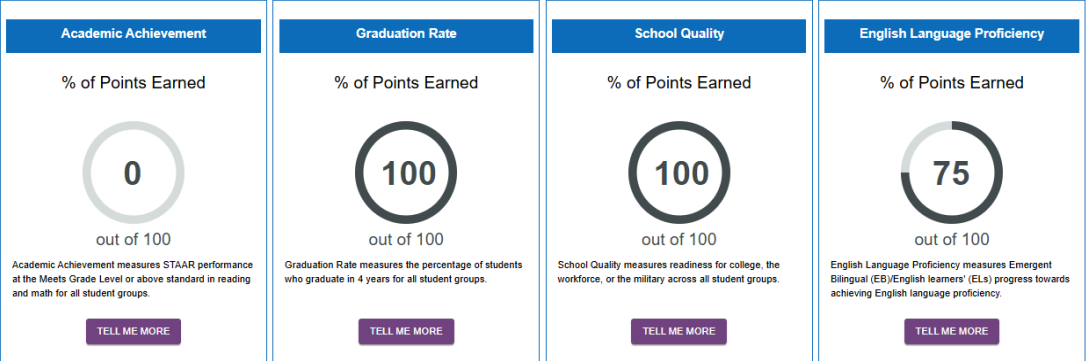


Knowing your domain level performance lets you know your campus' strengths and areas of need.

Student Achievement Summary



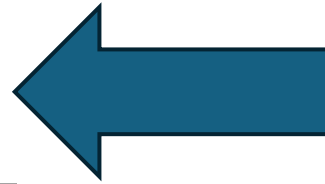
Closing the Gaps Summary



Double clicking into your component level performance gives you deeper insight into your data.

Accountability reports provide even more insight into prior year performance

DIG INTO THE DATA



Click this button anywhere in TXschools.gov to access the [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

Education Agency



Reports are organized by domain or distinction designations and the icons on the right allow you to print or download with one click!

Progress in Achieving English Language Proficiency (EB/EL Current)									
2025 Target								34%	
Next Interim Target (2027-28 through 2031-32)								36%	
Long Term Target (2037-38)								40%	
Points Earned								3	
2025 TELPAS Progress Rate								38%	
2025 TELPAS Progress								14	
2025 TELPAS Total								37	
2024 TELPAS Progress Rate								41%	
Total Points									3 4

Example from Closing the Gaps Report:

- Targets
- Points earned and points available
- Prior year performance
- Current year performance
- # of students assessed

The Texas Performance Reporting System (TPRS) provides even more in depth data

STAAR

Attendance and Graduation

Postsecondary

Profile

KG Readiness

Accountability

Research and Analysis

TAPR

Other Links

STAAR Performance

STAAR Performance

STAAR Performance - Additional Student Groups

STAAR Performance (All Students)

STAAR Performance (All Students) - Additional Student Groups

STAAR School Progress

Bilingual Education/English as a Second Language (Current EB Students/EL)

Advanced Math Pathways

Accelerated Instruction

STAAR Participation

STAAR Participation

STAAR Participation - Additional Student Groups

Texas Education Agency

2024-25 STAAR Performance

2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Performance Rates by Tested Grade, Subject, and Performance Level													
%	-	57%	*	-	-	-	-	-	-	60%	*	50%	50%
%	-	60%	*	-	-	-	*	-	-	*	*	67%	*
%	-	43%	*	-	-	-	-	-	-	40%	*	38%	33%
%	-	0%	*	-	-	-	*	-	-	*	*	0%	*

TPRS Glossary

The STAAR performance TPRS reports provide:

- Results by grade level and subject
- Annual growth by grade and subject
- Results for accelerated instruction
- Results by race/ethnicity, EBs, Student with Special Needs and Eco Dis
- Comparative results by state, district, and campus

For example, if your initial analysis leads you to believe growth must be an area of priority, the TPRS reports can help you to:

- Narrow by content
- Narrow by grade level
- Understand the moves you made that worked, so you can replicate that success!

All Grades ELA/Reading	2025	67%	60%
	2024	67%	49%
All Grades Mathematics	2025	64%	29%
	2024	60%	35%
Grade 6 ELA/Reading	2025	64%	92%
	2024	61%	19%
Grade 6 Mathematics	2025	56%	42%
	2024	48%	38%

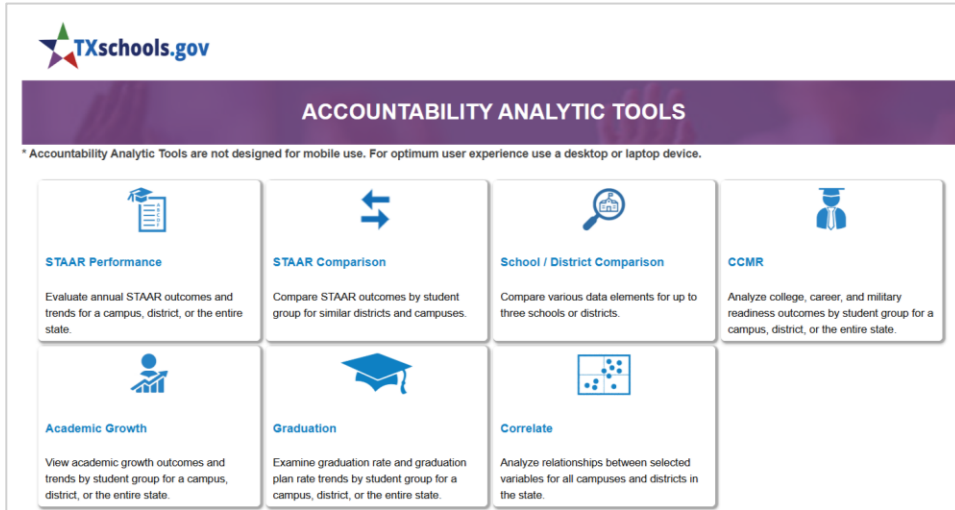
TPRS can also help you to understand other factors that impact accountability, such as attendance, staff years of experience, and early childhood measures of success

And if you don't like spreadsheets...

The Accountability Analytic Tools are another way to dig deeper to really Know your Data

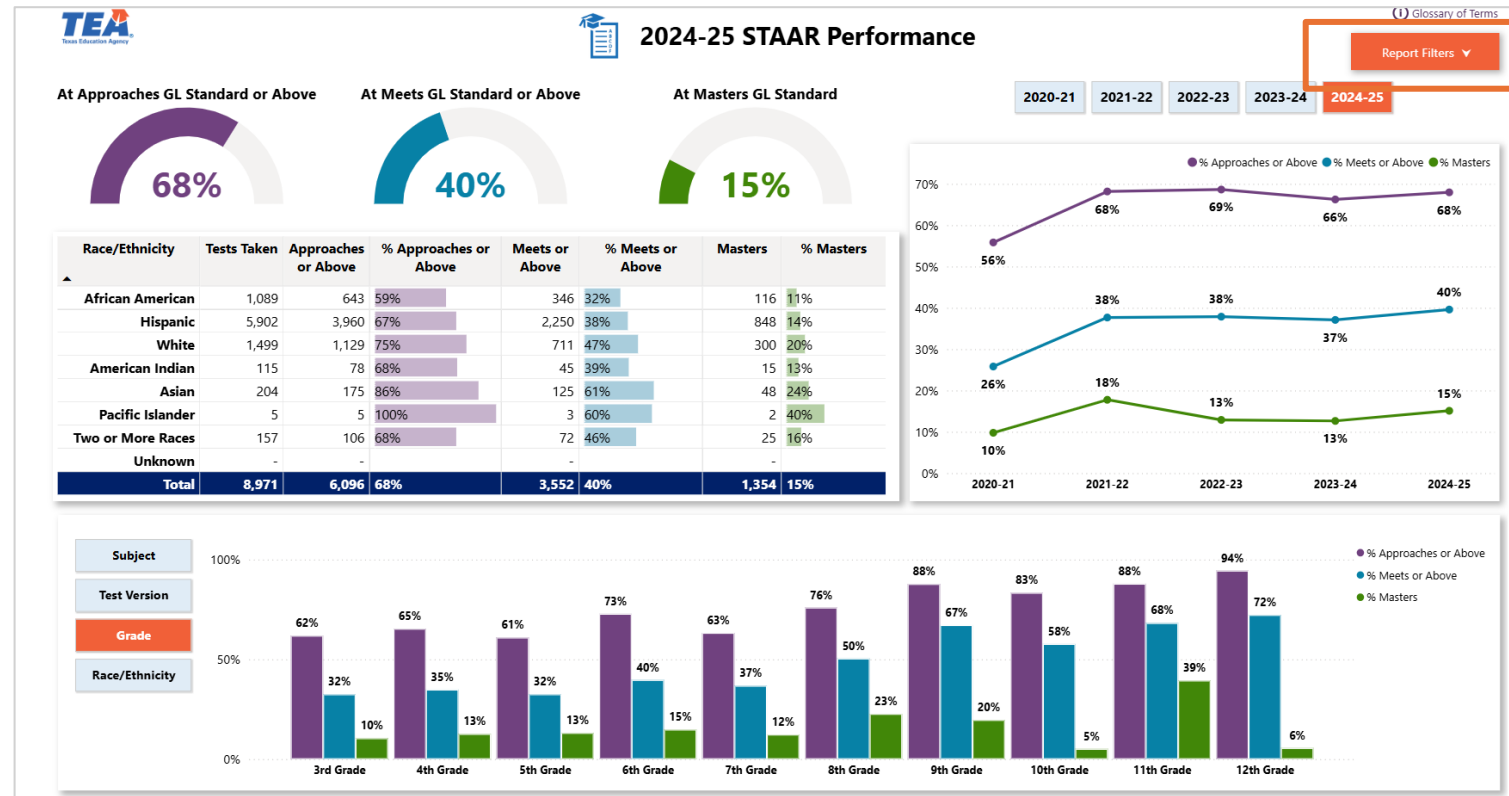


Using the Analytic Tools, you can easily see overall performance, performance over time, by student group and by grade



Individual dashboards allow you to filter and explore your data with easy-to-use visuals and charts

The report filters allow you to customize your view.
Be sure to filter for your school!





Step 3: Know Your Students

Key Questions to Ask Yourself: Know Your Students

- Do I know which students will be in my accountability subset?
- Do I know which groups each student is in? Do I know the size of each group?
 - *Are these correct in TIDE?*
- Do I know which race or ethnic groups will be evaluated in Domain 3 this year?
- Do I know who is in my high focus group?
- Do I know my students' performance last year and where they need to grow this year?
- Do I know who my accelerated testers are? Have they taken ACT or SAT?
 - *What was their performance? Do they need to retest?*
- Do I know which students have met CCMR indicators?
 - *If not yet, what do my seniors need?*
 - *Is my prior year data for CCMR correct?*
- Do I know where to go if I need more support?



Knowing your students starts with knowing who will "count" in accountability ratings

For the 2026 Accountability Year	For the 2027 Accountability Year
Grades 3–8: campuses are responsible for the spring 2026 assessment results for students reported as enrolled in 2025 PEIMS Fall Submission, also referred to as the October snapshot End-of-Course (EOC): campuses are responsible for • summer 2025 results for students reported as enrolled in the October 2024 snapshot; • fall 2025 results for students reported as enrolled in the October 2025 snapshot; and • spring 2026 results for students reported as enrolled in the October 2025 snapshot	Grades 3–8: campuses are responsible for the spring 2027 assessment results for students reported as enrolled in 2026 PEIMS Fall Submission, also referred to as the October snapshot End-of-Course (EOC): campuses are responsible for • summer 2026 results for students reported as enrolled in the October 2025 snapshot; • fall 2026 results for students reported as enrolled in the October 2026 snapshot; and • spring 2027 results for students reported as enrolled in the October 2026 snapshot

Accountability Subset Rule:

Only students who were reported as enrolled during the Fall PEIMS Submission, also referred to as the October snapshot (Oct 31, 2025), and who complete the testing window at your school are counted for accountability

The Test Information Distribution Engine (TIDE) is the source of data for individual student results within A-F

Demographic data that impacts accountability is pulled from TIDE, such as:

- Economically disadvantaged
- Special Education
- Emergent Bilingual
- Race/Ethnicity

Information submitted in PEIMS will be used to fill in any blank fields in TIDE by March 9th

District personnel must ensure all student information is entered and correct

- **For Spring STAAR, deadline is May 1st**
- **Please see the Assessment Calendar of Events for additional information**

District Testing Coordinators can update demographic information under Student Information

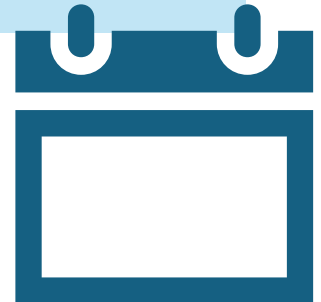
A new student listing to support!

A new PEIMS Demographic Student Listing will be available on TEAL March 5th!

This student listing will include all students in membership grades K-12 and their demographic information, as reported on PEIMS Fall Submission

The goal of this student listing is to ensure that everything is correct in TIDE, to ensure accurate accountability calculations

Mark Your Calendars!
Join us on March 26th for a Performance Reporting and Student Assessment collaborative online training on leveraging this listing and making changes in TIDE



Campuses can leverage Accountability Reports or TEAL to determine their two lowest performing groups from 2025, to be evaluated in 2026



Texas Education Agency - 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^	Total Earned Points	Total Possible Points
Groups to be evaluated in 2026 accountability	△	△						△	△		
Groups evaluated in 2025 accountability	✓	✓	✓						✓		

TEAL student listings can support in student-level analysis and planning

[New Items](#)[Performance Reporting](#)[Performance-Based Monitoring](#)[Research & Analysis](#)[College, Career & Military Prep](#)[State Performance Plan](#)[House Bill 3](#)

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Performance Reporting Resources and Reports

Click the categories below to view reports and resources. Unless otherwise noted, reports, listings, and downloads on this site are confidential and should be treated as such. These products are not designed to be shared with the public. Read the full [TEA Statement of Confidentiality](#).

Click on the + to expand the section.

2026 Academic Accountability		+
2025 Academic Accountability		-
Item	Description	
2025 State Accountability Appeals Form	Districts that submitted an appeal of their 2025 state accountability ratings may access their official response letter within the 2025 State Accountability Appeals Form. Letters are provided only for districts that submitted an appeal; those that did not submit an appeal will not have a letter available. For detailed information on the appeals process, refer to Chapter 8 - Appealing the Ratings in the Accountability Manual, as well as the Appeals Process and Timeline . update December 9, 2025	
2025 Accountability Reports [Admin]	These reports consist of 2025 accountability summaries, calculations, and data tables for each domain. updated December 11, 2025	
2025 Accountability Data Downloads [Admin]	A data download, which provides all accountability data elements for districts and campuses, is available in Excel, comma-delimited format, or tab-delimited format. updated December 11, 2025	
2025 STAAR, Growth, AEA Retest Growth, and EL Student Listing [Admin]	This CSV download provides student lists for STAAR Performance, Academic Growth, AEA Retest Growth, and EL Proficiency.	
2025 Final College, Career, and Military Readiness (CCMR) Student Listing	The Final 2025 CCMR Student Listing contains data for 2023-24 annual graduates and non-graduating students, including any approved submissions to the CCMR Verifier. Data includes information for all students. For more information about the data sources and requirements, please see the Explanation of Methodology and Sources .	

Choose a domain component.

- ☒ STAAR Performance ([Explanation of STAAR Performance Student Listing](#))
- ☐ Academic Growth ([Explanation of Academic Growth Student Listing](#))
- ☐ EL Proficiency Status ([Explanation of EL Proficiency Student Listing](#))
- ☐ AEA EOC Retest Growth Status ([Explanation of EOC Retest Student Listing](#))

What student download would you like?

- ☒ STAAR Performance Student Data for **District**
- ☐ STAAR Performance Student Data for **All Campuses**
- ☐ STAAR Performance Student Data for **Reading** (includes performance and participation)
- ☐ STAAR Performance Student Data for **Mathematics** (includes performance and participation)
- ☐ STAAR Performance Student Data for **Social Studies**
- ☐ STAAR Performance Student Data for **Science**

The [TEA Login \(TEAL\)](#) Accountability application provides student listings that provide insight into specific students' performance and growth with all demographic information

For high school leaders, paying attention to accelerated testers is also a critical step in knowing your students

TEAL Accountability

New Items

Performance Reporting

Performance-Based Monitoring

Research & Analysis

College, Career & Military Prep

State Performance Plan

House Bill 3

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Click on the + to expand the section.

2026 Academic Accountability

Item	Description
2026 Preliminary Accelerated Testers Student Listing	The 2026 Preliminary Accelerated Testers Student Listing is available to download in both CSV and Excel formats. To learn more about the data sources and the inclusion of these results, please see the Accelerated Testers Explanation of Methodology and Sources and the Inclusion of SAT/ACT Results for Accelerated Testers in 2026 Accountability . posted November 20, 2025
A-F Estimator [Admin] A-F Estimator [Admin AEA]	The A-F Estimator is a tool that enables stakeholders to forecast 2026 campus accountability ratings. It is prepopulated with 2025 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. posted October 10, 2025

Subject	Criteria	Year	Grade	SAT or ACT	Student Name	TSDS Unique ID
Algebra I	EOC Assessment	2023	8	No	Jubert, Katie	111111111
Algebra I	EOC Assessment	2022	8	No	Jubert, Katie	111111111
Algebra I	EOC Assessment	2022	8	No	Jubert, Katie	111111111
Algebra I	EOC Assessment	2022	8	Yes	Jubert, Katie	111111111
Algebra I	EOC Assessment	2022	8	Yes	Jubert, Katie	111111111
Algebra I	EOC Assessment	2022	8	Yes	Jubert, Katie	111111111
Algebra I	EOC Assessment	2022	8	Yes	Jubert, Katie	111111111
Algebra I	EOC Assessment	2022	8	Yes	Jubert, Katie	111111111
Algebra I	EOC Assessment	2022	8	Yes	Jubert, Katie	111111111
Algebra I	EOC Assessment	2022	8	Yes	Jubert, Katie	111111111
Algebra I	EOC Assessment	2022	8	Yes	Jubert, Katie	111111111
Algebra I	EOC Assessment	2022	8	Yes	Jubert, Katie	111111111
Algebra I	EOC Assessment	2022	8	Yes	Jubert, Katie	111111111
Algebra I	EOC Assessment	2022	8	Yes	Jubert, Katie	111111111
Algebra I	EOC Assessment	2022	8	Yes	Jubert, Katie	111111111
Algebra I	EOC Assessment	2022	8	Yes	Jubert, Katie	111111111

The Accelerated Testers Student listing allows you to see:

- Who passed an EOC prior to grade 9
- If that student has already taken the SAT or ACT

Accelerated testers' ACT or SAT scores are included in your achievement calculations!

The preliminary student listing includes students enrolled in 11th grade in 24-25

Upcoming student listings will include students in grades 9-12 (Spring)

The CCMR Tracker allows you to see which students have achieved which CCMR indicators

The CCMR tracker, found in the [TEA Login \(TEAL\)](#) Accountability application allows you to see which CCMR indicators your students have met

Did the Student Earn an IBC?

IBC Title	IBC Code	Licensure Result	Program of Study Code	Program of Study Title
Autodesk Associate (Certified User) AutoCAD	939	01	006	Architectural Drafting and Design
			022	Engineering Foundations
			069	Mechanical and Aerospace Engineering
			070	Electrical Engineering
			071	Civil Engineering

Yes

- The IBC code is for a current IBC
- The Licensure Result is 01, meaning credit was earned

Did the student earn a CTE status of Completer in any Program of Study?

Program of Study Code	Program of Study Title	CTE Status
002	Advanced Manufacturing and Machinery Mechanics	Concentrator (6)
022	Engineering Foundations	Completer (7)
049	Renewable Energy	Concentrator (7)

Yes

- The student is a Completer in one program of study

Do any of the IBC's aligned Program of Study match a Program of Study with a CTE status of Completer?

IBC Title	IBC Code	Licensure Result	Program of Study Code	Program of Study Title	CTE Status
Autodesk Associate (Certified User) AutoCAD	939	01	006	Architectural Drafting and Design	--
			022	Engineering Foundations	Completer (7)
			069	Mechanical and Aerospace Engineering	--
			070	Electrical Engineering	--
			071	Civil Engineering	--

Yes

- IBC 939 was earned and aligns with POS 022
- The student has a CTE status of Completer in POS 022
- [IBC 939 counts for CCMR Credit](#)

The CCMR Tracker (Part I) will be available in early April and will be upgraded to include:

- All students in grades 9 through prior year's graduating class
- An in depth look into IBCs

The [Academic Accountability Data Sources Guide](#) is a helpful guide in understanding data sources for CCMR



Step 4: Set Goals

Key Questions to Ask Yourself: Set Goals

- Am I clear on which data points need to move, and by how much?
- Do I know the impact on my accountability rating if my goals are met?
- Are my goals both ambitious and feasible?
- Do I have a clear plan in place for the essential actions that will lead to achieving our goals?



Once you know the system, your data and your students, it's time to Set Goals

The Effective Schools Framework



Prioritize Gaps

Once a campus has assessed their current practices, they will prioritize 2 – 3 Essential Actions to prioritize their focus.

Prioritization can be identified through a big gap/small gap analysis to narrow the focus on highest leverage actions that lead to improved systems and student outcomes.



Effective goal setting is all about prioritization.

- What are the highest priority gaps?
- What gains can we make this year?
- What systems need to be in place to ensure we reach our goals?
- What are the 2-3 essential actions we need to implement?

Understanding how cut points work is a critical step in setting accountability goals

Campus Student Achievement Domain: STAAR and CCMR Component Score Cut Points						
Rating	STAAR				CCMR	
	Elementary	Middle	HS/K-12	AEA	Non-AEA	AEA
A	60	60	60	40	88	60
B	53	49	53	30	78	30
C	41	38	41	20	64	18
D	35	32	35	15	51	12

To get an "A" on CCMR a high school needs to achieve a raw score of 88.

88% of their graduates must achieve at least one CCMR indicator

To get an "A" in Domain 2b, an elementary school needs to achieve a raw score of 80.

80% of their students eligible to demonstrate growth (4th grade and up) must make at least one year of growth

Campus School Progress, Part A: Score Cut Points				
Rating	Elementary	Middle	HS/K-12	AEA
A	80	80	85	80
B	71	68	74	62
C	63	61	68	51
D	56	55	62	35

Scaled scores conversion tables are available in the [2026 Accountability System Manual](#) or in the [Texas Education Agency - Scaling Tool](#)

The A-F Estimator can assist in deciding highest leverage priorities, growth needed, and the impact of achieving goals

OVERALL SCORE AND GRADE

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STUDENT ACHIEVEMENT DOMAIN

SCALED SCORE AND GRADE

72 

Student Achievement Components	2025 Value	New Value
STAAR Performance Approaches	70	70
STAAR Performance Meets	36	36
STAAR Performance Masters	13	13
STAAR Performance Raw Score	40	40
STAAR Performance Scaled Score	72	72

SCHOOL PROGRESS DOMAIN

SCALED SCORE AND GRADE

83 

School Progress Components	2025 Value	New Value
Academic Growth Raw Score 	60	60
Academic Growth Scaled Score	69	69
Economically Disadvantaged %	95.9	
Economically Disadvantaged % Grouping	95.1 to 96	95.1 to 96
STAAR Relative Performance Raw Score	40	40
STAAR Relative Performance Scaled Score	83	83

CLOSING THE GAPS DOMAIN

SCALED SCORE AND GRADE

71 

RECALCULATE NEW VALUES

RESET ORIGINAL VALUES

Closing the Gaps Components	Values
<u>Academic Achievement</u> 	
New Values:	9 out of 32
Rate:	28.1 %
Weight / Score:	30 % / 8.4
<u>Growth</u>	
New Values:	9 out of 32
Rate:	28.1 %
Weight / Score:	50 % / 14.1
<u>English Language Proficiency</u>	
New Values:	4 out of 4
Rate:	100 %
Weight / Score:	10 % / 10
<u>Student Success</u>	
New Values:	6 out of 16
Rate:	37.5 %
Weight / Score:	10 % / 3.8

The [A - F Estimator](#) has pre-populated results from the prior year, and is programmed for accountability calculations

- Each data field can be adjusted, allowing you to see which data points need to move to reach your goals
- The A-F estimator can support in goal setting, as you know exactly how much a component needs to move
- A-F estimator can support in prioritization

The [AEA A - F Estimator](#) has the same capacity, and is customized with AEC specific rules

Informed by gap analysis, the A-F estimator can support in narrowing your focus

STUDENT ACHIEVEMENT DOMAIN

SCALED SCORE AND GRADE

73 C

Student Achievement Components	2025 Value	New Value
STAAR Performance Approaches	70	73
STAAR Performance Meets	36	36
STAAR Performance Masters	13	13
STAAR Performance Raw Score	40	41
STAAR Performance Scaled Score	72	73

OVERALL SCORE AND GRADE

81 B

SCHOOL PROGRESS DOMAIN

SCALED SCORE AND GRADE

85 B

School Progress Components	2025 Value	New Value
Academic Growth Raw Score	60	60
Academic Growth Scaled Score	69	69
Economically Disadvantaged %	95.9	

RECALCULATE NEW VALUES

RESET ORIGINAL VALUES

CLOSING THE GAPS DOMAIN

SCALED SCORE AND GRADE

71 C

Closing the Gaps Components	Values
Academic Achievement ⓘ	
New Values:	9 out of 32
Rate:	28.1 %
Weight / Score:	30 % / 8.4

In this example, the school leader changed:

- "STAAR Approaches New Value" to 73 and
- Selected "Recalculate New Values"

By increasing the percent of students at approaches by just 3%, this school can move from a C to a B



Step 5: Monitor Progress

We don't (yet!) have formative assessments...

The best way to monitor your progress is through formative assessments

Looking at your formative data through the lens of accountability should include:

- **Progress to achievement goals**
- **Individual student progress**
- **Analysis of student group performance**

Key Questions to Ask Yourself: Monitor Progress

- Do our PLCs include an accountability lens?
 - *Does everyone in my building know which students need to move and by how much?*
 - *Is our data available by prioritized student groups?*
- Do we have planned step-backs when student listings and trackers are released?
- Do we have systems in place to ensure all deadlines for accountability are met?
- Do we know where re-testers are tracking?



The Performance Reporting Calendar of Events can help you plan out your year

Calendar of Events (April 2025–December 2026) Last updated: January 9, 2026				
Year	Month	Date	Key Event	Resources
2026	February	13th	Student Assessment Data Validation Reports released in TEAL	Data Validation Monitoring Reports
		16th - March 27th	Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate testing window	Assessment Testing Calendars
2026	March	early March	2026 Alternative Education Accountability (AEA) Campus Registration Process available in TEAL (one-week window)	TEAL Login
		early March	Final 2025 Accelerated Testers Student Listings released in TEAL	2026 Accountability Rating System
		early March	Campus 3-12 Enrollment (Membership) List available on TEA website	2026 Accountability Rating System
		9th	Fall PEIMS demographics file loaded into TIDE (Updates missing student information for students that are already registered in TIDE)	PEIMS Data Submission Overview
		16th - April 17th	STAAR Alternate 2 testing window	Assessment Testing Calendars
		23rd	Final Administration Reports for Accountability delivered to districts for December EOD via TIDE	Student Assessment Results
2026	April	early April	2026 Final Lists of AEA Campuses available on the TEA website. <i>Date To Be Confirmed (TBC)</i>	Performance Reporting Resources
		early April	CCMR Tracker Part I available in TEAL <i>(Date TBC)</i>	TEAL Login
		late April	2026 Campus Pairing Window available in TEAL <i>(Date TBC)</i>	TEAL Login
		6th - 17th	STAAR testing window for Reading Language Arts (RLA)	Assessment Testing Calendars
		13th - 24th	STAAR testing window for Science and Social Studies	Assessment Testing Calendars
		20th - May 1st	STAAR testing window for Mathematics	Assessment Testing Calendars

The Performance Reporting Calendar of Events can be downloaded from [Performance Reporting Resources](#) in Excel, PDF, or .ics (straight to your calendar!)

Keeping track of these dates can allow you to:

- Know when official listings will be released for your progress monitoring (CCMR + Accelerated testers)
- Know when action is required of you for accurate accountability ratings (e.g., AEA registration)

The calendar will be updated monthly, and dates will be finalized as data become available to Performance Reporting.

High school leaders should also be monitoring EOC re-testers



TE★AS ASSESSMENT

Secure Login

Results are already available for the June 2025 and December 2025 STAAR EOC administrations. Both of these will be reflected on 2026 accountability!

Analyzing these results can help you to:

- Know which courses are on track
- Know which students need to retest in the spring and their highest areas of need
- Set goals and make strategic moves for both your first time testers and re-testers



Closing

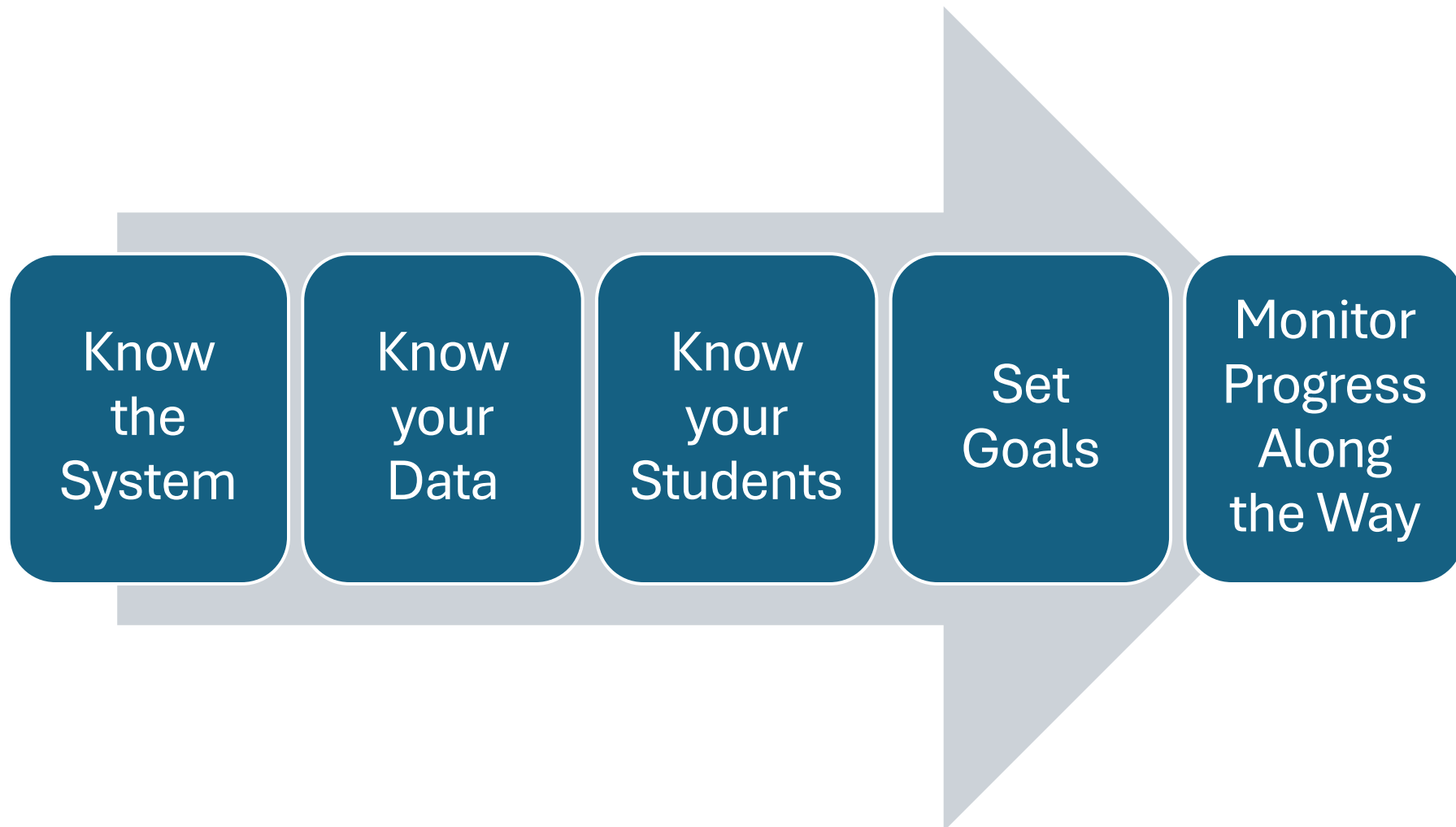
Everyone wants to achieve an A rating...



A goal without a
plan is just a wish.

Antoine de Saint-Exupéry

Careful analysis and planning allows you to reach your goals... and we are here to support you!



There are free and accessible tools at every step to support you in your journey!

I have a recommendation for an upgrade!

Recent and Upcoming Upgrades based on Stakeholder Feedback:

- Release of groups to be evaluated in Domain 3 for 2026
- Expansion of Accelerated Tester Listings to include grades 9-12
- PEIMS x Accountability resources and trainings
- Expansion of CCMR trackers with in-depth IBC lists, expanded grade levels, and demographic information
- **And more to come!**

Suggested Enhancements to Performance Reporting's Products and Processes



Use this link to let us know how we can improve our products or to recommend new products that would support your analysis and planning!

Thank you

Email: performance.reporting@tea.Texas.gov

Phone: 512.463.9704

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



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