

Assessment and Accountability Tools: Understanding and Leveraging Your 2026 Reports

June 18, 2026

Meeting Protocols



This meeting is being **recorded**



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Closed captioning is available upon request.

Meet your presenters



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Performance Reporting Division



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Performance Reporting Division



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Strategy, Operations, & Reporting
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Hello and Welcome!

Agenda for Today



Welcome and Introductions



A-F Rating System



Student Assessment Reporting



Accountability Reporting- Available Now



What to Expect in August

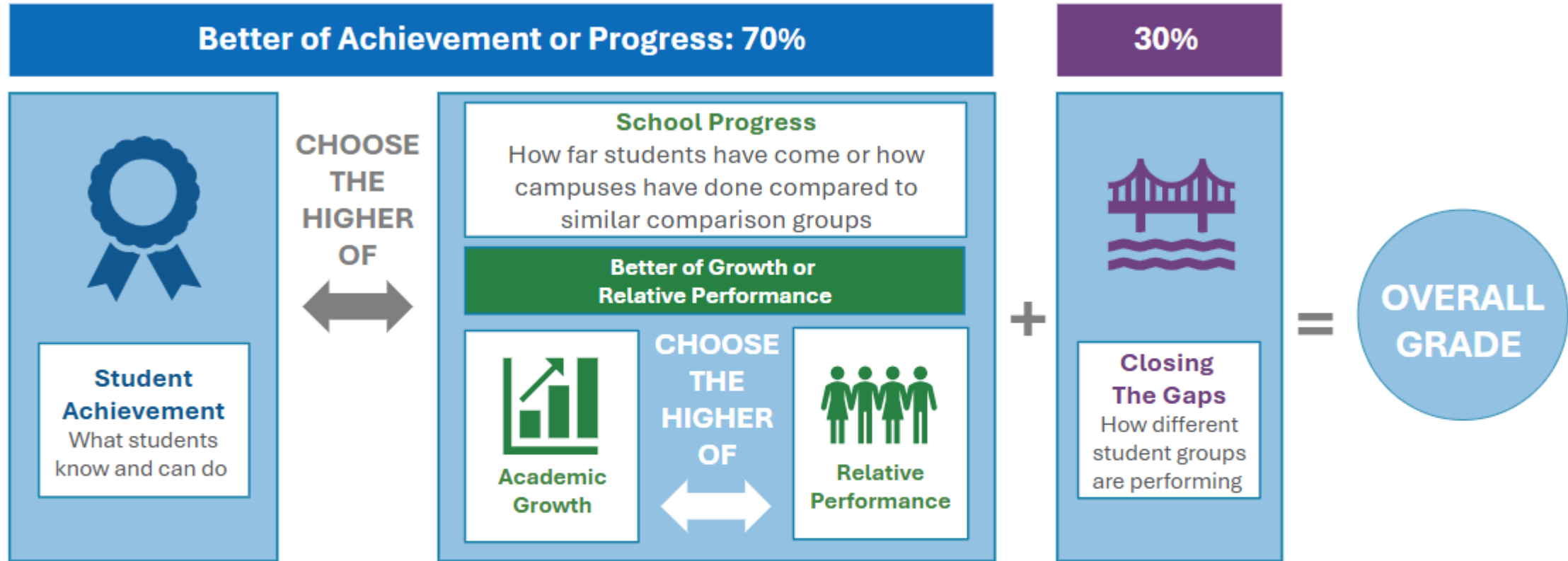


Closing and Next Steps



The A-F Rating System

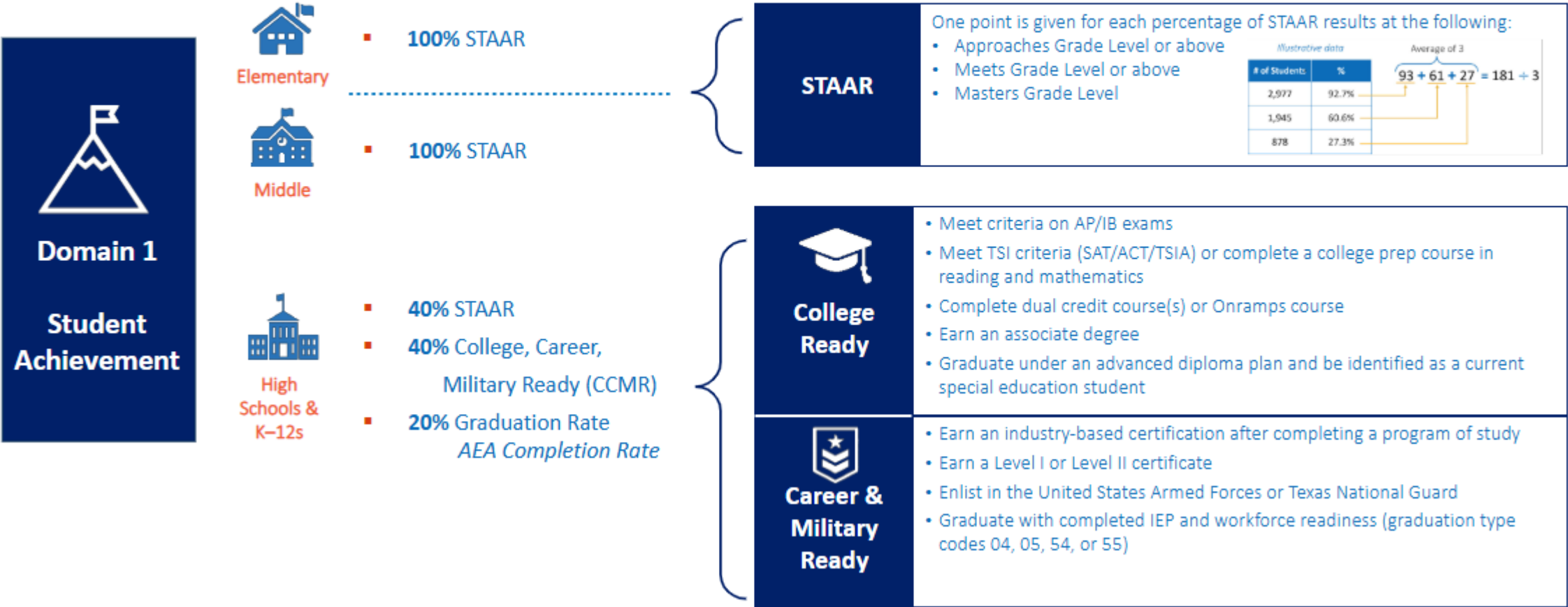
Calculating Overall A-F Results



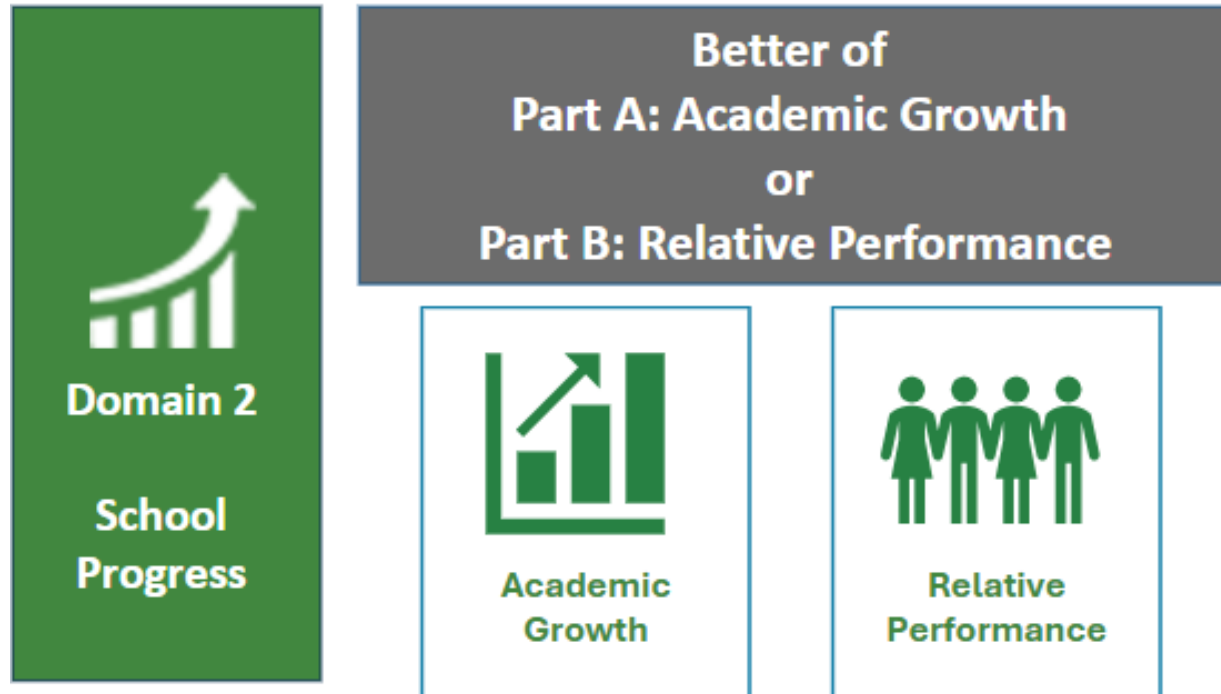
Note: If a campus receives a D or an F for 3 of the 4 domains listed above, their final scale score is capped at 69 and 59 (respectively), unless the campus is not scored on all four domains, or the student achievement domain is above a D or F (respectively).

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



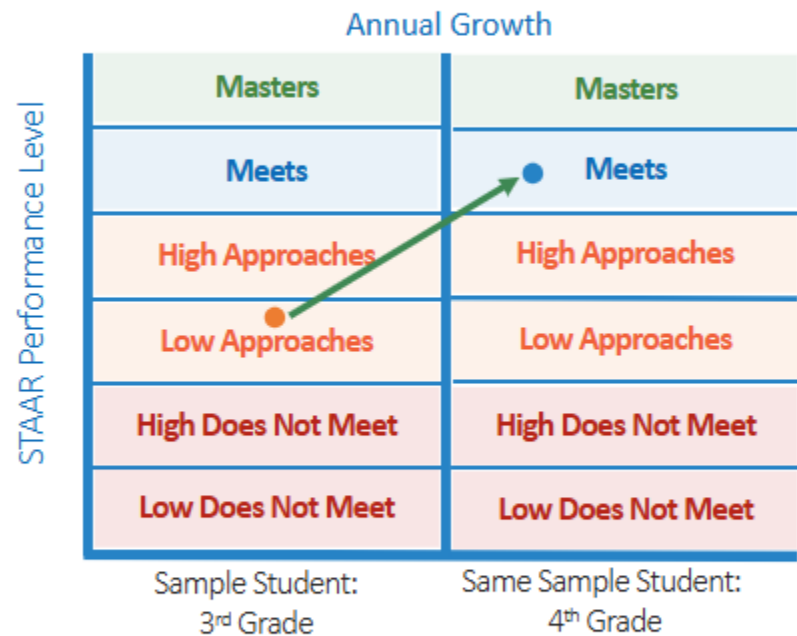
The School Progress domain measures district and campus outcomes in two areas:

- 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

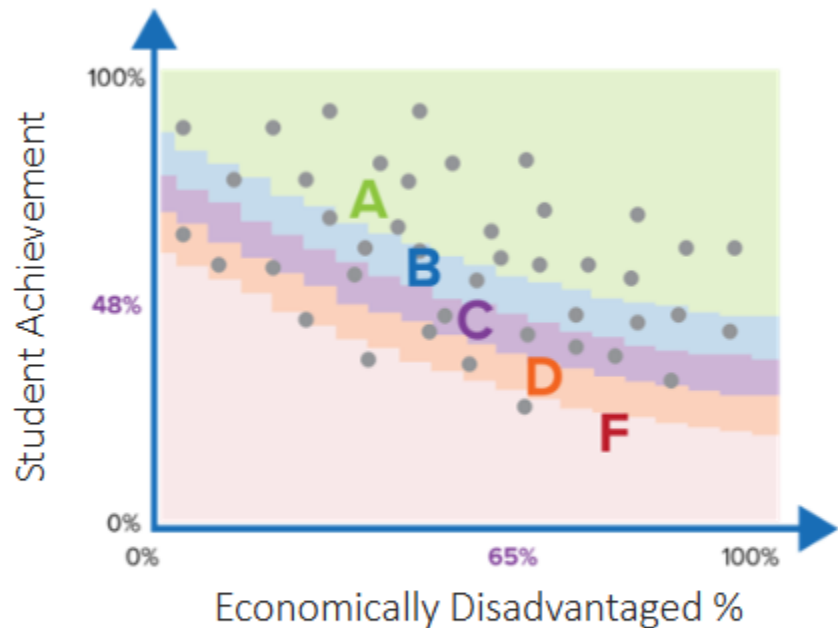
PART A: Academic Growth
Aggregating individual student year-over-year gains



Accelerated Learning



PART B: Relative Performance
Approximating growth using baseline adjusted proficiency targets



* Domain 2b includes both STAAR and CCMR for high schools/K-12s with CCMR data

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

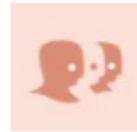
**Includes current and former/monitored SPED/EB*

***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

Race/Ethnicity



Special Education*



Continuously Enrolled and Mobile



Emergent Bilingual (EB)*



Economically Disadvantaged



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 A-F Accountability

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, Gifted/Talented, Limited English Proficiency, or students with Special Needs.

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

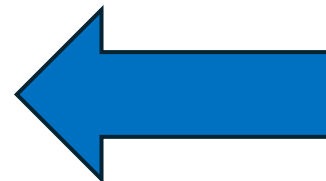
[Accountability System Manual](#)
Updated annually, provides the rules used for calculating ratings



Accountability Manual for 2026 Ratings

for Texas Public School Districts and Campuses

[How Accountability Ratings Work](#)
provides examples for every domain and component



Your ESCs also provide ongoing workshops and trainings!

Where can I find my reports and data?

Throughout our time together, we will be referencing key locations to find reports and data.

Centralized Reporting System (CRS) and Research Portal

SYSTEM



Centralized Reporting System (CRS)

Access detailed assessment reports

SYSTEM



Research Portal

Access to campus, district, and statewide test results for all participating students.

Comprehensive Reporting Systems



2024-25 TEXAS PERFORMANCE REPORTING SYSTEM (TPRS)

STAAR Attendance and Graduation Postsecondary Profile KG Readiness Accountability Research and Analysis



2025 ACCOUNTABILITY REPORTS

Overview Student Achievement School Progress Closing the Gaps Distinction Summary Distinction Indicators

Performance Reporting Web Pages and Resources

2026 Accountability Rating System

The 2026 Accountability System materials and resources will be available on this page as they are released.

Performance Reporting Resources

Access Performance Reporting resources and presentations to help educators, families, and the public understand and use accountability information.

Secure Gateway for Confidential Reports

TEAL Accountability

ing Performance-Based Monitoring Research & Analysis College, Career & Military P

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.

New Items

ng items are available to view:

- R Verifier
- uation and Dropout Information
- R Outcomes Bonus Final Counts
- pus Pairing
- R Tracker, Part I

2025 Accountability Ratings

- untability Reports and Data Tables
- untability Data Downloads
- R. Growth, AEA Retest Growth, and EL Student Listing (Admin)



TEA Login (TEAL)

Assessment vs. Accountability Reporting

STAAR and TELPAS reports from **Student Assessment** contain student-level and aggregate summary performance results for **each student** for whom an assessment record was submitted, **regardless** of the date of enrollment on a campus

STAAR and TELPAS accountability calculations from **Performance Reporting** use results from **each student** reported as enrolled and in membership at a campus in the TSDS Fall Snapshot **AND** for whom an assessment record was submitted from the same campus.

Accountability Year	STAAR results are included in the subset of campus accountability	If the student was enrolled in the campus on this date:
2026	EOC summer 2025 administration	PEIMS Fall 2024 enrollment Snapshot
	EOC fall 2025 administration	PEIMS Fall 2025 enrollment Snapshot
	EOC spring 2026 administration	
	Grades 3–8 spring 2026 administration	

Pathway from Assessment to Accountability

**Initial
Administration
Reports
June 5 and 11**



**Final
Administration
Reports
July 14 and 28**



**Consolidated
Accountability
File
Early August**



Administration Reports for Data Verification

Administration reports for data verification include reporting data files, district and campus summary reports, campus rosters, student report cards, and student labels. These reports should be used to identify data that needs to be corrected during the data verification window.

Administration reports for data verification may also be used as an initial indicator of district and campus accountability ratings.

For District and Regional Testing Coordinators

Administration reports for data verification are posted for district and regional testing coordinators in the [Secure File Center](#) on the following dates:

- STAAR Grades 3–8 assessments: June 11, 2026
- Spring STAAR EOC assessments: June 5, 2026
- December STAAR: January 15 and 23, 2026*
- June STAAR: July 29, 2026
- STAAR Alternate 2: June 22, 2026
- TEPAS: June 2, 2026
- TEPAS Alternate: April 22, 2026

*For more information, see the Upcoming Texas Assessment Program Activities communication delivered to districts on January 12, 2026.

In Family and Research Portals

Data from the administration reports are available in the [Family Portal](#) and the [Research Portal](#) on the following dates:

- STAAR Grades 3–8 assessments: June 16, 2026
- Spring STAAR EOC assessments: June 10, 2026
- December STAAR: January 28, 2026
- June STAAR: July 31, 2026
- STAAR Alternate 2: June 24, 2026
- TEPAS: June 11, 2026
- TEPAS Alternate: April 27, 2026

Data Verification



Final Administration Reports for Accountability

Final administration reports for accountability reflect changes made during the data verification window and include item analysis reports and updated reporting data files, summary reports, student report cards, and student labels.

Because these reports are provided to the TEA Performance Reporting Division, where accountability rules are applied to produce the Consolidated Accountability File, final administration reports for accountability may vary slightly from the Consolidated Accountability File.

Accountability data may be accessed through the [Texas Performance Reporting System](#).

For District and Regional Testing Coordinators

Final administration reports for accountability are posted for district and regional testing coordinators in the [Secure File Center](#) on the following dates:

- STAAR Grades 3–8 assessments: July 28, 2026
- Spring STAAR EOC assessments: July 14, 2026
- December STAAR: March 23, 2026
- June STAAR: August 28, 2026
- STAAR Alternate 2: July 24, 2026
- TEPAS: July 20, 2026
- TEPAS Alternate: May 13, 2026

In Family and Research Portals

Data from the final administration reports are available in the [Family Portal](#) and the [Research Portal](#) on the following dates:

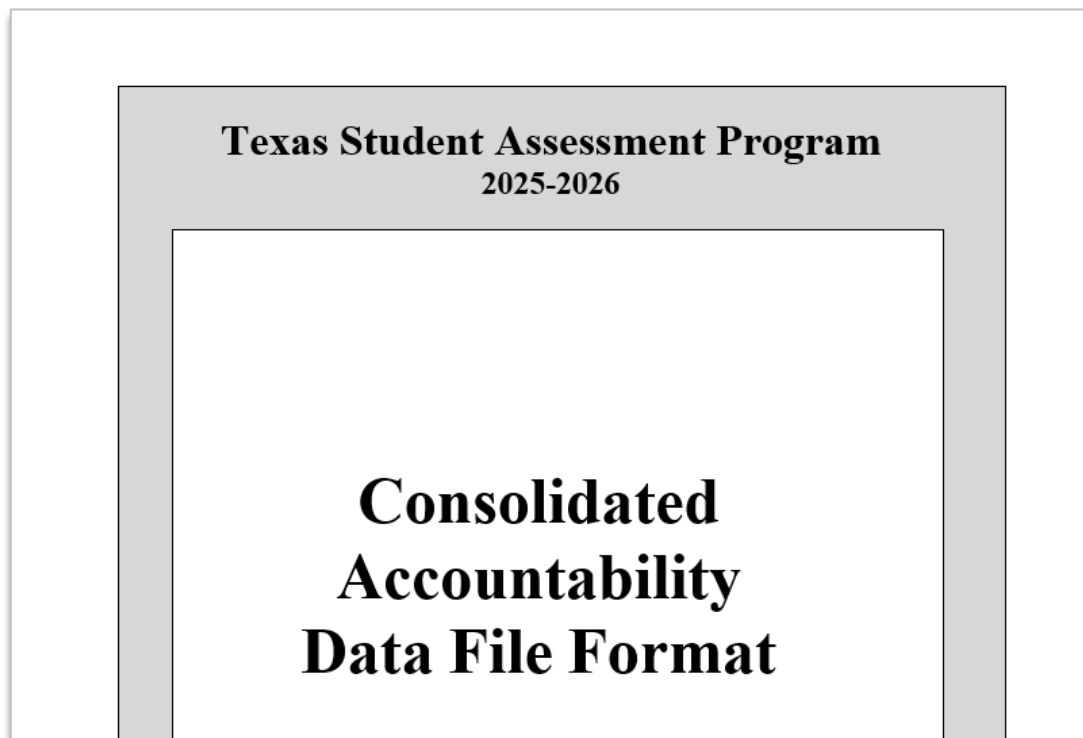
- STAAR Grades 3–8 assessments: July 31, 2026
- Spring STAAR EOC assessments: July 17, 2026
- December STAAR: March 26, 2026
- June STAAR: September 2, 2026
- STAAR Alternate 2: July 29, 2026
- TEPAS: July 23, 2026
- TEPAS Alternate: May 19, 2026

The Consolidated Accountability File (CAF)

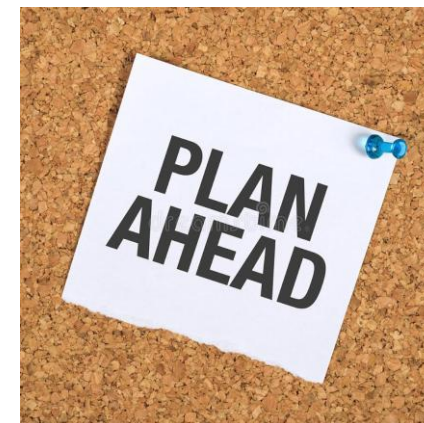
The Consolidated Accountability File (CAF) serves as the **official** source of assessment data used to calculate accountability ratings

- CAF will be delivered in **.csv format** through TIDE's Secure Inbox in **early August**
- Information about the CAF layout was **released in May** and is found [here](#)

STAAR
STAAR Spanish
STAAR Alternate 2
TELPAS
TELPAS Alternate



**NEW
FORMAT!**



Test Your Knowledge! *Question 1*

A high school leader correctly filters their STAAR EOC final administration reports (available July 14) using accountability inclusion rules. Which of these can they accurately calculate?

- A. All accountability indicators
- B. Domain 1 indicators only
- C. STAAR-based components only
- D. Final accountability rating

Test Your Knowledge! Answer 1

A high school leader correctly filters their STAAR EOC final administration reports (available July 14) using accountability inclusion rules. Which of these can they accurately calculate?

- A. All accountability indicators
- B. Domain 1 indicators only
- C. **STAAR-based components only**
- D. Final accountability rating

Assuming inclusion rules were correctly applied, the high school leader would be able to calculate all STAAR-based components. Graduation rate, CCMR, and Progress to English Language Proficiency would not be able to be calculated based on their final administration file

Summative data that is not included in the accountability subset is critical in many decision-making processes - graduation requirements, tutoring, instructional groupings and supports, and so many more!



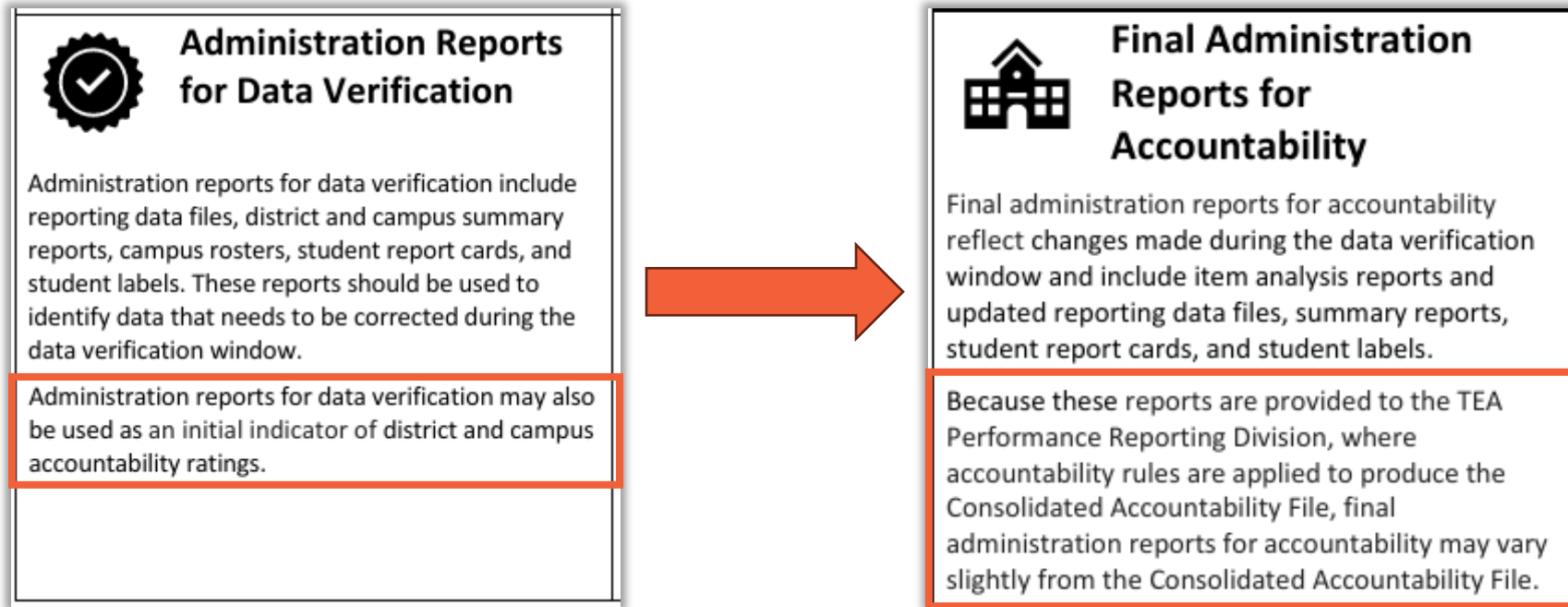
Student Assessment Reporting

Spring 2026 STAAR Reporting Timeline

	Close of Final Testing Window	Test Results for Schools EOC	Test Results for Schools 3-8	Test Results for Families EOC	Test Results for Families 3-8	Final Test Results for Schools (After processing district requested corrections) EOC	Final Test Results for Schools (After processing district requested corrections) 3-8	A-F Results
SY 2024-25	5/1/26	5/23/25	5/30/25	6/10/25	6/17/25	7/11/25	7/22/25	8/15/25
SY 2025-26	5/1/26	5/22/26	5/29/26 (5 and 8 science raw scores)	6/10/26	6/16/26 (5 and 8 science raw scores)	7/14/26	7/28/26 (5 and 8 science Performance Levels)	8/14/26

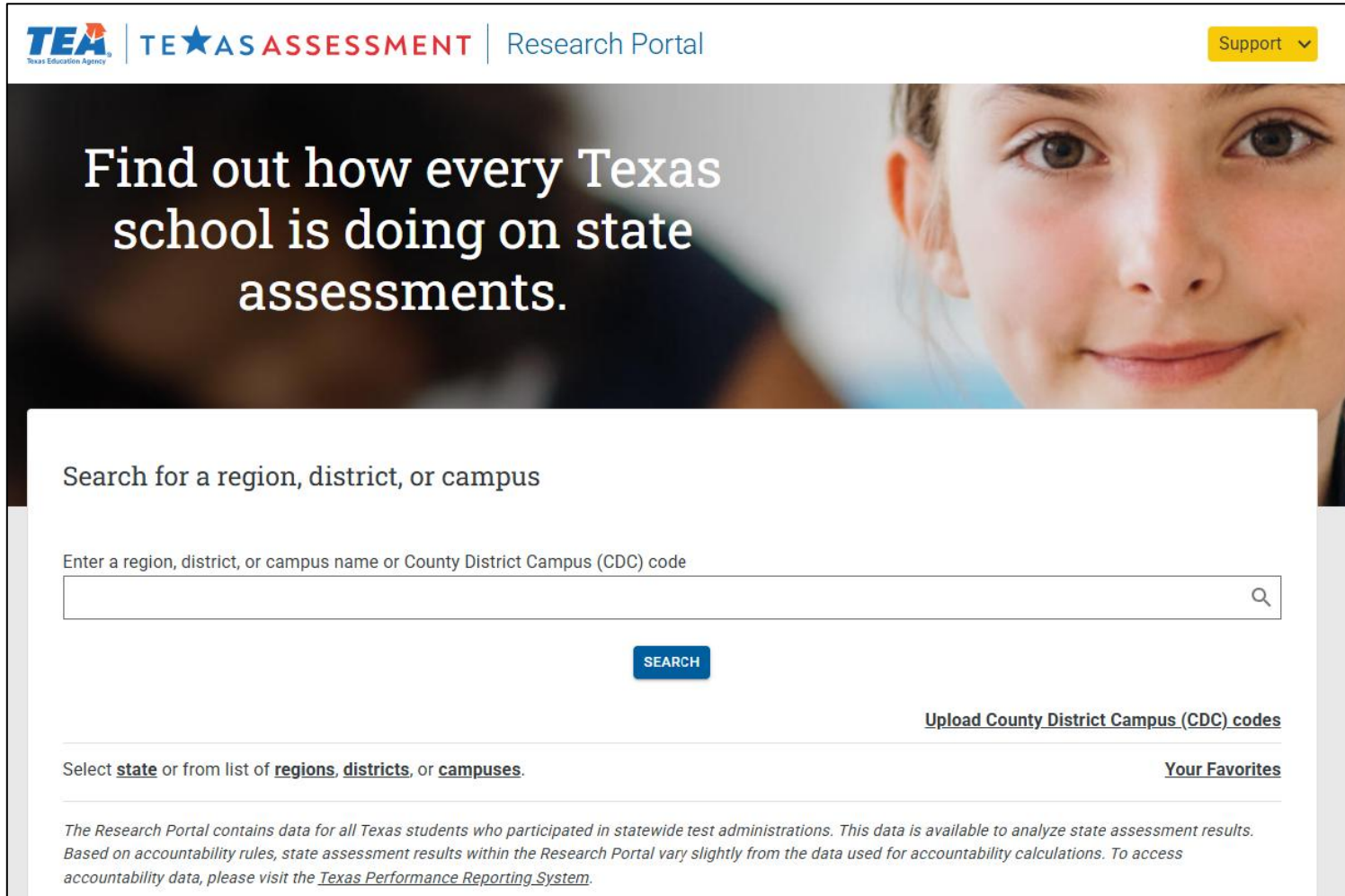
See the [Reporting Events](#) page of the *Coordinator Resources* for more information.

Assessment Administration Reports



Reporting data files include each student's TSDS Fall PEIMS campus to inform the **match** between Fall enrollment campus and Spring testing campus.

The Research Portal was created to give the public direct access to student assessment information



The screenshot shows the TEA Research Portal interface. At the top, there's a header with the TEA logo, 'TEAS ASSESSMENT', and 'Research Portal'. A yellow 'Support' button is in the top right. The main heading reads 'Find out how every Texas school is doing on state assessments.' Below this is a search section with the prompt 'Search for a region, district, or campus'. It includes a text input field with placeholder text 'Enter a region, district, or campus name or County District Campus (CDC) code', a magnifying glass icon, and a blue 'SEARCH' button. To the right of the search bar is a link 'Upload County District Campus (CDC) codes'. Below the search bar, it says 'Select state or from list of regions, districts, or campuses.' with a link 'Your Favorites' to the right. At the bottom, a disclaimer states: 'The Research Portal contains data for all Texas students who participated in statewide test administrations. This data is available to analyze state assessment results. Based on accountability rules, state assessment results within the Research Portal vary slightly from the data used for accountability calculations. To access accountability data, please visit the [Texas Performance Reporting System](#).'

Fun Facts:

- Research Portal established January 2024
- Over 170K unique viewers accessing the site
- Around 300K reports ran in the Research Portal (STAAR 3-8 Group Summary is by far the most popular!)

Tip 1: Access statewide or region information easily

Home / My Selections

1 Find Your Campus or District

Favorites Search Campus District **Region** State

Select
All
☐

Region

- ☐ ★ REG 01 EDUCATION SERVICE CENTER
- ☐ ★ REG 02 EDUCATION SERVICE CENTER
- ☐ ★ REG 03 EDUCATION SERVICE CENTER
- ☐ ★ REG 04 EDUCATION SERVICE CENTER
- ☐ ★ REG 05 EDUCATION SERVICE CENTER
- ☐ ★ REG 06 EDUCATION SERVICE CENTER

☒ Include Statewide Results

Find Your Region

Enter Campus or District Name or CDC code

Your Campuses, Districts, and Regions:

STATE

TEXAS

After the assessment program is selected, one can generate the following:

1. Group Summary Report
2. Item Analysis Summary
3. Score Code Summary
4. Standard Combined Summary
5. Standard Constructed Response Summary
6. Standard Summary

Tip 2: Mass upload CDC codes for quick look-up

Search for a region, district, or campus

Enter a region, district, or campus name or County District Campus (CDC) code

[Upload County District Campus \(CDC\) codes](#)

Select state or from list of regions, districts, or campuses. [Your Favorites](#)

The Research Portal contains data for all Texas students who participated in statewide test administrations. This data is available to all. Based on accountability rules, state assessment results within the Research Portal vary slightly from the data used for accountability accountability data, please visit the [Texas Performance Reporting System](#).

***Reminder: the Research Portal includes performance data for all students tested on a campus, and is not filtered for accountability calculations**

1 Find Your Campus or District

[Favorites](#) [Search](#) [Campus](#) [District](#) [Region](#) [State](#)

Find your Campus or Organization

Search by Name or County District Campus (CDC) code

☐ Include Statewide Results

Your Campuses, Districts, and Regions:

Upload multiple County District Campus (CDC) codes

Upload a .TXT file with one County District Campus (CDC) code per line. Districts have 6 digits, and campuses have 9 digits. There is a maximum limit of 1000 codes per file.



Drag and drop or [select](#) a .TXT file.

CDC codes can be found on [AskTED!](#)

Tip 3: Filter function for specific demographics

Example of how to use 'Filter' function (for Male and Hispanic/Latino students) –

The screenshot shows the TEA STAAR EOC Group Summary Performance report interface. A 'Filter' dialog box is open, allowing users to refine their search. The dialog has two main sections: '1 Select student groups' and '2 Select the relationship'. In the first section, 'Male' and 'Hispanic/Latino' are selected as filters. In the second section, the 'And' relationship is chosen. The background shows the report details for the STATE, Summer 2025 administration, with a total of 38,392 students and 3,519 tests taken. Performance data is shown as percentages and counts for different score levels.

Organization	Administration	STAA	Tests	Take	Above		
STATE	Summer 2025	38,392	3,519	57% 21,884 Tests	43% 16,508 Tests	4% 1,649 Tests	1% 515 Tests

Select '**AND**' to see students who meet all criteria selected

Select '**OR**' to see students who belong to one or another group

The new Enrolled Grade filter will allow you to view students who are at a specific grade level accessing a certain test.

Now Available: Filter & Breakdown of Enrolled Grade

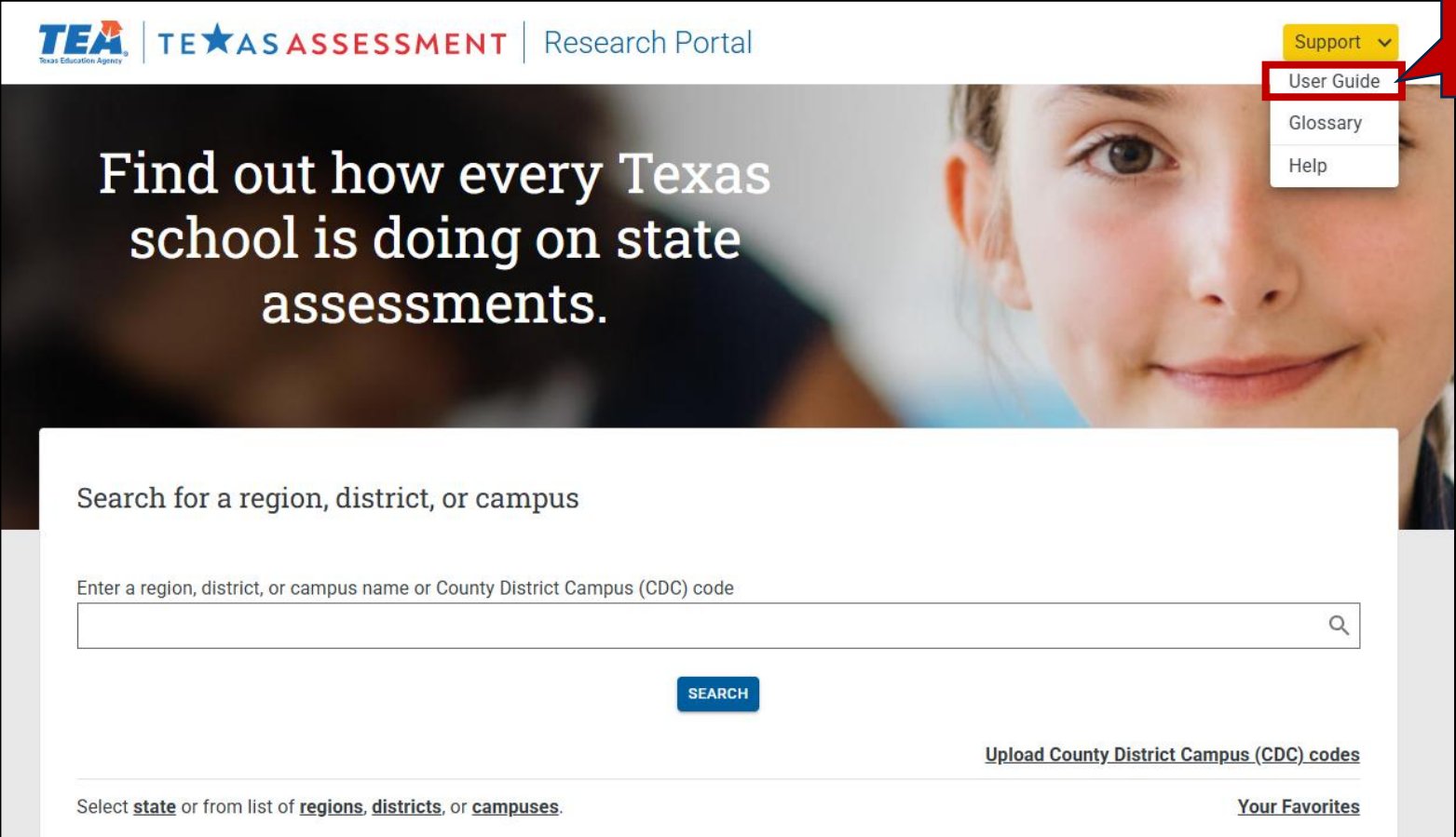
Example of how to use 'Breakdown' function –

Breakdown by Demographic									
Select the student groups ☐ Select All ☐ Gender ☐ Ethnicity ☐ Economically Disadvantaged ☐ EB/EL ☐ Bilingual ☐ ESL ☐ Special Education ☐ At-Risk ☒ Enrolled Grade									
Organization	Administration	Student Group	STAAR - Algebra I	Tests Taken	Average Scale Score	Performance Levels	Did Not Meet	Approaches and Above	Meets and Above
STATE	Spring 2026	All Students		447,994	4112	18%	82%	54%	30%
						80,105 Tests	367,889 Tests	242,047 Tests	134,883 Tests
STATE	Spring 2026	03		5	1586	100%	0%	0%	0%
						5 Tests	0 Tests	0 Tests	0 Tests
STATE	Spring 2026	05		11	5613	0%	100%	100%	100%
						0 Tests	11 Tests	11 Tests	11 Tests
STATE	Spring 2026	06		198	5347	1%	99%	99%	92%
						1 Test	197 Tests	197 Tests	182 Tests
STATE	Spring 2026	07		9,330	5116	1%	99%	96%	88%
						49 Tests	9,281 Tests	8,997 Tests	8,170 Tests
STATE	Spring 2026	08		141,417	4484	4%	96%	80%	56%
						6,114 Tests	135,303 Tests	113,567 Tests	78,934 Tests
STATE	Spring 2026	09		262,123	3950	20%	80%	44%	18%
						52,690 Tests	209,433 Tests	116,506 Tests	46,390 Tests
STATE	Spring 2026	10		25,219	3545	61%	39%	8%	3%
						15,384 Tests	9,835 Tests	1,935 Tests	774 Tests
STATE	Spring 2026	11		7,232	3555	60%	40%	8%	4%
						4,374 Tests	2,858 Tests	605 Tests	309 Tests
STATE	Spring 2026	12		2,459	3568	61%	39%	9%	5%

The new Enrolled Grade breakdown will allow you see the enrolled grade level of all students who took a certain test.

Note: This feature would only apply for Spring 2026 data and beyond (cannot pull this data for previous administrations)

More detail on how to use the Research Portal can be found in user guide



TEA | TEAS ASSESSMENT | Research Portal

Find out how every Texas school is doing on state assessments.

Search for a region, district, or campus

Enter a region, district, or campus name or County District Campus (CDC) code

SEARCH

[Upload County District Campus \(CDC\) codes](#)

Select **state** or from list of [regions](#), [districts](#), or [campuses](#).

[Your Favorites](#)

Texas Assessment Research Portal User Guide

January 2024
Updated August 26, 2024

Note: This resource is updated on an as-needed basis



Accountability Reporting

Each domain has sub-domains that are aggregated to create a domain score



Domain 1	Domain 2	Domain 3
 Student Achievement	 School Progress	 Closing the Gaps
		
• Domain 1a – STAAR Achievement • Domain 1b – CCMR • Domain 1c – Long'l Grad Rate	• Domain 2a – STAAR Growth • Domain 2b – STAAR Relative Performance • Domain 2b – CCMR Relative Performance (HS/K-12 only) • Domain 2b – AEA Retest Growth	• Domain 3 – STAAR Achievement • Domain 3 – STAAR Growth • Domain 3 – Grad Rate • Domain 3 – Student Success (STAAR) • Domain 3 – School Quality (CCMR) • Domain 3 – Progress in ELP

Each report or tool we will discuss today informs one or more Domains



What's Available Now?

2026 Campus 3-12 Enrollment List

Domains 1, 2a, 2b and 3

The 2026 Campus 3-12 Enrollment (In Membership) List is available on the [2026 Accountability Rating System webpage](#).

This list reflects **campus-level membership counts** for students in grades 3-12 and **economically disadvantaged rates**. Schools not on this list will not be rated for 2026, as membership was not reported.

- Districts are rated using **proportionally weighted domain scores of each campus**, based on the number of students enrolled (in membership) in grades 3–12 at each campus in the PEIMS Fall Snapshot.
- **Economically disadvantaged rates** are used in the calculation of Domain 2b – relative performance.
- The **campus type** is based on reported enrollment and determines components evaluated for 2026 accountability and which cut scores are used.

Special Campus Scenarios

Paired Campuses

- The final [list of paired campuses for 2026](#) is available on the [2026 Accountability Rating System](#) webpage.
- Campuses that do not serve any grade level in which STAAR assessments are administered are paired with another campus in the same district or the district itself and are evaluated on the results of the paired campus/district for accountability purposes.
- For more information, refer to the [Campus Pairing Guide](#).

2026 Accountability Lists and Summary Reports

- [2026 Paired Campuses List](#)  (May 14, 2026) XSLX Spreadsheet
List of campuses paired for accountability.
- [2026 Final AEA Campus List](#) (Updated May 4, 2026) PDF
List of all alternative education campuses registered for alternative education accountability (AEA) in 2026.

AEA Campuses

- The final [AEA campus list for 2026](#) is available on the [2026 Accountability Rating System](#) webpage.
- Alternative Education Accountability (AEA) evaluates campuses that primarily serve students at risk of dropping out. Unlike standard accountability, AEA uses modified methodologies to appropriately credit campuses for supporting nontraditional student populations across all three accountability domains.
- For more information, refer to the [AEA At a Glance resource](#).

CCMR Verifier (window open through June 26)

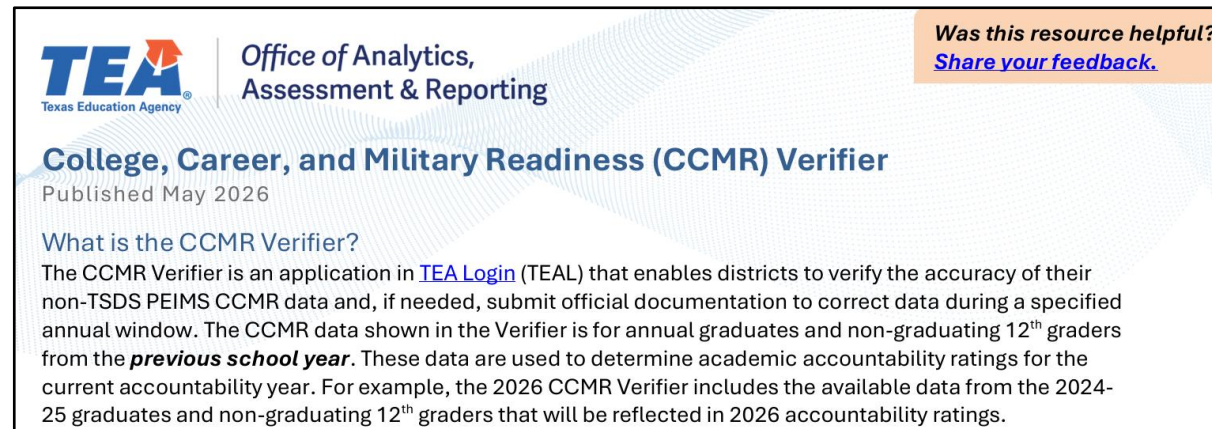
The CCMR Verifier is now available in **TEAL**

Domains 1, 2b and 3

The verifier enables districts to review and verify **non-PEIMS** CCMR outcomes for applicable students and, when necessary, submit official documentation to request data correction during the annual verification window

- OnRamps
- AP, IB, SAT, ACT, TSIA results
- Level I and Level II Certificates
- Military Enlistment (DD-4 forms)

PEIMS data elements are reported but **NOT ELIGIBLE** for corrections within the verifier – please review the [PEIMS Working Submissions Guidance Document](#)



TEA Texas Education Agency | Office of Analytics, Assessment & Reporting

College, Career, and Military Readiness (CCMR) Verifier
Published May 2026

Was this resource helpful?
[Share your feedback.](#)

What is the CCMR Verifier?
The CCMR Verifier is an application in [TEAL](#) (TEAL) that enables districts to verify the accuracy of their non-TSDS PEIMS CCMR data and, if needed, submit official documentation to correct data during a specified annual window. The CCMR data shown in the Verifier is for annual graduates and non-graduating 12th graders from the **previous school year**. These data are used to determine academic accountability ratings for the current accountability year. For example, the 2026 CCMR Verifier includes the available data from the 2024-25 graduates and non-graduating 12th graders that will be reflected in 2026 accountability ratings.

[2026 CCMR Verifier One-Pager](#)



TEA Texas Education Agency | Office of Analytics, Assessment & Reporting

College, Career, and Military Readiness (CCMR) Verifier Data Requirements 2026
Published May 2026

Indicator	Data Included	Requirement for CCMR Credit	Format of CCMR Verifier Supporting Documentation	Supporting Documentation Must Include
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[2026 CCMR Verifier Data Requirements](#)

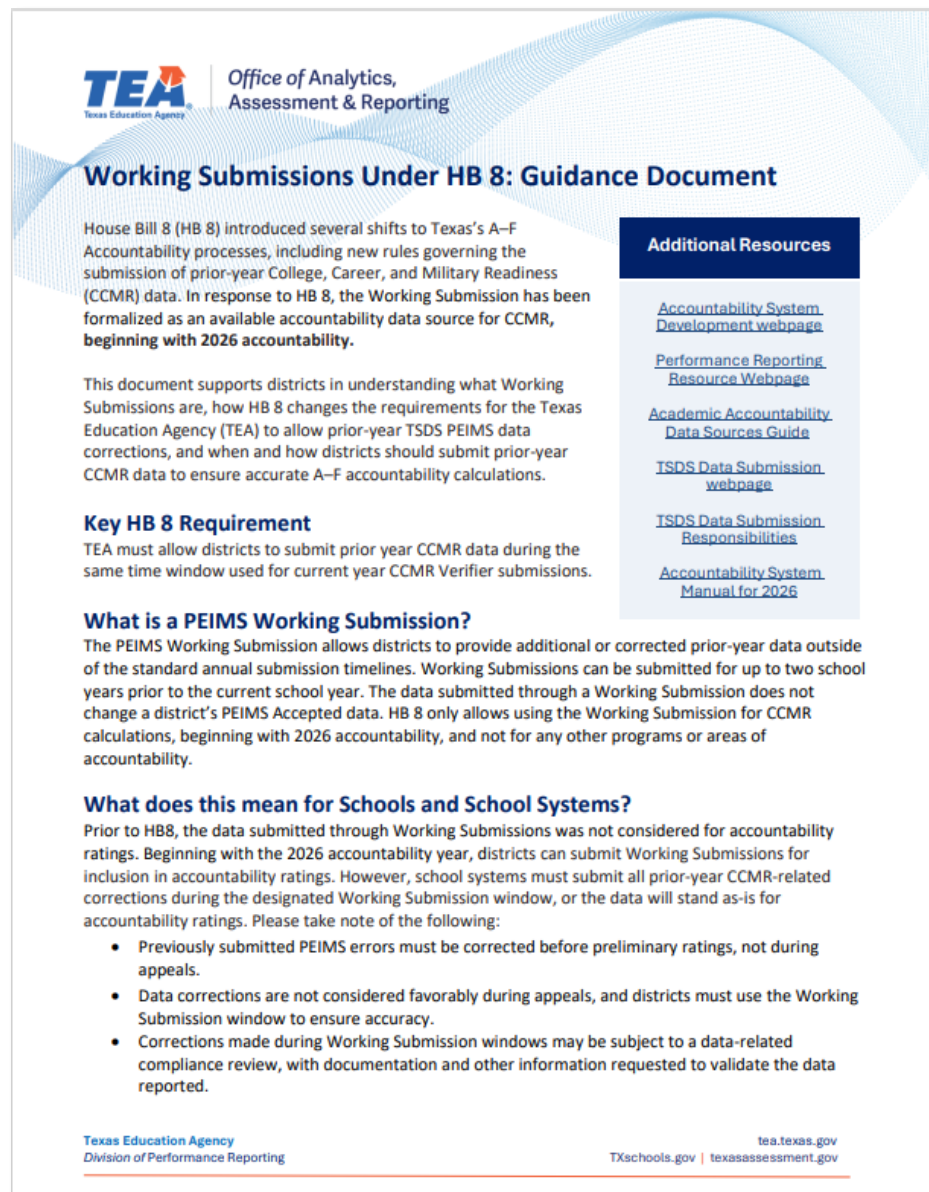
PEIMS Working Submissions

Districts may submit a working submission to correct specific CCMR data errors for use in 2026 A-F accountability calculations.

All PEIMS Working Submissions must be confirmed, as indicated via email from TSDS PEIMS, by June 26, 2026, to be included in 2026 accountability rating calculations

Submissions that are sent incomplete may not be processed in time for 2026 accountability ratings

[PEIMS Working Submission Guidance](#)



TEA Office of Analytics, Assessment & Reporting
Texas Education Agency

Working Submissions Under HB 8: Guidance Document

House Bill 8 (HB 8) introduced several shifts to Texas's A–F Accountability processes, including new rules governing the submission of prior-year College, Career, and Military Readiness (CCMR) data. In response to HB 8, the Working Submission has been formalized as an available accountability data source for CCMR, beginning with 2026 accountability.

This document supports districts in understanding what Working Submissions are, how HB 8 changes the requirements for the Texas Education Agency (TEA) to allow prior-year TSDS PEIMS data corrections, and when and how districts should submit prior-year CCMR data to ensure accurate A–F accountability calculations.

Key HB 8 Requirement

TEA must allow districts to submit prior year CCMR data during the same time window used for current year CCMR Verifier submissions.

What is a PEIMS Working Submission?

The PEIMS Working Submission allows districts to provide additional or corrected prior-year data outside of the standard annual submission timelines. Working Submissions can be submitted for up to two school years prior to the current school year. The data submitted through a Working Submission does not change a district's PEIMS Accepted data. HB 8 only allows using the Working Submission for CCMR calculations, beginning with 2026 accountability, and not for any other programs or areas of accountability.

What does this mean for Schools and School Systems?

Prior to HB8, the data submitted through Working Submissions was not considered for accountability ratings. Beginning with the 2026 accountability year, districts can submit Working Submissions for inclusion in accountability ratings. However, school systems must submit all prior-year CCMR-related corrections during the designated Working Submission window, or the data will stand as-is for accountability ratings. Please take note of the following:

- Previously submitted PEIMS errors must be corrected before preliminary ratings, not during appeals.
- Data corrections are not considered favorably during appeals, and districts must use the Working Submission window to ensure accuracy.
- Corrections made during Working Submission windows may be subject to a data-related compliance review, with documentation and other information requested to validate the data reported.

Additional Resources

- [Accountability System Development webpage](#)
- [Performance Reporting Resource Webpage](#)
- [Academic Accountability Data Sources Guide](#)
- [TSDS Data Submission webpage](#)
- [TSDS Data Submission Responsibilities](#)
- [Accountability System Manual for 2026](#)

Texas Education Agency
Division of Performance Reporting

tea.texas.gov
TXschools.gov | texasassessment.gov

Test Your Knowledge! *Question 2*

- True or False (or it depends!):
 - The CCMR data shared in the CCMR Verifier Listing will be an exact match to the data used in ratings
 - A. True
 - B. False
 - C. It depends



- True or False (or it depends!):
 - The CCMR data shared in the CCMR Verifier Listing will be an exact match to the data used in ratings
 - A. True
 - B. False
 - **C. It depends**
- If a campus did not submit a Working Submission and did not submit any documentation through the Verifier, the CCMR listing released in May will be a match to the final listing, used in accountability ratings.
- If a campus submits a Working Submission that is accepted for accountability ratings and/or submits accepted documentation by June 26th through the Verifier, those updated data will be reflected in the final listing and in the data used in accountability ratings.
- Reminder: Working Submissions completed after September 11, 2025 are not reflected in the CCMR Verifier Listing. If accepted for accountability ratings, those updated data will also be reflected in final listing and ratings

Final Graduation and Dropout Reports



Domains 1 and 3

Reports include 2024-2025 data for 2026 Accountability and are accessed under the Research & Analysis tab in **TEAL**

- 4-, 5- and 6-year longitudinal rates
- Annual dropout information
- Underreported student information

For Domain 1: best of 4-, 5-, 6-year rates for **all students**

For Domain 3: 4-year longitudinal rates for **all students** and evaluated **sub-groups**

The screenshot shows the TEAL Accountability website. At the top is a blue header with the text "TEAL Accountability". Below this is a navigation bar with several orange tabs: "New Items", "Performance Reporting", "Performance-Based Monitoring", "Research & Analysis", "College, Career & Military Prep", "State Performance Plan", and "House Bill 3". The "Research & Analysis" tab is selected. Below the navigation bar, the page title "Research and Analysis" is displayed in orange. A large text block follows, explaining the division's responsibilities for policy analysis, data development, and report creation. A disclaimer note is also present, stating that the information is unmasked and confidential. At the bottom of the page, there is a grey bar with the text "Final Graduation and Dropout Information".

The screenshot shows a report cover page with a white background and a black border. At the top, the word "CONFIDENTIAL" is written in a large, bold, serif font. Below it, "TEXAS EDUCATION AGENCY" is written in a smaller, bold, serif font. The main title "CLASS OF 2025 FOUR-YEAR LONGITUDINAL SUMMARY REPORT" is centered in a bold, serif font. At the bottom of the page, there are two orange-bordered boxes. The left box contains the text "Closing the Gaps Domain" and the right box contains the text "Student Achievement Domain".

Enhanced Performance Levels (high/low)

2026 Enhanced Performance Levels are now available

Domains 2a and 3

For A-F state accountability and HB1416 supplemental instruction, performance level indicators are divided as follows:

- Did Not Meet Low
- Did Not Meet High
- Approaches Low
- Approaches High
- Meets
- Masters

Enhanced Performance Levels are posted on the [2026 Accountability Rating System](#) webpage.

STAAR (3-8) and STAAR EOC enhanced performance levels are used to calculate **School Progress, Part A: Academic Growth** in the subject areas of **Math and RLA**

Low Does Not Meet and **High Does Not Meet** performance levels help determine the required number of supplemental instruction hours in **Math, RLA, Science* and/or Social Studies**, aligning with [HB 1416 requirements](#)

***Science grades 5 & 8 and Biology forthcoming – pending standard setting process**

Enhanced Performance Levels and Growth

Using **Enhanced Performance Levels**, Domain 2a: Academic Growth points are awarded for performance level changes from prior year to current year.

Part A: Academic Growth: Annual Growth Points (STAAR)

Prior Year* Performance on STAAR	Current Year Performance on STAAR					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

*For STAAR English I and English II EOCs, growth is also measured if the student has taken the assessments for the first time within the same accountability cycle.

Part A: Academic Growth: Annual Growth Points (STAAR Alternate 2)

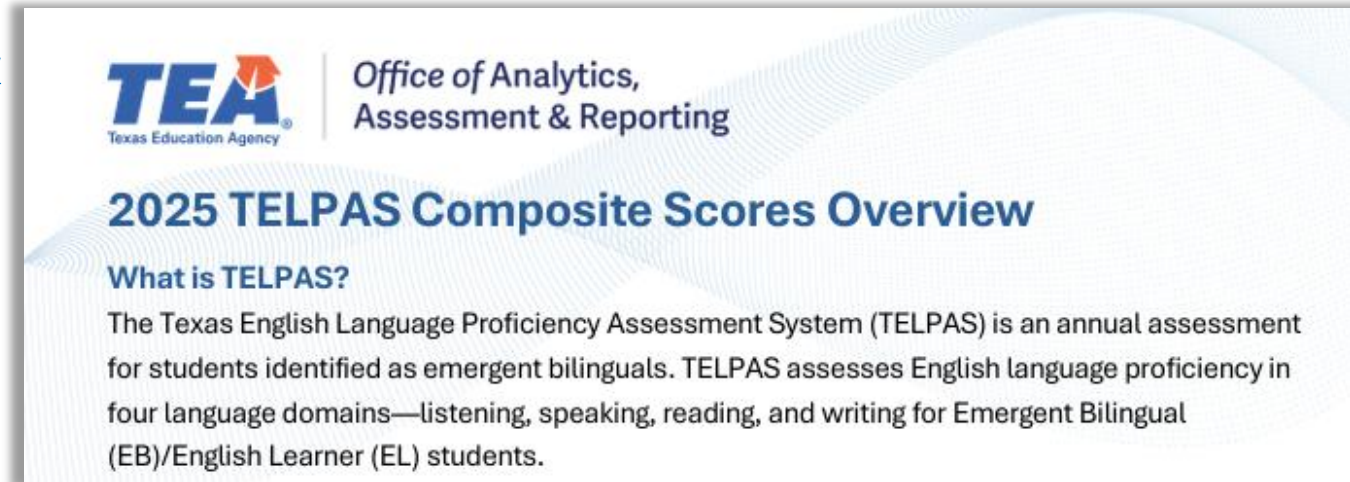
Prior Year Performance on STAAR Alternate 2	Current Year Performance on STAAR Alternate 2			
	Low Level I: Developing	High Level I: Developing	Level II: Satisfactory	Level III: Accomplished
Low Level I: Developing	0	1	1	1
High Level I: Developing	0	1/2	1	1
Level II: Satisfactory	0	0	1	1
Level III: Accomplished	0	0	0	1

Domain 2a growth data is applied to Domain 3: Closing the Gaps calculations for All Students and evaluated sub-groups for schools without a 4-year graduation rate

2025 TELPAS Composite Scores

Domain 3

- The final [2025 TELPAS Composite Score Overview](#) is available on the [2026 Accountability Rating System](#) webpage.
- In 2026 accountability, the TELPAS Composite Score will be used in the Domain 3 component, Progress in Achieving English Language Proficiency, and the 2025 TELPAS Composite Score will be used as the **previous year data**.
- Campus-level 2025 TELPAS Composite Score data is available to download in **TEAL** for informational purposes.



The screenshot shows the header of the '2025 TELPAS Composite Scores Overview' page. It features the TEA logo and the text 'Office of Analytics, Assessment & Reporting'. The main title is '2025 TELPAS Composite Scores Overview'. Below it, the section 'What is TELPAS?' is followed by a paragraph: 'The Texas English Language Proficiency Assessment System (TELPAS) is an annual assessment for students identified as emergent bilinguals. TELPAS assesses English language proficiency in four language domains—listening, speaking, reading, and writing for Emergent Bilingual (EB)/English Learner (EL) students.'



The screenshot shows the 'TEAL Accountability' page. It has a blue header with the title 'TEAL Accountability'. Below the header is a navigation bar with several orange buttons: 'New Items', 'Performance Reporting', 'Performance-Based Monitoring', 'Research & Analysis', 'College, Career & Military Prep', 'State Performance Plan', and 'House Bill 3'. The main content area has a title '2025 Campus TELPAS Composite Scores' in orange. Below the title is a paragraph: 'In 2026 accountability, the TELPAS Composite Score will be used in the Domain 3 component, Progress in Achieving English Language Proficiency, and the 2025 TELPAS Composite Score will be used as the previous year data. Campus-level 2025 TELPAS Composite Score data is available to download for informational purposes. For help see 2025 TELPAS Composite Score Overview.' At the bottom, there is a button labeled 'Admin' and a button labeled 'Download Data'.

Final 2026 Accelerated Testers Listing

Domains 1, 2b and 3

- [Accelerated Testers](#) are students who earn Approaches Grade Level or above on Algebra I, English II and/or Biology EOC **prior to 9th grade**.
- To fulfill federal testing requirements, accelerated testers must take a corresponding subject area **SAT or ACT** while in high school.
- SAT and/or ACT results are attributed to the campus at which the student is reported as **enrolled in grade 12** on PEIMS Fall snapshot
- The Final 2026 Accelerated Testers Listing is available to download in **TEAL** as a CSV.
- The **2025-2026 9th-11th grade** Accelerated Testers listing is available to assist with future planning.



Office of Analytics,
Assessment & Reporting

Inclusion of SAT/ACT Results for Accelerated Testers in 2026 Accountability

Students Evaluated

Accelerated testers are defined as students who earn Approaches Grade Level or above standard on the Algebra I, English II, and/or Biology STAAR EOC prior to grade 9.

For 2026 accountability, if there are students reported as enrolled in grade 12 on the 2025-2026 TSDS PEIMS Fall snapshot who were granted a COVID testing waiver in SY 2019-20 and earned course credit for Algebra I, English II, and/or Biology in Spring or Summer 2020, they continue to be considered accelerated testers.

To fulfill federal testing requirements, these accelerated students must take a corresponding subject area SAT or ACT while in high school.

TEAL Accountability

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

Final 2026 Accelerated Testers Student Listing

The Final 2026 Accelerated Testers Student Listing is available to download as a CSV. To learn more about the data, please reference the [Accelerated Testers Explanation of Methodology and Sources](#) and the [Inclusion of SAT/ACT Results for Accelerated Testers in 2026](#).

Campus Comparison Groups

2026 Campus Comparison Groups are available now!

**Distinction
Designations**

Each year, campuses are assigned a unique comparison group comprised of Texas schools that are most similar.

Distinction Designations: a campus earns a distinction designation if it is in the top quartile (Q1) of its comparison group based on specified criteria outlined in the [2026 Manual, Chapter 6](#)

The [Campus Comparison Groups search tool](#) will be posted on the [2026 Accountability Rating System](#) webpage.

Campus Comparison Group

Each campus in Texas is assigned to a unique comparison group comprised of schools that are most similar to it. To determine the campus comparison group, each campus is identified by school type, then grouped with 40 other campuses from anywhere in Texas that are most similar in grade levels served, size, the percentage of students who are economically disadvantaged, mobility rate, the percentage of emergent bilingual students/English learners, the percentage of students served by special education, and the percentage of students enrolled in an early college high school program. Each campus has only one unique campus comparison group. There is no limit to the number of comparison groups of which a school may be a member. It is possible for a school to be a member of no comparison group other than its own or a member of several comparison groups.

An explanation of the grouping methodology can be found in [Appendix E of the Accountability Ratings Manual](#), with additional information in [Chapter 6](#) regarding the use of comparison groups for Distinction Designations. [Chapter 6 of the Accountability Manual](#).

► Select a School Year

► Select a Report Level

► Select a Search Method

► ⓘ



Campus Comparison Groups in the Research Portal

You can mass upload the **CDC** codes for a campus comparison group in the Research Portal to review and compare **preliminary STAAR data** used for Distinction Designations

Tip 2: Mass upload CDC codes for quick look-up

Search for a region, district, or campus

Enter a region, district, or campus name or County District Campus (CDC) code

SEARCH

Upload County District Campus (CDC) codes

Select state or from list of regions, districts, or campuses.

[Your Favorites](#)

The Research Portal contains data for all Texas students who participated in statewide test administrations. This data is available to Based on accountability rules, state assessment results within the Research Portal vary slightly from the data used for accountability accountability data, please visit the [Texas Performance Reporting System](#).

1 Find Your Campus or District

[Favorites](#) [Search](#) [Campus](#) [District](#) [Region](#) [State](#)

Find your Campus or Organization

Search by Name or County District Campus (CDC) code

SEARCH

☐ Include Statewide Results

Your Campuses, Districts, and Regions:

Upload multiple County District Campus (CDC) codes

Upload a .TXT file with one County District Campus (CDC) code per line. Districts have 6 digits, and campuses have 9 digits. There is a maximum limit of 1000 codes per file.

Drag and drop or [select](#) a .TXT file.

CDC codes can be found on [AskTED!](#)

***Reminder: the Research Portal includes performance data for all students tested on a campus, and is not filtered for accountability calculations**

The A-F Estimator

KIPP 3D ACADEMY - 227820051

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

OVERALL SCORE AND GRADE

79 

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

RECALCULATE NEW VALUES

RESET ORIGINAL VALUES

CLOSING THE GAPS DOMAIN

SCALED SCORE AND GRADE

71 

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 **estimate** A-F outcomes based on **local data**
- 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

Test Your Knowledge! *Question 3*

- True or False:
 - Complete and accurate accountability predictions can be made based on the data available today





- Finalized data is forthcoming!
- Campuses can certainly begin making instructional decisions based on the data and resources available now, but accountability data is not final until August 12th
- Additional reports and data will be released throughout the summer!

Recap: how reports inform accountability data



Domain 1	Domain 2	Domain 3
 Student Achievement	 School Progress	 Closing the Gaps
		
• Domain 1a – STAAR Achievement • Domain 1b – CCMR • Domain 1c – Long'l Grad Rate	• Domain 2a – STAAR Growth • Domain 2b – STAAR Relative Performance • Domain 2b – CCMR Relative Performance (HS/K-12 only) • Domain 2b – AEA Retest Growth	• Domain 3 – STAAR Achievement • Domain 3 – STAAR Growth • Domain 3 – Grad Rate • Domain 3 – Student Success (STAAR) • Domain 3 – School Quality (CCMR) • Domain 3 – Progress in ELP

Recap: how reports inform accountability data

Domain 1



Student Achievement



93 out of 100

- Domain 1a – STAAR Achievement
- Domain 1b – CCMR
- Domain 1c – Long'l Grad Rate

Component	Official Data Available	Important Notes
1a- STAAR Achievement	Early August in the CAF	Preliminary and final administration reports do not apply inclusion rules!
1b- CCMR (Annual Graduates)	Early August in the CCMR Final Listing	Preliminary listing is available now but does not include updates from the CCMR Verifier or PEIMS Working Submissions.
1c- Longitudinal Grad Rates	Now! Class of 2025, 2024, and 2023 Longitudinal Reports	Be sure to use the Student Achievement Domain data! Use highest of 4-yr, 5-yr and 6-yr grad rates.

Recap: how reports inform accountability data

Domain 2



School Progress



85 out of 100

- Domain 2a – STAAR Growth
- Domain 2b – STAAR Relative Performance
- Domain 2b – CCMR Relative Performance (HS/K-12 only)
- Domain 2b – AEA Retest Growth

Component	Official Data Available	Important Notes
2a- STAAR Growth	Early August in the CAF	Preliminary and final administration reports do not apply inclusion rules! Use enhanced performance levels as a resource.
2b- STAAR Relative Performance	Early August in the CAF	Preliminary and final administration reports do not apply inclusion rules!
2b- CCMR Relative Performance (HS/K-12)	Early August in the CCMR Final Listing	Preliminary listing is available now but does not include updates from the CCMR Verifier or PEIMS Working Submissions.
2b- AEA Retest Growth	Early August in the CAF	Preliminary and final administration reports do not apply inclusion rules!

Recap: how reports inform accountability data

Domain 3



Closing the Gaps



96 out of 100

- Domain 3 – STAAR Achievement
- Domain 3 – STAAR Growth
- Domain 3 – Grad Rate
- Domain 3 – Student Success (STAAR)
- Domain 3 – School Quality (CCMR)
- Domain 3 – Progress in ELP

Component	Official Data Available	Important Notes
3- STAAR Achievement	Early August in the CAF	Preliminary and final administration reports do not apply inclusion rules!
3- STAAR Growth	Early August in the CAF	Preliminary and final administration reports do not apply inclusion rules! Use enhanced performance levels as a resource.
3- Grad Rate	Now! Class of 2025 Longitudinal Reports	Be sure to use the Closing the Gaps Domain data! 4-yr rate without exclusions.
3- Student Success (Domain 1 scores)	Early August in the CAF	Preliminary and final administration reports do not apply inclusion rules!
3- School Quality (CCMR Annual Graduates + non-grads)	Early August in the CCMR Final Listing	Preliminary listing is available now but does not include updates from the CCMR Verifier or PEIMS Working Submissions.
3- Progress in English Language Proficiency	Early August in the CAF <i>TELPAS Composite Listing available now for 2025 composite results</i>	Preliminary and final administration reports do not apply inclusion rules! TELPAS Composite Score data from 2025 will be used as prior year.

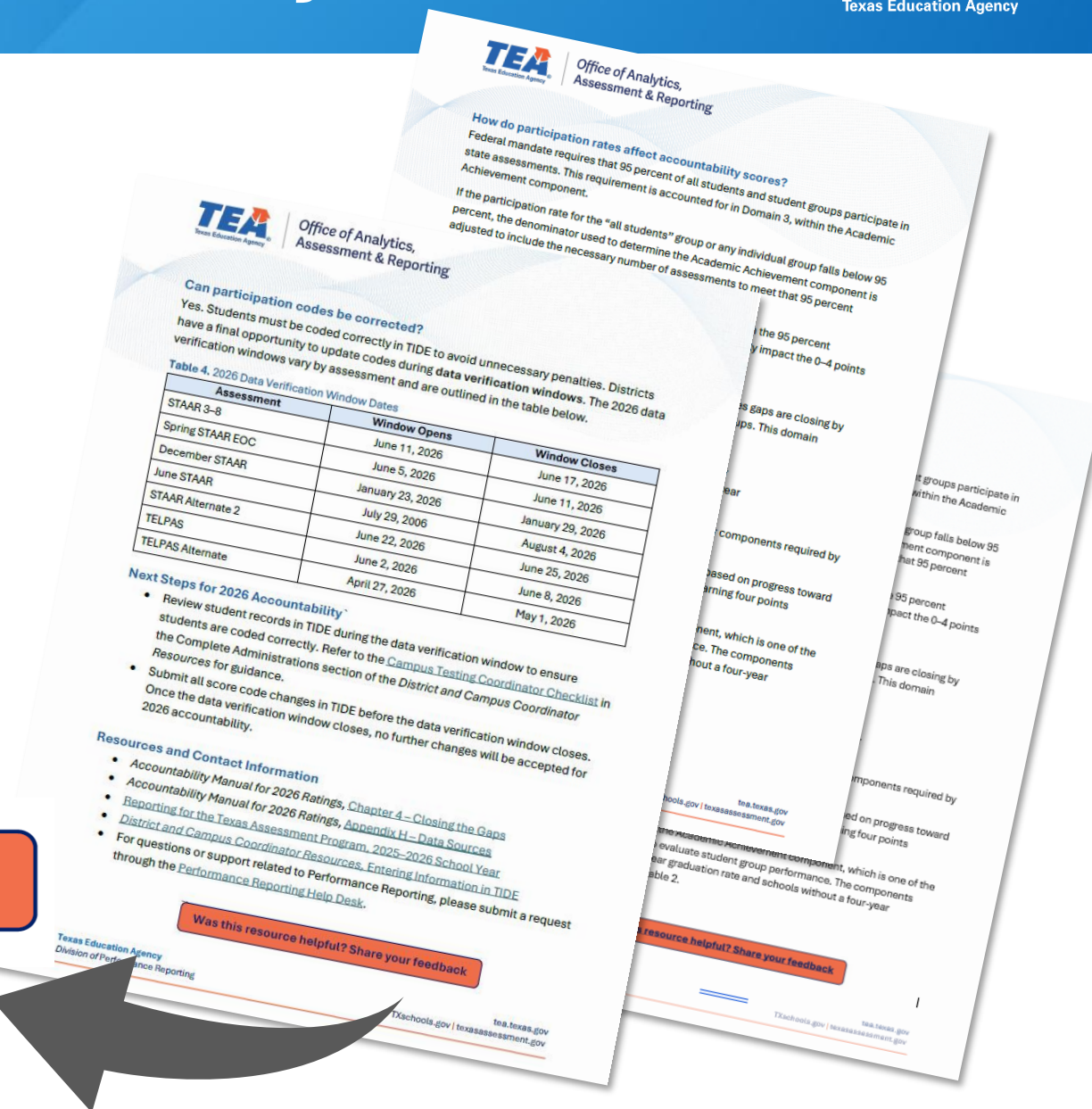
Spread the word--- Embedded surveys!

We want to hear from you!

Look for embedded survey links in the orange box on Performance Reporting resources.

Take a brief 2-minute survey to share feedback on resource usefulness or suggest improvements.

Was this resource helpful? Share your feedback





What to Expect in August

August 12 - Release in TEAL

On August 12, 2026, the following reports and data files will be available in **TEAL**:

- Accountability Reports and Data Tables
- 2026 Accountability Data Downloads
- STAAR, Growth, AEA Retest Growth, and EL Student Listings
- School Improvement Identifications

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](#).

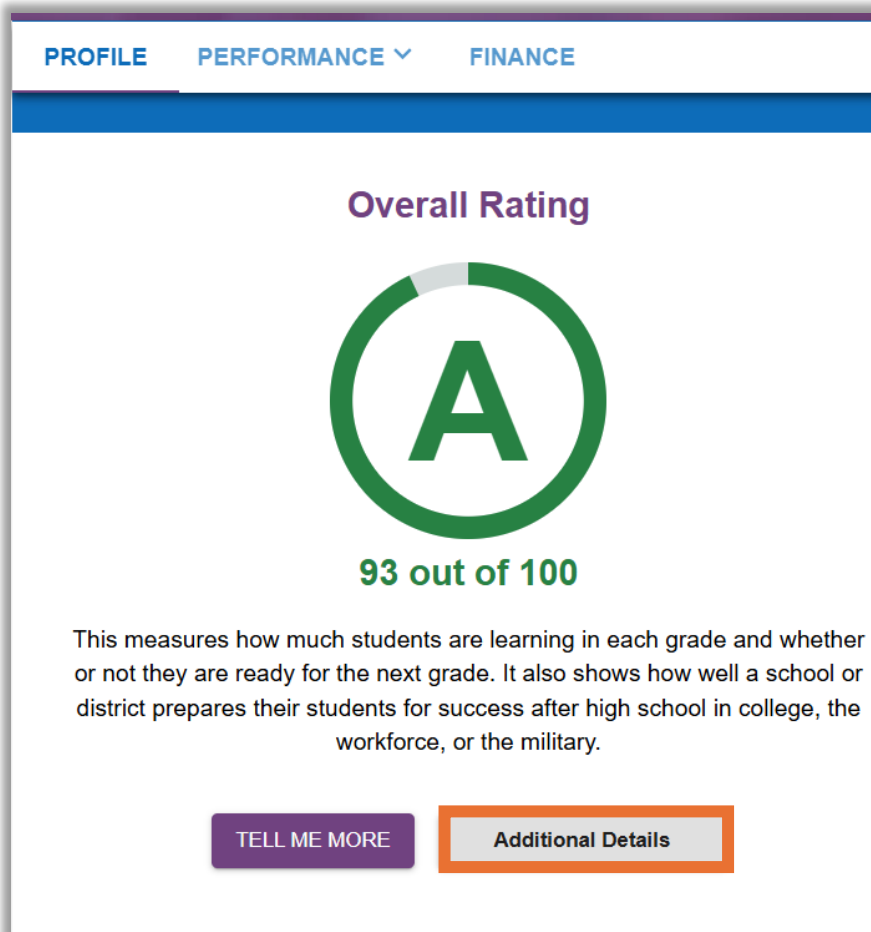
Click on the + to expand the section.

2026 Academic Accountability



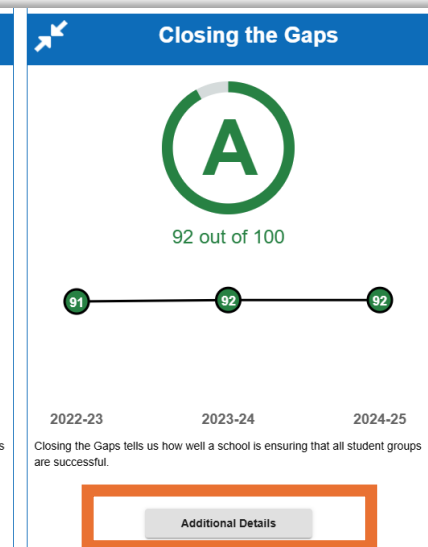
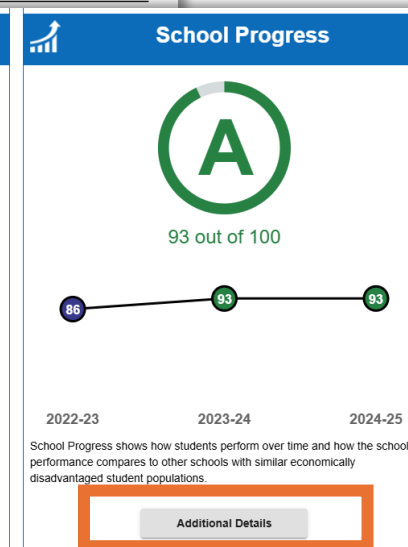
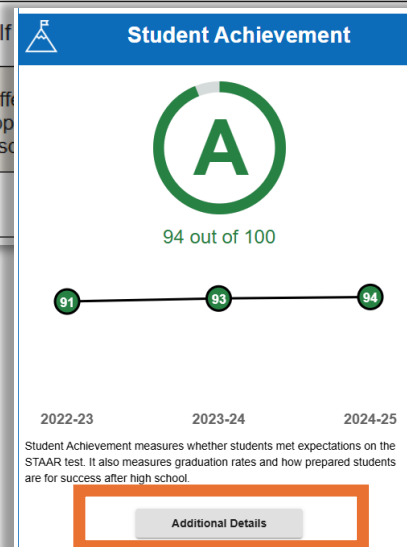
August 14 - Public Release Txschools.gov

[TXSchools.gov](https://txschools.gov) will publicly report district and campus 2026 scale scores and ratings. Click on **Additional Details** to view “Change Over Time” and dig into domain data.



Change Over Time

School Year	Rating/Score
2024-25	A / 93
2023-24	A / 93
2022-23	A / 91
2021-22 What If scores are different	
2022-23 scores are different	
2021-22 What If scores are different	
2021-22	



August 14 - Public Release Analytic Tools

Access [Accountability Analytic Tools](#) in TXschools.gov

TOOLS AND REPORTS ^



SCHOOL PROFILE

Analytic Tools

Discipline Reports



ACCOUNTABILITY ANALYTIC TOOLS

* Accountability Analytic Tools are not designed for mobile use. For optimum user experience use a desktop or laptop device.

STAAR Performance

Evaluate annual STAAR outcomes and trends for a campus, district, or the entire state.

STAAR Comparison

Compare STAAR outcomes by student group for similar districts and campuses.

School / District Comparison

Compare various data elements for up to three schools or districts.

CCMR

Analyze college, career, and military readiness outcomes by student group for a campus, district, or the entire state.

Academic Growth

View academic growth outcomes and trends by student group for a campus, district, or the entire state.

Graduation

Examine graduation rate and graduation plan rate trends by student group for a campus, district, or the entire state.

Correlate

Analyze relationships between selected variables for all campuses and districts in the state.

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

Customize your view to explore performance over time



2024-25 STAAR Performance

(1) Glossary of Terms

Report Filters v

At Approaches GL Standard or Above



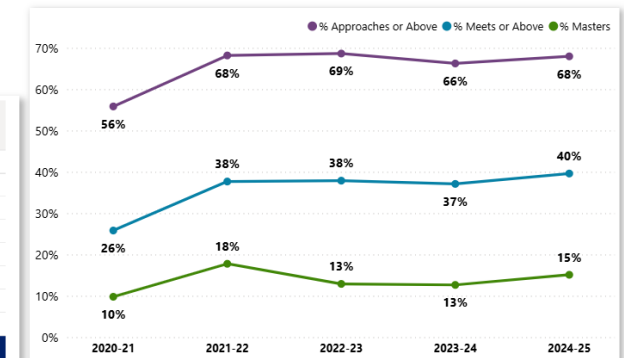
At Meets GL Standard or Above



At Masters GL Standard



Race/Ethnicity	Tests Taken	Approaches or Above	% Approaches or Above	Meets or Above	% Meets or Above	Masters	% Masters
African American	1,089	643	59%	346	32%	116	11%
Hispanic	5,902	3,960	67%	2,250	38%	848	14%
White	1,499	1,129	75%	711	47%	300	20%
American Indian	115	78	68%	45	39%	15	13%
Asian	204	175	86%	125	61%	48	24%
Pacific Islander	5	5	100%	3	60%	2	40%
Two or More Races	157	106	68%	72	46%	25	16%
Unknown	-	-	-	-	-	-	-
Total	8,971	6,096	68%	3,552	40%	1,354	15%

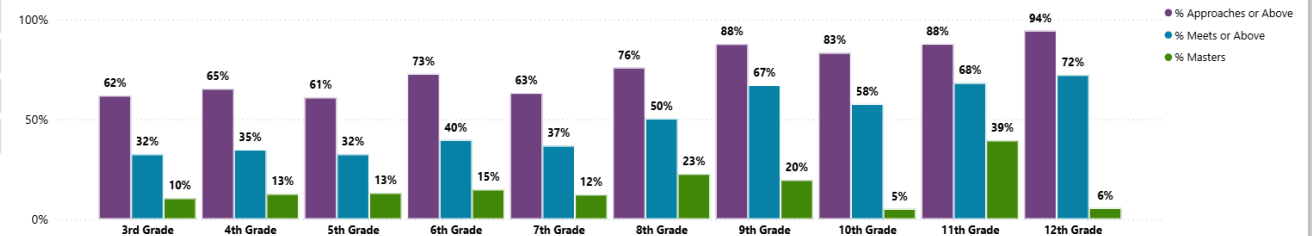


Subject

Test Version

Grade

Race/Ethnicity



Be sure to filter for your school or district!

Several resources will be posted on the [2026 Accountability Rating System](#) webpage



Use [2025](#) as a reference to orient yourself



2025 Accountability Lists and Summary Reports

[Search Accountability Reports](#)

[2025 Data Download](#)

[2025 PEG List](#) (December 11, 2025) PDF

List of campuses preliminarily identified under the PEG program.

Statewide Summary

- [Highlights of 2025 State Accountability](#) (December 11, 2025) PDF
Narrative document summarizing ratings statewide
- [2025 A-F Statewide Summary](#) (December 11, 2025) PDF
Slide deck outlining 2025 statewide results and data features of [TXschools.gov](https://txschools.gov)

Campuses Identified for Support under the Every Student Succeeds Act (ESSA)

- [2025 Comprehensive Support and Improvement Schools](#) (December 11, 2025) XLSX Spreadsheet
List of campuses identified for comprehensive support based on performance in the Closing the Gaps domain
- [2025 Targeted Support and Improvement Schools](#) (August 15, 2025) XLSX Spreadsheet
List of campuses identified for targeted support based on performance in the Closing the Gaps domain
- [2025 Additional Targeted Support Schools](#) (August 15, 2025) XLSX Spreadsheet
List of campuses identified for additional targeted support based on performance in the Closing the Gaps domain

Exciting news about TPRS!



The following reports will be **LIVE on August 14th** – timeline **moved up** to support you!

TEA 2024-25 TEXAS PERFORMANCE REPORTING SYSTEM (TPRS) 	
STAAR	Postsecondary
STAAR Performance	Postsecondary Readiness
STAAR Performance	College, Career, and Military Readiness (CCMR)
STAAR Performance - Additional Student Groups	
STAAR Performance (All Students)	
STAAR Performance (All Students) - Additional Student Groups	

[Texas Performance Reporting System](#)

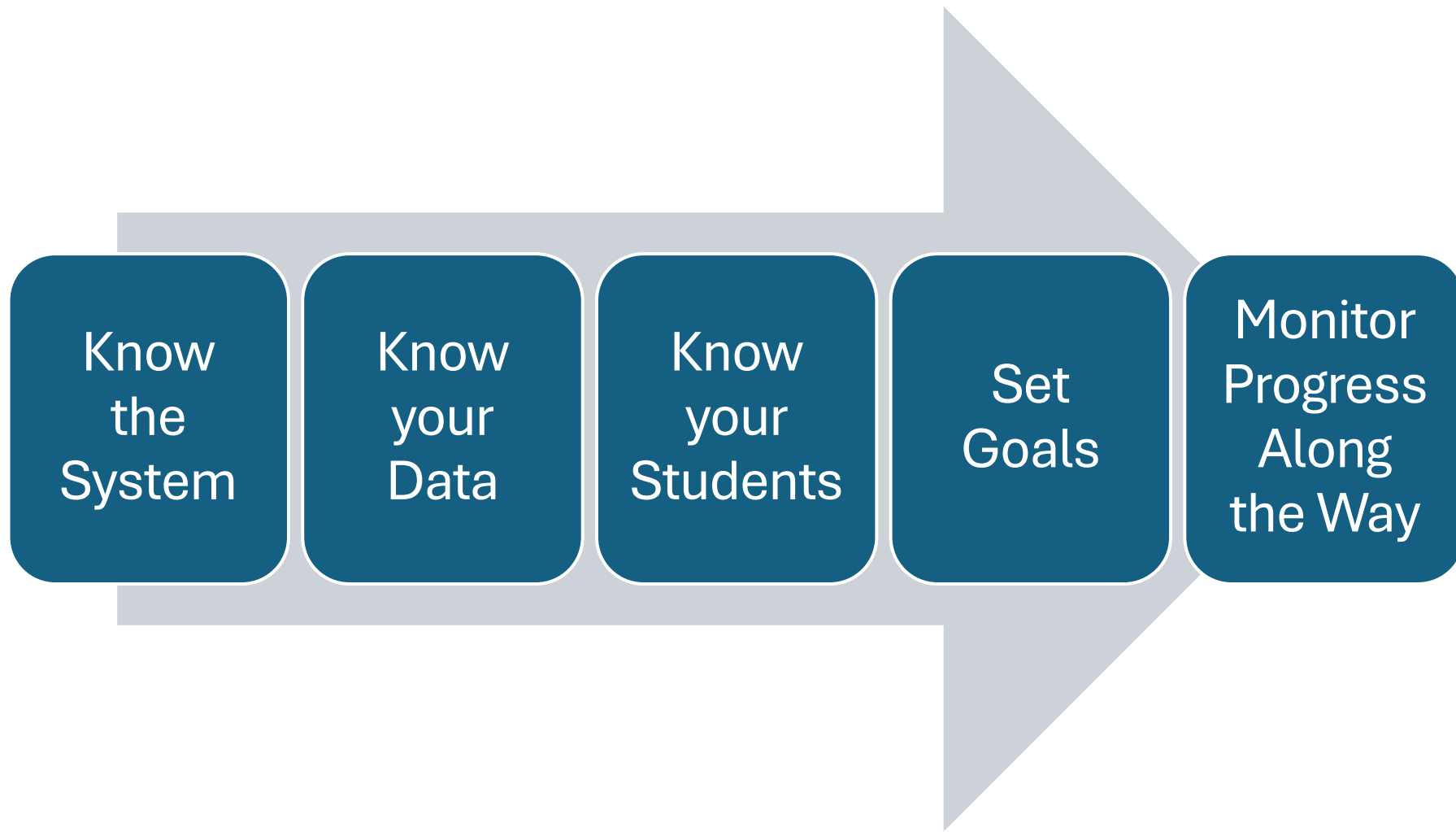


2026-2027 Planning

The finish line informs the work ahead



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!

Early August – supporting A-F understanding

Beginning in early August, Performance Reporting will be releasing new resources and training opportunities to **support** you as you review, analyze and communicate your 2026 accountability ratings.

Be on the lookout in our weekly Performance Reporting Bulletin!

06/05/2026

PERFORMANCE REPORTING

This Week in Performance Reporting

TEA - Performance Reporting

Calendar of Events (April 2025 - December 2026)

Last updated: June 5, 2026

Year	Month	Date	Key Event	Resources
------	-------	------	-----------	-----------

Have a coworker who needs to sign up? Bulletin subscriptions can be managed using the [following link](#).

Test Your Knowledge! *Question 4*

■ True or False:

- Getting live monthly updates from Performance Reporting would be a help in navigating A-F Accountability





- We hope this is true!
- We have received positive feedback on our training and webinar opportunities throughout this year
- We are excited to offer a new opportunity to districts for the 2026-27 school year



Introducing: Roadmap to Accountability

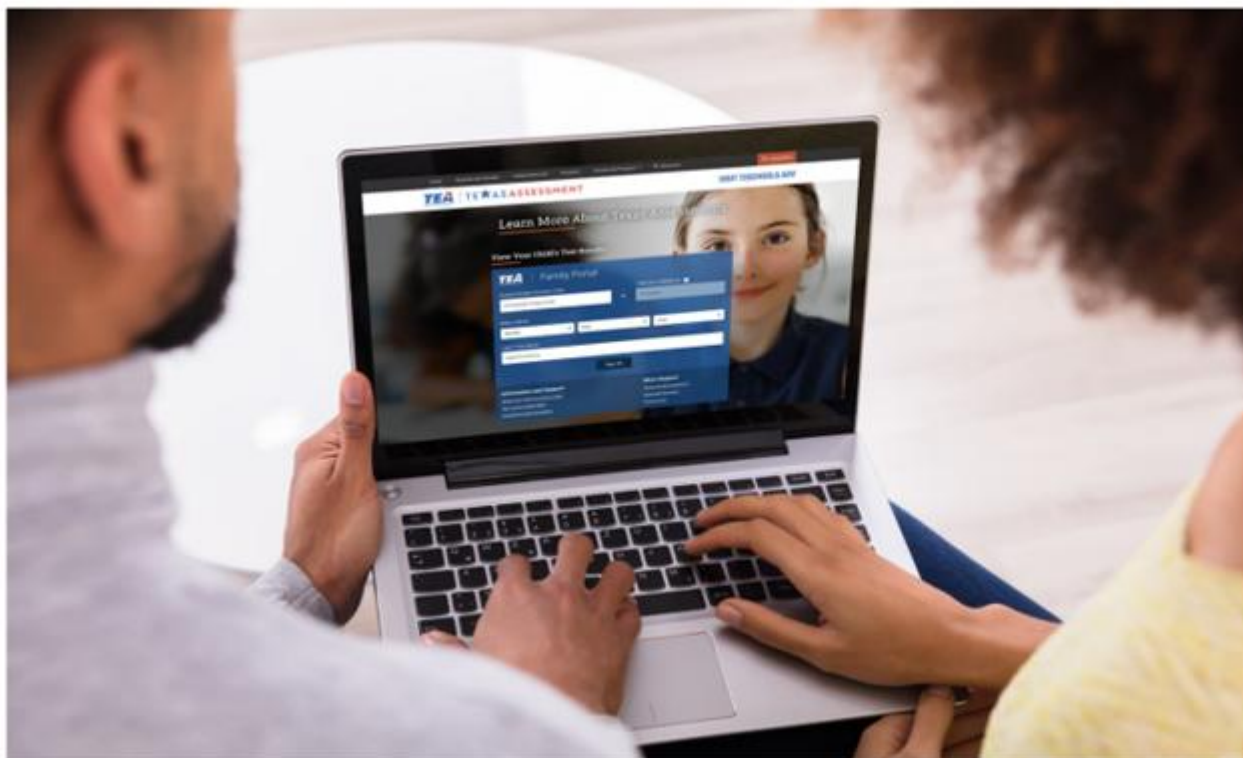
A new monthly coffee chat series for district personnel delivering timely updates, actionable guidance, and key resources to help you navigate accountability throughout the year.

Begins **September 2026** – more info to come!

* Please ensure your district Accountability contact is up-to-date in AskTED!

Spring 2026 STAAR resources for Texas families

The final posted version of this presentation will include an appendix with important resources to share with families about accessing and understanding their student's test results.



thank
you



Scan for
Quick Survey

Thank you

For questions or support related to Performance Reporting, please submit a request through the [Performance Reporting Help Desk](#).

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

tinyurl.com/TEA-PR-Feedback

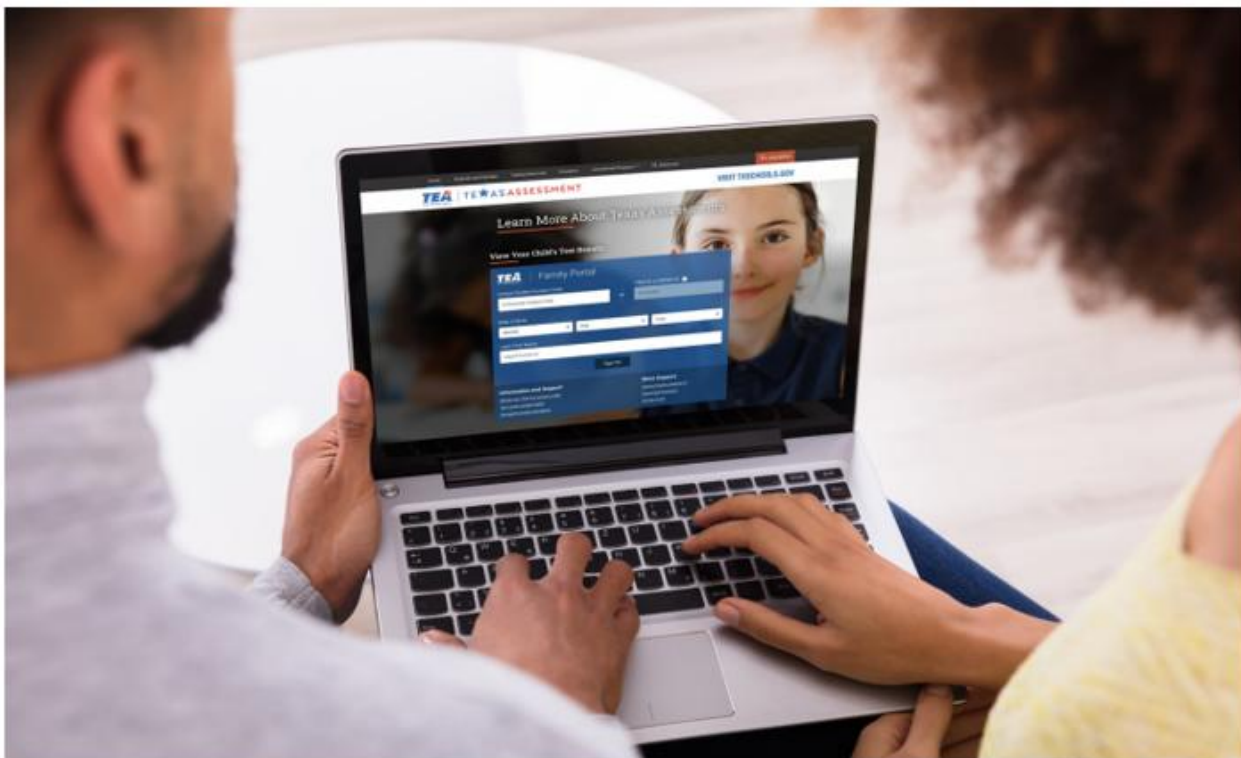
The background is a deep blue with a subtle, wavy texture. A large, white, five-pointed star is positioned on the left side, partially overlapping a dark blue, semi-transparent shape. In the bottom left corner, the pages of an open book are visible, fanned out. The word "Appendix" is centered in the middle of the image in a white, serif font.

Appendix



TexasAssessment.Gov Features for Parents to Review Results

Spring 2026 STAAR results available to Texas families



Once logged in, families can now subscribe to automatic text message alerts as soon as results are available!

Available through district parent portals or directly from TexasAssessment.gov, spring 2026 assessment results are now available to all Texas families in TEA's Family Portal.

[Subscribe to Alerts](#) [En español](#) [Print](#) [Sign Out](#)

[Guide](#) [Resources](#)

Subscribe to Alerts

Stay connected with school updates and alerts.

Subscribe to Text Messages

Parent/Guardian Phone Number

[Add More](#)

Subscribe to Emails

Parent/Guardian Email Address

[Add More](#)

STAAR offers maximum transparency for parents

TEA's Family Portal provides parents and guardians access to their children's test results.

Parents can see:

- ✓ their child's achieved scores
- ✓ **each test question** and the TEKS student expectation tested
- ✓ their child's answer, **including essay responses**
- ✓ rationales for correct/incorrect answers
- ✓ easy-to-use **customized** resources to support learning at home

The screenshot displays the TEAS Assessment Family Portal interface. At the top, it says 'Welcome, Thomas Kane' with student ID DM54125115 and date of birth 11/11/2014. Below this, it shows 'Thomas's Scores for 2023-2024 School Year' with a 'Sorted by: Most Recent Test' dropdown and a 'Subjects: All' filter. A section for 'STAAR Algebra I' shows 'Your Child's Most Recent Test' with a score of 'Approaches Grade Level' and a 'View Detailed Report' button. Below this, there are sections for 'STAAR Biology' and 'STAAR English I'. The main part of the screenshot is a detailed view of 'Your Child's Test Questions' for STAAR English I. It includes a table with columns for Item #, Reporting Category, Result, Score, and State (No Credit, Partial Credit, Full Credit). The table shows 9 items, all in the '1. Reading' category. Items 1 through 8 are marked as 'Correct' (green checkmark) with a score of 1/1, and Item 9 is marked as 'Incorrect' (red X). To the right of the table, there is a sidebar titled 'Resources To Help Your Child' with links for 'Strategies to Improve Your Child's Understanding', 'College and Career Readiness', and 'Additional Resources'. Below this, there are sections for 'Reading' and 'Writing' with specific advice for parents.

Item #	Reporting Category	Result	Score	State	No Credit	Partial Credit	Full Credit
1	1. Reading	✓	1/1	32%	—	68%	
2	1. Reading	✓					
3	1. Reading	✓					
4	1. Reading	✓					
5	1. Reading	✓					
6	1. Reading	✓					
7	1. Reading	✓					
8	1. Reading	✓					
9	1. Reading	✗					

Resources To Help Your Child

Strategies to Improve Your Child's Understanding [College and Career Readiness](#) [Additional Resources](#)

Strategies to Improve Your Child's Understanding

Reading

- When your child is reading a fiction text, provide an informational article that relates to ideas or topics they explore in the text.
- Have your child read a fiction text and highlight interesting uses of language and phrasing. Point out themes in the text.

Writing

- Ask your child to write a review of a movie, book, concert, or other experience. Encourage your child to support his or her description.
- With your child, find examples online of sentences that use active voice and passive voice. Have your child identify which sentences use active voice and which sentences use passive voice. Encourage your child to change a few sentences.

Available at TexasAssessment.gov.

Every STAAR Question & Answer is Available for Parents



Parents are able to view:

STAAR Mathematics

OverallCategory ResultsTest QuestionsResponsesProgressQuantile® TrendResources to Help Your Child

Test: STAAR Grade 8 Mathematics
Test Window: Spring 2024
School:

Score: 1848
Performance Level: Approaches Grade Level
Quantile® Score: 1080Q

Download Detailed Report

Your Child's Responses

Item 21 of 40
Score: 2/2

Reporting Category
Computations and Algebraic Relationships

Knowledge Statement
Proportionality. The student applies mathematical process standards to use proportional relationships.

Student Expectation
Identify functions using sets of ordered pairs, tables, mappings, and graphs.

Percentage of Students Who Earned Full Credit
42% of students in the State
44% of students in the District
61% of students in the Campus

Percentage of Students Who Earned Partial Credit
46% of students in the State
44% of students in the District
30% of students in the Campus

Percentage of Students Who Earned No Credit
12% of students in the State
13% of students in the District
10% of students in the Campus

Item 21

A segment is graphed on the grid.

Points will be plotted on the grid with the segment to show y as a function of x . Which ordered pairs can be added to the grid to show y as a function of x ? Select TWO correct answers.

☒ (3, -6)

☐ (-1, 6)

☐ (1, -6)

☐ (0, 2)

☒ (-2, 4)

Rationales include potential student misconceptions.

Item #	Rationale
21	Option A is correct To determine which ordered pair can be added to the grid to show y as a function of x (relationship in which each input [x -value] has a single output [y -value]), the student could have recognized that the graph does not contain at point at $x = 3$, so the ordered pair $(3, -6)$ can belong to the function. This is an efficient way to solve the problem; however, other methods could be used to solve the problem correctly.
	Option E is correct To determine which ordered pair can be added to the grid to show y as a function of x , the student could have recognized that the graph does not contain at point at $x = -2$, so the ordered pair $(-2, 4)$ can belong to the function. This is an efficient way to solve the problem; however, other methods could be used to solve the problem correctly.
	Option B is incorrect The student likely did not recognize that the graph has the same x -value, $x = -1$, paired with a different y -value, $y = 2$. The student needs to focus on the definition of a function and on applying it to determine whether a set of ordered pairs represents a function.
	Option C is incorrect The student likely did not recognize that the graph has the same x -value, $x = 1$, paired with a different y -value, $y = -2$. The student needs to focus on the definition of a function and on applying it to determine whether a set of ordered pairs represents a function.
	Option D is incorrect The student likely did not recognize that the graph has the same x -value, $x = 0$, paired with a different y -value, $y = 0$. The student needs to focus on the definition of a function and on applying it to determine whether a set of ordered pairs represents a function.

Every STAAR question provides information for how students performed across the state, shows the exact question, and answers entered by the student.

The writing prompt

The writing reminders provided

Exactly what their child typed

An example of a response that received full credit

The reading passage

2 Over millennia the native peoples of Earth's northernmost region environment. Their houses, such as igloos, were often constructed out of snow. Their clothing was made from the thick, heavy hides of land and marine animals. Their food was obtained primarily through hunting and fishing in the frigid, wild land and sea.

3 A major problem that the native peoples of Arctic regions experienced in their snowy landscape was a condition called snow blindness. The scientific term for this is *photokeratitis*. It is essentially caused by the eye being exposed to too much ultraviolet light.

A Necessary Invention

6 No one knows for sure when the first snow goggles were invented. Some of the oldest ones have been found on the Russian coastline of the Bering Sea. They are dated at about 4,000 years old. However, it is impossible to say that the Russian natives invented them, since hunters often migrated long distances across the landscape. Anyone from across the span of the Arctic Circle region could have dropped them there.

7 Many other snow goggles in all kinds of styles have been found across Arctic regions in Alaska, Canada, Siberia, and Greenland. What is interesting to consider is that all these people from diverse geographic regions either came up with the idea at the same time or had regular contact with one another. It is most likely that someone created a pair of snow goggles, and they quickly caught on. Soon everyone was wearing a variety of the special glasses. Beaded and fur-lined metal snow goggles have been found in Siberia. Wood, bone, antler, and leather ones have been found across the other locations.



Write your response in the box provided.

In the article, the writer shares ideas on how innovative and advanced the native peoples of arctic regions were modern sunglasses," and, "They are also extremely durable...Less likely to break than those [sunglasses] made inventions to share how one is more reliable even if it was created over 2,000 years ago. After reading these I peoples creativity to invent the snow goggles rather than the present day people who created sunglasses.

STAAR Spring 2025 Grade 8 Reading Language Arts Rationales

Item Position	Rationale
29	The student response below has been identified by Texas educators as meeting the requirements for a 10-point (maximum score) response based on the rubric criteria. For additional information, refer to the grade 8 scoring guide available on the STAAR Reading Language Arts Resources webpage. Have you ever gone to a history class, and wondered, whats the point of this? What is learning about past objects or lives going to help do? Well, I have an answer and a very specific example. One reason is that studying the past can give you insight to the cultures and ways of life from many years back. To add on to this, it also gives you and insight to the evolution of humans. Snow goggles were used over 4,000 years ago. At the least the first ones we have found in the arctic are. When someone looks at a snowy area, the sun reflects off of the snow and into your eyes. This can cause sunburnt and serious damage to your eyes. The native people of the Arctic (Aleut, Inupuit, Yuit, Tlingit, and Kaida) faced this problem. In order, to stop this from happening they invented the first snow goggles. These were like modern day sunglasses but more durable and more effective. Most goggles were made out of wood, bone, antler, and leather and were hand carved to fit one specific person. Then they had black soot put into the goggles to block out more sun. This shows that many natives are smarter than we think and this very problem solvers as well. Humans have always been inventors and naturally curious creatures. This is no different, especially when it comes to our history and past cultures. We may have more inventions and fancier ones, but they are inventions all the same. We have developed, but are the same. Like back then when the first snow goggles were made. They were made to solve a problem and shows the creativity and intelligence of past cultures. We, even now, have branched off the idea of snow goggles and made sunglasses, modern day snow goggles, etc. Humans stay the same, but will always change. We reveal things such as how ancient cultures relate to anything now. Even snow goggles reveal our natural curiosity as humans and how people in the past worked to make new objects and make life easier. It shows that we were problem solvers, and had set the bar for the future very high.

Resources to Help Your Child provides strategies for each STAAR assessment

Parents are able to view:

STAAR Mathematics

Overall Category Results Test Questions Responses Progress Quantile® Trend **Resources to Help Your Child**

Test:
STAAR Grade 8 Mathematics

Test Window:
Spring 2024

School:

Score:
1848

Performance Level:
Approaches Grade Level

Quantile® Score:
1080Q



Resources To Help Your Child

Strategies to Improve Your Child's Understanding [Additional Resources](#)

Strategies to Improve Your Child's Understanding

1 Numerical Representations and Relationships

- Have your child categorize numbers found in everyday life as rational and irrational numbers.
- Have your child order a set of real numbers found in everyday life from either least to greatest or greatest to least.
- Have your child choose clothes from his or her closet and determine all the different combinations he or she can create.

√ Computations and Algebraic Relationships

- Have your child determine the rate for a road trip, for example, if it took two hours to go 130 miles, how many miles per hour?
- Have your child research the meaning of a mathematical function and identify real-world functions. (A vending machine)

Geometry and Measurement

- Have your child measure the length and width of a TV, and use the Pythagorean theorem to find the diagonal length.
- Have your child find the total surface area of an everyday object, such as box of cereal.

Data Analysis and Personal Financial Literacy

- Have your child calculate compound interest using several different rates and loan lengths, but always using the same principal.
- Have your child locate or create scatterplots from everyday events and draw a trend line beginning at (0,0) through the data.

Targeted information based on subject and grade level.

Responses Progress Quantile® Trend **Resources to Help Your Child**

Resources To Help Your Child

Strategies to Improve Your Child's Understanding **College and Career Readiness** [Additional Resources](#)

College and Career Readiness

Plan for College

Learning about Colleges and Degree Programs

- Attend a college and career fair to learn about colleges, degree programs, and admissions requirements.
- Take a virtual tour of colleges that interest you, or visit a local college with your parents.

Preparing for College in High School

- Explore advanced coursework such as Advanced Placement and International Baccalaureate courses and dual credit options offered by a local community college.
- Prepare for college readiness assessments such as the PSAT, the ACT Aspire, and/or the Texas Success Initiative Assessment (TSIA).

Building a College Resume

- Get involved in extracurricular activities.
- Participate in a summer enrichment program.

Prepare for a Career

Exploring Career Options

- Research careers and occupations based on interests and strengths.
- Explore Career and Technical Education (CTE) programs.
- Talk with a recruiter about military enlistment options.

Planning a Course of Study

- Review your endorsement decision to ensure that it aligns with your career interests.
- Enroll in a focused sequence of CTE courses that lead to industry-based certifications and work-based learning opportunities.

Exploring Career-Based Opportunities

- Join a career and technical student organization where you can apply your career preparation skills through real-world activities.
- Consider participating in summer career skill-building programs hosted by businesses or other organizations.

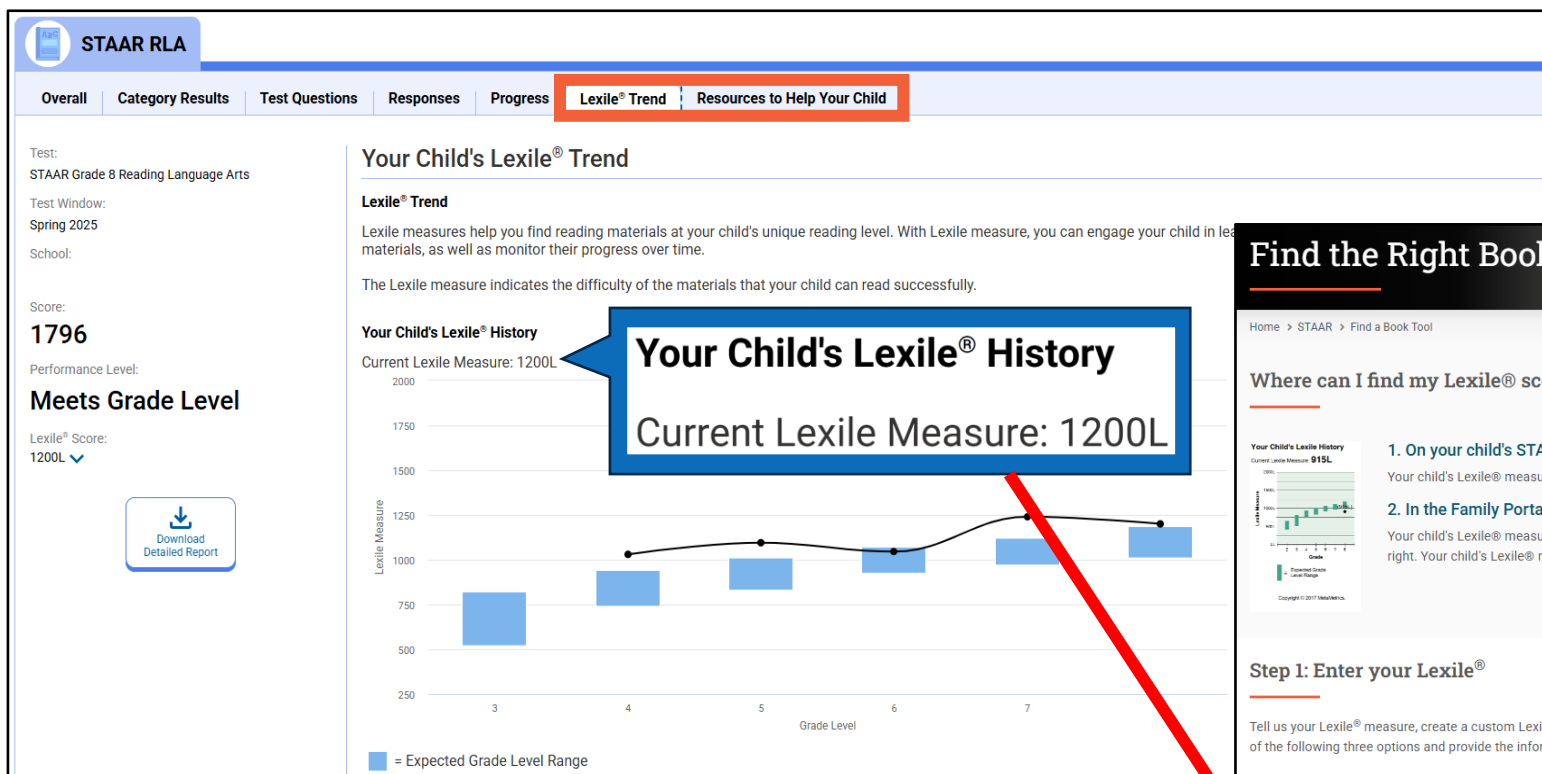
Suggested Questions To Ask Your High School Counselor

1. I need to learn more about college and career options. When is the college and career fair?
2. What career and technical education (CTE) opportunities are offered at my school that lead to an industry-based certification or work-based learning opportunity?
3. What other college credit and career preparatory classes can I take in 10th, 11th, and 12th grade? How should I prepare for dual credit or Advanced Placement courses?
4. How do I sign up to take the PSAT, the TSIA, and/or the ACT Aspire exam? How should I prepare for it? Is there financial support available?
5. Where can I find information about local summer enrichment programs and career-building skill programs?

End of Course assessments also include College and Career Readiness resources including questions parents can ask their high school counselor.

Additional resources include the Find a Book tool

Parents are able to view:



Find the Right Book for You

Home > STAAR > Find a Book Tool

Where can I find my Lexile® score?

1. On your child's STAAR Report Card

Your child's Lexile® measure is shown in the "Progress: From Previous Year" section of their STAAR Report Card.

2. In the Family Portal

Your child's Lexile® measure can also be found in the Family Portal. After logging in, click the Download Report Card(s) link in the top right. Your child's Lexile® measure is shown in the "Progress: From Previous Year" section.

Step 1: Enter your Lexile®

Tell us your Lexile® measure, create a custom Lexile® range, or select from the following three options and provide the information with

* All fields within any of the three options are required.

By Lexile® Score

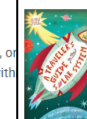
My Lexile® Score

L

Current Filters

Lexile® Range: 1100L to 1300L

Categories: Animals, Science & Technology



A Traveler's Guide to the Solar System

by Barnes-Svarney, Patricia L.

What would it be like to walk on a Martian plain? Watch wild volcanoes on Jupiter? All it takes to find out is a touch of imagination and this entertaining guide to the solar system, illustrated with NASA's most up-to-date color photos. So get ready to blast off, and fly through the skies from Mercury to Pluto, stopping to visit planets, asteroids, and moons along the way. Feel Venus's intense pressure and heat, thanks to a thick blanket of carbon dioxide. Alight on Saturn and gaze at its beautiful and mysterious rings. See greenish-blue Uranus, which takes 84 Earth-years to travel round the sun. There's lots of fun information, related in a simple, appealing style kids will easily understand and enjoy.

Pages: 96 ISBN13: 9781402726286 Ages: 8 to 11



Advanced Logo: Language for Learning

by Friendly, Michael

Advanced Logoshow how LOGO can be used as a vehicle to promote problem solving skills among secondary students, college students, and instructors. The book demonstrates the wide range of educational domains that can be explored through LOGO including generative grammars, physical laws of motion and mechanics, artificial intelligence, robotics, and calculus.

Pages: 676 ISBN13: 9780898599336 Ages:

[Back to Categories](#)

Results per Page

10

Sort by

Lexile Measure (Low to High)

[Find This Book](#)

My Age

Any

Lexile® Code

Any

Page Count Range

No Limit

[Apply Filters](#)

[Find This Book](#)

Districts can encourage summer reading by promoting the Find a Book tool individually tailored to each student's Lexile.

Available at TexasAssessment.gov/find-a-book.html



Helping Parents Access STAAR Results & Resources

2026 Log In & Learn More Toolkit

LOG IN & LEARN MORE

Beginning **June 10 (end-of-course)** and **June 16 (grades 3–8)**, visit your district's parent portal to Log In & Learn More about your child's STAAR® results and how you can provide additional support at home.

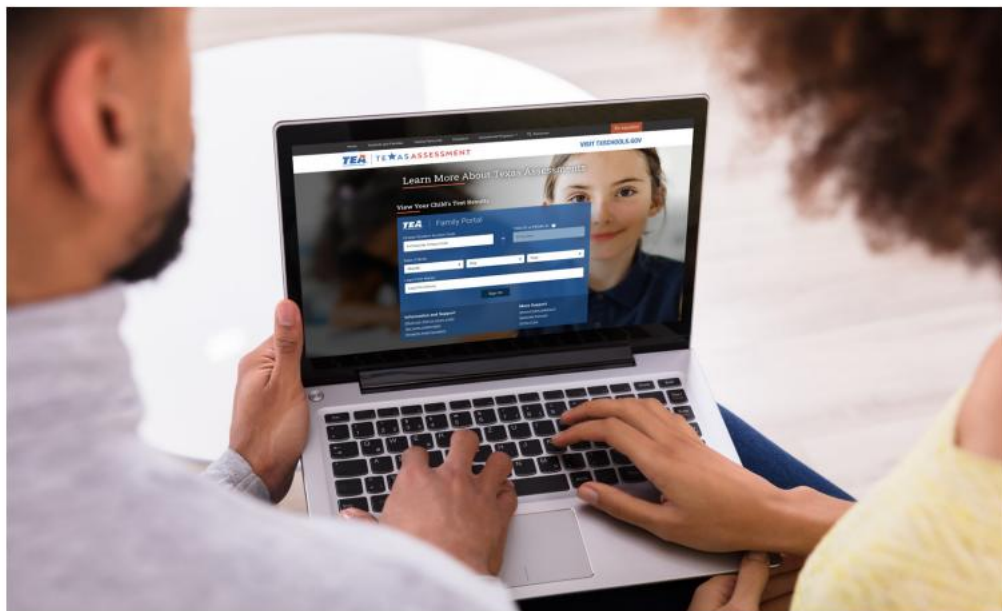
District-friendly communication tools for announcing the release of STAAR results to parents and families

Includes:

- One-page flyers
- Sample emails
- Social media assets and sample posts

Available at:

<https://tea.texas.gov/student-assessment/staar/log-in-learn-more-tool-kit>



End-of-Course
Results Posted



Grades 3–8
Results Posted

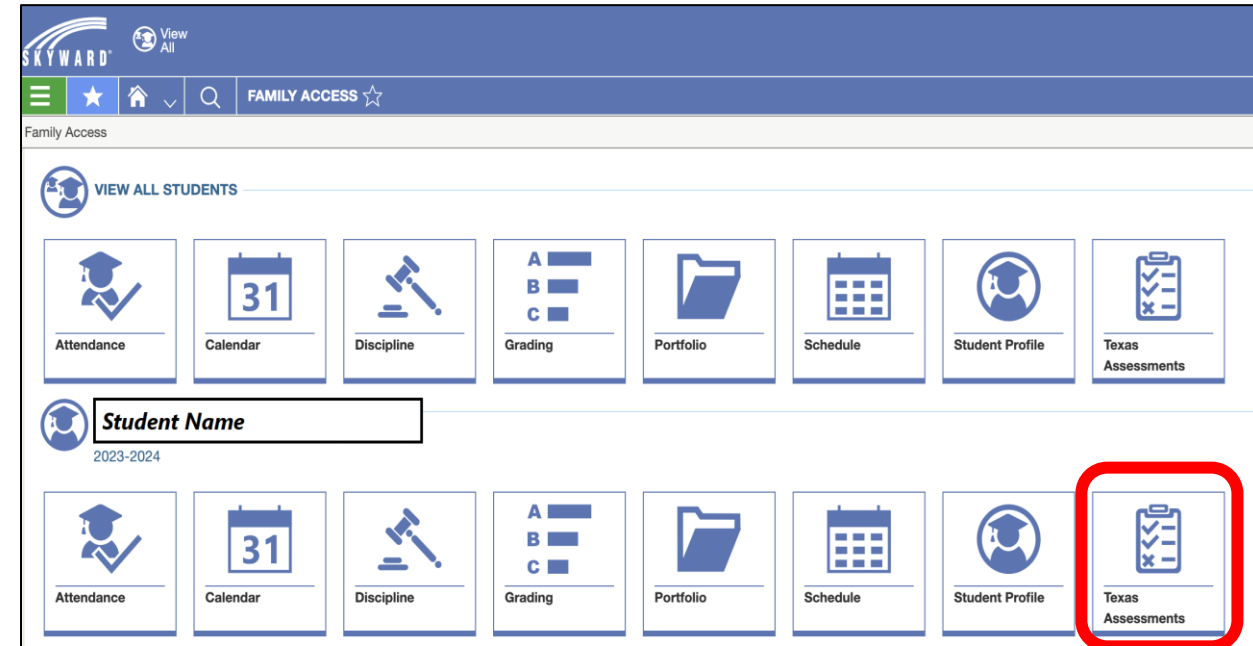


Providing Families Access to Assessment Results

- The simplest way to provide Family Portal access to your parents is to enable your local parent portals by enabling Single Sign-On (SSO).
- On **June 10 (EOC)** and **June 16 (3-8)**, districts could have **sent a targeted email to families when results are available**. Sample content from the Log In & Learn More Toolkit:

FOLLOW 4 EASY STEPS!

STEP 1	STEP 2	STEP 3	STEP 4
Beginning June 10 for STAAR end-of-course assessments and June 16 for STAAR grades 3-8 assessments, log in to your district's parent portal.	Click the link on your district's parent portal page to access your child's STAAR results.	Learn more about your child's STAAR results, including how your child answered each test question, and find personalized resources to support learning at home.	At the beginning of the next school year, discuss the results with your child's teacher and work together to support your child's learning and academic growth.



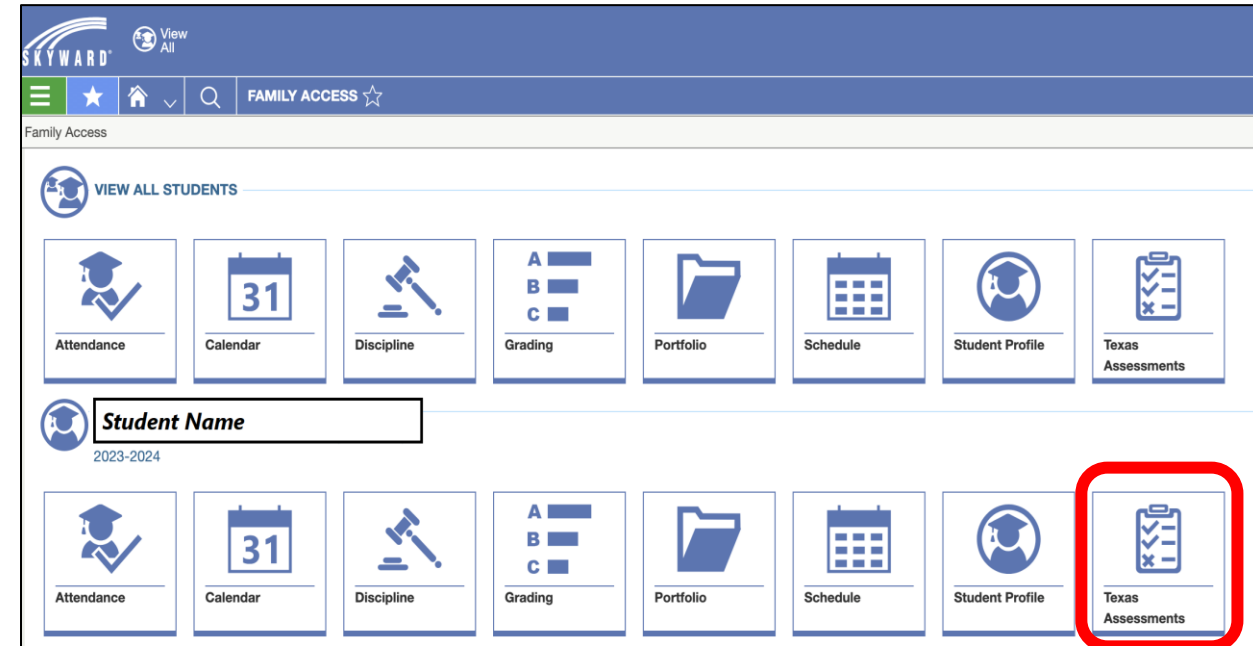
- Currently, 98% of LEAs have already enabled the SSO link in their local portals. If your team needs assistance enabling SSO please contact [Cambium Texas Testing Support](#).

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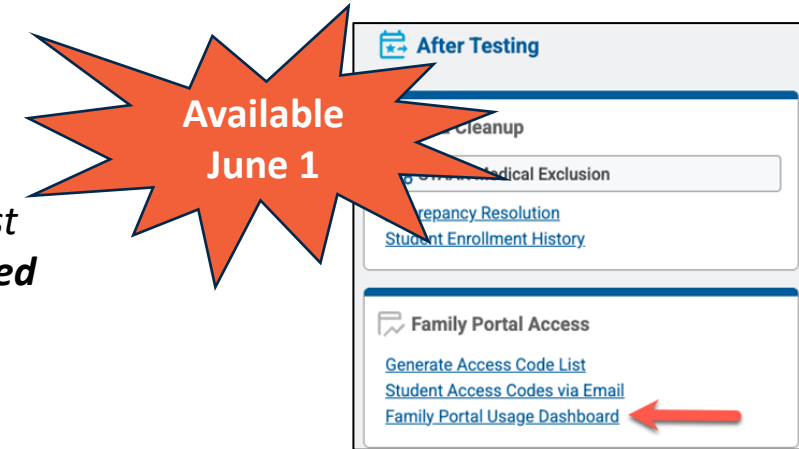
- Currently, 98% of LEAs have already enabled the SSO link in their local portals. If your team needs assistance enabling SSO please contact [Cambium Texas Testing Support](#).

District leaders can now see if parents are accessing these important resources

Parents need multiple sources of information to support their children, including grades, conversations with teachers, test scores, and more.

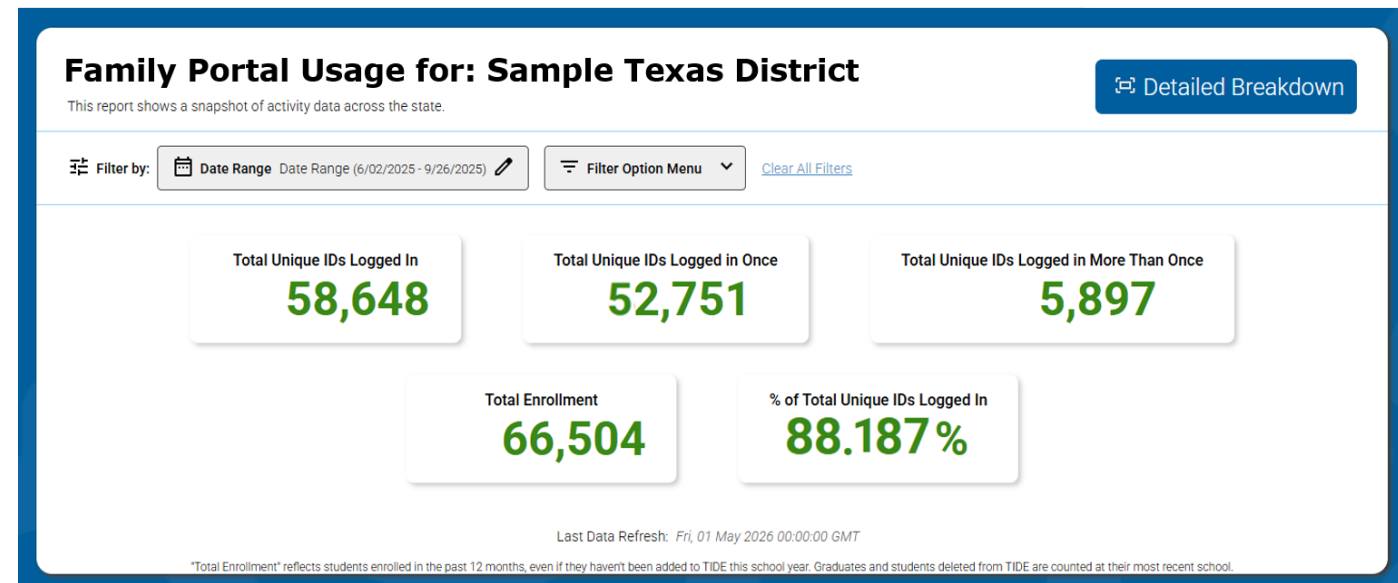
*"Researchers found that when grades are high and test scores low, parents are less likely to invest in academic support. They'll wait until grades start falling. So, while surveys suggest that **informed parents are eager to intervene**, many don't know they should be worried."*

"Grade Inflation Shows Report Cards Should Include Test Scores." *Bloomberg Opinion*, 27 Apr. 2026, www.bloomberg.com/opinion/articles/2026-04-27/grade-inflation-shows-report-cards-should-include-test-scores



District leaders can use the Family Portal Dashboard to:

- ✓ Make sure families are accessing test scores and the associated resources
- ✓ Determine the effectiveness of their communications plans
- ✓ Check on specific parent groups
- ✓ Maintain year-over-year monitoring progress



Available to District Superintendent, DTC, and DTA roles in TIDE.