



Texas Accountability Advisory Group Meeting

March 5, 2026



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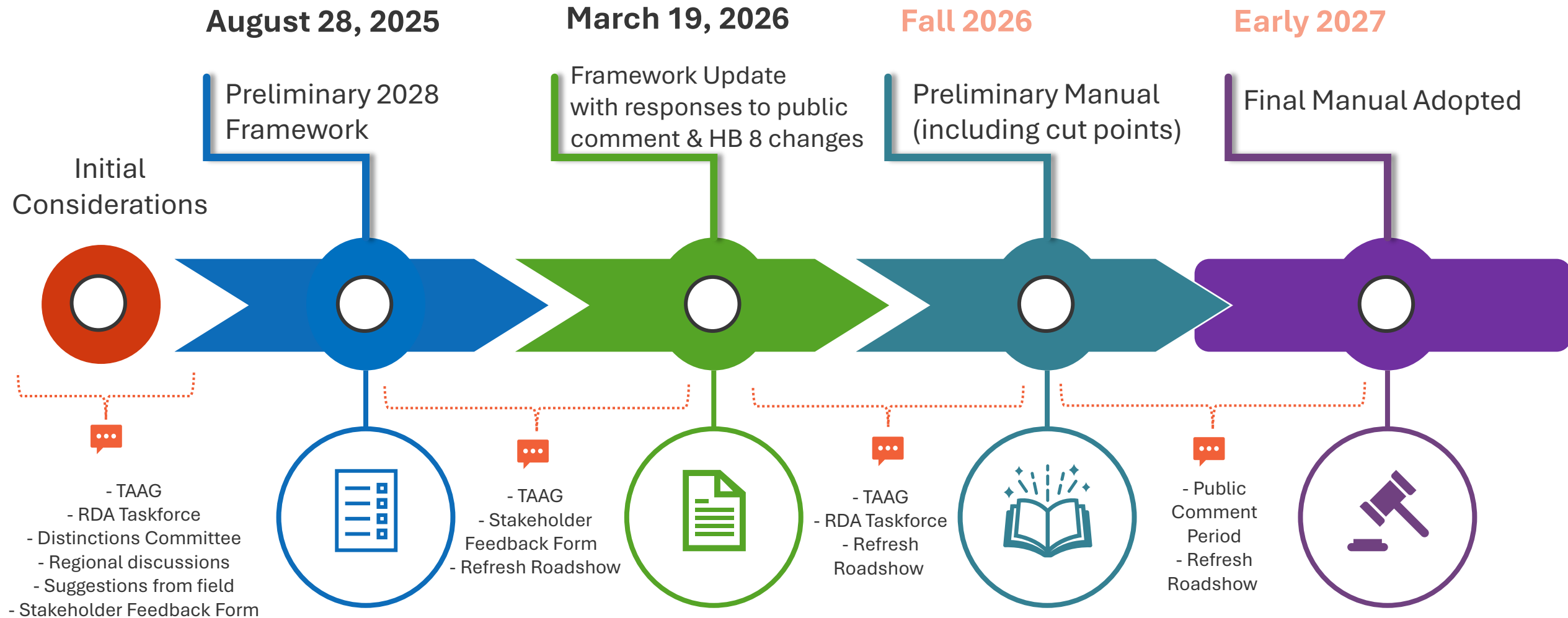
Accountability Content and Communications

TAAG Meeting Norms

- Participate in Discussions
- Ask Questions
- Be feedback-oriented
- Prioritize student-centered approaches
- Maintain regular communication!



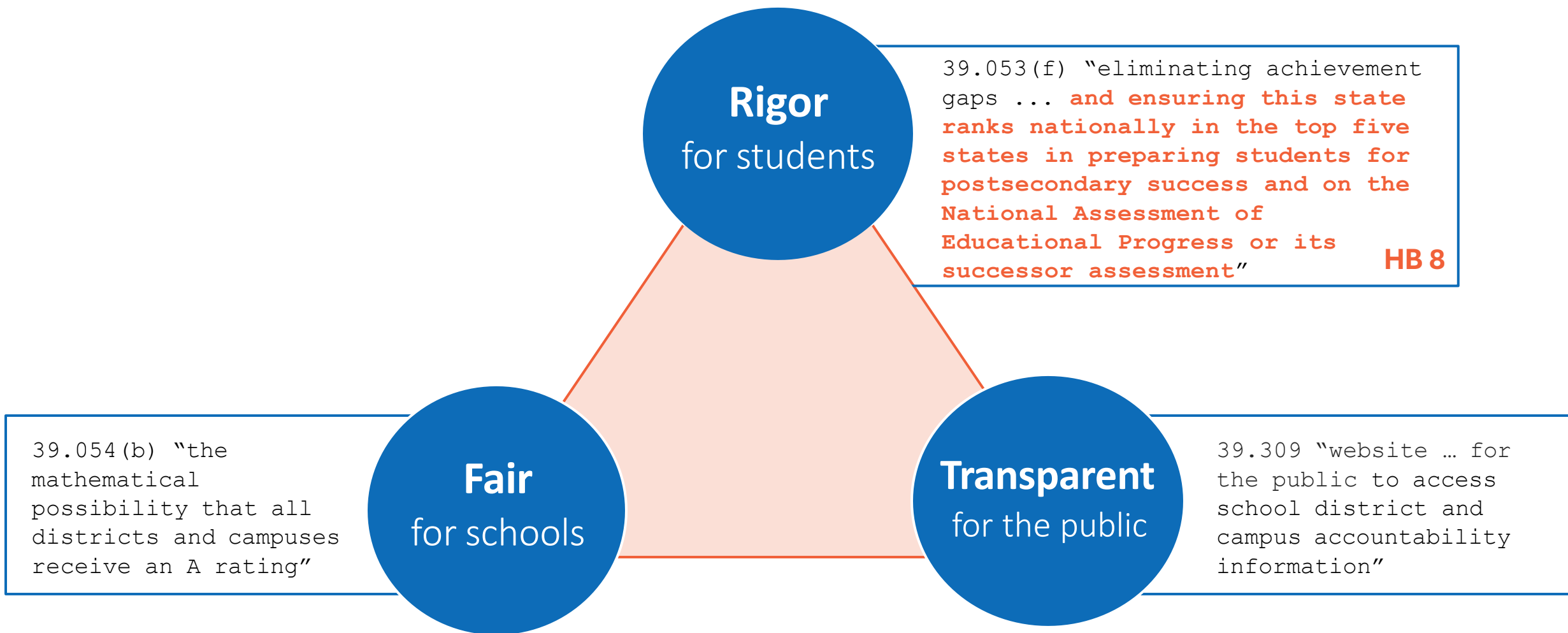
June 2026 Update*: The updated framework was released March 19th and the manual release dates have been updated.



***Note on the Posted TAAG Deck (June 2026):** These dates have changed after the March 2026 TAAG Meeting. To ensure the most accurate 5-year targets, we will incorporate the most recent data before calculating proposed cut scores. As a result, the proposed manual and cut scores will be shared after 2026 data is available to calculate updated baseline data.

All estimated dates are tentative and subject to change.

Balancing multiple objectives in the A-F system



Agenda for Today

Requested Pre-Reading

01

Response to stakeholder
feedback

02

Cut Score and Targets

03

Recap of February TAAG
and EAG Meetings

- Differential Weighting of
CCMR

04

Updated Framework

05

Cut Scores

06

Communications Plan

Considerations for TAAG



Recap of February TAAG Meeting

Update on February TAAG and EAG Meetings

■ TAAG and EAG discussed four refresh considerations in February

Revisit Differential Weighting of CCMR

Cut Scores

- Calculation methodology to align to NAEP
- Calculation methodology to align to postsecondary success
- Component level cut scores for A and 77 scaled scores

Methodology Clarifications

- Safe Harbor and Federal SI Identification
- English II
- Domain 2a (EOY only)

Considerations from Stakeholder Feedback

- Analysis of potential disproportionate impact of Domain 3b for all AEA districts
- Middle Eastern/North African student group in 2029
- Additional growth measures in Domain 2a
- OnRamps reflected in Academic Achievement distinctions
- School type identification for K-8 campuses
- Expanding years of accepted assessments to grade 8 through grad year for CCMR

Recommended for inclusion in the updated framework:

- Inclusion of OnRamps completion in dual-credit Academic Achievement distinction
- Counting 8th grade exam scores for CCMR

Not recommended for inclusion in the updated framework

- Changing how K-8 schools are classified (maintain elementary)

Cut Score Setting Methodology Feedback

- Regarding clarity on cut score setting methodology for **Domain 1a** on 5 points scale (5=very clear), net positivity reflects 3.52
 - Both TAAG and EAG raised concerns about how this work gets translated to broader audiences, EAG feedback highlights a strong desire for turn-key resources and explanatory materials
 - Both groups highlighted a need for strong communications surrounding the NAEP assessment
 - Both groups expressed interest in other supports that will be available to support rigorous goals
- Regarding clarity on cut score setting methodology for **Domain 1b** on 5 points scale (5=very clear), net positivity reflects 3.55
 - EAG shared feedback on the baseline calculations of Domain 1b goals and what percent of CPC should be included
 - Both groups demonstrated comfort with leveraging ACT/SAT as a proxy for postsecondary readiness

Differential weighting will be applied beginning with 2031 accountability. The class of 2030 enters high school in 2026-27

Foundational Postsecondary Readiness	Demonstrated Postsecondary Readiness	Advanced Postsecondary Readiness
- Met TSI using - an approved College Prep Course OR - Potential for college credit (any subject) 1 AP/IB passed exam, or 3 hours On Ramps, or 3 hours Dual Credit OR - CTE Completer with aligned Tier 3 IBC - JROTC Completion and 31-49 (Category IIIB AFQT) Note: - TSI criteria must be met in <u>both</u> Math and RLA for CCMR - If either Math or Reading TSI criteria is met using a CPC, CCMR is Foundational.	- Met TSI using - SAT or ACT or TSIA OR - CTE Completer with aligned Tier 2 IBC - SPED Advanced Diploma - OR - Workforce Ready IEP Diploma - OR - JROTC Completion and 50-64 (Category IIIA AFQT) Note: - TSI criteria must be met in <u>both</u> Math and RLA for CCMR - If TSI criteria is met using a combination of SAT, ACT, or TSIA scores, (& no college credit) CCMR is Demonstrated	- Associate Degree - OR - Met TSI using SAT/ACT/TSIA and potential for college credit (any subject) 1 AP/IB passed exam, or 3 hours On Ramps, or 3 hours Dual Credit OR - Earn Level I or Level II Certificate - OR - CTE Completer with aligned Tier 1 IBC - OR - Military Enlistment - OR - JROTC Completion and 65+ (Category II AFQT) Note: - TSI criteria must be met in <u>both</u> Math and RLA for CCMR - If TSI criteria is met using a combination of SAT, ACT, or TSIA scores, (with college credit) CCMR is Advanced.

Calculation methodology will mirror Domain 1a methodology

Steps to Calculate a CCMR Score

1. Determine the highest postsecondary readiness level achieved by each student
 - A student may earn multiple indicators across levels, but CCMR points awarded only for highest level completed
 - A student earns CCMR points for one level, even if multiple indicators earned within a level
2. Add the number of students that earned Foundational and above (+ Demonstrated + Advanced), divide the sum by the number of annual grads
3. Add the number of students that earned Demonstrated and above (+ Advanced), divide the sum by number of annual grads
4. Divide the number of Advanced by # of annual grads
5. Find the sum of points awarded from each of the three levels and divide by 3

Example: High School with 150 graduates

Postsecondary Readiness Level	# of students and % earned	Points Earned
Foundational Postsecondary Readiness or above (# earned/annual grads)	138 92%	92
Demonstrated Postsecondary Readiness or above (# earned/annual grads)	80 53%	53
Advanced Postsecondary Readiness (# earned/annual grads)	33 22%	22
CCMR Raw Score (sum of 3 levels/3):		56

%Foundational+

+

%Demonstrated+

+

%Advanced

3

Used in Domain 2b: Relative Performance

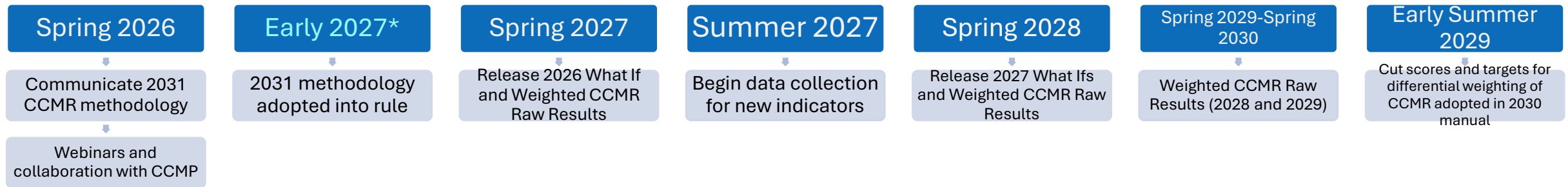
In Domain 3a: Points awarded/grads+leavers+continuers

Small numbers analysis will be applied

With phased-in approach to implementation of differential weighting of CCMR, there is an opportunity to support school systems' strategic planning

Methodology Rulemaking

- Spring 2026: Communicate 2031 CCMR methodology (2028 Framework)
- **Early 2027***: Adopt 2031 CCMR methodology into rule (2028 Adopted Manual)
- Summer 2029: Adopt 2031 CCMR cut scores and targets into rule (2030 Adopted Manual)



5 years of Weighted CCMR Raw Results (2026, 27, 28, 29, 30) allows districts to determine which strategies and interventions are yielding results

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Questions, reflections, thoughts?



Feedback Round

- Please provide feedback on your level of clarity on the proposed methodology for differential weighting of CCMR in 2031.
- Please provide any additional feedback you have regarding differential weighting related to:
 - Proposed timelines for rulemaking and raw score reports

Please leave tab open to
return to feedback form
throughout the meeting
today!



Review of Stakeholder Feedback

Over 200 stakeholder comments were submitted in response to the preliminary 2028 A-F Refresh Framework

Based on your pre-reading:

- Are agency responses accurate and comprehensive, based on your TAAG experience?
- Are there additional feedback items that have been brought to you as a TAAG member not reflected here?
- If you had given a piece of feedback, what additional context would you want from an agency response?

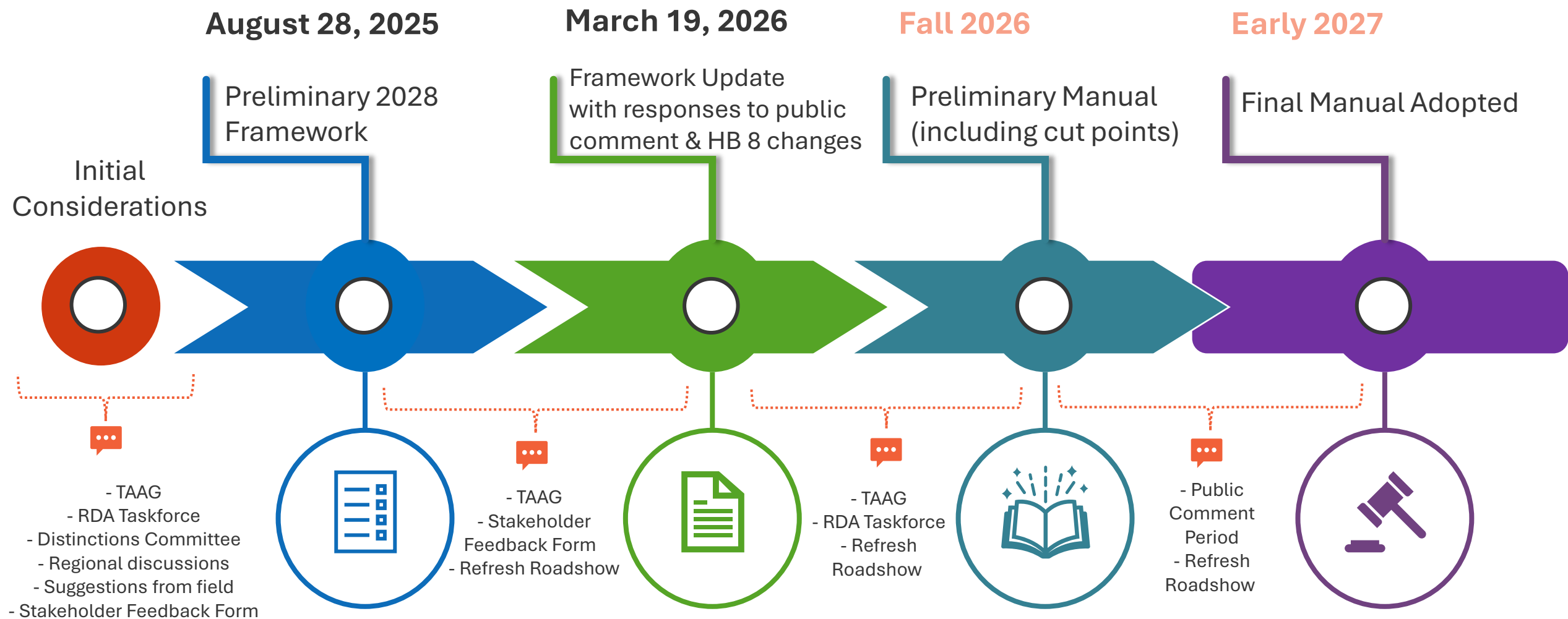


The 2028 A-F Refresh Summary of Stakeholder Feedback and Adjustments to Framework document will be shared publicly on March 19th*



The Updated 2028 *A-F* Framework

June 2026 Update*: The updated framework was released March 19th and the manual release dates have been updated.



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All estimated dates are tentative and subject to change.

The preliminary framework, published in August 2025, outlines initially proposed updates to the accountability system in 2028

Student Achievement

○ Accelerated Testers

- Bonus points for students enrolled in grades 5 through 8 passing End-of-Course assessments
- Updated performance level standards for accelerated testers' SAT/ACT scores

○ CCMR

- **IBCs:** Students earning CCMR only from a Tier 3 Industry Based Certification (IBC) is capped at 5 students or 5% of 2027 graduates, whichever is higher.
- ****College Preparatory Courses:** Courses must be on the TEA approved list.

School Progress

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

**Preliminary
Framework:
August 28, 2025**

Closing the Gaps

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

Distinction Designations

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

Due to House Bill 8, and in response to stakeholder feedback, proposed framework has been updated.



Student Achievement

- **English II**
 - The English II assessment will not be administered nor reflected in accountability ratings starting in the 2027-28 school year**
- **Accelerated Testers**
 - Bonus points for students passing End-of-Course assessments prior to grade 9
 - Updated performance level standards for accelerated testers' SAT/ACT scores
- **CCMR**
 - **IBCs:** Students earning CCMR only from a Tier 3 Industry Based Certification (IBC) is capped at 5 students or 5% of 2027 graduates, whichever is higher. **College Preparatory Courses:** Courses must be on the TEA approved list.*
 - **Military Readiness Indicator:** Completion of JROTC program + minimum ASVAB score
 - **Differential Weighting of CCMR:** 2031 Accountability implementation



**Updated
Framework:
March 19, 2026**

School Progress

- English II will not be reflected in Domain 2a calculations**
- *Tier 3 IBC cap, elimination of English II**, bonus point and SAT/ACT score changes for Accelerated Testers applies in Domain 2b*

Closing the Gaps

- New Campus Scoring (district proxy for prior year data) for 1 or 2 points, with AEC averages leveraged for proxy prior year data for new DRSs (pending USDE)
- Safe Harbor Provision (allowable dip in performance) for 2 points, to be used only in Domain 3a calculations. Not applied to Federal School Improvement identifications (pending USDE)
- Results of small numbers analysis included as prior year data for 1 or 2 points
- **Districts only:** Add Part B, Special Populations Program Outcomes (Integration of RDA) to account for 30% of Domain 3 ratings for districts
- *SAT/ACT score changes for Accelerated Testers and elimination of English II** applies in Domain 3*

Distinction Designations

- Addition of Alternative Campuses (AEC)/Dropout Recovery Schools (DRS) as a comparison group
- Addition of four postsecondary success indicators
- Removal of attendance rate from Academic Achievement Distinctions
- Addition of OnRamps completion within the Advanced/Dual Credit course completion indicators

* Change previously established in rule

** Results from the summer 2027 administration of English II will be reflected in Domains 1, 2 and 3

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

Proposal

A single bonus point is awarded for each assessment result for students enrolled in grades prior to grade 9 where performance was at or Approaches Grade Level on an EOC exam

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

Anticipated Impact

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

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



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



Removes a perceived accountability disincentive to student-aligned placement in advanced coursework and ensures fairer recognition of accelerated students' achievements.

Student Achievement Domain: Propose implementing a full weighted methodology for CCMR indicators for incoming freshmen (Class of 2030)

Proposal

★ **2028, 2029, 2030 Ratings:**
within-indicator weighting for IBCs: the percentage of graduates meeting CCMR criteria only via a Tier 3 IBC.

Using IBC list version 4 (2025-2030), limit is five graduates, or 5% of graduates, whichever is higher.

★ Adoption of new CCMR indicator demonstrating military readiness for students that complete JROTC program of study and score a 31 or higher on Armed Forces Qualifying Test (AFQT)

Anticipated Impact

Across the state, less than 1% of students that met CCMR requirements did so exclusively with a preliminary Tier 3 IBC.

67 campuses had more than 5% of graduates who only achieved CCMR through a proposed Tier 3 IBC, where the average drop in CCMR component score would be 4.4%.

JROTC program of study is new program of study in 2025-26 and AFQT collection will begin with class of 2027.



Applying differentiated weighting ensures their value is more accurately aligned with postsecondary readiness.



Encourages districts to prioritize more rigorous and meaningful postsecondary pathways, improving alignment with workforce and college readiness.



Satisfies House Bill 8 requirements for students already in high school for differential weighting of CCMR and additional indicator for military readiness.

Student Achievement Domain: Propose implementing a full weighted methodology for CCMR indicators in the 2031 accountability cycle



Proposal

2031 and 2032 Ratings:

Differential Weighting of CCMR

- CCMR indicators weighted based on their positive correlation to postsecondary outcomes
- Each graduate achieves one postsecondary readiness level: foundational, demonstrated, or advanced based on indicators they achieved
- Domain 1b methodology will be calculated as the average percent of students at
 - Foundational postsecondary readiness and above +
 - Demonstrated postsecondary readiness and above +
 - Advanced postsecondary readiness

Anticipated Impact

Implementation in 2031, beginning with the incoming freshman class, allows time for schools and school systems to adjust programming to meet the demands of differential weighting of CCMR

Data collection will be ongoing, with new cut scores shared two years ahead of implementation; the agency will conduct analyses to establish roughly comparable standards



Ensures a high bar for excellence and data driven decision making in postsecondary indicator weights



Allows districts time to shift programs and offerings for students, prior to the start of their high school careers



Satisfies House Bill 8 requirements that CCMR indicators are weighted based on their positive correlation to postsecondary outcomes

Closing the Gaps Domain: Proposed changes allow for a fairer evaluation of new campuses in 1 and 2 point scoring

Proposal

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

★ For **new** DRS campuses, AEC average performance from the prior year used as proxy data, pending ESSA approval

Anticipated Impact

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



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



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



Satisfies House Bill 8 requirements to identify appropriate prior year data with which to evaluate new campuses in Domain 3.

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

Proposal



For campuses that were evaluated in the prior year using small numbers analysis, use the results of small numbers analysis to calculate 1 and 2 point scoring in Domain 3

Anticipated Impact

Modeling this methodology, 8 campuses would benefit from this change at the Domain 3a rating. 12 campuses would see improvement in School Quality component of Domain 3a



Addresses feedback that small numbers analysis in the prior year limited ability to demonstrate growth.



Provides opportunities for small campuses to earn all possible CTG points allowing for more representative evaluation of growth for CCMR and graduation rate.

For **all** non-new campuses: Expand 2-point scoring (Expected Growth) to allow for limited interim dips in performance if continuing to demonstrate year over year progress to their current target for Domain 3a calculations

The safe harbor does not apply when calculating Federal School Improvement identifications- Pending USDE

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



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



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

Closing the Gaps Domain: Based on the work of the RDA Taskforce, RDA will be integrated into district ratings, weighted at 30% of Domain 3

Proposal

Selected RDA indicators will be merged into the 2028 A-F accountability framework for **districts only** as **Domain 3, Part B: Special Populations Program Outcomes**. 22 indicators will be evaluated across four measurements; Special Populations Student Success (SST achievement), Graduation Rate, Dropout Rate, and English Language Proficiency for Students in U.S. Schools Multiple Years

★ Districts will be evaluated, using the same 0-4 scoring methods as Domain 3a, on progress towards and achievement of ESSA aligned target.

★ Districts will receive scores for three components; for Bilingual Education Programs, Special Education Programs, and Programs for Foster Care and Homeless. Each component is weighted at 33.3% of Domain 3b.

Anticipated Impact

Modeling this methodology, 11% of districts would see some change in the overall district rating; 6% decline and 5% increase.

Modeling demonstrates no disproportionate impact for rural campuses or any campuses by geographic type. Modeling also demonstrates that districts $\geq 50\%$ of students that are economically disadvantaged are more likely to see an increase in overall district ratings as a result of Domain 3b.



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



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

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

Proposal

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

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

Removal of attendance rate in all Academic Achievement Distinction Designations



Addition of OnRamps course completion within the Advanced/Dual Credit course completion indicators in all four academic achievement distinction designations

Anticipated Impact

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

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



Responds to feedback to focus distinctions on meaningful postsecondary outcomes and academic achievement. Recognizes OnRamps as a dual credit course



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

While considered by TAAG as part of the 2028 refresh, the following proposals were not recommended for inclusion in the 2028 methodology and are not included in the updated framework

Campus methodology considerations, not reflected in 2028 A-F Framework

Elimination of the D/F gate Average of Domain 2a and 2b, rather than best of methodology	Considerations for relative performance: Special Education enrollment and prior year STAAR performance	Limiting Accelerated Pathways bonus points to meets and above only	Using current year's lowest performing race/ethnicity groups for Domain 3 scoring for existing campuses	Alternative testing options to satisfy federal testing requirements for accelerated testers	Changing school type for K-8 schools based on accountability results, rather than grade levels served	Postponing implementation of differential weighting of CCMR to 2033
Not implemented considering TAAG recommendations						Not implemented due to HB8 requirements

District methodology considerations, not reflected in 2028 A-F Framework

Only rolling up the better of Domains 2a or 2b from campus ratings into district calculations

Calculating Domain 3b as four distinct components, each weighted at 25%, rather than combining Foster Care and Homeless into one component score

Not implemented based on TAAG recommendations

In addition to proposed methodological changes, the updated framework reflects multiple updates to reflected updated legislation

Additional Accountability Rule Shifts Reflected in the 2028 A-F Refresh Updated Framework

Opportunities for LEAs to correct prior year CCMR PEIMS errors, as part of the CCMR Verifier process	Adult Education High School Charter Programs are to be evaluated using the performance framework specific to these programs	The date for school systems to request new CDC numbers is moved earlier, from Sept 1st to May 31st	When a campus is closed, rating history and consecutive counts may be linked to other campuses within the LEA to which students are reassigned	IBC lists updated with 5-year refreshes, any IBC removed from the list has 2-year phase out period	Incorporation of Middle Eastern/North African student group
Reflected in 2026 Appendices		Reflected in 2027 Manual		Anticipated 2028	Anticipated 2029

Reminder: in accordance with HB 8, the agency has applied to the USDOE for a waiver of selected requirements applicable to campuses serving 90%+ of students with significant cognitive disabilities. Any requirements that are granted a waiver are applied in 2028, if applicable.

Additional information is forthcoming, after the adoption of the 2028 Accountability Rating System Manual

Other Reported Information

- The agency will investigate and determine processes for report updates to be reflected on TEA reports

Grants for Local Accountability Systems

- The agency will communicate a grant process for LEAs to explore design and implementation of LAS

District Determination Levels

- Reported Domain 3b data will be used in Determination Level setting; the agency will communicate calculations and intervention processes

Differential Weighting of CCMR

- CCMR cut scores and domain 3 targets for CCMR for 2031 will be adopted in 2030 Accountability System Manual (summer 2029)

Questions, reflections, thoughts?



Feedback Round

- Please provide feedback on the communications presented today that reflect the updated 2028 A-F framework. Please provide any additional feedback related to the proposed materials or content.

Please leave tab open to
return to feedback form
throughout the meeting
today!



Cut Scores and Scaling Tables

Posted Slide Deck Note (June 2026):

The cut score slides discussed in the March 2026 TAAG Meeting were a continuation of the discussion that started in February 2026.

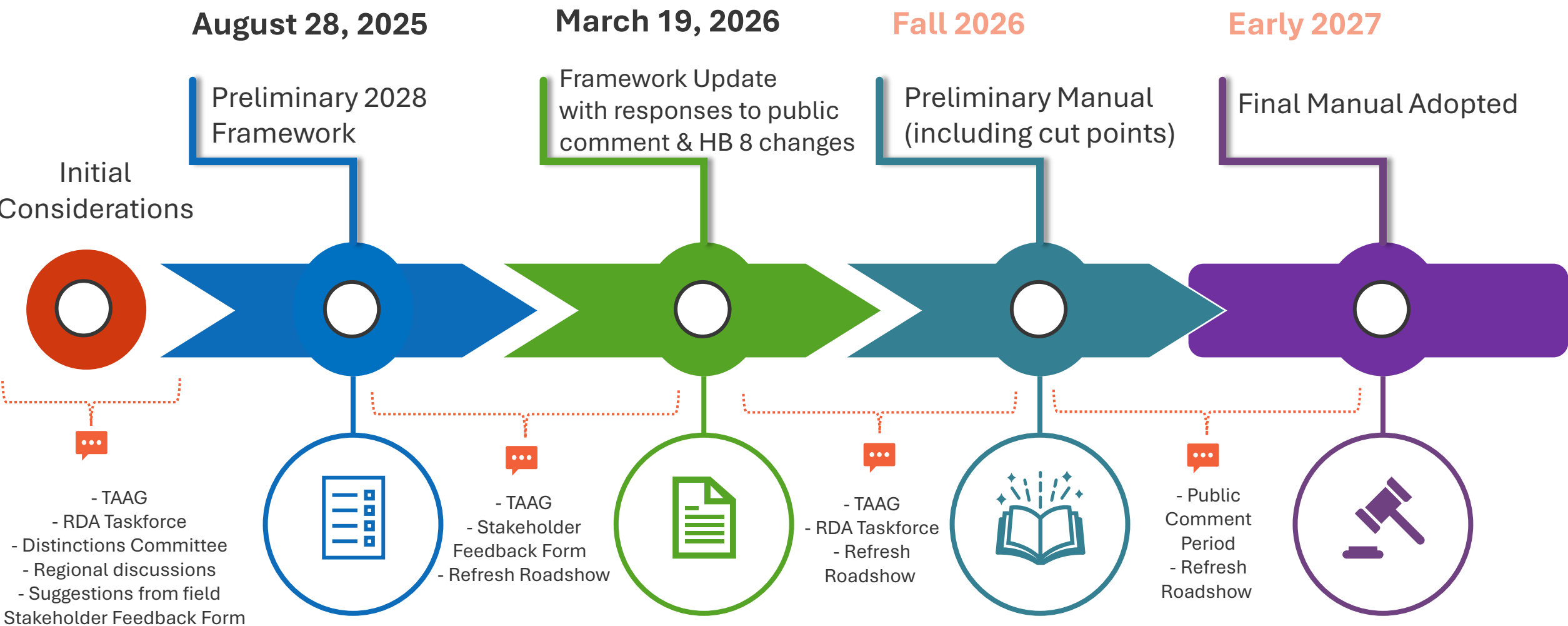
Please refer to the February 2026 TAAG Meeting for these slides.

To ensure the most accurate 5-year targets, we will incorporate the most recent data before calculating proposed cut scores. As a result, scores will be proposed for 2028 ratings using updated 2026 baseline data and will be available in Fall 2026.



Communications Timeline: 2028 Updated Framework

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- To be released on March 19th* with TAA
 - 2028 A-F Updated System Framework
 - 2028 A-F Cut Scores and Scaling Resources
 - 2028 A-F Refresh Summary of Stakeholder Feedback and Adjustments to Framework

- **Announced on February 27th via PR Bulletin**
 - **Webinar: March 24th and 31st**
 - Correlation data for CCMR indicators and postsecondary outcomes
 - Framework for differential weighting of CCMR
- **To be announced on March 13th via PR Bulletin**
 - **Webinar: April 7th and 9th**
 - House Bill 8 implications reflected in the updated framework
 - Summary of stakeholder feedback and adjustments reflected in the updated framework
 - **Webinar: Fall 2026***
 - Cut score/scaling methodologies

Dates shared with ESC Executive Directors (CCRS) and ESC Core Group this week. Registration coming soon per dates above.

Closing and Next Steps

thank
you