

Updated 2028 A-F Refresh Framework

Presented April 7th and 9th, 2026

Meet your Presenters



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Welcome to the Spring 2026 Refresh Roadshow!

Our goals in the Refresh Roadshow are to:

- Raise stakeholder awareness and knowledge
- Support campuses and districts in effective planning
- Garner meaningful public comment

Agenda:

- The Purpose of A-F
- The Refresh Process
- The Updated Framework
 - Domains 1, 2, and 3
- Additional Information Included in the 2028 Framework
- Next steps and feedback

The [2028 Accountability System Development](#) webpage houses a 4-hour series on the contents of the preliminary framework under the Fall 2028 Refresh Roadshow. This series provides a deep dive into initial proposals. Where applicable, these resources are referenced as "Fall Webinar #" and can be leveraged for additional explanation or context.

Please subscribe to the [Performance Reporting Bulletin](#) for updates and future learning opportunities. Please contact your [ESCs](#) to learn about interactive and in-person opportunities.



The Purpose of A-F

We believe that all students can learn and achieve at high levels.



Students Are Helped In School & In Life

Monitoring performance with school ratings has been shown to have long term benefits for students:

“Our analysis reveals that pressure on schools to avoid a low performance rating led low-scoring students to score significantly higher on a high-stakes math exam in 10th grade. These students were also more likely to accumulate significantly more math credits and to graduate from high school on time.

Later in life, they were more likely to attend and graduate from a four-year college, and they had higher earnings at age 25.”



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

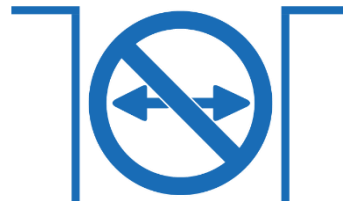
According to state law, the purpose of A-F accountability is:

- to **continuously improve student performance**
- to **eliminate achievement gaps** based on race, ethnicity, and socioeconomic status
- to ensure Texas is a national leader in **preparing students for postsecondary success**

Improve Student
Performance



Eliminate
Achievement Gaps



Prepare Students for
Postsecondary Success



Fostering a **culture that supports growth** and continuous improvement when this performance information is public is a difficult but **critical task for education leaders.**



The Refresh Process: Preliminary to Updated Framework

The Preliminary Framework, released in August 2025, has been updated based on legislative updates and stakeholder feedback



This document finalizes the feedback on the preliminary A-F Accountability System Framework.

This framework transparently provides the stakeholder feedback on the original considerations and provides clear rationale on any updated proposals in the framework. This framework reflects the contents of the proposed rule to be published later this year.

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*

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

**Preliminary
Framework:
August 28, 2025**

The Texas Accountability Advisory Group (TAAG) is comprised of education leaders and advocates, who support in refresh decision making

TAAG members are selected via a nomination process and advise the Commissioner of Education, serving at his discretion, per Texas Education Code (TEC) §39.002. TAAG terms are generally 3 years

Committee with:

- ✓ Expertise in education
- ✓ Knowledge of assessment and evaluation
- ✓ Impartiality and fairness
- ✓ Broad understanding of the entire system
- ✓ Communication skills

**New HB 8
Implications**

- **TAAG committee membership now explicitly codified**

School Districts

Legislative Offices

Community Leaders and
Parents

TAAG meeting agendas, materials, and minutes are publicly shared on the Accountability System Development webpage

TAAG is engaged throughout the refresh process, with meetings happening most months in a refresh cycle year. Following the release of the preliminary framework, new considerations taken to TAAG were driven by



Legislative Updates

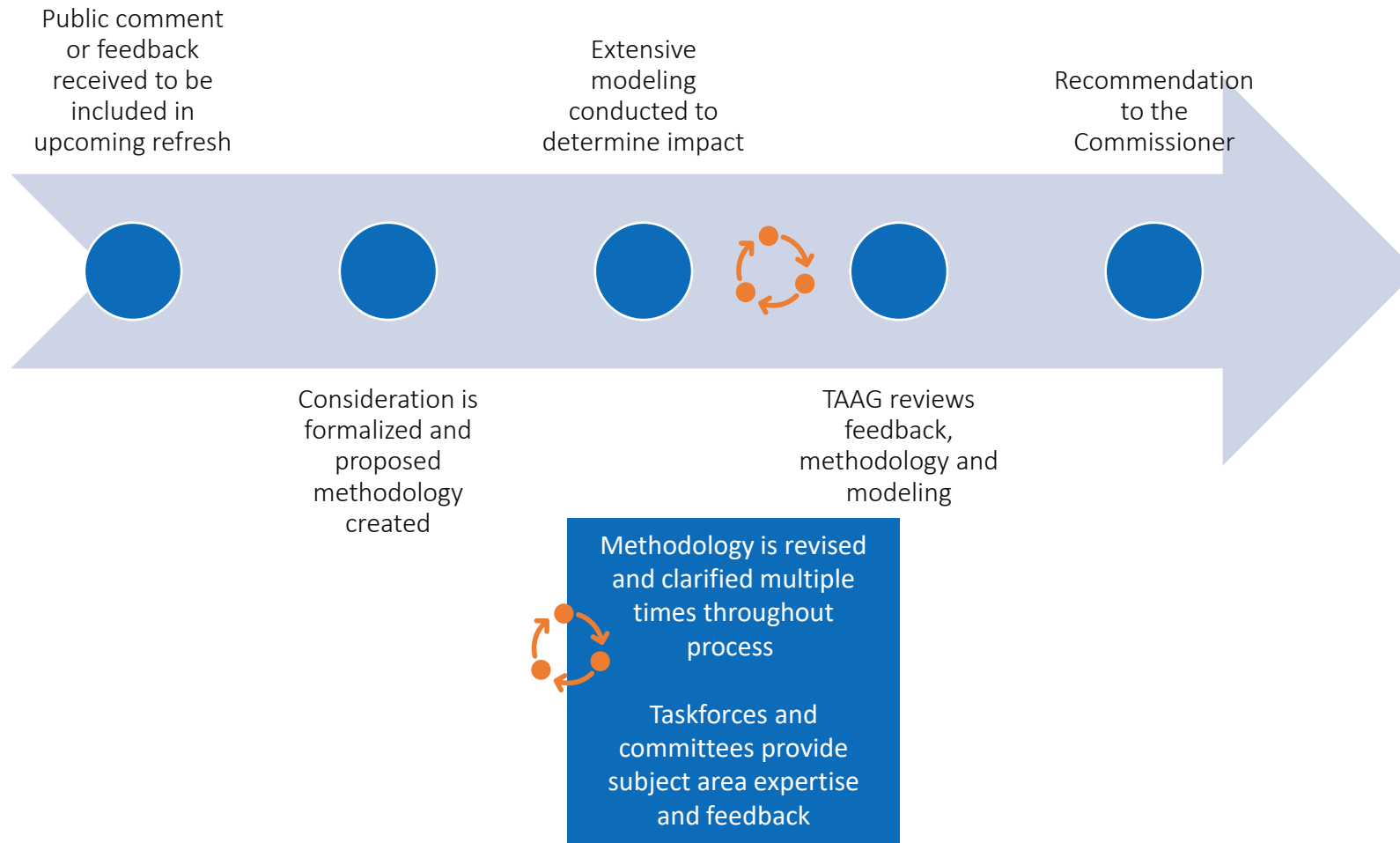


Stakeholder Feedback

TAAG reviewed and discussed numerous considerations from August 2025 to March 2026

Fall Webinar 1

Texas Education Agency's Ongoing Engagement with TAAG



Option 1: TAAG Recommendation to not adopt new methodology in updated refresh framework

Option 2: TAAG Recommendation to pause on adoption of new methodology and include in future refresh frameworks

Our focus for today

Option 3: TAAG Recommendation to include new methodology in updated refresh framework



The Updated 2028 *A-F* Accountability Framework

Posted on [2028 Accountability
Development Website](#)
March 19, 2026

Updated 2028 Academic Accountability System Framework and Resources

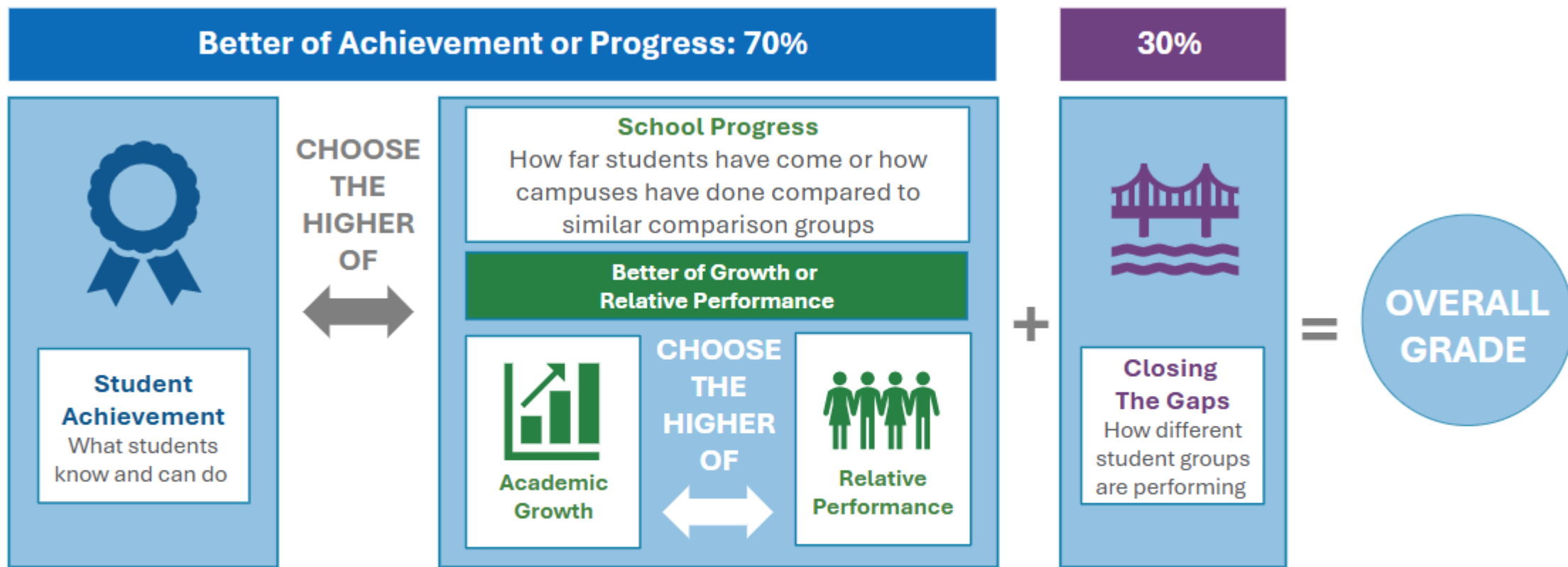
Resources with information about the updated framework are now available.

- [2028 Academic Accountability System Framework - Updated Spring 2026](#) (March 19, 2026) PDF
Document that demonstrates proposed changes to the *A-F* accountability system for the 2028 refresh, including updates to the preliminary framework based on stakeholder feedback and legislative updates.
- [2028 A-F Refresh Stakeholder Feedback and Adjustments](#) (March 19, 2026) PDF
Summary of how feedback received during the *A-F* refresh process informed updates to the framework following its preliminary release.

- For a more in-depth look at initial proposals please see webinar decks and recordings from the 2028 Fall A-F Refresh Roadshow on [2028 Accountability System Development](#)
- Cut scores and the methodology outlined for setting cut scores for 2028 and beyond is forthcoming
 - Additional learning opportunities will be shared alongside proposed cut scores release

The Updated 2028 A-F Framework Domain 1

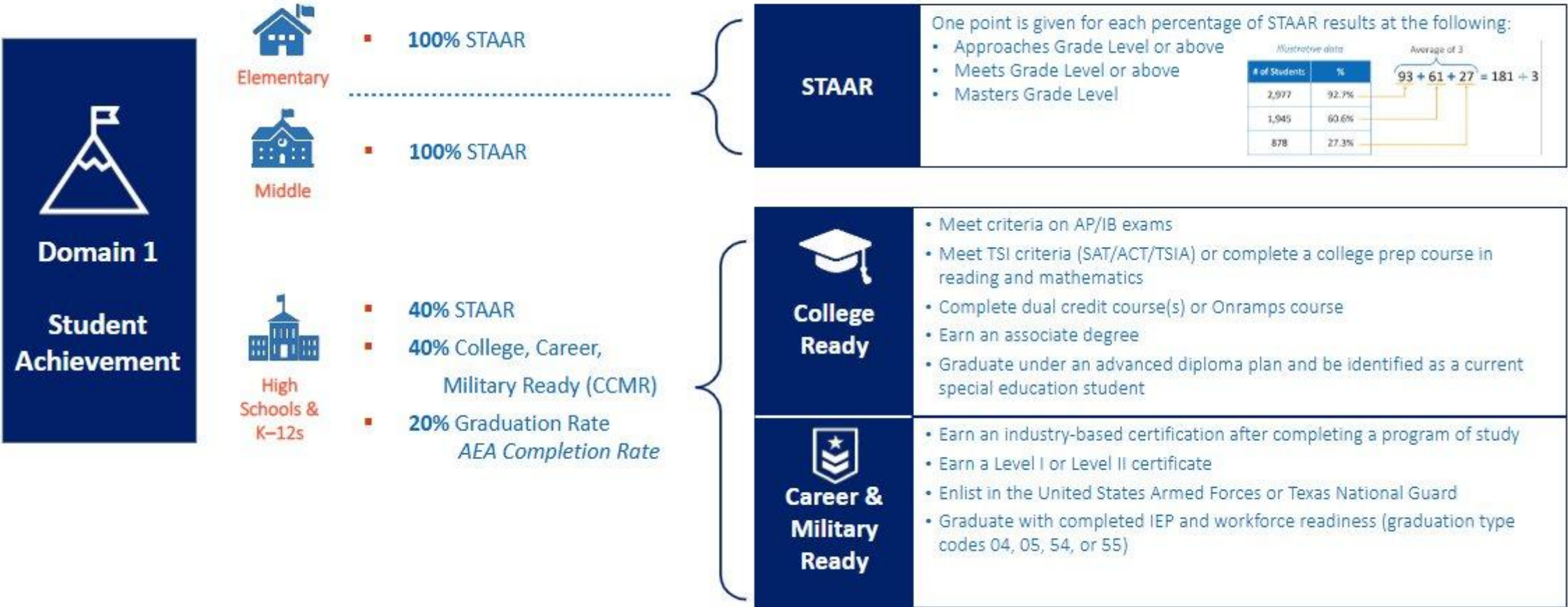
Calculating Overall A-F Results



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 well as how many students graduate and whether graduates are ready for college, a career, or the military.



A new statewide assessment will begin in 2027-28



HB 8 introduces significant changes to the Texas Assessment Program beginning in the 2027–28 school year. These changes include replacing the State of Texas Assessments of Academic Readiness (STAAR®) with a new instructionally supportive assessment program—the Student Success Tool—for Texas public school systems (i.e., public school districts and open-enrollment charter schools).

Updated Framework:

- Language reflects a shift in statewide assessment program

"the commissioner shall ensure the performance levels are set at levels consistent with performance levels set for previous school years, including by implementing procedures that equate the performance levels or by conducting standards-setting processes."

- Domain calculations for statewide assessment results will not need to change due to the implementation of a new statewide assessment
- No pause in accountability for 2028 ratings



Accelerated Testers

Early feedback shared concerns of a perceived disincentive between the accountability system and promoting accelerated pathways for advanced student performance

Accelerated testers are students who passed on EOC prior to grade 9

- Prior to 2027-28 this includes Algebra I, English II, and Biology
- For 2027-28 and beyond this includes Algebra I, English I, and Biology

Federal requirements mandate all students to test one time in each subject (math, RLA, and science) in high school, which is why the SAT/ACT scores are counted for High School accountability for accelerated testers.

The Preliminary Framework shared a 2-part proposal to remove perceived disincentive to promote accelerated pathways. **Language updated to specific Accelerated Pathways Testers for students prior to grade 9**

Includes
Alg I, Eng
I, USH
and Bio

Accelerated Pathways Testers

Students who pass (Approaches+) any EOC prior to grade 9

Proposed for the 2028 Refresh: Accelerated Pathways Testers awarded 1 bonus point in Domain 1(a) statewide assessment methodology

Accelerated Testers

Students in grade 12 who are required to take SAT/ACT in math, RLA, or science if EOC passed prior to grade 9

Results of their SAT/ACT scores included in achievement methodology across all 3 domains.
Proposed for the 2028 Refresh: Updated performance level cut scores



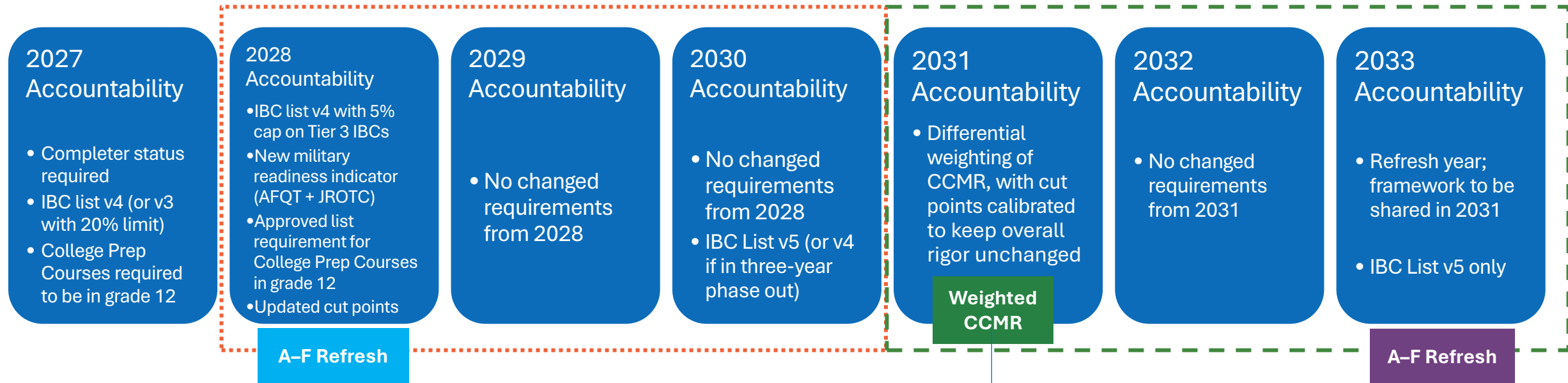
College, Career, and Military Readiness (CCMR)

The Updated 2028 A-F Framework includes two distinct methodologies for CCMR.

5% Tier 3 IBC cap begins in 2028. Differential weighting begins in 2031.

5% cap on Tier 3 IBCs

Differential CCMR Weighting



PEIMS Working Submissions may be completed and applied to accountability ratings, beginning with 2026 accountability

Weighted CCMR starts with the graduating class of 2030. These are freshmen in 2026-27

Reminder: Each year's accountability rating uses prior year's graduating class CCMR data due to lags in data reporting

Stakeholders are encouraged to review available materials on differential weighting of CCMR

Differential Weighting of CCMR 2031 Implementation

Presented March 24th and 31st, 2026



The updated framework has two distinct methodologies for CCMR

2028, 2029, and 2030 Accountability

- IBC list v4 with 5% cap on Tier 3 IBCs
- New military readiness indicator (AFQT + JROTC)
- Approved list requirement for College Prep Courses in grade 12
- Updated cut points

2031 and 2032 Accountability

- Differential weighting of CCMR, with cut points calibrated to keep overall rigor unchanged

A deep dive of CCMR in 2031 is available

- [College, Career, and Military Readiness \(CCMR\) for 2031 Accountability Webinar Slide Deck \(April 2, 2026\) PDF](#)
- [College, Career, and Military Readiness \(CCMR\) for 2031 Accountability Webinar Recording \(April 2, 2026\) YouTube](#)



English II

With the elimination of English II in the 2027-28 school year, stakeholders have raised many questions



House Bill 8 eliminates the administration of the English II EOC exam, effective in the 2027-28 school year



Many stakeholders have sought clarification on how English II will and will not be reflected in accountability calculations

- STAAR English II will be administered in Summer 2027, which is included in 2028 Accountability

Will summer 2027 English II impact Domains 1a and 2b?	Will summer 2027 English II impact Domain 2a?	Will summer 2027 English II impact Domain 3a?	Will summer 2027 English II impact Domain 3b?
Yes, the results of English II will be counted in Domain 1a and 2b achievement calculations	Yes, if a student is a first time tester on the summer 2027 English II exam, their academic progress will be reflected in Domain 2a	Yes, summer English II exams will be included in the academic achievement component, as well as the growth component, if the school does not have a grad rate	Yes, summer English II exams will be included in calculations for EOC Special Populations Student Success for any applicable program areas

English II will not be administered in the fall 2027 administration, nor the spring 2028 administration.

Summary of updates to the 2028 A-F Framework, reflecting stakeholder feedback and legislative updates

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

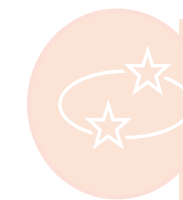
- Bonus points for students passing End-of-Course assessments prior to grade 9
- Updated performance level standards for accelerated testers' SAT/ACT scores

○ 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 military readiness program + minimum ASVAB score
- **Differential Weighting of CCMR:** 2031 Accountability implementation

* Change previously established in rule

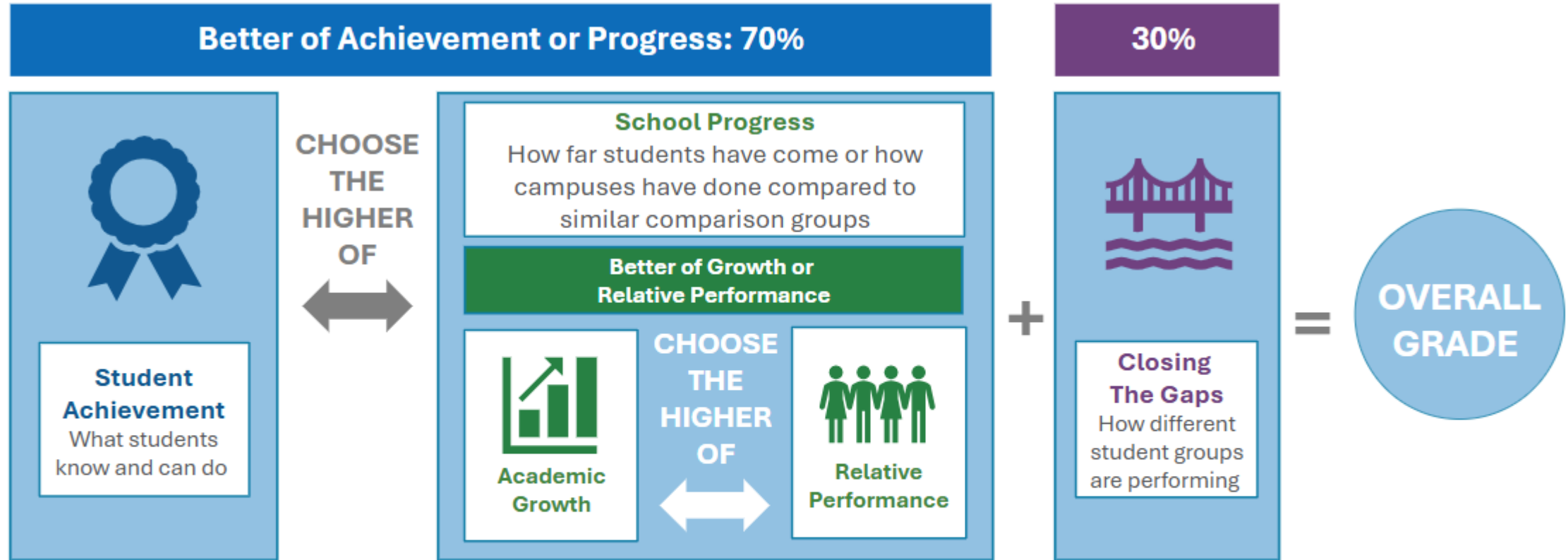
** Results from the summer 2027 administration of English II will be reflected in Domains 1, 2 and 3



**Updated
Framework:
March 19, 2026**

The Updated 2028 A-F Framework Domain 2

Calculating Overall A-F Results, Domain 2 results are the better of 2a or 2b



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).

As the new statewide assessment will have required beginning and middle of year assessments in grades 3-8, stakeholders have raised questions about how those will be used in accountability



House Bill 8 introduces a new, instructionally-responsive, statewide assessment and includes beginning of year and middle of year assessments (optional for EOCs)



Stakeholder feedback indicated interest in the inclusion of through-year growth measures

For the 2028 Refresh, which will be in effect through 2032 accountability ratings, there are no proposed changes to the transition tables or methodology for Domain 2a

HB outlines:

"the commissioner shall ensure the performance levels are set at levels consistent with performance levels set for previous school years, including by implementing procedures that equate the performance levels or by conducting standards-setting processes."

Prior year performance	Current Year Performance on EOY SST					
	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

The agency will produce a report to the legislature in 2031 with a study of through-year growth results statewide. Through year growth measures will likely be considered for the 2033 Refresh

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



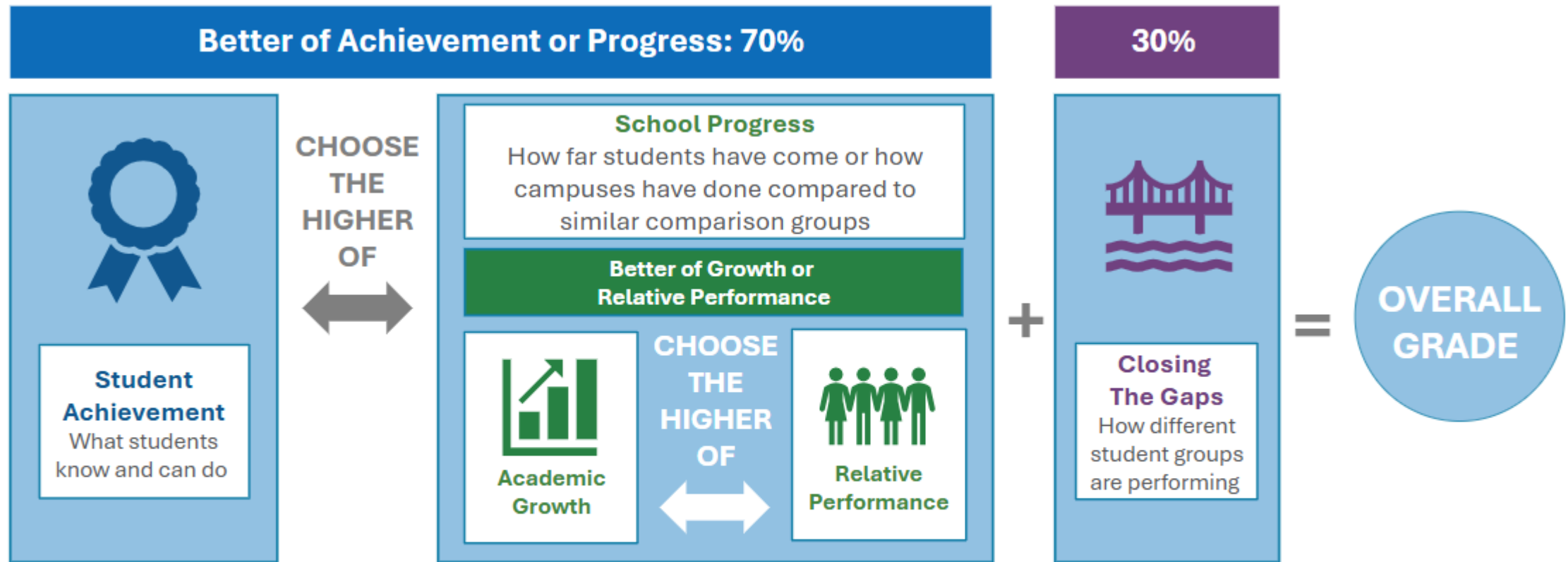
**Updated
Framework:
March 19, 2026**

* Change previously established in rule

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

The Updated 2028 A-F Framework Domain 3

Calculating Overall A-F Results- Domain 3 accounts for 30% of ratings



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 3: Closing the Gaps



Domain 3

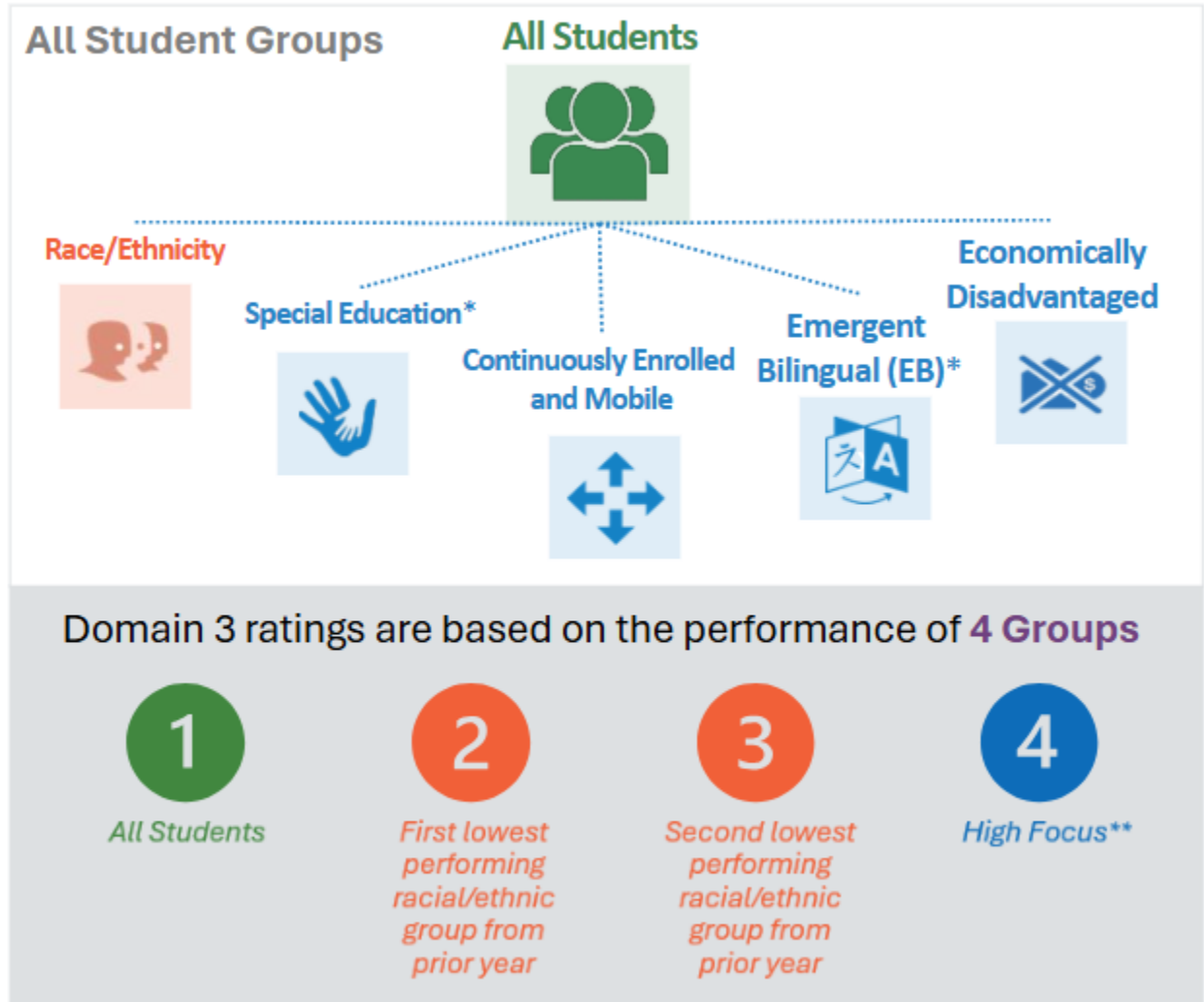
Closing the Gaps

- 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*





Prior Year Data for New Campuses

The proposal for new campuses, outlined in the preliminary framework, satisfies House Bill 8 requirements



House Bill 8 requires the agency to use appropriate alternative prior year data for new campuses in Domain 3

Fall
Webinar 3

A new campus is a campus that has a new CDC number, or a campus that is in its very first year of statewide assessments and was previously a paired campus

1. Change Source of lowest-performing **race/ethnicity** groups



Use the ***district's**** prior year 2 lowest performing groups

2. Create proxy prior year data to **earn 1 or 2 points**



Use the ***district's***** prior year data as a baseline to have an opportunity to earn 1 or 2 points.

*if there are no prior year district groups (i.e., the new campus is also a new district), then use the campus's *current* year 2 lowest-performing racial/ethnicity groups

**if the new campus does not meet minimum size requirements for the district's lowest-performing racial/ethnicity groups, then use the campus's *current* year 2 lowest-performing groups and the *district's* average as prior year baseline

There is a large difference between state average performance and alternative education campus (AEC) average performance, which could make state averages an inappropriate source of proxy data



Stakeholder feedback on the preliminary framework raised questions as to whether district or state prior year data was truly "appropriate" to measure the performance of a new AEC

Alternative Education Campus Average v. State Average State Rates (Domain 3 Results, 2025)

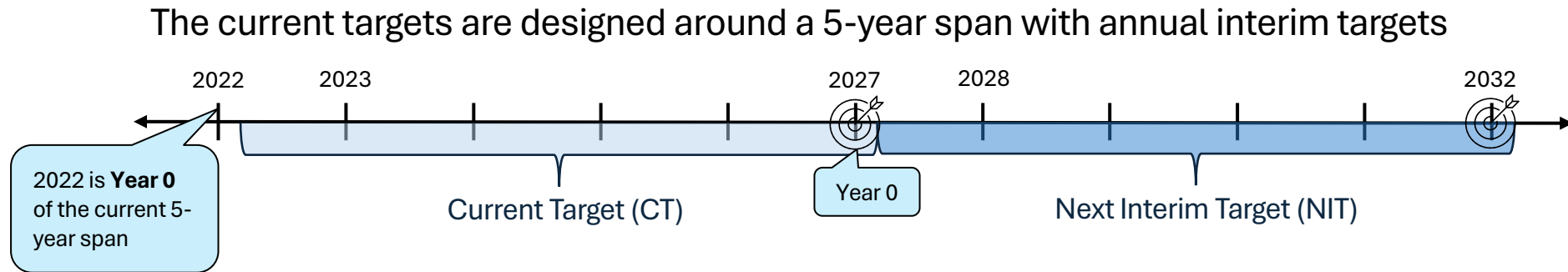
	Academic Achievement Reading									Academic Achievement Math								
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus
AEC average	26	19	25	32	24	52	39	34	23	10	6	11	10	12	30	10	12	10
State average	53	42	46	67	52	83	54	62	43	43	29	36	56	42	80	42	50	34
Difference	-27	-23	-21	-35	-28	-31	-15	-28	-20	-33	-23	-25	-46	-30	-50	-32	-38	-24

Added Proposal for Updated Framework: If an DRS/AEC measured under alternative accountability does not have prior year data, **the state average of DRS campuses' prior year data will be used** as campus prior year data to create an opportunity to earn 1 or 2 points.



Revised 2 Point Scoring for Not New Campuses

Expected growth to interim target (for 2 points) is expanded to provide a limited “Safe Harbor”



Current Methodology

To earn a 2:

$$\text{Current Year \%} - \text{Prior Year \%} \geq \frac{\text{Next Interim Target} - \text{Prior Year \%}}{\text{Years until Next Interim Target}}$$

The *actual growth* from **Prior Year** must be *greater than or equal to* the *expected growth* needed to meet the **Next Interim Target**

New "Safe Harbor" Methodology Addition

A campus can still earn a 2 if:

$$\frac{\text{Current Year \%} - \text{2027\%}}{\text{Years since 2022}} \geq \frac{\text{Current Target} - \text{2027\%}}{5 \text{ years}}$$

The *actual growth* from **Year 0** must be *greater than or equal to* the *expected growth* needed to reach the **Current Target**

The result needed to earn the “safe harbor” for 2 points for the next 5 years would be **known**, established in 2027 for the next 5-year cycle of the refresh.

*For 2024, the next interim target would be in the year 2028

Allowing the expanded 2-point scoring in federal School Improvement calculations and identification is pending approval from US Dept of Ed



Stakeholders have raised questions on how this expanded 2-point scoring will impact School Improvement (SI) identification

TEA is currently seeking approval from the US Department of Education to leverage expanded 2-point scoring in federal SI calculations and identification



If NOT approved

Each campus will receive TWO Closing the Gaps Reports

Federal Closing the Gaps Report	Closing the Gaps Report
•Does not leverage expanded 2-point scoring •Used in federal school improvement designations	•Does leverage expanded 2-point scoring •Used in campus and district accountability calculations •Used in consecutive counts



If approved

- Each campus will have the opportunity to earn additional points in Domain 3 through expanded 2-point scoring.
- Expanded scoring will be applied when beneficial and used in both SI calculations and A-F calculations



Prior Year Data for Campuses Evaluated Using Small Numbers Analysis

When a campus does not meet the minimum size requirement of 10, small numbers analysis is applied to CCMR and Graduation Rate calculations

DEFINITION

SNA (Small Numbers Analysis) is the process used to determine if a rating is appropriate for small districts and campuses that do not meet minimum-size criteria using current year data.

SNA is applied to the all students group when there are fewer than 10 assessments

3 YEARS OF DATA

2026 Ratings - Years Used

Domain	Component	Years Used
Student Achievement	STAAR Performance	N/A
	Graduation Rate: 4-Year 5-Year 6-Year	Classes of: 2025, 2024 and 2023 2024, 2023 and 2022 2023, 2022 and 2021
	College, Career, and Military Readiness (CCMR)	2025, 2024 and 2023 Annual Graduates
School Progress	Academic Growth	N/A
	Relative Performance	N/A
Closing the Gaps	Academic Achievement	N/A
	Academic Growth Status	N/A
	Graduation Rate: 4-year Federal Graduation Rate	Classes of: 2025, 2024, and 2023
	English Language Proficiency	N/A
	Student Achievement Domain Score: STAAR Component Only	N/A
	CCMR Performance	2025, 2024, and 2023 Annual Graduates/ Non-Graduating 12th Graders

Stakeholders have given feedback that the current methodology in Domain 3 is unfair to schools evaluated through SNA

The current methodology:

- If the campus did not meet minimum size in the one year prior, they are considered to 'not have prior year data'.
- If three years (SNA) were used in prior year accountability results, they are *also* considered to 'not have prior year data'.
- This means that the campus cannot earn 1 or 2 points out of the 4 points possible for each component of Domain 3



Stakeholders shared feedback that the current methodology in Domain 3 is unfair to schools evaluated through SNA and that the results of SNA should be used as prior year data in Domain 3 calculations

Updated Framework: If the campus did not meet minimum size in the prior year **and required small numbers analysis, the results under small numbers analysis in the prior year data will be used** as the campus's prior year data to create an opportunity to earn 1 or 2 points.



***Domain 3b: Special
Populations Program
Monitoring
DISTRICTS ONLY***

For district ratings only, the 30% from Domain 3 is proposed to include a weighted percentage from both Domains 3a and 3b.



In current methodology:

- 100% of the district Domain 3 score is proportional roll-up of campuses' Domain 3 scores

Updated Framework:

In proposed 2028 Refresh methodology:

- 70% of the district Domain 3 score is proportional roll-up of campuses' Domain 3 scores (3a: Student Group Performance)
- **30% of the district Domain 3 score is Special Populations Programs Outcomes score (3b)**

This proposal eliminates a separate reporting and accountability structure with Results Driven Accountability (RDA) and fully integrates district federal reporting of special populations programs into A-F

In the 2028 Proposed A-F Framework, Domain 3b consists of 4 measures to evaluate special populations program efficacy.

Special Populations Student Success

Statewide assessment measures are calculated based on students' level of performance at Approaches or above, Meets or above, and Masters.

Added credit for Meets and Masters: $(\% \text{ Approaches or above}) + 1.1 * (\% \text{ Meets or above}) + 1.2 * (\% \text{ Masters})$

- Student groups are evaluated based on the combined performance on all subjects
- Program area students tested on grade 3-8 STAAR are measured *separately* from the students tested on EOCs, where possible*

English Language Proficiency for Students in U.S. Schools Multiple Years: The percent of emergent bilingual (EB) students in U.S. schools for 5 or more years who received a TELPAS composite rating of Beginning or Intermediate.

Graduation Rate: The graduation rate measures are the percent of students 'ever' in the specified program group who graduated with a high school diploma in six years.

Dropout Rate: The dropout measures are the percent of students in the specified program group in Grades 7-12 who dropped out in the school year.

A minimum size of 10 is proposed based on a district subset of students

* Program areas of Foster and Homeless are proposed to be in a combined 3-12 measure, due to district group sizes.

- *Federally Required Elements (FREs) will continue to be monitored but are not incorporated into A-F*
- *Determination Levels (DLs) will be calculated using both A-F performance in Domain 3b and FREs; additional information forthcoming*

In the 2028 Proposed A-F Framework, Domain 3b consists of 4 special population program areas measured for efficacy.

Bilingual Program Students

- Bilingual Education (**Bil**), English as a Second Language (**ESL**), Alternative Methods (**AM**), and/or EBs **not-served** for *Special Populations Student Success*
- EB **Years after Reclassification** (monitored + former) for *Special Populations Student Success*
- Ever EB (**ever in K-12**) for graduation
- Current EB (7-12) for dropout

Special Education (SPED) Program Students

- **Current** SPED for *Special Populations Student Success*
- SPED **Year after Exit (one-year)** for *Special Populations Student Success*
- Ever SPED (**ever in 9-12**) for graduation
- Current SPED (7-12) for dropout

Foster Program Students

- **Current** Foster care for *Special Populations Student Success*
- Ever Foster care (**ever in 9-12**) for graduation
- Current Foster care (7-12) for dropout

Homeless Program Students

- **Current** Homeless for *Special Populations Student Success*
- Ever Homeless (**ever in 9-12**) for graduation
- Current Homeless (7-12) for dropout

- Each indicator will have current interim, next interim, and long-term targets, which are modeled after Domain 3a (Student Group Performance)
- Each indicator will be scored on 0-4 scoring that mirrors Domain 3a methodology

If minimum size met for all measurements and all student groups, a district could be evaluated on up to 22 indicators



Special Populations Student Success

- STAAR 3-8
 - Bil, ESL, AM, and EB Not Served (4 separate indicators)
 - EB Years After Reclassification (includes Monitored and Former EB).
 - SPED Current
 - SPED one year after exit
- STAAR EOC
 - EB
 - EB Years After Reclassification (includes Monitored and Former EB).
 - SPED Current
 - SPED one year after exit
- STAAR 3-8 and EOC Combined*
 - Homeless
 - Foster

English Language Proficiency for Students in U.S. Schools Multiple Years

- TELPAS
 - EB students in grades 5–12 who have been enrolled in U.S. schools for five or more years



Graduation Rate

- K-12 Ever EB
- 9-12 Ever SPED
- 9-12 Ever Foster
- 9-12 Ever Homeless



Dropout Rate

- 7-12 EB
- 7-12 SPED
- 7-12 Homeless
- 7-12 Foster

* Program areas of Foster and Homeless are proposed to be in a combined 3-12 measure, due to district group sizes.

Domain 3b scaled scores will reflect 3 component scores

Bilingual Program Area	Special Education Program Area	Homeless Program Area	Foster Program Area
10 indicators	6 indicators	3 indicators	3 indicators
Bilingual Score	SPED Score	Homeless Score	Foster Score
Bilingual Component= 33% of Domain 3b score	SPED Component = 33% of Domain 3b score	Homeless and Foster Component= 33% of Domain 3b score	

Weighted results of each program area creates Domain 3b raw score, aligning to the intention of RDA to measure program area efficacy

Updated Framework:

- 22 indicators scored
- 4 distinct programs areas scored
- Combine Homeless and Foster scores to collectively account for 33% of Domain 3b

This methodology recognizes the significantly smaller numbers of students identified as Homeless and Foster in most school systems statewide

If a district does not meet minimum size for any indicators within a component, the weight of all components is adjusted

- *example: if minimum size is only met for Bil and SPED, each component is weighted at 50%*

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*



**Updated
Framework:
March 19, 2026**

* Change previously established in rule

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

Additional Information within the Updated Framework

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



OnRamps is a dual credit pathway, but not recognized in distinction designations



**Updated
Framework:
March 19, 2026**

Advanced/Dual Credit (including OnRamps) Course Completion

$$\frac{\text{\# of students that earned credit for adv/dual credit course in a subject area}}{\text{\# of students that earned credit for one course in a subject area}}$$

- Incorporates OnRamps into existing indicator
 - Recognizes OnRamps as Dual Credit
 - Data via PEIMS for high school credit earned

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

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



Stakeholders shared feedback on other information to be considered in A-F, such as early literacy assessments and extracurricular offerings and engagement



Some stakeholders shared a desire for additional local priorities to be reflected in accountability systems

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

Closing and Next Steps

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 military readiness program (JROTC or NDCC) + minimum ASVAB score
 - **Differential Weighting of CCMR:** 2031 Accountability implementation

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



**Updated
Framework:
March 19, 2026**

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

thank
you

More in-depth information is available to continue internalizing the 2028 Refresh



The Updated 2028 A-F Accountability Framework

Posted on [2028 Accountability Development Website](#)
March 19, 2026

One-Pager Slides are included in your deck for today, which include a summary of each proposal, data on anticipated impacts, and why the change is proposed

- A **star** indicates an update from the preliminary framework



Updated 2028 Academic Accountability System Framework and Resources

Resources with information about the updated framework are now available.

- [2028 Academic Accountability System Framework - Updated Spring 2026](#) (March 19, 2026) PDF
Document that demonstrates proposed changes to the A-F accountability system for the 2028 refresh, including updates to the preliminary framework based on stakeholder feedback and legislative updates.
- [2028 A-F Refresh Stakeholder Feedback and Adjustments](#) (March 19, 2026) PDF
Summary of how feedback received during the A-F refresh process informed updates to the framework following its preliminary release.

Also on the [2028 Accountability System Development](#) webpage:

- Minutes and meeting materials from TAAG meetings available
- Decks and recordings from the Fall Refresh Roadshow, outlining all preliminary proposals are available

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.

Thank you

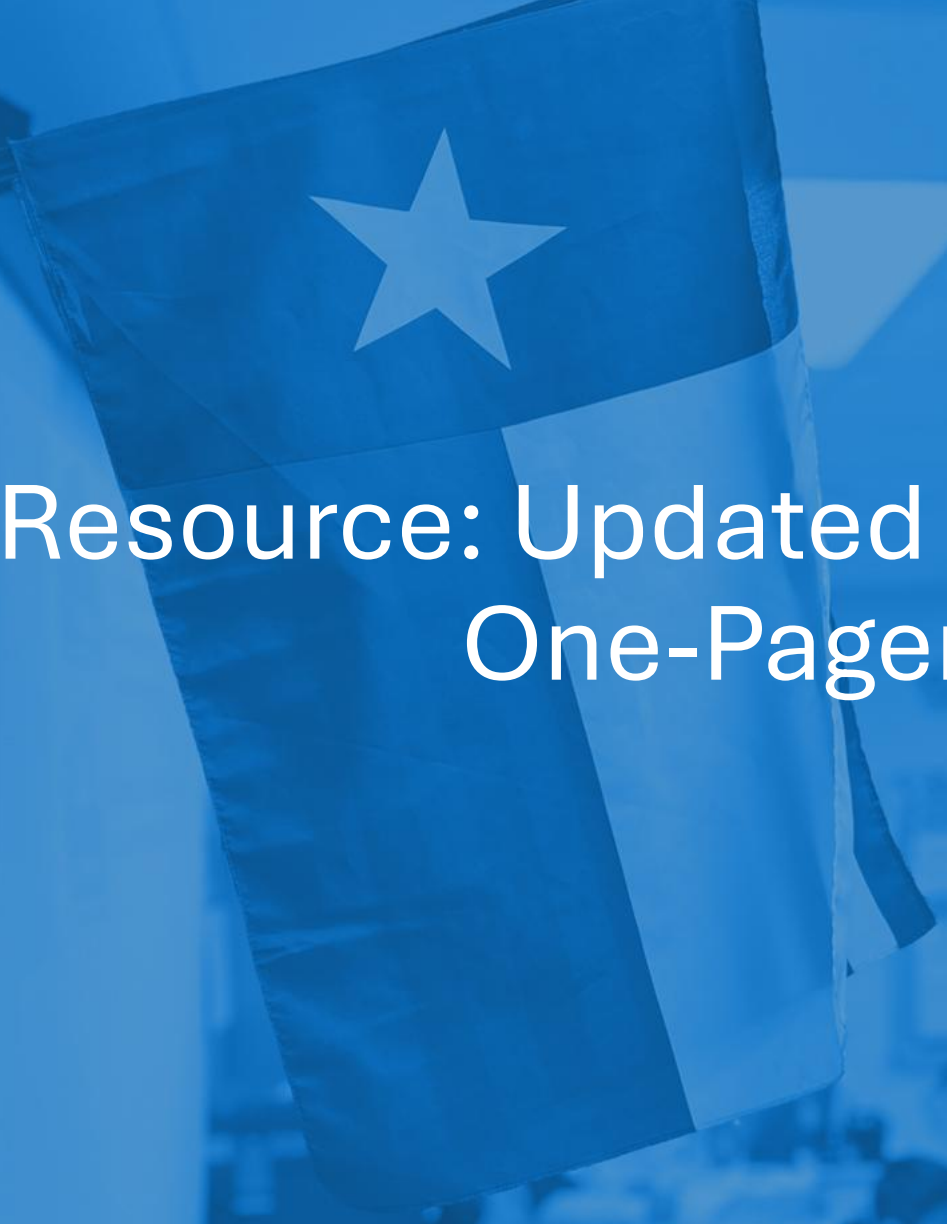
Help Desk Ticket: [Performance Reporting Help Desk](#)

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



Scan for
Quick Survey

<https://bit.ly/3NmISYh>

A large, semi-transparent Texas state flag is positioned on the left side of the image. The flag features a white five-pointed star on a blue field, with a white vertical stripe on the right. The background of the entire slide is a blurred classroom scene with students at desks, overlaid with a solid blue tint.

Resource: Updated Framework One-Pagers

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 within-IBC differentiation in 2028 by limiting the number of Tier 3 IBCs earning CCMR credit at the campus. Implement HB 8 Military Readiness requirements.

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 a CTE Military Readiness Program 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%.

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 (likely incoming 2026-2027 freshmen class)

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