



Texas Accountability Advisory Group Meeting

12/15/2025





- Please share in the chat
 - Your preferred name for today
 - Role and Organization
 - Ideal way to spend a winter's day

[Please complete TAAG Membership Form for 2025-26](#)

Performance Reporting Policy & Communications Team



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TAAG Meeting Norms

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





House Bill 8 Accountability Overview



House Bill 8 (2nd called) - Accountability Implications

Timelines

- TEA must refresh the A–F accountability system every five years, with the next refresh taking effect in the 2027–28 school year. The agency must communicate accountability refresh rules two years in advance and publish “What If” ratings for those two years. Rules for each accountability year (outside of a refresh year) must be published by July 15 before the school year starts.

Cut scores

- TEA must use a specific process for raising accountability cut scores; this requirement is designed to achieve a 15-year goal of positioning Texas among the top five states nationally on National Assessment of Educational Progress (NAEP) performance and postsecondary readiness. TEA may not raise cut scores outside of the scheduled refresh cycle.

Legislative Participation

- The accountability advisory committee (known as Texas Accountability Advisory Group, or TAAG) must include legislative staff, and accountability refresh rules must be communicated to the legislature before adoption. TEA must notify the legislature of any known statutory non-compliance issues (e.g., if A–F ratings are not issued by August 15).



House Bill 8 (2nd called) - Accountability Implications

College, Career, and Military Readiness (CCMR)

- Industry-based certifications (IBCs): TEA, the Texas Higher Education Coordinating Board, and the Texas Workforce Commission must develop a list of IBCs that include high-wage and high-skill standards. The IBC list may only be updated in conjunction with the five-year A–F refresh cycle. IBCs removed from the list require a two-year advance notice and must have a phase-out period.
- Military readiness: Students can demonstrate military readiness in the CCMR component by completing a Junior Reserve Officer Training Corps (JROTC) program and achieving a passing score on the Armed Services Vocational Aptitude Battery (ASVAB) test. This change will be effective with the next accountability refresh in the 2027–28 school year.
- Prior-year CCMR indicator data: Similar to how a current-year CCMR data submission update opportunity is provided by TEA for accountability with the CCMR Verifier, TEA must provide a process for the submission of prior-year CCMR data for accountability purposes.
- Indicator weighting: CCMR indicators must be weighted based on their correlation with postsecondary success.

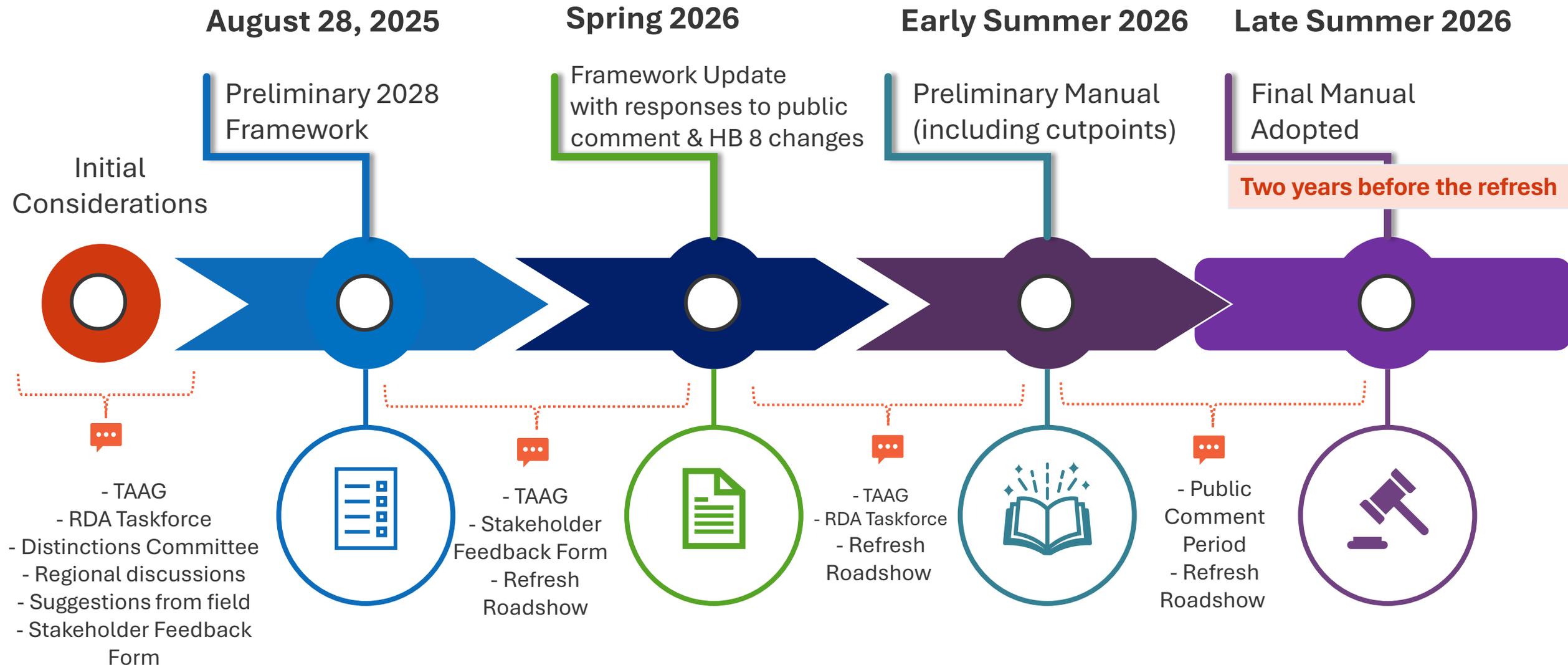
Other Indicators

- TEA must provide school systems with a process to submit specific local indicators for reporting purposes only.
- TEA must establish a grant program to support school systems in adopting a local accountability A–F campus rating system that differs from the state system.

Future Growth Measure

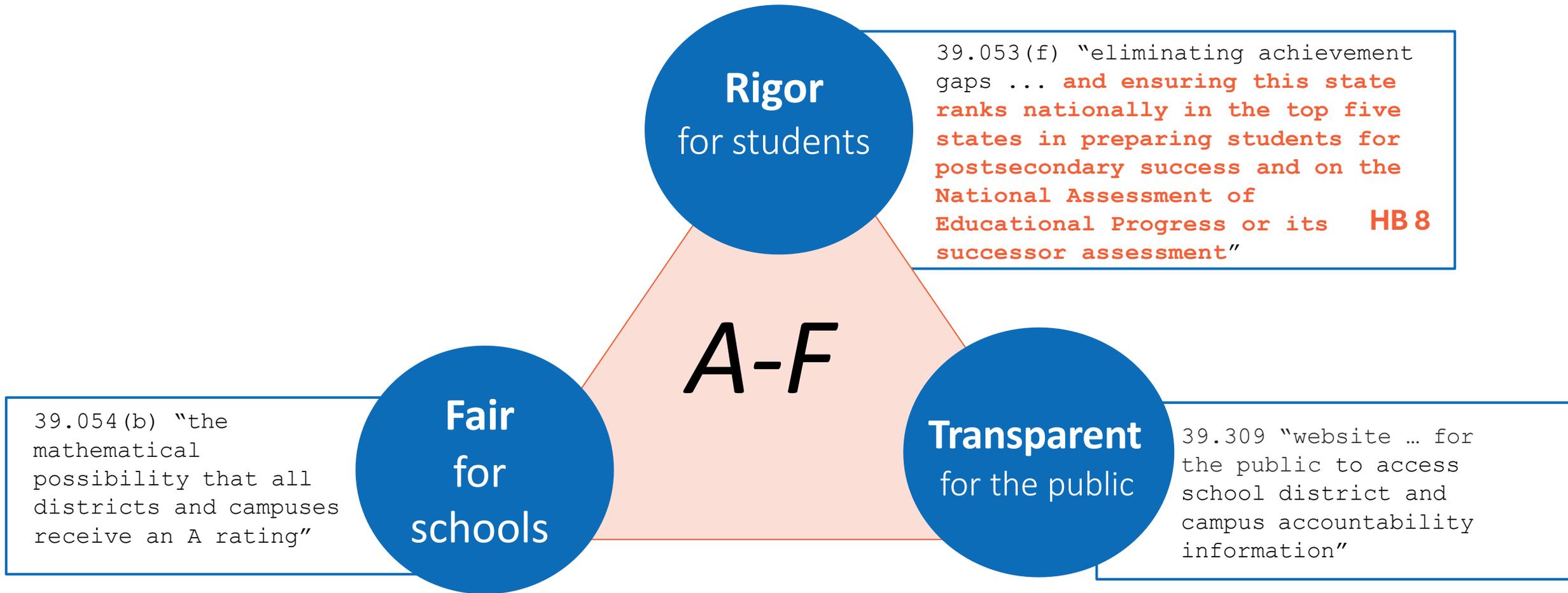
- TEA must develop a through-year growth measure for the grade levels with required BOY and MOY assessments to be considered for a future A–F accountability refresh.

Timeline moving forward, to incorporate HB 8 changes, and get to final rule adoption by late summer for the 2027-28 accountability manual



All estimated dates are tentative and subject to change.

Balancing multiple objectives in the A-F system



- 39.053 (f-2): Modified Performance Standards Report
- 39.053 (f-3): What If Ratings (Timing and method for communicating)
- 39.0531(d)&(e): IBC List (Timeline of IBCs that are removed)
- 39.053(c-8): PEIMS Prior Year
- Other Notes: English II; SST; TAAG; Local Accountability System grant

Future HB8 Topics:

- ASVAB and JROTC
- CCMR Study and Weighted Measures
- NAEP/P-S Aligned Cut Points (and Domain 3 Targets)
- Other Reporting/Local Indicators

Modified Performance Standards Report

(f-2) Not later than the 30th day before the date the commissioner adopts a rule modifying the performance standards under Subsection (f-1), the commissioner **shall submit to** the governor, the lieutenant governor, the speaker of the house of representatives, and the chairs of the standing legislative committees with primary jurisdiction over public school accountability a report that:

(1) identifies the performance standards being modified;
(2) includes a summary of the reasons for the modification of the performance standards;
(3) includes the expected impact of the modified performance standards on district and campus performance ratings; and
(4) includes information regarding the timeline for and a summary of stakeholder engagement during the development of the modified performance standards.

We will pull together a report from framework documents and TAAG documents to include:

- A list of refresh changes
- The rationale for each change
- Modeling (at overall campus/district aggregates) for each change from TAAG slides
- Summary of timeline for stakeholder engagement

This will be emailed to stakeholder groups and publicly posted

2028 Framework: Report requirement to be added to timeline; clarity this is not a campus-specific report.

(f-3) **For each of the two school years preceding a school year** the commissioner increases a score under Subsection (f-1), the commissioner shall report, **in a manner that can be reviewed by school administrators**, the overall performance of school districts and campuses under that increased score. The agency shall provide copies of the report required under this subsection to the governor, the lieutenant governor, the speaker of the house of representatives, and the chairs of the standing legislative committees with primary jurisdiction over public school accountability.

What-ifs of 2025-2026 and 2026-2027 Ratings

What: A **spreadsheet** of all domain and overall what-if ratings for that district.

When: Emailed to named groups and posted to TEAL with **FINAL** Ratings Release

i.e., 2026 What if Ratings: Jan/Feb 2027

2027 What if Ratings: Jan/Feb 2028

Not publicly posted until 2028 ratings

Feedback from districts has been to not make public before 2028 ratings.

(d) If...the certification is no longer eligible ... and should be removed from the list .. post ... the removal of the certification **not later than two years before the date** the entities intend to remove the certification from the list.

(e) **During the three years following a determination** ... that an industry certification is no longer eligible...a school district may **receive the benefit** ... for purposes of Section 39.053(c) for a cohort of students who:

- (1) were participating in the program of study aligned with that certification during the school year the agency determines the certification is no longer eligible; and
- (2) earn the certification within the three-year period.

2028 Framework: New information on 3 years of continued availability of removed IBCs – no longer ‘sunsetting’. Updated timeline for list release and impact.

IBC List (Current 2023-2027 A-F)

Annual Graduates	Accountability Year	CCMR Credit Requirement
Class of 2026	2027	Earn IBC (2022–2025 v3 list with sunseting limit & 2025-2030 v4 list) plus Completer in aligned program of study
		v3 list with 20% cap OR v4 List
		AND Completer
Class of 2027	2028	Earn IBC (2025-2030 v4 list) plus Completer in aligned program of study
		v4 list
		AND Completer

v4 announced November 2025

As we move to the v4 list, the v3 list is available for use in 2027 accountability with a 20% cap on IBCs that are no longer on v4.

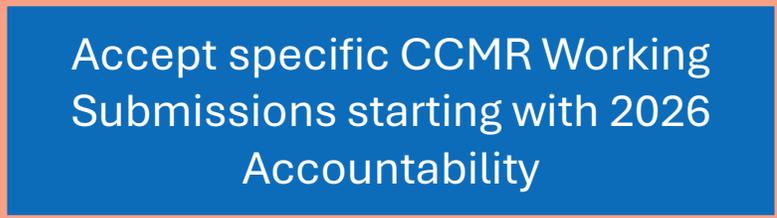
IBC List Updates (2028 Refresh)



Annual Graduates	Accountability Year	CCMR Credit Requirement		List Communications (HB8)
Class of 2027 26-27 SY	2028	v4 list	Completer	
Class of 2028 27-28 SY	2029	v4 list	Completer	Post list v5 in SY27-28 (June 30, 2028) for C/O 2029 Every year of a refresh
Class of 2029 28-29 SY	2030	v4 list (removed still benefit; nobody new can start taking v4 removals) OR v5 list (new adds immediately available)	Completer	
Class of 2030 29-30 SY	2031	v4 list OR v5 list	Completer	
Class of 2031 30-31 SY	2032	v4 list OR v5 list	Completer	
Class of 2032 31-32 SY	2033	v5 list	Completer	
Class of 2033 32-33 SY	2034	v5 list	Completer	Post list v6 in SY32-33 (June 30, 2033) for C/O 2034

New: In the year of a refresh, CCMP will announce the new list.

(c-8) For purposes of evaluating school districts and campuses based on a college, career, and military readiness indicator adopted under Subsection (c) that requires the use of prior-year information, the agency shall ensure that a school district may **submit additional prior-year information relating to the indicator** during the specified time period during which the district may submit additional current-year information for that indicator.



Accept specific CCMR Working Submissions starting with 2026 Accountability

2028 Framework: Add new details for submitting prior-year CCMR-related data.

Details on PEIMS Working Submission

The PEIMS Working Submission will be the method for districts to **submit additional prior-year information relating to the CCMR indicator**

PEIMS Working Submission must be accepted by the Information Technology/Data Standards, Data Quality and Business Analysis Division by the close of the CCMR Verifier Window (typically in Late June).
(Recommended to submit to IT before the start of Verifier window in Late May)

(c) The agency shall also adopt or develop end-of-course assessment instruments for secondary-level courses in Algebra I, biology, English I, ~~English II,~~ and United States history

Domain	Impact
Student Achievement: Domain 1	Graduation Rates: 2028 ratings will still reflect Class of 2027 under the English II requirement. Accelerated testers: As of 2028 ratings, accelerated testers defined as those who took English I, more eligible.
School Progress: Domain 2	Academic Growth: Without English I to English II, fewer students' growth measured
Closing the Gaps: Domain 3	Potential small impact on participation

2028 Framework: Clarify new impacts of removing English II.

SST

2028 Framework: Revise references from STAAR to SST EOY in 2028 Updated System Framework; and clarify no changes to measures of growth as a result of this transition until after report is considered in 2030.

TAAG Updates

2028 Framework: Add note linking to TAAG membership (no implication on 2028 manual)

Local Accountability System Grant

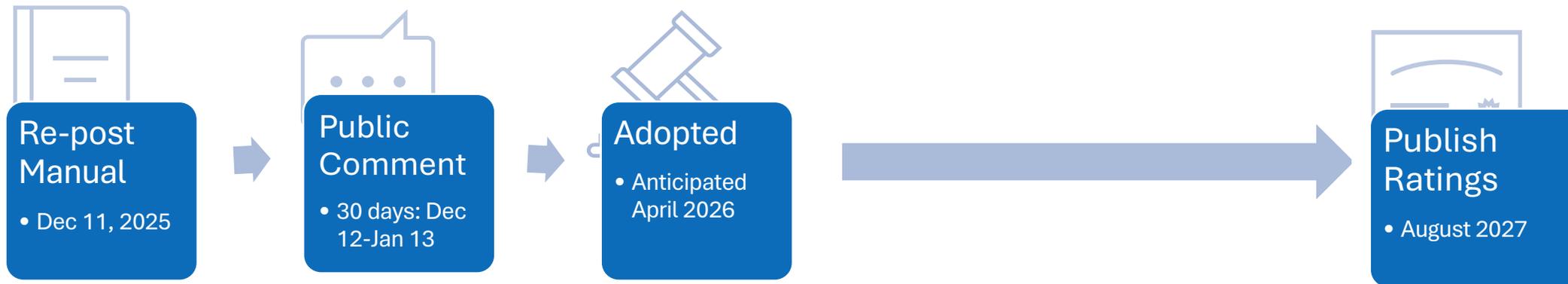
2028 Framework: Add reference to LAS and associated grant in 2028 Updated System Framework.



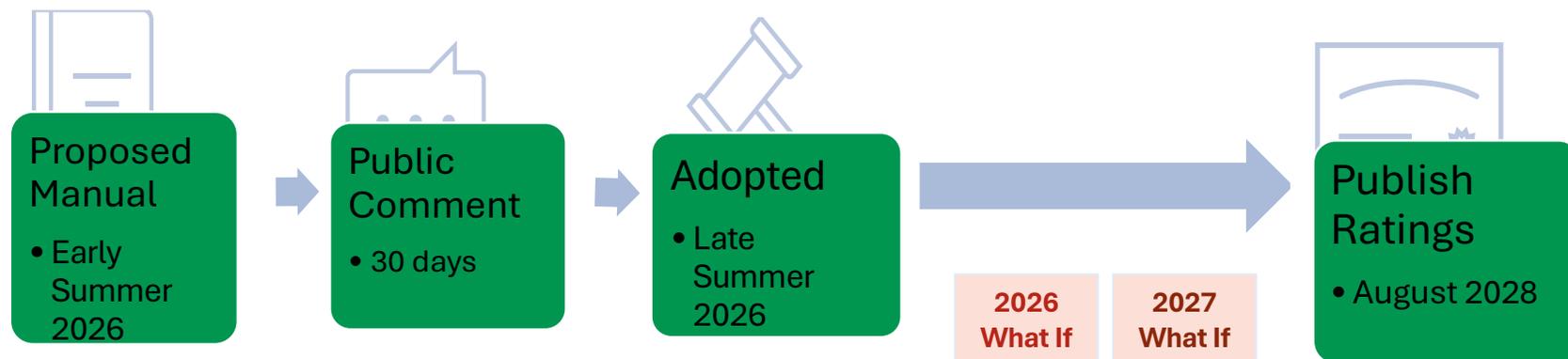
Accountability Rating System Manual (2027)

Dual Timeline of A-F Manual Adoption

Re-adoption of rules for 2027 Ratings



Adoption of rules for 2028 Ratings



New HB 8 Implications

- Annual rules that will be applied for that school year must be communicated by July 15
- Refresh rules must be communicated two years before the refresh (Adopt Manual Late Summer 2026)
- What-if ratings must be provided for those two years (2026 and 2027 What-ifs)

Previously adopted rules for 2027 Ratings

- **There are no changes** to cut points, domain, or indicator methodology for 2027 accountability ratings.
- The rules for the 2027 accountability year were previously adopted and will be re-adopted as annually required.
- Previously adopted updates in effect in 2027:
 - **Programs of Study and Industry-Based Certification (IBC) Alignment:** College, Career, and Military Readiness (CCMR) credit will be earned on 2027 accountability for successfully earning an approved IBC from either the 2022-25 list (with sunseting limit) **or** the 2025-30 list, with CTE **Completer** status in an aligned program of study.
 - **College Preparatory Course Requirements:** College, Career, and Military Readiness (CCMR) credit will be earned on 2027 accountability for those courses meeting requirements aligned between districts and the partnering IHEs taken by students who were in their **12th grade year**.

Manual Open for Public Comment

- TAA Announcement, 12/11/2025
 - [Proposed Accountability System Manual for 2027](#)
- Manual and Resources Posted, 12/11/2025
 - [2027 Accountability Rating System](#)
 - [2027 A-F Accountability Manual Updates](#)
PDF Slides with details on the 2027 accountability system updates
 - [2027 Academic Accountability System Framework](#)
Overview of the 2027 accountability system with a summary of key adopted rules to be implemented with 2027 ratings
 - [2027 Academic Accountability Overview and Update](#)
One-page summary of the accountability system
- Public Comment Period Open, 12/12/2025 – 1/12/2026
 - [Proposed Commissioner of Education Rules](#)
 - Anticipated adoption in early April

1) Q&A:

01

A Refresher on
Accountability...before
the Refresh!

- Optional pre-reading
- Please come with questions or clarifiers

02

House Bill 8
Accountability
Overview

- Requested pre-reading
- Please come with questions or clarifiers

03

Accountability Rating
System Manual (2027)

- Requested pre-reading
- Please come with questions or clarifiers

04

Applying
New Campuses Scoring
to All Schools

- New consideration for TAAG based on public feedback received on new campus scoring

05

Integration of Results
Driven Accountability
(RDA) and A-F

- Continued decisions for TAAG based on Integration Taskforce Feedback

06

Elimination of the D and
F Gates

- New consideration for TAAG based on public feedback received in appeals

2) Consideration Review:

- What questions do you have about the pre-reading on
 - Accountability System
 - House Bill 8 Accountability Overview
 - Accountability Rating System Manual (2027)





Applying New Campus Domain 3 Scoring to All Schools

Domain 3: Consideration to Evaluate All Campuses with Current Year's Two Lowest Performing Groups



Reminder on Domain 3 Scoring



Preliminary framework methodology for NEW campuses and HB8 requirements



Stakeholder feedback to replicate new campus methodology for existing campuses



New proposal: Evaluate ALL campuses on current year groups



TAAG Weighs In

Recall: Domain 3 for campus rating measures the performance of specific student groups and their progress towards or achievement of identified targets.



HS and K-12 WITH CCMR

Domain 3 Groups



Component Weight		1	2	3	4	Sum
50%	Academic Achievement STAAR RLA at Meets Grade Level STAAR Mathematics at Meets Grade Level	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-32
10%	Graduation Rate 4-year Federal Graduation Rate	0-4	0-4	0-4	0-4	0-16
10%	Progress to English Language Proficiency TELPAS Progress				0-4* *Only current EB	0-4
30%	School Quality/Student Success CCMR for graduates and students in grade 12	0-4	0-4	0-4	0-4	0-16
						0-68

Domain 3 Groups 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

Closing the Gaps Scoring

- 4 points - Met long-term target
- 3 points - Met interim target
- 2 points - Showed expected growth toward next interim target
- 1 points - Showed minimal growth
- 0 points - Did not show minimal growth

HS and K12 need 50/68* points for an A
 AECs need 30/68* points for an A
 *if campus meets minimum size requirements for all components

Components and weights vary by school type, but all schools are evaluated on 4 components, up to 4 student groups for each component, and each group can receive up to 4 points

ES, MS, and HS/K-12 WITHOUT CCMR

Domain 3 Groups

Component Weight

1 2 3 4 Sum

Component Weight		1	2	3	4	Sum
30%	Academic Achievement STAAR RLA at Meets Grade Level STAAR Mathematics at Meets Grade Level	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-32
50%	Growth Growth in STAAR RLA Growth in STAAR Mathematics	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-32
10%	Progress to English Language Proficiency TELPAS Progress				0-4* *Only current EB	0-4
10%	School Quality/Student Success Average of all STAAR performance scores (ES/MS)	0-4	0-4	0-4	0-4	0-16
						0-84

Domain 3 Groups 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

Closing the Gaps Scoring

- 4 points - Met long-term target
- 3 points - Met interim target
- 2 points – Showed expected growth toward next interim target
- 1 points – Showed minimal growth
- 0 points - Did not show minimal growth

Elem would need 62/84* points to score an A
MS would need 60/84 points to score an A

*if campus meets minimum size requirements for all components

Since the 2023 Refresh, stakeholder feedback has raised concerns on Domain 3 scoring for new campuses

Campuses without prior year data are evaluated on the state's two lowest performing groups

Domain 3 Groups 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****

In 2025, all new campuses evaluated on African American and Hispanic students, which may not have been reflective

A campus must have prior year data to earn 1 or 2 points

Each student group can earn up to 4 points:



** unduplicated count of Eco Dis, SPED, and Highly Mobile

*Targets for all student group, racial/ethnic groups, and high focus group, by campus type

House Bill 8 outlines the need to establish proxy data that allows new campuses to earn 1-2 points in Domain 3

(c-7) For purposes of Subsection (c)(3), the agency shall use appropriate alternative prior-year data to evaluate the performance under that subsection of **a newly established campus that lacks the prior-year data necessary to complete a portion of the calculation methodology that relies on prior-year campus data.**

Any campus receiving a rating for the first time would benefit from this proposed change.

- Any campus that has no prior year data and has current-year data for the first time.
 - **Such as, a K-3 school that started as K-1 grades only and then added a grade level each year that's in the third year of operation but it's in their first year to test 3rd grade STAAR and receive a rating.**

The Preliminary 2028 A-F Framework includes a two-fold response to this requirement, previously approved by TAAG

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

The preliminary proposal meets the standard set by HB8 for alternative data

(c-7) For purposes of Subsection (c)(3), the agency shall use **appropriate alternative prior-year data** to evaluate the performance under that subsection of a newly established campus that lacks the prior-year data necessary to complete a portion of the calculation methodology that relies on prior-year campus data.

Current Framework Proposal

Alternative data = **District's** prior year data
*use state's prior year data if new district.

Campuses in their First Year STAAR Testing: Two Lowest Performing Racial/Ethnic Groups from the Prior Year

New campuses (current)

The current 2026 manual:
“Campuses in their first year of STAAR testing are evaluated for **4, 3, or 0 points as they do not have prior year data.**”.

New campuses (HB 8)

Framework: If the campus does not have prior year data, **the district's prior year data will be used** as campus prior year data to create an opportunity to earn 1 or 2 points.

Stakeholder feedback: The methodology proposed in the preliminary framework should also be considered for districts or campuses that do not meet the minimum size requirements for prior years' race and ethnic groups in the current year

Over 1,000 existing campuses were rated on less than 2 race or ethnic groups in 2025, raising stakeholder feedback that new campus methodology should be applied more broadly

When campuses do not have enough size for two groups, this leads to campuses Domain 3 results being only represented by the All Student group or potential All Student and High Focus groups.

New Campuses - Current Framework Proposal

If the campus does not meet minimum size in the current year for both of the district's groups, the **campus's current** two lowest-performing groups are evaluated for the current year.

Ensures two groups (not just 1, not 0) are being evaluated, ensuring more measures on Domain 3, which is required for ESSA Federal Identifications.

Existing Campuses - Current methodology

If the campus does not meet minimum size in the current year for either identified racial/ethnic group...**no racial/ethnic groups are evaluated** for the current year.

Based on stakeholder feedback, TAAG initially was going to be asked to consider updated methodology, aligned to new campus proposal, to ensure additional campuses are evaluated on two groups

If the campus met minimum size in the current year for only one of the groups identified from prior year...

Existing Campuses & New Campuses (Current)

...only that group is evaluated in current year.

New campuses (HB 8)

Framework: that group is evaluated in current year



the campus's **current** lowest performing group is evaluated in current year.

If the campus does not meet minimum size in the current year for either identified racial/ethnic group...

Existing Campuses & New Campuses (Current)

...no racial/ethnic groups are evaluated for the current year.

New campuses (HB 8)

Framework: If the campus does not meet minimum size in the current year for both of the district's groups, the **campus's current** two lowest-performing groups are evaluated for the current year.

In initial consideration, three different pathways could determine which campus race or ethnic groups could be identified using both prior and current year groups

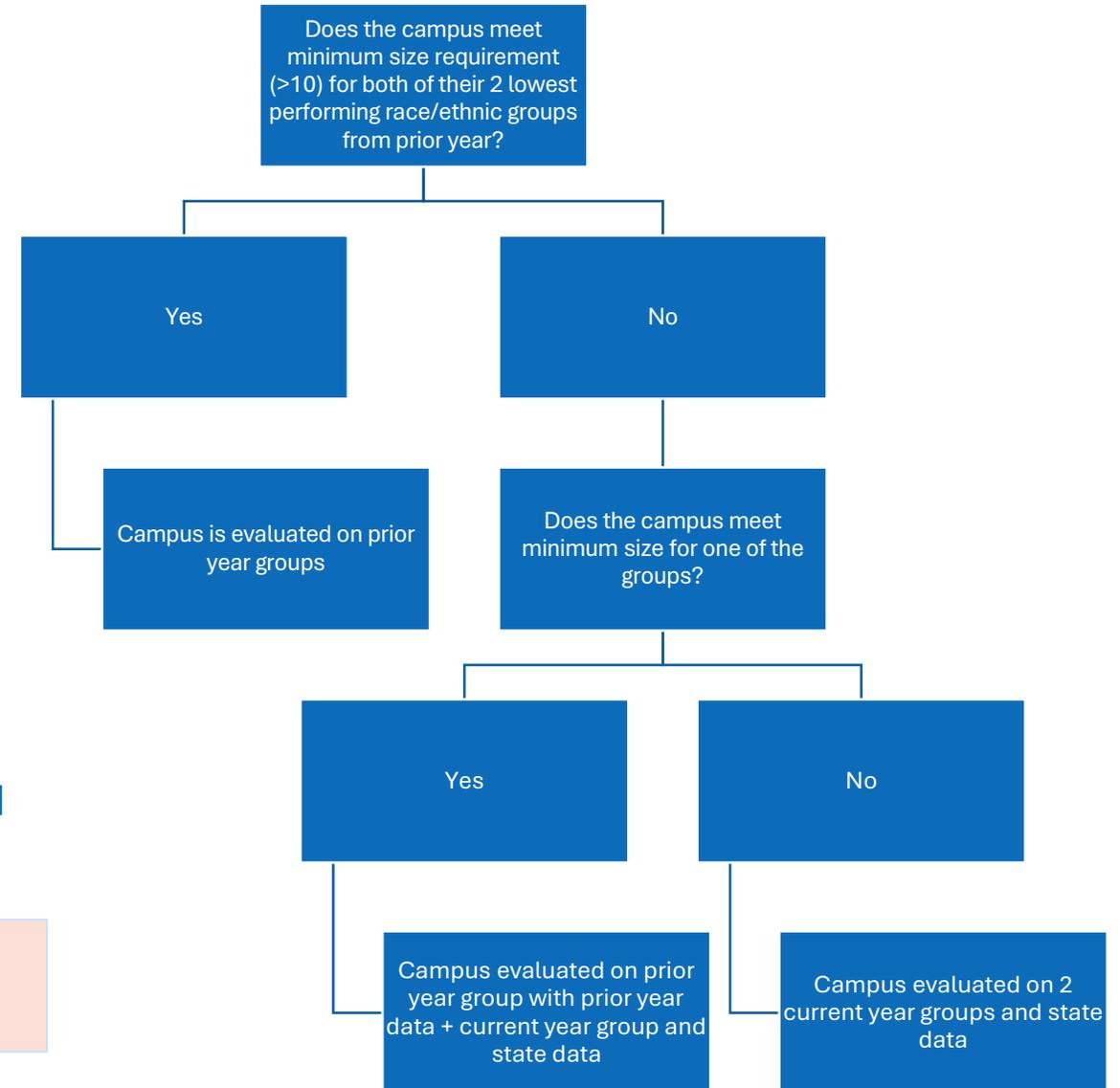
In practice, this resulted in a high level of variance between which race/ethnic groups would be evaluated

- 2 groups from the previous year
- 1 group from previous year and 1 group from current year
- 2 groups from current year
- 1 group from previous year
- 1 group from current year
- No groups

This method would:

- Lack transparency, as the methods to select groups would be complex and vary
- Unfair, as different campuses would be subject to different rules and small campuses would be most impacted
- Create inconsistent rigor bar, as some schools would have pre-identified groups and others would not

Applying proposed new school methodology to existing campuses does not align to goals of A-F



In the current system, most existing campuses know their two lowest performing groups from the prior year.

Texas Education Agency - Accountability Reports

Stakeholder feedback: Basing Domain 3 results on prior year groups leads to inconsistencies within the system and does not promote campuses closing gaps for all student groups



Overview

Student Achievement

School Progress

Closing the Gaps

Distinction Summary

Distinction Indicators

TPRS

Other Links

Search

Closing the Gaps

Identification of Schools for Improvement

Unintended consequence:
Campuses' effort to increase mastery for identified groups by

Data Table: Accountability Groups

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus [^]	Total Earned Points	Total Possible Points
Groups to be evaluated in 2026 accountability	△	△						△	△		
Groups evaluated in 2025 accountability	✓	✓	✓						✓		

Consideration: Align new and existing campus methodology to measure current year's two lowest performing groups in Domain 3 scoring

All campuses to be evaluated on current year's two lowest performing race or ethnic groups

- Existing campuses would still have 2 lowest performing groups identified

Change from: Groups to evaluated next year identified

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^A	Total Earned Points	Total Possible Points
<i>Groups to be evaluated in 2026 accountability</i>	△	△						△	△		

To: Only lowest performing groups from current year identified

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^A	Total Earned Points	Total Possible Points
<i>Lowest performing race or ethnic groups in 2025</i>		△						△			

Allows campuses to know which groups need the support and interventions to close gaps, while also using current year data to evaluate the extent to which the campus is closing gaps



If school has prior year data for groups, school's prior data used



If school does not have prior year data for groups, district's prior year data used



If district does not have prior year data for groups, state's prior data used

In addition to the lowest performing groups from the current year being evaluated, the All Students and High Focus groups would continue to be evaluated each year

Current methodology can lead to actual lowest performing group data not factoring into calculations, due to minimum size requirements from prior year



Campus A

	Accountability Groups									Total Earned Points	Total Possible Points
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^		
Reading/Language Arts (RLA) 2025 Target	44%	32%	36%	62%	43%	74%	45%	58%	32%		
RLA Next Interim Target (2027-28 through 2031-32)	53%	43%	47%	68%	53%	78%	54%	65%	43%		
RLA Long Term Target (2037-38)	72%	66%	68%	81%	72%	87%	73%	79%	66%		
Points Earned	0		1	1					1		
2025 % at Meets GL Standard or Above	17%	9%	15%	32%	0%	-	-	-	16%		
2025 # at Meets GL Standard or Above	12	2	4	6	0	-	-	-	9		
2025 Total Tests (Adjusted)	70	23	27	19	1	-	-	-	57		
2024 % at Meets GL Standard or Above	17%	27%	11%	29%	--	--	-	0%	15%		
Mathematics 2025 Target	38%	26%	35%	48%	37%	72%	41%	44%	31%		
Mathematics Next Interim Target (2027-28 through 2031-32)	48%	38%	46%	57%	48%	77%	51%	53%	43%		
Mathematics Long Term Target (2037-38)	69%	63%	68%	74%	69%	86%	71%	72%	66%		
Points Earned	1								1		
2025 % at Meets GL Standard or Above	7%	0%	0%	22%	0%	-	-	-	8%		
2025 # at Meets GL Standard or Above	2	0	0	2	0	-	-	-	2		
2025 Total Tests (Adjusted)	27	10	7	9	1	-	-	-	25		
2024 % at Meets GL Standard or Above	4%	--	0%	9%	--	-	-	--	5%		
Total Points										5	24

Consideration in action:

Evaluate the current year's lowest performing groups

- African American and Hispanic in RLA
- African American in Math

- Prior year groups both evaluated in RLA. Neither met minimum size in math, no groups evaluated in math
- African American group was lowest performing group in RLA, not evaluated due to minimum size requirement in 2024
- African American only group meeting minimum size in math, not evaluated due to minimum size requirement in 2024

Especially in small schools, where meeting minimum size may shift year over year, identifying groups from prior year may lead to inaccurate picture of campus need

Campus A

	Accountability Groups										Total Earned Points	Total Possible Points
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^			
Reading/Language Arts (RLA) 2025 Target	44%	32%	36%	62%	43%	74%	45%	58%	32%			
RLA Next Interim Target (2027-28 through 2031-32)	53%	43%	47%	68%	53%	78%	54%	65%	43%			
RLA Long Term Target (2037-38)	72%	66%	68%	81%	72%	87%	73%	79%	66%			
Points Earned	0		1	1					1			
2025 % at Meets GL Standard or Above	17%	9%	15%	32%	0%	-	-	-	16%			
2025 # at Meets GL Standard or Above	12	2	4	6	0	-	-	-	9			
2025 Total Tests (Adjusted)	70	23	27	19	1	-	-	-	57			
2024 % at Meets GL Standard or Above	17%	27%	11%	29%	--	--	-	0%	15%			
Mathematics 2025 Target	38%	26%	35%	48%	37%	72%	41%	44%	31%			
Mathematics Next Interim Target (2027-28 through 2031-32)	48%	38%	46%	57%	48%	77%	51%	53%	43%			
Mathematics Long Term Target (2037-38)	69%	63%	68%	74%	69%	86%	71%	72%	66%			
Points Earned	1								1			
2025 % at Meets GL Standard or Above	7%	0%	0%	22%	0%	-	-	-	8%			
2025 # at Meets GL Standard or Above	2	0	0	2	0	-	-	-	2			
2025 Total Tests (Adjusted)	27	10	7	9	1	-	-	-	25			
2024 % at Meets GL Standard or Above	4%	--	0%	9%	--	-	-	--	5%			
Total Points										5	24	

Potential Unintended Consequence:

African American students not identified from 2024

- Significant declines in RLA
- Lowest overall achievement

- From 2024 to 2025,
- White students grew at this school by 3% in RLA and 13% in RLA
 - Hispanic students grew by 4% in RLA with no change in math
 - African American students declined by 18% in RLA, no math data available

Initial exploration would only impact small campuses, while consideration to evaluate current year's lowest performing groups impacts all schools equally



Campus B

	Accountability Groups										Total Earned Points	Total Possible Points
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^			
Groups evaluated in 2025 accountability	✓	✓		✓						✓		
Academic Achievement Status												
Reading/Language Arts (RLA) 2025 Target	44%	32%	35%	59%	44%	74%	46%	56%	33%			
RLA Next Interim Target (2027-28 through 2031-32)	53%	43%	46%	66%	53%	78%	55%	63%	44%			
RLA Long Term Target (2037-38)	72%	66%	68%	80%	72%	87%	73%	78%	67%			
Points Earned	1	0		2					3			
2025 % at Meets GL Standard or Above	37%	25%	37%	58%	0%	42%	-	50%	36%			
2025 # at Meets GL Standard or Above	407	15	363	18	0	5	-	6	380			
2025 Total Tests (Adjusted)	1,103	59	987	31	2	12	-	12	1,060			
2024 % at Meets GL Standard or Above	34%	26%	34%	32%	--	69%	-	--	34%			
Mathematics 2025 Target	47%	32%	39%	61%	47%	85%	52%	56%	36%			
Mathematics Next Interim Target (2027-28 through 2031-32)	56%	43%	49%	68%	56%	88%	60%	63%	47%			
Mathematics Long Term Target (2037-38)	74%	66%	70%	81%	74%	93%	76%	78%	68%			
Points Earned	1	2		2					1			
2025 % at Meets GL Standard or Above	24%	22%	24%	38%	0%	31%	-	33%	24%			
2025 # at Meets GL Standard or Above	268	13	235	12	0	4	-	4	253			
2025 Total Tests (Adjusted)	1,108	59	991	32	2	13	-	12	1,065			
2024 % at Meets GL Standard or Above	22%	7%	22%	23%	--	69%	-	--	22%			
Total Points										12	32	

Consideration in action:

Evaluate the current year's lowest performing groups

- African American and Hispanic in RLA and Math

- Both prior year groups evaluated in reading and math
- Hispanic students performed -21% below White students in RLA and -14% below White students in math, not evaluated due to 2024 performance data

Pre-identifying groups potentially leads to new gaps being created

Campus B

	Accountability Groups										Total Earned Points	Total Possible Points
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^			
Groups evaluated in 2025 accountability	✓	✓		✓						✓		
Academic Achievement Status												
Reading/Language Arts (RLA) 2025 Target	44%	32%	35%	59%	44%	74%	46%	56%	33%			
RLA Next Interim Target (2027-28 through 2031-32)	53%	43%	46%	66%	53%	78%	55%	63%	44%			
RLA Long Term Target (2037-38)	72%	66%	68%	80%	72%	87%	73%	78%	67%			
Points Earned	1	0		2					3			
2025 % at Meets GL Standard or Above	37%	25%	37%	58%	0%	42%	-	50%	36%			
2025 # at Meets GL Standard or Above	407	15	363	18	0	5	-	6	380			
2025 Total Tests (Adjusted)	1,103	59	987	31	2	12	-	12	1,060			
2024 % at Meets GL Standard or Above	34%	26%	34%	32%	--	69%	-	--	34%			
Mathematics 2025 Target	47%	32%	39%	61%	47%	85%	52%	56%	36%			
Mathematics Next Interim Target (2027-28 through 2031-32)	56%	43%	49%	68%	56%	88%	60%	63%	47%			
Mathematics Long Term Target (2037-38)	74%	66%	70%	81%	74%	93%	76%	78%	68%			
Points Earned	1	2		2					1			
2025 % at Meets GL Standard or Above	24%	22%	24%	38%	0%	31%	-	33%	24%			
2025 # at Meets GL Standard or Above	268	13	235	12	0	4	-	4	253			
2025 Total Tests (Adjusted)	1,108	59	991	32	2	13	-	12	1,065			
2024 % at Meets GL Standard or Above	22%	7%	22%	23%	--	69%	-	--	22%			
Total Points										12	32	

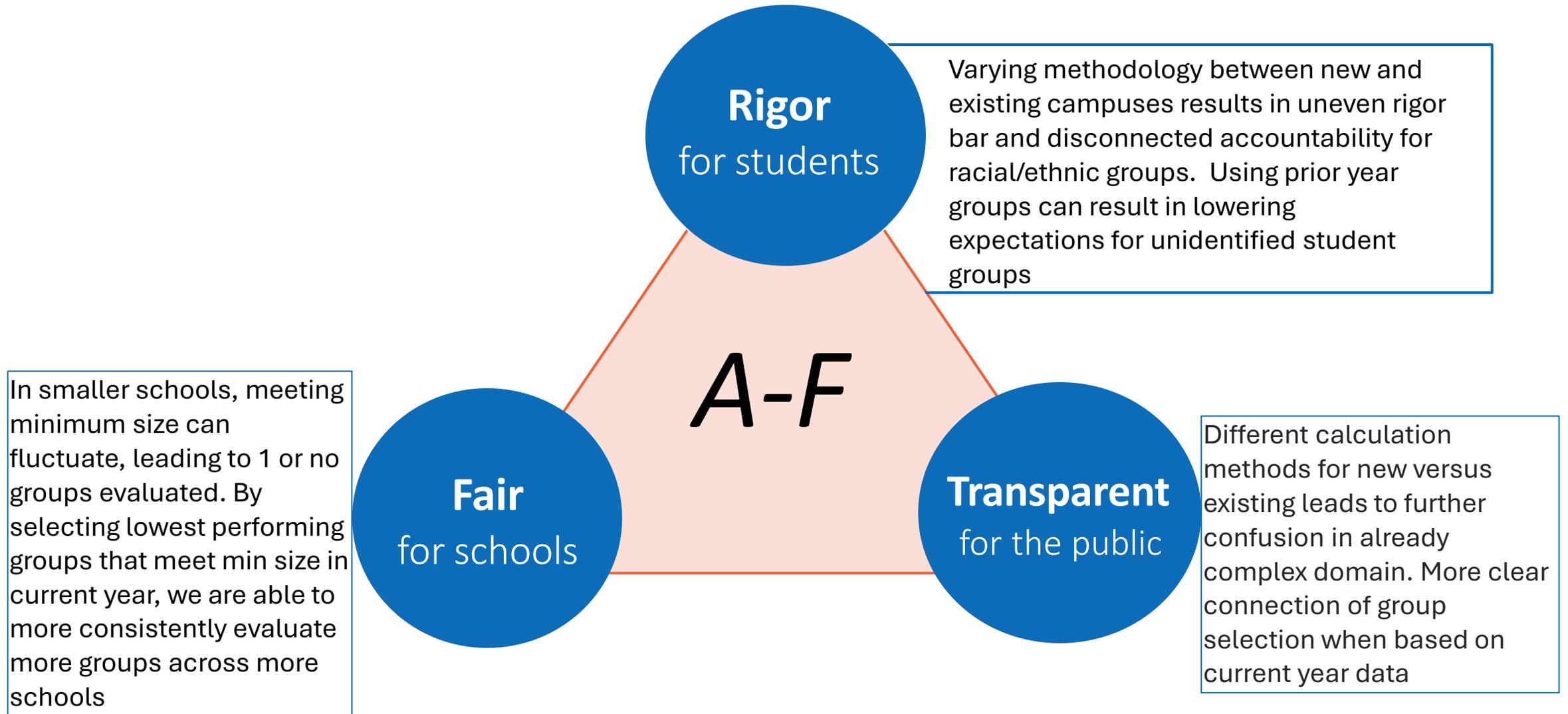
Potential unintended consequence:

- How did the pre-identification of White student group impact school practice?
- How did those practices impact other groups?

From 2024 to 2025,

- White students grew at this school by 26% in RLA and 15% in math
- African American students declined by 1% in RLA and grew by 15% in math
- Hispanic students grew by 3% in math and 2% in RLA

Leveraging current year groups, with prior year data for 1-2 point scoring, shows potential to more closely aligns with A-F guiding principles



Summary of feedback, consideration for feedback, and next steps

Context & Public Feedback

- New campus methodology in preliminary framework solidified by HB 8
- Preliminary framework feedback: new campuses will be rated on current year groups, similar methodology should be applied to existing campuses that do not meet minimum size requirements
- Initial proposal to apply current year methodology to existing schools proved overly complex. Would result in >6 different iterations of Domain 3 race ethnic group selection
- Domain 3 scoring using prior year groups may have unintended consequences; putting some groups at a disadvantage

Consideration for Additional Feedback

- Shift race or ethnic group selection from prior year's two lowest performing groups to current year's two lowest performing race or ethnic groups
 - For 1-2 points:
 - Use school's prior year data
 - If school data unavailable, use district's prior year data
 - If district data unavailable, use state's prior year data
- Consideration meets requirements of HB8, while also building consistency across new and existing campuses
- Consideration could more fully meet the goals of closing the gaps and could result in more schools being rated

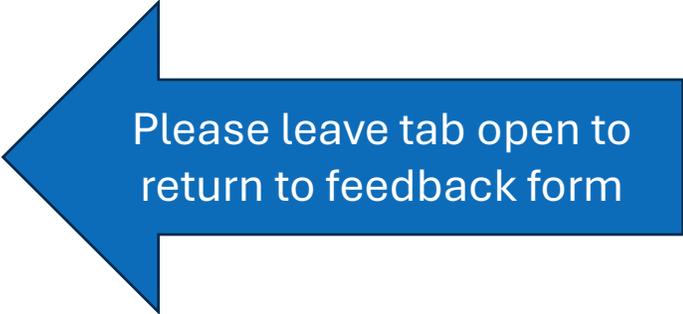
Potential Next Steps

- TAAG asked to make one of three recommendations:
 1. Do not move forward with this consideration; implement methodology in preliminary framework for new campuses (partially required by HB8), but make no changes to methodology for existing campuses
 2. Conduct modeling to determine how Domain 3 and campus ratings would be impacted by proposal
 3. Move forward with this consideration; new and existing campuses to be evaluated on current year's two lowest performing groups

TAAG Weighs In

- Please share your feedback on consideration 1: revised groups identification for Domain 3

Please share your feedback here



Please leave tab open to
return to feedback form



Integration of RDA System into A-F Academic Accountability System

RDA/A-F Integration



Rationale for Integrating RDA into A-F and Recap of Prior TAAG Meetings



Proposed Performance Targets and Scoring Methodology for Domain 3b



Proposed Weighting of Domain 3b in District Ratings



TAAG Weighs In



Rationale for Integrating RDA into A-F: Alignment and Consistency in District Ratings

TEA currently uses RDA to evaluate if districts are effectively meeting the diverse needs of the >2 million students served through these programs.

Each program area has defined principles and guidelines that outline the unique services and supports specialized groups of students need to achieve and grow.

Programs for Emergent Bilingual (EB) students and English learners (ELs)	Programs for Students with Disabilities	Other Specialized Programs for At-Risk Students
<ul style="list-style-type: none">• Dual Language<ul style="list-style-type: none">• One-Way• Two-Way• Transitional Bilingual Program Models<ul style="list-style-type: none">• Early Exit• Late Exit• ESL Program Models<ul style="list-style-type: none">• Content-Based• Pull-Out	<ul style="list-style-type: none">• Special Education supports and instruction, defined by student's IEP	<ul style="list-style-type: none">• Texas Education for Homeless Children and Youth (TEHCY) Program• Foster Care and Student Success, driven by Coordinated Care Model• Military-Connected Students and Families
<ul style="list-style-type: none">• Bilingual and English as a Second Language Education Programs	<ul style="list-style-type: none">• Special Education	<ul style="list-style-type: none">• Texas Education for Homeless Children and Youth (TEHCY) Program• Foster Care & Student Success

Program efficacy is assessed through three domains

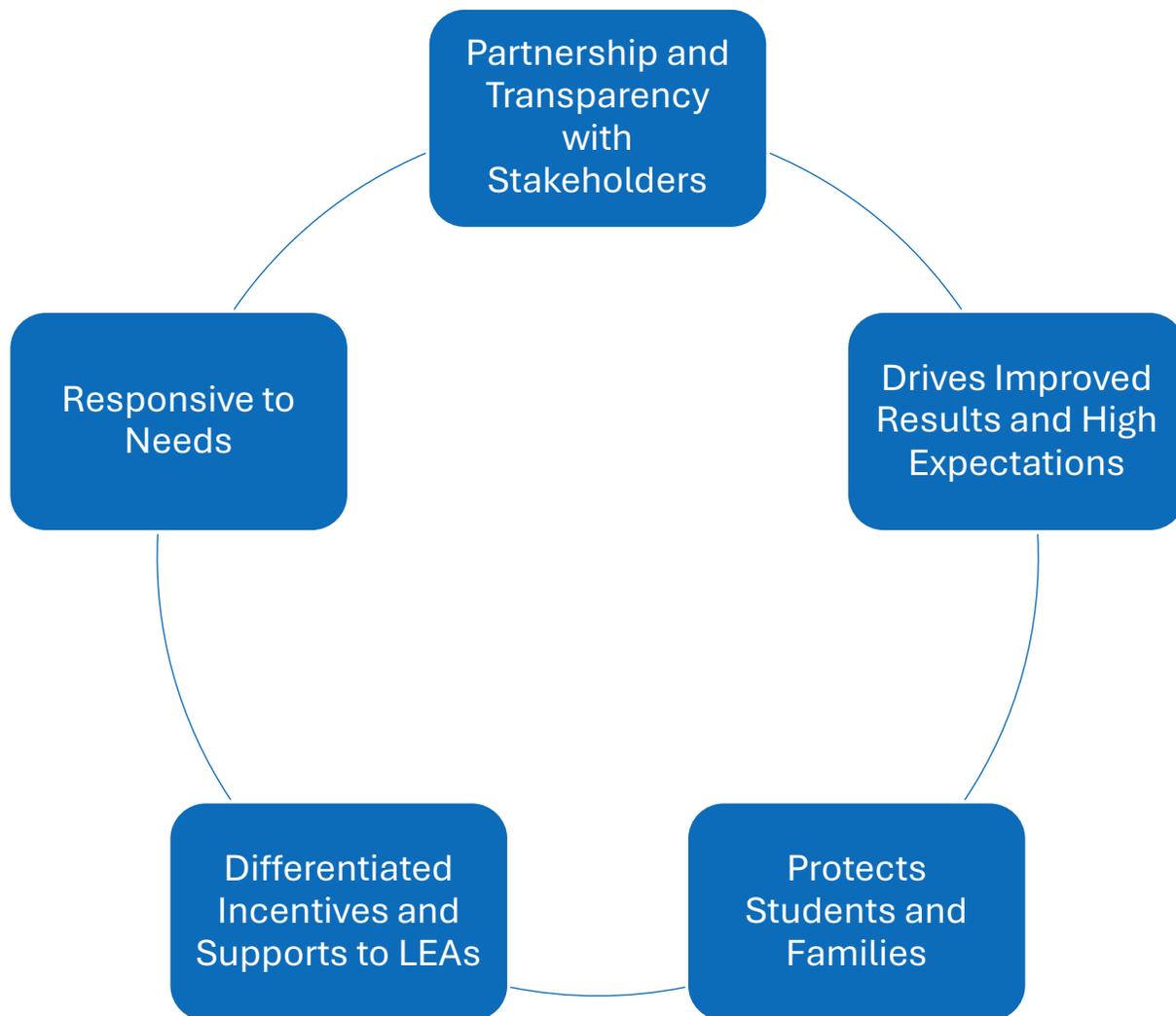
Academic Achievement

Post-Secondary Readiness

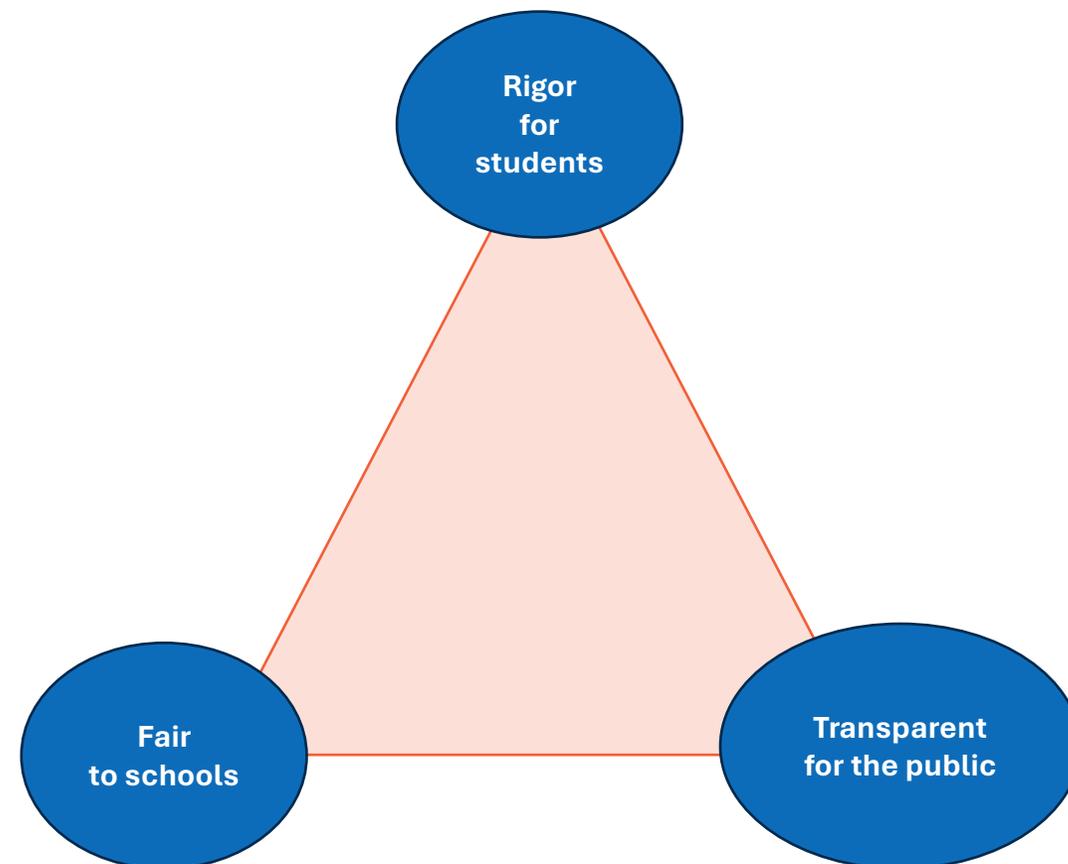
Significant Disproportionality (SPED only)

RDA reported indicators are selected based on 5 guiding principles, which are aligned to the guiding principles of the overall A-F system

RDA Guiding Principles

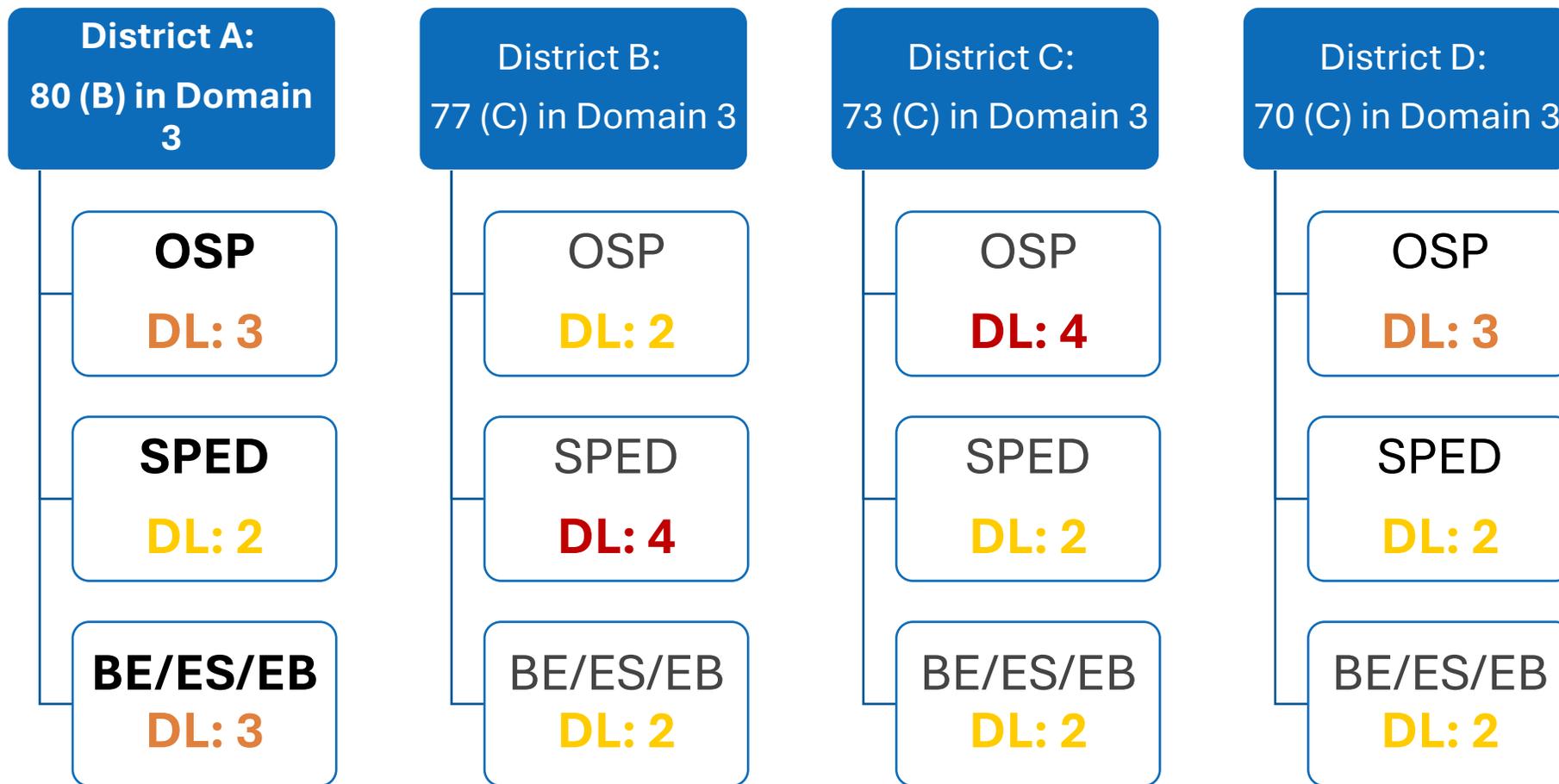


A-F Guiding Principles



Despite philosophical alignment, RDA and A-F can tell different stories about student performance of marginalized student groups and send mixed messages about district performance

Meets Requirements (DL 1), Needs Assistance (DL 2), Needs Intervention (DL3) and Needs Substantial Intervention (DL 4)



While each district has acceptable rating in Domain 3, all demonstrated needing intervention to support special populations

In alignment with the commitment made in the 2023 refresh, we are merging RDA into the District A-F rating system by developing a Closing the Gaps, Part B domain.

Purpose: Align federal reporting requirements, reduce duplication of data reporting, and create consistent focus across the state on special population performance improvements



Aligned Accountability: Integrating Results Driven Accountability (RDA) with A-F ratings allows Texas to create a streamlined system, reducing redundancy and improving clarity for schools and districts.



Comprehensive Performance View: Merging RDA with A-F ratings provides a more holistic view of school performance, combining academic achievement with specialized support for special education and federally required student subgroups, enabling targeted and inclusive improvement strategies.



Consistency in Policy and Stakeholder Transparency: An integrated system fosters transparency by ensuring stakeholders understand how performance across diverse student groups impacts overall ratings, making the accountability framework more understandable and actionable for educators, families, and communities.

We must ensure districts no longer have two “ratings” or differing “versions” of how they are serving their students in special populations.

As communicated during the 2023 Refresh, for district ratings only, there will be a new Closing the Gaps, Part B: Special Populations Monitoring

- Domain 3a
 - Measures are the current Closing the Gaps domain aligned to the ESSA plan.
 - **Student dataset is all campuses proportionally weighted for district** (Campus Accountability Subset)

- A-F Ratings are based on 4 Super Groups:
 - All Students
 - Two lowest performing racial/ethnic groups from prior year
 - High Focus
 - Economically disadvantaged, current + monitored Emergent Bilingual, current SPED, and/or Highly mobile (homeless, migrant, or in foster care)

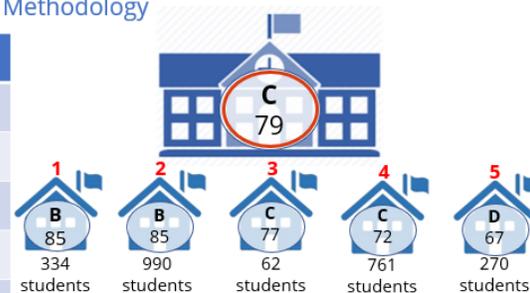
■ Domain 3b (NEW)

- Pulls RDA measures (or measures similar to them) into the A-F rating.
- **Student dataset is all district students** (District Subset)

- We considered each of the RDA groups:
 - EB Program Groups (Bi/ESL/ALM)
 - YsAR (Monitored) EB
 - Current EB
 - OSP (as a group)
 - Current SPED
 - YAE (Former) SPED

Example using Proportional Weighting Methodology

Campus	3-12 Enrollment	Score	Weight	Points
Campus 1	334	85	13.8%	11.7
Campus 2	990	85	41.0%	34.9
Campus 3	62	77	2.6%	2.0
Campus 4	761	72	31.5%	22.7
Campus 5	270	67	11.2%	7.5
District Domain Rating				79



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 Domain 3 score is proportional roll-up of campuses' Domain 3 scores**

In proposed 2028 Refresh methodology:

- **__% of the Domain 3 score is proportional roll-up of campuses' Domain 3 scores (3a)**
- **__% of Domain 3 score is Special Populations Monitoring score (3b)**

The RDA Integration has multiple decision points, and has been area of focus with TAAG since February of 2025

Indicators to be measured in Domain 3b

Methodology for each measure

Targets for each measure

Weight of Domain 3b in district Domain 3 scores

Proposals **previously** taken to and agreed upon by TAAG

Initial proposals taken to RDA taskforce with **updated** proposals for TAAG review.

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

Emergent Bilingual (EB) Program Students

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

Special Education (SPED) Program Students

- **Current SPED** *for student achievement: student success*
- **SPED Year after Exit (one-year)** *for student achievement: student success*
- Ever SPED (**ever in 9-12**) *for graduation*
- Current SPED (7-12) *for dropout*

Foster Program Students

- **Current Foster care** *for student achievement: student success*
- Ever Foster care (**ever in 9-12**) *for graduation*
- Current Foster care (7-12) *for dropout*

Homeless Program Students

- **Current Homeless** *for student achievement: student success*
- Ever Homeless (**ever in 9-12**) *for graduation*
- Current Homeless (7-12) *for dropout*

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

Student Achievement: Student Success on STAAR and STAAR EOC:

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

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 on TELPAS: 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.

This makes a total of 22 possible measures.

A minimum size of 10 is proposed.

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

Proposed Performance Targets for Domain 3b

Scoring & Targets

First Topic for TAAG Feedback Today

- 0-4 scoring methodology in Domain 3b mimics methodology of Domain 3a
- Domain 3b targets created based on existing ESSA methodology and using 2025 baseline data

Domain 3b Weight - Component/Program Area Scores

- Program area scores calculated for EB, SPED, Homeless and Foster Care (points earned/points possible) and raw score is calculated by sum of component scores

Long-term targets, (current) interim targets, and next interim targets are necessary for 0-4 scoring the indicators measured in Domain 3a and 3b.



Closing the Gaps Scoring

- 4 points - Met **long-term target** (2037-2038)
- 3 points - Met **interim target** (target through 2026-27)
- 2 points – Showed expected growth¹ toward **next interim target** (target through 2031-32)
- 1 points – Showed minimal growth²
- 0 points - Did not show minimal growth

Other 0-4 scoring options were modeled with the RDA Integration Taskforce and with agency leadership. We not recommend alternatives to the 0-4 scoring methodology used in Domain 3a.

¹The definition of expected growth toward the next interim target (for 2 points) is on-track growth to reach the next interim target. The denominator for 2028 is six years as the next interim target will be evaluated in 2032-33, measured from 2026-27 performance.

²Minimal growth (for 1 point) is defined as at least 1.0 percentage point improvement over the prior year rate for all component indicators in the **Closing the Gaps Domain 3a and 3b** other than Graduation Rate. For Graduation Rate, minimal growth is defined as at least 0.1 percentage point improvement over the prior year rate.

To further alignment and consistency, target setting methodology for Domain 3b is aligned to Domain 3a

Domain 3a

Targets are set through 2038 in the state ESSA plan and are not changing

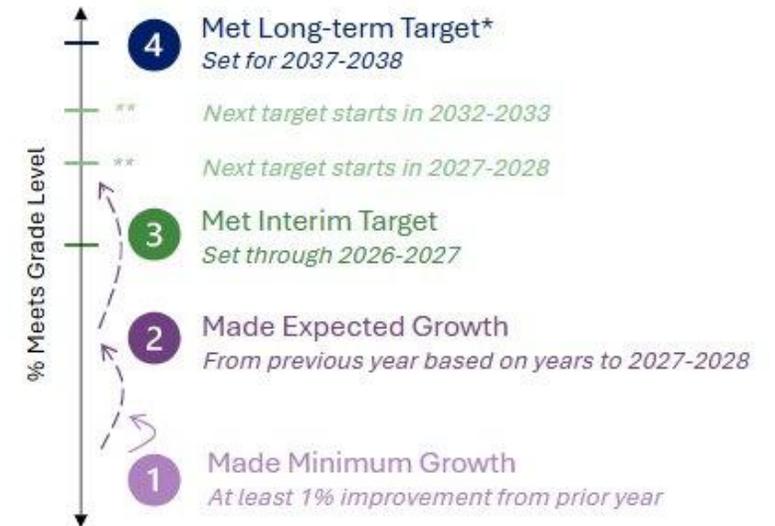
High focus group target includes current and monitored EBs and current SPED

Domain 3b

Proposed targets designed to align with ESSA targets, through 2038

Evaluated performance of individual student groups, aligned to program areas

Each student group can earn up to 4 points:



To determine baseline performance in achievement indicators, 2025 state rates were calculated using proposed methodology



June TAAG Decision

New baseline performance calculations with proposed domain 3b methodology:

Student Achievement: Student Success

Indicators: STAAR (Grades 3-8), EOC, and 3-12 STAAR/EOC (Foster and Homeless)

Includes: All subjects (Reading/Language Arts, Math, Science, Social Studies)

$$\frac{(\% \text{ Approaches or above}) + 1.1 * (\% \text{ Meets or above}) + 1.2 * (\% \text{ Masters})}{3}$$

EL Proficiency

Indicator: TELPAS for Students in U.S. Multiple Years

Number of EB students in grades 5-12 in US schools 5 or more years and receive TELPAS Composite rating of beginning or intermediate
 Number of EB students in grades 5-12 in US schools 5 or more years with a TELPAS Composite rating

New Today

2024–2025 State Rates for STAAR 3–8 and EOC Assessment Indicators	
Indicator	State Rate
Bilingual Education	
Bil STAAR 3–8	44%
ESL STAAR 3–8	34%
AM STAAR 3–8	33%
EB (Not Served in Bil/ESL) STAAR 3-8	38%
EB Years After Reclassification (YsAR) STAAR 3–8	79%
EB Years After Reclassification (YsAR) STAAR EOC	79%
EB STAAR EOC	35%
TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years (Grade 5-12)	30%
SPED	
SPED STAAR 3–8	26%
SPED Year-After-Exit (YAE) STAAR 3-8	59%
SPED Year-After-Exit (YAE) STAAR EOC	57%
SPED STAAR EOC	29%
OSP	
Foster Care STAAR 3–8 and EOC (Combined)	34%
Homeless STAAR 3–8 and EOC (Combined)	33%

The same USDE-approved methodology from Domain 3a target-setting was applied to create current interim, next interim, and long-term targets for 3b.



$$\text{Target} = \text{Previous Target} + \frac{\text{Long-term Target (LT)} - \text{Baseline}}{3}$$

Step-by-Step Example: BE STAAR 3-8

- Baseline: 44%
- Long-term target (2037-38): 44% + 30% = 74%

Interim Target (2027-28 through 2031-32)

$$\text{Target} = 44\% + 10\% = 54\%$$

Next Interim Target (2032-33 through 2036-37)

$$\text{Target} = 54\% + 10\% = 64\%$$

- Determine baseline
- Add 30% to baseline to develop long-term target
- Take the difference between the long-term target (2037-38) and the baseline
- Divide by 3 (to spread the growth evenly across three intervals).
- Add that increment to the current interim target (2027-28 through 2031-32) to find next interim target (2032-33 through 2036-37).

*For the TELPAS indicator, the methodology was modified to reflect a **reduction** from the baseline of 30%.*

Closing the Gaps Performance Targets for Domain 3b: STAAR 3-8, EOC, and TELPAS

Domain 3b Proposed Indicators	State Rate (2025)	Interim Target (2027-2028 through 2031-32)	Next Interim Target (2032-33 through 2036-37)	Long-Term Target (2037-2038)
Bilingual Education				
Bil STAAR 3–8	44%	54%	64%	74%
ESL STAAR 3–8	34%	44%	54%	64%
AM STAAR 3–8	33%	43%	53%	63%
EB (Not Served in Bil/ESL) STAAR 3-8	38%	48%	58%	68%
EB Years After Reclassification (YsAR) STAAR 3–8	79%	84%	89%	95% **
EB Years After Reclassification (YsAR) STAAR EOC	79%	84%	89%	95% **
EB STAAR EOC	35%	45%	55%	65%
TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years (Grade 5-12)	30%	18%	6%	5% *
SPED				
SPED STAAR 3–8	26%	36%	46%	56%
SPED Year-After-Exit (YAE) STAAR 3-8	59%	69%	79%	89%
SPED Year-After-Exit (YAE) STAAR EOC	57%	67%	77%	87%
SPED STAAR EOC	29%	39%	49%	59%
OSP				
Foster Care STAAR 3–8 and EOC (Combined)	34%	44%	54%	64%
Homeless STAAR 3–8 and EOC (Combined)	33%	43%	53%	63%

* a 5% threshold for the long-term target.

**95% threshold for the long-term target. These are students that have met exit criteria including Advanced High on TELPAS and approaches + on ELA STAAR

To determine baseline performance, state rates were calculated using proposed methodology: 6-year graduation rates and annual dropout rates



June TAAG Decision

New Today

Federal Six-Year Graduation Rate

Indicator: Percent of students in the specified program group who graduate with a high school diploma within six years (federal rate without state exclusions).

$$\frac{\text{number of students in cohort who graduated with a high school diploma in 6 years}}{\text{number of students in the class}}$$

Annual Dropout Rate

Indicator: Percent of students in grades 7-12 in the specified program group who dropped out during the school year.

$$\frac{\text{number of students in grades 7 - 12 who dropped out}}{\text{number of students in grades 7 - 12 enrolled during the school year}}$$

State Rates for Class of 2022 Six-Year Graduation and 2023-2024 Annual Dropout Indicators	
Indicator	State Rate
Bilingual Education	
K-12 Ever EB Graduation (6-year federal)	90.9%
7-12 EB Annual Dropout	2.2%
SPED	
9-12 Ever SPED Graduation (6-year federal)	84.8%
7-12 SPED Annual Dropout	1.7%
OSP	
9-12 Ever Homeless Graduation (6-year federal)	80.7%
7-12 Homeless Annual Dropout	5.9%

The same ESSA-plan methodology from domain 3a target-setting was applied to create current interim, next interim, and long-term targets for six-year graduation rates for 3b.

$$\text{Target} = \text{Previous Target} + \frac{\text{Long-term Target (LT)} - \text{Baseline}}{3}$$

Step-by-Step Example: 9-12 Ever Foster Care Graduation (6-year federal)

- Baseline: 68.3%
- Long-term target (2037-38): 98.0%

Interim Target (2027-28 through 2031-32)

$$\text{Target} = 68.3\% + \frac{(98.0\% - 68.3\%)}{3} = 78.2\%$$

Next Interim Target (2032-33 through 2036-37)

$$\text{Target} = 78.2\% + \frac{(98.0\% - 68.3\%)}{3} = 88.1\%$$

- Determine baseline
- Long-term target set at 98% consistent with Domain 3a
- Take the difference between the long-term target (2037-38) and the baseline
- Divide by 3 (to spread the growth evenly across three intervals).
- Add that increment to the current interim target (2027-28 through 2031-32) to find next interim target (2032-33 through 2036-37).

The same ESSA-plan methodology from domain 3a target-setting was applied to create current interim, next interim, and long-term targets for annual dropout rates for 3b.

$$\text{Target} = \text{Previous Target} - \frac{\text{Baseline} - \text{Long-term Target}}{3}$$

Step-by-Step Example: 9-12 Ever Foster Care Dropout

- Baseline: 5.5%
- Long-term target (2037-38): 1.8%

Interim Target (2027-28 through 2031-32)

$$\text{Target} = 5.5\% - \frac{(5.5\% - 1.8\%)}{3} = 4.3\%$$

Next Interim Target (2032-33 through 2036-37)

$$\text{Target} = 4.3\% - \frac{(5.5\% - 1.8\%)}{3} = 3.0\%$$

- Determine baseline
- Long-term target for annual dropout rate set at 1.8%, aligned to current RDA. 1.0% for Ever SPED, given baseline data at 1.7%
- Take the difference between the long-term target (2037-38) and the baseline
- Divide by 3 (to spread the growth evenly across three intervals).
- Subtract that increment to the current interim target (2027-28 through 2031-32) to find next interim target (2032-33 through 2036-37).

Closing the Gaps Performance Targets for Domain 3b: Six-Year Graduation Rates and Annual Dropout Rates



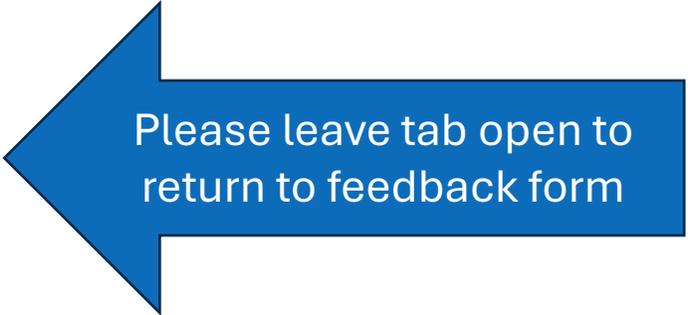
	State Rate	Interim Target (2027-2028 through 2031-32)	Next Interim Target (2032-33 through 2036-37)	Long-Term Target (2037-2038)
K-12 Ever EB Graduation (6-year federal)	90.9%	93.3%	95.6%	98.0%
7-12 EB Annual Dropout	2.2%	2.1%	1.9%	1.8%
9-12 Ever SPED Graduation (6-year federal)	84.8%	89.2%	93.6%	98.0%
7-12 SPED Annual Dropout	1.7%	1.5%	1.2%	1.0%
9-12 Ever Foster Care Graduation (6-year federal)	68.3%	78.2%	88.1%	98.0%
7-12 Foster Care Annual Dropout	5.5%	4.3%	3.0%	1.8%
9-12 Ever Homeless Graduation (6-year federal)	80.7%	86.5%	92.2%	98.0%
7-12 Homeless Annual Dropout	5.9%	4.5%	3.2%	1.8%

Feedback Round

- Please share your feedback on proposed Domain 3b targets and scoring.



December 2025 TAAG Voting and Feedback



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Scoring & Targets

- 0-4 scoring methodology in Domain 3b mimics scoring methodology of Domain 3a
- Domain 3b targets created based on existing ESSA methodology and using 2025 baseline data

Domain 3b Weight - Component/Program Area Scores

Next Topic for TAAG Feedback Today

- Component score calculated for EB, SPED, Homeless and Foster Care (points earned/points possible) and raw score is calculated by sum of component scores

Following the establishment of targets and 0-4 scoring methodology, the weight of Domain 3b in Domain 3 needs to be established



In current methodology:

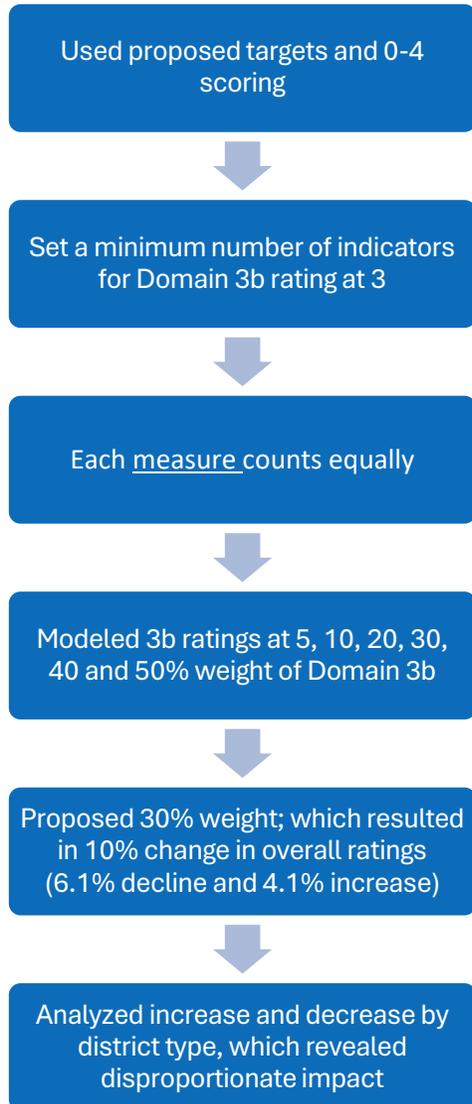
- **100% of the Domain 3 score is proportional roll-up of campuses' Domain 3 scores**

In proposed 2028 Refresh methodology:

- **__% of the Domain 3 score is proportional roll-up of campuses' Domain 3 scores (3a)**
- **__% of Domain 3 score is Special Populations Monitoring score (3b)**

After an initial weighting proposal was taken to the RDA Integration Taskforce, a revised proposal is being brought to TAAG for consideration

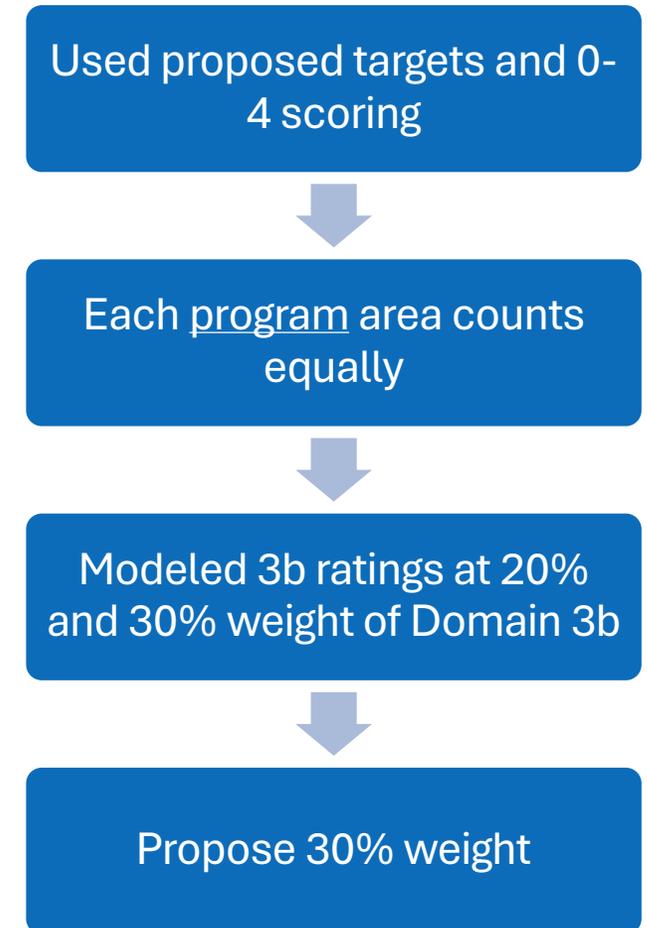
Initial Proposal



Taskforce Feedback

- Selecting a minimum number of indicators seemed arbitrary
- Indicators being equally weighted can skew data towards specific program areas

Revised Proposal



In the initial proposal, when all measures were included equally, Domain 3b ratings ended up largely reflective of **1 or 2 program areas**.

Domain 3b should **evaluate the efficacy of four program areas**, but rating all measures equally creates unequal weight of each program area.

- EB programs alone could make up 45% of a 3b rating.

This does not align to the intent and philosophy of RDA

- *Ensure all program areas are equally represented in the methodology to assess programmatic efficacy*

Emergent Bilingual Program Area	Special Education Program Area	Homeless Program Area	Foster Care Program Area
10 measures*	6 measures	3 measures	3 measures
45% of measures	27% of measures	14% of measures	14% of measures

**13% of districts meet minimum size for all 10 EB program area indicators, as most do not have student population size to support Bil, ESL, and AM programs*

Revised options instead include each program area as a "component" which ensures equal weighting of each program area and mirrors Domain 3a

In the revised proposal, **all programs in the district contribute equally** to the Domain 3b score.

- Districts that only meet minimum size in 3 program areas- weight shifts to 33%
- 2 program areas- 50%
- 1 program area- 100%

▪ 13% of districts serve students in only one program area.

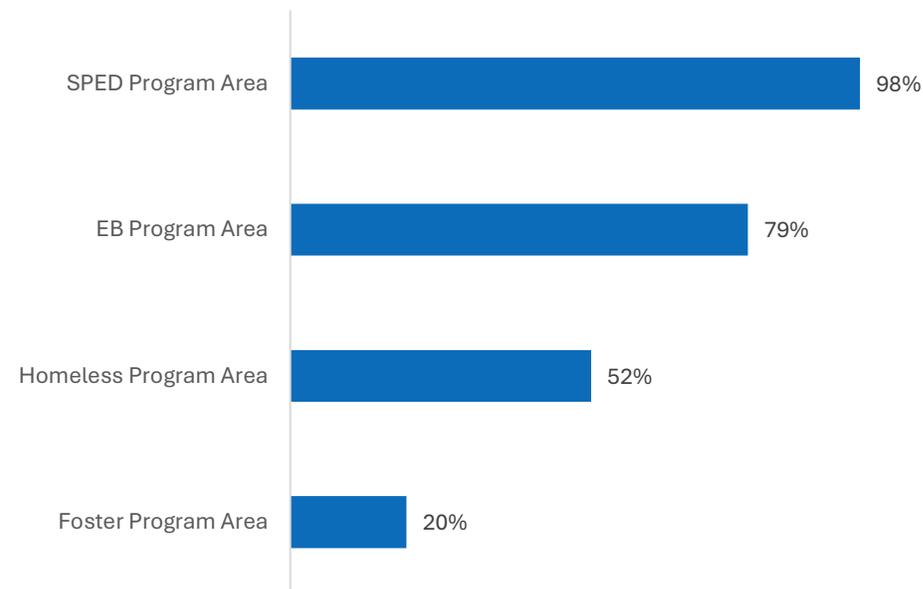
▪ Most districts serve students in two program areas (36%) or three (32%).

▪ One in five districts (18%) have all four program areas.

English Learner Program Area	Special Education Program Area	Homeless Program Area	Foster Program Area
10 indicators	6 indicators	3 indicators	3 indicators
25% of Domain 3b score	25% of Domain 3b score	25% of Domain 3b score	25% 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			

The vast majority of districts meet minimum size requirements to be scored on at least one SPED program measure and/or one EB program measure.

**Most districts serve students in the Special Education program area (98%)
A large majority have students served in the Emergent Bilingual program area (79%).**



Examples of program area component weighted methodology

District A

Program Area	English Learner Program Area	Special Education Program Area	Homeless Program Area	Foster Program Area
# of Indicators Scored	10	6	3	3
Points Earned	32	12	1	0
Points possible	<u>40</u>	24	12	12
Program area raw score	80%	50%	8%	0%
Program area weight	X 25%	X 25%	X 25%	X 25%
Program area weighted score	20	+ 12.5	+ 2	+ 0
Domain 3b Raw Score = 35				

Without program area weighting, Domain 3b raw score would = 51

Success with EB program area would overshadow gaps in Homeless and Foster Care program areas

District B

Program Area	English Learner Program Area	Special Education Program Area	Homeless Program Area	Foster Program Area
# Indicators Score	5	6	0	1
Points Earned	<u>8</u>	<u>22</u>	<u>0</u>	<u>3</u>
Points Possible	20	24	0	4
Program area raw score	40%	92%	0%	75%
Program area weight	X 33%	X 33%	X 0%	X 33%
Program area weighted score	13	+ 30	+ 0	+ 25
Domain 3b Raw Score = 68				

Without program area weighting, Domain 3b raw score would = 88

Program area score allows to see area of need with EBs

With weighted program areas, the methodology for calculating Domain 3b scores closely mirrors Domain 3a

Weight	Indicators and Possible Points	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	SUM	
		Bil Ed	ESL	Alt Methods	EB Not Served	EB YsAR	Sped Current	Sped Former	EB	Homeless Current	Foster Current	Longterm Ebs	Ever EB (k-12)	Ever SPED (9-12)	Ever Foster (9-12)	Ever Homeless (9-12)	7-12 EB	7-12 SPED	7-12 Homeless		7-12 Foster
25%	EB Program Area Component																			0-40	
	STAAR 3-8	✓	✓	✓	✓	✓			✓												
	STAAR EOC					✓			✓												
	TELPAS										✓										
	Grad Rate												✓								
	Dropout Rate																✓				
25%	SPED Program Area Component																			0-24	
	STAAR 3-8						✓	✓													
	STAAR EOC						✓	✓													
	Grad Rate												✓								
	Dropout Rate																✓				
25%	Foster Program Area Component																			0-12	
	STAAR 3-8 and EOC									✓											
	Grad Rate													✓							
25%	Homeless Program Area Component																			0-12	
	STAAR 3-8 and EOC								✓												
	Grad Rate														✓						
25%	Dropout Rate																	✓			

Across Domains 3a and 3b:

- Longterm, next interim, and interim targets created through identical process, aligned to ESSA plan
- Identical 0-4 scoring methodology
- Both Domains 3a and 3b have weighted components that are summed to calculate raw score

Based on modeled impact analysis, a 30% weight of Domain 3b is proposed within Domain 3 district ratings



In current methodology:

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

In proposed 2028 Refresh methodology:

- **70%** of the Domain 3 score is proportional roll-up of campuses' Domain 3 scores (3a)
- **30%** of Domain 3 score is Special Populations Monitoring score (3b)

Shown impacts on Domain 3 scaled scores and overall scaled scores and ratings are based on 2023-2027 cut points.

With the 2028 A-F Refresh, there will be a review with TAAG for new cut points across all component and domain scores.

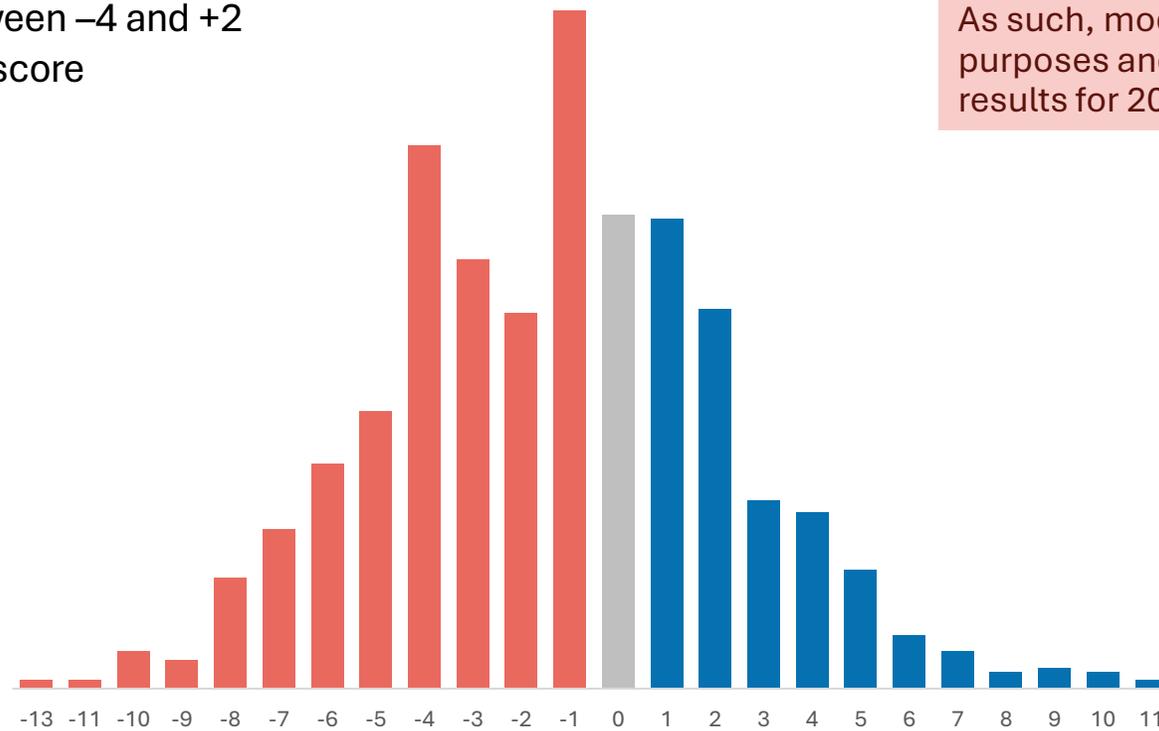
As such, modeling is only intended for illustrative purposes and does not represent anticipated results for 2028 A-F Ratings.

Weighting Domain 3b at 30% shows a fairly evenly distributed +/- district Domain 3 scores, based on 2023 cut scores

Most districts see between -4 and +2 shift in their Domain 3 score

Shown impacts on Domain 3 scaled scores are based on 2023-2027 cut points.

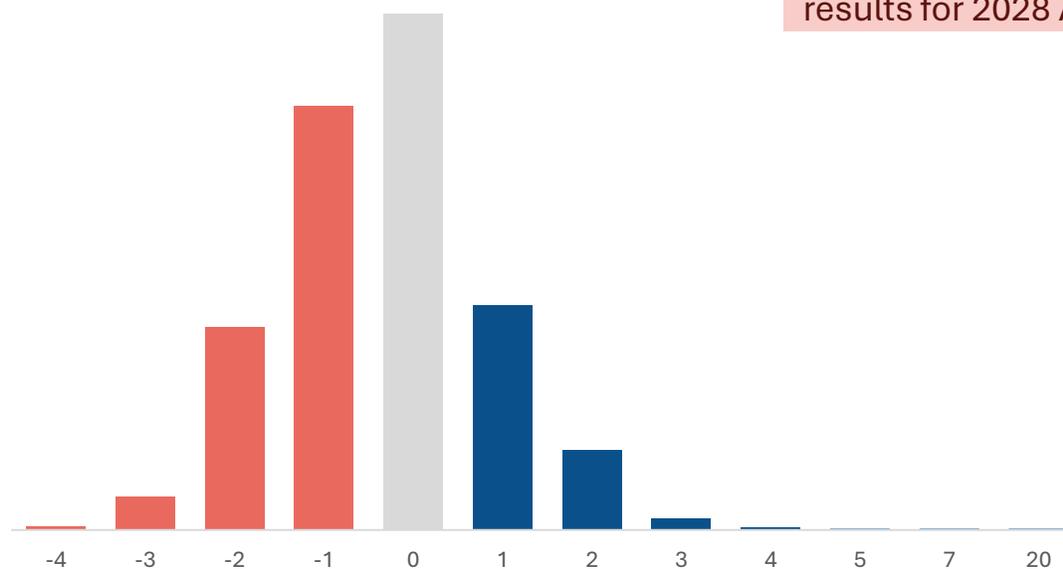
As such, modeling is only intended for illustrative purposes and does not represent anticipated results for 2028 A-F Ratings.



Change in Domain 3b Scaled Score at 30% Weighting

Weighting Domain 3b at 30% results in minor shifts in overall district rating scaled scores, *based on 2023 cut scores*

Most districts see between -2 and +1 shift in their overall scaled score



Shown impacts on Domain 3 scaled scores are based on 2023-2027 cut points.

As such, modeling is only intended for illustrative purposes and does not represent anticipated results for 2028 A-F Ratings.

Change in District Overall Rating Scaled Score at 30% Weighting

Using 2023 cut scores, 11% of districts would see some change in their overall rating with a 30% weight of Domain 3b within Domain 3

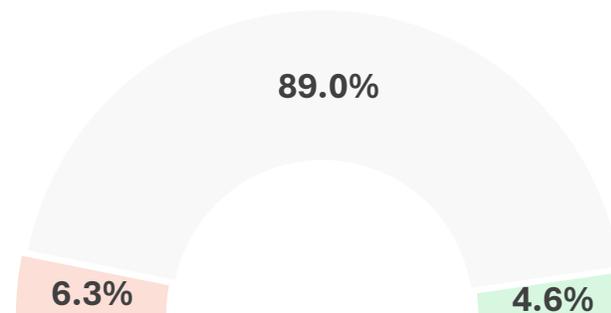
		Overall rating with 30% D3b				
		A	B	C	D	F
Overall 2025 rating (without D3b)	A	132	35			
	B	4	444	37		
	C		6	350	2	
	D			31	106	1
	F			1	13	22
	Total		114	451	383	110

75
 55

- No schools decreased more than 1 rating

Shown impacts on Domain 3 scaled scores are based on 2023-2027 cut points.

As such, modeling is only intended for illustrative purposes and does not represent anticipated results for 2028 A-F Ratings.



11% of districts experienced a change in their rating

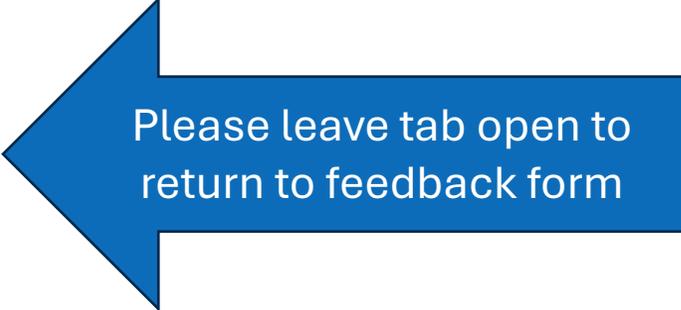
Feedback Round

Please share Domain 3b weighting proposal and share feedback for proposed Domain 3b weight

Please share your feedback here



December 2025 TAAG Voting and Feedback

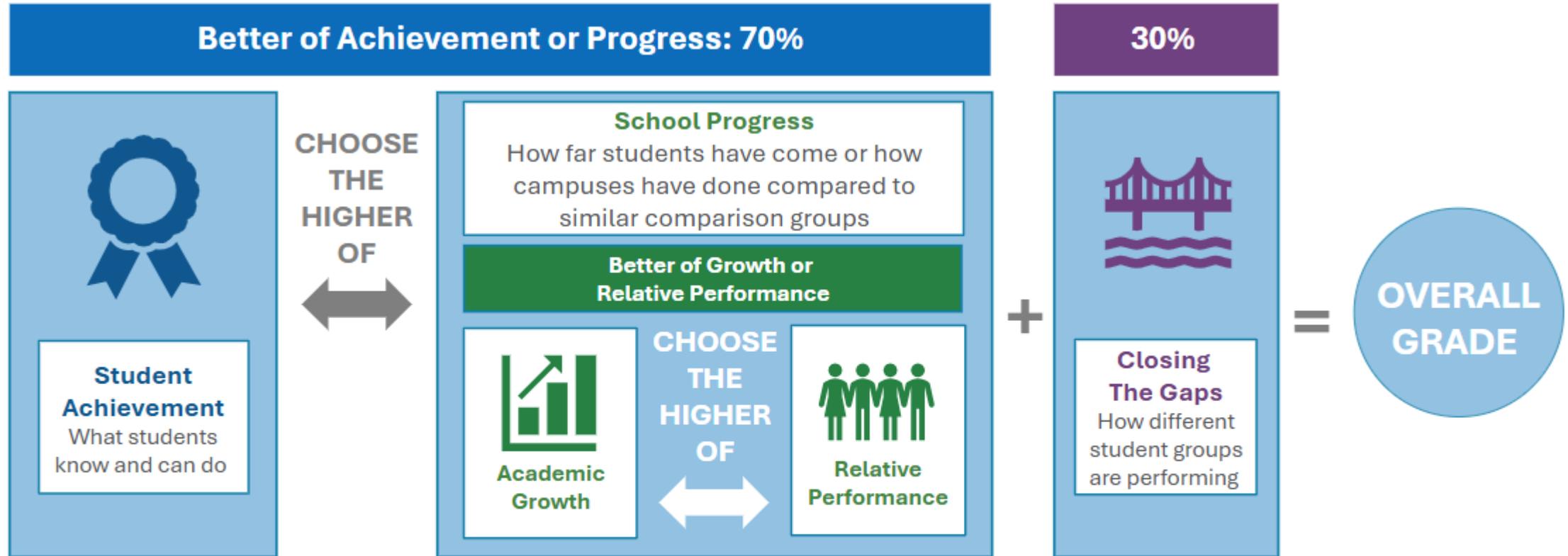


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**Public Feedback
Consideration:
Remove D/F Gate -
with Implementation of
Domain 2a and 2b Average**

Recall: Campus ratings are based 70% on Domain 1, 2a, or 2b

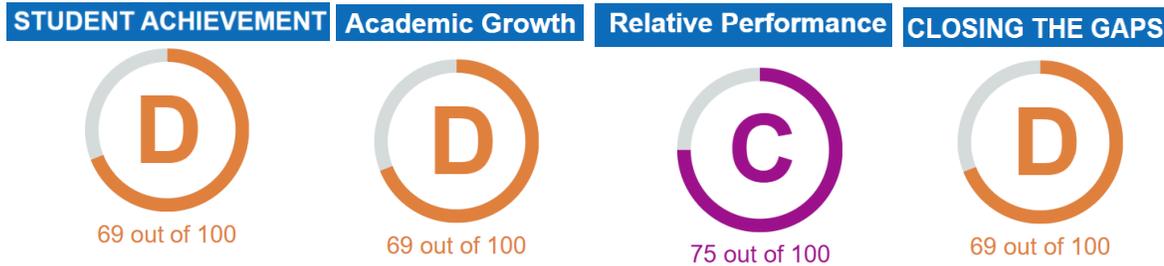


Reminder: D and F Gate

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)

Reminder - 3Ds or 3Fs Rule Definition

For Example (3Ds Rule):



Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		69	D	
Student Achievement		69	D	0%
STAAR Performance	40	69		
College, Career and Military Readiness				
Graduation Rate				
School Progress		75	C	70%
Academic Growth	62	69	D	
Relative Performance (Eco Dis: 88.3%)		75	C	✓
Closing the Gaps	32	69	D	30%

73.2% C without Gate
69% D with Gate

This campus earned a Student Achievement scale score that is less than 70. It also earned scale scores less than 70 in at least two of the following three domains: Academic Growth, Relative Performance, and Closing the Gaps. Therefore, the highest Overall scale score that can be awarded is 69.

Written into Accountability Rule:

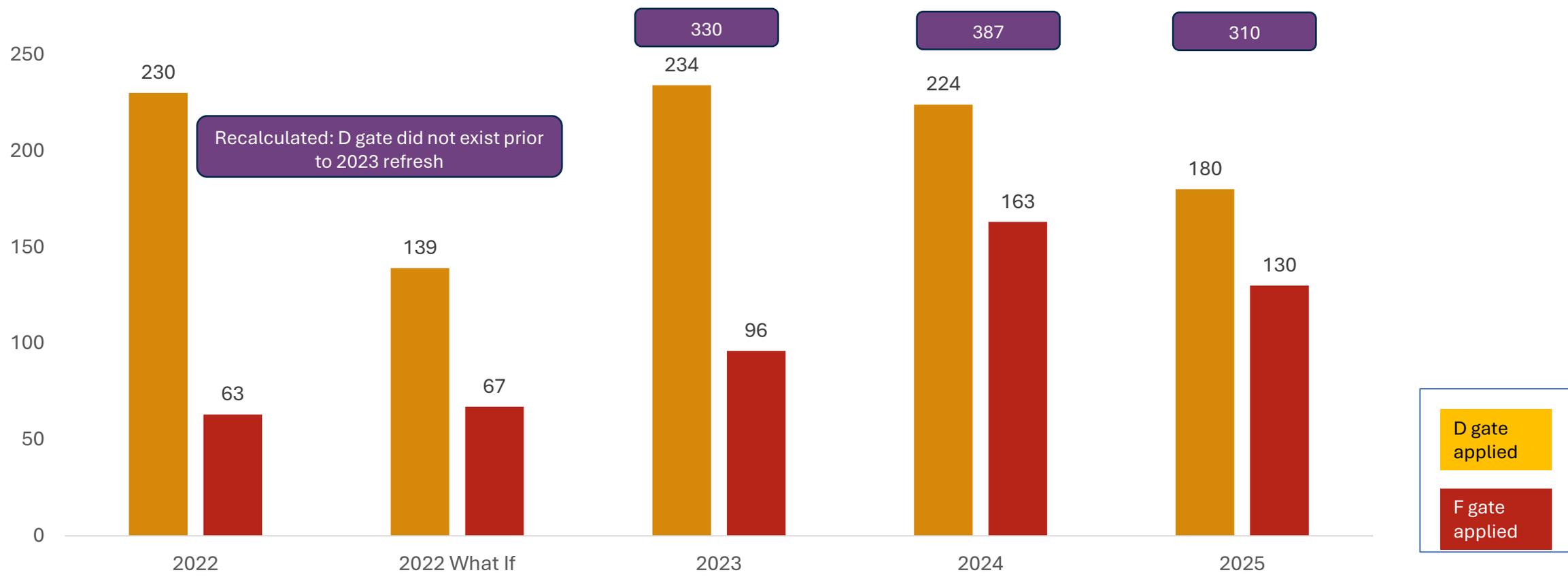
Overall Rating (Districts and Campuses) 3 Fs Rule

Step 11: If a scaled score less than 60 is received in three of the four areas of Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score a district or campus can receive for the overall rating is a 59. In order for this provision to be applied, the district or campus must be evaluated in all four areas. **If the Student Achievement domain scaled score is 60 or higher, this provision will not be applied.** This provision is not applied to a dropout recovery school.

Overall Rating (Districts and Campuses) 3 Ds Rule

Step 12: If a scaled score less than 70 is received in three of the four areas of Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score a district or campus can receive for the overall rating is a 69. In order for this provision to be applied, the district or campus must be evaluated in all four areas. This provision is not applied to a dropout recovery school. **If the Student Achievement domain scaled score is 70 or higher, this provision will not be applied.**

The total number of campuses impacted by the D or F gate peaked in 2024 ratings.

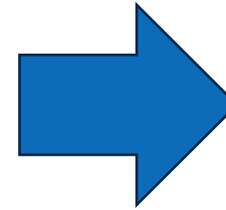


Stakeholder feedback: (1) The D and F gate is unfair, as ratings do not reflect established calculations, and should be removed. (2) The D-gate was not statutorily required to add during the 2023 refresh.

When most of a campus's or district's domain ratings are unacceptable, the D/F gates ensure that their overall rating is also unacceptable – transparency of performance to families.

Ds and Fs are unacceptable under Senate Bill (SB) 1365, 87th Texas Legislature, Regular Session, 2021

- "met standard, academically acceptable, recognized, exemplary, A, B, or C is considered to be a performance rating of C or higher"
- "improvement required, academically unacceptable, or F is considered to be a rating of an F"
- "unacceptable performance or unacceptable performance rating includes a performance rating of a D"



Campuses that are impacted by the D/F Gate are campuses where **75% (3 of 4)** of their domain ratings are unacceptable.

Because of best-of methodology, without the gates, these campuses could mathematically earn an acceptable overall rating.

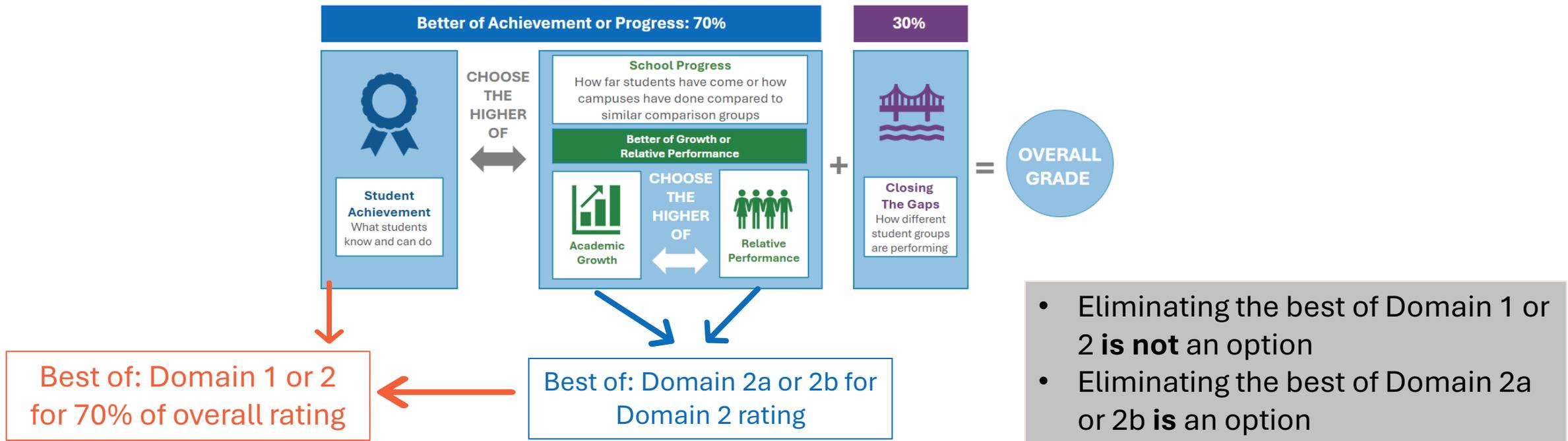
An acceptable rating, when most domain ratings are unacceptable, **lacks rigor and transparency.** The D/F gate prevents this.

To ensure that ratings accurately reflect unacceptable domain level performance, an alternate to the D/F gate is to reexamine the best-of methodology

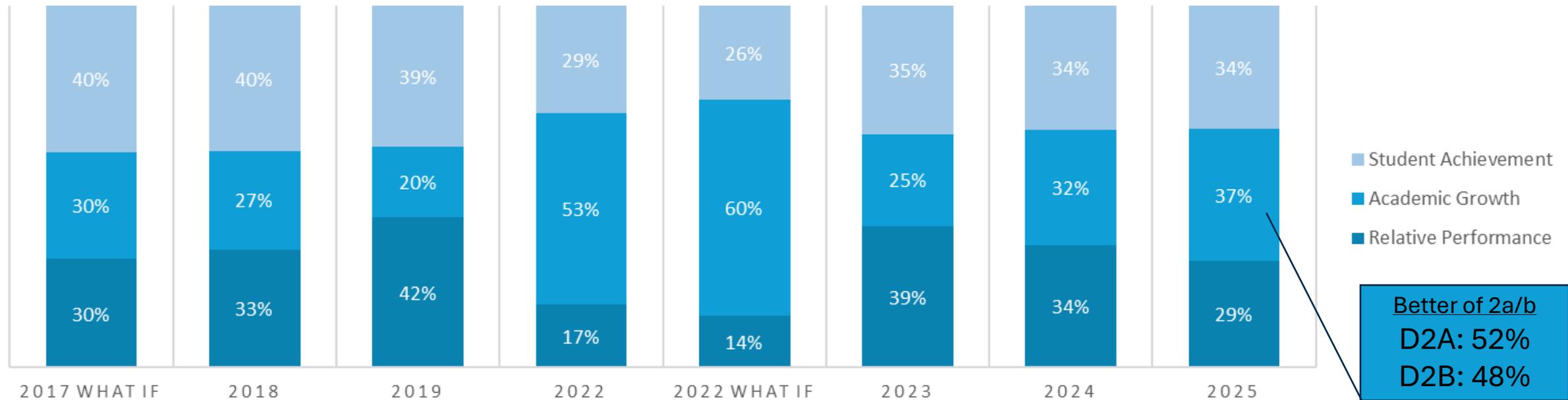
Per statute, we cannot remove the best-of D1 vs D2; however, we discuss removing best-of D2a and D2b.

To ensure that ratings accurately reflect unacceptable domain level performance, an alternate to the D/F gate is to reexamine the best-of methodology – in Domain 2

Sec. 39.054. (a-1) For purposes of assigning an overall performance rating for a district or campus, the commissioner shall: consider either the district's or campus's performance rating under the student achievement domain or the school progress domain, **whichever performance rating is higher**.



Most campuses (37%) have the Domain 2 Rating as the best-of in their A-F Rating. 52% have D2a as the best-of Domain 2.



*Includes campuses measured in all 4 domains

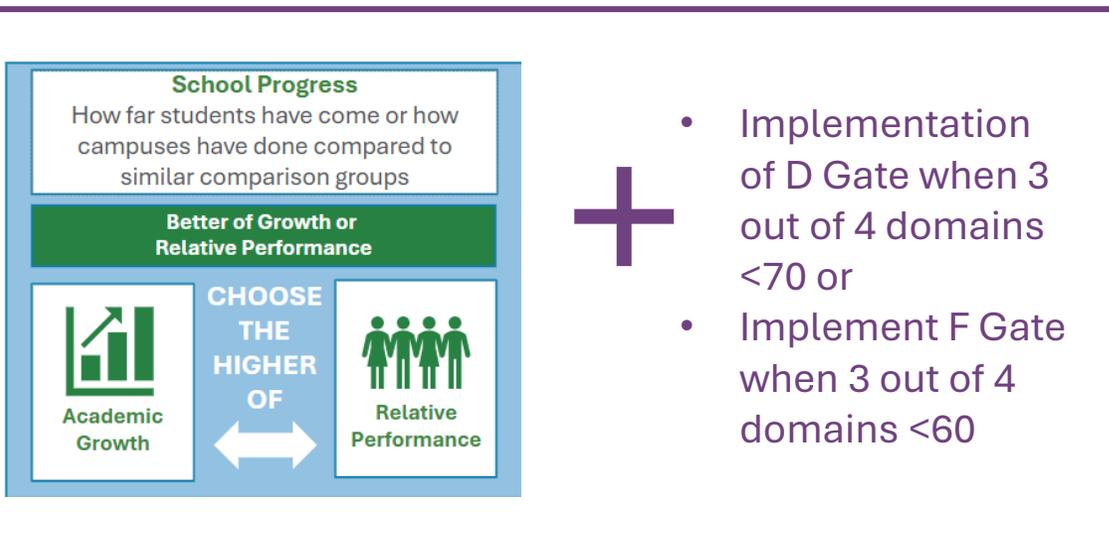
Consider: The best-of methodology can mask low student achievement and does not offer comprehensive view of school performance

Overall campus ratings should reflect unacceptable performance, when most of their domain scores are unacceptable

Two Pathways to Transparent Ratings

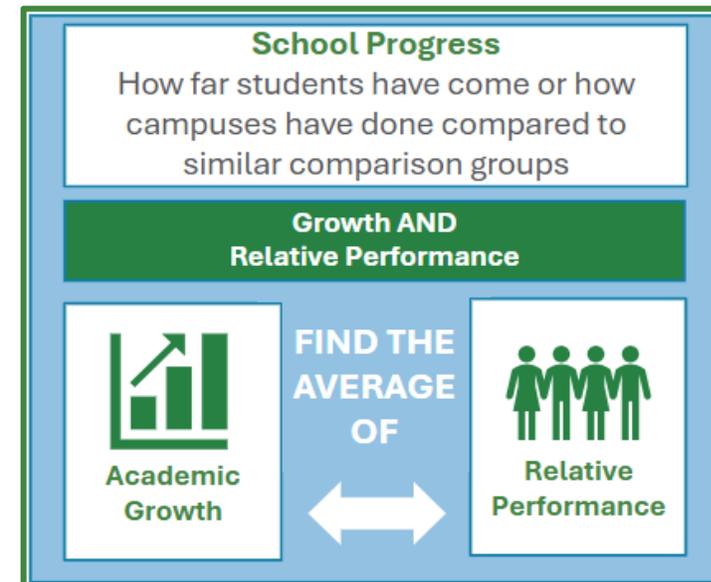
Path 1

- Maintain best of calculations within Domain 2 AND
- Maintain the D/F Gate

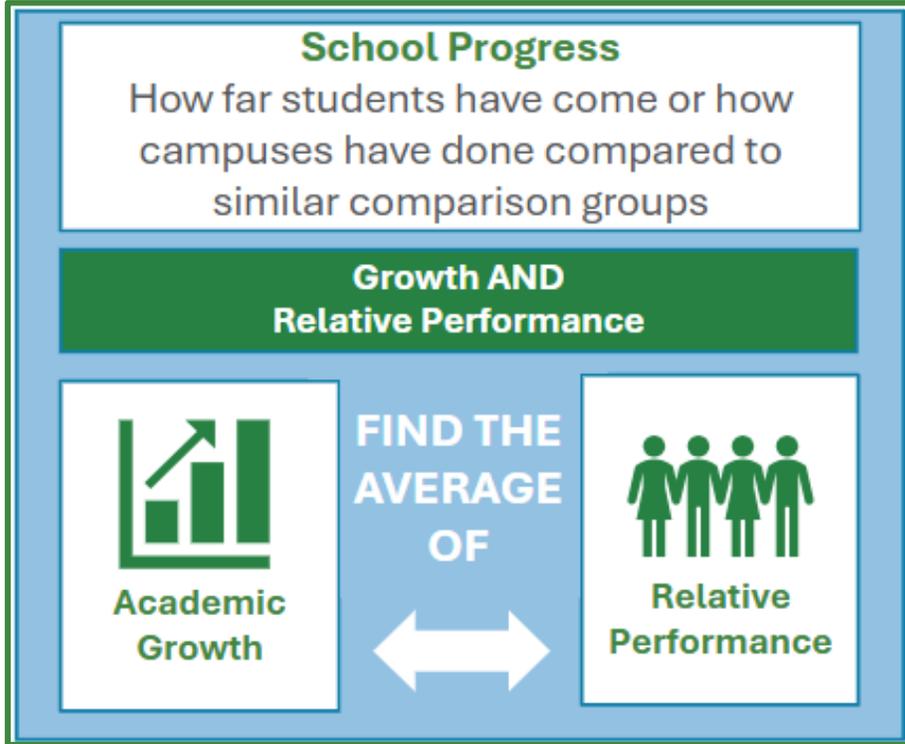


Path 2

- Average Domain 2a and 2b scores for Domain 2 calculations AND
- Eliminate the D/F Gate



Averaging 2a and 2b, rather than finding the best-of, results in lower Domain 2 scores statewide



Based on 2023 cut points, intended only for illustrative purposes

Domain 2 Rating Changes

Domain 2 Rating (Average of D2a and D2b)					
2025 D2 Rating	A	B	C	D	F
A	687	948	50		
B		1818	1313	64	
C			1322	765	
D				649	134
F					375
Grand Total	687	2766	2685	1478	509

- 40% of campuses would experience a decline in Domain 2 rating, with the most significant declines at the A and B ratings

Averaging 2a and 2b, while also removing the D/F gates allows for about 120 campuses to increase 1 rating, but declines many campus ratings.

Overall Rating Changes

Overall Rating (with Average of D2a and D2b AND removal of D/F Gate)					
2025 Overall Rating	A	B	C	D	F
A	1135	130			
B		2342	514	1	
C			2333	238	
D			62	1232	75
F				65	425
Grand Total	1135	2472	2909	1536	500

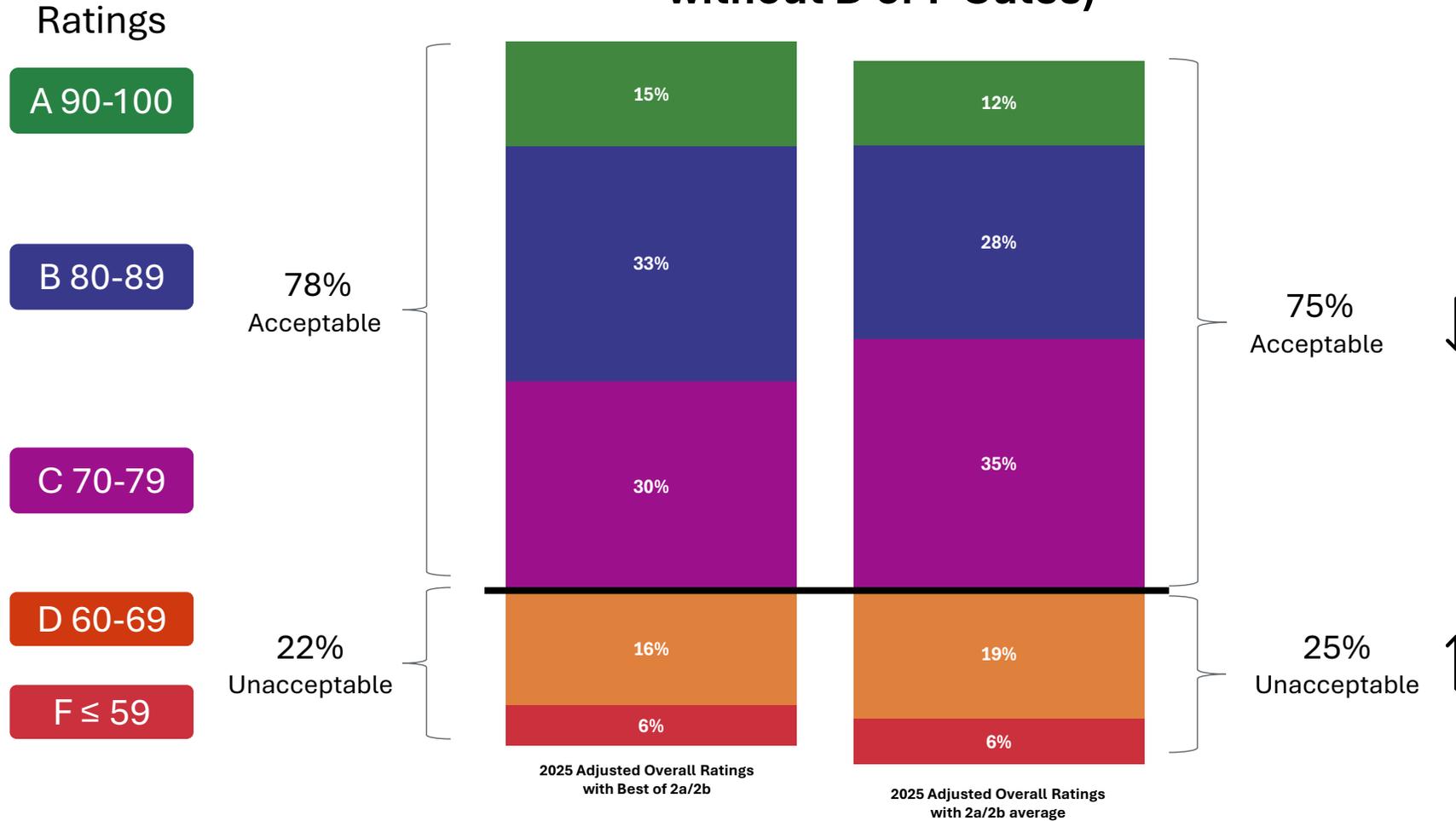
- Based on 2025 ratings, 37% of campuses would be unaffected as their "best of" Domain 1 or Domain 2 was Domain 1
- Averaging Domain 2a and 2b does result in ratings increase for 1% of campuses, but 11% of campuses would see a decline in overall ratings

Based on 2023 cut points, intended only for illustrative purposes

Overall Ratings decreased slightly when using the average of D2A and D2B

Campuses: 2025 Overall Ratings vs Overall Rating (D2 Average without D or F Gates)

Based on 2023 cut points, intended only for illustrative purposes



Summary of feedback, options, and modeling for consideration

Public Feedback

- The D/F Gate should be eliminated, as schools should receive their rating based on mathematical calculations
- The "best of" methodology can lead to inflated perceptions of school performance, and scores do not always reflect the academic achievement of the school

Options

- Eliminating the D/F gate is an option, but only with a mechanism by which campuses that receive unacceptable ratings in most domains receive a transparent and rigorous rating.
 - Eliminating the best of methodology between Domains 1 and 2 is not an option, per TEC Sec. 39.054. (a-1)
 - Eliminating the best of methodology within Domain 2 is an option and should be done if D/F gate is eliminated

Modeling Results

- Eliminating the D/F Gate, while also averaging Domain 2a and 2b to calculate a Domain 2 score, has an adverse effect on campus ratings

Feedback

- Average of 2a/2b methodology is *potentially*
 - More rigorous, as campuses are accountable for outcomes in both growth and achievement
 - More transparent, as ratings could be more accurate portrayal of student achievement
 - Fairer, as calculations only drive rating results

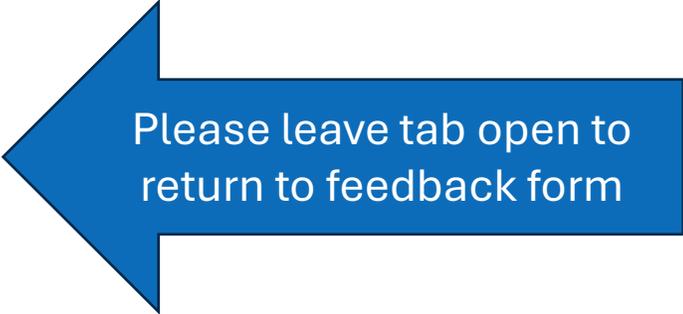
Feedback Round

Please share what you to believe to be the most rigorous, transparent and fair option

Please share your feedback here



December 2025 TAAG Voting and Feedback



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Closing and Next Steps

thank
you

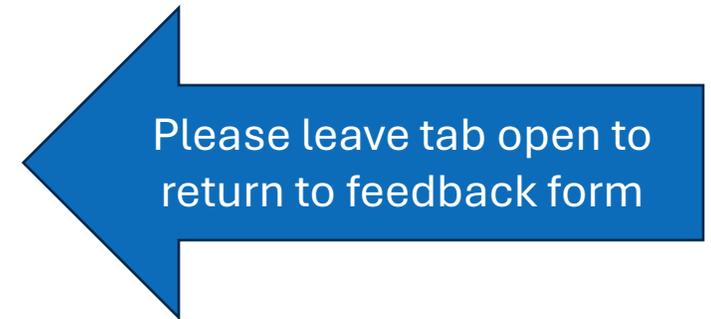
Questions?



Feedback

Please share your feedback on your experience on TAAG, meeting logistics, and meeting facilitation

Please share your feedback here



Coming Soon!

Accountability + PEIMS Webinar: Best Practices for the Fall Resubmission

January 7th, 2026

9:30am-10:30am

This webinar is designed to help you validate and finalize your Fall data before resubmission. We'll walk through common pitfalls, must-check reports, and tips that reduce corrections and downstream impacts on accountability.

Policy and Communications is Hiring!

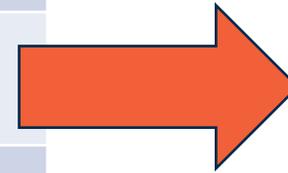
- **Director of Communications and Stakeholder Outreach (Dir I)**
- Director of Accountability Strategy and Insights (Dir II)
- Research Analyst VI
- Data Analyst V
- Project Manager III

If you know great people that should be a part of creating and communicating performance reporting policy, please connect us!

Katherine.Jubert@tea.texas.gov

Upcoming TAAG Meetings

Meeting date and time	Zoom Registration
December 15th 9am-11:30am	Zoom Registration- Dec
January 12th 9am-11:30am	Zoom Registration- Jan
February 17th 9am-11:30am	Zoom Registration- Feb



January topics:

- College, Career, and Military Readiness
- Review of stakeholder feedback on preliminary framework
- Small Numbers Analysis

Additional Next Steps:

- Minutes from today's meeting and a final copy of the slide deck will be sent out for your review by December 18, 2025
 - *Please review and send feedback on accuracy and clarity*
- Materials will be posted on the [Accountability System Development](#) by January 6th



Thank you

Email: performance.reporting@tea.Texas.gov

Phone: 512.463.9704

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