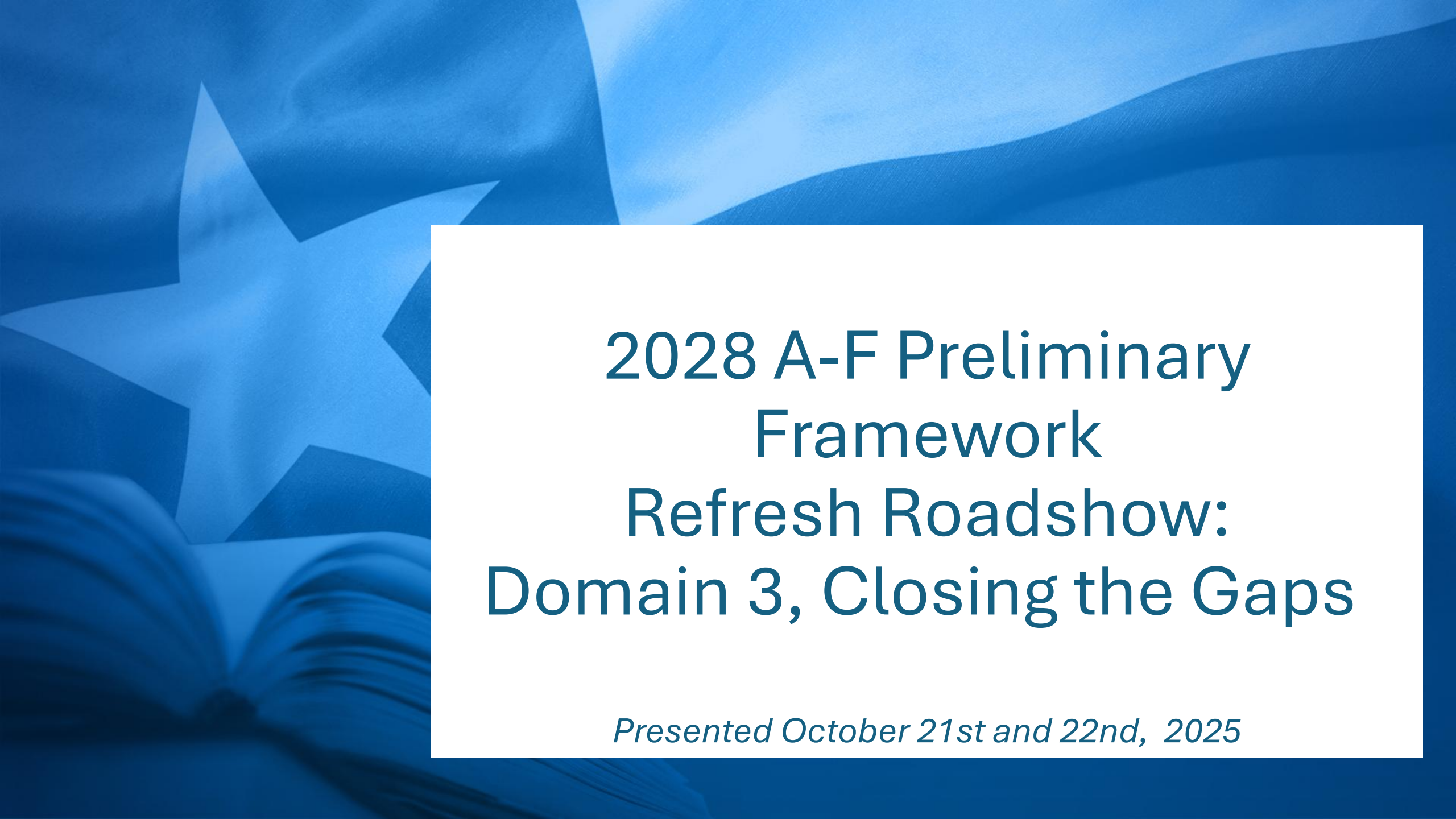




2028 A-F Preliminary Framework Refresh Roadshow: Domain 3, Closing the Gaps

Presented October 21st and 22nd, 2025

Meet your Presenters



Katherine Beck

Performance Reporting
Division Director



Katie Jubert

Director of Performance
Reporting Policy and
Communications

Our goals and agenda for today

Our goals in the Refresh Roadshow are to:

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

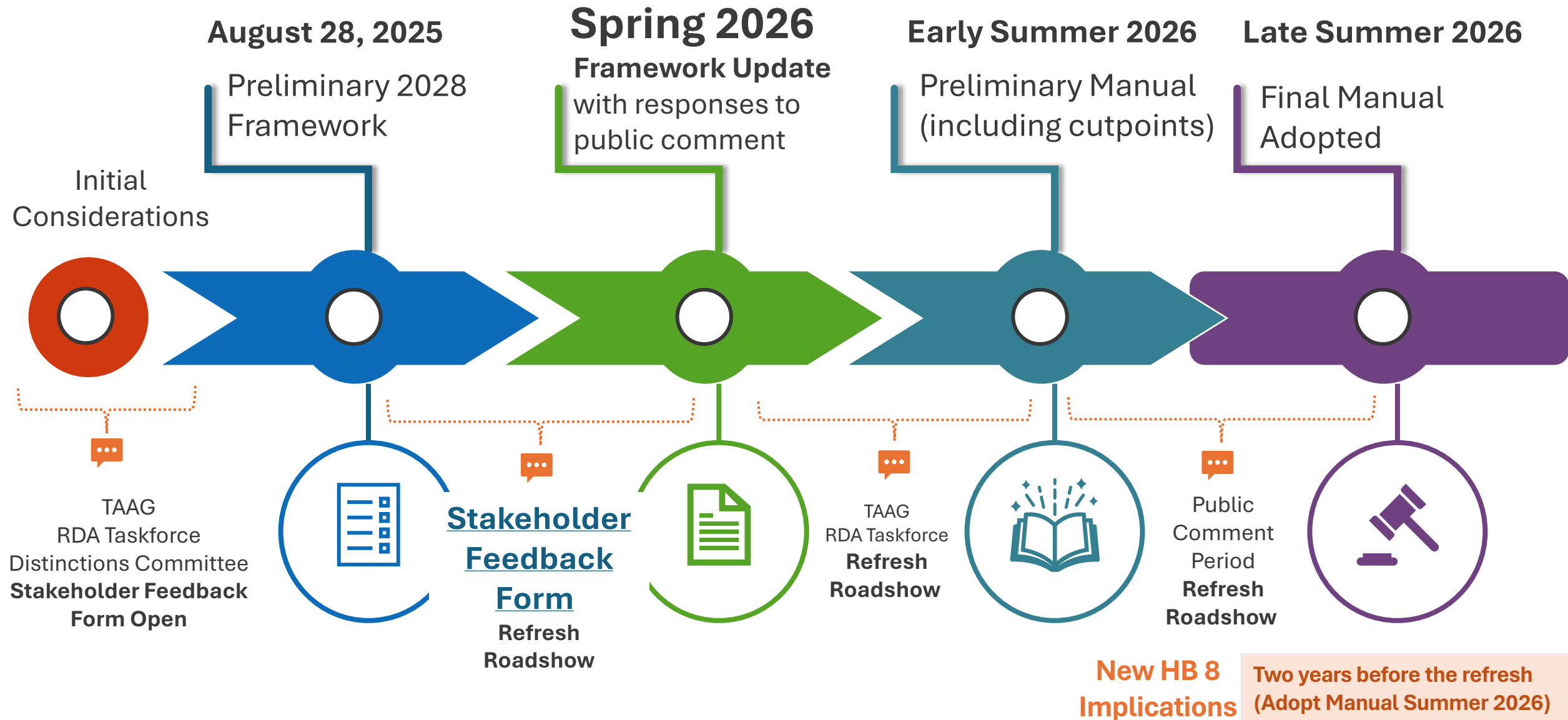
Agenda:

- Review of Domain 3: Closing the Gaps
 - What is evaluated
 - How evaluation works
 - Which student groups are evaluated.
- Proposed changes to Domain 3 reflected in the 2028 A-F Preliminary Framework

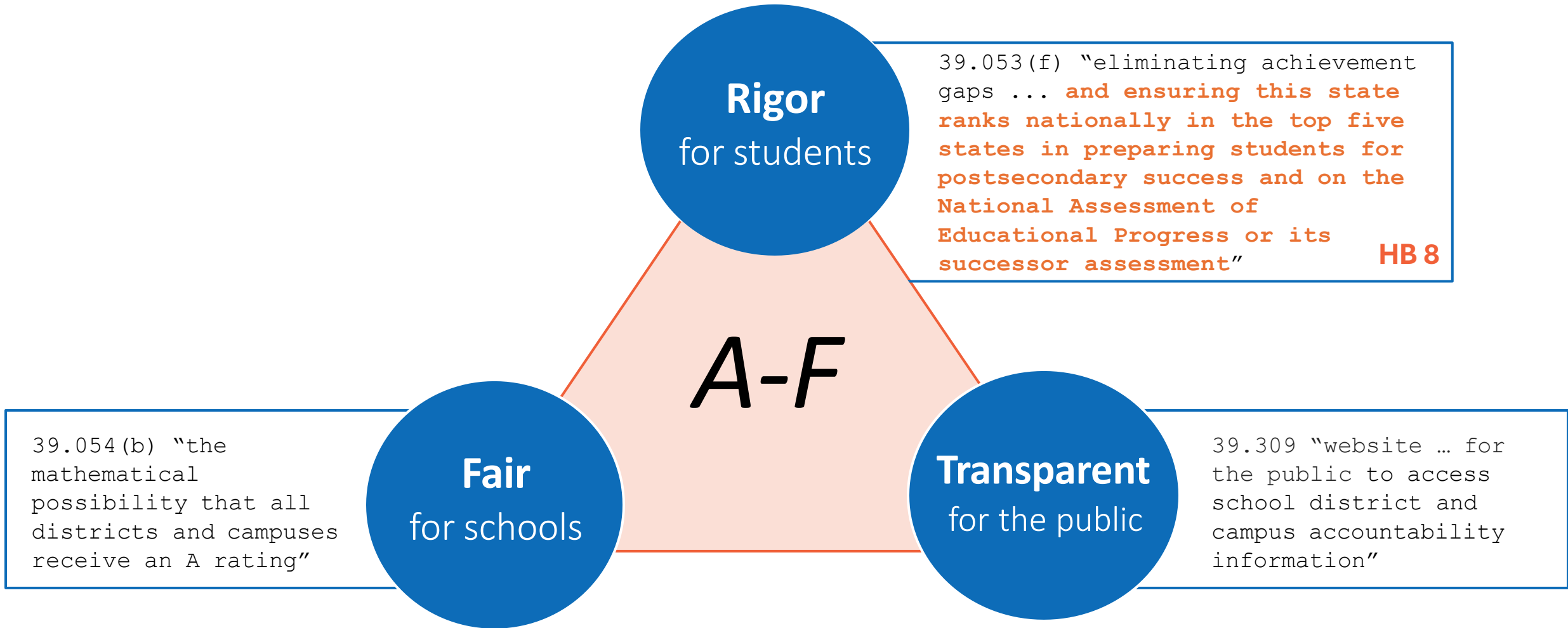
Today is intended to be an introduction to the 2028 A-F Refresh Proposals for Domain 3 Proposals specific to campus ratings. This is part 3 of a 4-part fall series. The deck and recording from sessions 1 and 2 are available on the [Accountability System Development](#) webpage.

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.

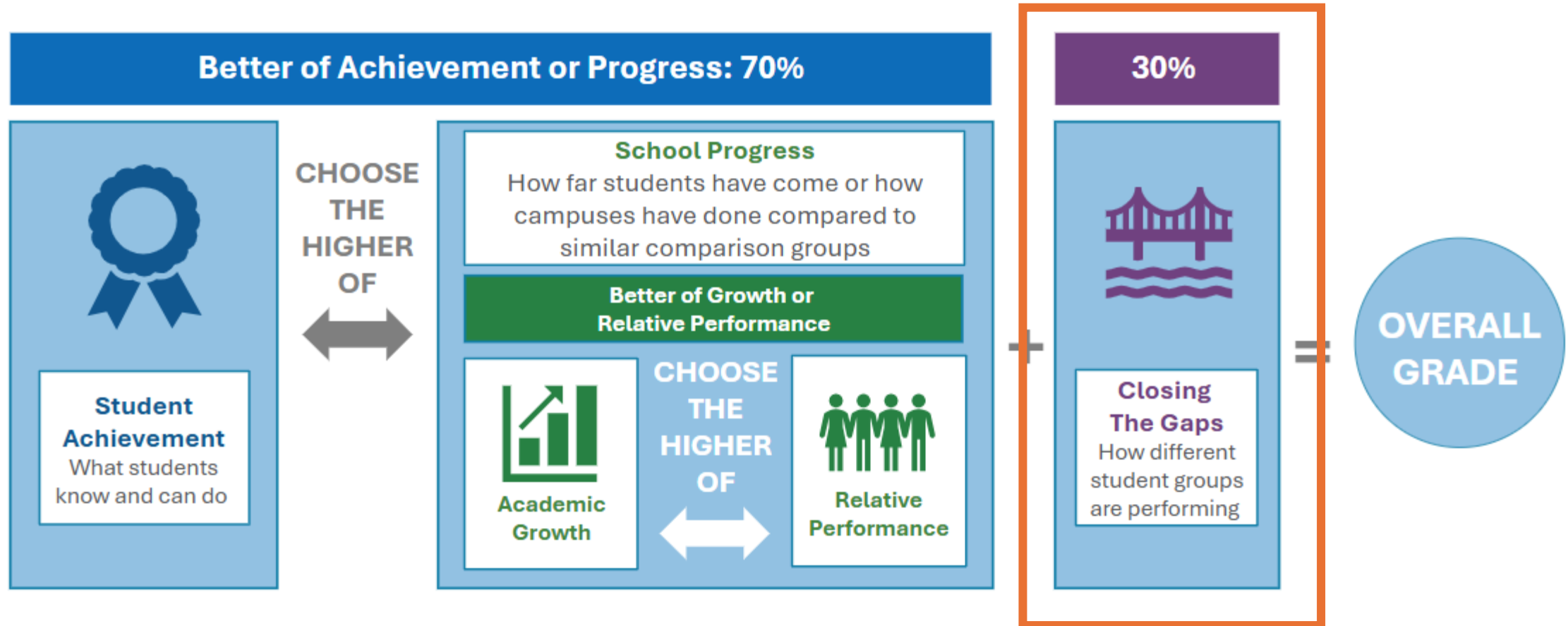
The next updated framework will be published in **Spring 2026**, for adoption **late summer**. All estimated dates are tentative and subject to change.



Balancing multiple objectives in the A-F system



Calculating Overall A-F Results



Note: If a campus receives a D or an F for 3 of the 4 domains listed above, their final scale score is capped at 69 or 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

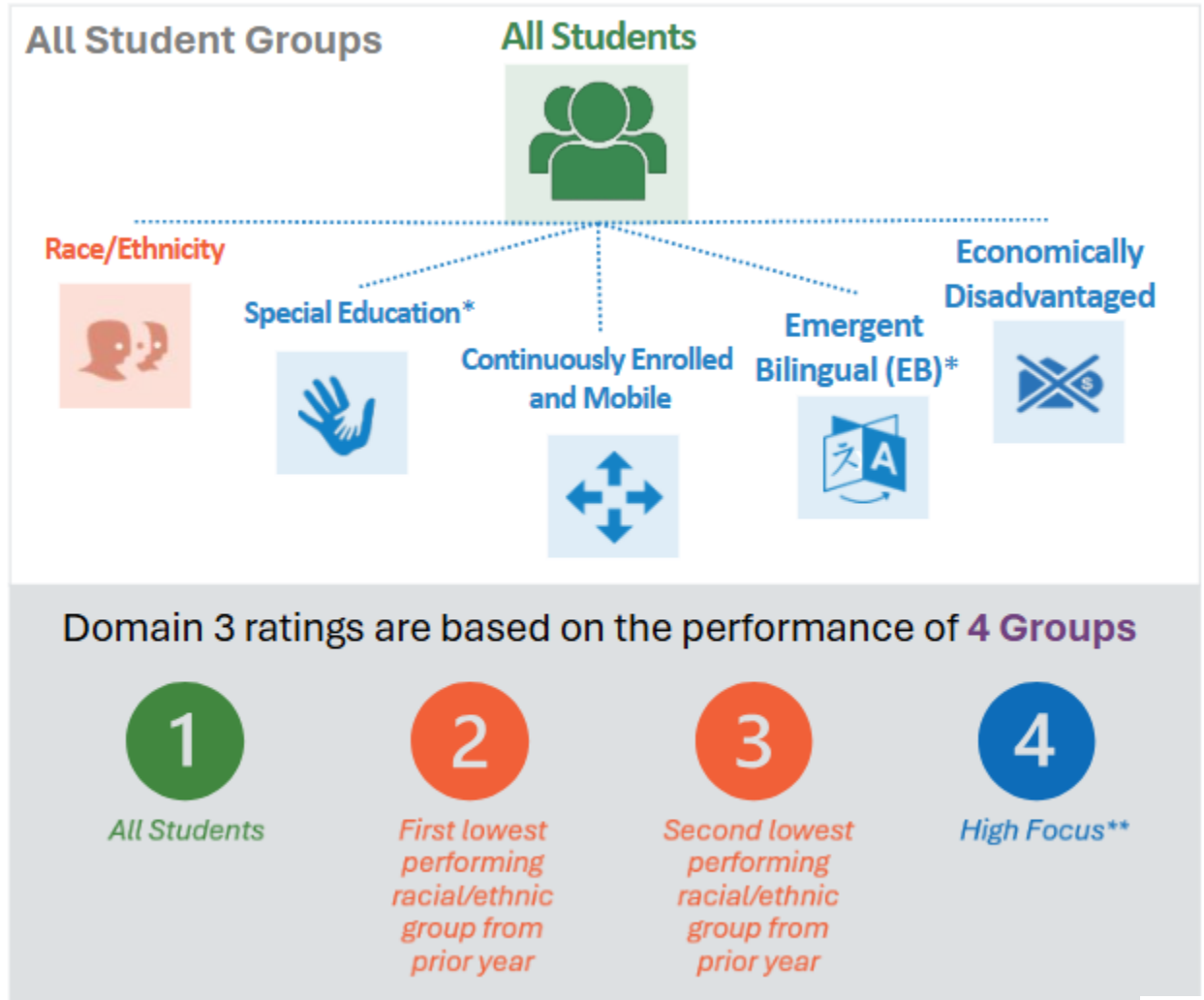


Domain 3

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

Domain 3: WHAT is measured in Closing the Gaps

Domain 3 for Elem and Middle Schools, as well as High Schools and K-12s without a 4-year federal graduation rate, is measured by 4 components

Component Weight

Domain 3 Components

30%	Academic Achievement STAAR RLA at Meets Grade Level STAAR Mathematics at Meets Grade Level
50%	Growth Growth in STAAR RLA Growth in STAAR Mathematics
10%	Progress to English Language Proficiency TELPAS Progress
10%	Student Success Average of all STAAR performance scores (ES/MS)

Domain 3 methodology: Academic Achievement for schools without a 4-year graduation rate

Component
Weight

Domain 3 Components

30%	Academic Achievement STAAR RLA at Meets Grade Level STAAR Mathematics at Meets Grade Level
50%	Growth Growth in STAAR RLA Growth in STAAR Mathematics
10%	Progress to English Language Proficiency TELPAS Progress
10%	Student Success Average of all STAAR performance scores (ES/MS)

Sample Assessment Results

Content	Approaches +	Meets +	Masters
RLA	94%	85%	60%
Math	92%	76%	46%
Science	89%	56%	34%

%Meets Rate is 'Adjusted' in Domain 3 if 95% participation is not met.

Domain 3 methodology: Growth for schools without a 4-year graduation rate

**Component
Weight**

Domain 3 Components

30%	Academic Achievement STAAR RLA at Meets Grade Level STAAR Mathematics at Meets Grade Level
50%	Growth Growth in STAAR RLA Growth in STAAR Mathematics
10%	Progress to English Language Proficiency TELPAS Progress
10%	Student Success Average of all STAAR performance scores (ES/MS)

Annual Growth Points

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

Domain 3 methodology: Progress to English Language Proficiency for schools without a 4- year graduation rate

Component Weight

Domain 3 Components

30%	Academic Achievement STAAR RLA at Meets Grade Level STAAR Mathematics at Meets Grade Level
50%	Growth Growth in STAAR RLA Growth in STAAR Mathematics
10%	Progress to English Language Proficiency TELPAS Progress
10%	Student Success Average of all STAAR performance scores (ES/MS)



Texas English Language Proficiency Assessment System

Progress defined as:

- Composite rating of Advanced High or Basic Fluency
- Advances at least one composite proficiency level from most recent prior year to current

Domain 3 methodology: Student Success for schools without a 4-year graduation rate

Component
Weight

Domain 3 Components

30%	Academic Achievement STAAR RLA at Meets Grade Level STAAR Mathematics at Meets Grade Level
50%	Growth Growth in STAAR RLA Growth in STAAR Mathematics
10%	Progress to English Language Proficiency TELPAS Progress
10%	Student Success Average of all STAAR performance scores (ES/MS)

Sample Assessment Results

Content	App +	Meets +	Masters+
RLA	66%	44%	17%
MATH	72%	32%	11%
SOCIAL STUDIES	68%	38%	19%
SCIENCE	80%	48%	12%
ALL CONTENTS	71%	40%	15%

Student Success = 42%

Comparing Domain 3 components: Schools with and without a 4-year graduation rate

Domain 3 Components

Schools WITHOUT a 4-year graduation rate

Schools WITH a 4-year graduation rate

30%	Academic Achievement STAAR RLA at Meets Grade Level STAAR Mathematics at Meets Grade Level		50%	Academic Achievement STAAR RLA at Meets Grade Level STAAR Mathematics at Meets Grade Level
50%	Growth Growth in STAAR RLA Growth in STAAR Mathematics		10%	Graduation Rate
10%	Progress to English Language Proficiency TELPAS Progress		10%	Progress to English Language Proficiency TEI PAS Progress
10%	Student Success Average of all STAAR performance scores (ES/MS)		30%	School Quality CCMR for graduates and students in grade 12.

Domain 3 methodology: Graduation Rate for schools with a 4-year graduation rate

Component Weight	Domain 3 Components
50%	Academic Achievement STAAR RLA at Meets Grade Level STAAR Mathematics at Meets Grade Level
10%	Graduation Rate
10%	Progress to English Language Proficiency TELPAS Progress
30%	School Quality CCMR for graduates and students in grade 12.



**4-year graduation
rate**

Domain 3 methodology: School Quality for schools with a 4-year graduation rate

Component
Weight

Domain 3 Components

50%	Academic Achievement STAAR RLA at Meets Grade Level STAAR Mathematics at Meets Grade Level
10%	Graduation Rate
10%	Progress to English Language Proficiency TELPAS Progress
30%	School Quality CCMR for graduates and students in grade 12.

College, Career, and Military Readiness Indicators

 College Ready	• Meet criteria on AP/IB exams • Meet TSI criteria [SAT/ACT/TSIA] or complete a college prep course in reading and mathematics • Complete dual credit course(s) or Onramps course • Earn an associate degree • Graduate under an advanced diploma plan and be identified as a current special education student
 Career & Military Ready	• Earn an industry-based certification after completing a program of study • Earn a Level I or Level II certificate • Enlist in the United States Armed Forces or Texas National Guard • Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)

Domain 3 components: What is measured in closing the gaps

Domain 3 Components

Schools WITHOUT a 4-year graduation rate

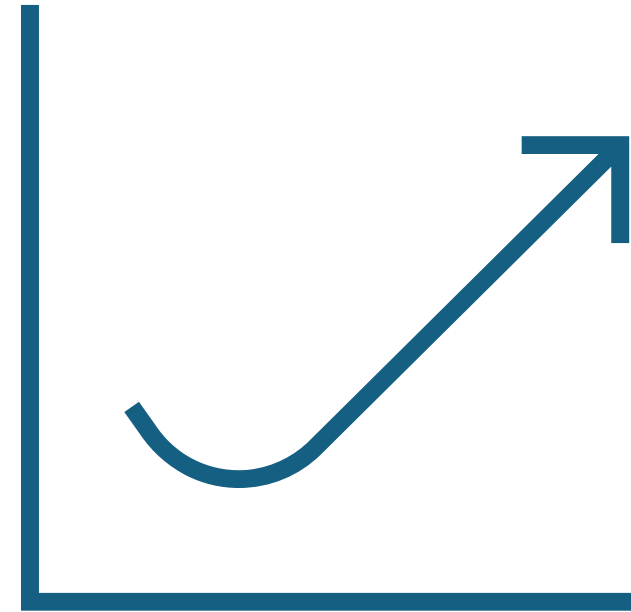
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50%	Growth Growth in STAAR RLA Growth in STAAR Mathematics
10%	Progress to English Language Proficiency TELPAS Progress
10%	Student Success Average of all STAAR performance scores (ES/MS)

Schools WITH a 4-year graduation rate

50%	Academic Achievement STAAR RLA at Meets Grade Level STAAR Mathematics at Meets Grade Level
10%	Graduation Rate
10%	Progress to English Language Proficiency TELPAS Progress
30%	School Quality CCMR for graduates and students in grade 12.

Domain 3: HOW Closing the Gaps is Measured

Domain 3 calculations are all about targets and growth



The Accountability Rating System Manual contains Domain 3 targets up through 2038

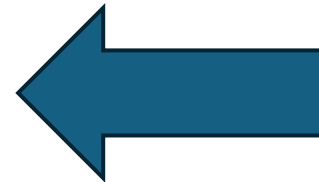
Closing the Gaps Performance Targets: Middle Schools

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB ¹ (Current & Monitored)	Eco Dis	SPED (Current)	SPED (Former)	Cont Enrolled
Ac. Ach.: RLA	Interim Target (2022-23 through 2026-27)	44%	32%	35%	59%	44%	74%	46%	56%	33%	28%	31%	19%	38%	45%
	Next Interim Target (2027-28 through 2031-32)	53%	43%	46%	66%	53%	78%	55%	63%	44%	40%	43%	33%	48%	54%
	Long Term Target (2037-38)	72%	66%	68%	80%	72%	87%	73%	78%	67%	64%	66%	60%	69%	73%
Ac Ach.: Math	Interim Target (2022-23 through 2026-27)	47%	32%	39%	61%	47%	85%	52%	56%	36%	36%	35%	21%	44%	49%
	Next Interim Target (2027-28 through 2031-32)	56%	43%	49%	68%	56%	88%	60%	63%	47%	47%	46%	34%	53%	58%
	Long Term Target (2037-38)	74%	66%	70%	81%	74%	93%	76%	78%	68%	68%	68%	61%	72%	75%

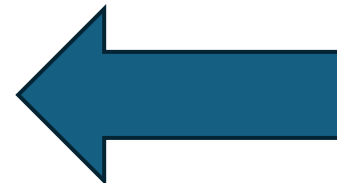
Also Available: ESSA State Plan Appendix A

For Domain 3, we consider long-term targets, interim targets and the next interim targets for various student groups

	Targets	All Students
Ac. Ach.: RLA	Interim Target (2022-23 through 2026-27)	44%
	Next Interim Target (2027-28 through 2031-32)	53%
	Long Term Target (2037-38)	72%



We are here



We believe, with the right supports, students can get here

Academic Achievement Component long Term targets were developed from 2016-17 baseline STAAR data (A new baseline was reviewed, but not changed in the 2023 refresh).

	Targets	All Students
Ac. Ach.: RLA		
	Long Term Target (2037-38)	72%

Step 1: Find the Baseline

44% meeting grade level in RLA (2016-2017)

**Step 2: Find the difference between
baseline and 100%**

$$100\% - 44\% = 56\%$$

**Step 3: Find the midline by dividing the
distance by 2, to close the gaps by 50%**

$$56\% / 2 = 28\%$$

**Step 4: Add the growth target to the
baseline**

$$44\% + 28\% = 72\%$$

Source: Every Student Succeeds Act State Plan

Interim targets measure progress over time in Domain 3.

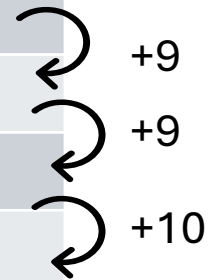
	Targets	All Students
Ac. Ach.: RLA	Interim Target (2022-23 through 2026-27)	44%
	Next Interim Target (2027-28 through 2031-32)	53%
	Long Term Target (2037-38)	72%

The goal is to close the gap between baseline and long-term targets by 1/3 with every new interim target.

$$28/3 = 9.334$$

**9-10 points of growth
every interim target**

	Targets	All Students
Ac. Ach.: RLA	Interim Target (2022-23 through 2026-27)	44%
	Next Interim Target (2027-28 through 2031-32)	53%
	Long Term Target (2037-38)	72%

Targets	All students	
2022-23 through 2026-27	44%	
2027-28 through 2031-32	53%	
2031-32 through 2036-37	62%	
Long term target	72%	

The same target setting process is replicated for all domain 3 student groups for Academic Achievement components

Closing the Gaps Performance Targets: Middle Schools

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB ¹ (Current & Monitored)	Eco Dis	SPED (Current)	SPED (Former)	Cont Enrolled
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	Next Interim Target (2027-28 through 2031-32)	56%	43%	49%	68%	56%	88%	60%	63%	47%	47%	46%	34%	53%	58%
	Long Term Target (2037-38)	74%	66%	70%	81%	74%	93%	76%	78%	68%	68%	68%	61%	72%	75%

The scoring system aligns the state accountability system with the Every Student Succeeds Act (ESSA) focus on long-term goals.

Texas ESSA State Plan

Each state agency must include the **measurements of interim progress toward meeting the long-term goals** for academic achievement, graduation rates, and English language proficiency, for all students and separately for each subgroup of students.

For academic achievement and graduation rates, the State's measurements of interim progress must take into account the **improvement necessary to make significant progress in closing statewide proficiency and graduation rate gaps.**

Any campus that has one or more achievement gap(s) between *individual student groups* and *the interim goals*... will be identified for targeted support and improvement.

TEA defines “consistently underperforming” as a school having one or more student groups that for three consecutive years:



do not meet interim benchmark goals.

A student group is not “consistently underperforming” so long as they



show expected growth towards the next interim target.

Therefore, we designed our scoring system with a 0-4 points methodology, where campuses can earn points for **meeting targets and growth**

Each student group can earn up to 4 points:



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

Each student group can earn up to 4 points for each component of Domain 3

Domain 3 Groups

Component Weight



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%	Student Success Average of all STAAR performance scores (ES/MS)	0-4	0-4	0-4	0-4	0-16
						0-84

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

	Targets	All Students
Ac. Ach.: RLA	Interim Target (2022-23 through 2026-27)	44%
	Next Interim Target (2027-28 through 2031-32)	53%
	Long Term Target (2037-38)	72%

Closing the Gaps Scoring

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

The 2 point scoring in Domain 3 measures if the student group growth is greater than or equal to expected growth

$$\text{Current year rate} - \text{prior year rate} \geq \frac{\text{Next interim target} - \text{prior year rate}}{\text{Years remaining until new interim targets}}$$

Student Group Growth	Expected Growth
38-36	<u>53 (next interim) - 36</u> 5*
2.0	3.4

Because expected growth is greater than actual growth, this school could not earn 2 points.

But, because they made at least 1% growth, they would earn 1 point.

Student Group Growth	Expected Growth
43-36	<u>53 (next interim) - 36</u> 5*
7.0	3.4

Because the actual growth exceeded expected growth, the school earn 2 points.

The school did not earn 3 points, because they did not hit the next interim target

*The denominator for 2024 was five years as the next interim target will be evaluated in 2027–28. The denominator for 2025 was four years. The denominator for 2026 is three years. The denominator for 2027 is two years.

To determine the number of points earned for a specific student group, we need to have access to targets, prior and current year data and Closing the Gaps scoring methodology

	Targets	All Students
Ac. Ach.: RLA	Interim Target (2022-23 through 2026-27)	44%
	Next Interim Target (2027-28 through 2031-32)	53%
	Long Term Target (2037-38)	72%

Closing the Gaps Scoring

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

Example #	2023 % of students at meets +	2024 % of students at meets +	Number of points earned in Domain 3 for ALL Students in Reading Academic Achievement
1	38%	74%	4- met long term target
2	38%	44%	3- met interim target
3	38%	38%	0- no growth
4	38%	42%	2- showed expected growth
5	38%	40%	1- showed minimal growth

Student Group Growth	Expected Growth
42-38	<u>53 (next interim) - 38</u>
	5*
4	3

Domain 3: WHO is Measured in Closing the Gaps

Domain 3: Closing the Gaps and student groups

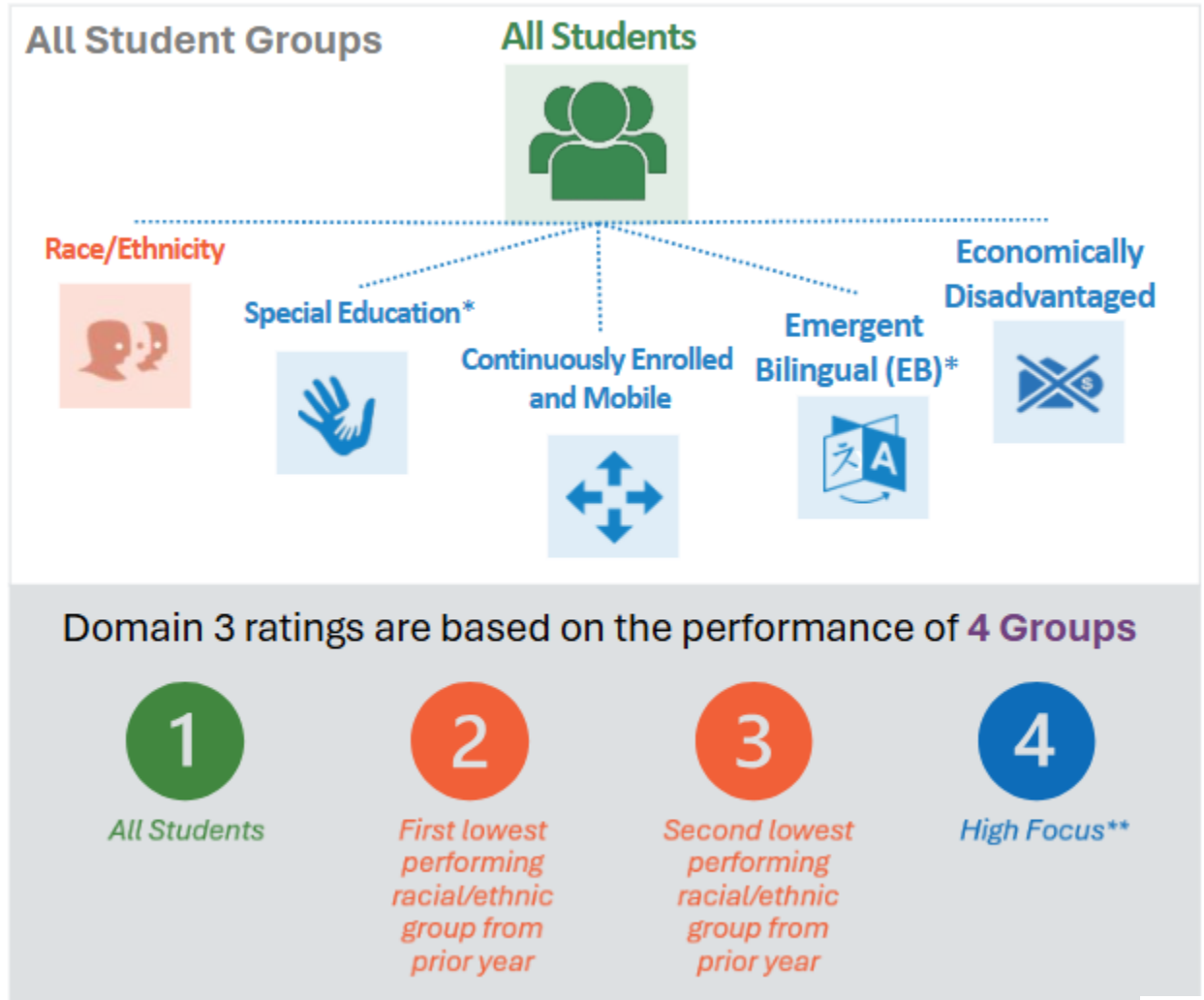


Domain 3

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

Group 1 evaluated under Domain 3: All Students

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***

Minimum Size Requirements

- 10 assessment results in both subjects for all students groups
- Meet minimum size for at least 4 indicators in the Academic Achievement components to be evaluated on the Closing the Gaps Domain
- If a campus does not meet minimum size, the Closing the Gaps domain is not evaluated.

Groups 2 and 3 evaluated under Domain 3: Lowest performing racial/ethnic group from the prior year

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***

Potential Racial/Ethnic Groups

- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races

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



Texas Education Agency - Accountability Reports



Overview

Student Achievement

School Progress

Closing the Gaps

Distinction Summary

Distinction Indicators

TPRS

Other Links

Search

Closing the Gaps
Identification of Schools for Improvement



Data Table: Accountability Groups

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

Group 4 evaluated under Domain 3 is the High Focus Group

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***

Unduplicated Count of:

- Economically Disadvantaged
- Emergent Bilinguals
- Current Special Education
- Highly Mobile
 - Homeless
 - Migrant
 - Foster Care

Each group has different targets, based on that group's baseline data

Closing the Gaps Performance Targets: Middle Schools

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB ¹ (Current & Monitored)	Eco Dis	SPED (Current)	SPED (Former)	Cont Enrolled
Ac. Ach.: RLA	Interim Target (2022-23 through 2026-27)	44%	32%	35%	59%	44%	74%	46%	56%	33%	28%	31%	19%	38%	45%
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	Long Term Target (2037-38)	74%	66%	70%	81%	74%	93%	76%	78%	68%	68%	68%	61%	72%	75%
Growth: RLA	Interim Target (2022-23 through 2026-27)	63%	58%	59%	69%	63%	79%	63%	68%	58%	57%	58%	43%	61%	64%
	Next Interim Target (2027-28 through 2031-32)	73%	68%	69%	78%	73%	84%	73%	77%	68%	67%	68%	53%	71%	74%
	Long Term Target (2037-38)	93%	88%	89%	95%	93%	95%	93%	95%	88%	87%	88%	73%	91%	94%
Growth: Math	Interim Target (2022-23 through 2026-27)	67%	62%	64%	72%	67%	86%	69%	71%	62%	62%	62%	50%	66%	67%
	Next Interim Target (2027-28 through 2031-32)	76%	72%	74%	80%	76%	89%	78%	79%	72%	72%	72%	60%	76%	76%
	Long Term Target (2037-38)	95%	92%	94%	95%	95%	95%	95%	95%	92%	92%	92%	80%	95%	95%

Domain 3: Putting it all Together

High Schools and K-12s with 4-year Federal Graduation Rate:

The Closing the Gaps domain examines 4 student groups' potential gaps to targets set across 4 components with a total of 68 component points available.



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 CCMR for graduates and students in grade 12	0-4	0-4	0-4	0-4	0-16
						0-68

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

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

HS and K-12s with federal grad rate: Domain 3 reporting is available on TXschools.gov, Accountability Reports and TEAL

Closing the Gaps Details

Student Group	Academic Achievement				Graduation Rate		School Quality		English Language Proficiency	
	Reading/Language Arts		Mathematics							
All Students	Met Long Term Target	4	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3		
Lowest Racial/Ethnic Group 1	Met Long Term Target	4	Met Interim Target	3	No Growth	0	Met Long Term Target	4		
Lowest Racial/Ethnic Group 2	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3		
High Focus Group	Met Interim Target	3	No Growth	0	No Growth	0	Met Interim Target	3	Met Long Term Target	4
Total Points	23 out of 32 (72%)				6 out of 16 (38%)		13 out of 16 (81%)		4 out of 4 (100%)	

DIG INTO THE DATA

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	23	32	71.9	50.0%	36.0
Graduation Status	6	16	37.5	10.0%	3.8
ELP Status	4	4	100.0	10.0%	10.0
School Quality Status	13	16	81.3	30.0%	24.4
Closing the Gaps Score					74



Detailed information on Domain 3 performance is available through the Accountability Reports and TEAL



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
<i>Groups to be evaluated in 2026 accountability</i>	△	△	△						△		
Groups evaluated in 2025 accountability	✓	✓	✓						✓		
Academic Achievement Status											
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	4	4	3						3		
2025 % at Meets GL Standard or Above	81%	83%	60%	85%	83%	94%	*	87%	45%		
2025 # at Meets GL Standard or Above	1,408	24	234	925	**	145	*	71	187		
2025 Total Tests (Adjusted)	1,749	29	391	1,082	**	155	*	82	414		
2024 % at Meets GL Standard or Above	83%	76%	65%	88%	--	93%	--	91%	51%		

Analytics tools are a valuable resource in more deeply understanding your data for specific student groups

PROFILE

PERFORMANCE ▾

FINANCE

TOOLS AND REPORTS ^

COMPARE

REPORT CARDS ▾

 CLOSING THE GAPS

Rating



90 out of 100

Closing the Gaps tells us how well a school is ensuring that all student groups are successful.

TELL ME MORE

Change Over Time

School Year	Rating/Score
2024-25	A / 90
2023-24	A / 94
2022-23	A / 92

ACCOUNTABILITY ANALYTIC TOOLS

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



STAAR Performance

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



STAAR Comparison

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



School / District Comparison

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



CCMR

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



Academic Growth

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



Graduation

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

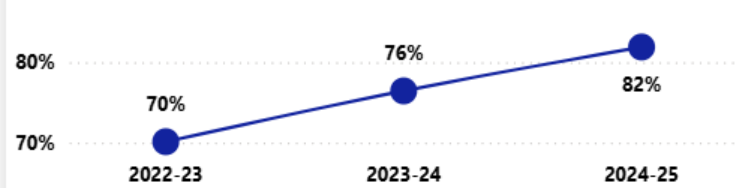


Correlate

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

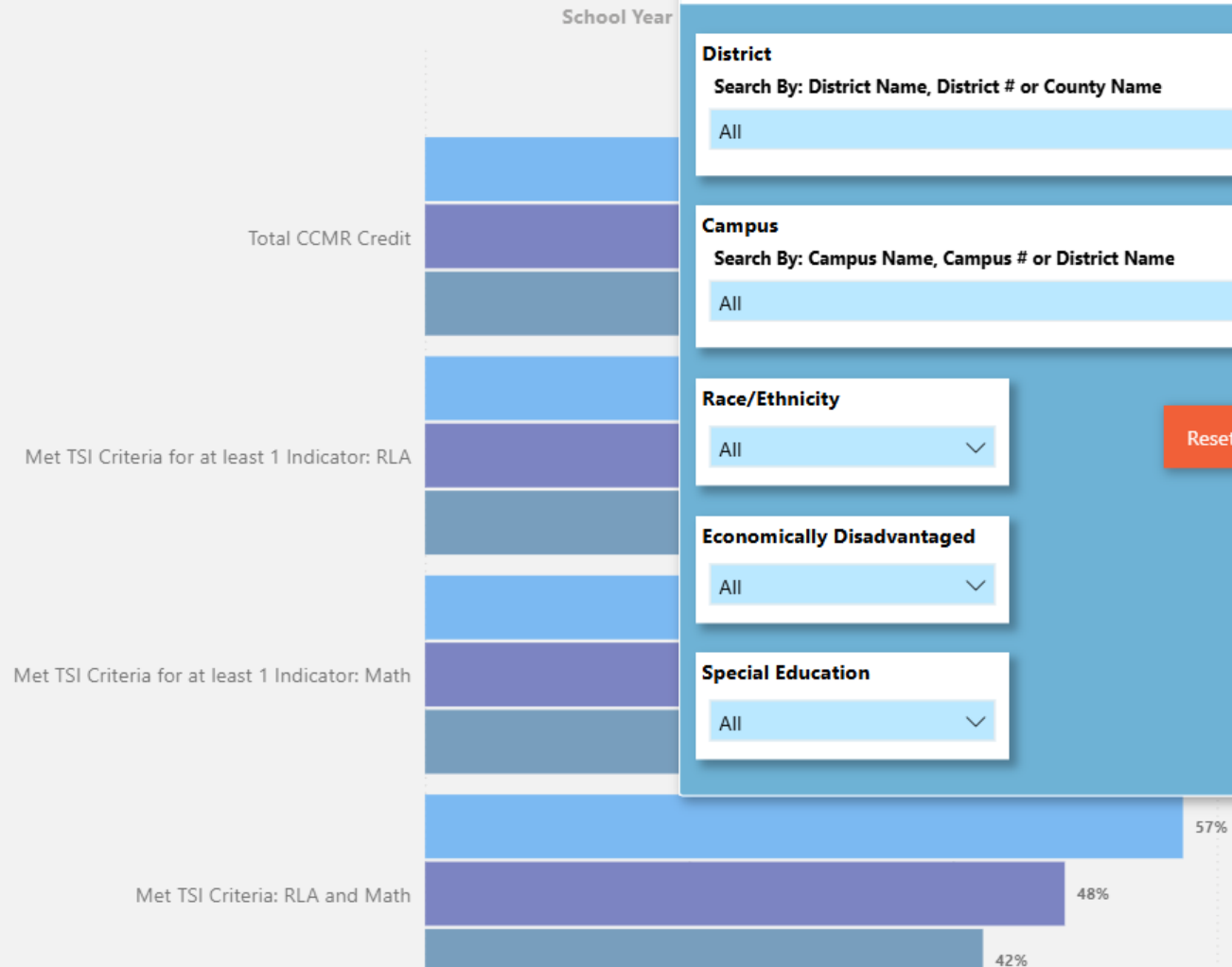
Analytics tools show performance over time and can be filtered to show performance of specific groups of students

Component Score



Indicators

- ☒ Total
 - ☒ Total CCMR Credit
- ☒ College: Reading/Language Arts
 - ☒ Met TSI Criteria for at least 1 Indicator: RLA
 - ☐ Met TSI Assessment Criteria: RLA
 - ☐ Met ACT Criteria: RLA
 - ☐ Met SAT Criteria: RLA
 - ☐ Earned credit for a college prep course: RLA
- ☒ College: Mathematics
 - ☒ Met TSI Criteria for at least 1 Indicator: Math
 - ☐ Met TSI Assessment Criteria: Math
 - ☐ Met ACT Criteria: Math
 - ☐ Met SAT Criteria: Math
 - ☐ Earned credit for a college prep course: Math
- ☒ College: General
 - ☒ Met TSI Criteria: RLA and Math
 - ☐ Met AP/IB Criteria: Any Subject
 - ☐ Met Dual Credit Criteria
 - ☐ Earned an Associate Degree
 - ☐ Met OnRamps Criteria
 - ☐ Earned and Advanced Diploma Plan and Received SpEd Services
- ☐ Career & Military



Report Filters

District

Search By: District Name, District # or County Name

All

Campus

Search By: Campus Name, Campus # or District Name

All

Race/Ethnicity

All

Economically Disadvantaged

All

Special Education

All

Reset Filters

Domain 3: Proposed Changes in the Preliminary 2028 Framework

2028 A-F Refresh Proposed Changes: Preliminary Framework

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

This set of changes that make up the preliminary A-F Refresh framework (starting 2027-28) was developed over a long period of time and was posted on August 28, 2025.

On September 4, 2025, the Texas legislature sent HB 8 to the Governor, and he signed HB 8 into law on September 17, 2025.

New statutory requirements will necessitate additional changes to this framework*.

***Domain 1:**
CCMR: Inclusion of new military readiness indicator (JROTC+ASVAB)

Currently, new campuses are evaluated on the State's two lowest-performing racial/ethnic groups from the prior year

Since New Campuses *do not have prior year data*...

Domain 3 Groups are based on the performance of 4 Groups

- 1 All Students
- 2 State's first lowest performing racial/ethnic group from prior year
- 3 State's second lowest performing racial/ethnic group from prior year
- 4 High Focus**

In current methodology, New Campuses use the **state's** two lowest-performing racial/ethnic groups

If the campus meets minimum size in the current year for...

- Both groups, both are evaluated
- Only one group, only that group is evaluated
- Neither groups, then no racial/ethnic groups are evaluated

Public Feedback:

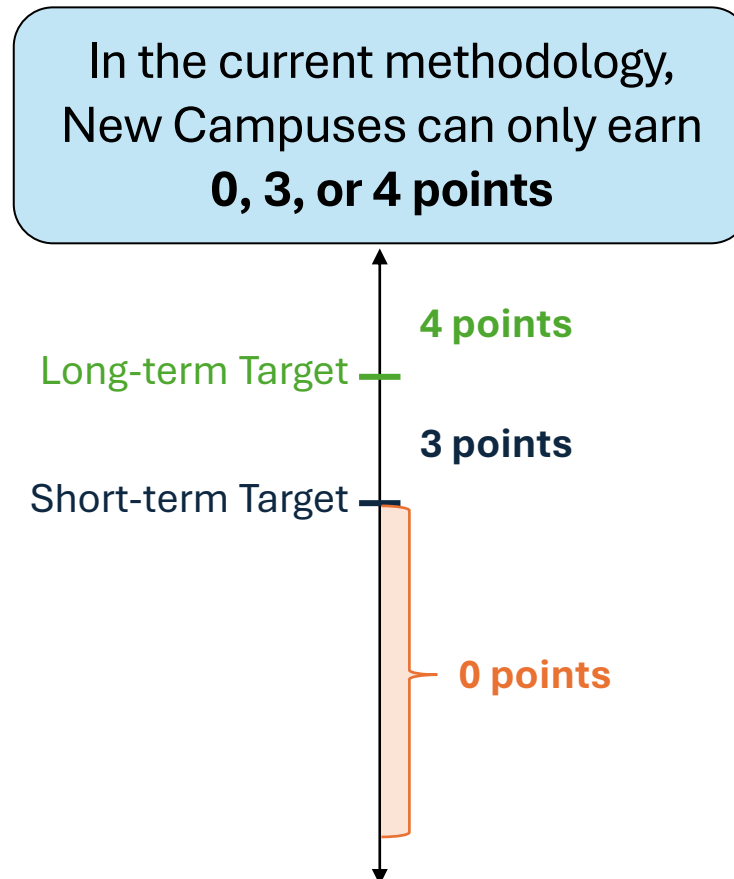
- The state's two lowest-performing groups aren't similar to my campus demographics.
- I don't have minimum size with the state's groups, so I'm not evaluated on D3.

In current methodology, new campuses do not have the data needed to measure expected growth or minimal growth to earn 2 or 1 points.

Since New Campuses *do not have prior year data*...

Closing the Gaps Scoring

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



Public Feedback:

- It is unfair to limit new campuses to only earn points if they reach the interim target in their first year.

Feedback Received Since 2023 A-F
Refresh

- State-level groups may not reflect new campus demographics, and it is unfair that new campuses have no possibility of earning 1 or 2 points for race/ethnic groups

The 2028 Refresh proposes using **district-level data** be used for identifying the race/ethnicity groups.

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



Use the ***district's**** *prior year* 2 lowest-performing racial/ethnic groups

*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 and the *state's* average as prior year baseline

*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 2028 Refresh proposes using **district-level data** be used for to provide the prior year data.

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.



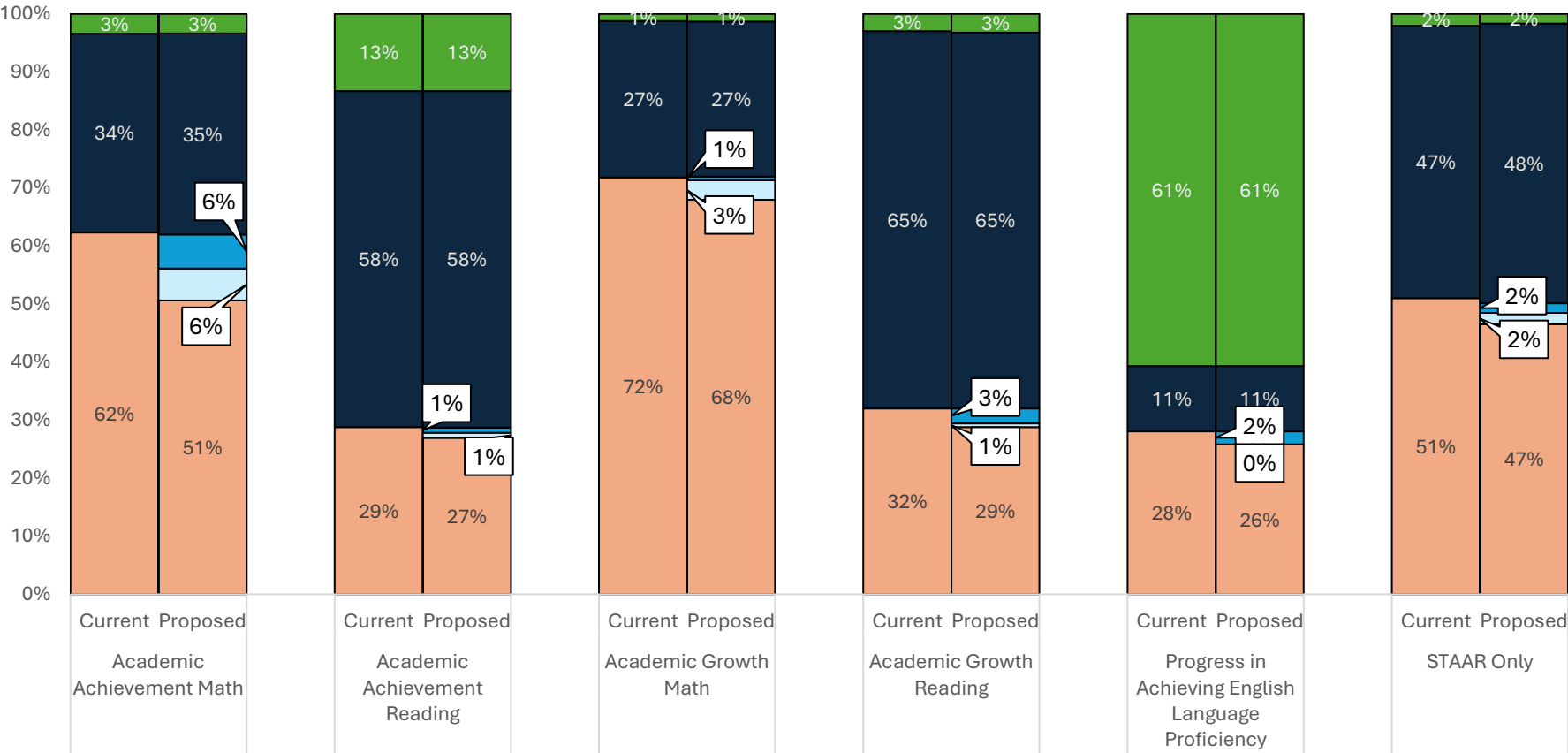
*if there are no prior year district groups (i.e., the new campus is also a new district), then use the campus's *current* year 2 lowest-performing racial/ethnicity groups and the *state's* average as prior year baseline

*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

Based on modeling with 2024 data, 80 student groups would go from earning 0 points to earning 1 or 2 points in 2024 across all components with implementation of this proposal



2024 Earned Points for New Campuses
Current vs Proposed Methodology

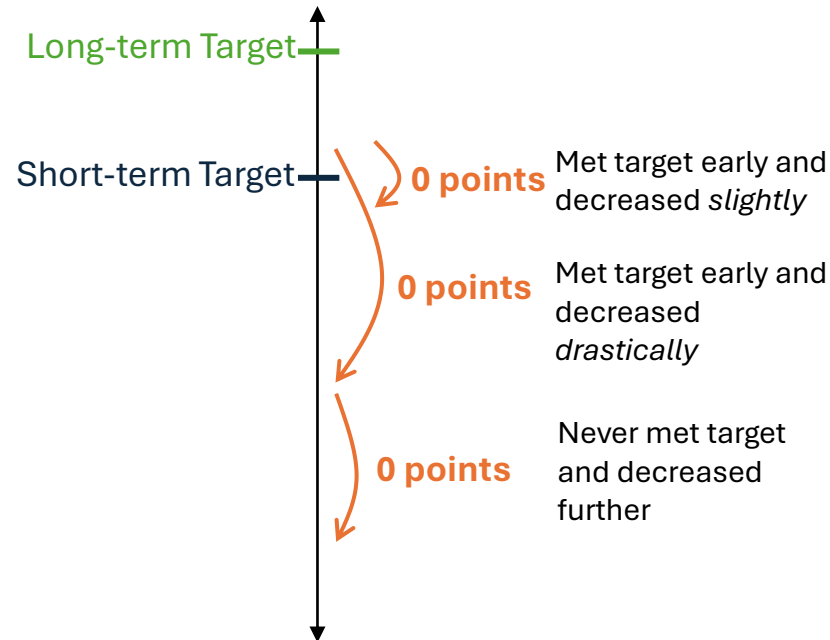


80 student groups would move from earning 0 points to earning 1 or 2 points across all components ,with a **12% gain in groups scoring 1 or 2 points in Math Academic Achievement**

In the current methodology, **non-new campuses** cannot earn 1 or 2 points if they fall below the short-term target, no matter the amount of decrease.



In current methodology, no decline/dip is allowed, even if the interim target has been met (3 to 0)



Public Feedback:

- Some amount of decline should be allowable.

Feedback Received Since 2023 A-F
Refresh

- Domain 3 scoring is too rigid and does not allow for slight dips in performance, even when a campus is on a trajectory to meet targets

The proposed 0-4 points scoring methodology for all *(not new)* campuses can tolerate a level of slight decline.

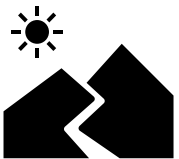
A zone of “tolerable dip” is proposed to be added to the 2-point methodology:



- This addresses a somewhat common occurrence that **campuses can face interim dips** while continuing to demonstrate progress to their next interim target



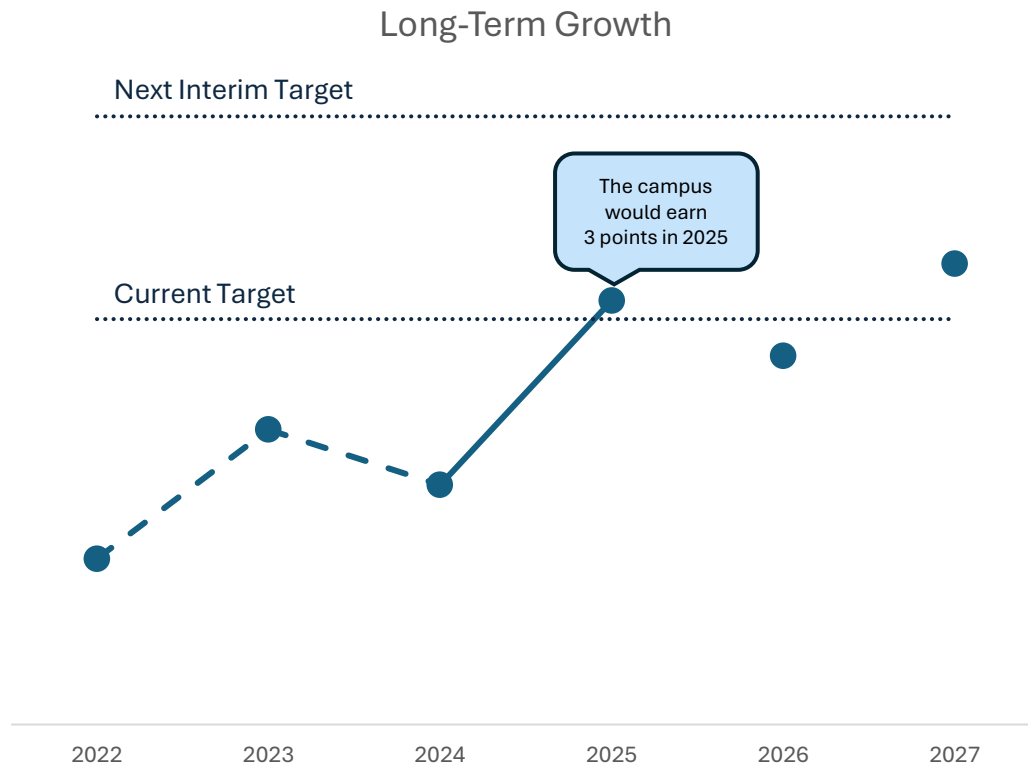
- The “safe harbor” methodology provides a definition of “allowable” or “tolerable” dip that is still in line with the “**state measurements of interim progress toward meeting the long-term goals**” required under ESSA.



- 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.

Currently, if a campus reaches the Current Interim Target, the campus earns 3 points. A "Safe Harbor" isn't needed.

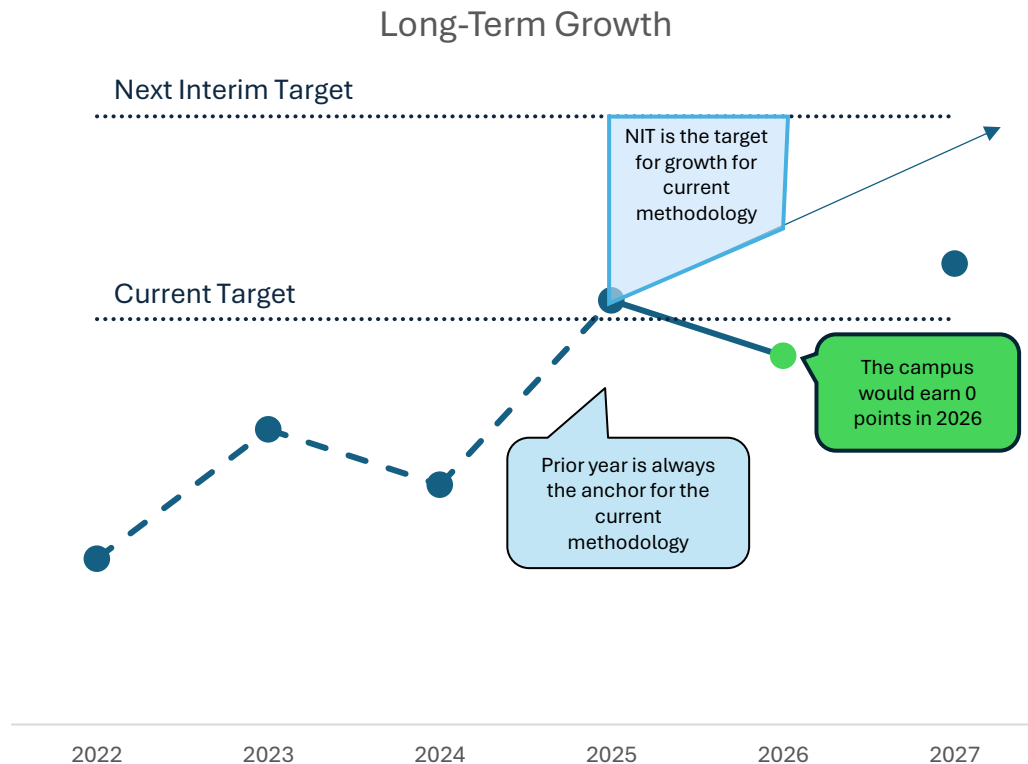
Current Methodology



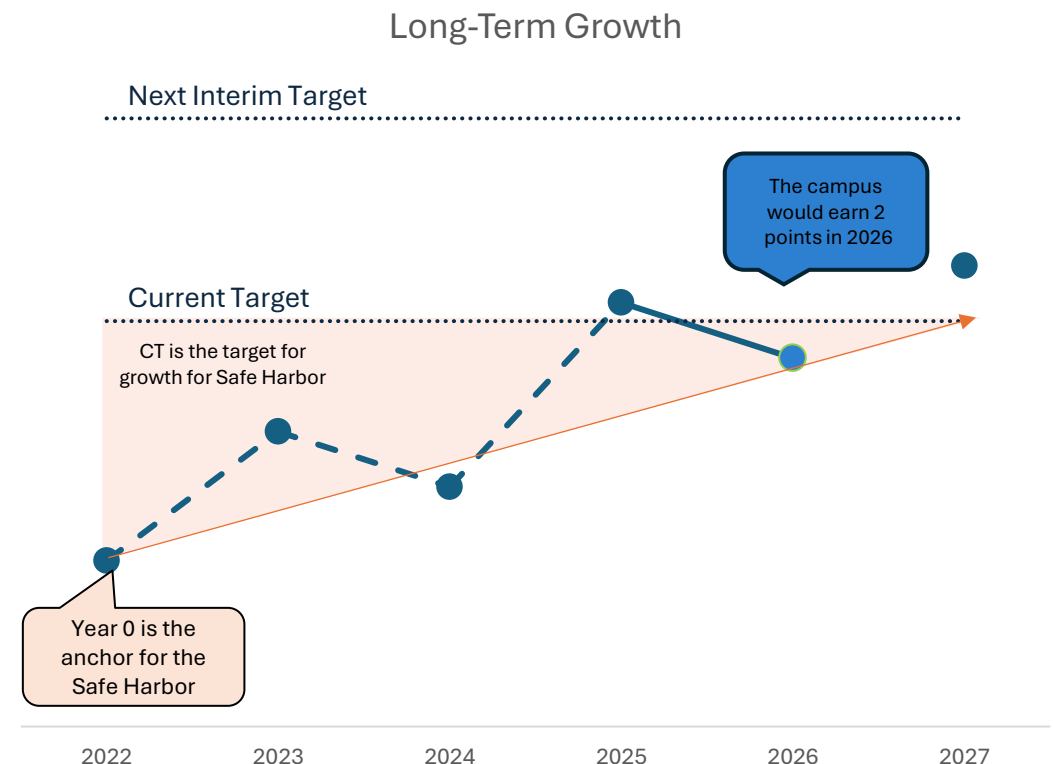
**For 2024, the next interim target would be in the year 2028*

The "Safe Harbor" would give campuses that are **still on-track to their current target** room for a minor drop in annual growth without dropping to zero points.

Current Methodology



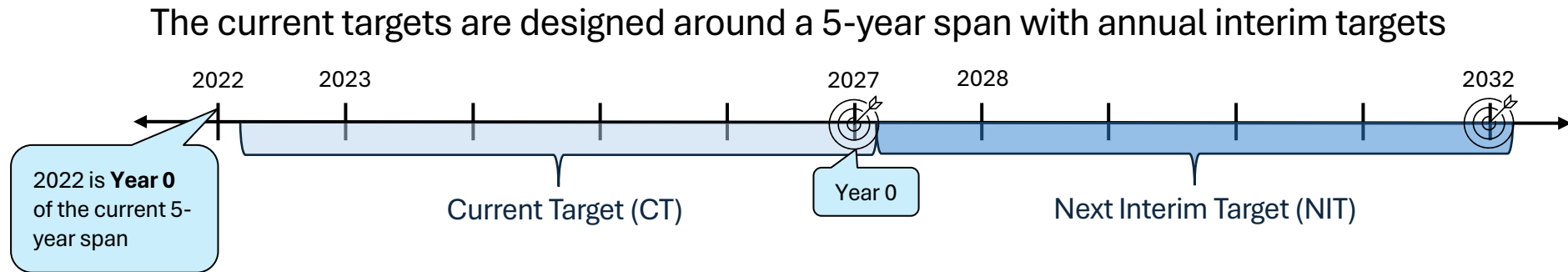
New "Safe Harbor" Methodology



This new methodology would be implemented with the 2028 refresh, and the 'Year 0' would be 2027. This is illustrated for our modeling of this proposal.

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

The agency has proposed adding a "**Safe Harbor**" that allows for slight drops when a campus is generally on track to make their current short-term target.



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

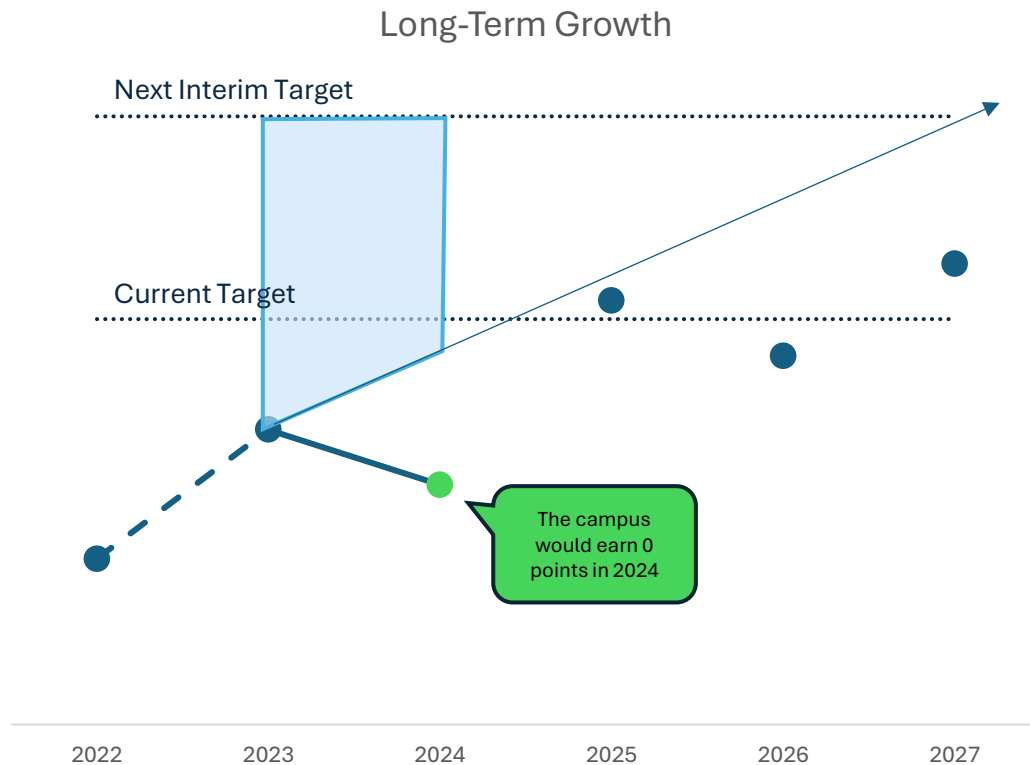
A campus can still earn a 2 if:

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

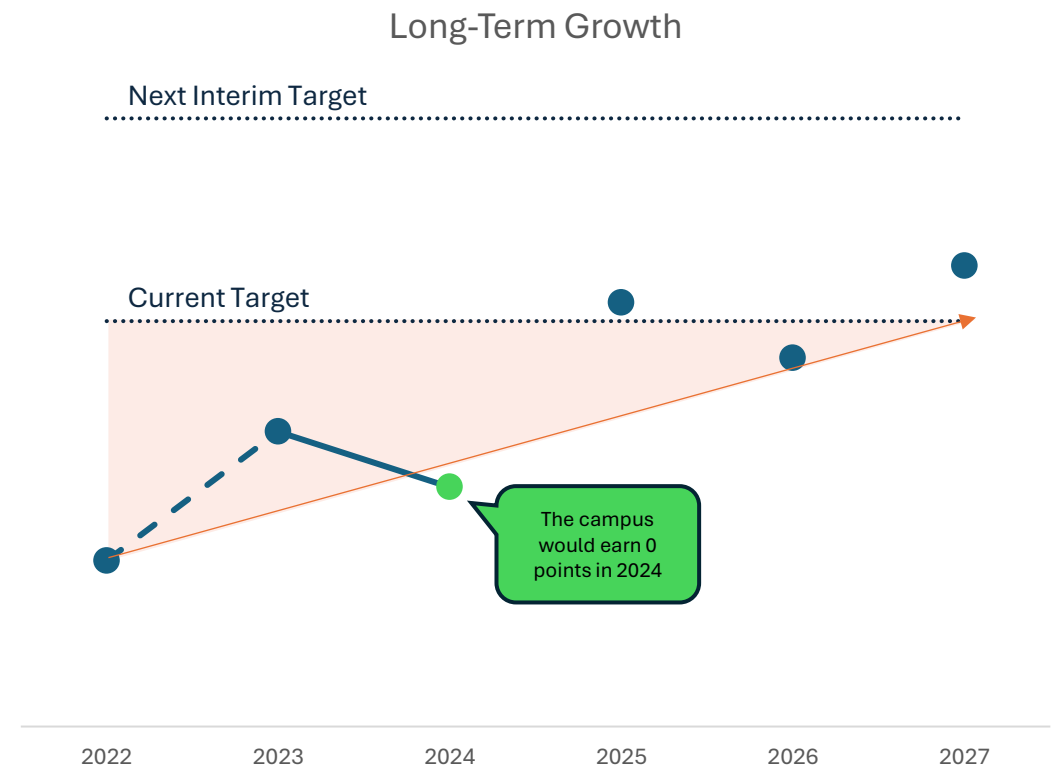
The *actual growth* from **Year 0** must be *greater than or equal to* the *expected growth* needed to reach the **Current Target**

If a campus drops, and it is beyond the "Safe Harbor", they will still earn zero points.

Current Methodology



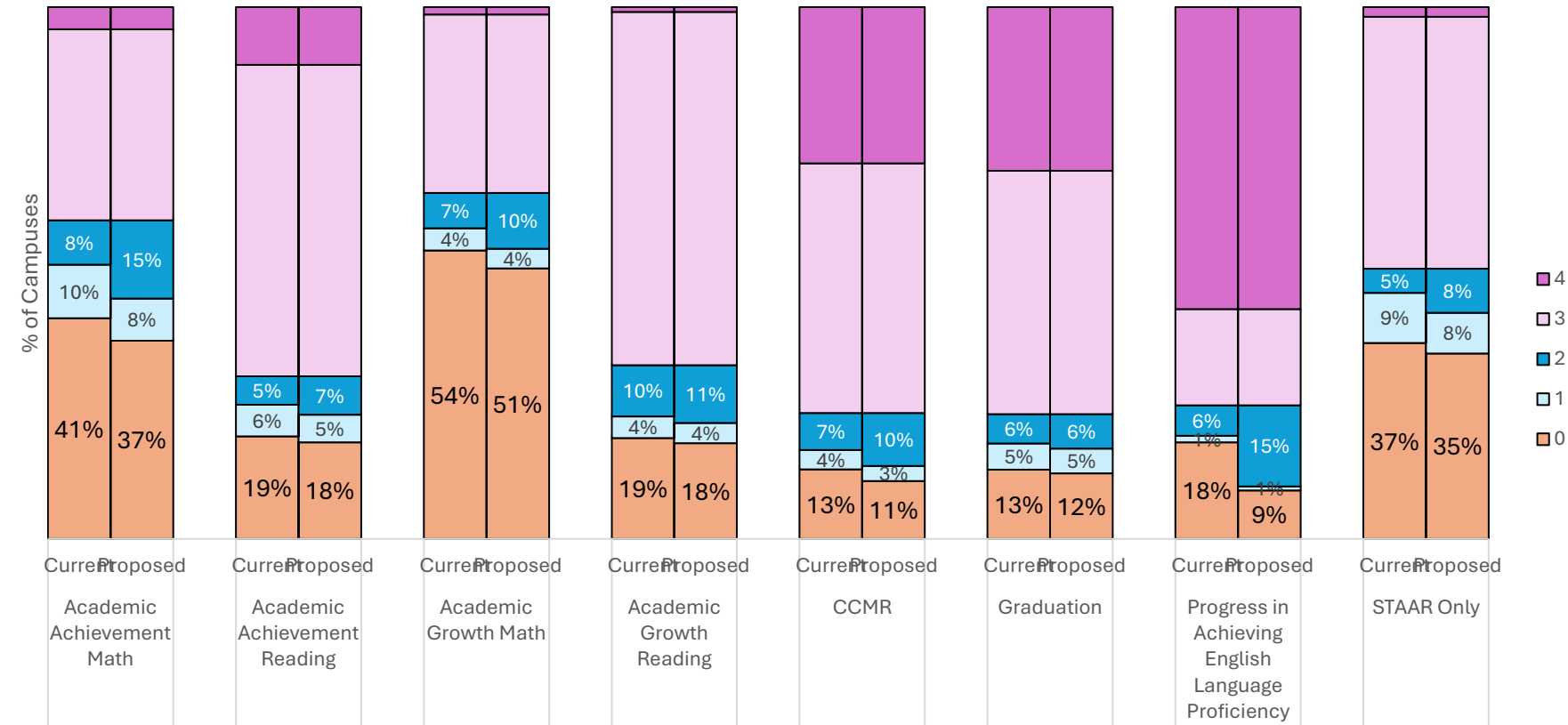
New "Safe Harbor" Methodology



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

Modeling this methodology, there was a 3% decrease in student groups earning 0s across all components on average.

2024 Earned Points for non-New Campuses
Current vs Proposed Methodology



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

Summary: Closing the Gaps proposed methodology allows for district prior year data to be used for new campuses and for non-new campuses to earn points with a "tolerable dip" in performance



Uses district's prior year two lowest-performing racial/ethnic groups (or state average if unavailable) for evaluation.

- Modeling shows that 80 student groups would move from earning 0 points to 1 or 2 points on Domain 3 components

Expand 2-point scoring to allow for limited interim dips, if campus is demonstrating year over year progress towards current target

- Modeling shows that this proposal could lead to a 3% decrease in groups earning 0s on Domain 3 components



Addresses feedback that state-level groups may not reflect new campus demographics and that previous scoring was too rigid, penalizing minor setbacks and did not support long-term progress.



Provides fairer, more representative evaluation for new campuses and this making long-term growth for historically underserved student groups



Next Steps

2028 A-F Refresh Proposed Changes: Preliminary Framework

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

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***Domain 1:**

CCMR: Inclusion of new military readiness indicator (JROTC+ASVAB)

TEA invites you to a 2028 A-F 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

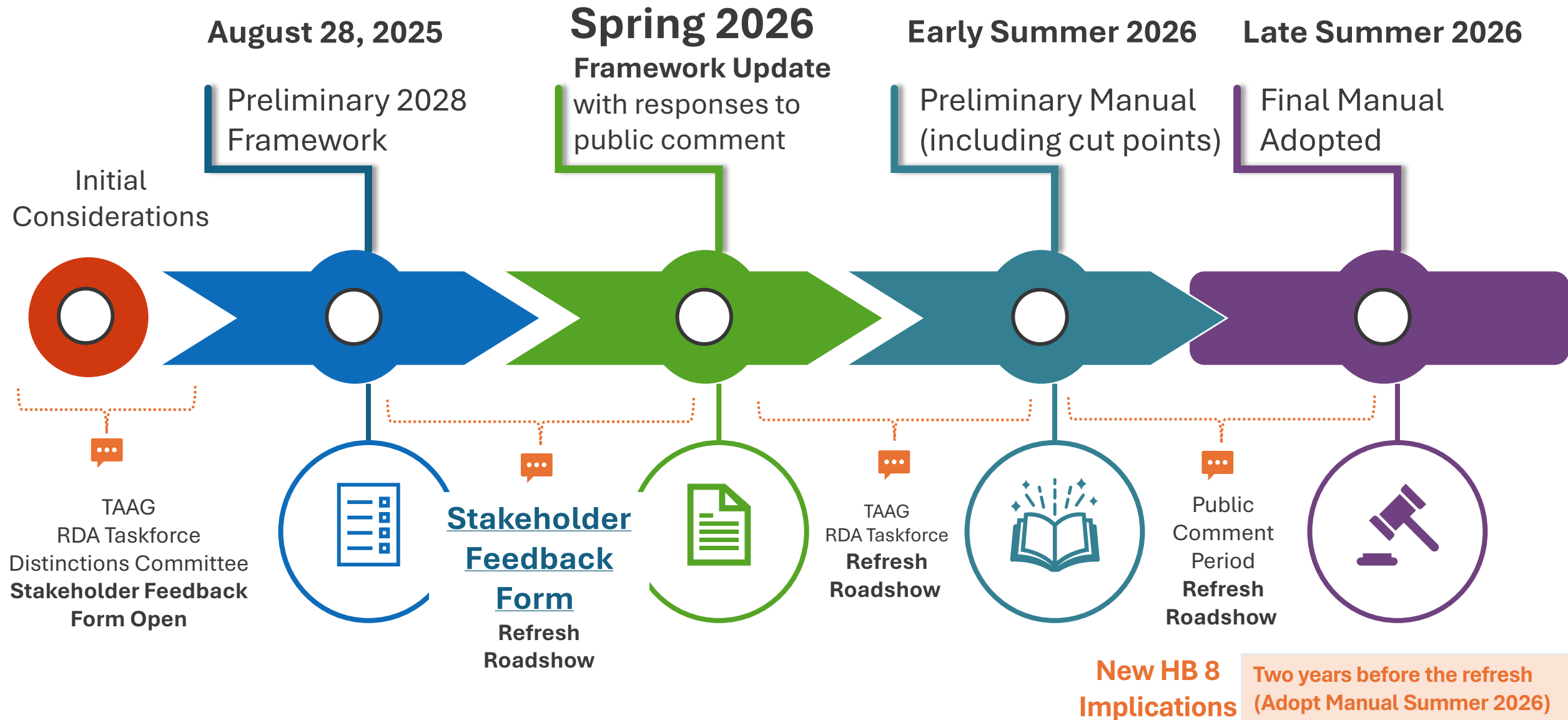
Join us at our Refresh Roadshow launch webinar to learn about the 2028 Refresh!

- Part 1: The Refresh Process
 - September 23rd and 24th
 - [Presentation deck](#)
 - [Recording](#)
- Part 2: Proposals for Domain 1 and Distinction Designations
 - Session deck and recording coming soon!
- Part 3: Domain 3, Closing the Gaps
 - October 21st, 2025 (9am-10am)
 - October 22nd, 2025 (3pm-4pm)
- Part 4: Domain 3, Results-Driven Accountability Integration
 - December 9th and 10th

All dates are tentative. Recording links will be published on the [Accountability System Development](#) webpage

Please [subscribe to the Performance Reporting Weekly Bulletin](#) to stay up to date on schedules and registration!

The next updated framework will be published in **Spring 2026**, for adoption **late summer**. All estimated dates are tentative and subject to change.





Thank you

Email: performance.reporting@tea.Texas.gov

Phone: 512.463.9704

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



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Quick Survey

<https://tinyurl.com/TEA-PR-Feedback>