February 2026 TAAG Meeting Pre-Reading
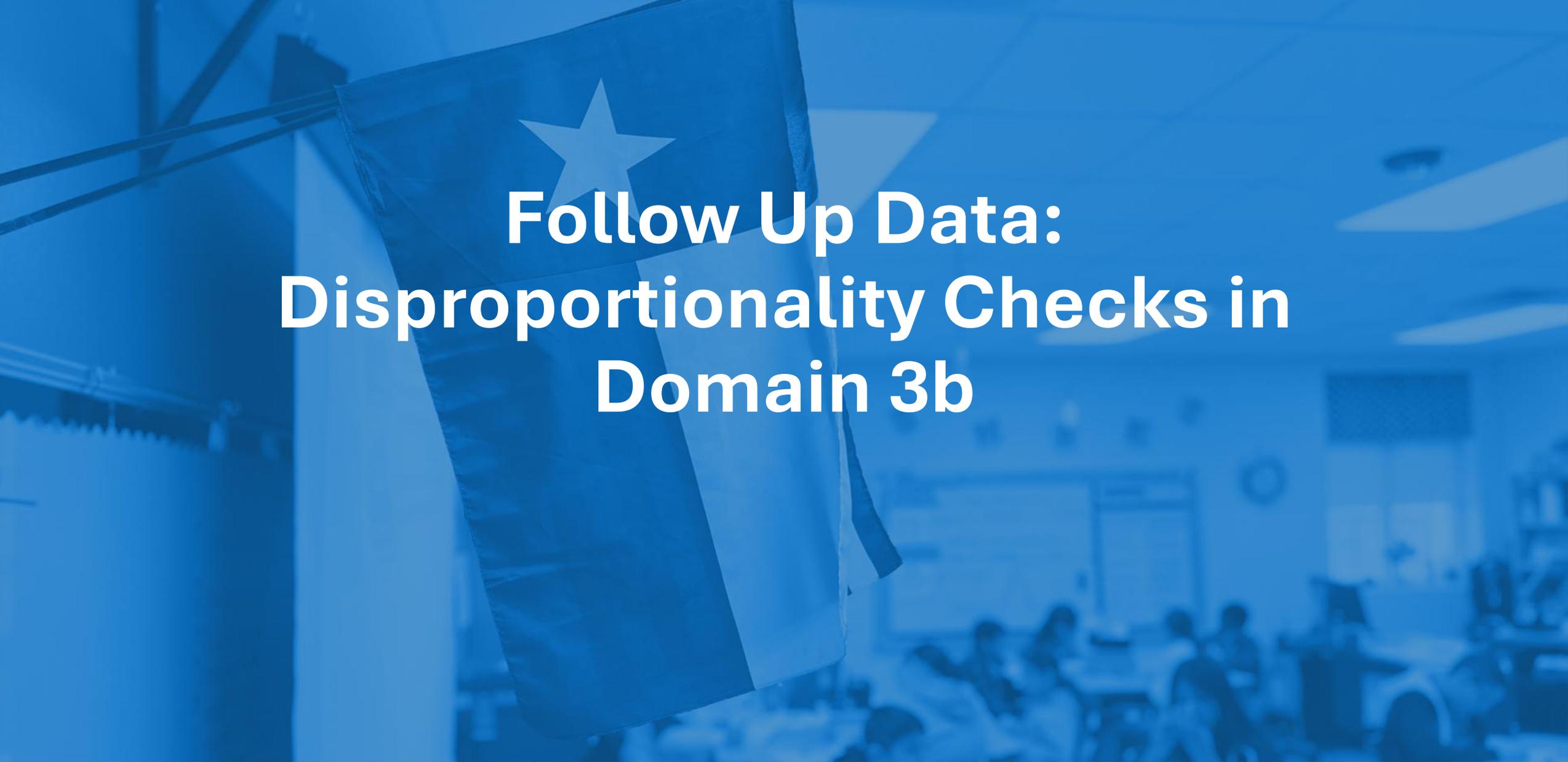
Follow Up Data: Disproportionality Checks in Domain 3b

Important Notice

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

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 <u>only</u> intended for illustrative purposes and does not represent anticipated results for 2028 A-F Ratings.

Analysis of Domain 3b demonstrates impact proportionate to percent of EBs for most districts

Shown impacts on overall district 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.

District Overall Rating Increases and Decreases by Percentage of EB Students
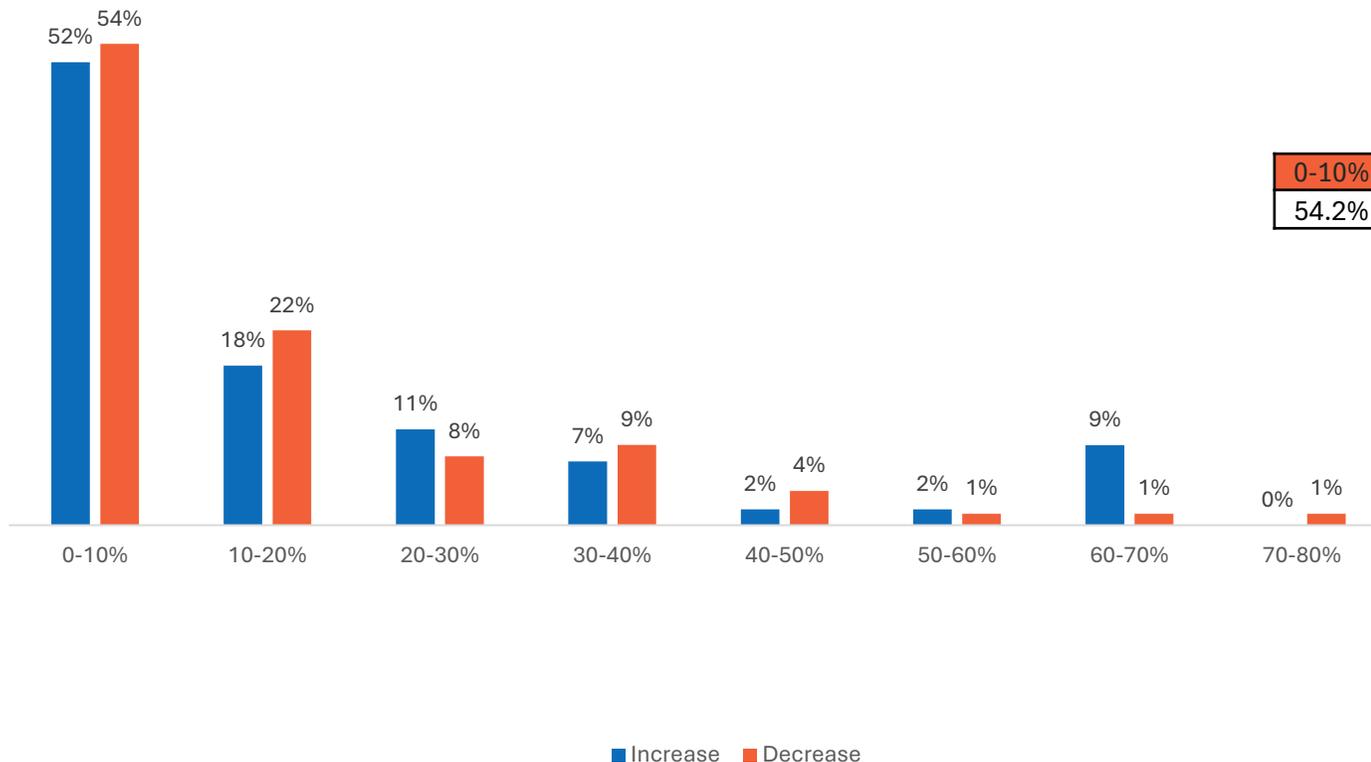
Overall Percentage of Texas Districts by Percentage of EB Students

0-10%	10-20%	20-30%	30-40%	40-50%	50-60%	60-70%	70-80%	80-90%	90-100%
54.2%	22.4%	10.5%	5.4%	3.1%	2.1%	1.5%	0.4%	0.4%	0%

Districts with 15-20% of students with special needs do see a larger impact with Domain 3b, which is consistent with known statewide performance for students in Special Education

Shown impacts on overall district 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.

District Overall Rating Increases and Decreases by Percentage of Students with Disabilities

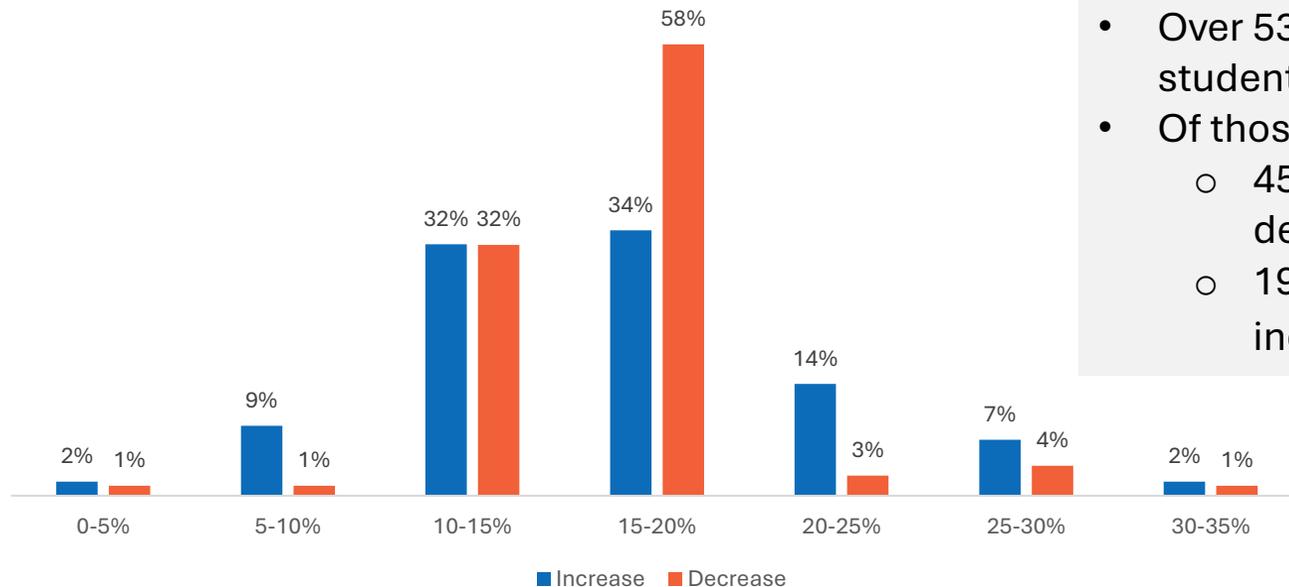Overall Percentage of Texas Districts by Percentage of Students with Disabilities

0-5%	5-10%	10-15%	15-20%	20-25%	25-30%	30-35%
2%	7%	32%	44%	12%	2%	1%

- Over 530 districts have between 15-20% SPED students.
- Of those 500 districts,
  - 45 districts (58% of 78) may see a decrease in rating or
  - 19 districts (34% of 56) may see an increase in ratings

Bar chart: District Overall Rating Increases (blue) and Decreases (orange) by Percentage of Students with Disabilities

	0-5%	5-10%	10-15%	15-20%	20-25%	25-30%	30-35%
Increase	2%	9%	32%	34%	14%	7%	2%
Decrease	1%	1%	32%	58%	3%	4%	1%

Increase ■ Decrease

2028 Methodology Clarifications

TEA
Texas Education Agency

Safe Harbor Provision

The Safe Harbor provision does not impact federal school improvement calculations and processes

Texas Education Agency

- **There are three layers of federal school improvement, as outlined in the ESSA plan**

Targeted Support and Intervention (TSI)

One or more consistently underperforming student groups, that do not meet interim targets or show expected growth towards interim targets for three consecutive years

Additional Targeted Support Identification (ATS)

A campus that meets identification for TSI AND scores in the lowest performing 5% of schools by school type in Domain 3

Comprehensive Support and Improvement Identification

The lowest performing 5% of schools by school type, that are also Title I campuses

- Campuses that do not score a 2, 3, or 4 for a student group in Domain 3a are identified as TSI
  - The Safe Harbor Provision **will not be applied** in determining 2-point scoring, as those campuses have not made expected progress towards the next interim target
- ATS and CSI are determined by the D3a score of the lowest 5% of schools by school type
  - The D3a bottom 5% cut score will be determined **before** applying the Safe Harbor provision

Two Point Scoring For SI will follow ESSA methodology of progress towards next interim target

Points	Definition
4	Met long-term target (2037-38 target)
3	Met interim target (target through 2026-27)
2	Did not meet interim target but showed expected growth toward next interim target (target through 2031-32)[1]
1	Did not meet interim target but showed minimal growth[2]
0	Did not meet interim target and did not show minimal growth

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Federal Closing the Gaps calculations, which are aligned to the state ESSA plan, are not proposed to change in the 2028 refresh

- Example: An elementary school is identified as ATS for consistently underperformance for their African American student group and a scaled in the bottom 5% of elementary schools

Without the Safe Harbor Provision

Federal Closing the Gaps Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	7	32	21.9	30.0%	6.6
Growth Status	15	32	46.9	50.0%	23.5
ELP Status	0	4	0.0	10.0%	0.0
Student Success Status	3	16	18.8	10.0%	1.9
Closing the Gaps Score					32

This school is identified for Additional Targeted Support

Summary Report with Federal Closing the Gaps Report

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		69	D	
Student Achievement		58	F	0%
STAAR Performance	33	58		
College, Career and Military Readiness				
Graduation Rate				
School Progress		71	C	70%
Academic Growth	64	71	C	✓
Relative Performance (Eco Dis: 87.9%)		60	D	
Closing the Gaps	32	69	D	30%

This school has a scaled score of 70, but is capped at the D gate because of D/F in Domains 1, 2b and 3
School receives a D rating

The Safe Harbor Provision will be applied after federal calculations, producing the Closing the Gaps score to be used in campus ratings

- After a <u>FEDERAL</u> Closing the Gaps calculation report is produced, and federal school identification methodology is complete, the safe harbor is applied

Without the Safe Harbor Provision

Federal Closing the Gaps Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	7	32	21.9	30.0%	6.6
Growth Status	15	32	46.9	50.0%	23.5
ELP Status	0	4	0.0	10.0%	0.0
Student Success Status	3	16	18.8	10.0%	1.9
Closing the Gaps Score					**32**

This school is **STILL** identified for Additional Targeted Support

Without the Safe Harbor Provision

Closing the Gaps Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	8	32	25.0	30.00%	7.5
Growth Status	15	32	46.9	50.00%	23.5
ELP Status	0	4	0.0	10.00%	0.0
Student Success Status	3	16	18.8	10.00%	1.9
Closing the Gaps Score					**33**

With Safe Harbor Provision methodology, the school earned 2 points for making expect progress to the interim target, rather than 1 point for making minimum growth

The Domain 3a scaled score moves from a 32 to a 33

Closing the Gaps scores will be used in overall rating methodology and district proportional roll-ups

- **The Closing the Gaps score is used in accountability calculations**

With the Safe Harbor Provision

Closing the Gaps Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	8	32	25.0	30.00%	7.5
Growth Status	15	32	46.9	50.00%	23.5
ELP Status	0	4	0.0	10.00%	0.0
Student Success Status	3	16	18.8	10.00%	1.9
Closing the Gaps Score					33

Summary Report Closing the Gaps Calculations

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		71	C	
Student Achievement		58	F	0%
STAAR Performance	33	58		
College, Career and Military Readiness				
Graduation Rate				
School Progress		71	C	70%
Academic Growth	64	71	C	✓
Relative Performance (Eco Dis: 87.9%)		60	D	
Closing the Gaps	33	70	C	30%

This school has a scaled score of 71, and with a C in Domain 3, is not capped at a D. The school's rating, with Adjusted Closing the Gaps is a C and the scaled score of 70 from Domain 3a will be calculated into district proportional weighting

A Federal Closing the Gaps reports <u>and</u> a Closing the Gaps report will both be available

- Both Federal Closing the Gaps reports and Closing the Gaps reports will be available through accountability reports. TXschools.org will continue to reflect Closing the Gaps

Each campus will receive TWO Closing the Gaps Reports

Federal Closing the Gaps Report	Closing the Gaps Report
• Used in federal school improvement designations	• Used in campus and district accountability calculations • Used in consecutive counts

Accountability Reports

Addition of Federal Closing the Gaps report

English II

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

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

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

Growth Tables for Domain 2a

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

HB outlines:

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

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

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

TAAG Meeting Materials

Please share in the chat..

If you could instantly become an expert in something, what would it be and why?

Group Norms
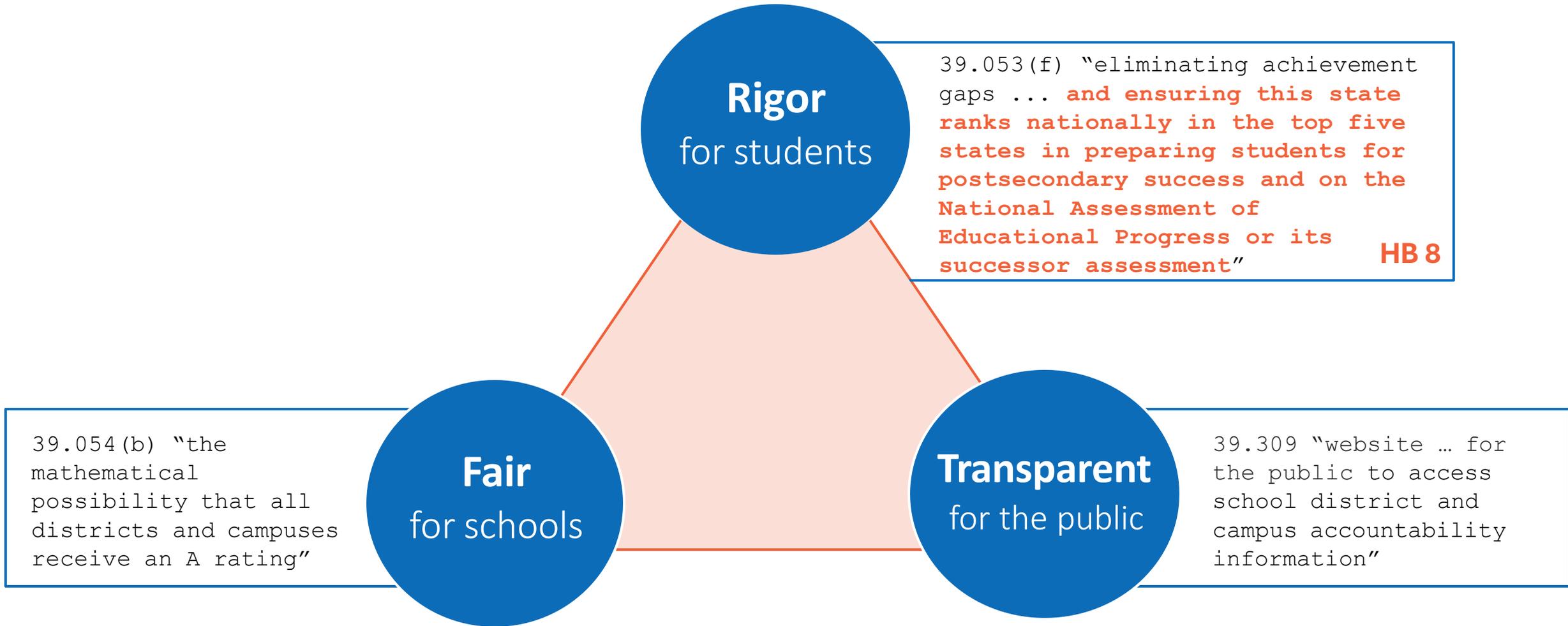
TAAG Meeting Norms

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

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

August 28, 2025

Preliminary 2028 Framework

Spring 2026

Framework Update with responses to public comment & HB 8 changes

Early Summer 2026

Preliminary Manual (including cutpoints)

Late Summer 2026

Final Manual Adopted

Two years before the refresh

Initial Considerations

- TAAG
- RDA Taskforce
- Distinctions Committee
- Regional discussions
- Suggestions from field
- Stakeholder Feedback Form

- TAAG
- Stakeholder Feedback Form
- Refresh Roadshow

- TAAG
- RDA Taskforce
- Refresh Roadshow

- Public Comment Period
- Refresh Roadshow

All estimated dates are tentative and subject to change.

Balancing multiple objectives in the A-F system

Rigor for students

39.053(f) "eliminating achievement gaps ... **and ensuring this state ranks nationally in the top five states in preparing students for postsecondary success and on the National Assessment of Educational Progress or its successor assessment**" **HB 8**

Fair for schools

39.054(b) "the mathematical possibility that all districts and campuses receive an A rating"

Transparent for the public

39.309 "website … for the public to access school district and campus accountability information"

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Agenda for Today

Requested Pre-Reading: TAAG comes with questions

01
Disproportionality check for Domain 3b
- Percent of district EB
- Percent of district SPED

02
2028 Methodology Clarifications
- Safe Harbor
- English II
- Domain 2a growth calculations

03
NAEP Overview

Considerations for TAAG

04
Recap of January TAAG meeting
- Revisiting differential weighting of CCMR for 2028

10 min

05
Response to Stakeholder Feedback

30 min

06
Proposed Methodology for Setting Cut Scores

75 min

Pre-Reading Pause

■ What questions do you have about the pre-reading on
- NAEP Overview
- Methodology Clarifications for 2028

January TAAG Meeting: Recap and Follow-Up

Texas Education Agency

Update on January TAAG and EAG Meetings

- **TAAG and EAG discussed four refresh considerations in January**

Differential Weighting of CCMR
- Calculation methodology
- Addition of CPC + Potential college credit earned
- Strength of proposal

AFQT minimum score of 31 + JROTC completion

New AEAs' prior year data in Domain 3a to earn 1-2 points*

Small numbers analysis used as prior year data within Domain 3a to earn 1-2 points

Recommended for inclusion in the updated 2028 A-F Framework
*Pending determination if allowable under ESSA

The differential weighting methodology proposed was **not** recommended for 2028. Differential weighting of IBCs (Tier 3 5% cap) **was** recommended for the 2028 A-F Framework (see next few slides for additional detail)

Summary of TAAG feedback

- The values assigned to the indicators were somewhat supported.
  - Responses showed 3.64 (of 5) positivity for "the CCMR indicators are grounded in evidence and there are clear connections to post-secondary outcomes".

- Three themes of concerns surfaced:
  - The valuation of the indicators specifically for **SPED** were a topic of conversation in each (TAAG and EAG) group.
  - Discussion and feedback reflect seeking a higher level of rigor for the indicators valued to the **Meets and Masters** category, particularly dual credit and TSI as an anchor for college readiness
  - Lack of data supporting new or revised indicators such a military readiness and agency approved College Prep Courses

The differential weighting of CCMR proposal, as presented, was not supported for use in the 2028 framework

TAAG input on **"The differential weighting of CCMR indicators proposal is strong enough for 2028 implementation"**

- On a 1-5 scale (5 = strongly agree) the overall positivity for 2028 implementation score was 2.73(disagree/neutral) *n=22*

TAAG is being asked to revote on differential weighting of CCMR

- A few TAAG members have since flagged a potential misunderstanding of the question, "The differential weighting of CCMR indicators proposal is strong enough for 2028 implementation."
  - TAAG members believed they were voting on whether or not to continue to edit the proposal for 2028 implementation
  - The question was intended to ascertain whether the proposal should be implemented as is for 2028 or continue to be revised for 2033 implementation

Based in data correlating CCMR indicators and postsecondary outcomes, a final proposal for differential weighting of CCMR is being brought to TAAG for 2028 implementation

TEA
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Approaches	Meets	Masters

• Met TSI using
  • an approved College Prep Course
    OR
• Potential for college credit (any subject)
  • 1 AP/IB passed exam, or
  • 3 hours On Ramps, or
  • 3 hours Dual Credit
    OR
• Earn Tier 3 IBC and CTE Completer
 	
• JROTC Completion and 31-49 (Category IIIB AFQT)
 	
Note: TSI criteria must be met in <u>both</u> Math and RLA for CCMR, and if either Math or Reading TSI criteria is met using a CPC, CCMR is Approaches.
	• Met TSI using
	  • SAT or ACT or TSIA
	    OR
	• Earn Tier 2 IBC and CTE Completer
	    OR
	• SPED Advanced Diploma
	    Or
	• Workforce Ready IEP Diploma
	    Or
	• JROTC Completion and 50-64 (Category IIIA AFQT)
	
	Note: TSI criteria must be met in <u>both</u> Math and RLA for CCMR, and if TSI criteria is a combination of SAT, ACT, or TSIA scores, CCMR is Meets or Masters.
		• Associate Degree
		    OR
		• Met TSI using SAT/ACT/TSIA **and** potential for college credit (any subject)
		  • 1 AP/IB passed exam, or
		  • 3 hours On Ramps, or
		  • 3 hours Dual Credit
		    OR
		• Earn Level I or Level II Certificate
		    OR
		• Earn Tier 1 IBC and CTE Completer
		    OR
		• Military Enlistment
		    OR
		• JROTC Completion and 65+ (Category II AFQT)

Feedback Round

- If you would like to change the feedback you initially provided after the January TAAG meeting or have additional feedback, please communicate that with us via email to Performance.Reporting@tea.texas.gov

Response to Stakeholder Feedback

Domain 3b Component Scoring

The district Domain 3b methodology has been slightly modified to reflect 3 component scores

English Learner Program Area	Special Education Program Area	Homeless Program Area	Foster Program Area
10 indicators	6 indicators	3 indicators	3 indicators
English Learner Component Score	SPED Component Score	Homeless Component Score	Foster Component Score
33% of Domain 3b score	33% of Domain 3b score	33% of Domain 3b score (Homeless +Foster Earned / Homeless + Foster Possible (max 6)	

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

Based on feedback, a slight revision to Domain 3b methodology was modeled.
- 22 indicators scored
- 4 distinct programs areas scored
- Combine scores of Homeless and Foster component areas to collectively account for 33% of Domain 3b

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

Statewide modeling demonstrates very minimal shifts when using 4 components at 25% versus 3 components at 33%

Overall rating with 30% D3b (4 components)

Overall 2025 rating (without D3b)	A	B	C	D	F
A	132	35			
B	4	444	37		
C		6	350	2	
D			31	106	1
F			1	13	22
Total	136	485	419	121	23

⬇ 75 ⬆ 55

Overall rating with 30% D3b (3 Components)

Overall 2025 rating (without D3b)	A	B	C	D	F
A	132	35			
B	4	441	40		
C		6	350	2	
D			31	106	1
F			1	14	22
Total	136	482	422	122	23

⬇ 78 ⬆ 56

Impact of Domain 3b for All AEA Districts

Exploration of the impact on Domain 3b on districts comprised of only Alternative Education Campuses

Stakeholder Feedback: The agency should consider the impact of Domain 3b, Special Populations Program Outcomes, on districts who are exclusively comprised of schools rated under AEA and consider AEA specific cut scores for Domain 3b*

Impact of Domain 3b on overall scaled scores	Impact on overall ratings
• Modeling suggests over 80% of districts may see 0 pts or 1 point change with Domain 3b • The percent of AEA only districts that may see 0 pts or 1 pt change is nearly identical	• Modeling demonstrates about 6% of districts may experience a decline in overall rating with the integration of Domain 3b • AEA only district modeling suggests a small percent of changes

Based on initial modeling, there are 11 districts comprised exclusively of AEA campuses that would likely be rated on Domain 3b. Cut scores specific to only 11 districts would be unreliable and cannot be developed

The integration of Domain 3b is not anticipated to disproportionately impact districts that are comprised solely of AEA campuses

No recommended changes to anticipated updates to framework

Modeling is only intended for illustrative purposes and does not represent actual results for 2028 A-F Ratings.

Inclusion of Middle Eastern/North African student group

Federal guidelines now recognize Middle Eastern/North African (MENA) as a race or ethnicity group

Stakeholder Feedback: As MENA is now recognized by the federal government, this should also be added to the race/ethnicity groups for Domain 3a and federal monitoring

Federal agencies are required to implement the new standards by September 28, 2029
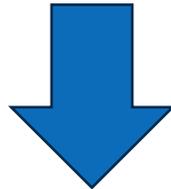
TEA processes will shift in the 2028-29 school year to recognize MENA as a race or ethnicity group

Middle Eastern/North African will be a race or ethnicity group within Domain 3b and federal school improvement identification in 2028-29

This shift will be reflected in the 2029 Accountability Systems Manual

Additional Growth Measures in Domain 2a

Stakeholders request additional growth measures to be considered in Domain 2a

Requested Growth Measure in Domain 2a	Agency Response
Through year growth assessments	• With the implementation of the SST, the agency will collect and analyze through-year growth data. An analysis will be presented to the legislature in 2031 and considered for the 2033 refresh
College, Career, and Military Growth	• Domain 2a is intended to measure individual students' academic progress • Domain 3a already measures CCMR cohort growth
TELPAS	• TELPAS growth is already measured, in alignment with federal requirements, in Domain 3a.
Awarding bonus points in Domain 2a for accelerated pathways testers	• Domain 2a assesses academic progress for the instruction received in that school year. The bonus point in Domain 1a is intended to remove a potential disincentive for placing students in accelerated pathways

Questions, reflections, thoughts?

Feedback Round

■ Please share any feedback you have regarding agency responses to the stakeholder requests

Please share your feedback here

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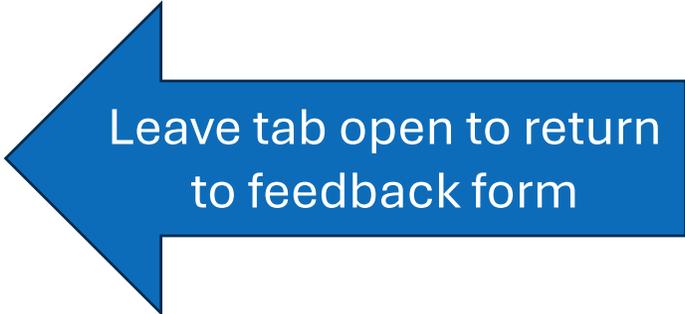
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Academic Achievement Distinctions

The *A–F rating* is just **one part of a whole system** of Texas accountability.

The accountability system has multiple components

✓ *A–F* Ratings
✓ **Distinction Designations**
✓ Other performance information

All components are reported on TXschools.gov and Texas Performance Reporting System TPRS
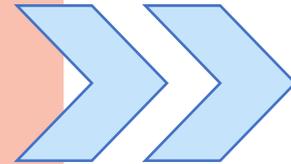
Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

Distinction Designations

| Academic Achievement in Reading/Language Arts | Academic Achievement in Mathematics | Academic Achievement in Science | Academic Achievement in Social Studies | Top 25%: Comparative Academic Growth | Postsecondary Readiness | Top 25%: Comparative Closing the Gaps |

TELL ME MORE

Campus comparison groups are formed through a 4 step process, that allow for comparison of most alike schools for Distinction Designation determinations

Sort by Campus Type
- Elementary
- Middle School
- High School
- K-12

Comparison Group: A set of 40 campuses from anywhere in Texas that most closely match a campus in eight categories

Compare Demographics
- Campus Size
- Grade Levels
- % Eco Dis
- % EB/EL
- % Mobile
- % SPED
- % ECHS Enrollment

Identify Most Similar Schools

Unique to each campus

Distance: A formula using each demographic to compare the campus to all other campuses

40 campuses with **smallest distance value** from the target campus are selected.

48

Under current system, schools can earn Academic Achievement Distinction Designations in each of the four tested subjects and must be in the top quartile of their comparison group for a certain percentage of indicators.

TEA Texas Education Agency

Distinctions are awarded to districts and campuses rated A, B, or C. Distinctions acknowledge outstanding achievement based on outcomes of performance indicators compared to 40 most similar schools or districts.

Current Distinctions:

✓ Academic Achievement – Available for each of the 4 core subjects

Academic Achievement Indicators:

- ~~Attendance Rate*~~
- Accelerated Student Learning
- Retest Growth
- STAAR/EOC at Masters Grade Level
- SAT/ACT Results for Accelerated Testers at Masters Grade Level
- AP/IB Examination Participation
- AP/IB Examination Results
- SAT/ACT Participation
- Average SAT Score in subject area
- Average ACT Score in subject area
- **Advanced/Dual-Credit Course Completion**

Methodology (Academic achievement)
Top 25% of comparison group for 33% of the above indicators (HS/K-12) or 50% (EL/MS)

Stakeholder feedback:
- In Academic Achievement Distinction Designation, Advanced/Dual Credit course completion is credited in grades 9-12.
  - o Advanced/Dual Credit course only has one indicator, unlike AP/IB which has indicators for both participation and performance
  - o OnRamps is a dual credit pathway, but not recognized in distinction designations

*proposed to be removed from Academic Achievement Indicators in the prelim framework

The Advanced/Dual Credit indicator is calculated as course completion

	Advanced/Dual Credit Course Completion
Data Collection	Data is reported through PEIMS submissions and students included in the indicator if credit was received
Calculation	The number of students in grades 9-12 that received high school credit for a subject specific Advanced/Dual Credit Course, divided by the number of students who completed at least one course in that subject area
Additional info	The complete list of Advanced Courses can be found in the TAPR glossary (Appendix A) and includes some AP/IB courses Dual Credit courses, with the exception of OnRamps, are also considered in this calculation

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

Proposal: Include OnRamps courses in Advanced/Dual Credit Course Completion

> **Advanced/Dual Credit (including OnRamps)**
> **Course Completion**
>
> # of students that earned credit for adv/dual credit course in a subject area
>
> # of students that earned credit for one course in a subject area
>
> ■ Incorporates OnRamps into existing indicator
>   o Recognizes OnRamps as Dual Credit
>   o No change to the number of indicators possible for each campus
>   o Data via PEIMS for high school credit earned

Questions, reflections, thoughts?

Feedback Round

- Please share what your feedback on including OnRamps in Advanced/Dual Credit indicators for academic achievement

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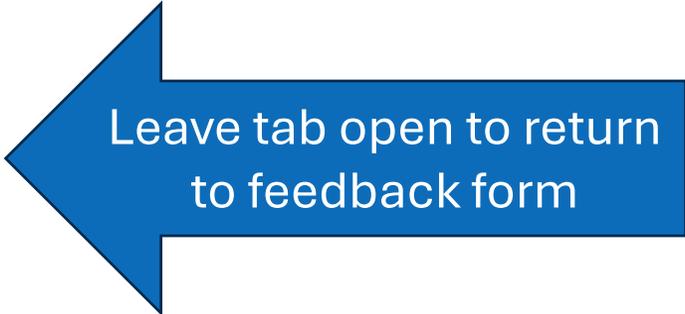
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School Type Assignments

Based on enrollment reported, schools are categorized as one of four school types

School type is determined by the lowest and highest grade level served within each individual campus

2026 Ratings

2025 Accountability System School Types
(9,084 Total Campuses)

Elementary	Elementary/Secondary	Middle School	High School
4,902 Campuses	652 Campuses	1,696 Campuses	1,834 Campuses

School type is used to determine which components within the three domains are rated
- Only Elem/Secondary (K-12) and HS can be rated on Domain 1b (CCMR) or Domain 1c (grad rate)

School type is used to determine campus comparison groups
- Schools are only compared to campuses of the same type

School type is used to determine which set of cut scores is used in ratings

2026 cut points

A–F Cut Points Tables

Table 1: Student Achievement Domain: STAAR and CCMR Components

	Student Achievement Domain: STAAR and CCMR Component Score Cut Points					
	STAAR				CCMR	
Rating	Elementary	Middle	HS/K–12	AEA	Non-AEA	AEA
A	60	60	60	40	88	60
B	53	49	53	30	78	30
C	41	38	41	20	64	18
D	35	32	35	15	51	12

55

School type reflects overall enrollment, rather than 3-12 enrollment

Stakeholder Feedback: Many schools across the state serve students in grades K-8, who are classified as elementary schools, though most of their A-F results are reflective of middle school aged students. These schools should be classified as middle schools, not elementary schools.

Elem Schools serving students up to grade 8 (2025)

Grade levels served	# of schools
EE - 8th	11
PreK - 8th	142
K-8th	34
1- 8th	3
2-8th	0
3- 8th	5

Combined, this accounts for 4% of all elementary schools and 2% of all schools

If a K-8th grade school had exactly 100 students per grade level

	Traditional Elem Grades (K-5)	Traditional MS Grades (6-8)
% of enrollment	67%	33%
% of STAAR tests (achievement)	47%	53%
% of STAAR tests (growth)	40%	60%

Additional stakeholder feedback requests exploring new school types including K-6 and K-8 with unique cut scores, which increases complexity, compromises transparency, and could incentivize significant changes to school configurations

Classifying this subset of schools as middle, rather than elementary schools, could impact their ratings

Example 1: 3-8 campus
- 47% enrollment from grades 6-8
- 49% of STAAR tests from grades 6-8

Domain	Raw Score	Elem Scaled Score	MS Scaled score
1	49	77 (C)	79(C)
2a	71	80 (B)	82 (B)
2b	49 (80-89% eco dis)	85 (B)	90 (A)
3	72	88 (B)	90 (A)

2025 Actual Rating (Elem)	2025 Rating if school type was MS
86 (B)	90 (A)

Example 2: PK-8 campus
- 31% enrollment grade 6-8
- 55% of STAAR tests from grades 6-8

Domain	Raw Score	Elem Scaled Score	MS Scaled score
1	40	69 (C)	72 (C)
2a	68	76 (C)	80 (B)
2b	40 (80-89% eco dis)	74 (C)	82 (B)
3	52	77 (C)	77 (C)

2025 Actual Rating (Elem)	2025 Rating if school type was MS
86 (B)	90 (A)

Consideration: *Should enrollment or results be reflected in accountability determine school type?*

Potential options:
- Schools that have students enrolled up to grade 8 should automatically be classified as middle schools
- Schools that meet a specific threshold of their results attributed to students in grades 6-8 should be allowed to appeal results for different cut scores to be applied
- No change to current policies; enrollment supersedes assessment results in school type determination

Questions, reflections, thoughts?

Feedback Round

- Please share what you believe is the strongest consideration for school type determination:
  - Schools that serve students in grade 8 should be middle schools
  - Schools that meet a specific threshold of students in grades 6-8 should be allowed to appeal. *What is your recommendation for a specific threshold?*
  - No change

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Leave tab open to return to feedback form

Awarding CCMR Credit Prior to HS

Data collected from 9-12 grade current contributes to CCMR indicator achievement

Preliminary Accountability Rating System Manual
2027 Ratings

Other data used for College, Career, and Military Readiness	Data for 2027 accountability reported for
ACT college admissions test	Tests from school year 2022-23 through July 2026 administration
SAT college admissions test	Tests from school year 2022-23 through June 2026 administration
AP examination	Tests from school years 2022-23 through 2025-26
IB examination	Tests from school years 2022-23 through 2025-26
TSI assessment	Tests from June 2016 through October 2026 administration
OnRamps dual enrollment course completion	Courses completed from school years 2022-23 through 2025-26
Level I and level II certificates	Certificates earned from school years 2022-23 through 2025-26
Military Enlistment	Military enlistments as of December 31, 2026

For 2026 graduates, 2022-23 was most likely their 9th grade year

Stakeholder feedback requests that AP exams taken in 8th grade should be counted towards CCMR indicator achievement, as the student has satisfied the CCMR requirement and should be counted in achievement of CCMR indicators

Proposal: Align AP, IB, TSI, SAT and ACT assessments that are reviewed for CCMR* to be from grade 8-through graduation year
- For 2028 accountability, this would be listed as "Tests from school years 2022-23 through 2026-27"

*the agency would continue accept TSI assessments from 10 years prior (June 2017 through Oct 2017 for 2028) as part of the allowable data sources through the CCMR verifier
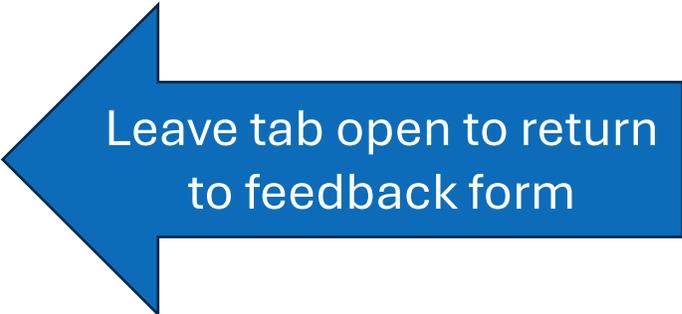
Questions, reflections, thoughts?
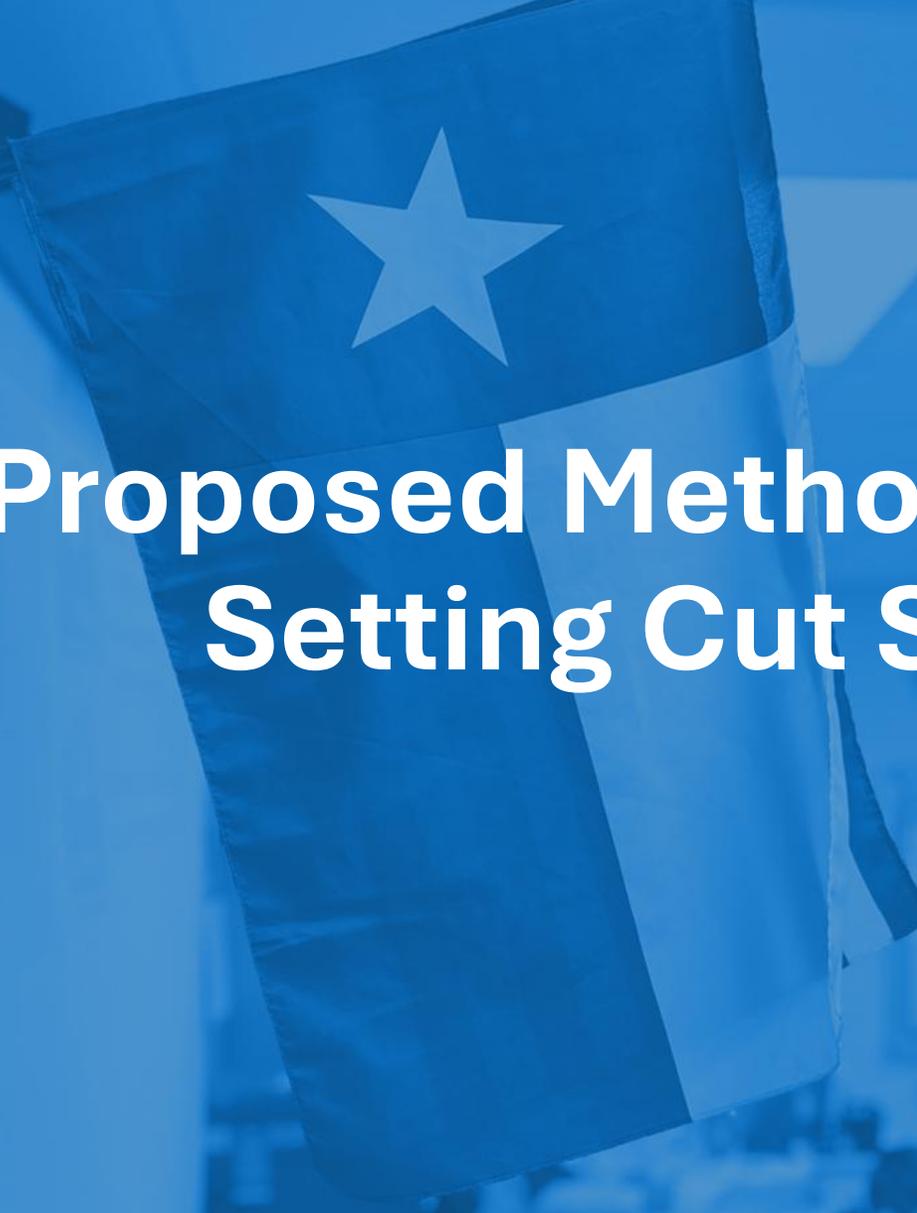
Feedback Round

- Please share your feedback regarding norming AP, IB, TSI, SAT and ACT exams counted for CCMR credit to be those administered grade 8- graduation year

Feb 2026 TAAG Meeting

Leave tab open to return to feedback form

Cut Scores

The Value and Meaning of Cut Scores in A-F

HB8: NAEP 2040 Targets Translated to 2028 Cut Scores

HB8: Postsecondary Targets Translated to 2028 Cut Scores

Alignment of 2040 Goals Across the A-F System, Translated to Cut Scores

Next Steps

The Value and Meaning of Cut Scores in A-F

2025 Domain 1a (STAAR) example (elem):

% of students at approaches or above	% of students at meets or above	% of students at masters
90%	60%	30%

Raw Score = 60

!

In our current system, a school is considered exemplary (A-rated) in Domain 1a when 60% of students are meeting grade level expectations

The 2025 cut score for an A for an elementary school was 60, so a school with this STAAR performance receives an A in D1

While cut scores are used for goal setting and benchmarking, ratings are based on scaled scores.

In Domain 1a, this school has a scaled score of 90, and an A-rating.

2026 Scaling Resources

Student Achievement Domain: STAAR and CCMR Component Score Cut Points

| Rating | STAAR | | | | CCMR | |
	Elementary	Middle	HS/K–12	AEA	Non-AEA	AEA
A	60	60	60	40	88	60
B	53	49	53	30	78	30
C	41	38	41	20	64	18
D	35	32	35	15	51	12

# A-F cut scores reflect our collective expectations for kids and impact their preK-12 experience

- "Our analysis reveals that pressure on schools to avoid a low performance rating led low-scoring students to score significantly higher on a high-stakes math exam in 10th grade. These students were also more likely to accumulate significantly more math credits and to graduate from high school on time. **Later in life, they were more likely to attend and graduate from a four-year college, and they had higher earnings at age 25."**

If we _expect_ and _accept_ excellence to be defined as 60% of students on grade level, messaging regarding high and low performance is not aligned with what we know must be true for student mastery and authentic postsecondary readiness

Source: _https://www.educationnext.org/when-does-accountability-work-texas-system/_

The A-F system must be a reliable rating of school performance

- "Every student and family is an authentic partner and should have real opportunities to shape the experiences students have in school, _receive accurate and accessible information about students' progress_, and have a legitimate role in decision-making." _The Opportunity Myth, The New Teacher Project_
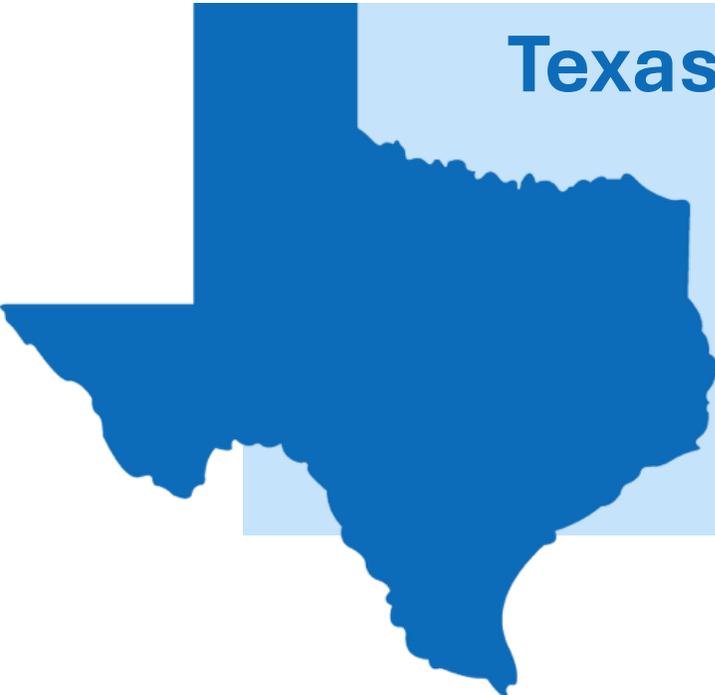
Texas' students and families are our most important stakeholders. They deserve _accurate and accessible information_ about their schools' performance and progress, so they have the opportunity to make informed decisions

The A-F system must communicate what we know is possible for kids in Texas

■ Right now, an elementary school could receive an exemplary rating if:

○ 60% of students are mastering grade level material

○ 80% of students make one year of academic progress

○ 74% of subgroups make growth towards specialized targets

- In 2023 and 2024, 16% of elementary schools were rated exemplary
- In 2025, 22% of elementary schools rated exemplary

An A-Rating should be aspirational and a true marker of excellence. Reevaluating cut points provides an opportunity to realign our expectations with the A-F system

*The commissioner shall increase the rigor by which the commissioner determines the overall performance ratings under Section 39.054(a) to continuously improve student performance to, **not later than the 15th year after the commissioner modifies the performance standards under Subsection (f-1), achieve the goals of:***

(1) eliminating achievement gaps based on race, ethnicity, and socioeconomic status; and

(2) ensuring this state ranks nationally in the top five states in preparing students for postsecondary success and on the National Assessment of Educational Progress

Rigor

Rigor for students by ensuring the high bar of expectations outlined in HB 8 is set for schools and school systems statewide to position Texas as

a national leader in PK-12 education

A-F

Fairness for schools by leveraging transparent methodology that honors the A-F commitments enabling all schools in Texas to receive an A rating

Fairness

Transparency

Transparency for the public by ensuring our ratings reflect what we know Texas kids can do and by communicating a replicable process for setting cut scores

Stakeholders have shared that the cut score setting methodology was not a transparent process

Cut Score Setting Methodology for Prior Refreshes

Step 1
- Determined the bar for excellence and established A cuts

Step 2
- Determined statewide averages*, and set that as a mid to high C

Step 3
- Based on A and C cut scores, use existing scaling formulas to create scale scores

Cut scores define the minimum score to receive a rating
- The raw score to receive an A in Domain 1a is a 60 currently, which translates to a 90 scaled score

Scaling formulas are used to determine scaled scores used in calculations
- A raw score of 77 in Domain 1a converts to a 77 scaled score

	Formulas Used to Create Scaled Scores
A	$\text{Round}\left(100 - \dfrac{10\,(100 - \text{raw})}{100 - A\text{ cut point}}\right)$
B	$\text{Round}\left(89 - \dfrac{9\,((A\text{ cut point} - 1) - \text{raw})}{(A\text{ cut point} - 1) - B\text{ cut point}}\right)$
C	$\text{Round}\left(79 - \dfrac{9\,((B\text{ cut point} - 1) - \text{raw})}{(B\text{ cut point} - 1) - C\text{ cut point}}\right)$
D	$\text{Round}\left(69 - \dfrac{9\,((C\text{ cut point} - 1) - \text{raw})}{(C\text{ cut point} - 1) - D\text{ cut point}}\right)$
F	$\text{Round}\left(59 - \dfrac{29\,((D\text{ cut point} - 1) - \text{raw})}{(D\text{ cut point} - 1)}\right)$

Example: Converting to a Scaled Score

*Statewide averages are determined by applying new methodology for the refresh to the most current data available

Cut Score Setting Methodology for Prior Refreshes

Step 1

- Determined the bar for excellence and established A cuts

Step 2

- Determined statewide averages, and set that as a mid to high C

Step 3

- Based on A and C cut scores, use existing scaling formulas to create scale scores

Cut Score Setting Methodology for 2028 Refresh

Step 1

- Determine the bar for excellence, **as defined by top 5 national performance,** and established A cuts

Step 2

- Determine statewide averages **+ necessary growth to be on track to top 5 performance nationally,** and set that as a high C

Step 3

- Based on A and C cut scores, use existing scaling formulas to create scale scores

Revised Methodologies for 2028 included in modeling

Domain 1

- Accelerated pathways bonus points for students that passed EOC prior to Grade 9
- Updated performance level standards applied to accelerated testers' SAT and ACT results
- Elimination of English II scores
- CCMR*: 5% cap on Tier 3 IBCs, only approved CPCs

CCMR tiering still pending additional TAAG feedback

Domain 2

- Elimination of English II growth scores (2a) and performance (2b)
- Domain 2b: Accelerated tester bonus, updated performance levels on SAT/ACT for accelerated testers, 5% cap on tier 3 IBCs and elimination of English II scores all apply in Domain 2b

Domain 3

- Creation of proxy data for new campuses for prior year growth comparisons**
- Expected growth to interim targets (for 2 points) expanded, providing limited "Safe Harbor"
- Inclusion of small numbers analysis to be used for prior year data, where applicable

*Military readiness indicator, to include JROTC program of study completion + ASVAB minimum score of 31, not modeled due to no current data collection

**Leveraging AEC state rate as baseline data for new AECs will be included in updated framework, pending ESSA allowability, but was not included in modeling calculations

The commissioner shall increase the rigor by which the commissioner determines the overall performance ratings under Section 39.054(a) to continuously improve student performance to, **not later than the 15th year after the commissioner modifies the performance standards under Subsection (f-1), achieve the goals of**:

(1) eliminating achievement gaps based on race, ethnicity, and socioeconomic status; and

(2) ensuring this state ranks nationally in the top five states in preparing students for postsecondary success and on the National Assessment of Educational Progress

- **2028 refresh: set goals to make sure Texas reaches top 5 by 2040**
  - Performance standards will be modified in 2026, 15th year after is 2041.
  - 2041 is not a NAEP administration year, so targets will be set to 2040 to ensure the target is achievable by 2041.

- 2033 refresh: set goals to make sure Texas reaches top 5 by **2046**
  - Performance standards will be modified in 2031, 15th year after is 2046.

- 2038 refresh: set goals to make sure Texas reaches top 5 by **2050**
  - Performance standards will be modified in 2036 , 15th year after is 2051.
  - 2051 is not a NAEP administration year, so targets will be set to 2050 to ensure the target is achievable by 2051

Questions, reflections, thoughts?
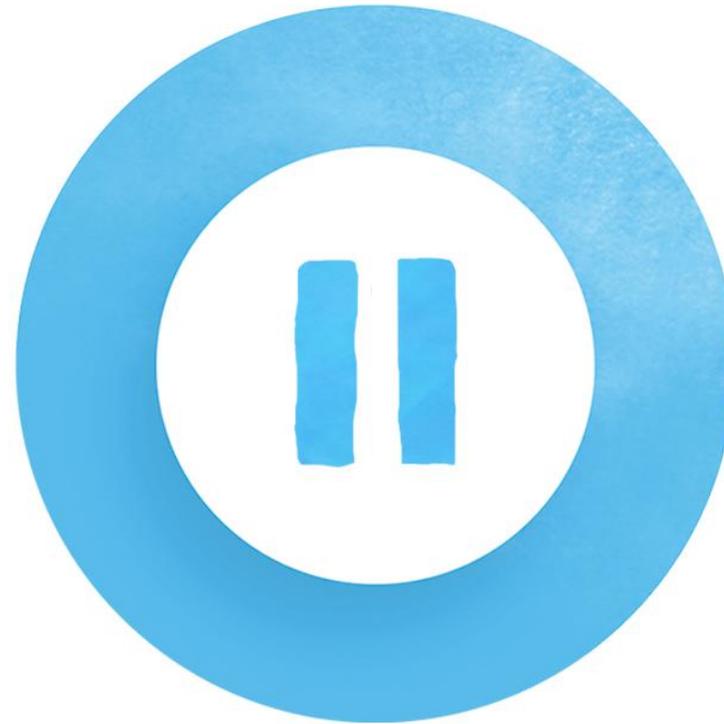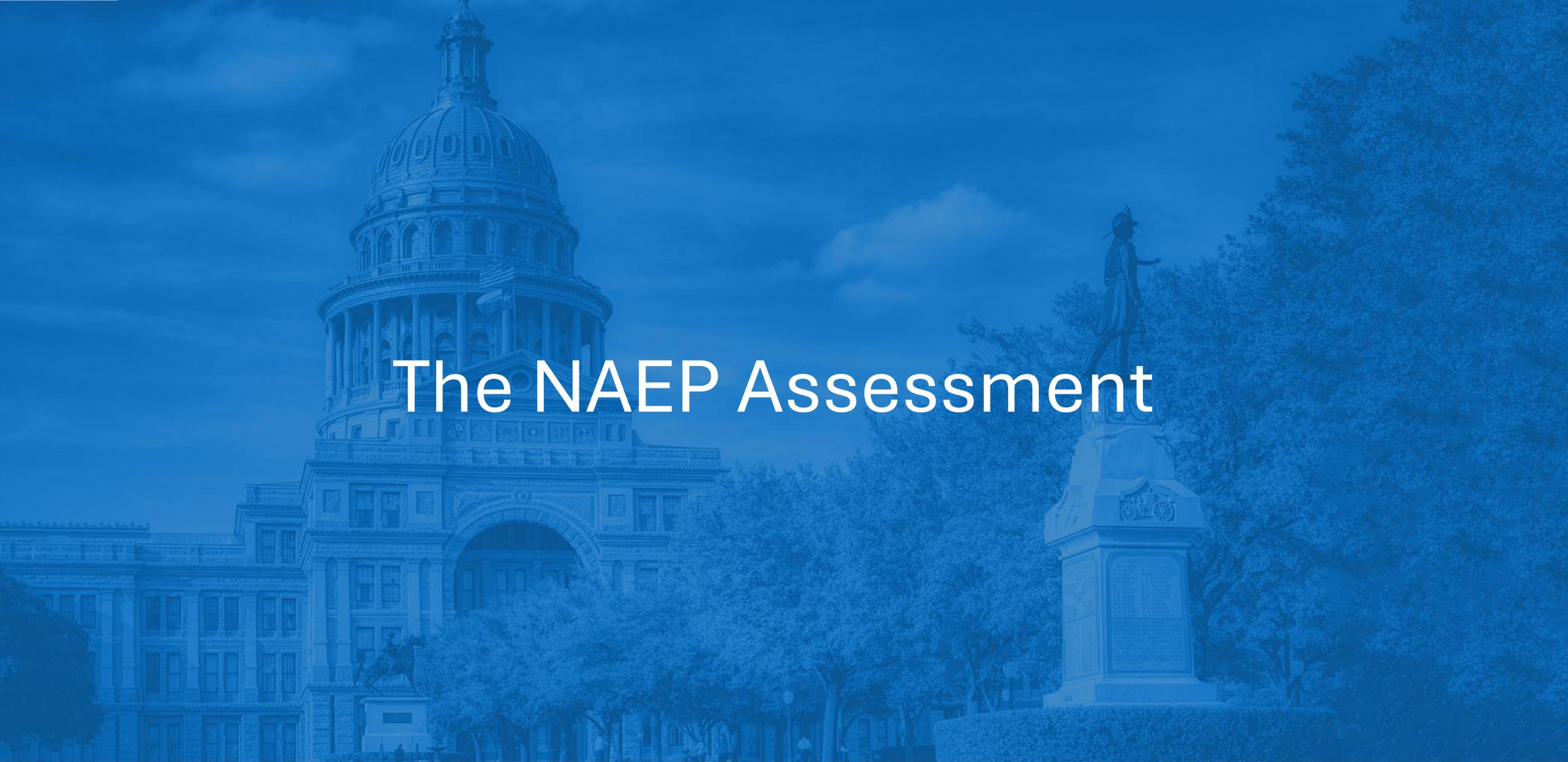
The NAEP Assessment

What is NAEP?

The National Assessment of Educational Progress (NAEP), also known as The Nation's Report Card, is the largest continuing and nationally representative assessment of what our nation's students know and can do in subjects such as mathematics, reading, science, and writing.

Teachers, principals, parents, policymakers, and researchers all use NAEP results to assess progress and develop ways to improve education in the United States. Standard assessment administration practices are implemented to provide a common measure of student achievement.

NAEP results are released as " The Nation's Report Card "

The Nation's Report Card

National Assessment of Educational Progress

NAEP includes a range of subjects at grades 4, 8, and 12 to provide a comprehensive look at the wide array of academic areas that are a part of a student's education.

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Most subjects return national results only.
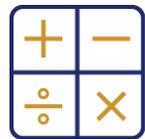State level results are available for reading and mathematics at grades 4 & 8.

Civics

Economics

Geography

U.S. History

Mathematics

Music

Reading

Science

Technology & Engineering Literacy
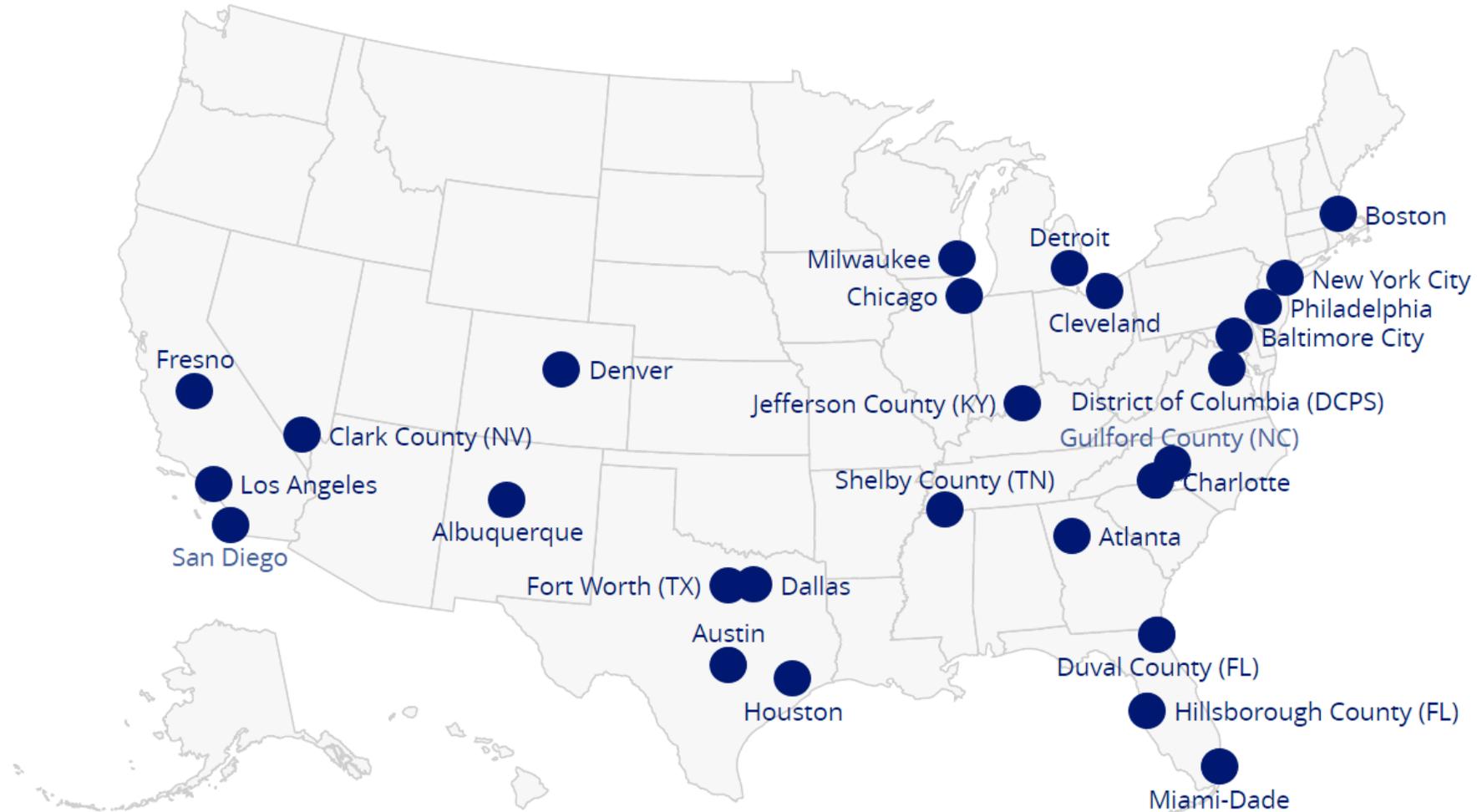
Visual Arts

Writing

Who participates?

- NAEP produces **jurisdiction-level** results for...

  - All 50 states
  - Department of Defense Education Activity
  - District of Columbia
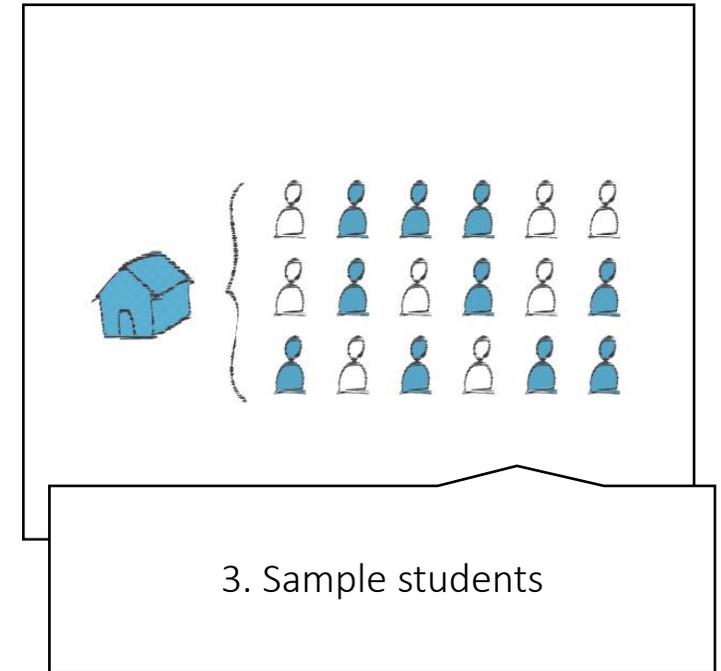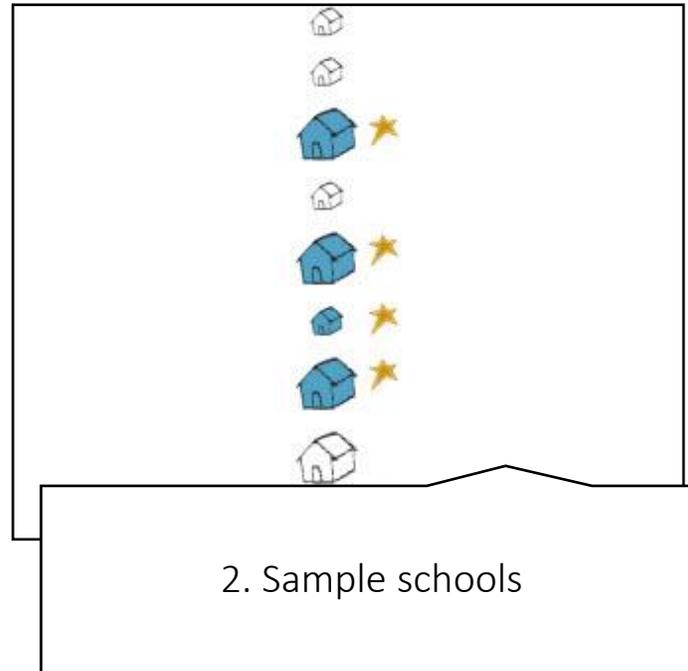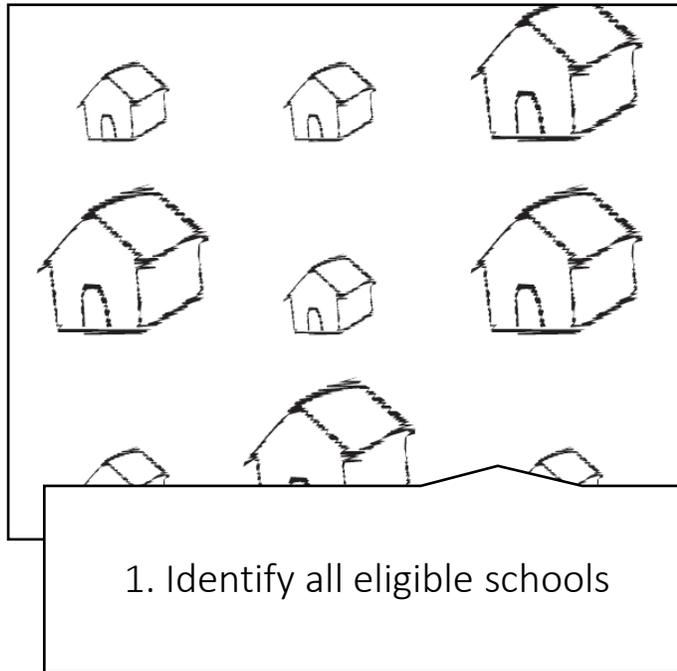 - 27 urban districts - Trial Urban District Assessment (TUDA)

Texas has four districts in the TUDA program

How are schools and students selected? .

1. Identify all eligible schools

2. Sample schools

3. Sample students

Past participation has no influence on future selection, and the **Texas Education Agency (TEA)** has no role or input in determining which schools are selected.
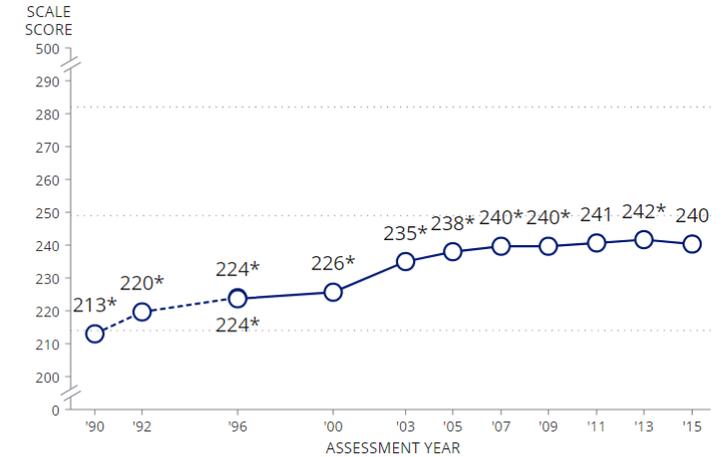
NAEP Administration

- January to March

- Administered as a digitally based assessment on tablets

- Each student assessed in one subject

- Students take a small portion of the item pool

- Accommodations provided as necessary for
  - Students with disabilities
  - English learners
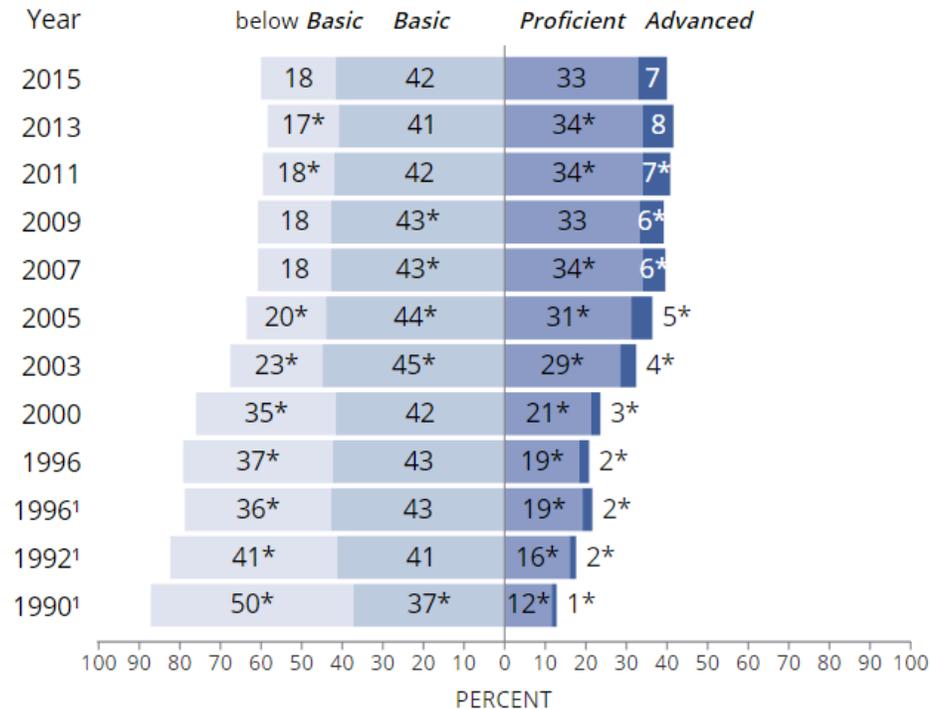
How are NAEP results reported?

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- **Scale Scores**
  - 0 – 500 on mathematics and reading assessments
  - Cannot be compared across grade levels or content areas

- **Achievement Levels**
  - Below NAEP Basic
  - NAEP Basic
  - NAEP Proficient
  - NAEP Advanced

SCALE SCORE

213* 220* 224* 226* 235* 238* 240* 240* 241 242* 240
224*

'90 '92 '96 '00 '03 '05 '07 '09 '11 '13 '15
ASSESSMENT YEAR

Year	below *Basic*	*Basic*	*Proficient*	*Advanced*
2015	18	42	33	7
2013	17*	41	34*	8
2011	18*	42	34*	7*
2009	18	43*	33	6*
2007	18	43*	34*	6*
2005	20*	44*	31*	5*
2003	23*	45*	29*	4*
2000	35*	42	21*	3*
1996	37*	43	19*	2*
1996[1]	36*	43	19*	2*
1992[1]	41*	41	16*	2*
1990[1]	50*	37*	12*	1*

100 90 80 70 60 50 40 30 20 10 0 10 20 30 40 50 60 70 80 90 100
PERCENT

NAEP 2040 Targets Translated to Cut Scores

House Bill 8 sets clear direction regarding the necessary rigor of cut scores for student achievement

The commissioner shall increase the rigor by which the commissioner determines the overall performance ratings under Section 39.054(a) to continuously improve student performance to, **not later than the 15th year after the commissioner modifies the performance standards under Subsection (f-1), achieve the goals of:**

(1) eliminating achievement gaps based on race, ethnicity, and socioeconomic status; and

(2) ensuring this state ranks nationally in the top five states **in preparing students for postsecondary success and on the** National Assessment of Educational Progress

Texas has legislative goal of becoming a top five state in overall NAEP performance by 2040*.
- NAEP scores, in Texas and nationwide, have mostly trended down in the past 10-15 years. These trends predate the COVID-19 pandemic and its associated learning loss.
- To meet this goal, Texas must reverse these trends and grow significantly and consistently.
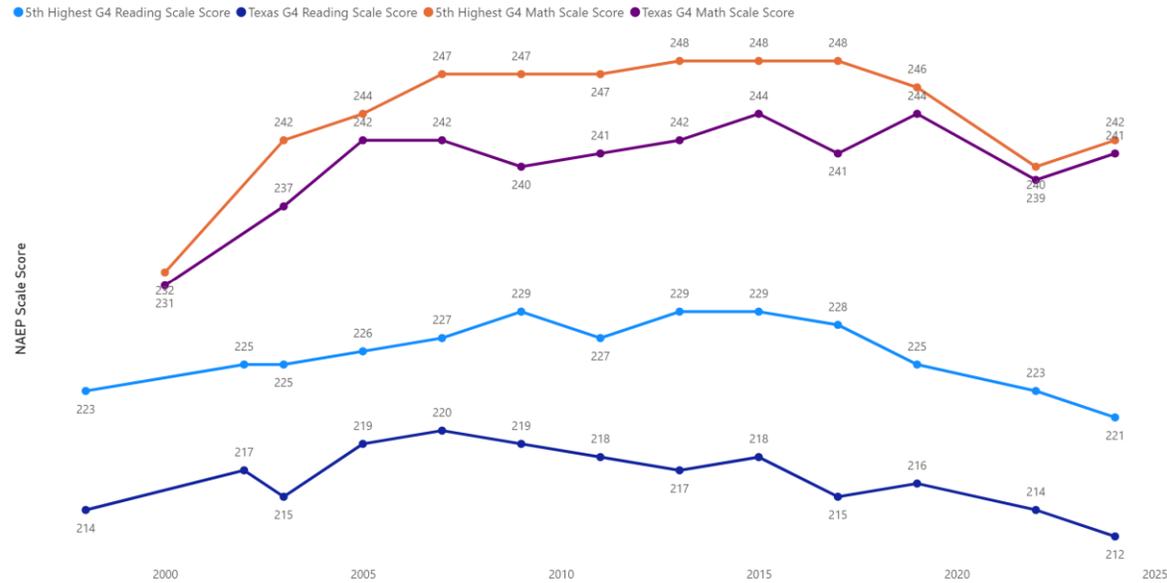
*The 15th year after performance standards are modified is 2041 (2026 adoption of 2028 standards +15=2041).
2041 is not a NAEP administration year, so targets are set to 2040, to ensure the target is achieved by 2041.

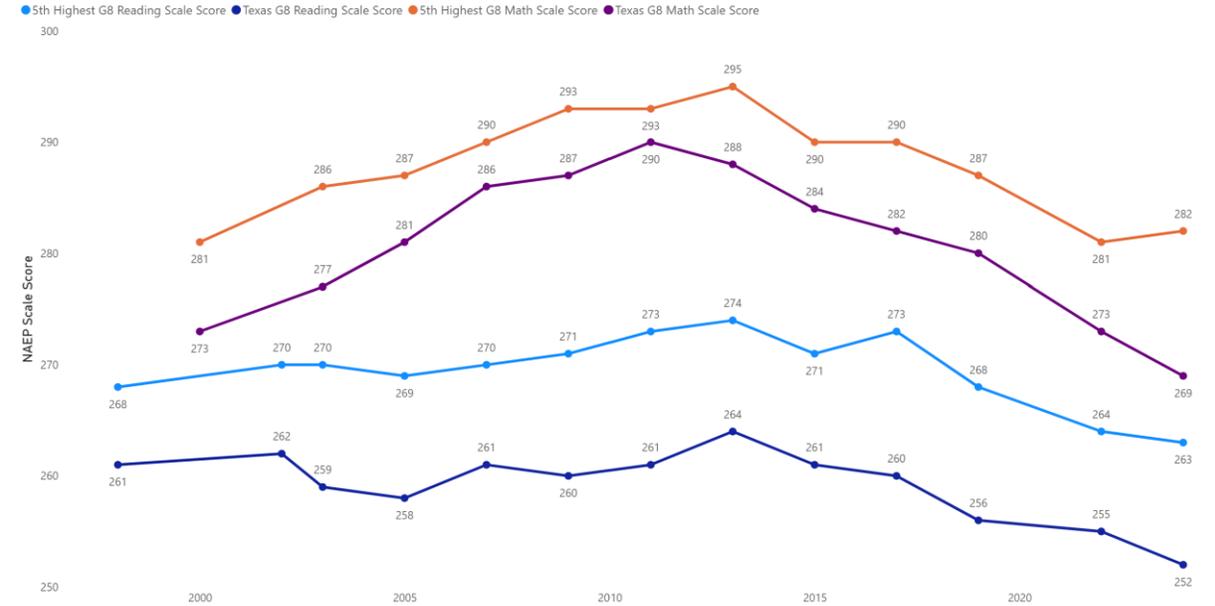# Background: Nationally, NAEP scores have been trending down.
For goal setting, we cannot assume continued downward trend nationally for next 10-15 years.


- 2024 is the most recent NAEP assessment data available. Scores peaked around 2011-15 nationwide and in Texas.

- **As a result, we want to set a goal that would ensure Texas would have been in the top 5 at any point in the last 15 years.**

To reach at or above the 5th highest performing state on the NAEP, Texas must reverse declining trend in grade 4 reading.

Historical G4 NAEP Results and Needed Growth by 2040 by Texas
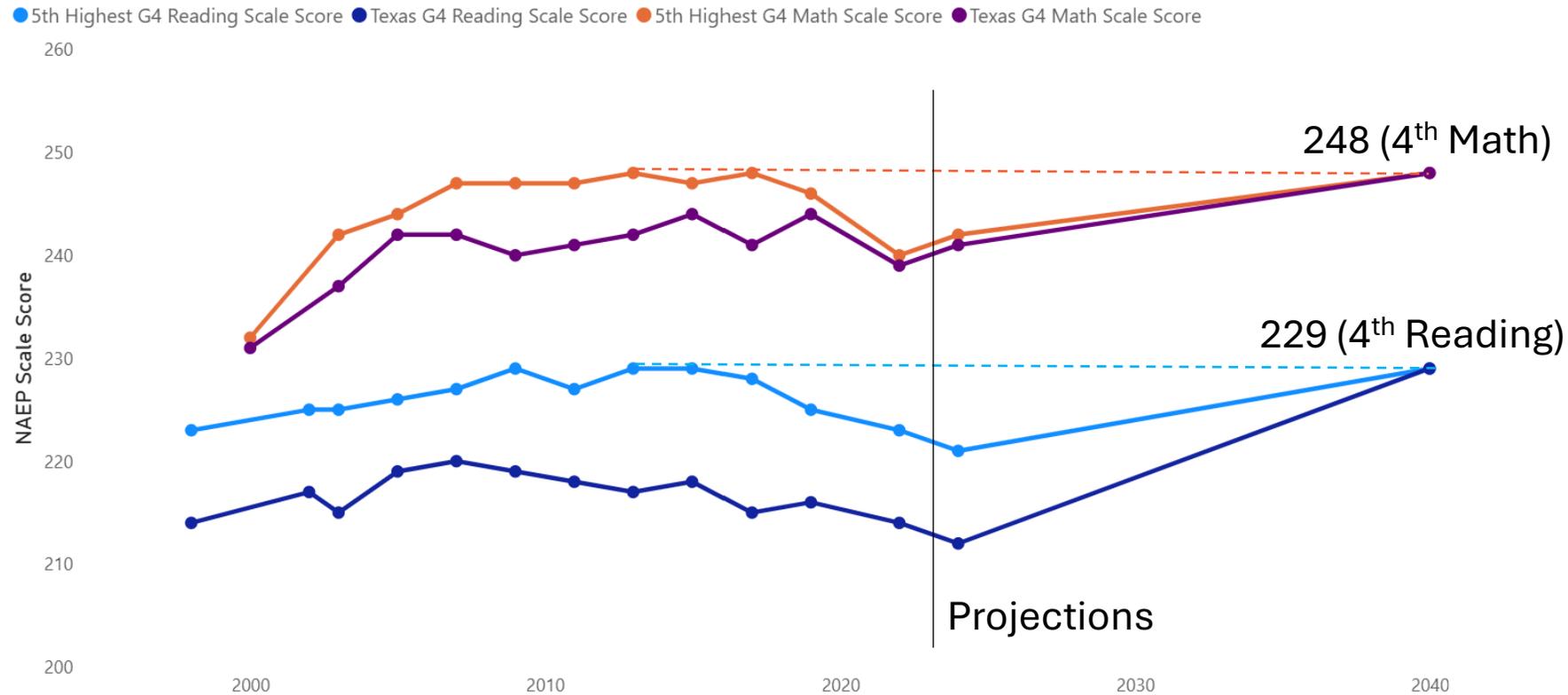
● 5th Highest G4 Reading Scale Score   ● Texas G4 Reading Scale Score   ● 5th Highest G4 Math Scale Score   ● Texas G4 Math Scale Score

248 (4th Math)

229 (4th Reading)

Projections

2040 projections for the top five state represent historical highs for each test. This is a projection and not a prediction. We are not assuming the nation as a whole will not grow when calculating Texas's needed growth.

In 8th grade, considerable growth must be made in both math and reading in order to reach top 5 on the NAEP.

5th Highest G8 Reading Scale Score, Texas G8 Reading Scale Score, 5th Highest G8 Math Scale Score and Texas G8 Math Scale Score by Year
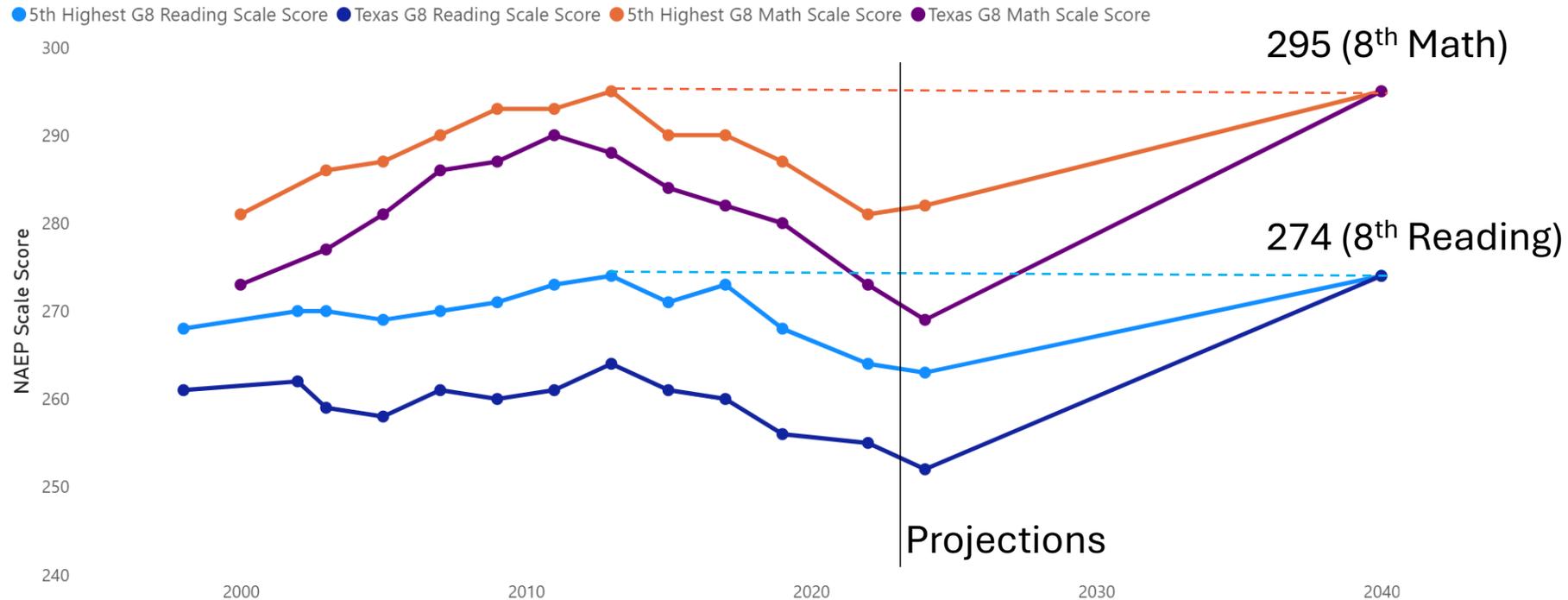
● 5th Highest G8 Reading Scale Score ● Texas G8 Reading Scale Score ● 5th Highest G8 Math Scale Score ● Texas G8 Math Scale Score

295 (8th Math)

274 (8th Reading)

Projections

2040 projections for the top five state represent historical highs for each test. This is a projection and not a prediction. We are not assuming the nation as a whole will not grow when calculating Texas's needed growth.

Texas Students will need to make significant progress in STAAR for the state to become a top five state by NAEP achievement

Grade	Test	2024 Texas NAEP Score	2040 Texas NAEP Target	NAEP Score Growth	% Growth Needed	Equivalent STAAR Scale Point Growth
4	Math	241	248	7	1.4%	17
8	Math	269	295	26	5.2%	64
4	Reading/RLA	212	229	17	3.4%	47
8	Reading/RLA	252	274	22	4.4%	61

Note: STAAR scale score are rounded to the nearest whole number. Grade 4 RLA has different scales for English and Spanish. Consistent % growth was applied to both scales to establish targets. NAEP tests are scaled 0-500. STAAR scales were found here.

As calibration does not exist between NAEP and STAAR performance, the percent of growth needed on each assessment is leveraged for goal setting

Goal Setting Methodology

Determine NAEP scale score targets for 2040 based on historical Top 5 score

↓

Determine percent of growth needed from 2024 to 2040 on NAEP scale scores to reach target

↓

Align percent of growth needed on NAEP scale scores to the percent of growth needed on STAAR scale scores

↓

Determine STAAR Performance (Approaches, Meets, Masters) by applying projected scale score point growth to 2024 STAAR

8th Grade Reading/RLA Example

Texas 2040 NAEP Target = 274

Texas 2024 NAEP Performance = 252

↓

274-252 = 22 points of growth needed

- 4.4% increase in NAEP score needed

↓

4.4% increase = 61-point increase in 8th Grade RLA STAAR scale score needed

↓

Increasing each student's 2024 8th RLA STAAR score by 61 scale score points results means in 2040, we need 90.4% Approaches and above, 69.0% Meets and above, and 41.1% Masters

! To achieve top 5 on the NAEP in Reading in 2040, the average STAAR scale score on 8th grade RLA needs to increase by 61 points by 2040

NAEP Scale = 500
22/500 = 4.4%

8th RLA Scale = 1390 (2210-820)
1390*4.4% = 61.16 points

| G8 RLA State Summative Test Performance Level	2024	2040 Goal
Approaches and above	81%	90.4%
Meets and above	56%	69.0%
Masters	29%	41.1%

To establish a Domain 1a (SST Performance) cut score that best propels Texas to rank nationally in the top 5, the **highest** approaches, meets, and masters across grade levels and subject areas was identified and used to set 2040 target Domain 1a score

Currently, the average Texas school has <50% of students meeting grade level expectations. To meet the 2040 targets, the average school in Texas must have over two-thirds of students meeting grade level expectations

Highest STAAR Performance Target

2040 Target for Average Domain 1a Performance

90.4% approaches + 69% meets + 41.1% masters = 67

2025 Statewide Domain 1a Raw Score = 48

3
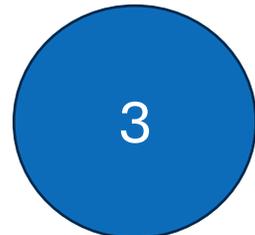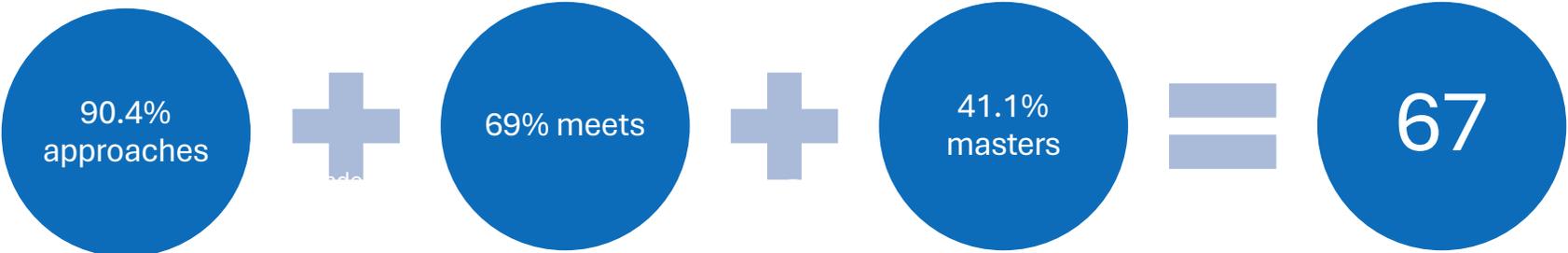
To meet or exceed top 5 on the NAEP in 2040, we project the state needs **the average campus to have a Domain 1a raw score of 67 by 2040**.

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Setting A cut score

2040 Target Cut Scores

Domain 1a Cut score	ES, MS, HS, K-12, AEA
For an A	
For a B	
For a C	67
For a D	

The average campus has a 67 by 2040

2028 Proposed Cut Scores

Domain 1a Cut score	Elem	Middle	HS/K-12	AEA
For an A	67	67	67	67
For a B				
For a C	2025 avg ES	2025 avg MS	2025 avg HS	2025 avg AEA
For a D				

The best campuses have a 67 by 2028

By increasing the rigor of A cut scores in 2028 to the necessary average performance in 2040, Texas begins the trajectory of being a top 5 performer on the NAEP

Setting C cut score

- Mid to high "C" reflects average performance
- What does our state average need to be to be on track to our 2040 goal?

2040 Goal	2025 Baseline Performance	Growth Needed
67	48	19

- Cut scores can only be changed during a refresh, which occur every 5 years. There are three refreshes before 2040: 2028, 2033, 2038.
- The statewide average must grow by 6.3 points every refresh to meet the 2040 targets (19/3).
- Proposed 77 scale scores will reflect the average D1a by school type growing by 6 points.

The process of determining 15 year targets and Texas' distance to targets will be replicated every 5 years with the refresh.

- Are bonus points for students that pass an EOC prior to grade 9 included in the statewide averages for applicable school type?
  - Yes.
    - House Bill 8 outlines the need for top 5 performance nationally, which has been equated to a necessary raw score. The target score includes bonus points, so scaling tables must also include bonus points.
    - Statewide averages for applicable school type showed marginal differences that had very little impact on establishing the 77 scaled score

- Is it intentional that AEAs have the same Domain 1a cut point as non-AEAs?
  - Yes.
    - The 2040 targets are statewide targets, irrespective of school type. The A cut score for 2028 is an intentional step towards those targets
    - AEAs have modified Domain 1a calculations to weight Meets by a multiplier of 1.1% and Masters by a multiplier of 1.2%
    - Chapter 2 of the accountability manual:
      - The STAAR calculation is modified to credit AEA campuses for Meets and Masters performance while maintaining the same scaling and cut points as non-AEA campuses

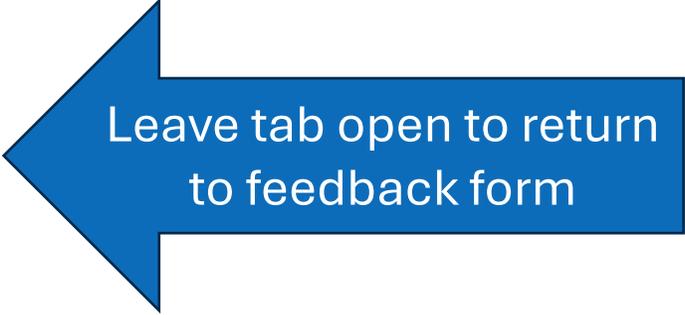# Questions, reflections, thoughts?

Feedback Round

- Please share your level of clarity and feedback on the methodology used to calculate Domain 1a A cut scores and growth needed in Domain 1a to reach 2040 targets.

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Feb 2026 TAAG Meeting

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Postsecondary 2040 Targets Translated to Cut Scores

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House Bill 8 also sets direction for top 5 performance in postsecondary success

*The commissioner shall increase the rigor by which the commissioner determines the overall performance ratings under Section 39.054(a) to continuously improve student performance to, **not later than the 15th year after the commissioner modifies the performance standards under Subsection (f-1), achieve the goals of:***

(1) eliminating achievement gaps based on race, ethnicity, and socioeconomic status; and

*(2) **ensuring this state ranks nationally in the** top five states **in preparing students for postsecondary success** **and on the** National Assessment of Educational Progress*

Texas has legislative goal of becoming a top five state in postsecondary performance by 2040*.
- As a national metric for career or military readiness does not exist, college readiness, as measured by the ACT and SAT, is basis of target setting
- To meet this goal, Texas must grow significantly and consistently.
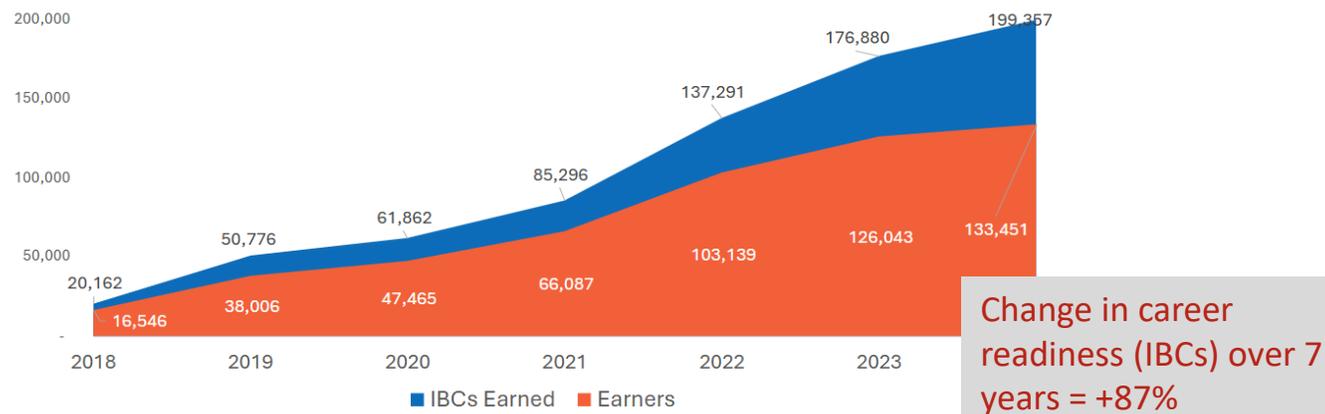
*The 15th year after performance standards are modified is 2041 (2026 adoption of 2028 standards +15=2041).
2041 is not a NAEP administration year, so both NAEP and PostSecondary targets are set to 2040, to ensure the target is achieved by 2041.

Proposed: Leverage the ACT/SAT as proxy for postsecondary readiness

- We are charged with setting targets that position Texas in the top 5 states nationally within 15 years
- A nationally normed data set, which encompasses college, career, and military readiness, from which to set targets, does not exist.

IBCs Earned by Texas Graduates, 2018-2024

Chart values (IBCs Earned): 20,162; 50,776; 61,862; 85,296; 137,291; 176,880; 199,357

Chart values (Earners): 16,546; 38,006; 47,465; 66,087; 103,139; 126,043; 133,451

Legend: ■ IBCs Earned ■ Earners

Change in career readiness (IBCs) over 7 years = +87%

Historically, college readiness indicators have been slower and more challenging to move. With 7 years between 2026 and 2032 (with updated cut scores with the 2033 refresh) it is anticipated that career and military* readiness indicators will bolster and accelerate progress towards 2040 postsecondary goals, even with added rigor of requiring IBC completer status and tiered IBC list

Percent of Annual Graduates At/Above Criterion on SAT/ACT

Annual Graduates	% At Above Criterion
2018	37.9%
2019	36.1%
2020	35.7%
2021	32.9%
2022	32.1%
2023	28.9%
2024	28.8%

Change in college readiness (SAT/ACT) over 7 years = -9.1%

*military enlistment data unavailable for some years due to data validity constraints, but initial collection from DoD shows increase. A new indicator for military readiness will also be available in 2028

To use both ACT and SAT as post-secondary success targets for CCMR performance, the percent of growth needed derived from a weighted score from both assessments is leveraged for goal setting

Goal Setting Methodology

Convert SAT composite scores to ACT composite scores.

Determine weighted 'average ACT composite score' **based on participation rates.**

Align percent of growth needed on the derived weighted ACT score to the percent of growth needed on CCMR.

Texas SAT takers averaged a 970 composite score in 2024. Using concordance table found here, 970 corresponds to a 17.9 on the ACT.

77% of Texas test takers took the SAT and 23% took the ACT in 2024. The average SAT composite score was a 970 (17.9 in ACT terms) and the average ACT composite score was a 19.4.

The derived weighted average ACT Composite score in Texas is 18.25

Postsecondary success, as measured through both SAT and ACT places Texas in 41st.

Top five weighted SAT and ACT score states

State	Performance Rank	ACT and SAT Weighted 2024 Composite
Massachusetts	1	22.29
Virginia	2	21.95
California	3	21.78
Vermont	4	21.76
Oregon	5	21.75

The Texas weighted composite score of 18.25 ranks at 41st .

To become the 5th highest performing state, Texas must grow 15%.

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5th highest performing state (2017-2024)

Year	State	Weighted SAT and ACT Composite	% Growth Needed for TX Achieve
2024	OR	21.75	13%
2023	SD	21.17	11%
2022	WA	22.06	14%
2021	VT	22.35	**15%**
2020	NJ	21.72	13%
2019	SD	21.8	13%
2018	PA	21.66	13%
2017	SD	22.12	14%

22.35 is the historical high score to be Top 5.

2024 Texas Weighted SAT ACT Composite Score	2040 Texas Weighted SAT ACT Composite Target	% Growth Needed
18.25	22.35	15%

ACT Scale = 27
4.1/27 = 15.19%

Texas must see 15% growth on the ACT by 2040

The goal is a 90% statewide CCMR performance by 2040, if the state Domain 1b increases by 15 points

The 2025 statewide CCMR score, applying IBC and program of study requirements*, is **75.**

Baseline performance was calculated based on assumed 2033 differential weighting of CCMR
If TAAG feedback changes, we will rerun modeling with CCMR tiering in place

*This applies the Tier 3 IBC 5% cap, requires CTE Completer status (74%), and incorporates an increase in military enlistments that were not collected in DD-4 Forms, but will be captured in Department of Defense student listings (+1%).

This anticipates that by 2040, there will be an availability of approved College Preparatory Courses (all CPCs earned by 2024 grads maintained to get this state rate).

2040 Target for Average Domain 1b Performance

2025 CCMR State Rate	15-Year Growth Needed	2040 Goal
75	15	90

The statewide rate must grow by **5 points** every refresh to meet the 2040 targets (15/3).

Proposal: A 15% increase in CCMR is needed by 2040, reflecting the A cut score for 2028

Setting A cut score

2040 Target Cut Scores

Domain 1b Cut score	HS/K-12
For an A	
For a B	
For a C	90
For a D	

The average campus has 90 by 2040

2028 Proposed Cut Scores

Domain 1b Cut score	HS/K-12
For an A	90
For a B	
For a C	
For a D	

The best campuses have a 90 by 2028

Baseline performance was calculated based on assumed 2033 differential weighting of CCMR
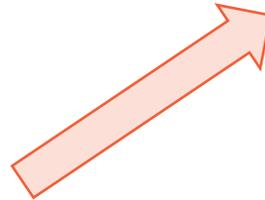If TAAG feedback changes, we will rerun modeling with CCMR tiering in place

Setting C cut score

- The statewide average must grow by 5 points every refresh to meet the 2040 targets (15/3).
- Proposed 77 scale scores will reflect the average D1b by school type growing by 5 points.
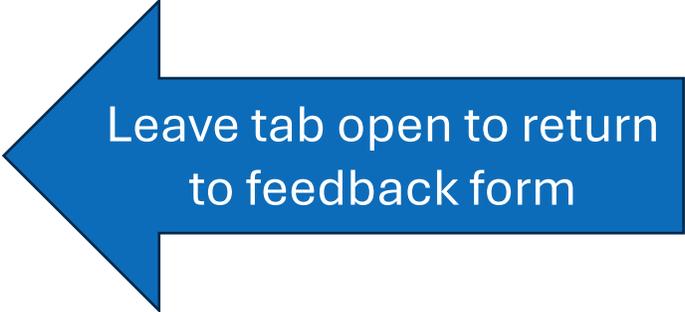
Questions, reflections, thoughts?

Feedback Round

- Please share your level of clarity and feedback on the methodology used to calculate Domain 1b A cut scores and growth needed in Domain 1b to reach 2040 targets.

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Alignment of 2040 Targets Across the A-F System, Translated to Cut Scores

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Domain 1c (Graduation rate component) Proposed Cut Scores

While not explicitly named, high school graduation is a critical component of reaching direction for top 5 performance in postsecondary success

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(1) eliminating achievement gaps based on race, ethnicity, and socioeconomic status; and

(2) ensuring this state ranks nationally in the **top five states** **in preparing students for** **postsecondary success** **and on the** *National Assessment of Educational Progress*

Texas has legislative goal of becoming a top five state in postsecondary performance by 2040*.
- The most consistent source for national graduation rates is the National Center for Education Statistics (NCES)
  - Data reported as whole numbers
  - Most recent report is 2021-22

*The 15th year after performance standards are modified is 2041 (2026 adoption of 2028 standards +15=2041).
2041 is not a NAEP administration year, so both NAEP and PostSecondary targets are set to 2040, to ensure the target is achieved by 2041.

Graduation rates are closely clustered, with 22 states all performing above 87% average from 2012-2022

**Top Performing States for Average Graduation Rate
2012-2022**

State	Grad Rate
Iowa	91%
New Jersey	90%
KY, NE, TN, TX, WI	89%
AL, CT, MA, MO, NH, ND, WV	88%
AR, IN, KS, ME, MD, VA	87%

To secure top performance, Texas needs to grow graduation rate at least 1%

2028 Proposed Cut Scores

Domain 1c Cut score	HS/K-12	AEA
A	99	99

**Longitudinal Grad Rates
2012-2022**

| Year	Top Performing State Grade Rate	Texas Grad Rate
2011-12	Iowa- 89%	88%
2012-13	Iowa-90%	88%
2013-14	Iowa- 91%	88%
2014-15	Iowa- 91%	89%
2015-16	Iowa- 91%	89%
2016-17	Iowa and NJ- 91%	90%
2017-18	Iowa and NJ- 91%	90%
2018-19	Iowa- 92%	90%
2019-20	Iowa- 92%	---
2020-21	AL and WV- 90%	90%
2021-22	WV- 91%	90%

Questions, reflections, thoughts?

Feedback Round

- Please share your level of clarity and feedback on the methodology used to calculate Domain 1c A cut scores and growth needed in Domain 1c to reach 2040 targets.

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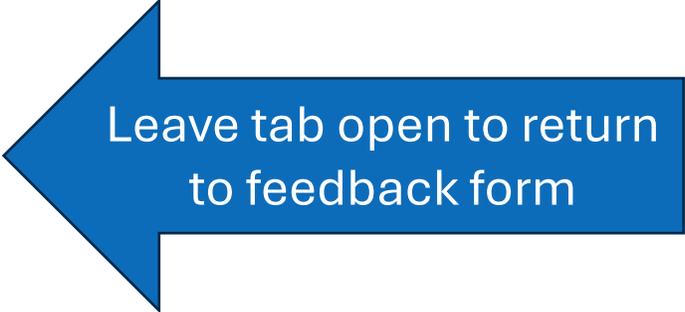
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Domain 2a (Academic Growth component) Proposed Cut Scores

Domain 2a measures individual student progress and the percent of students making at least one year of academic growth

The commissioner shall increase the rigor by which the commissioner determines the overall performance ratings under Section 39.054(a) to continuously improve student performance to, **not later than the 15th year after the commissioner modifies the performance standards under Subsection (f-1), achieve the goals of:**

(1) eliminating achievement gaps based on race, ethnicity, and socioeconomic status; and

(2) ensuring this state ranks nationally in the **top five states** **in preparing students for postsecondary success and on the** **National Assessment of Educational Progress**

- Nationally, and in Texas, NAEP scores are on the decline. To increase the average Domain 1a performance of 67, significant growth must be made

- Domain 2a scores are designed to measure the extent to which Texas schools are on track to meeting goals.

*The 15th year after performance standards are modified is 2041 (2026 adoption of 2028 standards +15=2041).
2041 is not a NAEP administration year, so both NAEP and PostSecondary targets are set to 2040, to ensure the target is achieved by 2041.

Recall: Students earn 0, .5, or 1 growth points within Domain 2a. 1 point measures 1 year of academic progress

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

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

Reminder: Growth points for students who progress for students who progressed from DNM to Approaches or higher are multiplied by .25 in final calculations

0 points of growth:
- Drop in performance band
- No change in performance band if at Did Not Meet or Approaches

.5 points of growth:
- Stayed at DNM high, low approaches or high approaches

1 point of growth:
- Growth in enhanced performance levels
- Staying at meets or masters

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The percentage of students at Approaches+, Meets+, and Masters for Texas to rank nationally in the top 5 on NAEP was identified for D1a. To meet the goal of 67 average state performance by 2040, students must move up performance levels as measured on D2a.

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2028 Proposed Cut Scores

Domain 1a Raw Score	2028	2040 Target
For an A	67	
For a C		67

By 2040, the average ("C") campus will have 90% Approaches+, 69% Meets+, 41% Masters. These are the performance levels aligned with the D1a A-cut for 2028.

The 2025 statewide performance levels for Domain 2a are:

2040 Target for Average Domain 1a Performance

	2025 Statewide Performance Levels*	2040 Target Performance Levels
Approaches+	76%	90%
Meets+	47%	69%
Masters	23%	41%

*These numbers reflect current-year 2025 performance for those students measured in the D2A calculation (have prior year and current year performance) = 49

To meet the goal of 67 "C" average state performance in 2040, the "C" average on Domain 2a in 2040 is an Academic Growth score of 84.

There are 15 years to grow from current 2025 D1a to 2040 D1a.

The statewide performance in approaches, meets, and masters must increase each year. With an equal increase in each band each year for 15 years, the state will earn a <u>D2a academic growth scaled score of 84</u> if it meets 90%-69%-41% in 2040.

Assumed % Increase Maintained each year
+1% Approaches+
+1.5% Meets+
+1 % Masters (+1.5 in 2037-2040)

	HB8% or above reached	Growth From 2039 to 2040 to reach 2040 Target	Target
Does Not Meet	100%	Does Not Meet --> Does Not Meet (STAY)	DNM: 10
		Does Not Meet --> Approaches	Approaches: 21
Approaches	90%	Approaches --> Approaches (STAY)	
		Approaches --> Meets	
Meets	69%	Meets --> Meets (STAY)	Meets: 28
		Meets --> Masters	
Masters	41%	Masters --> Masters (STAY)	Masters: 41
		Academic Growth Score in 2040	D2A 84

2028 Proposed Cut Scores

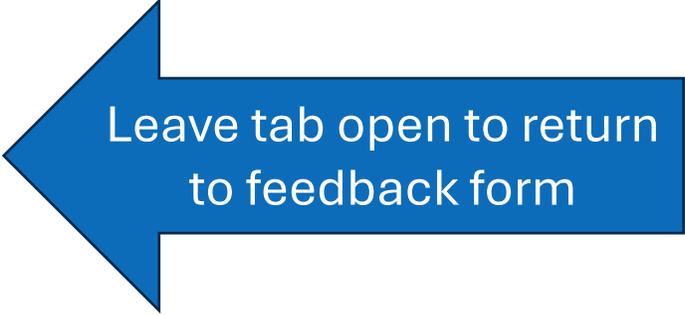| Domain 2a Raw Score	2028	2040 Growth Score
For an A	**84**	
For a C		84

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Questions, reflections, thoughts?

Feedback Round

- Please share your level of clarity and feedback on the methodology used to calculate Domain 2a A cut scores

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Domain 2b (Relative Progress) Proposed Cut Scores

Domain 2b cut and scaled scores for elementary, middle, high school and K-12 schools are contingent on Domain 1a and 1b cut score setting methodology

Domain 2b does not have traditional cut scores, but stakeholders can leverage relative performance scaling tables for internalization of results and goal setting.

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2023 STAAR Relative Performance

Texas Education Agency
2023 CCMR Relative Performance
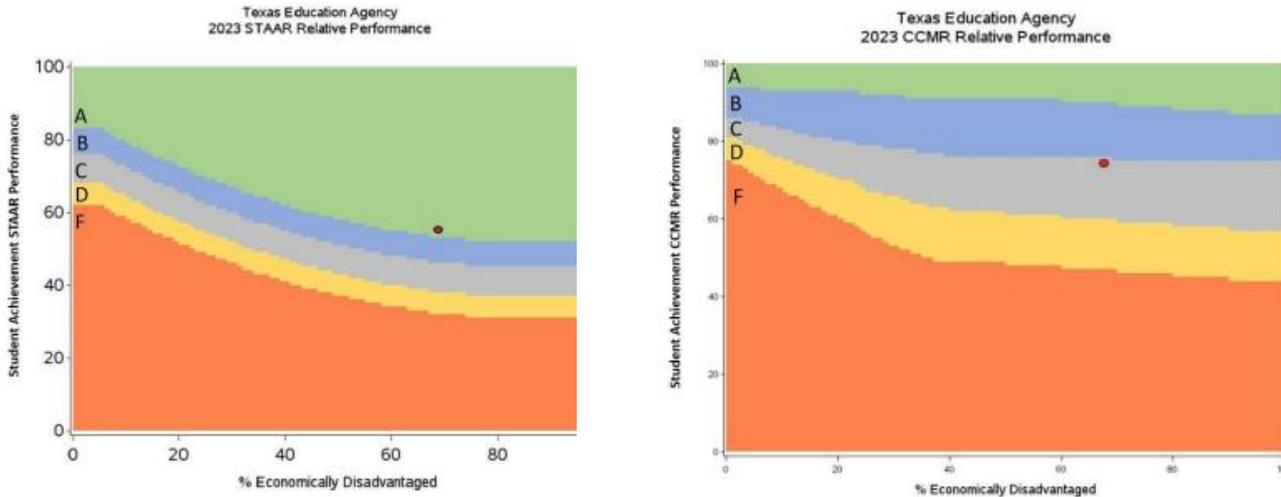
For high school and K-12 campuses, relative performance is calculated separately for STAAR (SST) performance and CCMR

Based on Domain 1a and 1b proposed cut scores, analyze distribution by school type

Set Domain 2b cut scores that reflect Domain 1a and 1b distributions, specific to percent of students that are economically disadvantaged

Ensure equitable distribution for eco dis quintiles

Domain 2b for AEAs is a growth metric. The A cut score is anchored at 84, with 77 scaled score based on AEA statewide averages and growth needed to 2040 goals

Questions, reflections, thoughts?

Domain 3a (Closing the Gaps, Student Group Performance) Proposed Cut Scores

- **Schools without a CCMR component score are measured on:**
  - Academic Achievement
    - % of students at meets+ in RLA and Math
  - Growth
    - % of student demonstrating 1 year of growth
  - Progress to English Language Proficiency
    - Students' achievement and growth on the TELPAS assessment
  - Student Success
    - Average student achievement across subjects

- **Schools with a CCMR component score are measured on:**
  - Academic Achievement
    - % of students at meets+ in RLA and Math
  - Graduation Rate
    - 4 year graduation rate
  - Progress to English Language Proficiency
    - Students' achievement and growth on the TELPAS assessment
  - School Quality
    - % of students that are CCMR

Domain 3a is designed to measure school effectiveness for historically marginalized groups and leverages the same data used in Domains 1 and 2a

- To calculate Domain 3a cut points for an A, a proportional weight of Domain 1 and 2 cut points was calculated

- This methodology ensures ALL students across the state are demonstrating progress needed to 2040 goals

Proposed Domain 3a cut score for schools without CCMR
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Schools without CCMR

Domain 3a component	Weight within 3a	Aligned Domain 1 or 2 A cut score	Points towards 3a A cut score
Academic Achievement	30%	Domain 1a= 67	20.1
Growth	50%	Domain 2a= 84	42
Progress to Eng. Lang Proficiency	10%	Domain 1a= 67	6.7
Student Success	10%	Domain 1a= 67	6.7
SUM			**75.5**

Domain 3a is calculated differently for schools with CCMR, resulting in different Domain 3a A cut score proposals

Baseline performance was calculated based on assumed 2033 differential weighting of CCMR. If TAAG feedback changes, we will rerun modeling with CCMR tiering in place.

Schools with CCMR

Domain 3a component	Weight within 3a	Aligned Domain 1 or 2 A cut score	Points towards 3a A cut score
Academic Achievement	50%	Domain 1a= 67	33.5
Grad rate	10%	Domain 1c= 99	9.9
Progress to Eng. Lang Proficiency	10%	Domain 1a= 67	6.7
School Quality	30%	Domain 1b= 90	27
SUM			**77**

Proposed Domain 3a cut score for schools with CCMR

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Domain 3b (Closing the Gaps, Special Populations Program Outcomes) Proposed Cut Scores

For district ratings, Domain 3 cut scores and overall campus rating cut scores include Domain 3b, weighted at 30% of Domain 3 and based on the sum of indicators within three program area component scores

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Overall District Rating

Domain 1: Proportional weight of all campuses' Domain 1 performance

Domain 2

Domain 3

Domain 2a: Academic Growth, **Proportional weight of all campuses' Domain 2a performance**

2b: Relative Performance, Proportional weight of all campuses' Domain 2b performance

Domain 3a: Proportional weight of all campuses' Domain 3 performance

Domain 3b: Special Populations Reporting

Best of methodology applies in District Domain 2 Calculations

District subset results for Special Education program area indicators

District subset results for English Learner program area indicators

Combined district subset results for Homeless and Foster Care program area indicators

District Domain 3 calculated as 70% Domain 3a (proportional rollup of campus Domain 3a scores) and 30% Domain 3b (district subset of special population results)

Recall: Domain 3b measures Special Populations Program Outcomes for 4 program areas

Bilingual Education Program Area (33% of Domain 3b score)	**Special Education Program Area (33% of Domain 3b score)**
Foster Program Area (combined with Homeless for 33% of Domain 3b score)	**Homeless Program Area (combined with Foster for 33% of Domain 3b score)**

Domain 3b measures 22 indicators across academic achievement, graduation rate and drop out rate

- To calculate Domain 3b cut points for an A, a proportional weight of Domain 1 cut points was calculated

- This methodology ensures students served in special population program areas students demonstrating progress needed to 2040 goals

Measure	# of indicators	% of indicators within 3b	Aligned Domain Cut Score	Points towards 3b A cut score
Graduation Rate	4	18%	Domain 1c= 99	17.82
Dropout rate	4	18%	Inverse of Domain 1c= 1	18
Academic Achievement	14	64%	Domain 1a= 67	42.88
			SUM	**78.7**

Proposed Domain 3b cut score for district ratings
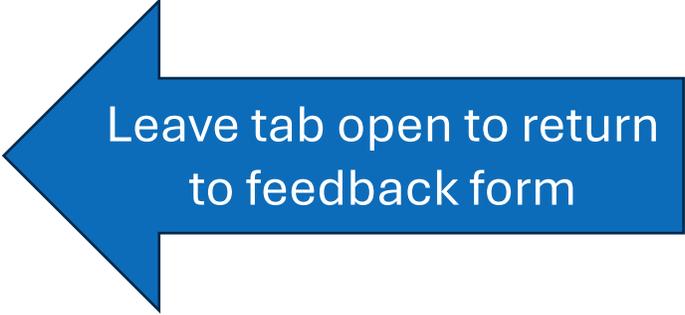
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Questions, reflections, thoughts?

Feedback Round

- Please share your level of clarity and feedback on the methodology used to calculate Domain 3 A cut scores

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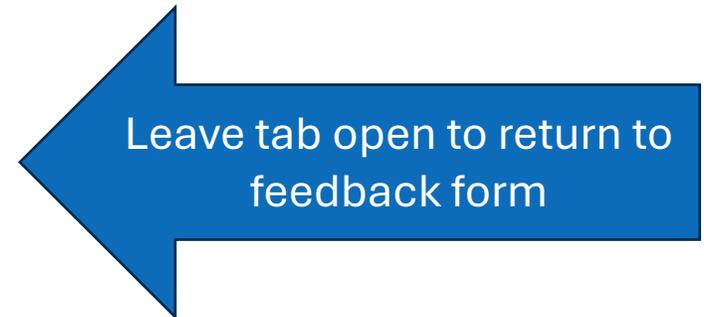Leave tab open to return to feedback form

Closing and Next Steps

thank you

Feedback Form

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

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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
March 5 9am-11:30am	Zoom Registration- March
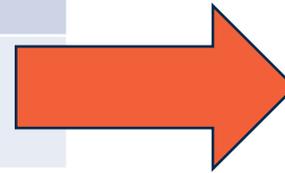
February topics:
- Stakeholder Feedback
- Updated Framework
- Cut Scores and Scaling Tables

Next Steps:
- Minutes from today's meeting and a final copy of the slide deck will be sent out for your review by February 25, 2026
  - **Please review and send feedback on accuracy and clarity**

- Materials will be posted on the Accountability System Development page by March 6, 2026

Thank you

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