



# Texas Accountability Advisory Group Meeting

August 25, 2025 - 9:00-11:30

# Performance Reporting Policy & Communications Team



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## ■ Today's Warm-Up

1. Name
2. Role/ Organization
3. Share one word that describes how you are feeling about the week ahead

## Final Updates on the 2028 Proposed Accountability A-F Framework

- Closing the Gaps Revised Scoring Update
- Distinction Designations Update
- CCMR Updates
- Preliminary 2028 Framework Documentation

## Communications Update

- Public Release Date: **Thursday, August 28**
- 2028 A-F Refresh Roadshow

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

- Identify broader potential improvements to the academic accountability system.
- Bring creative solutions and best practices to the group for discussions.
- Provide both synchronous and asynchronous feedback in a timely manner.
- Assess the impact of legislation and stakeholder feedback on the academic accountability system.
- **Serve as a spokesperson for Texas school districts and open-enrollment charter schools to provide recommendations to the TEA**



# Seven Initial Considerations for Continuous Improvement of A–F System in 2028

Based on recommendations and feedback from the previous refresh and public comments on previous rules, the agency has focused on seven initial considerations for the 2028 Refresh:

#	Change Under Consideration	
1	<b>Targets and Cut Scores Update Using New Baselines</b>	<ul style="list-style-type: none"><li>• <i>Description:</i> Use most recent year data as baseline to update targets and cut scores across the A–F system. Includes cut scores for domains. (Note: Does not include cut scores for STAAR performance levels, e.g., "Meets Grade Level")</li><li>• <i>Purpose:</i> Align with statutory requirements to "modify standards to continuously improve student performance, eliminate achievement gaps, ensure Texas is a national leader in preparing students for postsecondary success"</li></ul>
2	<b>Integration of RDA into A–F</b>	<ul style="list-style-type: none"><li>• <i>Description:</i> Determine data sources and methodologies to incorporate RDA into Domain 3 of A–F</li><li>• <i>Purpose:</i> Align federal reporting requirements, reduce duplication of data reporting, and create consistent focus across the state on special population performance improvements.</li></ul>
3	<b>Differential Weighting of CCMR Indicators</b>	<ul style="list-style-type: none"><li>• <i>Description:</i> Explore different weighting within and across existing CCMR indicators</li><li>• <i>Purpose:</i> Better align methodology of CCMR indicators to post-graduation outcomes</li></ul>
4	<b>Variables for Relative Performance</b>	<ul style="list-style-type: none"><li>• <i>Description:</i> Investigate and model different campus demographic variables for Domain 2 comparison of relative performance</li><li>• <i>Purpose:</i> Determine whether additional demographic factors besides % eco. dis. should be used in Domain 2b</li></ul>
5	<b>Recognition of Accelerated Testers In MS and HS</b>	<ul style="list-style-type: none"><li>• <i>Description:</i> Investigate and model potential ways to recognize students who take advanced courses in middle school</li><li>• <i>Purpose:</i> Update MS &amp; HS methodology to ensure A–F system doesn't disincentivize advanced academic pathways</li></ul>
6	<b>Revisit Distinction Designations</b>	<ul style="list-style-type: none"><li>• <i>Description:</i> Investigate and model potential updates to Distinction Designation indicators or methodology</li><li>• <i>Purpose:</i> Explore potential updates to continuously improve Distinction Designations</li></ul>
7	<b>Refine Other Reporting Information</b>	<ul style="list-style-type: none"><li>• <i>Description:</i> Investigate and determine processes for potential updates or adding new reporting information</li><li>• <i>Purpose:</i> Explore potential updates or new reporting information to add to <a href="https://www.txschools.gov">TXschools.gov</a> or TPRS</li></ul>

In addition, TEA has conducted other data analyses based on previous feedback and 2023 refresh changes (e.g., impact of including Spanish to English testers) and has discussed findings with TAAG.



# Proposed 2028 A–F System Framework Refresh

These proposed changes to the system have been drafted based on years of public feedback, guidance and recommendations of the Texas Accountability Advisory Group (TAAG), the RDA / A–F Integration Taskforce, a Distinction Designations Committee, and are intended to guide discussions and spur additional stakeholder feedback:

## Proposed 2028 A-F Accountability Rating System Refresh

### Integration of RDA into A–F

#### Closing the Gaps for Districts, Part B: Special Populations Monitoring

- The integration of selected indicators and data components previously measured in Results Driven Accountability (RDA) foster transparency by ensuring stakeholders see performance across diverse student groups impact overall ratings. RDA has been one part of the agency’s annual evaluation of a district’s performance and program effectiveness focusing on special populations. The addition of this subdomain will eliminate the separate RDA reporting system.

### Differential Weighting of CCMR Indicators

#### College Preparatory Courses

- \*\*As of 2028 accountability, a 2027 graduate meeting the TSI college readiness standards from a college preparatory course must successfully complete and earn credit in **agency-reviewed and approved courses** taken in **grade 12** as defined in TEC §28.014. College Preparatory course approval information is published on the Advanced Academics website at <https://tea.texas.gov/academics/college-career-and-military-prep/college-preparatory-courses-for-ccmr-accountability>.

#### Industry-Based Certifications

- \*\*As of 2027 accountability, students earning an IBC must also earn **Completer** status in a **program of study** aligned to that IBC. Approved IBCs are listed on the 2025-30 (v4) list at <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/industry-based-certifications>.
- As of 2028 accountability, differential weighting **within** the IBC indicator is applied such that the percentage of graduates meeting CCMR criteria only via a Tier 3 IBC is limited to five graduates, or 5 percent of graduates, whichever is higher. A Tier 3 certification meets the criteria to remain on the IBC list but is not in-demand or directly aligned with one or more high-wage occupations; or requires curriculum (whether purchased as a package or to access the certification assessment).





# Proposed 2028 A–F System Framework Refresh

(continued)

## Proposed 2028 A–F Accountability Rating System Refresh

### Recognition of Accelerated Testers In MS and HS

#### Grades 5–8 STAAR Performance

- A single bonus point is awarded in the STAAR component score calculation for each assessment result for students enrolled in grades 5 through 8 where performance was **at or above Approaches Grade Level** on an assessment aligned with an advanced academic pathway (any **EOC prior to grade 9**: Algebra I, English I, English II, US History, Biology).

#### Performance Level Standards of Accelerated Testers’ SAT and ACT Results

- Updated performance level standards (score ranges) applied to accelerated testers’ SAT and ACT results used for the STAAR component score. All other aspects of the SAT and ACT methodology for students in advanced pathways remain unchanged. Results remain applied to the campus where reported as enrolled in Grade 12.

### Revisit Distinction Designations

#### Postsecondary Readiness Distinction

- Add 4 indicators focused on Student Success after Graduation: Measure a single cohort for College Enrollment within 6 years after HS, Continued College Enrollment 2 years after HS, 2-year College Degree Attainment within 6 years, and 4-year College Degree Attainment within 6 years.

#### Academic Achievement Distinctions

- For each subject area, remove attendance rate as an indicator in the Academic Achievement Distinction.

#### Alternative Education Accountability (AEA)/Dropout Recovery Schools (DRS)

- Create AEA/DRS comparison groups to be evaluated for the Postsecondary Readiness Distinction Designation.

### Additional Data Analyses

#### Closing the Gaps for Campuses and Districts, Part A: Closing the Gaps Student Groups

- For the identification of the ‘two lowest-performing groups’ for new campuses, the *district’s* prior year two lowest-performing racial/ethnic groups are evaluated.

#### Scoring on 0–4 point scale

- For the calculation of 1 or 2 points for new campuses, use the *district’s* prior year data as campus prior-year data.
- For the calculation of 2 points for all (non-new) campuses, create a limited “Safe Harbor” to provide an “allowable” amount of decline so long as performance continues to demonstrate expected growth to the current target required under ESSA.

# Two proposals for two remaining Initial Considerations will be addressed in 2026 and one consideration did not move forward

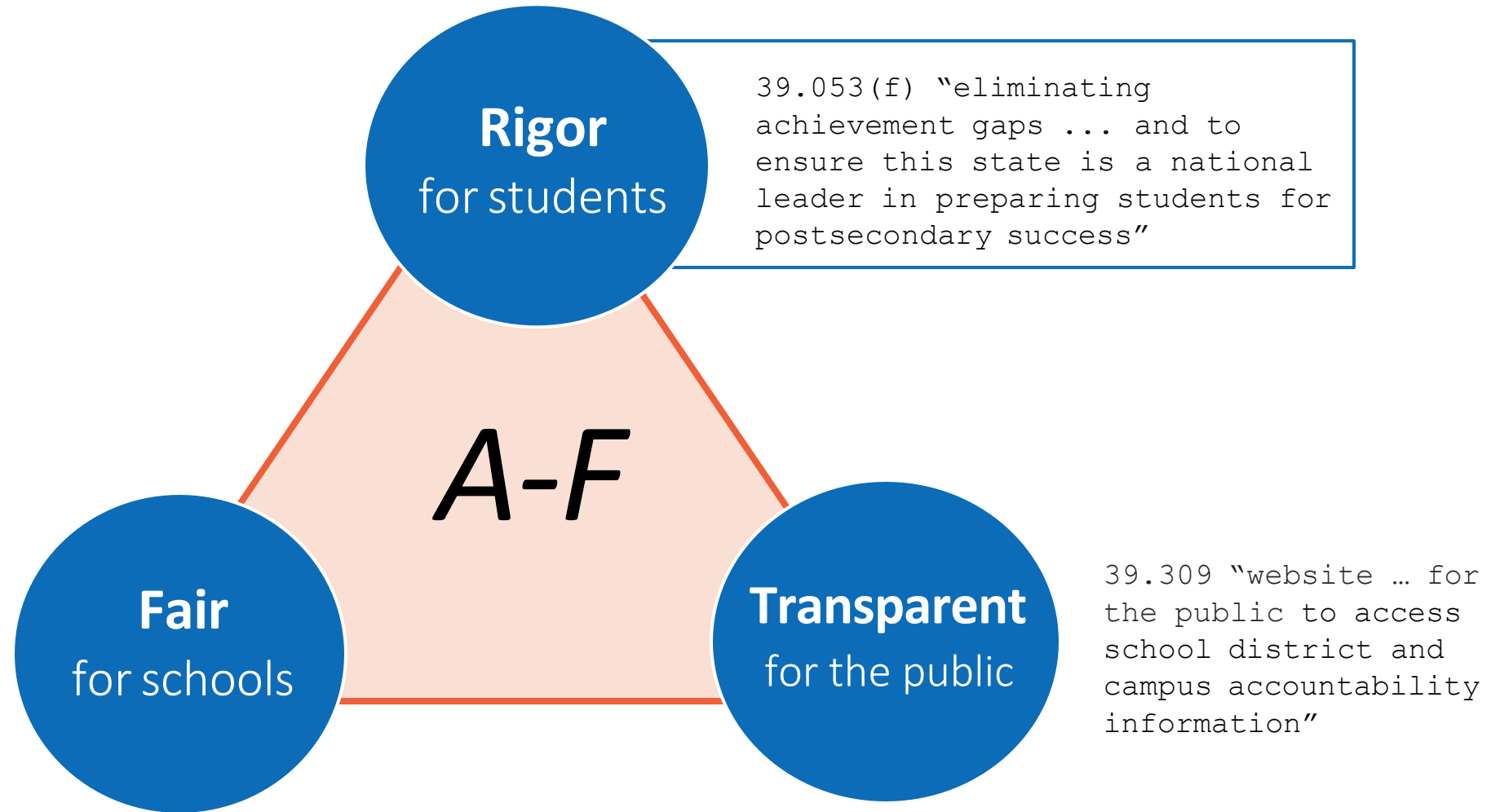


## Changes to the 2028 Accountability Rating System

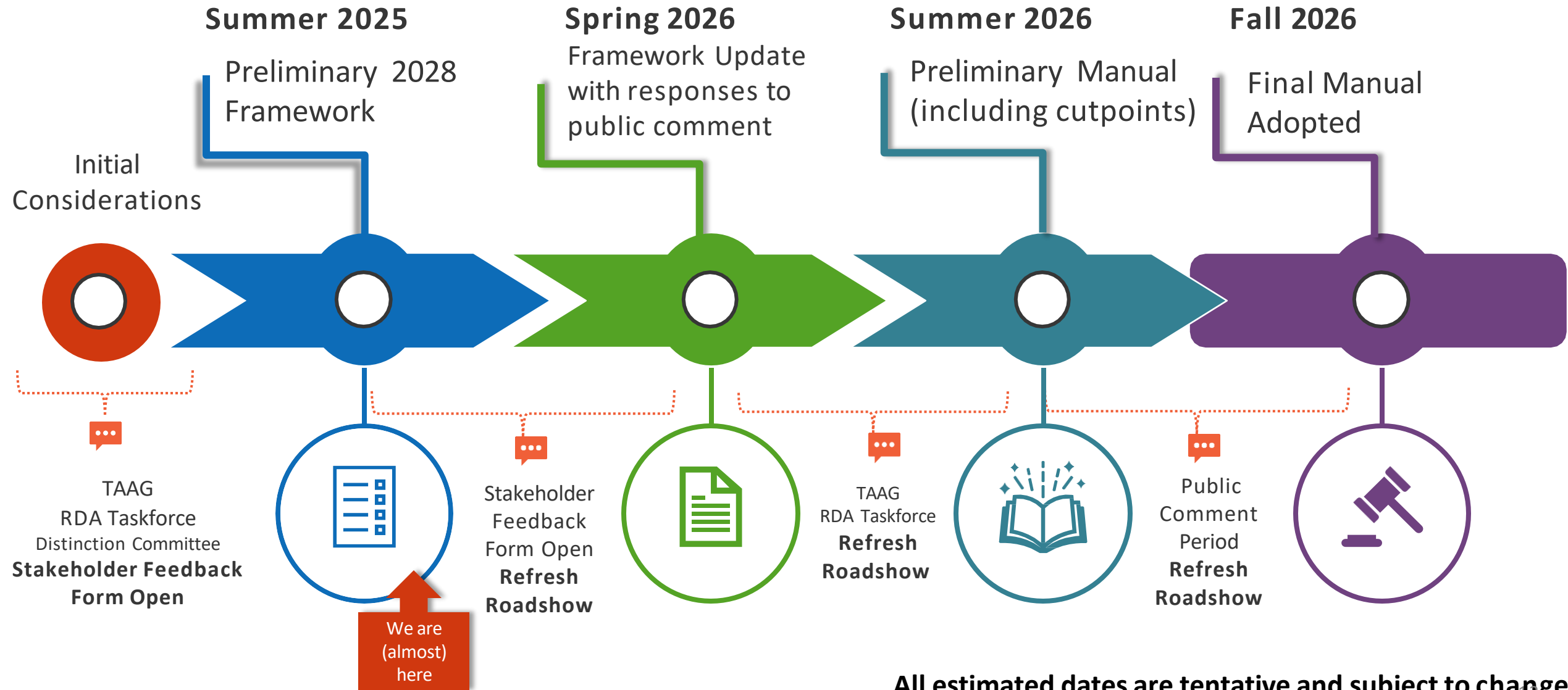
Targets and Cut Scores Update Using New Baselines	<ul style="list-style-type: none"><li>• <b>Scaling, cut points, and Closing the Gaps student targets</b> will be considered by TAAG after the agency processes 2025 STAAR and 2025 A–F Accountability results that will serve as the baseline dataset. Cut scores will continue to be based on specific criteria so that ratings are never a fixed distribution, and it is mathematically possible for all schools in Texas to earn an A rating.</li></ul>
	<ul style="list-style-type: none"><li>• Investigate and determine processes for <b>report updates</b>, or other new campus and district information to include on TEA reports. Includes <b>self-reported data on programmatic components from districts</b> to include on TXschools.gov search. Updates on this consideration will be communicated after 2028 accountability manual publication.</li></ul>

Variables for Relative Performance	<ul style="list-style-type: none"><li>• <b>No changes are proposed to Domain 2b.</b> The agency replicated previous modeling of the impact of including both a campus’s economically disadvantaged percentage and SPED percentage in School Progress, Part B. The agency also modeled the impact of using prior year performance instead of economically disadvantaged percentages. Relationships between achievement and the demographic variables that have been examined will be published on the Performance Reporting website.</li></ul>
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# Balancing multiple objectives in the 2028 A-F Refresh



We have concluded our TAAG & Taskforce routines of feedback collection. We can begin the focus on the public communications for the 2028 refresh.



# **Closing the Gaps Scoring (0-4pt methodology) – New Campuses**

# 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

# 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.

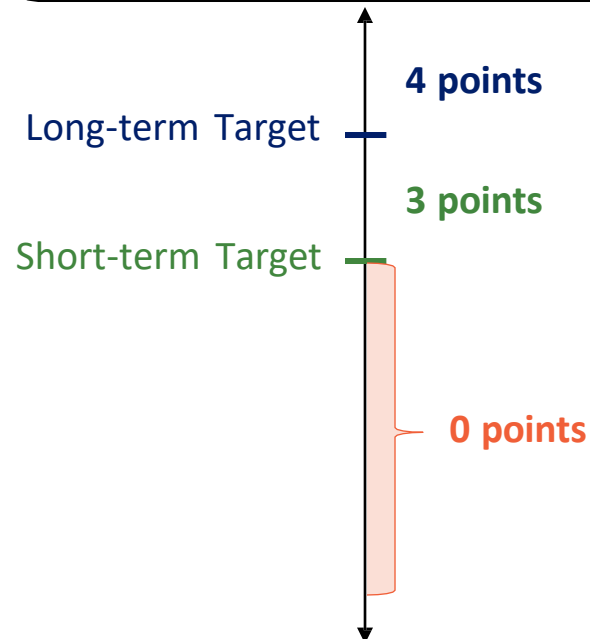
# New campuses do not have the data needed to measure expected growth or minimal growth to earn 2 or 1 points.

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**

In the current methodology,  
New Campuses can only earn  
**0, 3, or 4 points**



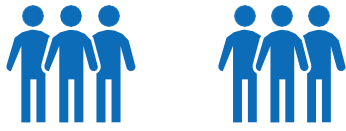
## Public Feedback:

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



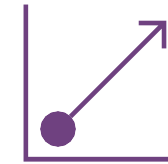
# The agency has proposed district-level data be used for identifying the race/ethnicity groups and to provide the prior year data.

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



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

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



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



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

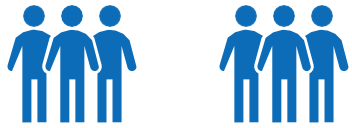
Under this proposal, 80 student groups would go from earning 0 points to earning 1 or 2 points in 2024 across all components.

2024 Earned Points for New Campuses  
Current vs Proposed Methodology



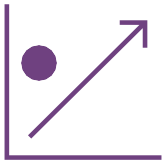
# The 0-4pts scoring methodology for new campuses will give more opportunity for data.

The race/ethnicity groups for new campus scoring will be ***based on the district***:



- Updating to the district's two lowest performing may be **more representative of the campus**.
  - While most new campuses had African American or Hispanic as one of their two lowest, some do not.
  - For a few, African American or Hispanic was a stronger group, and the district has lower groups in need of focus.
- The district's two lowest performing would be **known ahead** of the accountability year.
  - The campus's current year two lowest are used in the case of a new campus in a new district (2 in 2024), or in the case that the campus does not meet minimum size for the district's two lowest groups.

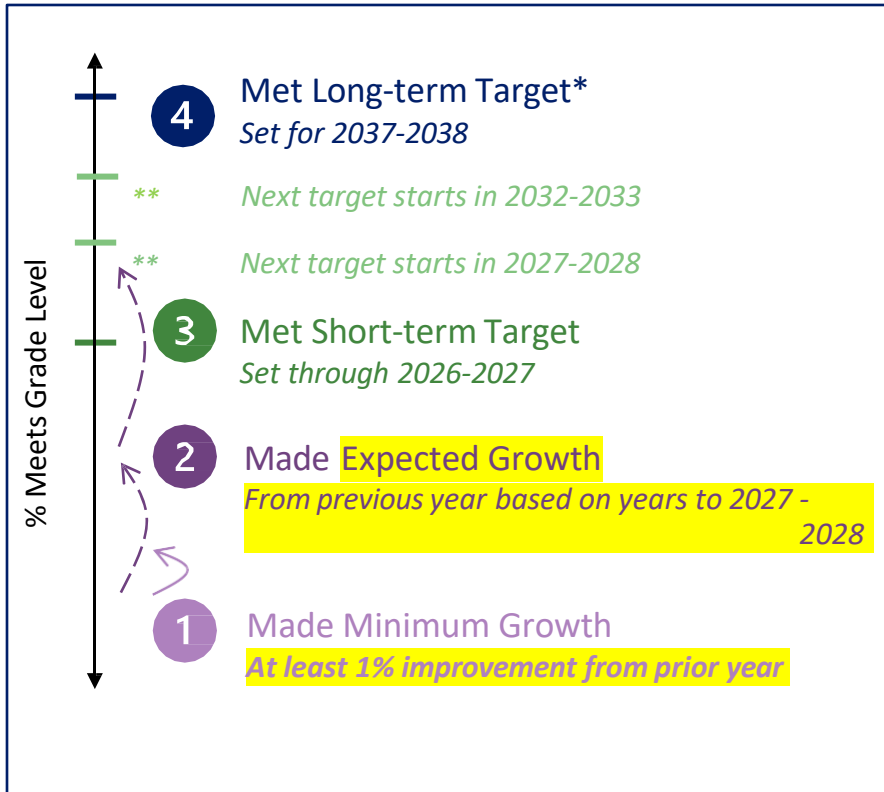
The prior year data ***from the district*** for new campus scoring will be used:



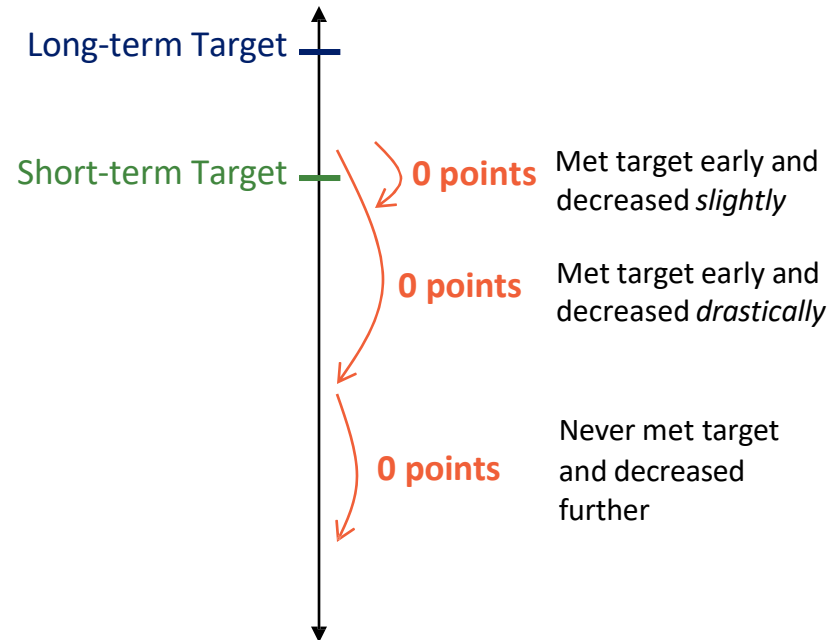
- Using the district's prior data may be **most representative of the campus**.
  - The state's prior year data are used in the case of a new campus in a new district (2 in 2024)
- This provides the opportunity to earn points that **are currently not available**.
  - 80 student groups would have earned 1 or 2 points in 2024 across all components

# **Closing the Gaps Scoring (0-4pt methodology): Non-New Campus**

Campuses cannot earn 1 or 2 points if they fall below the short-term target no matter the amount of decrease under 2023 refresh methodology.



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

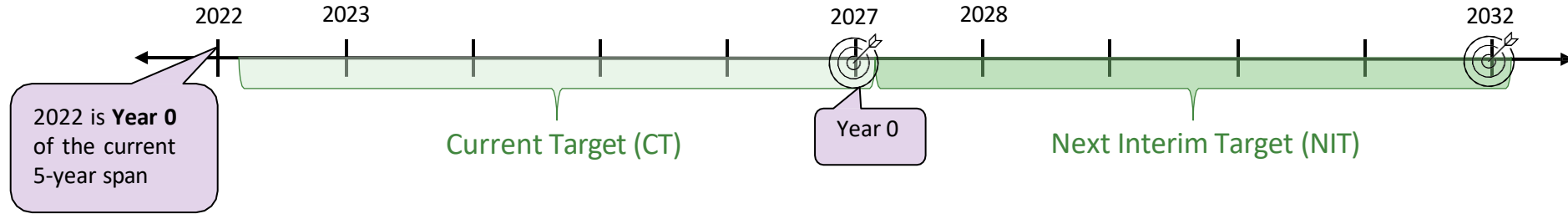


**Public Feedback:**

- Some amount of decline should be allowable.

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.

The current targets are designed around a 5-year span



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

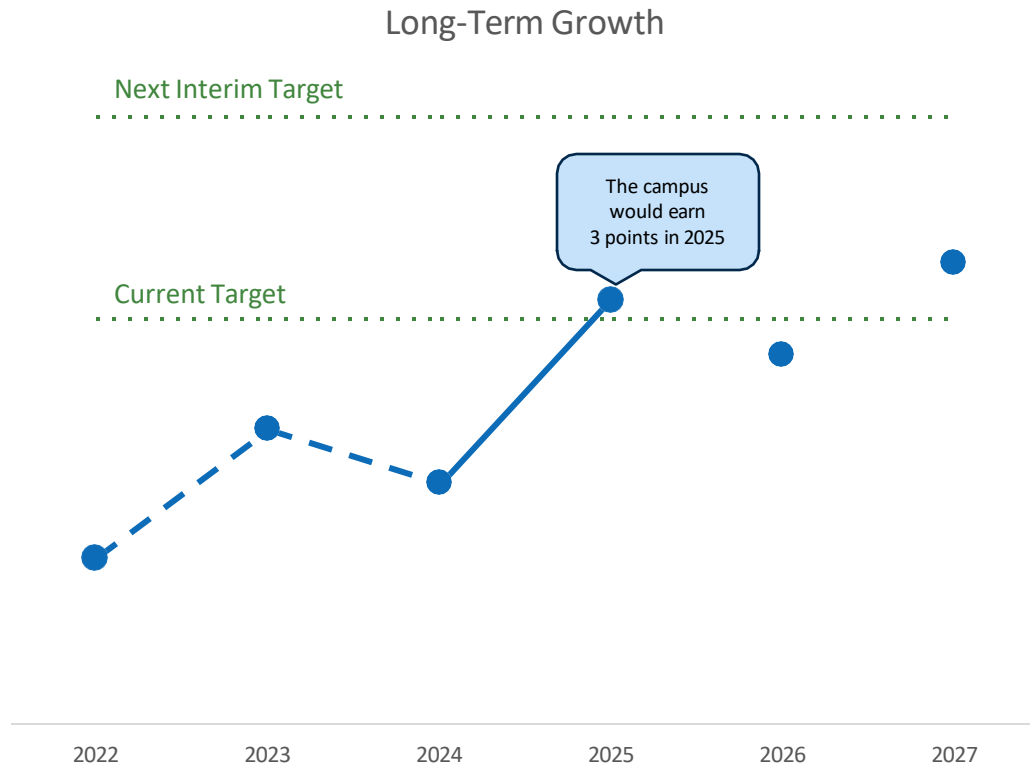
A campus can still earn a 2 if:

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

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

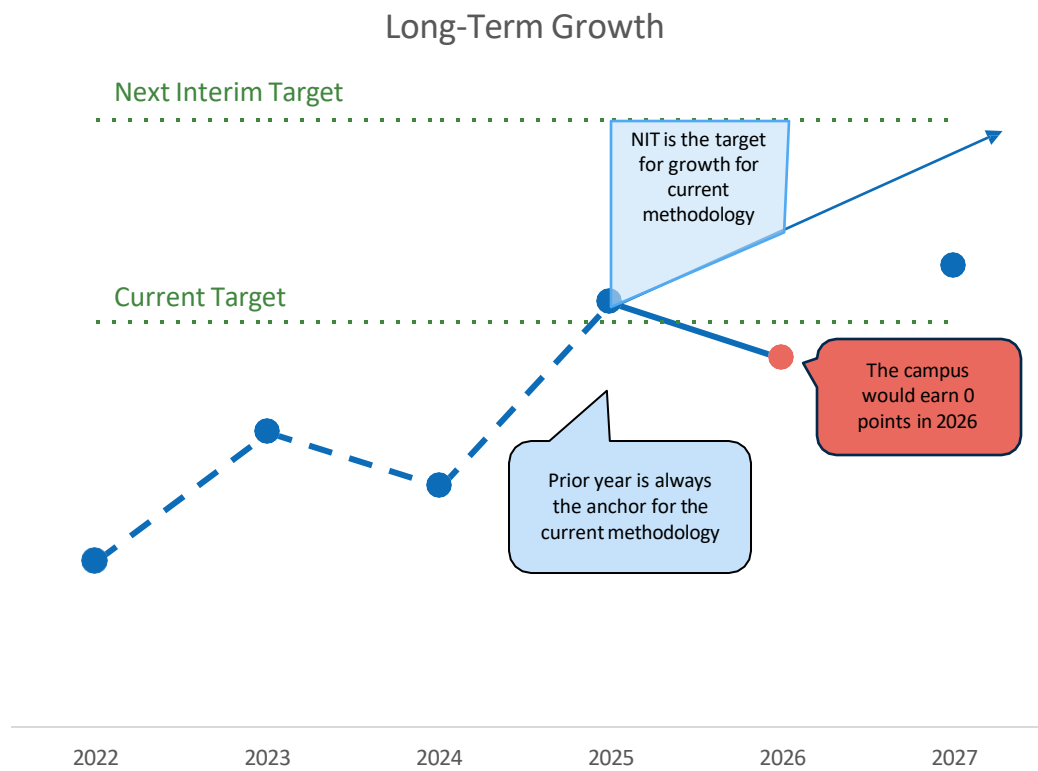
## Current Methodology



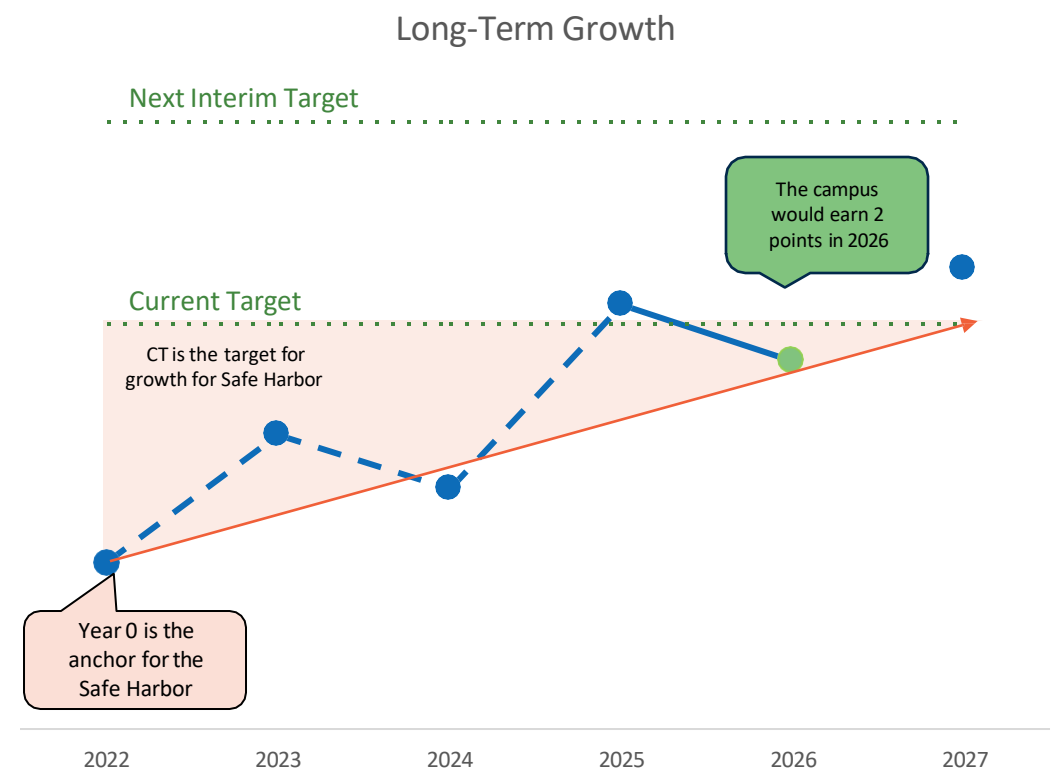
*\*For 2024, the next interim target would be in the year 2028*

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

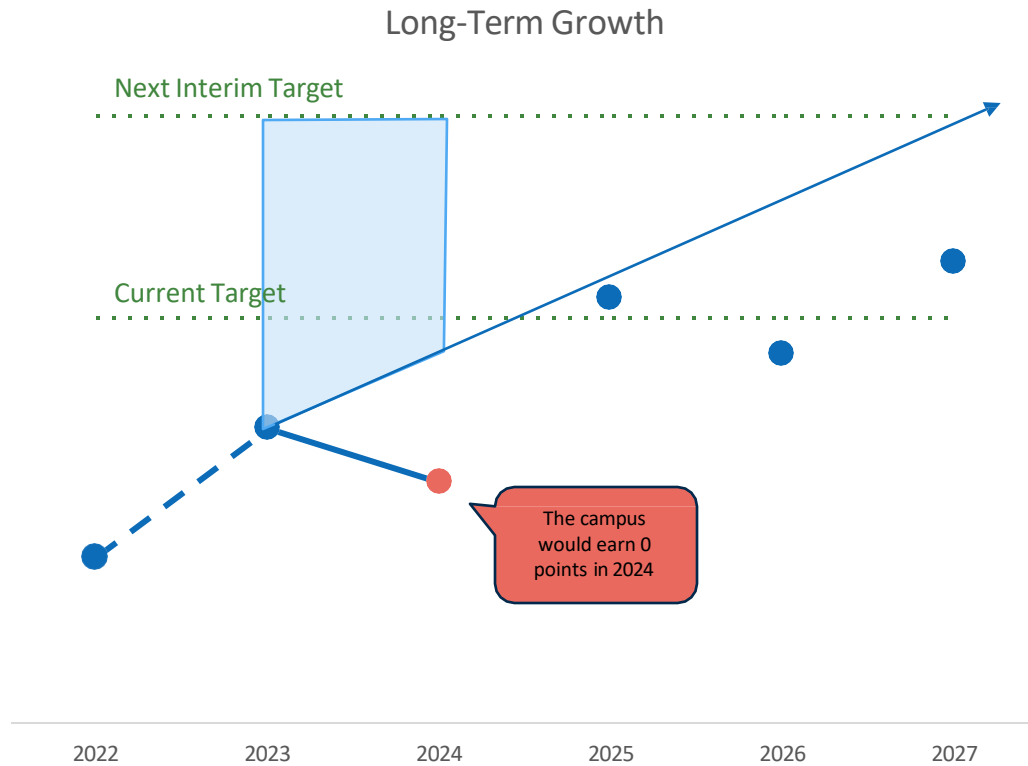


\*For 2024, the next interim target would be in the year 2028

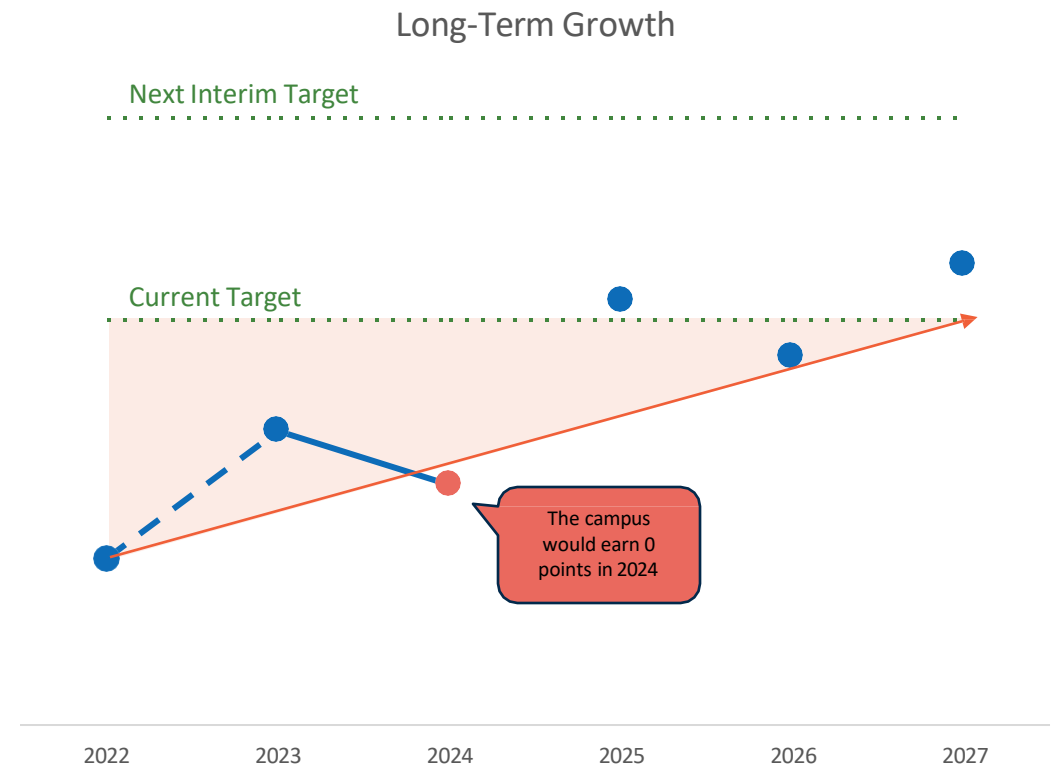


If a campus drops, and it is beyond the "Safe Harbor", they will still earn zero points.

### Current Methodology



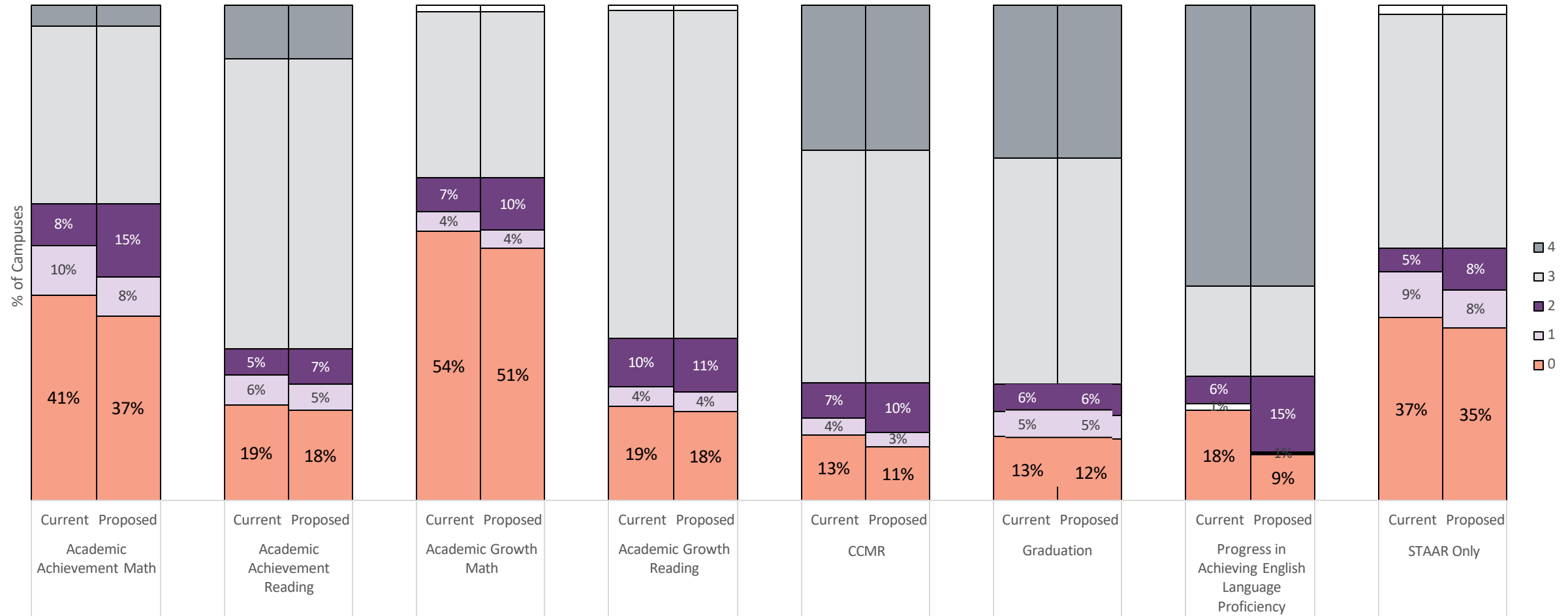
### New "Safe Harbor" Methodology



*\*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



The 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 current 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.

# **2028 *A–F* Refresh**

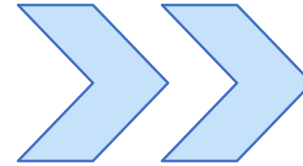
## **Consideration #6: Revisit Distinction Designations**

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 Reported on  
[TXschools.gov](https://txschools.gov)

Reported on the  
Texas Performance  
Reporting System  
[TPRS](#)

# Distinction designations are provided in the A-F accountability system by Texas Education Code (39.202 & 39.203)

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
- ✓ Top 25% Academic Growth – Domain 2A
- ✓ Top 25% Closing the Gaps – Domain III
- ✓ Post Secondary Readiness

- ✓ Campuses can earn up to seven
- ✓ Districts can earn one (Postsecondary Readiness)

## 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 and PSR)

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

# Distinction Designation Committee Meeting

- Texas Education Code 39.204 outlines the structure and responsibility of committees that develop criteria for each designation category.
- Each committee must include:
  - Professionals in the relevant content area
  - Subject matter experts
  - Educators with expertise in the content area
  - Community leaders, including business leaders
- Performance Reporting brought together a Distinction Designation Committee on May 22, 2025.
  - The committee considered public comments and after a presentation of the proposal, submitted feedback largely in agreement with the proposal for AECs to earn distinctions and to create postsecondary readiness indicators acknowledging outstanding attainment of postsecondary outcomes.

# The 2028 refresh methodology includes four additional Postsecondary Readiness Indicators.

## Postsecondary Readiness Indicators:

- Percentage of STAAR Results at Meets Grade Level or Above Standard (All Subjects)
  - Percentage of Grade 3–8 Results at Meets Grade Level or Above in Both RLA and Mathematics
  - Four-Year Longitudinal HS Graduation Rate
  - Four-Year Longitudinal HS Graduation Plan Rate
  - TSI Criteria Graduates
  - College, Career, and Military Ready Graduates
  - SAT/ACT Participation
  - AP/IB Examination Participation: Any Subject
- **College Enrollment within 6 years after HS**
  - **Continued College Enrollment 2 years after HS**
  - **Graduated with 2-year College Degree within 6 years**
  - **Graduated with 4-Year College Degree within 6 years**

## To Earn Distinctions Campuses are:

Top 25% of comparison group for 33% of indicators - HS/K12

**Current: 33% = 3 of 8 indicators**

**Proposed: 33% = 4 of 12 indicators**

## District Criteria:

At least 55% of all campuses' postsecondary indicators in top 25% of comparison group.

\*Awarded to campus in single campus districts

## Cohort Rate Option:

**Continue to look 6-years out for a single cohort**



Implementation with 2028 refresh starts with 2026 graduates up through 2021 graduates.

Example: **College Enrollment within 6 years after HS** indicator:

### Cohort Rate

# of 2021 Grads who enrolled  
anytime within in 6-year window:  
2022,2023,2024,2025,2026,& 2027

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Total Grads 2021

6-years back  
from 2028  
Ratings

### 6-year Cumulative Rate

# of Grads who enrolled anytime  
within a in 6-year window:  
2022,2023,2024,2025,2026, & 2027

# of graduates from classes of:  
2021,2022,2023,2024,2025,& 2026

2020-2021 grads: Enrollment eligible in 2021-2022, 2022-2023, 2023-2024, 2024-2025, 2025-2026, or 2026-2027:  
Enrollment file becomes available to us in 2027-2028.

The methodology also adds AEA/DRS campuses as a comparison group to be evaluated for the Postsecondary Readiness Indicators.

### Post Secondary Readiness Indicators:

- Percentage of STAAR Results at Meets Grade Level or Above Standard (All Subjects)
  - Four-Year Longitudinal HS Graduation Rate
  - Four-Year Longitudinal HS Graduation Plan Rate
  - TSI Criteria Graduates
  - College, Career, and Military Ready Graduates
  - SAT/ACT Participation
  - AP/IB Examination Participation: Any Subject
- **College Enrollment within 6 years after HS**
  - **Continued College Enrollment**
  - **Graduated with 2-year College Degree within 6 years**
  - **Graduated with 4-Year College Degree within 6 years**

### To Earn Distinctions Campuses are:

Top 25% of comparison group for 50% of indicators - MS/ES

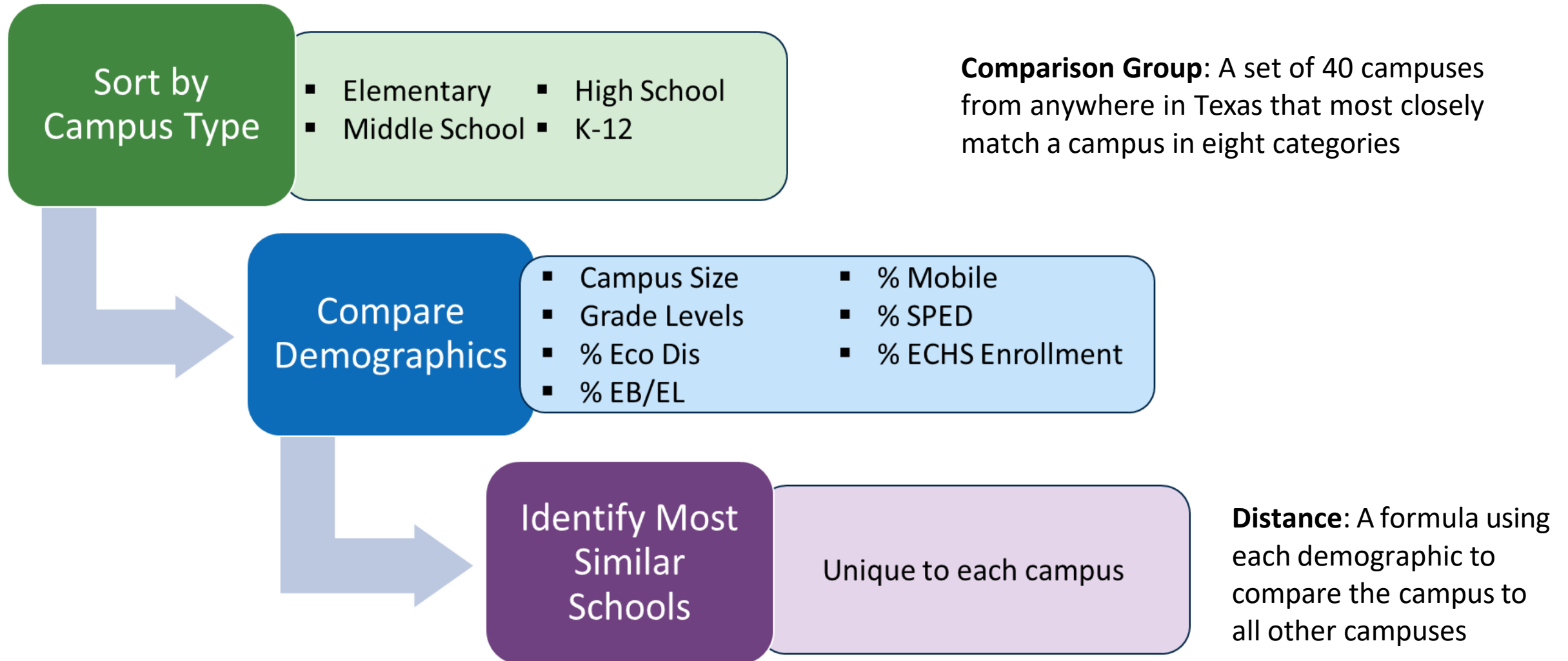
Top 25% of comparison group for 33% of indicators - HS/K12

**Top 25% of comparison group for 33% of indicators - AEA/DRS**

### New for 2028

AEA/DRS Comparison Groups for Postsecondary Readiness indicators only

# Campus Comparison Methodology



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

Based on a comparison to the average Distance of non-AEA campuses, only AEAs of HS campus type will be considered.

	Number of Campuses		
	HS	AEA HS	AEA All
Count	1,245	266	283

- 283 AEAs of all Campus Types
- 266 HS AEAs (no K-12, no MS)
  - MS only a group of 7
  - K-12 only a group of 10, with virtual 19K campus

	Distance		
	HS		AEA All
	15	26	29
	84	85	106
	6	14	14
Maximum	90	99	120

- Non-AEA HS are more similar with an average distance of 15. The AEA HS mean is 26.
- The range of the AEA HS distances is very similar to the Non-AEA HS with a “spread” of 84 points.

We recommend the group size of 40, to avoid small groups and given the distance sizes for the elements are consistent with non-AEA HS.

		Average Campus Rate	Mean point difference from comparison campus
HS	Distance		14.64
	Eco Dis	56.96	3.52
	EB	16.58	2.80
	Enroll		2.77
	Mobile	13.27	2.18
	SPED	12.23	1.55
	ECHS	7.64	0.87
	Low Grade		0.60
	High Grade		0.35
AEA HS	Distance		26.30
	Mobile	66.09	7.64
	Eco Dis	70.89	6.48
	EB	20.03	5.48
	SPED	13.45	3.39
	Low Grade		1.82
	Enroll		1.35
	High Grade		0.07
	ECHS	0.06	0.07

- A non-AEA campus is more different from its comparison campuses based on Eco Dis and EB rates.
- The differences for an AEA campus are coming from much higher and varying rates of mobility
  - ECHS and Size were concerns for TAAG, but do not show large variance.

**The 4 proposed postsecondary indicators give new options for the Postsecondary Distinction.**



- The indicators represent efforts beyond K-12, particularly as continued enrollment, or graduation are included, but **this is a role of the campus and district: to prepare students for the college rigor and experience.**
  - It is not a proposal for an *A-F* rating addition; rather, an option for the distinction designation.

**The AEA/DRS methodology proposed allows for adequate 40-campus groups.**



- Maintaining 40-campus groups aligns with the non-AEA methodology currently in place.
- The analysis showed an acceptable level of similarity within the groups, in line with the non-AEA High School 40-campus groups currently used.

**Next Steps, we will run modeling with these indicators to see how its impacts on the 2024 postsecondary distinctions that were earned.**

# In addition, it is proposed to remove the attendance rate indicator within the Academic Achievement Distinction Designation.

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

Attendance Rate cannot be the sole indicator used to attain an Academic Achievement Distinction Designation; however, a campus may earn an academic achievement distinction based on another sole indicator.

## 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)

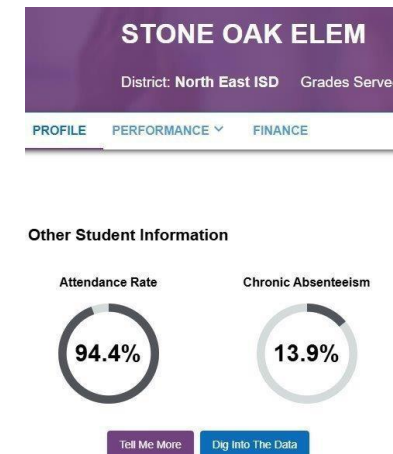
Previous feedback about the Attendance Rate indicator was shared in the March 2025 TAAG meeting.

## Previous Feedback:

- Those who advocated for the **removal** of the attendance indicator named concern that the Attendance Rate indicator is not an “academic” indicator and may incentivize student attendance despite illness or other circumstances.
- Others who advocated for **keeping** attendance emphasized the importance of having this indicator to ensure that all campuses have at least two indicators.

**No changes to the attendance indicator were made during the 2023 refresh.**

**However, Attendance and Chronic Absenteeism rates were added to [TXschools.gov](https://txschools.gov) in 2023.**





## Academic Achievement Indicators: RLA

### • ~~Attendance Rate~~

- Accelerated Student Learning: RLA
- Retest Growth: RLA
- Grade 3 RLA Performance (Masters Grade Level)
- Grade 4 RLA Performance (Masters Grade Level)
- Grade 5 RLA Performance (Masters Grade Level)
- Grade 6 RLA Performance (Masters Grade Level)
- Grade 7 RLA Performance (Masters Grade Level)
- Grade 8 RLA Performance (Masters Grade Level)
- English I Performance (Masters Grade Level)
- English II Performance (Masters Grade Level)
- SAT/ACT Results for Accelerated Testers (Masters Grade Level)
- AP/IB Examination Participation: RLA
- AP/IB Examination Results (Examinees  $\geq$  Criterion): RLA
- SAT/ACT Participation
- Average SAT Score: Evidence-Based Reading and Writing (EBRW)
- Average ACT Score: RLA
- Advanced/Dual-Credit Course Completion Rate: RLA (grades 9–12)

### To Earn Distinctions Campuses are:

Top 25% of comparison group for 50% of indicators - MS/ES  
Top 25% of comparison group for 33% of indicators - HS/K12

Most ES and MS have multiple indicators for math distinction despite the removal of attendance rate.

### Academic Achievement Indicators: Math

#### • ~~Attendance Rate~~

- Accelerated Student Learning: Math
- Retest Growth: Math
- Grade 3 Math Performance (Masters Grade Level)
- Grade 4 Math Performance (Masters Grade Level)
- Grade 5 Math Performance (Masters Grade Level)
- Grade 6 Math Performance (Masters Grade Level)
- Grade 7 Math Performance (Masters Grade Level)
- Grade 8 Math Performance (Masters Grade Level)
- Algebra I by Grade 8 Performance (Masters Grade Level)
- SAT/ACT Results for Accelerated Testers (Masters Grade Level)
- AP/IB Examination Participation: Math
- AP/IB Examination Results (Examinees  $\geq$  Criterion): Math
- SAT/ACT Participation
- Average SAT Score: Math
- Average ACT Score: Math
- Advanced/Dual-Credit Course Completion Rate: Math (grades 9–12)

#### To Earn Distinctions Campuses are:

Top 25% of comparison group for 50% of indicators - MS/ES  
Top 25% of comparison group for 33% of indicators - HS/K12

With the removal of attendance rate, most ES and MS will only be eligible for one indicator for science and social studies distinctions

### Academic Achievement Indicators: Science

• ~~Attendance Rate~~

- Grade 5 Science Performance (Masters Grade Level)
- Grade 8 Science Performance (Masters Grade Level)
- EOC Biology Performance (Masters Grade Level)
- Retest Growth: Science
- ACT Results for Accelerated Testers (Masters Grade Level)
- AP/IB Examination Participation: Science
- AP/IB Examination Results (Examinees  $\geq$  Criterion): Science
- Average ACT Score: Science
- Advanced/Dual-Credit Course Completion Rate: Science (grades 9–12)

### Academic Achievement Indicators: Social Studies

• ~~Attendance Rate~~

- Grade 8 Social Studies Performance (Masters Grade Level)
- EOC U.S. History Performance (Masters Grade Level)
- Retest Growth: Social Studies
- AP/IB Examination Participation: Social Studies
- AP/IB Examination Results (Examinees  $\geq$  Criterion): Social Studies
- Advanced/Dual-Credit Course Completion Rate: Social Studies (grades 9–12)

#### To Earn Distinctions Campuses are:

Top 25% of comparison group for 50% of indicators - MS/ES

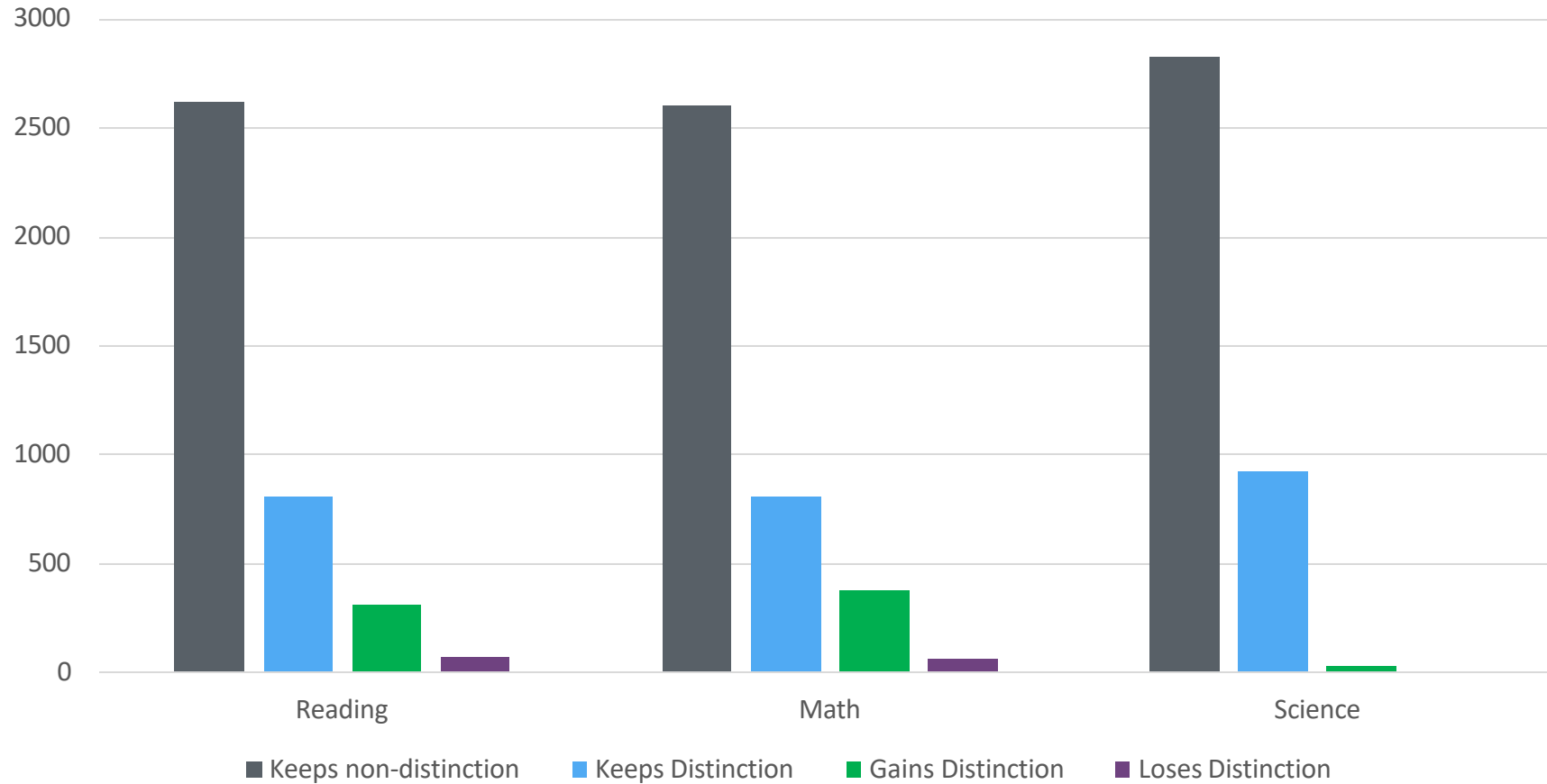
Top 25% of comparison group for 33% of indicators - HS/K12

Modeling of the removal of the attendance indicators showed ~2% of campuses lose a distinction designation across subjects, while up to 9% gain a distinction designation.

- **More campuses gain distinctions than lose them.** No campuses were being awarded distinction designations on attendance alone and this is an indicator that most campuses did not achieve.
- Reading and Math designations shift more in elementary and middle schools due to fewer indicators.
- Science and Social Studies have fewer designation indicators than Reading and Math in high schools, leading to greater movement.
- In general, the campuses gaining distinction designations are more economically disadvantaged than those who lose them.
- Campuses that lose designations do not demonstrate lower performance than those that gain them.

# Elementary Schools

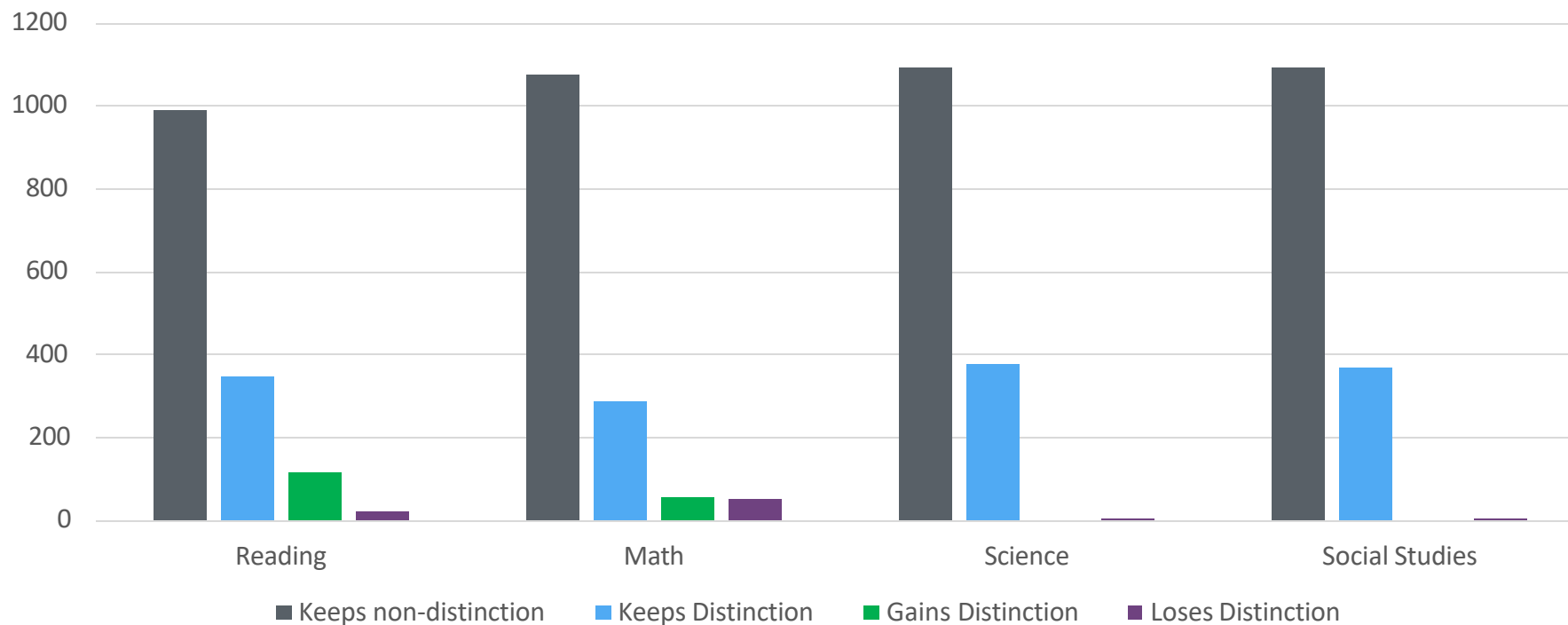
Distinction changes by subject



**Most elementary schools maintain their designations in RLA and Math, with only a small portion experiencing changes.**

# Middle Schools

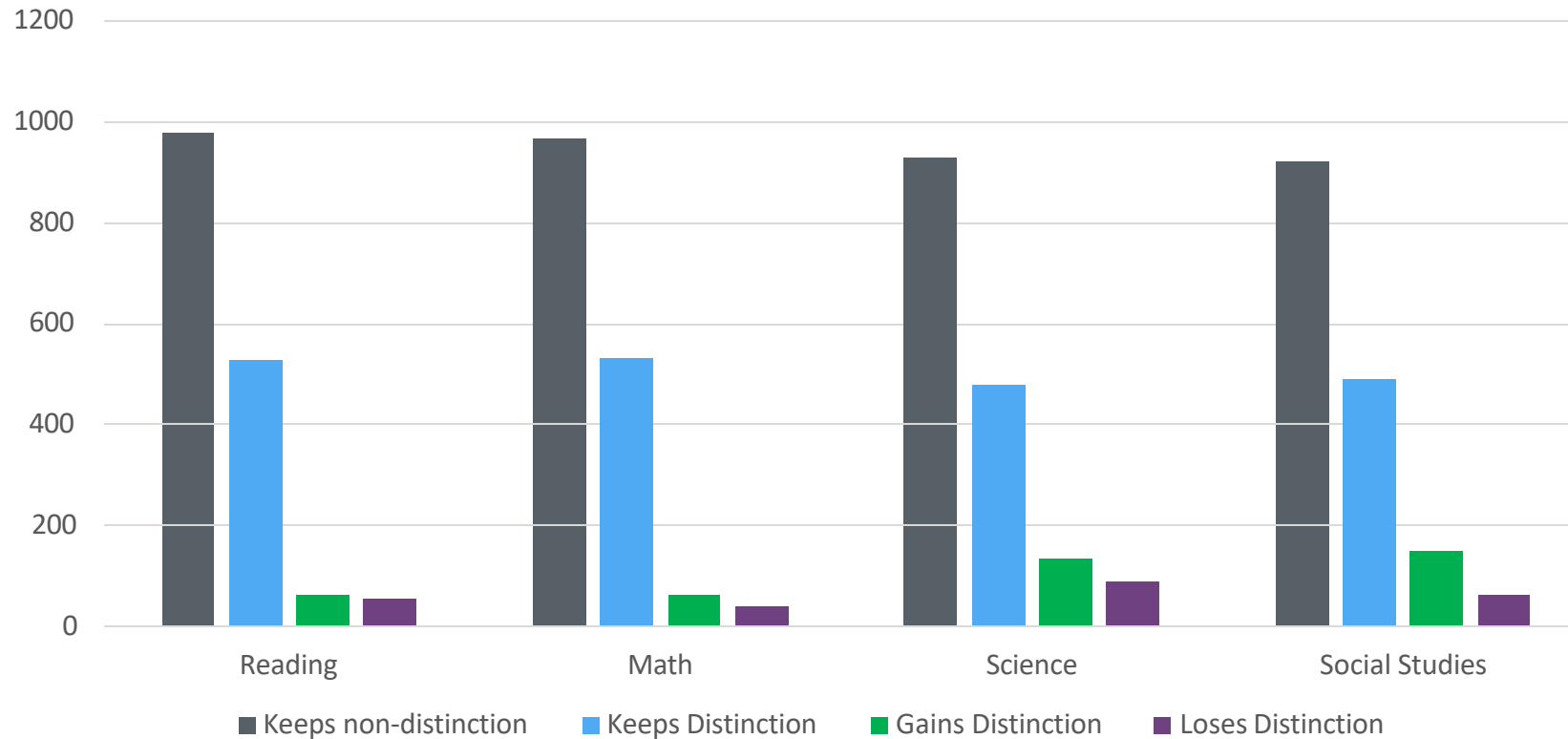
Distinction changes by subject



**Most middle schools maintain their designations in RLA and Math, with only a small portion experiencing changes in either subject.**

# High School and K-12

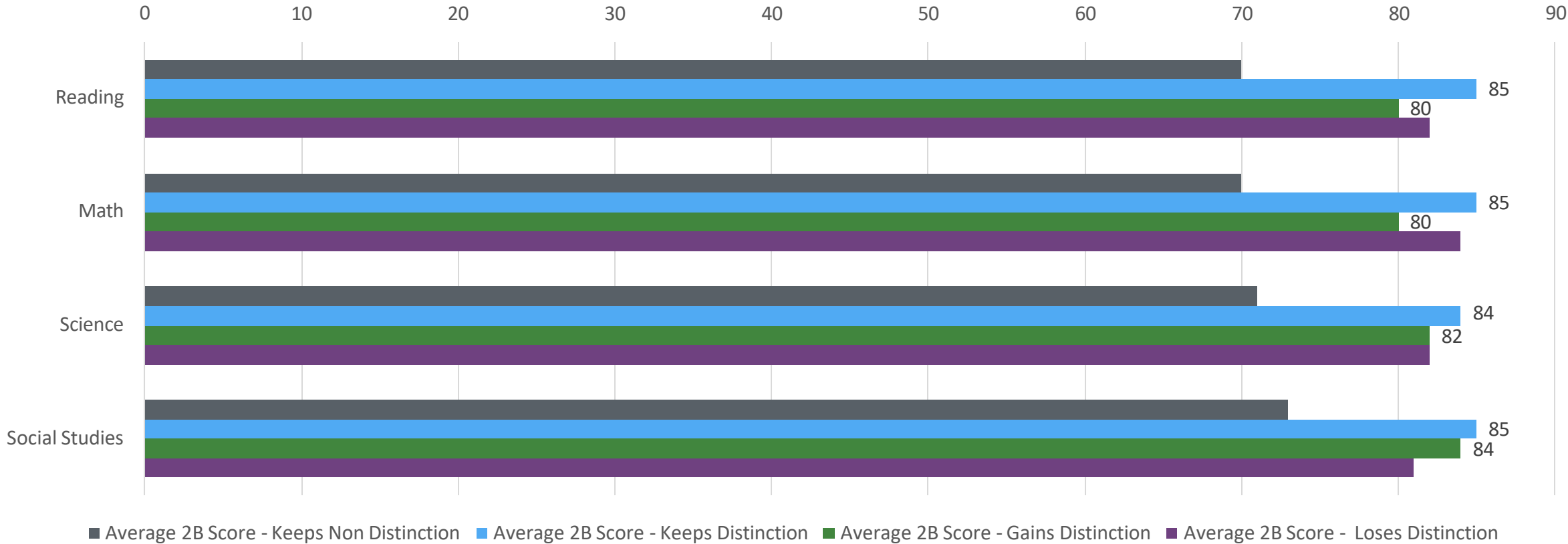
Distinction changes by subject



**Most high schools maintain their subject designations, with Science, and Social Studies showing the most change and RLA and Math remaining largely consistent.**

# Campuses that gain distinction designations perform similarly on STAAR as those that have them already

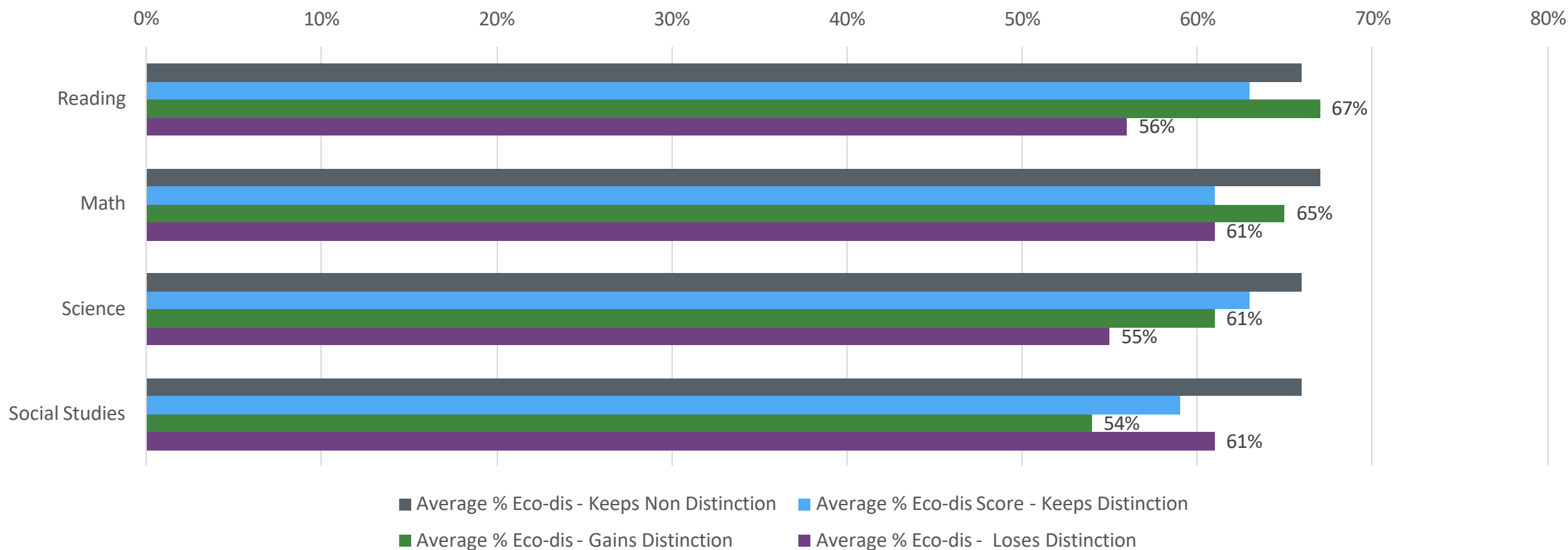
Average STAAR Domain 2B Scaled Scores





# Campuses that gain distinction designations tend to be more economically disadvantaged than those who lose them

Average % Eco-dis of Campuses by Distinction Designation Classification



# **2028 A–F Refresh**

## **Consideration #3: Differential Weighting of CCMR**

The description of this consideration has been to explore different weighting within and across existing CCMR indicators.

- The initial proposals presented for TAAG's feedback have been based on **programmatic** differences, to be supplemented by additional outcome data before the 2028 refresh. *(quote in May TAAG deck)*

The proposals have provided ideas that evaluate CCMR indicators in two ways:

### Weighting across indicators

Meet the criteria of  
3 or higher on AP or  
4 or higher on IB  
examinations in any  
subject

**vs**

Earn level I or level  
II certificate

### Weighting within indicators

AP/IB (1 course exam in any subject\*)

**vs**

AP/IB (1 course exam in ELAR or Math or 3 course  
exams in any subject)

**vs**

AP/IB (1 course exam in ELAR and Math or 5  
course exams in any subject)

# Across-indicator CCMR weighting will continue to be analyzed with implementation expected with the **2033 Refresh**

- To allow LEAs ample time to adjust programming and partnerships, full implementation of a weighted CCMR methodology proposal is proposed to occur in **2033 accountability for the Class of 2032**.

The 2032 cohort will begin high school in the 2028-2029 school year.  
(6th graders in 2025-2026)

Our goal is to propose the weighted CCMR methodology for 2033 with the 2028 accountability manual (Fall 2026–27) 2 years before the cohort starts high school.

In the meantime, we are actively working to **strengthen the quality and alignment of IBCs** as part of the ongoing CCMR improvements.

## Consideration of Across-indicator CCMR Weighting

1	2	3
• ACT, SAT, TSIA, or CP) • or + IBC (Tier 3) • Advanced Diploma • Workforce Ready • Enrollment • Course exam in any subject) • (3 college credit hours in any • (3 college credit hours in ELAR • (3 college credit hours in any	<ul style="list-style-type: none"><li>• Completer + IBC (Tier 2)</li></ul> <b>OR</b> <ul style="list-style-type: none"><li>• <u>Met Texas Success Initiative AND</u><ul style="list-style-type: none"><li>• Completer + IBC (Tier 2)</li><li>• SPED Advanced Diploma</li><li>• Military Enrollment</li><li>• AP/IB (1 course exam in ELAR or Math or 3 course exams in any subject)</li><li>• OnRamps (3 college credit hours in ELAR or Math or 9 college credit hours in any subject)</li><li>• Dual Credit (3 college credit hours in ELAR or Math or 9 college credit hours in any subject)</li></ul></li><li>• <u>ILP and Workforce Ready AND</u><ul style="list-style-type: none"><li>• Completer + IBC (Tier 3)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Associate's Degree</li><li>• Level II Level I Certificate</li><li>• Completer + IBC (Tier 1)</li></ul> <b>OR</b> <ul style="list-style-type: none"><li>• <u>Met Texas Success Initiative AND</u><ul style="list-style-type: none"><li>• Completer + IBC (Tier 2)</li><li>• AP/IB course exam in ELAR and Math or 3 course exams in any subject)</li><li>• OnRamps (a total of 15 college credit hours in any subject, <b>including</b> 3 college credit hours in ELAR and 3 college credit hours Math)</li><li>• Dual Credit (a total of 15 college credit hours in any subject, <b>including</b> 3 college credit hours in ELAR and 3 college credit hours Math)</li></ul></li></ul>

Count of students in  
Category 1 or 2 or 3

Count of students in  
Category 2 or 3

Count of students in  
Category 3

3

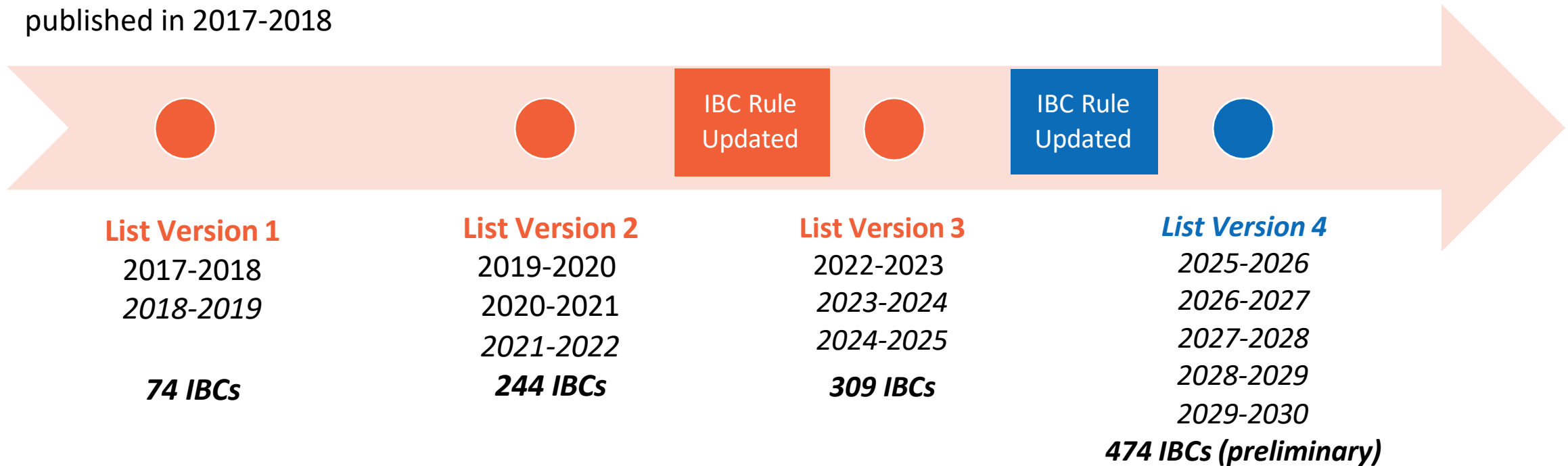
# Preliminary 2025-2030 IBC List for Public School Accountability

[July Superintendent Call - College, Career, and Military Preparedness](#)

[Preliminary 2025-2030 IBC List for Public School  
Accountability](#) (PDF) Published July 24, 2025

# Industry-Based Certificates (IBCs)

The first IBC list  
(List Version 1) was  
published in 2017-2018





# Industry-Based Certification List: The Results

2022-2025  
(v3)

**309**

Preliminary  
2025-2030  
(v4)

**474**

The number of IBCs that were on the IBC List version 3 (2022-2025)  
compared to  
the number of IBCs that will be on the IBC List version 4 (2025-2030)

# RECALL: IBC Tiering Administrative Rule

## 19 TAC §74.1003 Industry-Based Certifications for Public School Accountability (amended to be effective June 11, 2025)

### Tier 1

A Tier 1 certification meets the criteria in subsection (d)(1)-(5) of this section and

- A. is an in-demand certification directly aligned to a high-wage occupation; and
- B. does not require curriculum (whether purchased as a package or to access the certification assessment), unless the curriculum is required by a Texas or federal government agency, or a registered apprenticeship.

### Tier 2

A Tier 2 certification meets the criteria in subsection (d)(1)-(5) of this section and is directly aligned to an occupation that:

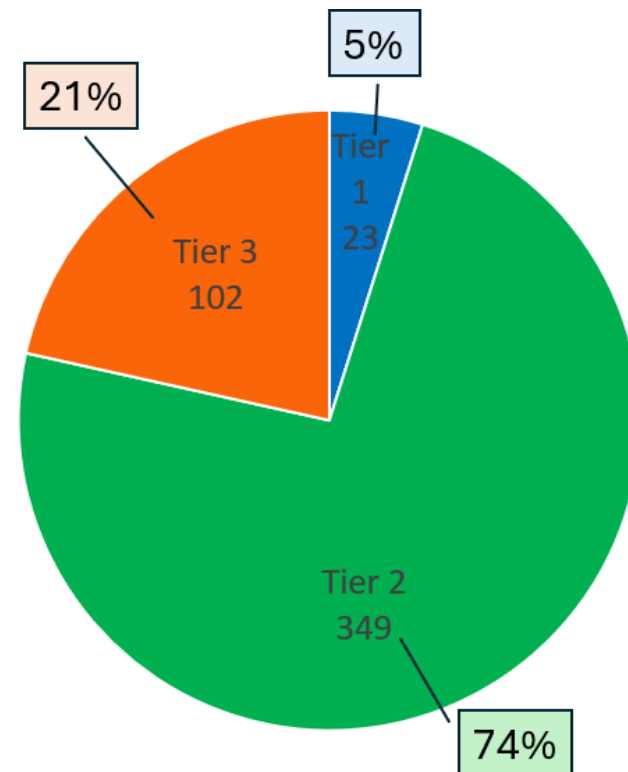
- A. is either:
  - i. in demand and high wage;
  - ii. or high skill; and
- B. does not require curriculum (whether purchased as a package or to access the certification assessment), unless the curriculum is required by a Texas or federal government agency, or a registered apprenticeship.

### Tier 3

A Tier 3 certification meets criteria in subsection (d)(1)-(5) of this section and:

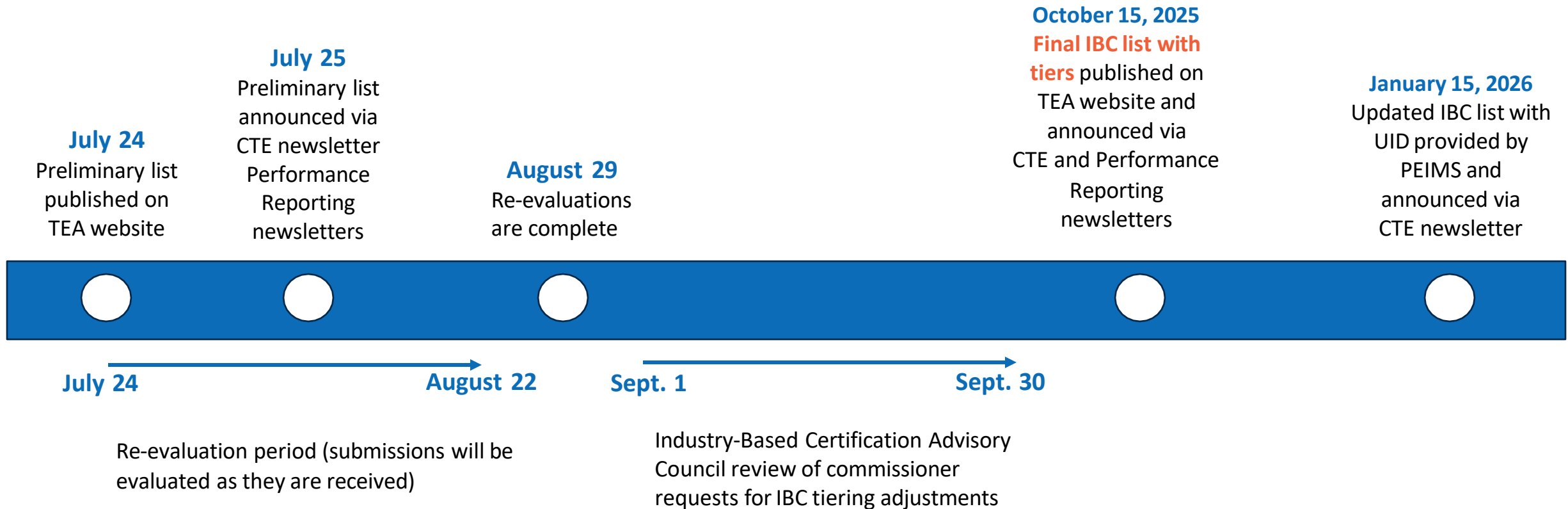
- A. does not meet indicators in paragraph (1) or (2) of this subsection; or
- B. requires curriculum (whether purchased as a package or to access the certification assessment).

Preliminary Tiering Status





# Final 2025-30 IBC List Publication Timeline



# IBC Implementation and CCMR Credit by Graduating Class

★ We are here

SY 2021-2022	SY 2022-2023	SY 2023-2024	SY 2024-2025	SY 2025-2026	SY 2026-2027	SY 2027-2028	SY 2028-2029	SY 2029-2030
For students graduating in <b>class of 2022</b>	For students graduating in <b>class of 2023</b>	For students graduating in <b>class of 2024</b>	For students graduating in <b>class of 2025</b>	For students graduating in <b>class of 2026</b>	For students graduating in <b>class of 2027</b>	For students graduating in <b>class of 2028</b>	For students graduating in <b>class of 2029</b>	For students graduating in <b>class of 2030</b>
Use IBC list v2 (2019-2022) w/sunset limit	Use IBC list v2 (2019-2022) w/sunset limit + IBC list v3 (2022-2025)	Use IBC list v2 (2019-2022) w/sunset limit + IBC list v3 (2022-2025)	Use IBC list v3 (2022-2025)	Use IBC list v3 (2022-2025) w/sunset limit + IBC list v4 (2025-2030)	Use IBC list v4 (2025-2030)	Use IBC list v4 (2025-2030)	Use IBC list v4 (2025-2030)	Use IBC list v4 (2025-2030)
		1 course in an aligned program of study	Concentrator in aligned program of study	Completer in aligned program of study	Completer in aligned program of study	Completer in aligned program of study	Completer in aligned program of study	Completer in aligned program of study
Aug 2023 Ratings	Aug 2024 Ratings	Aug 2025 Ratings	Aug 2026 Ratings	Aug 2027 Ratings	Aug 2028 Ratings Refresh Year	Aug 2029 Ratings	Aug 2030 Ratings	Aug 2031 Ratings

For grade 9 students in 2025-2026 who graduate in **2029**  
Use IBC list v4 (2025-2030) +  
Completer in aligned program of study

\*Sunsetting Limit: A campus may not earn CCMR credit for more than five graduates, or 20 percent of graduates, whichever is higher, who only meet CCMR criteria via a sunsetting IBC.

Visit the TEA website for additional information and resources to guide CTE programmatic decision-making.

- [Preliminary 2025-2030 IBC List](#) – to view the preliminary comprehensive list of IBC List Version 4 (2025-2030)
- [Comprehensive 2025 IBC Evaluation Results](#) – to view a detailed, comprehensive list of all credentials that were reviewed
- [Preliminary IBC to Program of Study Crosswalk](#) – to view a comprehensive list of the program(s) of study each IBC aligns to
- [IBC Administrative Rule](#) – to learn more about IBC list and tiering criteria
- [Frequently Asked Questions](#) – for answers to common questions about IBCs
- [Re-evaluation process](#) – for information on applying for re-evaluation of a previously submitted IBC
- To the Administrator Addressed Letter 7/24/2025 - summarizing the release of this IBC information

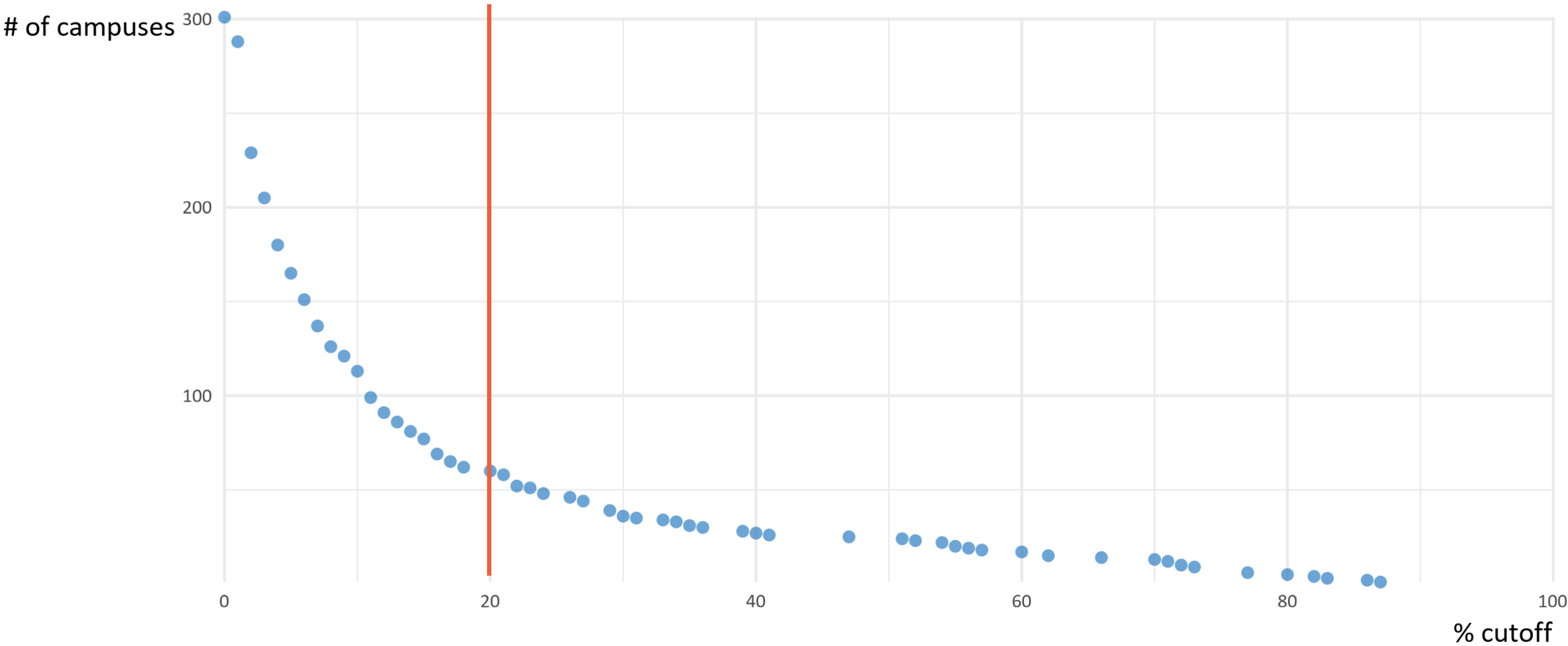
# Within-indicator CCMR weighting is proposed in the 2028 Refresh for Industry-Based Certifications

## **Tier 3 IBC Cap Proposed:**

- Only 5% of a campus's graduates (or 5 graduates, which ever is greater) may meet CCMR by earning a Tier 3 IBC.

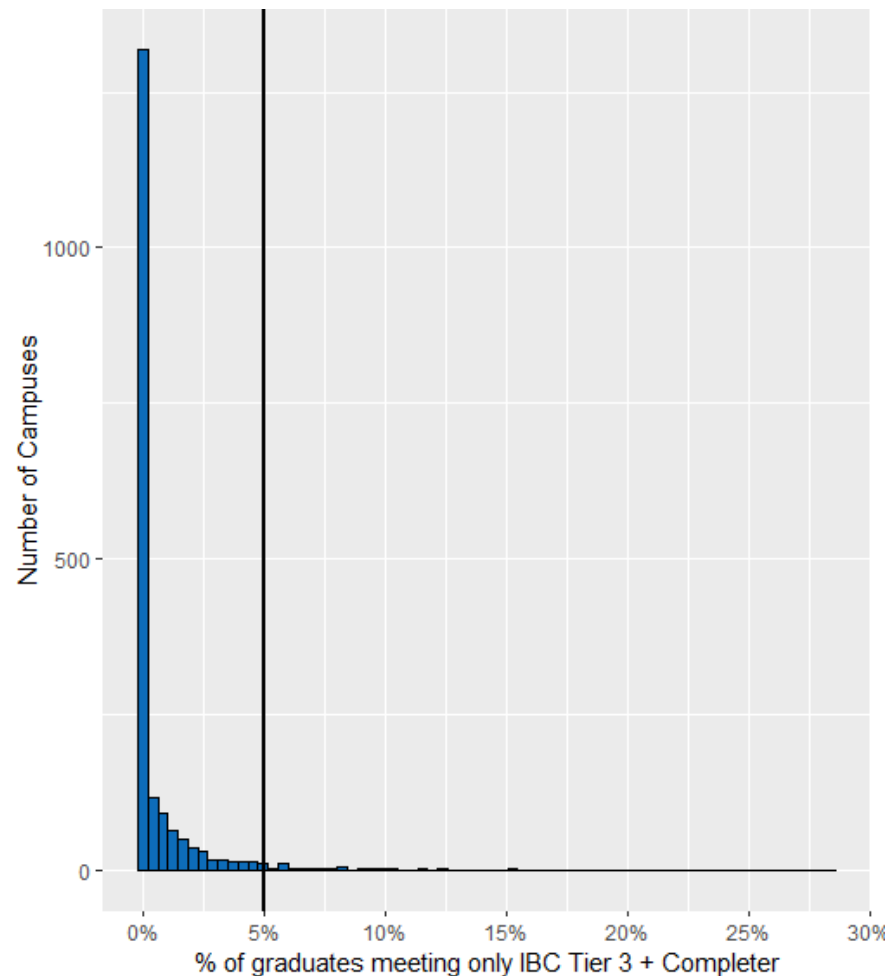
A Tier 3 certification meets the criteria to remain on the IBC list, but is not in-demand or directly aligned with one or more high-wage occupations; or requires curriculum (whether purchased as a package or to access the certification assessment). [19 TAC §74.1003](#).

A cap is familiar methodology for the IBCs in CCMR.  
A 20% cap is applied to Sunsetting IBCs. The cap was selected based on where the distribution appeared to flatten out.

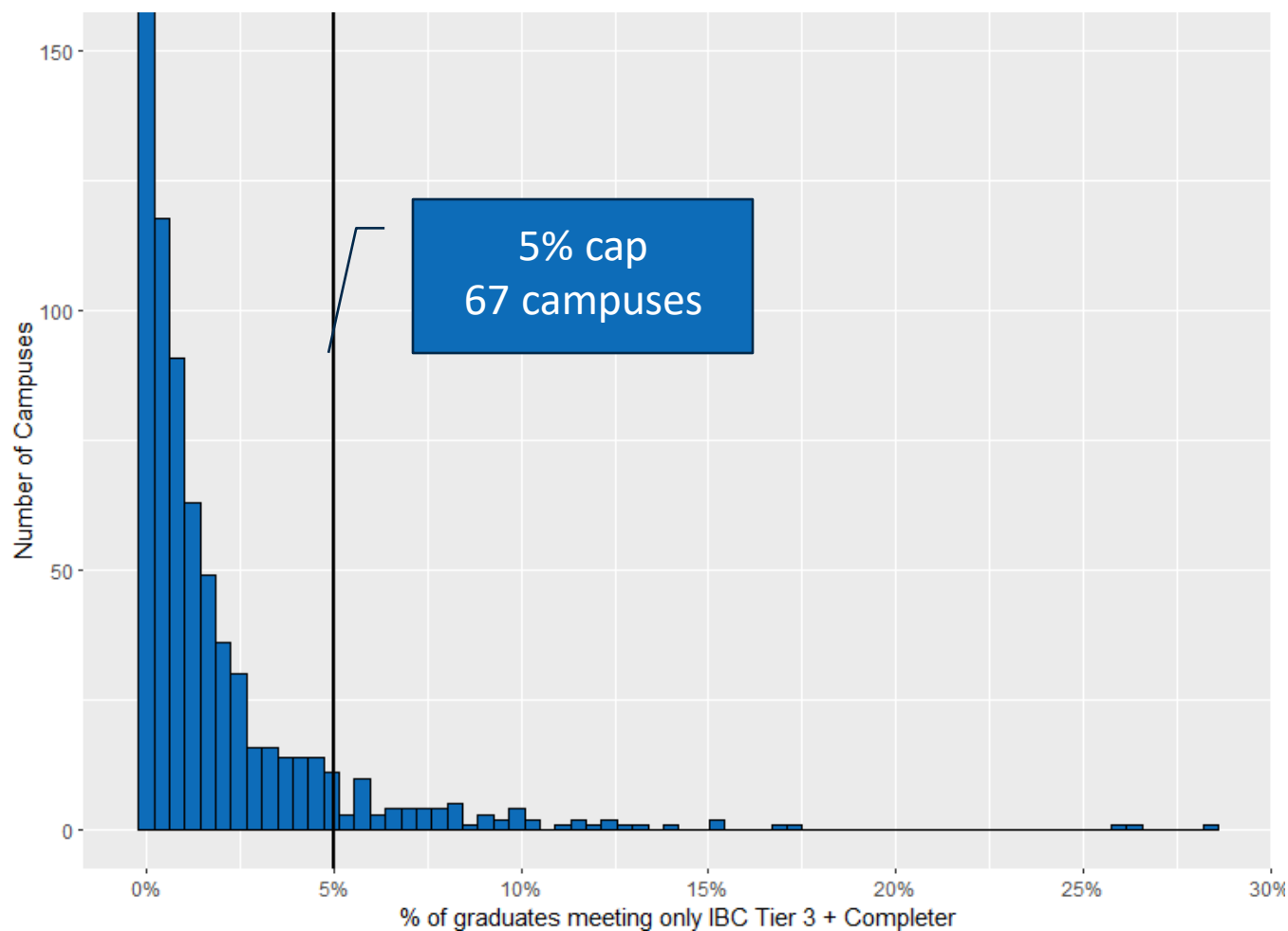


# A 5% cap on graduates earning a Tier 3 IBC for CCMR impacts 67 campuses

Full Distribution:  
Most have 0 earning only a Tier 3

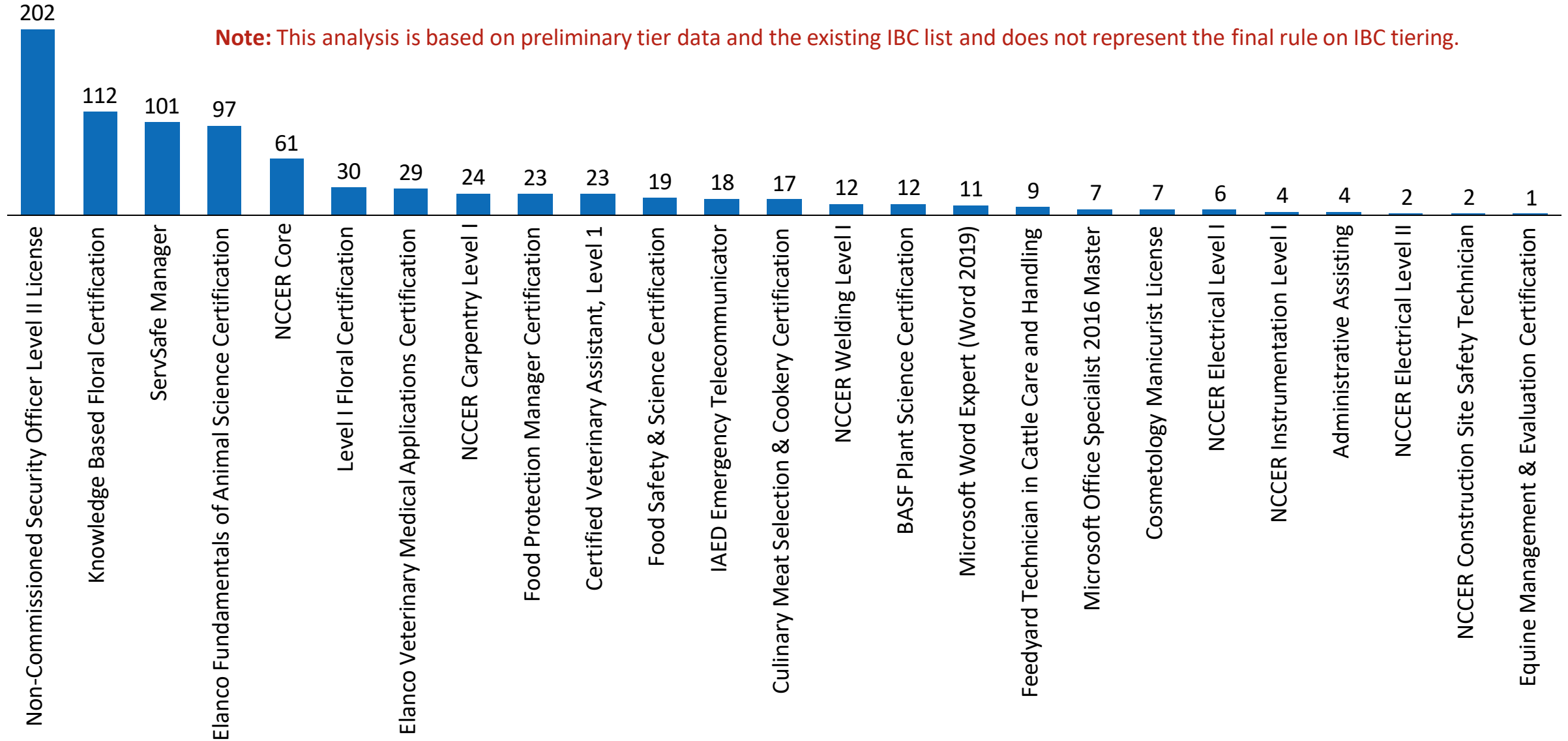


Zoomed In:  
Steep distribution



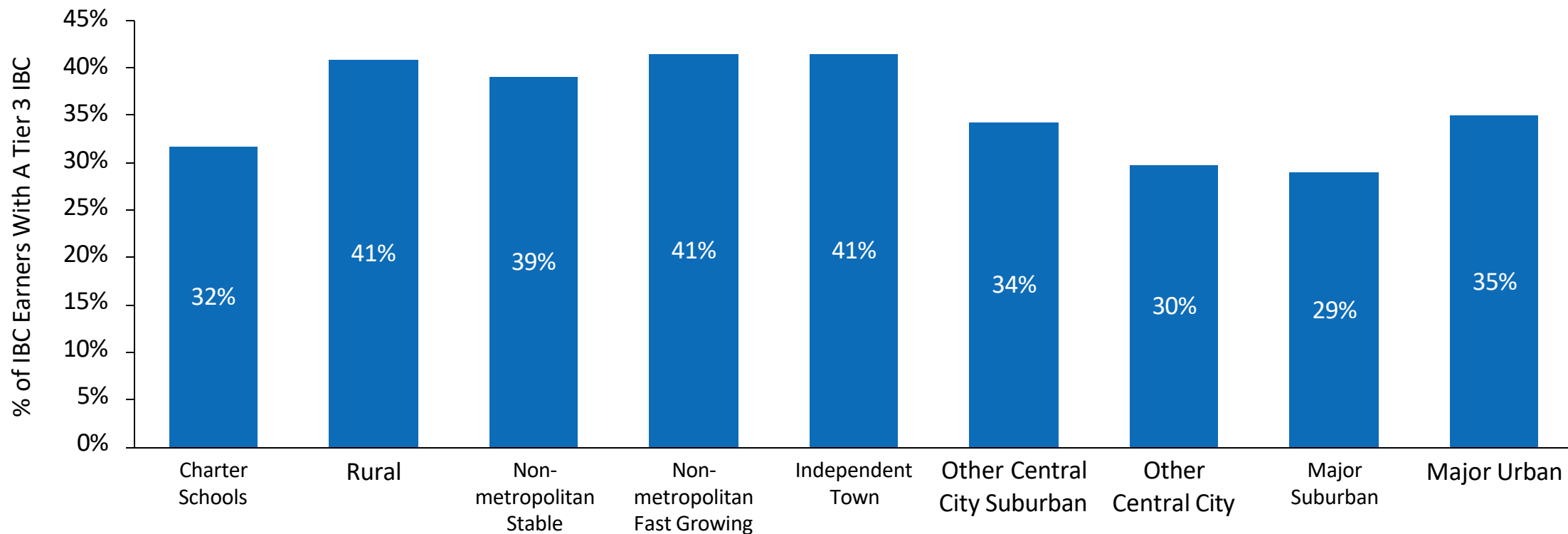
# The Tier 3 IBC most impacted by a 5% cap was the Non-commissioned security officer level II license.

**Note:** This analysis is based on preliminary tier data and the existing IBC list and does not represent the final rule on IBC tiering.



# Of students earning IBCs, smaller district types tend to have a higher % of students earning a Tier 3 IBC.

% of Students Earning An IBC That Earned At Least One Tier 3 IBC,  
By District Type





Reminder: The TEA-Approved College Preparatory Course requirement will be implemented in the 2028 refresh, with the 2026-27 graduates.



- A course approval process aligned to TEC [§28.014](#) announced as part of 2024 Accountability updates has been phased-in for students to earn CCMR credit in grade 12 only.
- The list of approved College Preparatory course providers was [announced](#) and posted to the [College Preparatory Courses for CCMR Accountability](#) webpage in May 2025.

Annual Graduates	Accountability Year	College Prep List	Grade of Course
Class of 2023	2024	any course meeting requirements aligned between district and the partnering IHE(s)	Any Grade (9-12)
Class of 2024	2025		Any Grade (9-12)
Class of 2025	2026		11th and 12th Grade (SY23-24, 24-25)
Class of 2026	2027		12th Grade Only (SY25-26)
Class of 2027	2028	TEA College Prep Approved List	12th Grade Only (SY26-27)

A student successfully completing a college prep course that is not on the approved list or a student who is not in 12<sup>th</sup> grade may still be eligible for TSI exemption at the partnering IHE based on the terms of the local agreement, but that student should not be reported in TSDS PEIMS for the purposes of CCMR.

# The CCMR changes proposed for 2028 are limited to two indicators.

## Industry-Based Certifications



Differential weighting **within** the IBC indicator is applied such that the percentage of graduates meeting CCMR criteria only **via a Tier 3 IBC** is limited to five graduates, or 5 percent of graduates, whichever is higher.

- IBCs included in the CCMR framework should serve as meaningful indicators of students' readiness for postsecondary success.



- A Tier 3 certification meets the criteria to remain on the IBC list, but is not in-demand or directly aligned with one or more high-wage occupations; or requires curriculum (whether purchased as a package or to access the certification assessment). [19 TAC §74.1003](#).

## \*\*College Preparatory Courses



The College Preparatory Course indicator is improved by allowing a graduate to meet the TSI college readiness standards by successfully completing and earning credit for only **agency-reviewed and approved college preparatory courses** in grade 12.



- The College Preparatory Courses for Accountability process to review and approve courses for CCMR aims to ensure that college preparatory courses (defined in Texas Education Code (TEC), §28.014) align with standards consistent across other indicators of college readiness.

# 2028 A-F Refresh Proposed Changes

## ■ Student Achievement

- **Accelerated Testers:** Bonus points for students enrolled in grades 5 through 8 taking advanced End-of-Course assessments
- **SAT/ACT Cut Scores:** Updated performance level standards for accelerated testers.
- **Weighting (IBC):** Tier 3 IBCs capped at 5 students or 5% of graduates for CCMR credit, whichever is higher.
- **\*\*College Prep:** Courses must be on the TEA approved list.

## ■ School Progress

- No changes.

## ■ Closing the Gaps

- New Campus Scoring
- Safe Harbor Provision
- RDA Integration into District Ratings as Part B

## ■ Distinction Designations

- Addition of AEA/DRS campuses as a comparison group
- Addition of four postsecondary success indicators
- Removal of attendance rate



### The 2028 Proposed A-F Accountability Framework

Posted on 2028 Accountability  
Development Website

August 28, 2025

TAA  
TBD

# Performance Reporting will lead a 2028 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!

**September 23rd at 9am**

or

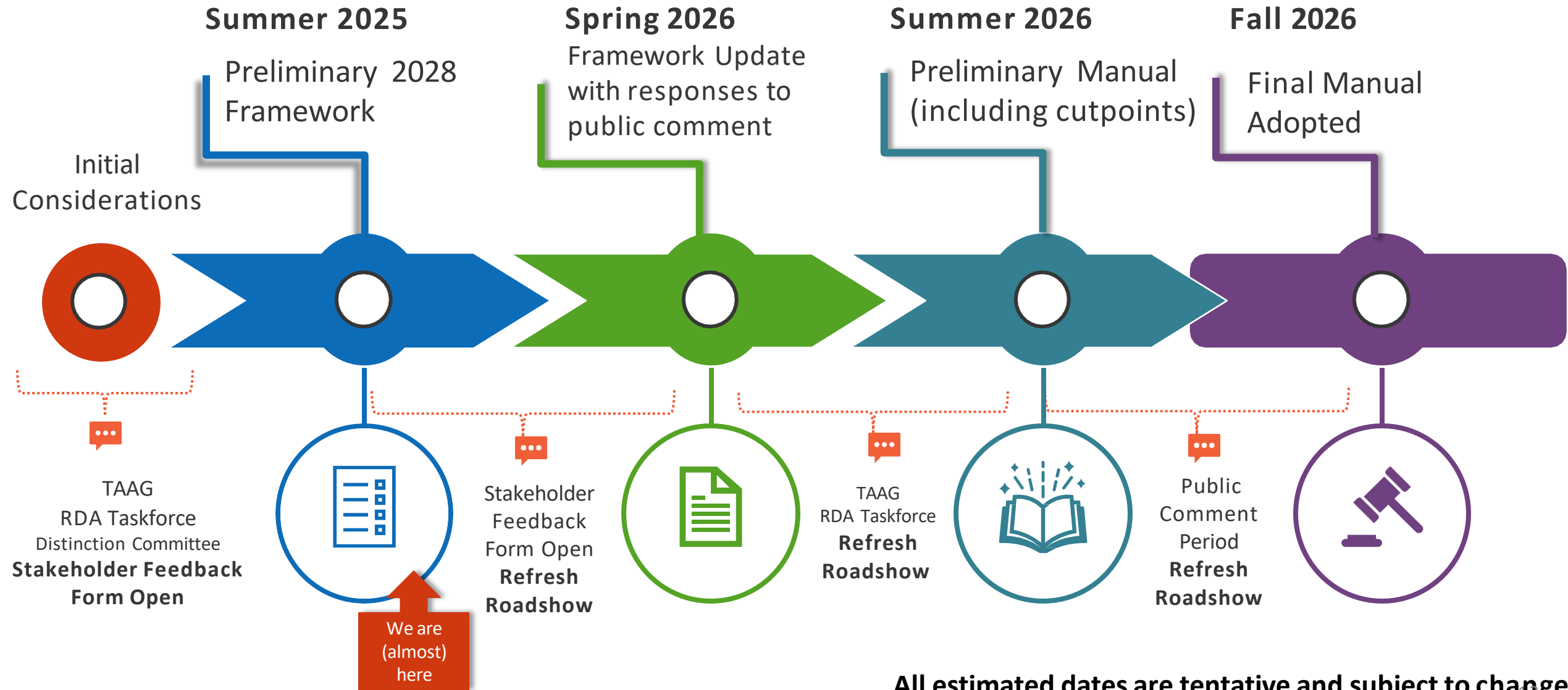
**September 24th at 3pm**

Select your preferred time below to register

September 23rd at 9am: [https://zoom.us/webinar/register/WN\\_2A0pS1OTQLCZhpiqP-92qA](https://zoom.us/webinar/register/WN_2A0pS1OTQLCZhpiqP-92qA)

September 24th at 3pm: [https://zoom.us/webinar/register/WN\\_k9a5cigTRMCCorXz2nf7Eg](https://zoom.us/webinar/register/WN_k9a5cigTRMCCorXz2nf7Eg)

# Timeline of Next Steps for the 2028 A-F Refresh



# Upcoming TAAG Topics

# Upcoming TAAG Meetings

- ~~August 25, 2025 – 9:00-11:30~~
  - Review of Preliminary 2028 A-F Refresh Framework
- November 2025



Scan or click for  
quick survey

# Thank you

Email: [performance.reporting@tea.Texas.gov](mailto:performance.reporting@tea.Texas.gov)

Phone: 512.463.9704

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