



2028 A-F Preliminary Framework Refresh Roadshow: Domain 1 and Distinction Designations

Presented October 8th and 9th, 2025

Meet your Presenters



Dr. Karen Mayton

Director of Test
Administration, Student
Assessment Division



Katherine Beck

Performance Reporting
Division Director



Katie Jubert

Director of Performance
Reporting Policy and
Communications



Valarie Londrie

College, Career, and Military
Preparation
Division Director

Our goals and agenda for today

Our goals in the Refresh Roadshow are to:

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

Agenda:

- Review of the Refresh Process
- Proposals for accelerated testers bonus points and revised performance levels for SAT/ACT
- Framing on College Prep Courses and Industry-Based Certification List v.4
- Proposals for within indicator weighting on IBCs
- Proposals for Distinction Designations

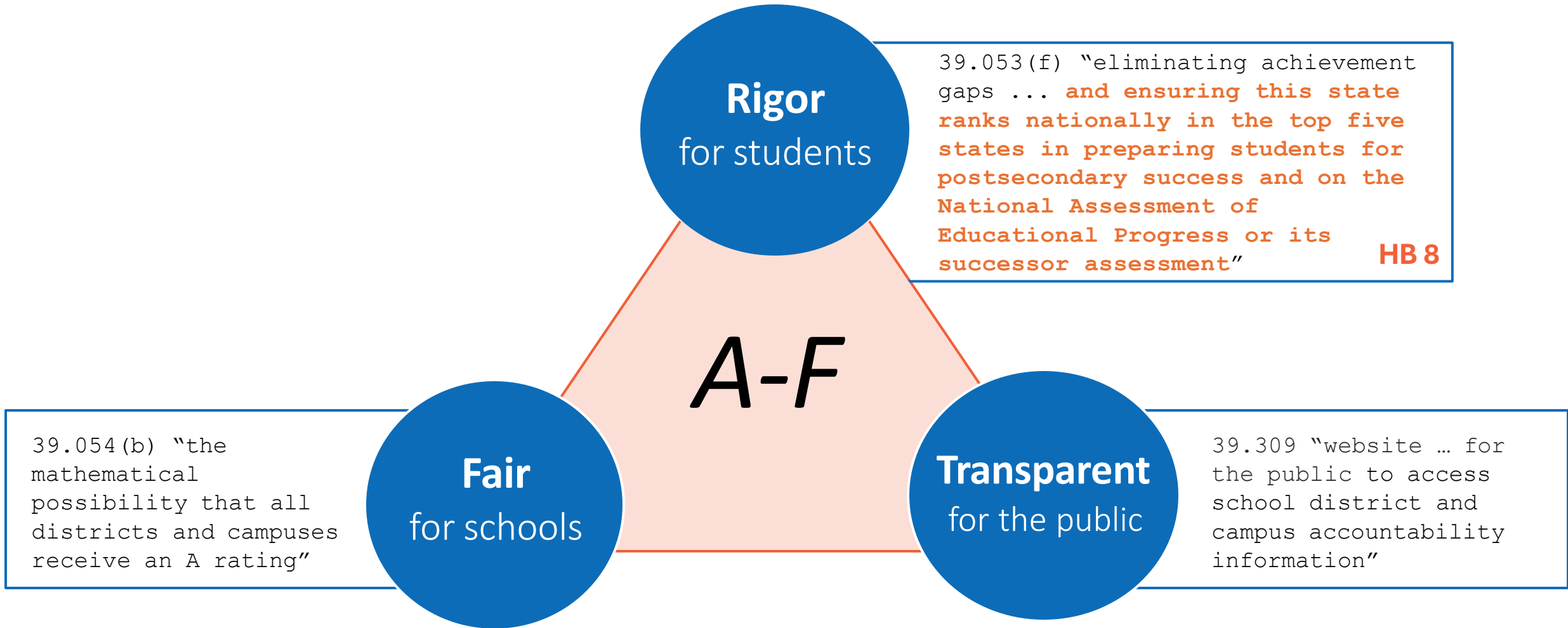
Today is intended to be an introduction to the 2028 A-F Refresh Proposals for Domain 1 and Distinction Designations. This is part 2 of a 4-part fall series. The deck and recording from session 1 are available on the [Accountability System Development](#) webpage.

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



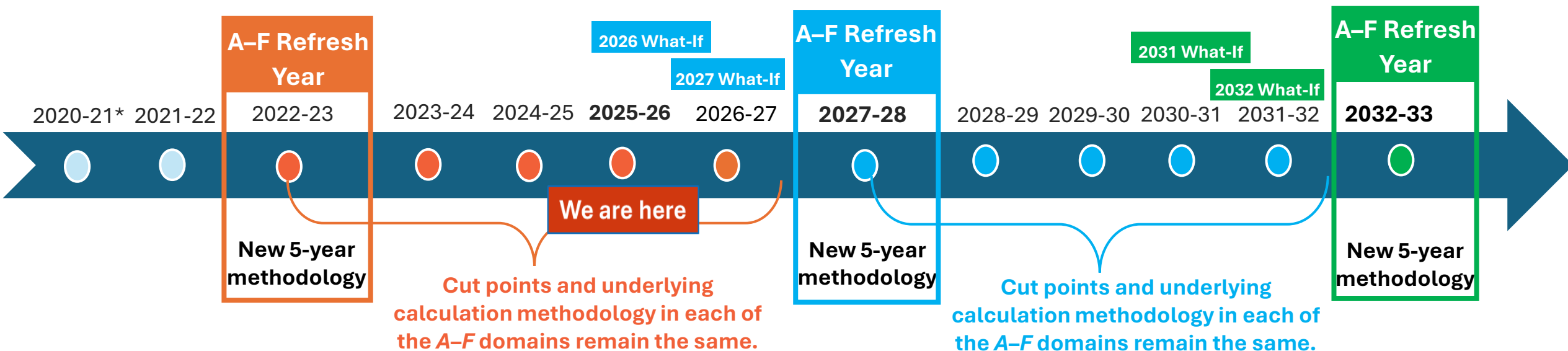
The 2028 A-F Refresh

Balancing multiple objectives in the A-F system



The A–F system remains the same for 5 years.

We don't keep changing the bar, as this allows for better year-over-year comparisons. But we continuously review feedback to make design changes once every five years.



New HB 8 Implications

- 5-year refresh now explicitly codified
- The commissioner cannot raise cut scores outside of the refresh cycle
- Refresh rules must be communicated two years before the refresh (Adopt Manual Late Summer 2026)
- What-if ratings must be provided for those two years (2026 and 2027 What-Ifs)

2028 A-F Refresh Proposed Changes: Preliminary Framework

Student Achievement

- **Accelerated Testers**
 - Bonus points for students enrolled in grades 5 through 8 passing End-of-Course assessments
 - Updated performance level standards for accelerated testers' SAT/ACT scores
- **CCMR**
 - **IBCs:** Students earning CCMR only from a Tier 3 Industry Based Certification (IBC) is capped at 5 students or 5% of 2027 graduates, whichever is higher.
 - ****College Preparatory Courses:** Courses must be on the TEA approved list.

School Progress

- No proposed changes.
- *Tier 3 IBC cap, bonus point and SAT/ACT score changes for Accelerated Testers applies in Domain 2b*

Closing the Gaps

- New Campus Scoring (district proxy for prior year data) for 1 or 2 points
- Safe Harbor Provision (allowable dip in performance) for 2 points
- **Districts only:** Add Part B, Special Populations Monitoring (Integration of RDA)
- *SAT/ACT score changes for Accelerated Testers applies in Domain 3*

Distinction Designations

- Addition of Alternative Campuses (AEC)/Dropout Recovery Schools (DRS) as a comparison group
- Addition of four postsecondary success indicators
- Removal of attendance rate from Academic Achievement Distinctions

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

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

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

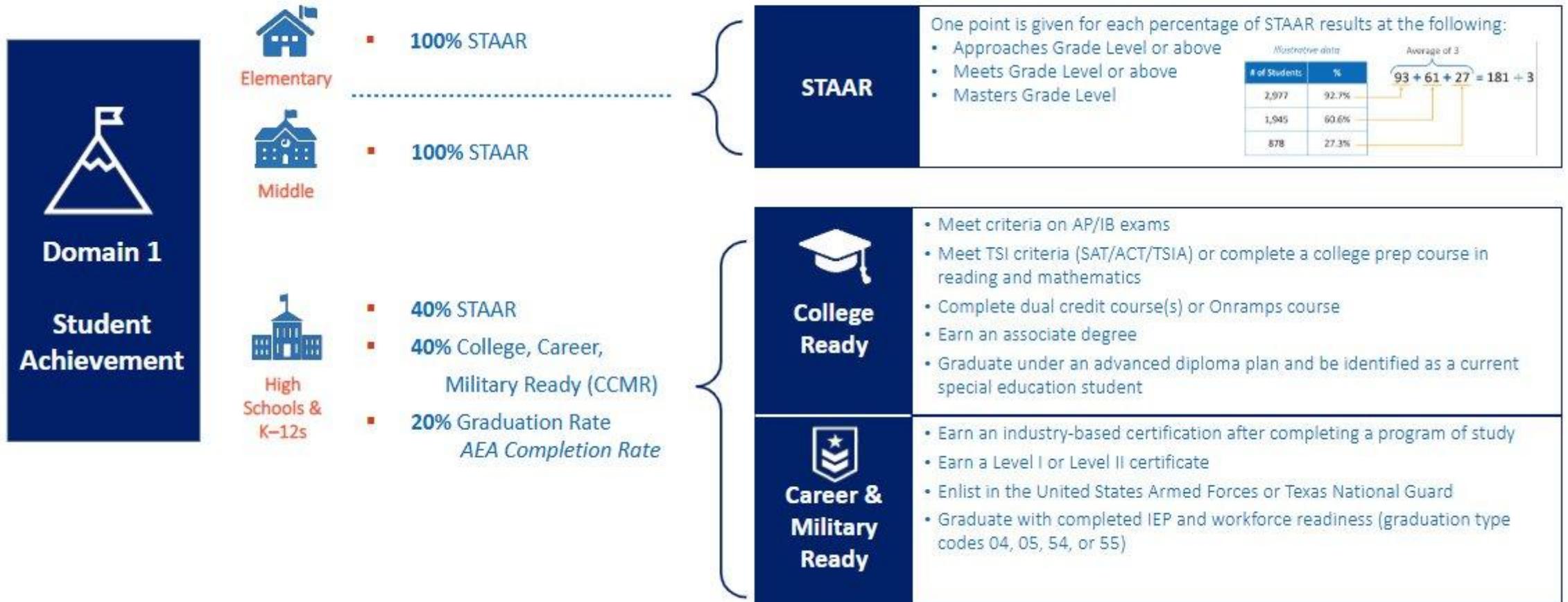
***Domain 1:**

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

Domain 1: Student Achievement

Domain 1: Student Achievement

Ratings in this domain are based on how many students are approaching, meeting, and mastering grade level on STAAR as a well as how many students graduate and whether graduates are ready for college, a career, or the military.



Proposal 1: Revised Methodologies for Accelerated Testers

2028 A-F Refresh Proposed Changes: Preliminary Framework

Student Achievement

○ Accelerated Testers

- Bonus points for students enrolled in grades 5 through 8 passing End-of-Course assessments
- Updated performance level standards for accelerated testers' SAT/ACT scores

○ CCMR

- **IBCs:** Students earning CCMR only from a Tier 3 Industry Based Certification (IBC) is capped at 5 students or 5% of 2027 graduates, whichever is higher.
- ****College Preparatory Courses:** Courses must be on the TEA approved list.

School Progress

- No proposed changes.
- *Tier 3 IBC cap, bonus point and SAT/ACT score changes for Accelerated Testers applies in Domain 2b*

Closing the Gaps

- New Campus Scoring (district proxy for prior year data) for 1 or 2 points
- Safe Harbor Provision (allowable dip in performance) for 2 points
- **Districts only:** Add Part B, Special Populations Monitoring (Integration of RDA)
- *SAT/ACT score changes for Accelerated Testers applies in Domain 3*

Distinction Designations

- Addition of Alternative Campuses (AEC)/Dropout Recovery Schools (DRS) as a comparison group
- Addition of four postsecondary success indicators
- Removal of attendance rate from Academic Achievement Distinctions

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

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

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

***Domain 1:**

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

Senate Bill 2124 from the 88th legislative session outlines the establishment of the Middle School Advanced Math Program

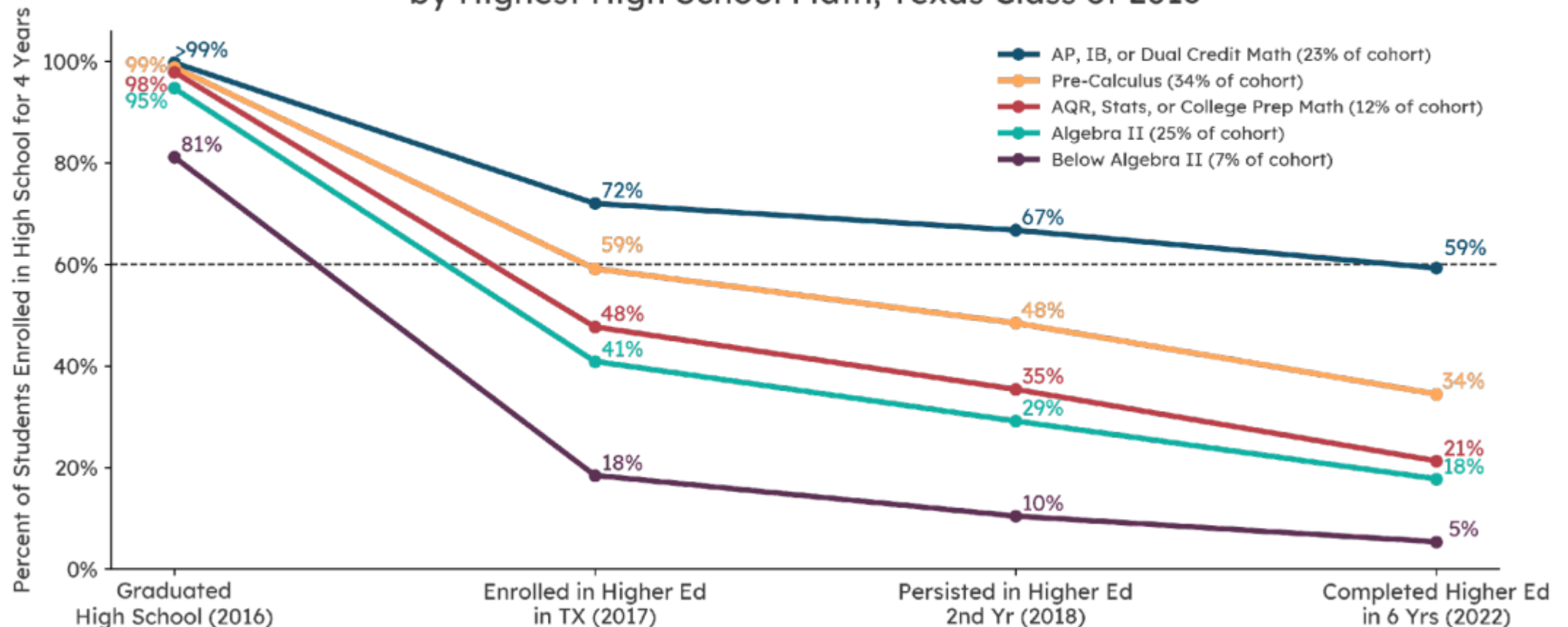
- Overview – [Texas Education Code §28.029](#)
- The purpose of this law is —
 - “To increase the number of students who complete advanced mathematics courses in high school”
- The mechanism enacted by this law is —
 - “Each school district and open-enrollment charter school shall develop an advanced mathematics program for middle school students that is designed to enable those students to enroll in Algebra I in eighth grade.”



Texas graduates that complete advanced math courses in high school are more likely to graduate from institutes of higher education

Math Pipeline—Texas

Outcomes of Students Enrolled in HS for 4 Years
by Highest High School Math, Texas Class of 2016



Student Achievement: Feedback Received Surrounding Accelerated Testing and the Impact on MS Accountability

Feedback Received Since the 2023 A-F Refresh

While many philosophically align with advanced pathways, there was a disincentivizing possibility that a middle school student who took an EOC may lower achievement scores at the middle school campus.

How Domain I is currently scored for middle schools in the A-F accountability system with 180 tests administered

Did not meet grade level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
36	144	108	36

Domain 1 Calculations Methodology for Middle Schools (as of 2023-2027)

% at Approaches Grade Level or Above	80
% Meets Grade Level or Above	60
% Masters Grade Level	20
Sum	288
Domain 1 STAAR Component Score (Sum Divided by (3))	53
Scaled Score for Middle School	84 (B)

Student Achievement: Feedback Received

Feedback Received Since the 2023 A-F Refresh

- While many philosophically align with advanced pathways, there was a potentially disincentivizing possibility that a middle school student who took an EOC may lower achievement scores at the middle school campus.

Domain 1 Calculations Methodology for Middle Schools (as of 2023-2027)

% at Approaches Grade Level or Above	80
% Meets Grade Level or Above	60
% Masters Grade Level	20
Sum	288
Domain 1 STAAR Component Score (Sum Divided by (3))	53
Scaled Score for Middle School	84 (B)

Accelerated testers in middle school feedback and proposal for the 2028 A-F Refresh

Feedback Received Since the 2023 A-F Refresh

- While many philosophically align with advanced pathways, there was a potentially disincentivizing possibility that a middle school student who took an EOC may lower achievement scores at the middle school campus.

In 2028



Responsive Proposals Reflected in 2028

- A single bonus point is awarded for each assessment result for students enrolled in grades 5-8 where performance was at or Approaches Grade Level on an EOC exam.

The proposed student achievement methodology for accelerated testers at the middle school level awards 1 bonus point for each student that achieves Approaches+ on an End of Course Exam

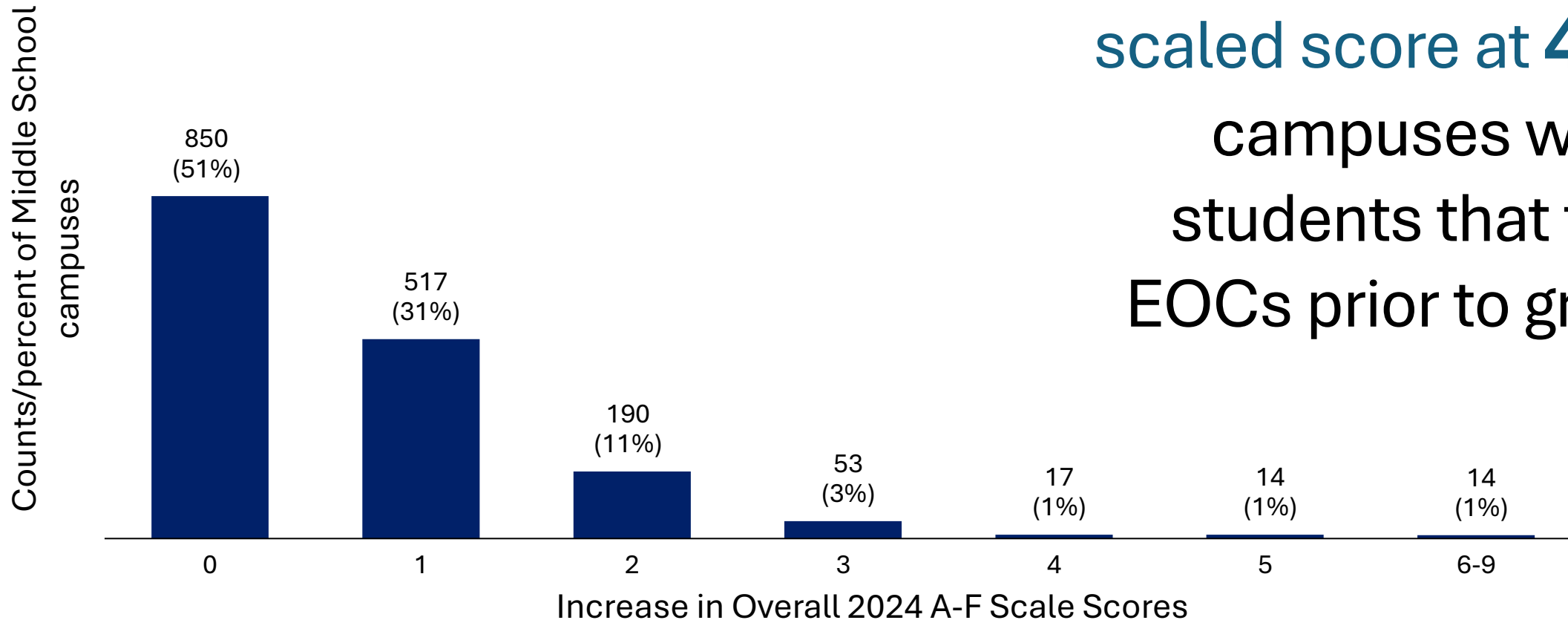
Example: Middle School STAAR Performance	Reading Language Arts	Math	Science	Social Studies	Totals	Percentages
Number of Assessments	253	212	86	74	625	
Approaches Grade Level or Above	154	142	37	23	356	57%
Meets Grade Level or Above	104	84	12	21	221	35%
Masters Grade Level	52	73	10	6	141	23%
Bonus: Number of 5 th -8 th graders with EOCs at Approaches or Above	7	18	0	9	34	5%
Total Percentage Points						120
Student Achievement Domain STAAR Component Score (Total Percentage Points + 3)						40

In this example, the accelerated bonus point increased the **total percentage point by 5**, and the **Student Achievement Domain STAAR component score by 2**.

Included in both Domain 1a and Domain 2b.

Based on modeling with 2024 data, the bonus point proposal positively impacts overall scaled scores at nearly half of impacted campuses statewide

Adding a bonus point
increases the overall
scaled score at **49%** of
campuses with
students that took
EOCs prior to grade 9



Student Achievement: Feedback Received on Accelerated Testers and their Impact on High School Accountability

Feedback Received Since the 2023 A-F Refresh

The ACT and SAT score ranges used for assessment performance level standards for accelerated testers created a disincentivizing possibility that accelerated testers may lower achievement scores at the high school campus.

The accountability subset at the high school includes many current high school students taking EOC exams

Algebra I Performance from the Texas Assessment Research Portal

Administration	STAAR					
	Tests Taken	Average Scale Score	Performance Levels			
			Did Not Meet	Approaches and Above	Meets and Above	Masters
Spring 2025	390	3995	22% 84 Tests	78% 306 Tests	45% 175 Tests	24% 95 Tests
Fall 2024	50	3394	68% 34 Tests	32% 16 Tests	0% 0 Tests	0% 0 Tests
Summer 2024	23	3508	52% 12 Tests	48% 11 Tests	0% 0 Tests	0% 0 Tests

463 total assessments

72% approaches or above

38% meets or above

21% masters

The accountability subset at the high school also includes accelerated testers through their performance on SAT or ACT



Accountability Groups	
	All Students
Mathematics	
Percent of Tests	
At Approaches GL Standard or Above	89%
At Meets GL Standard or Above	57%
At Masters GL Standard	16%
Number of Tests	
At Approaches GL Standard or Above	668
At Meets GL Standard or Above	424
At Masters GL Standard	118
Total Tests	747

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

The 2028 A-F Refresh proposals include revised score ranges for accelerated testers, for the SAT and ACT exams

Assessment Score Range for Performance Level Standards: Proposed Updated Cut Scores for SAT and ACT

Standard	SAT Evidence-Based Reading and Writing (EBRW)	SAT Math	ACT English + Reading Combined	ACT Math	ACT Science
Approaches Grade Level or above	360 – 470	380 – 520	20 – 39	14 – 21	16 – 22
Meets Grade Level or above	480 – 510	530 – 570	40 – 46	22 – 24	23 – 27
Masters Grade Level	520 – 800	580 – 800	47 – 72	25 – 36	28 – 36

Extensive modeling was conducted to ensure accurate and fair cut scores on SAT/ACT:

- The “Meets” level remains anchored to College Ready Benchmarks, SAT/ACT TSI college readiness exemption established by THECB, standards for substitute assessments.
- Proposals were produced from standard deviation modeling from 2023–2024 SAT and ACT data, resembling STAAR standard setting.

SAT/ACT score changes for Accelerated Testers applies in all Domains (1a, 2b, 3)

Based on modeling with 2024 data, the revised SAT/ACT cut scores would increase the percentage of students at Masters level



**Percentages of Accelerated Testers in Each Performance Level
(SY2023-24 Graduating Cohort and the Spring 2024 Algebra I Accelerated Testers)**

Performance Level	Class of 2024 under Current System	Class of 2024 under 2028 Refresh Cut Scores
Does Not Meet	12%	4%
Approaches Grade Level +	88%	96%
Meets Grade Level +	60%	59%
Masters Grade Level	12%	39%

The proposed revised cut scores for SAT/ACT increases the number of accelerated testers at masters by **27%**.

Student Achievement: Feedback Received and Proposals for Accelerated Testers in High School Accountability

Feedback Received Since the 2023 A-F Refresh

- The ACT and SAT score ranges used for assessment performance level standards for accelerated testers created a disincentivizing possibility that accelerated testers may lower achievement scores at the high school campus.

In 2028



Responsive Proposals Reflected in 2028

- Revised cut scores for Approaches and Masters on SAT/ACT, based on standard deviation modeling from 2023-24 SAT and ACT data

Summary: Recognition and Scoring for Accelerated Testers in the 2028 A-F Refresh



Bonus points are awarded for middle school students taking advanced EOCs before grade 9 and SAT/ACT cut scores are updated for accelerated testers in high school.

- Modeling shows increased scaled scores for nearly half of middle schools and increased performance at masters for accelerated testers in high school.



Responds to feedback to better recognize advanced academic pathways and ensure college readiness benchmarks are current.



Incentivizes advanced coursework and ensures fairer recognition of accelerated students' achievements.

2028 A-F Refresh Proposed Changes: Preliminary Framework

Student Achievement

✓ Accelerated Testers

- Bonus points for students enrolled in grades 5 through 8 passing End-of-Course assessments
- Updated performance level standards for accelerated testers' SAT/ACT scores

○ CCMR

- **IBCs:** Students earning CCMR only from a Tier 3 Industry Based Certification (IBC) is capped at 5 students or 5% of 2027 graduates, whichever is higher.
- ****College Preparatory Courses:** Courses must be on the TEA approved list.

School Progress

- No proposed changes.
- *Tier 3 IBC cap, bonus point and SAT/ACT score changes for Accelerated Testers applies in Domain 2b*

Closing the Gaps

- New Campus Scoring (district proxy for prior year data) for 1 or 2 points
- Safe Harbor Provision (allowable dip in performance) for 2 points
- **Districts only:** Add Part B, Special Populations Monitoring (Integration of RDA)
- *SAT/ACT score changes for Accelerated Testers applies in Domain 3*

Distinction Designations

- Addition of Alternative Campuses (AEC)/Dropout Recovery Schools (DRS) as a comparison group
- Addition of four postsecondary success indicators
- Removal of attendance rate from Academic Achievement Distinctions

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

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

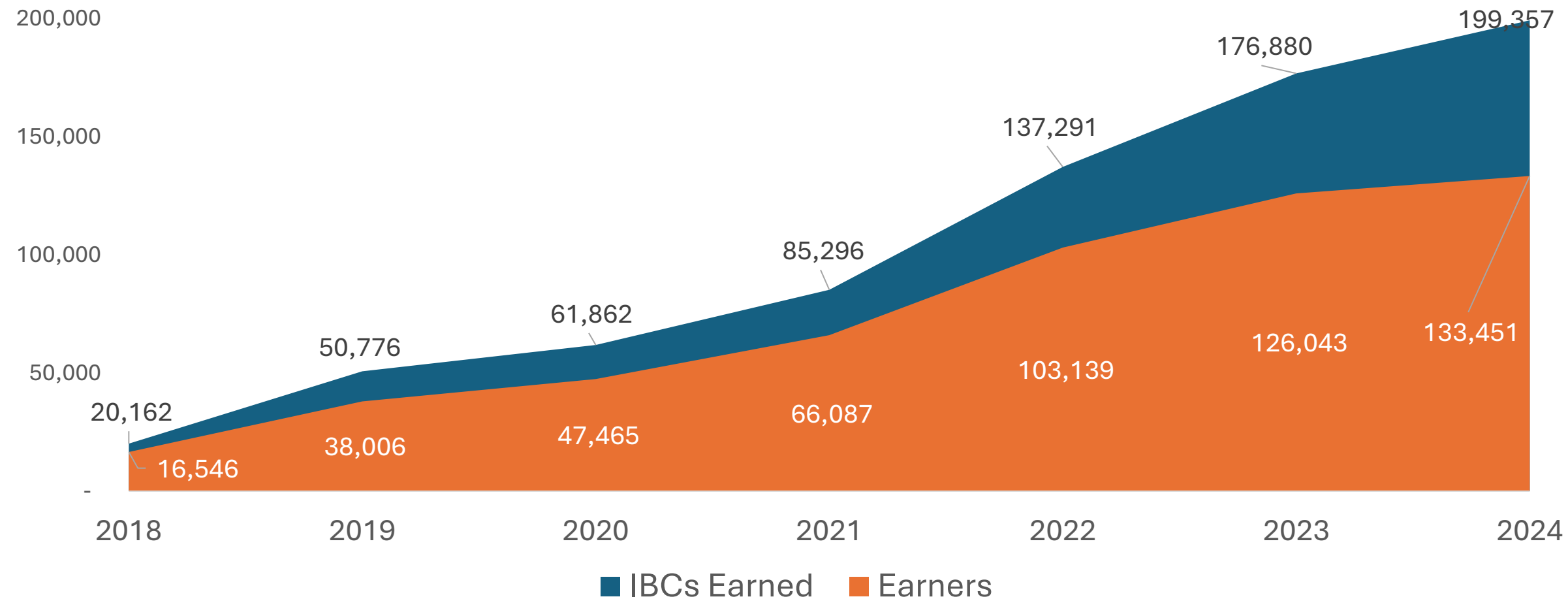
New statutory requirements will necessitate additional changes to this framework*.

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

CCMR Programmatic Updates

Industry-Based Certification List 2025-2030

IBCs earned by Texas graduates, 2018 - 2024



Source. PEIMS Graduates, 2018 – 2024; Post-Secondary Certifications, 2018 – 2024. Div. 213

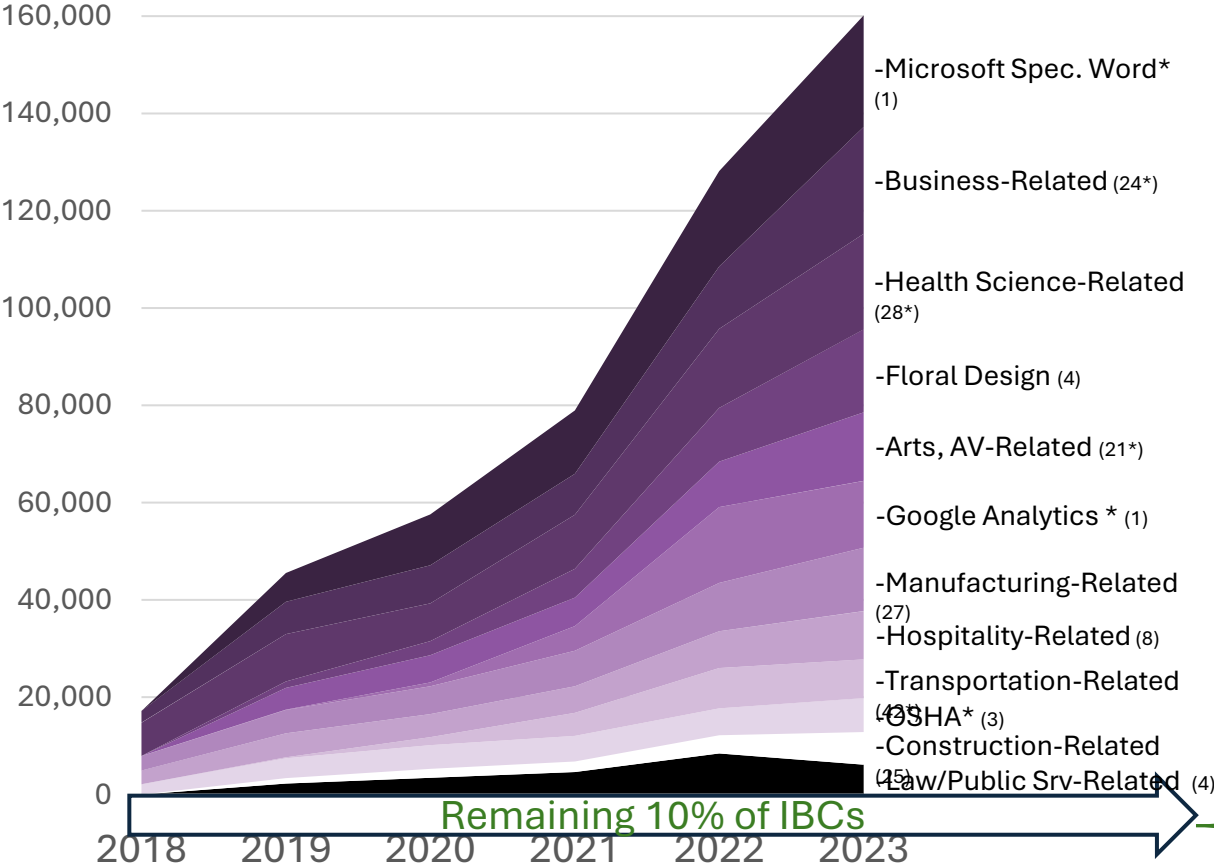
While there has been major growth in IBCs awarded, not all IBCs issued are tied to high wage, high demand industries



Asterisk indicates one or more IBC that is sunsetting

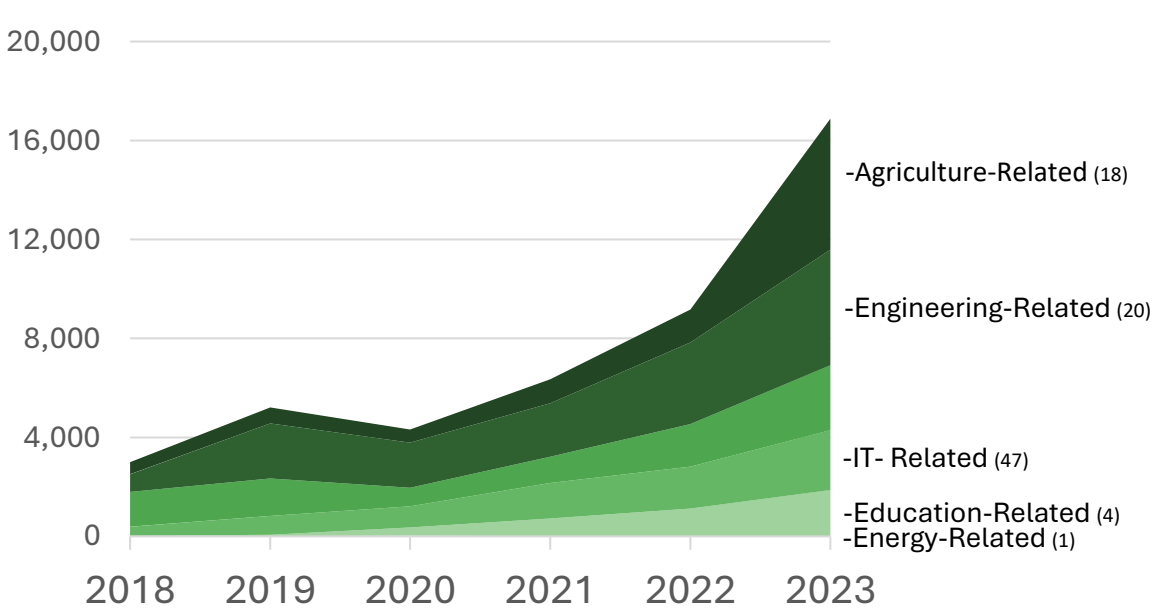
POPULAR INDUSTRY-BASED CERTIFICATIONS

(Top 90% of IBCs by volume in 2023)



OTHER INDUSTRY-BASED CERTIFICATIONS

(Lowest 10% of IBCs by volume in 2023)



Source. PEIMS Graduates, 2018 – 2023; Post-Secondary Certifications, 2018 – 2023. Div. 213
Note. All IBCs reported are represented in charts. Number of IBCs represented in a group is in the parentheses.

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:

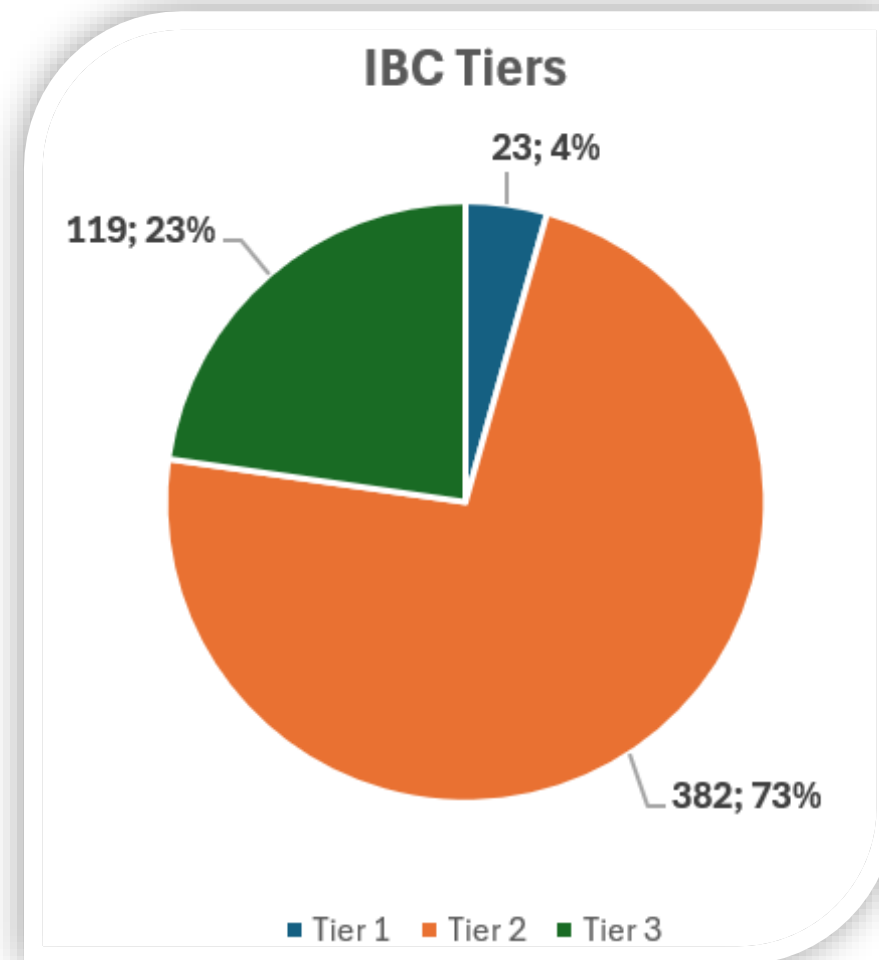
- A. is either:
 - i. in demand and high wage;
 - ii. or high skill; and
- B. does not require curriculum (whether purchased as a package or to access the certification assessment), unless the curriculum is required by a Texas or federal government agency, or a registered apprenticeship.

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



All programs of study can lead to IBCs in at least two of the three tiers

Program of Study Name	Tier 1	Tier 2	Tier 3
Manufacturing Technology	N	Y	Y
Electrical Engineering	Y	Y	Y
Engineering Foundations	Y	Y	Y
Programming and Software Development	Y	Y	N
Robotics and Automation Technology	Y	Y	Y
Cybersecurity	Y	Y	Y
Industrial Maintenance	Y	Y	Y
Graphic Design and Interactive Media	N	Y	Y
Networking Systems	Y	Y	Y
Civil Engineering	Y	Y	Y
Diagnostic and Therapeutic Services	Y	Y	N
Mechanical and Aerospace Engineering	Y	Y	Y
Automotive and Collision Repair	N	Y	Y
Web Development	N	Y	Y
Accounting and Financial Services	Y	Y	Y
Digital Communications	N	Y	Y
Business Management	Y	Y	Y
Advanced Manufacturing and Industrial Technology	N	Y	Y
Architectural Drafting and Design	Y	Y	N
Information Technology Support and Services	Y	Y	N
Renewable Energy	Y	Y	Y
Electronics Technology	N	Y	Y
Diesel and Heavy Equipment Maintenance and Commercial Drivers	N	Y	N
Electrical	Y	Y	Y
Health Informatics	Y	Y	Y

As CTE programs select aligned IBCs, there are options to consider.

Accounting and Financial Services

Bookkeeping
Certification – proposed
tier 3

Fundamental Payroll
Certification – Tier 1

Accounting
Professional – Tier 2

Intuit Certified
Bookkeeping
Professional – Tier 2

Cybersecurity

Telecommunications
Technologies – proposed
tier 3

AWS Certified Cloud
Practitioner – Tier 1

CompTIA A+
Certification – Level 1

Cybersecurity
Fundamentals – Tier 2

Industrial Maintenance

Employment Ready
Electrical – Tier 3

Electrical Level II – Tier
1

Electronic System
Technician Level II –
Tier 2

ITM Electrical Systems
– Tier 2

Health Informatics

Medical Administrative
Assistant Certification –
Level 3

Registered Health
Information Technician
– Tier 1

Insurance and coding
Specialist – Tier 2

Certified Outpatient
Coder – Tier 2

Next steps: Tier review and final list announcement

§74.1003

(i) The commissioner of education may request a determination from the industry-based certification advisory council authorized by Texas Labor Code, §312.002, of the appropriate tier for any industry-based certification that appears to be too high or too low. The industry-based certification advisory council may, by a vote of two-thirds of the members of the full council, change the tier determination for a certification referred by the commissioner.

September 2025

Re-evaluations are presented
with tiering consideration

October 2025

Re-evaluation results
published by TEA

January 2026

Final IBC list with
tiers published

Mid-October 2025

Preliminary meeting of the Industry-
Based Certification Advisory
Council to discuss commissioner
referrals

Late-October 2025

Industry-Based Certification
Advisory Council review of
commissioner requests for IBC
tiering adjustments

February 2026

Final IBC list with
UID provided by
PEIMS for summer
submission

College Preparation Courses

Meeting TSI Criteria through College Preparatory Courses



College Readiness

- Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics.
- Earn Dual Course Credits.
- Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.
- Complete an OnRamps Dual Enrollment Course.
- Earn an Associate Degree.

Meet TSI Criteria in RLA and Mathematics

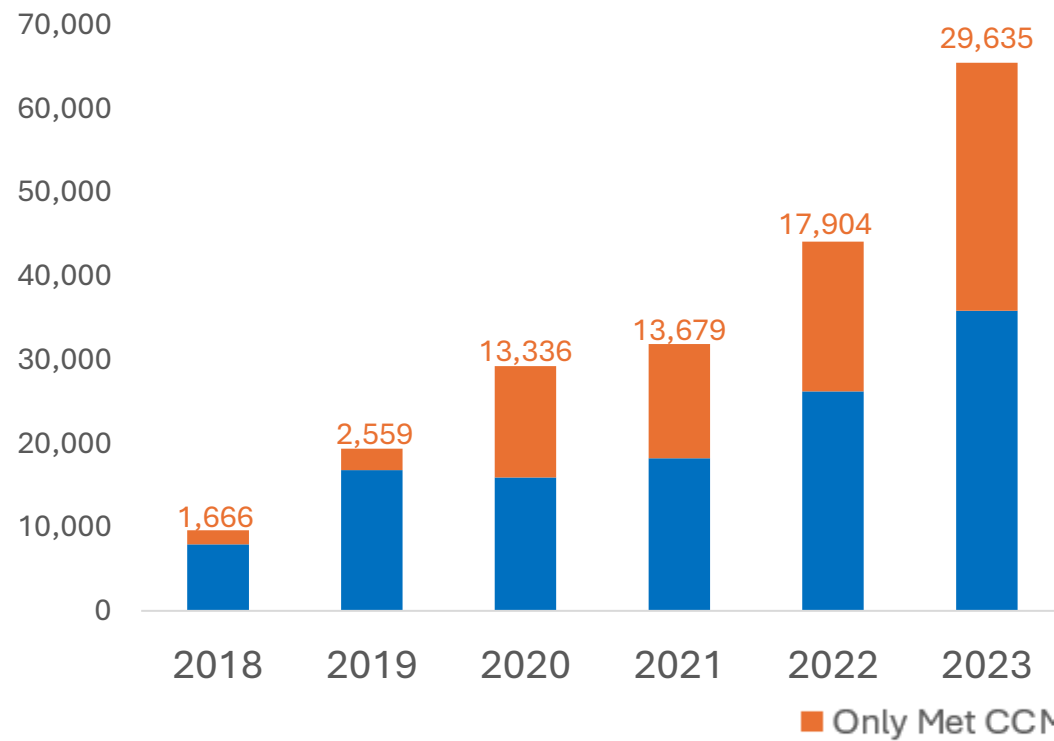
- A graduate meeting the TSI college readiness standards in both RLA and mathematics.
- TSI college readiness is demonstrated by:
 - meeting the TSIA1 and/or TSIA2 college-ready criteria, or
 - meeting the SAT college-ready criteria, or
 - meeting the ACT college-ready criteria, or
 - by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338.

College Preparatory Course Criteria

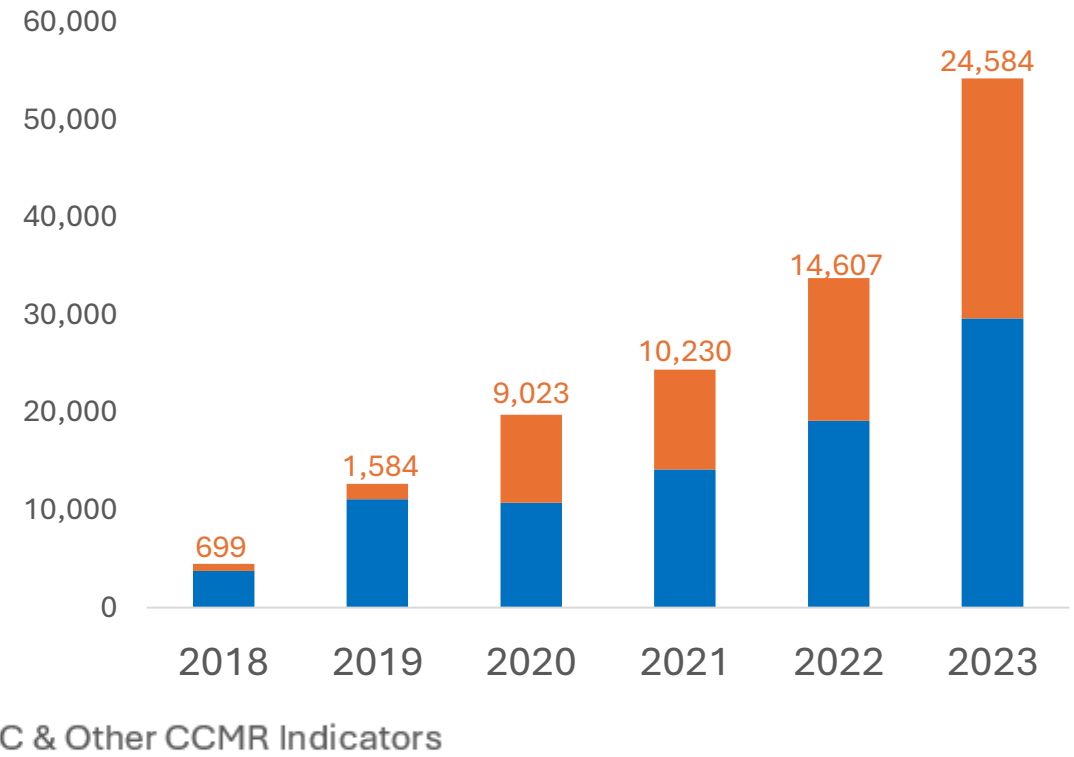
- The criteria for successful completion of a college prep course should be in alignment between a local education agency (LEA) and the partnering institution of higher education (IHE)(s). In accordance with §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area.

The number of graduates who exclusively meet CCMR through CPC also rose from 2018 through 2023- But are they college ready?

Mathematics College Preparatory Course (CPC) Completions



English Language Arts College Preparatory Course Completions



Source. PEIMS, SY 2017-18 through SY 2023-24 Div. 213
Note. Successful completion rates are provided.

16% of 2018 graduates who met CCMR through CPC did not meet other CCMR indicators compared to 45% in 2023.

TAC §4.54 TSI Exemption: Purpose and Importance of First College-Level Course Success and College Preparatory Courses

Purpose of the TSI Exemption and College Preparatory Courses:

- Granted to students who successfully complete a college preparatory course under TEC §28.014.
- Allows students to bypass TSI testing in the corresponding subject area.
- Valid for 24 months from high school graduation.

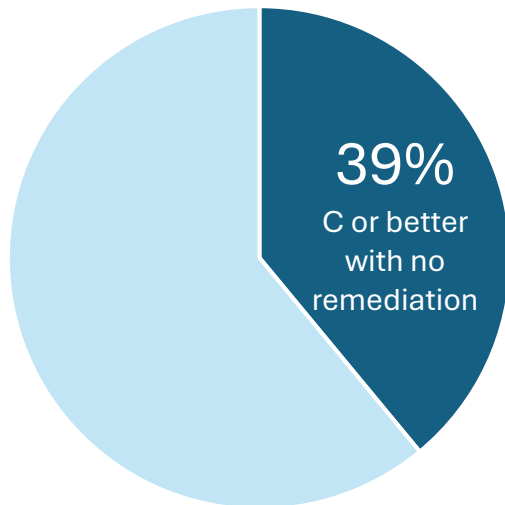
Importance of Completing the First College –Level Course:

- Students must enroll in their first college-level course in the exempted subject during their first year at the partnering IHE.
- Failure to do so may result in the exemption expiring before it can be used.

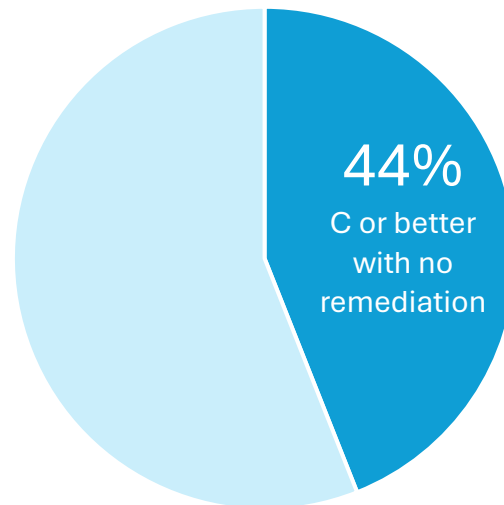
College Preparation Course outcomes are not aligned with outcomes for other College Readiness Indicators (SAT/ACT, TSIA)

Most Class of 2022 graduates who only met college readiness through the CPC did not earn a C or better in the first college-level course in same area without remediation.

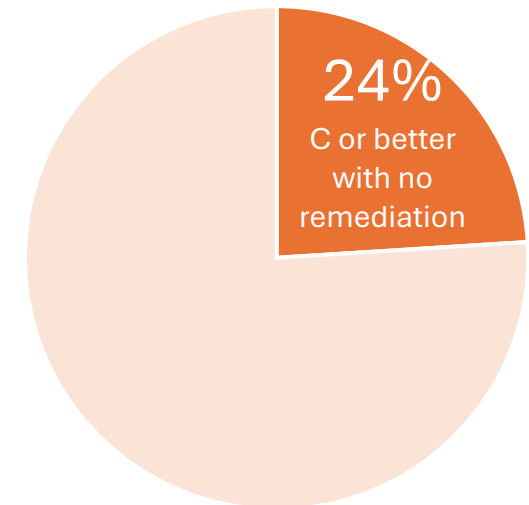
Majority were not successful
in **writing-intensive** first
college-level course without
remediation



Majority were not successful
in **reading-intensive** first
college-level course without
remediation



Vast majority were not successful in **math-intensive**
first college-level course
without remediation



Source. PEIMS Graduate, SY 2021-22; THECB course completion (CBM00S), FY2023.

Note: Successful college course completion is earning a C or better in accordance with **TEC §51.338 (f)**.

Recall: College preparatory course for public-school accountability review cycle

Approved List Availability	College Preparatory for Accountability List	Annual Graduates	Accountability Year
-	any course meeting requirements aligned between district and the partnering IHE(s)	Class of 2025	2026
May 2025	TEA College Prep Approved List Postponed use of approved list	Class of 2026	2027
May 2025	CPC for CCMR list v.1.0 (Based on Better of Class of 2022 and 2023)	Class of 2027	2028
Summer 2026	CPC for CCMR list v.1.0 and 1.1 (Based on Better of Class of 2023 and 2024)	Class of 2027 and Class of 2028	2028 and 2029
Fall 2027	CPC for CCMR list v.1.2 (Based on Better of Class of 2024 and 2025)	Class of 2029	2030
Fall 2028	CPC for CCMR list v.1.3 (Based on Better of Class of 2025 and 2026)	Class of 2030	2031
Fall 2029	CPC for CCMR list v.1.4 (Based on Better of Class 2026 and 2027)	Class of 2031	2032
Fall 2030	CPC for CCMR list v.2 (Based on data from Classes of 2027 and 2028)	Class of 2032	2033

← 2028 A-F Refresh

← 2033 A-F Refresh

- PEIMS reporting required for the Class of 2026 and beyond.
- Only college preparatory course credits earned in 12th grade will be eligible for CCMR credit for the Class of 2026 and beyond.



CCMR Accountability

Meet TSIA Criteria in RLA and Mathematics

- A graduate meeting the TSI college readiness standards in both RLA and mathematics.
- TSI college readiness may be demonstrated by:
 - successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338 and approved by the agency.



High School Graduation Requirements

- Elective Credit (High School Graduation Requirements)
- English Credit (Foundation High School Program)(4th English)
- Mathematics Credit (For Endorsement)



TSIA Preparation

- A college preparatory course may be used to support your preparation for Texas Success Initiative Assessments (TSIA/SAT/ACT).

- **College Preparatory Course for CCMR Accountability – Application Cycle 1.1 Now Open**
- The College Preparatory Course for CCMR Accountability application cycle is now open. Interested providers must complete the Provider Interest Form by October 17, 2025, to receive a personalized application link from TEA. A webinar for providers will be held on October 1, 2025, at 1:00 p.m. CST to support applicants. Once the personalized link is received, providers may apply for English, Mathematics, or both courses, with final applications due by November 7, 2025, at 5:00 p.m. CST.

Proposal 2: Revised CCMR Indicators

This section has been updated post-webinar to clarify:
The webinar series reflects the preliminary framework. New statutory requirements from HB 8 will necessitate additional changes to this framework.

Prior proposals to be reviewed based on HB 8. More information will be made available with the next update to the framework.

CCMR: Feedback Received and Considerations

Feedback Received Since the 2023 A-F Refresh

- College, Career, and Military Indicators should more accurately reflect a graduate's ability to succeed in postsecondary education, successfully enlist and maintain enlistment in the military, or earn a living wage.
- Our A-F Accountability System CCMR scoring should be weighted to incentivize school systems better preparing students for postsecondary success.

**Considered
for 2028**

Responsive Considerations for 2028

The proposals outline two approaches to evaluating CCMR indicators:

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*)

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

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.**

This slide has been updated post-webinar to clarify: The webinar series reflects the preliminary framework. New statutory requirements from HB 8 will necessitate additional changes to this framework.

*These proposals to be reviewed based on HB 8. More information will be made available with the next update to the framework.

The 2032 cohort will begin high school in the 2028-2029 school year.
Current 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.

Across-indicator CCMR Weighting		
2	3	
• IEP and workforce ready • Military Enlistment • AP/IB (1 course exam in any subject) • OnRamps (3 college credit hours in any subject*) • Dual Credit (3 college credit hours in ELAR or Math or 9 college credit hours in any subject)	• Completer + IBC (Tier 2) • Met Texas Success Initiative AND • Completer + IBC (Tier 1) • Military Enlistment • AP/IB (1 course exam in ELAR or Math or 3 course exams in any subject) • OnRamps (3 college credit hours in ELAR or Math or 9 college credit hours in any subject) • Dual Credit (college credit hours in ELAR or Math or 9 college credit hours in any subject) • IEP and Workforce Ready AND • Completer + IBC (Tier 3)	• Associates Degree • Level I / Level II Certificate • Completer + IBC (Tier 1) OR <u>Met Texas Success Initiative AND</u> • Completer + IBC (Tier 1) • AP/IB (1 course exam in ELAR or Math or 3 course exams in any subject) • OnRamps (3 college credit hours in ELAR or Math or 9 college credit hours in any subject, including 3 college credit hours in ELAR and 3 college credit hours Math) • Dual Credit (a total of 15 college credit hours in any subject, including 3 college credit hours in ELAR and 3 college credit hours Math)
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		

Student Achievement: Feedback Received and Proposals for a cap on Industry Based Certifications

Feedback Received Since the 2023 A-F Refresh

- College, Career, and Military Indicators should more accurately reflect a graduate's ability to succeed in postsecondary education, successfully enlist and maintain enlistment in the military, or earn a living wage.
- Our A-F Accountability System CCMR scoring should be weighted to incentivize school systems better preparing students for postsecondary success.

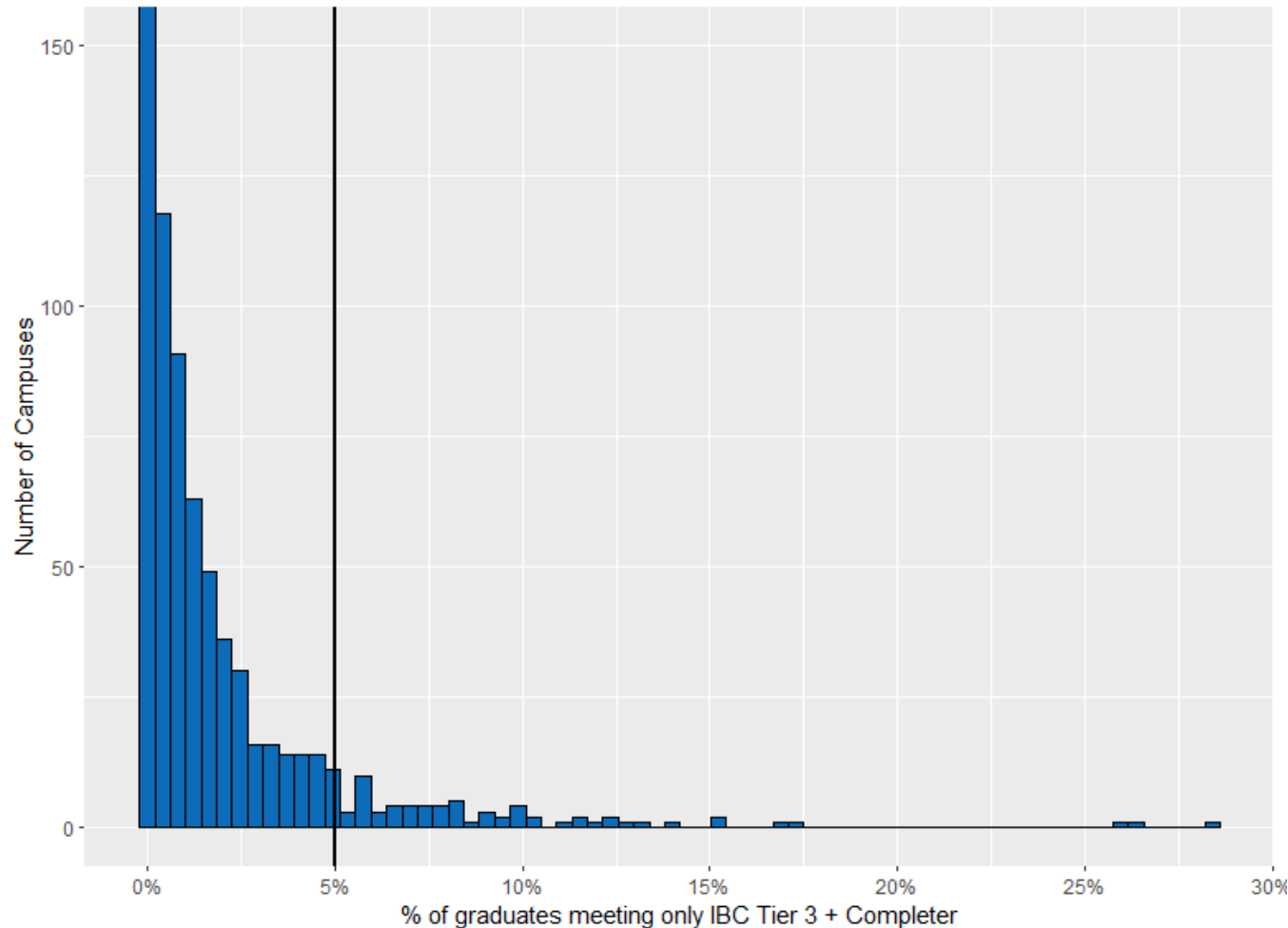
In 2028

Responsive Proposals Reflected in 2028

- **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.**

Based on modeling of 2024 CCMR data with preliminary Tier 3 IBCs, a 5% cap on Tier 3 IBCs only impacts 67 campuses statewide

Distribution of 2024 graduates meeting only IBC Tier + Complete for CCMR Credit by Campus



Across the state, **less than 1%** of students that met CCMR requirements did so exclusively with a preliminary Tier 3 IBC.

Only 67 campuses had more than 5% of graduates who only achieved CCMR through a proposed Tier 3 IBC, where the **average drop in CCMR component score would be 4.4%** under proposed methodology.

Student Achievement: Feedback Received and Proposals for a cap on Industry Based Certifications

Feedback Received Since the 2023 A-F Refresh

- College, Career, and Military Indicators should more accurately reflect a graduate's ability to succeed in postsecondary education, successfully enlist and maintain enlistment in the military, or earn a living wage.
- Our A-F Accountability System CCMR scoring should be weighted to incentivize school systems better preparing students for postsecondary success.



In 2028

Responsive Proposals Reflected in 2028

- 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.

Reminder: The TEA-Approved College Preparatory Course requirement as been shared since 2024 accountability updates.

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)

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



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

- Modeling shows 67 schools across the state will be impacted by this proposal.

Across-indicator weighting is anticipated with the 2033 refresh, with methodology anticipated in fall 2026*

*These proposals to be reviewed based on HB 8. More information will be made available with the next update to the framework.



Applying differentiated weighting ensures their value is more accurately aligned with postsecondary readiness.



Encourages districts to prioritize more rigorous and meaningful postsecondary pathways, improving alignment with workforce and college readiness.

This slide has been updated post-webinar to clarify:

The webinar series reflects the preliminary framework. New statutory requirements from HB 8 will necessitate additional changes to this framework.

2028 A-F Refresh Proposed Changes: Preliminary Framework

Student Achievement

✓ Accelerated Testers

- Bonus points for students enrolled in grades 5 through 8 passing End-of-Course assessments
- Updated performance level standards for accelerated testers' SAT/ACT scores

✓ CCMR

- **IBCs:** Students earning CCMR only from a Tier 3 Industry Based Certification (IBC) is capped at 5 students or 5% of 2027 graduates, whichever is higher.
- ****College Preparatory Courses:** Courses must be on the TEA approved list.

School Progress

- No proposed changes.
- *Tier 3 IBC cap, bonus point and SAT/ACT score changes for Accelerated Testers applies in Domain 2b*

Closing the Gaps

- New Campus Scoring (district proxy for prior year data) for 1 or 2 points
- Safe Harbor Provision (allowable dip in performance) for 2 points
- **Districts only:** Add Part B, Special Populations Monitoring (Integration of RDA)
- *SAT/ACT score changes for Accelerated Testers applies in Domain 3*

Distinction Designations

- Addition of Alternative Campuses (AEC)/Dropout Recovery Schools (DRS) as a comparison group
- Addition of four postsecondary success indicators
- Removal of attendance rate from Academic Achievement Distinctions

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

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

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

***Domain 1:**

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

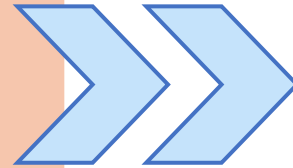
Distinction Designations

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 components are reported on [TXschools.gov](https://txschools.gov) and Texas Performance Reporting System [TPRS](https://txschools.gov/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

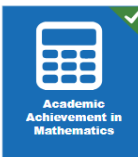
Top 25 Percent: Comparative Closing the Gaps

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



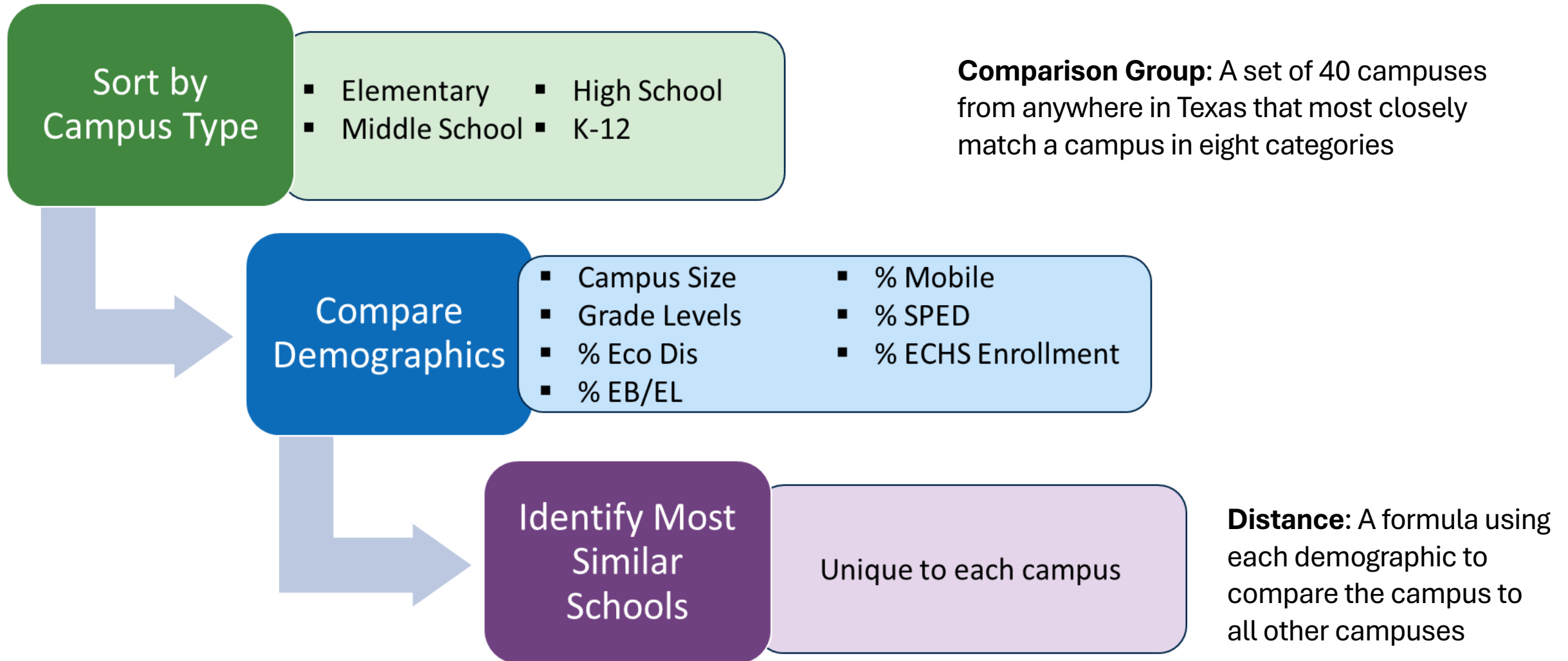
Postsecondary
Readiness



Top 25% :
Comparative
Closing the
Gaps

TELL ME MORE

Campus comparison groups are formed through a 4 step process, that allows use to compare like schools for Distinction Designation determinations



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

Proposal 1: Postsecondary Readiness Distinction Designations

Distinction Designations: Feedback surrounding Distinction Designations for the 2028 Refresh in Postsecondary Readiness



Feedback Received Since 2023 A-F Refresh

Additional Postsecondary Readiness distinctions, focused on college enrollment and graduation, are needed to increase the rigor of this Distinction Designation to celebrate excellent schools within comparison groups.

The 2028 refresh methodology includes four additional Postsecondary Readiness Indicators, which will be applied in campus methodology and impact district Postsecondary Readiness Distinction Designations.

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 for Postsecondary Readiness:

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

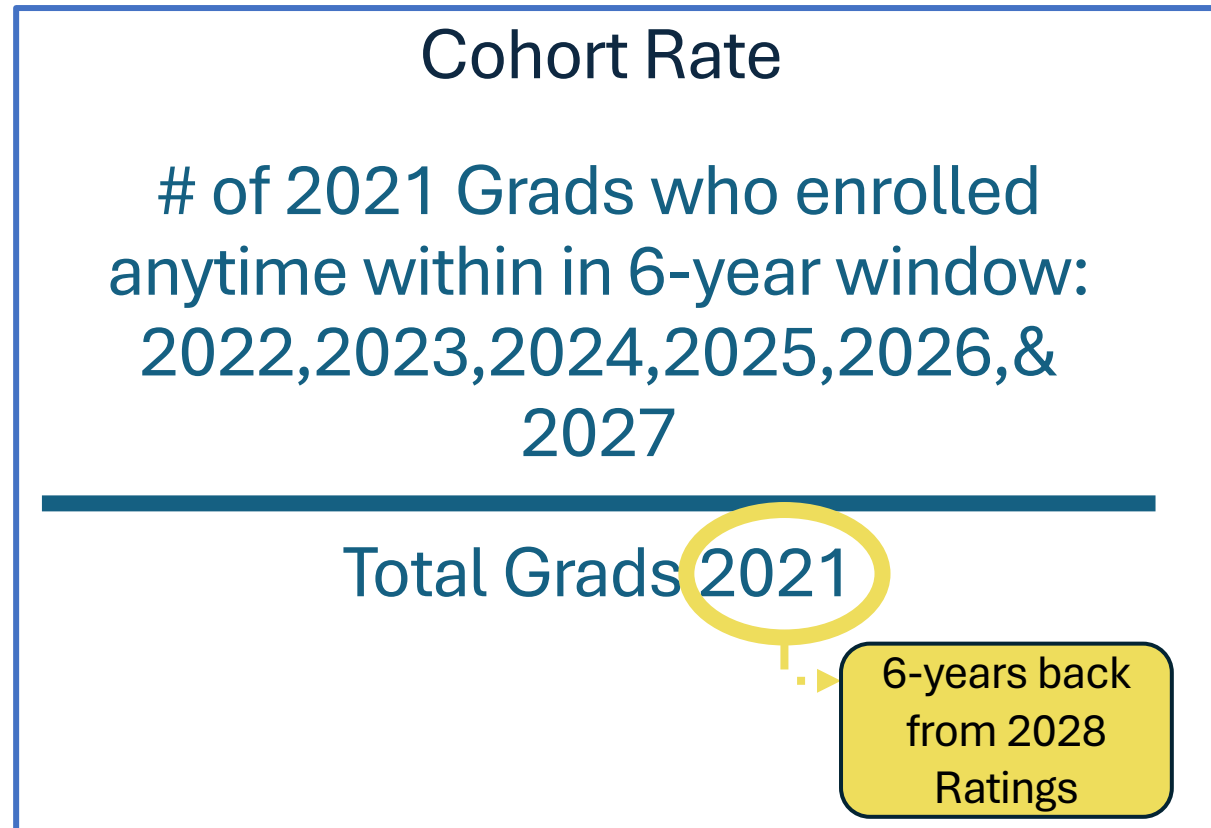
*Awarded to campus in single campus districts

Cohort Rate Option:

Continue to look 6-years out for a single cohort

While multiple methodologies were considered, 6-year cohort rate is aligned with other reporting structures and provide and is more transparent methodology. graduates.

Example: College Enrollment within 6 years after HS indicator:



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.

Proposal 2: Removal of Attendance Rate Indicator in Distinction Designations

Feedback Received Since 2023 A-F Refresh

Attendance is an input, not an outcome, and should not be included in academic achievement indicators.

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. This is aligned with statute and is not a proposed change.

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)

The A-F System is committed to outcomes driven reporting. While attendance is a critical element of school health, it is not an absolute predictor of student achievement. The 2028 A-F refresh framework proposes removal of the attendance rate indicator

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

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)

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.

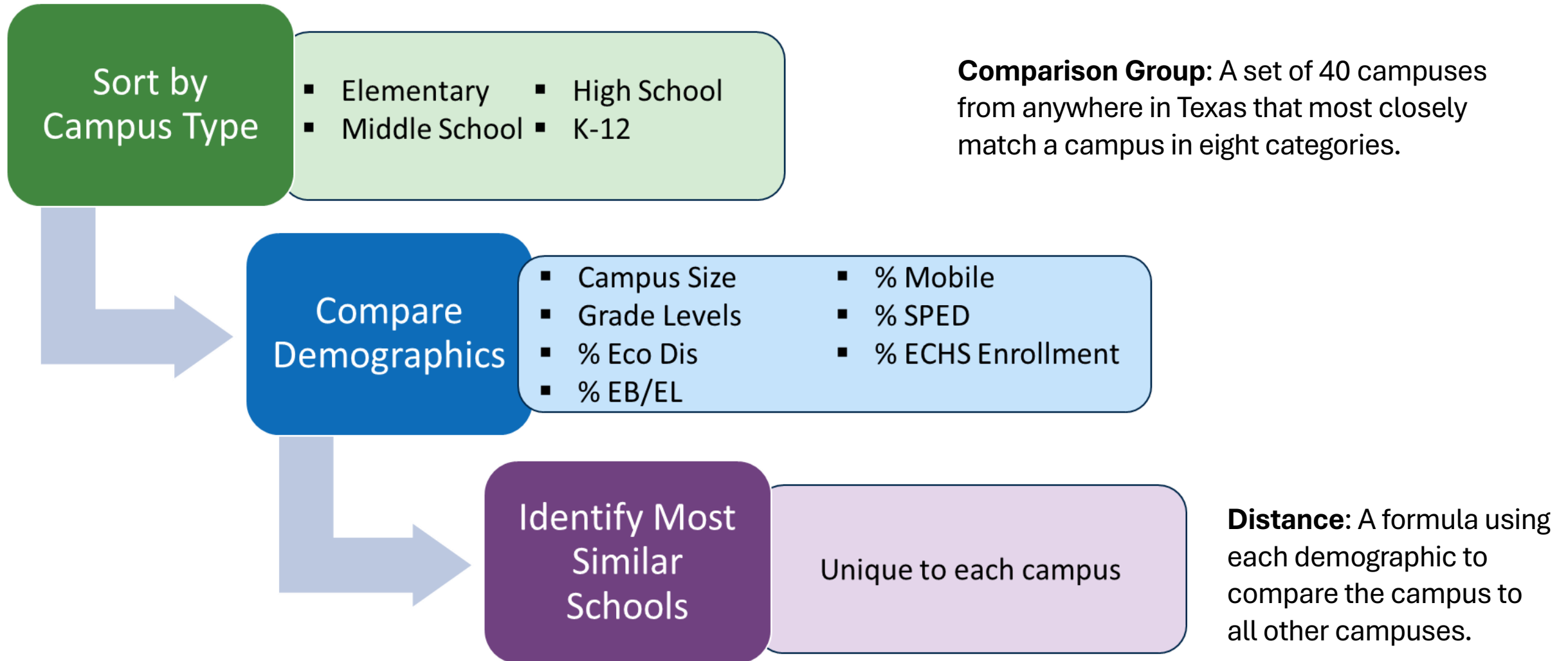
- **More campuses gain distinctions than lose them.** Campuses do not earn distinction designations on attendance alone.
- In general, the campuses gaining distinction designations are more economically disadvantaged than those who lose them.
- Campuses that lose designations do not demonstrate lower performance than those that gain them.

Proposal 3: Campus Comparison Groups and Distinction Designations for AECs/DRS

Feedback Received Since 2023 A-F Refresh

Dropout Recovery Schools (DRS), which are scored under Alternative Education Accountability (AEA) play an important role in education and Texas and should be eligible for Distinction Designations.

Reminder: Campus comparison groups are formed through a 4 step process, that allows use to compare like schools for Distinction Designation determinations.



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

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

Summary: Distinction Designations



Adds four postsecondary success indicators to the Postsecondary Readiness Distinction.

Creates AEA/DRS comparison groups for distinction eligibility for the Postsecondary Readiness Distinction.

- Comparison groups only formed for High School AEA/DRS

Removes attendance rate from Academic Achievement Distinctions.

- Modeling shows relatively minor shifts that positively impact schools with higher percentages of students that are Economically Disadvantaged earning distinctions.



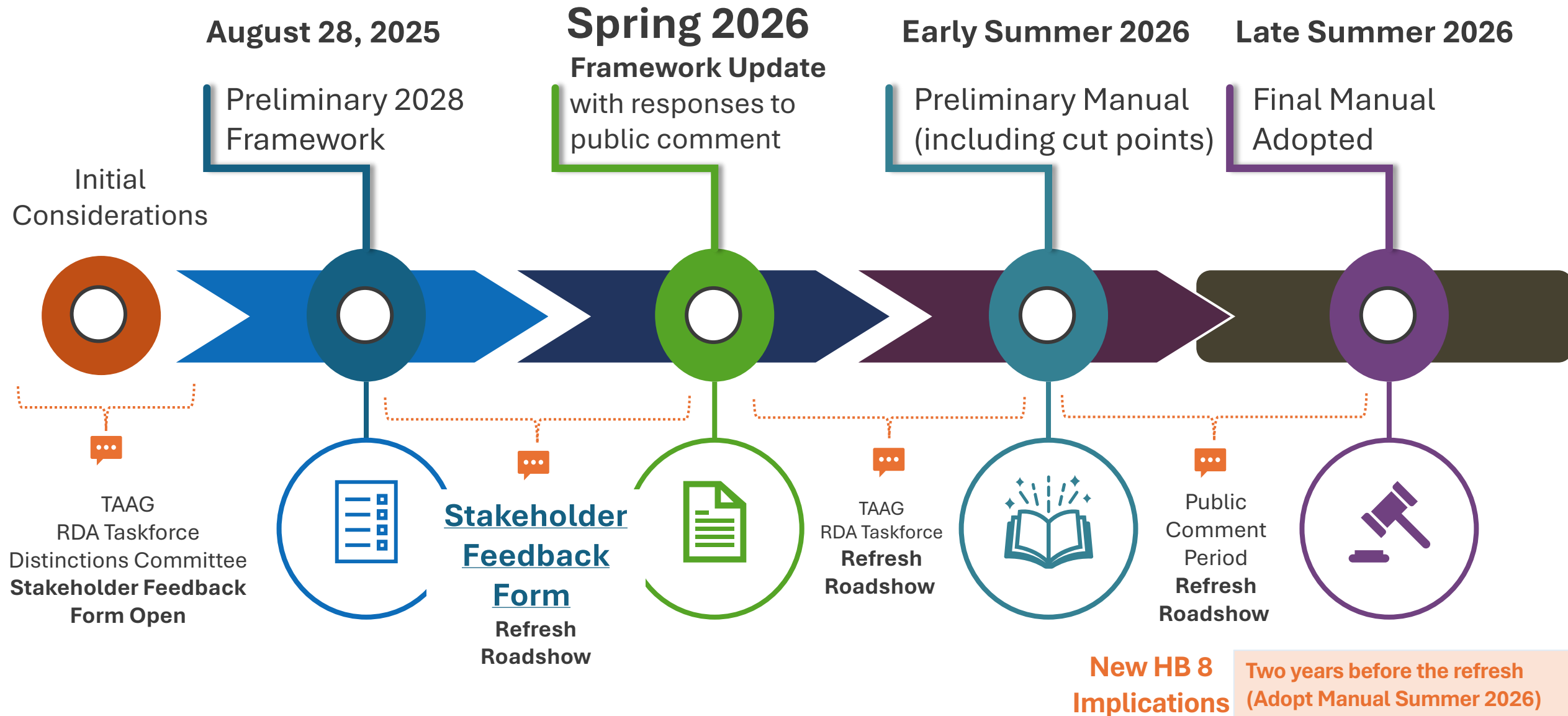
Responds to feedback to focus distinctions on meaningful postsecondary outcomes and academic achievement.



Broadens recognition for schools excelling in postsecondary outcomes and ensures distinctions are academically meaningful.

Next Steps

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



TEA invites you to a 2028 A-F Refresh Roadshow



Our goals in the Refresh Roadshow are to:

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

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

- Part 1: The Refresh Process
 - September 23rd and 24th
 - [Presentation deck](#)
 - [Recording](#)
- Part 2: Proposals for Domain 1 and Distinction Designations
 - [October 8th, 2025 \(3 pm-4 pm\)](#)
 - [October 9th, 2025 \(9 am-10 am\)](#)
- Part 3: Domain 3, Closing the Gaps
 - October 21st and 22nd
- Part 4: Domain 3, Results-Driven Accountability Integration
 - December 9th and 10th

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

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



Thank you

Email: performance.reporting@tea.Texas.gov

Phone: 512.463.9704

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



Scan for
Quick Survey

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