



2028 A-F Preliminary Framework Refresh Roadshow:

Integrating RDA into A-F Ratings

Presented December 9th and 10th, 2025

Meet your Presenters



Katherine Beck

Senior Division Director,
Performance Reporting



Katie Jubert

Principal Director,
Performance Reporting
Policy and Communications



Jeremy McCaig

Director, Data Strategy and
Reporting
Office of Special
Populations and Student
Supports

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

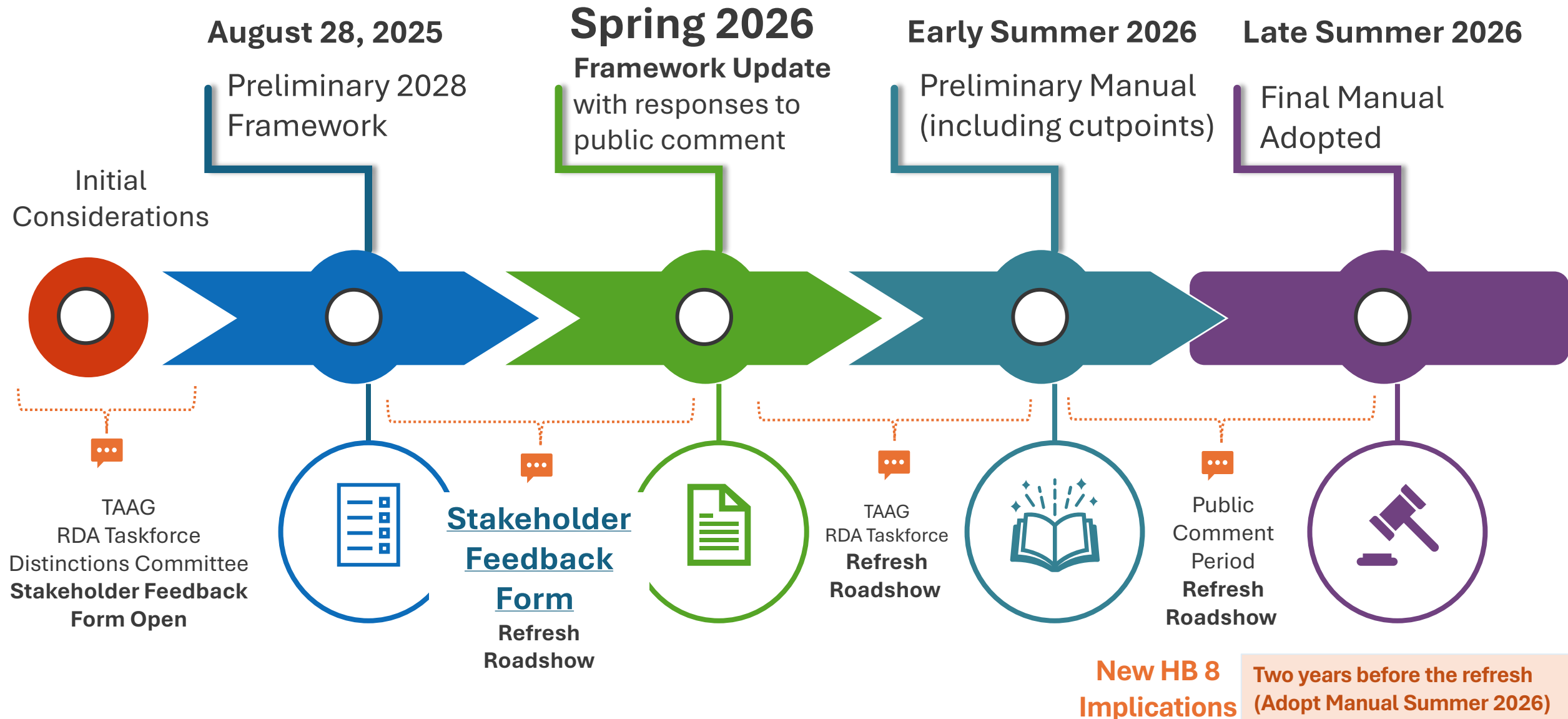
Agenda:

- Quick review
 - Domain 3 district ratings
 - Results Driven Accountability
- RDA Integration 2023-2027
- RDA Integration Proposal: 2028 Refresh
- Next Steps & Survey

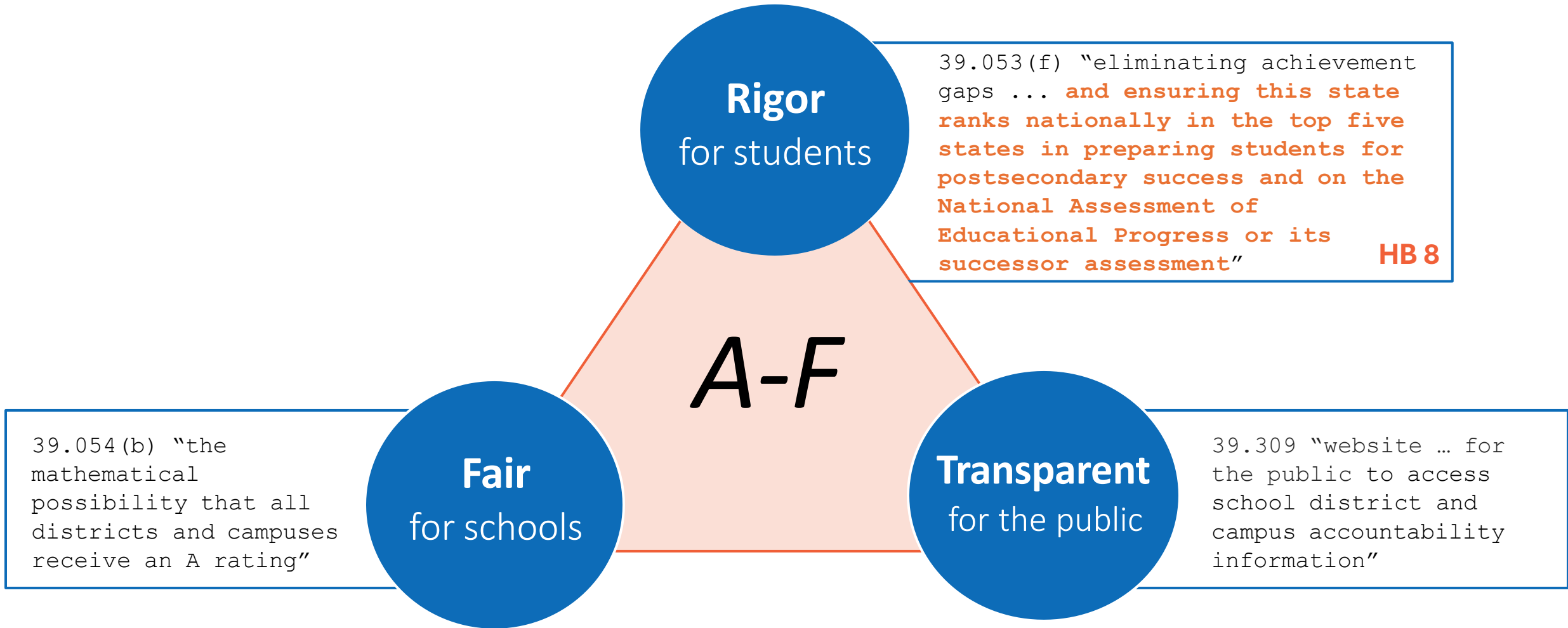
Today is intended to be an introduction to the 2028 A-F Refresh Proposals for Domain 3 proposals specific to district ratings. This is part 4 of a 4-part fall series. The deck and recording from all sessions are available on the [Accountability System Development](#) webpage.

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

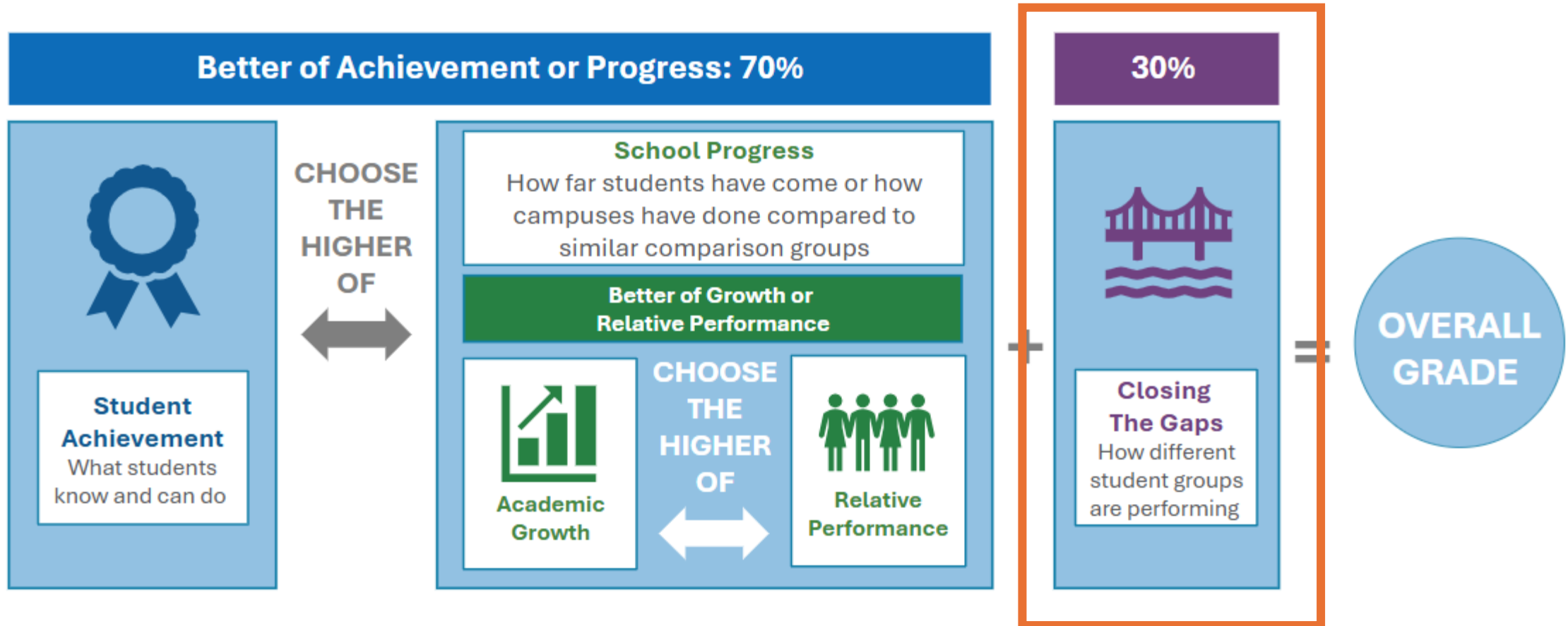
The next updated framework will be published in **Spring 2026**, for adoption **late summer**. All estimated dates are tentative and subject to change.



Balancing multiple objectives in the A-F system



Calculating Overall A-F Results



Note: If a campus receives a D or an F for 3 of the 4 domains listed above, their final scale score is capped at 69 or 59 (respectively), unless the campus is not scored on all four domains, or the student achievement domain is above a D or F (respectively).



Domain 3, Closing the Gaps

Domain 3: Closing the Gaps



Domain 3

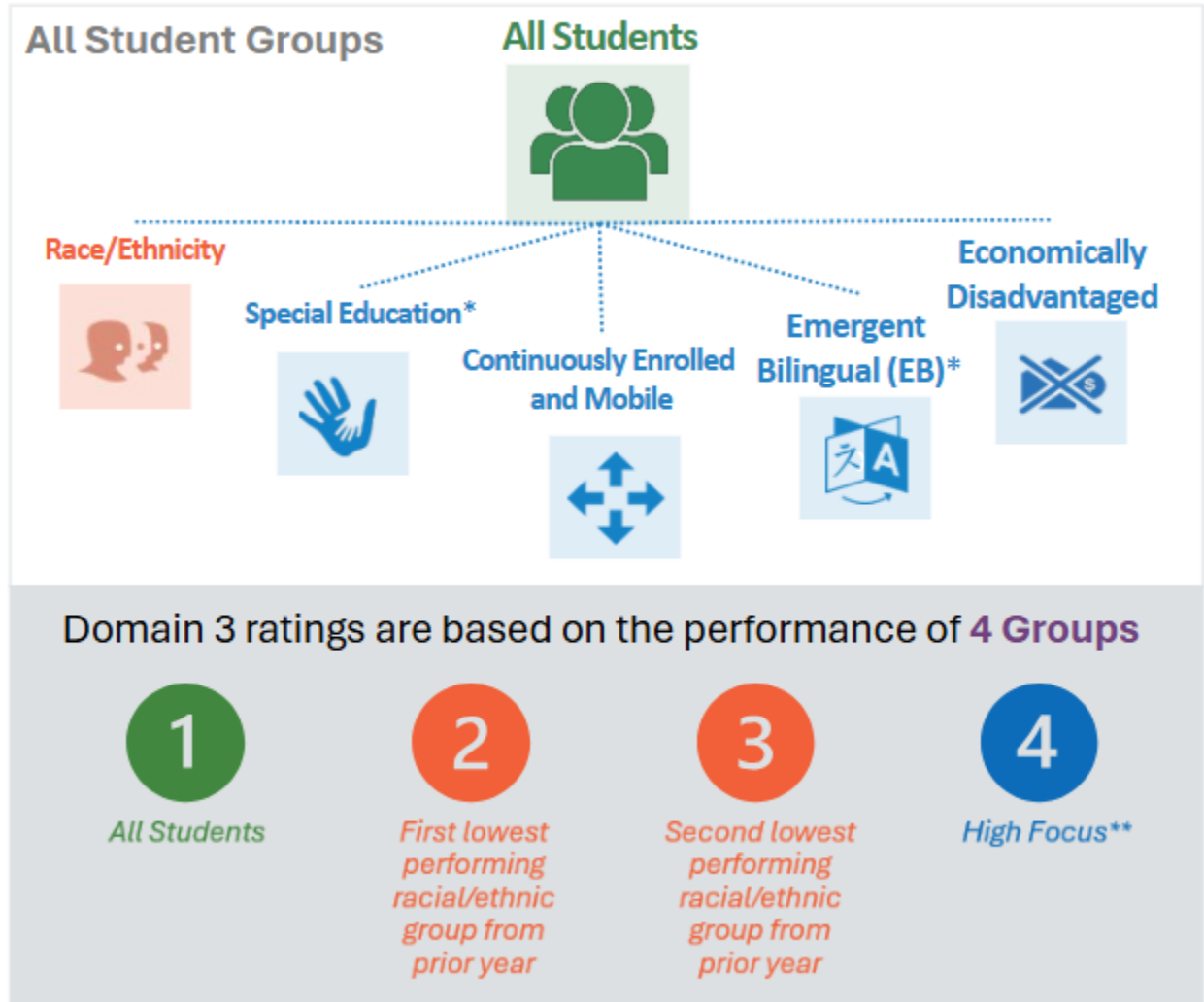
Closing the Gaps

- Domains 1 & 2 examine the performance of all students on average (for both achievement and progress).
- Domain 3 examines the performance of groups of students, to ensure gaps are closing (for both achievement and progress).

Domain 3 is used to comply to meet federal ESSA requirements

**Includes current and former/monitored SPED/EB*

***High Focus is an unduplicated count of economically disadvantaged, EB, current special education, and/or highly mobile (homeless, migrant, or in foster care) students*



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

The Closing the Gaps domain examines 4 student groups' potential gaps to targets set across 4 components.



Campus Methodology

Domain 3 Groups

Component Weight

1
2
3
4
Sum

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

HS and K-12 need 50/68* points for an A
 AECs need 30/68* points for an A
 *if campus meets minimum size requirements for all components

Domain 3 Groups are based on the performance of 4 Groups

- 1 All Students
- 2 First lowest performing racial/ethnic group from prior year
- 3 Second lowest performing racial/ethnic group from prior year
- 4 High Focus**

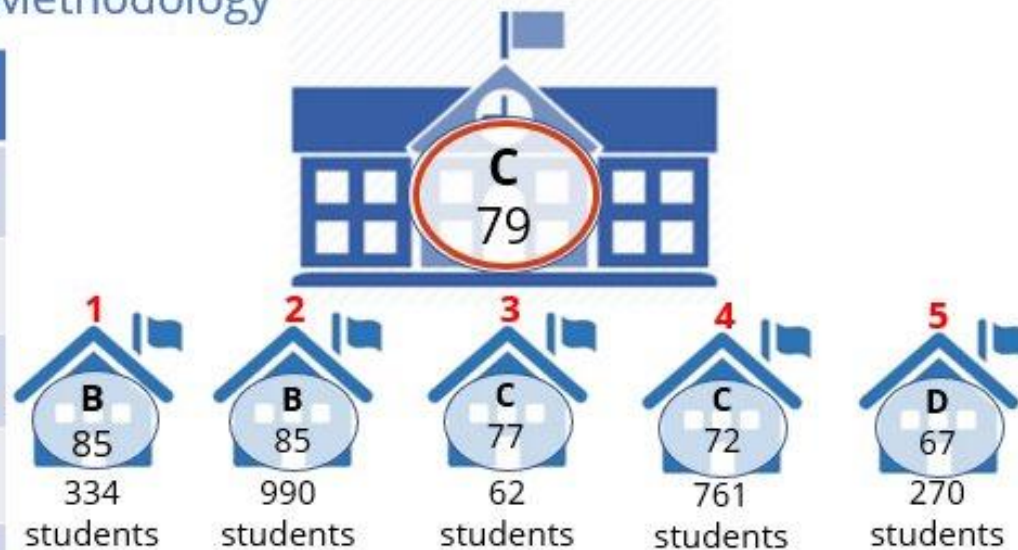
Closing the Gaps Scoring

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

In district level ratings, a proportional weighting methodology of campus scores is used to calculate district scale scores and ratings

Example using Proportional Weighting Methodology

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



Methodology is replicated for Domains 1, 2a, 2b and 3

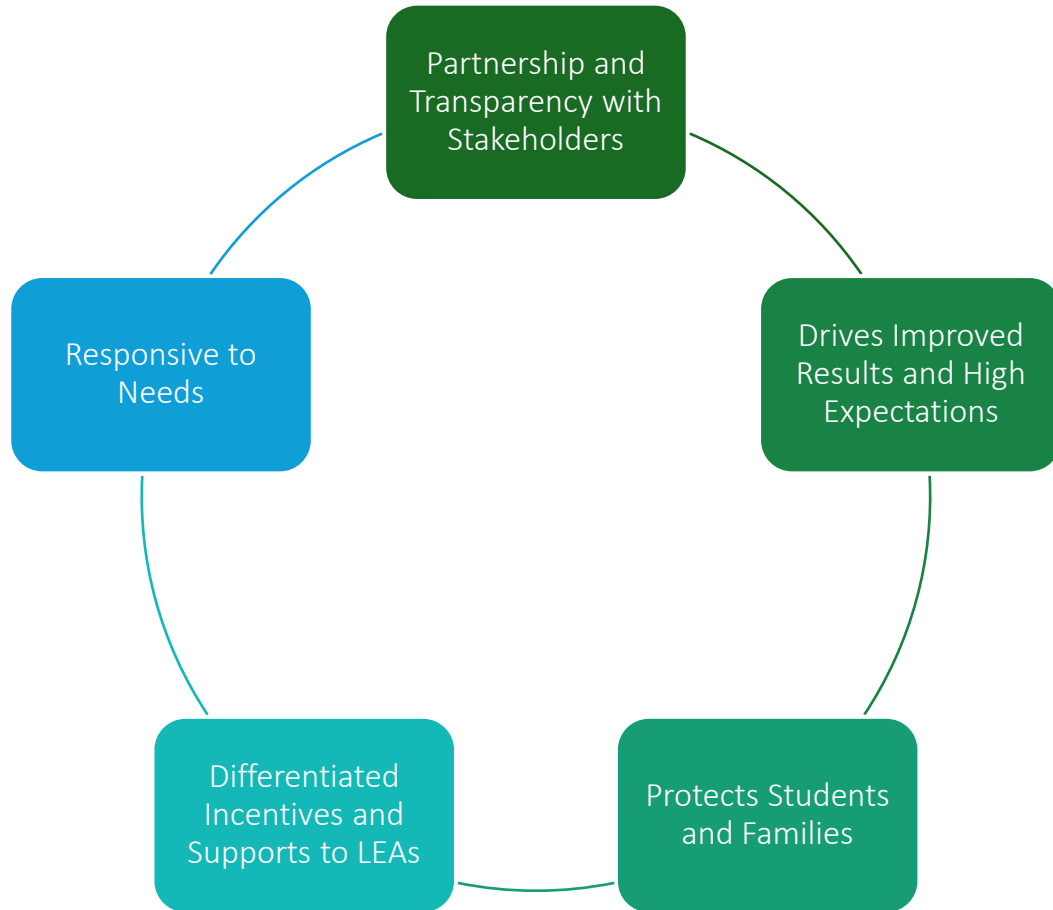
- Weight is determined by the percent of 3-12 district enrollment who attend each school
- Scaled score for each school is multiplied by their weight to determine points
- Points added to calculate district scale score



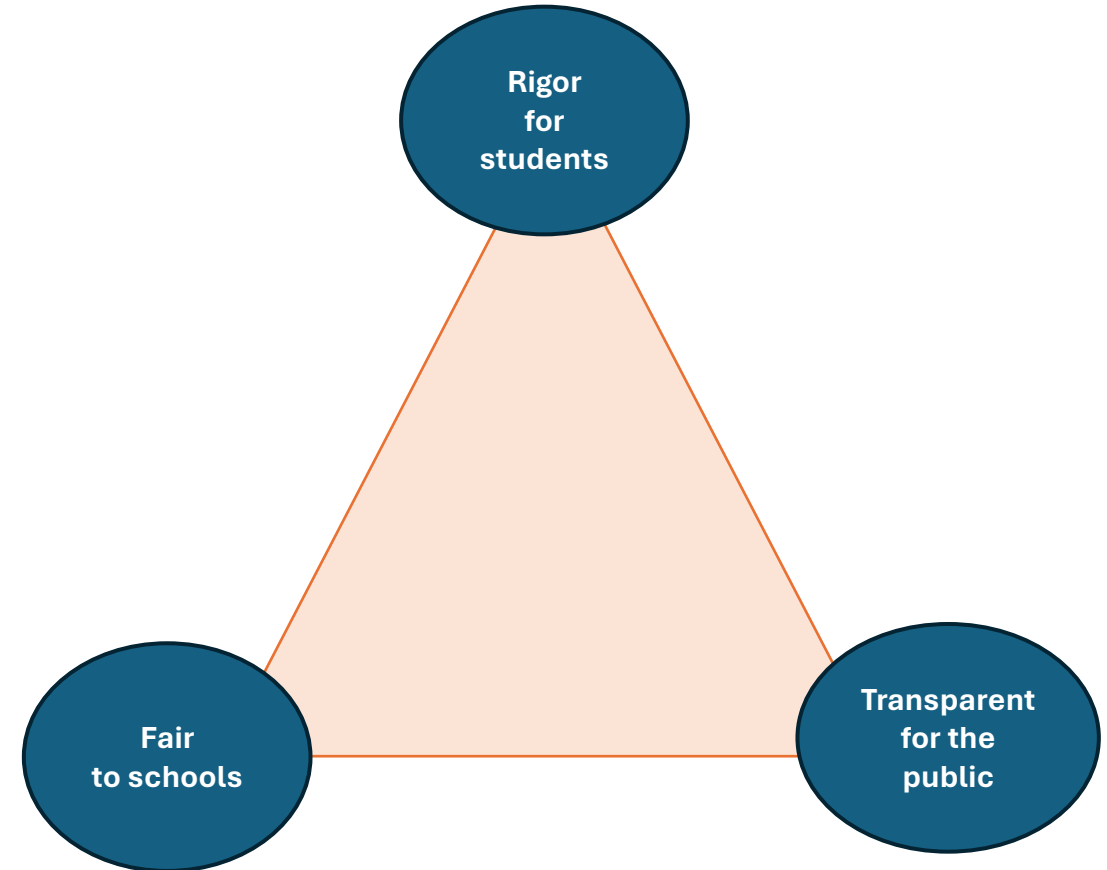
Results Driven Accountability (RDA)

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

RDA Guiding Principles



A-F Guiding Principles



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

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

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

Program efficacy is assessed through three domains

Academic
Achievement

Post-Secondary
Readiness

Disproportionate Analysis
(SPED only)

RDA is evaluated through Performance Levels (PL) which are calculated from RDA-specific cut points

A higher PL indicates lower performance for that indicator

Performance Level 0 or 1
Performance Level 2
Performance Level 3
Performance Level 4

Some measures are "report-only" and are not in accountability

6. SPED Graduation Rate					
	PL 0 Cut Points	Rate	Graduates	Class	Performance Level
2022	80.0 - 100	87.0	181	208	0
2021			160	180	
2020			153	183	

7. SPED Annual Dropout Rate (Grades 7-12)					
	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2022	0 - 1.8	0.3	6	1,809	0
2021			9	1,729	
2020			11	1,620	

PLs can also include NA, or "SA" which refers to Special Analysis, which indicates minimum size requirement was not met

Bilingual Education/English as a Second Language & Emergent Bilingual Students (BE/ESL/EB)

Domain I - Academic Achievement (Indicators 1-9)
Domain II - Post-Secondary Readiness (Indicators 10-11)
Domain III - Disproportionate Analysis (Indicator 12)

Other Special Populations (OSP)

Domain I - Academic Achievement (Indicators 1-3)
Domain II - Post-Secondary Readiness (Indicators 4-5)
Domain III - Disproportionate Analysis (Indicator 6)

Special Education (SPED)

Domain I - Academic Achievement (Indicators 1-5)
Domain II - Post-Secondary Readiness (Indicators 6-7)
Domain III - Disproportionate Analysis (Indicators 8-18)

Indicator specific PLs drive Determination Levels (DL), which informs the level of intervention in a district's continuous improvement process

Districts receive DLs in each of the 4 program areas

Determination Values	DL 1	DL 2	DL 3	DL 4
Determination Levels	Meets Requirements	Needs Assistance	Needs Intervention	Needs Substantial Intervention

Steps for Calculating Program Area Determinations:

Determinations:

- 1) Calculate PL Mean
- 2) Establish Percentile-Based Cut Points
- 3) Assign Determinations

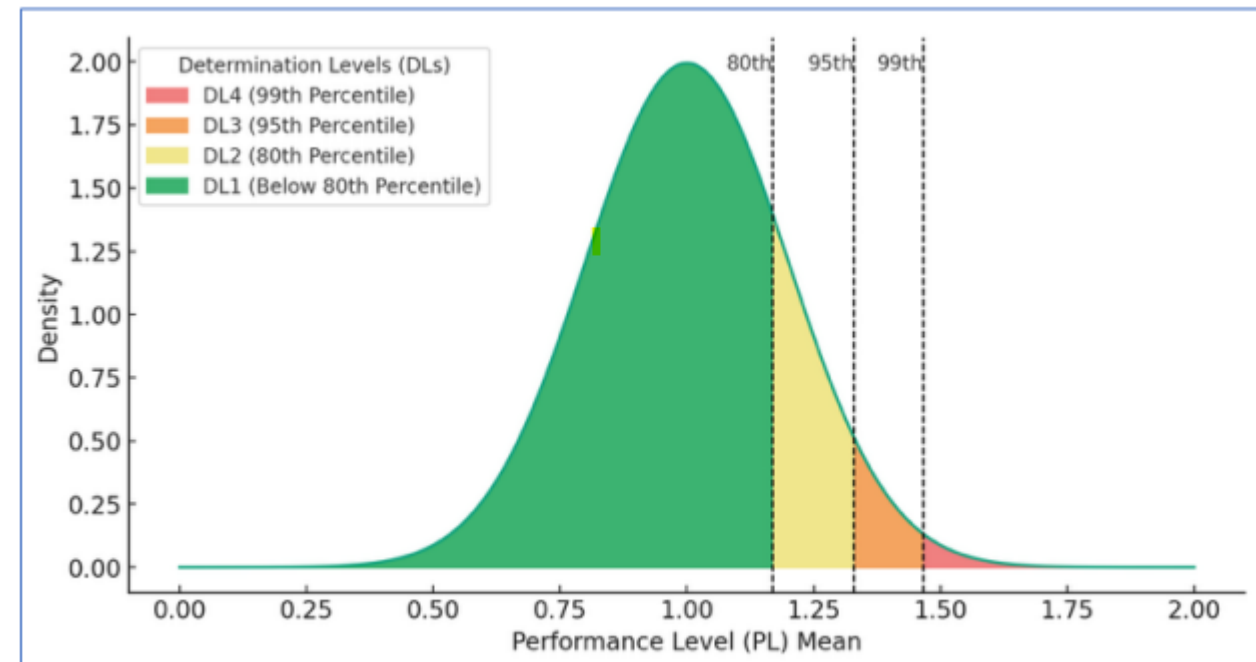


Figure 1. Theoretical Distribution of LEA Determinations Based on Percentile Cut Points



The Need for an RDA and A-F Integration

Despite alignment between guiding principles, there are key differences to note between RDA and Domain 3 within A-F

Key Similarities

Both A-F and RDA

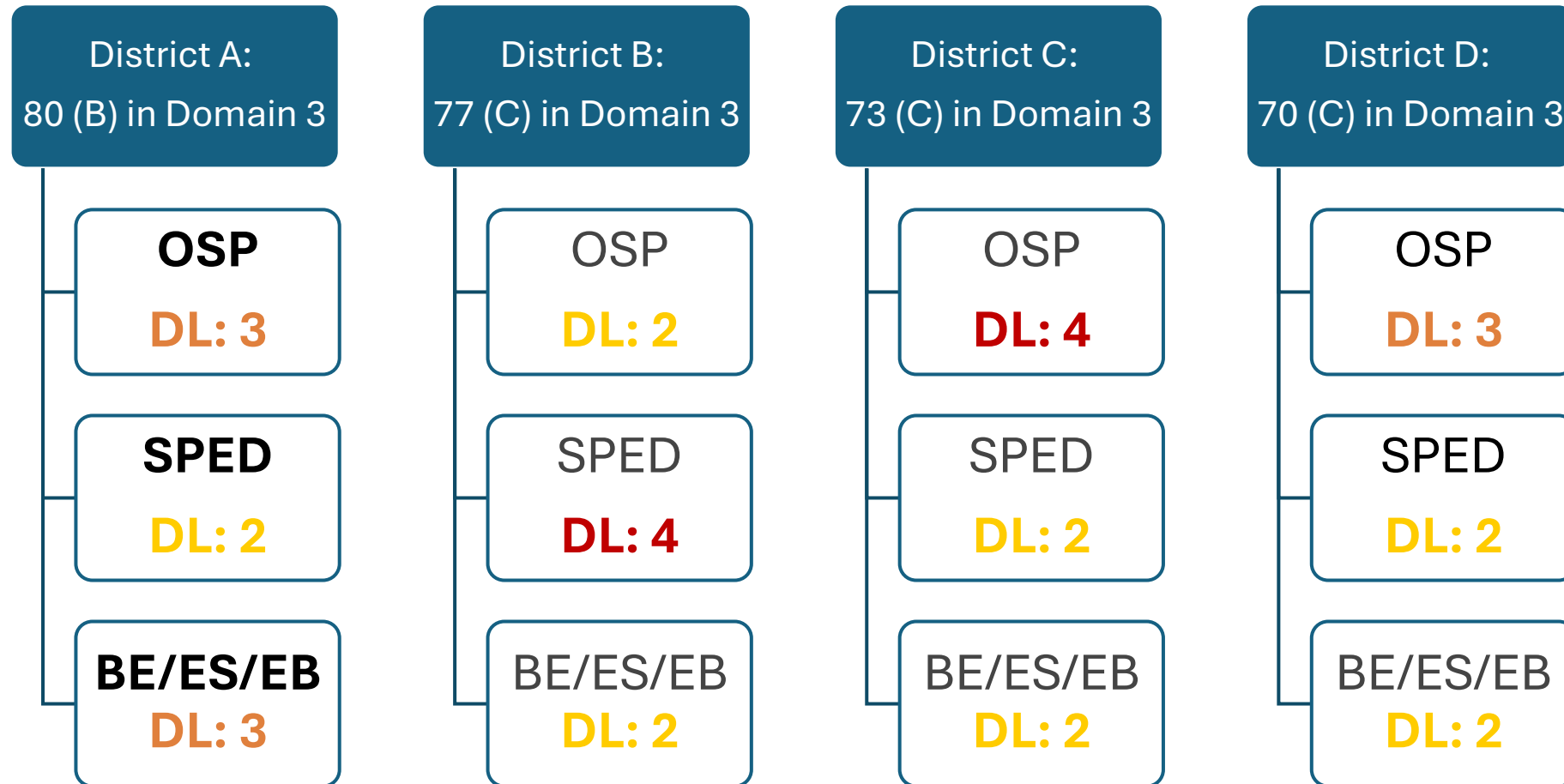
- include measures that fulfill federal requirements for special populations
- are essential elements within the accountability framework
- include interventions and supports for performance gaps, aligned to results
- measure 4-year federal graduation rate

Key Differences

	RDA <i>Measures district programs effectiveness through</i>	Domain 3, A-F <i>Measures student growth and achievement at campuses through</i>
Methodology of STAAR and EOC	<ul style="list-style-type: none"> • % Approaches + "Passing" 	<ul style="list-style-type: none"> • Within student success, measures average of approaches, meets and masters
Groups measures	<ul style="list-style-type: none"> • SPED, EBs/ELs, and Other Special Populations 	<ul style="list-style-type: none"> • Within high focus: SPED and EBs
Post-Secondary Indicators	<ul style="list-style-type: none"> • Dropout rates and 4-year Federal Graduation Rate 	<ul style="list-style-type: none"> • 4-year Federal Graduation Rate only
Methodology of TELPAS Progress/ Proficiency Measures	<ul style="list-style-type: none"> • Measures the % of long-term ELs who are rated beginning or intermediate 	<ul style="list-style-type: none"> • Measures EBs who grew a composite level or Advanced High and Basic Fluency
Reporting Timelines	<ul style="list-style-type: none"> • Results released in November 	<ul style="list-style-type: none"> • Results released in August
Intervention and Monitoring	<ul style="list-style-type: none"> • District level and lead by OSPSS 	<ul style="list-style-type: none"> • Campus level and led by School Improvement

With the differences between the two systems, it is unsurprising that the results are different

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



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

An integration allows for a fairer and more transparent picture of district performance and needs



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



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



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

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

Since the 2023 Refresh, plans have been underway for this integration, with key updates each year

What have we done so far?

2023	2023 Accountability Manual	Repealed RDA 19 Texas Administrative Code §97.1005 and incorporate applicable language from §97.1005 into §97.1001 (Chapter 12, Appendix K of the Accountability Manual)
2024	2024 Accountability Manual	RDA criteria and calculations described in amendment 19 TAC §97.1001 (Chapter 12, Appendix K of the Accountability Manual)
2025	2025 Accountability Manual	RDA criteria and calculations described in amendment 19 TAC §97.1001 (Chapter 12, Appendix K of the Accountability Manual)
	2025 RDA Changes	<p>Indicators with new PL Assignment:</p> <ul style="list-style-type: none"> • TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years • SPED OSS and Expulsion >10 Days Rate (Ages 3-21) ** • SPED ISS >10 Days Rate (Ages 3-21)** <p>Discontinued HH (Hold Harmless) Indicators Indicators no longer reported (No PL was assigned)</p> <ul style="list-style-type: none"> • All 6 Dyslexia Indicators • SPED STAAR Alternate 2 Participation Rate <p>No PL Assignment</p> <ul style="list-style-type: none"> • SPED Separate Settings Rate (school-aged) • SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21) • SPED ISS ≤10 Days Rate (Ages 3-21)
2026	2026 Accountability Manual	RDA criteria and calculations described in amendment 19 TAC §97.1001 (Chapter 12, Appendix K of the Accountability Manual) Public Comment Period (April 2025 – May 2025)

“The performance of a school district or charter school is included in the RDA report **through indicators of student performance and program effectiveness** and corresponding performance levels established by the commissioner.”

[Adopted Amendment to 19 TAC §97.1001](#) (from A-F Manual Adoption)

**After passage of HB6:

Starting with the 2025 RDA process, discipline indicators were excluded from PL Mean and DL calculations: SPED OSS and Expulsion >10 Days Rate (Ages 3-21), SPED ISS >10 Days Rate (Ages 3-21), and SPED Total Disciplinary Removals Rate (Ages 3-21)

July 2025 TAA

TEA
Texas Education Agency

21

2024-2027: A-F TEAL Accountability Report

TEAL Accountability

What's New

Performance Reporting

Performance-Based Monitoring

Research & Analysis

College, Career & Military Prep

House Bill 3

2024 Accountability Reports

Select a District to view.

Select one of the following options. These reports that can be saved and/or printed.

- ☒ Reports for **District**
☐ Reports for **One Campus**

Data provided for districts are for information purposes only and are not used in calculating weighted

What report do you wish to view?

- ☐ Accountability Ratings Overall Summary
☐ STAAR Performance
☐ College, Career, and Military Readiness
☐ Graduation Rate
☐ School Progress: Academic Growth
☐ School Progress: Relative Performance
☐ Closing the Gaps (Available for District Only)
☐ Closing the Gaps - Accountability Groups (Available for Campus Only)
☐ Closing the Gaps - Accountability Groups and Targets (Available for Campus Only)
☐ Closing the Gaps - Additional Groups and Targets (Available for Campus Only)
☐ Identification of Schools for Improvement (Available for Campus Only)
☒ Results Driven Accountability (Available for District Only)

BE/ESL/EB Domain I

1. BE STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2024	70.0 - 100	63.9	749	1,172	1
(ii) Reading Language Arts	2024	70.0 - 100	68.5	799	1,166	1
(iii) Science	2024	65.0 - 100	40.6	139	342	3
(iv) Social Studies	2024	65.0 - 100	.	0	0	No Data

2. ESL STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2024	70.0 - 100	71.7	3,650	5,093	0
(ii) Reading Language Arts	2024	70.0 - 100	79.3	4,159	5,245	0
(iii) Science	2024	65.0 - 100	61.9	1,116	1,804	1
(iv) Social Studies	2024	65.0 - 100	53.0	481	908	2

New TEAL Accountability Report

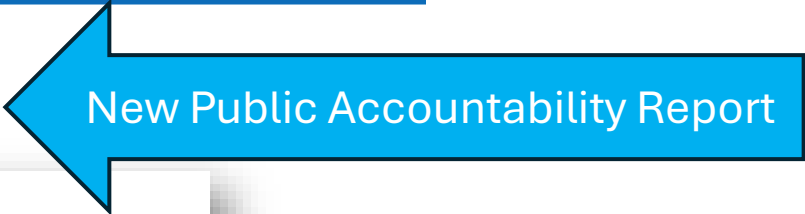
2024-2027: A-F Public Accountability Report



- Overview
- Student Achievement
- School Progress
- Closing the Gaps
- Distinction Summary
- TPRS
- Other Links

Closing the Gaps Rating Calculation
Closing the Gaps

Results Driven Accountability



BE/ESL/EB Domain I

1. BE STAAR 3-8 Passing Rate						
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Released April 2025



The 2028 RDA Integration

Purpose of the RDA Taskforce

The RDA Taskforce, initially launched in 2023, supported the development of proposals shared with Texas Accountability Advisory Group in 2024-2025



To... incorporate areas of RDA within the district-level *A-F* accountability framework and eliminate the separate RDA reporting system,
the taskforce will... review, discuss, and refine agency proposals or otherwise propose alternative strategies to Performance Reporting and Special Populations.



The proposals will then be recommended for consideration by the Texas Accountability Advisory Group (TAAG) for decisions regarding a **district-level subdomain** within Closing the Gaps in the 2028 refreshed *A-F* accountability system.

For district ratings only, the 30% from Domain 3 is proposed to include a weighted percentage from both Domains 3a and 3b.

30%



**Closing
The Gaps**
How different
student groups
are performing

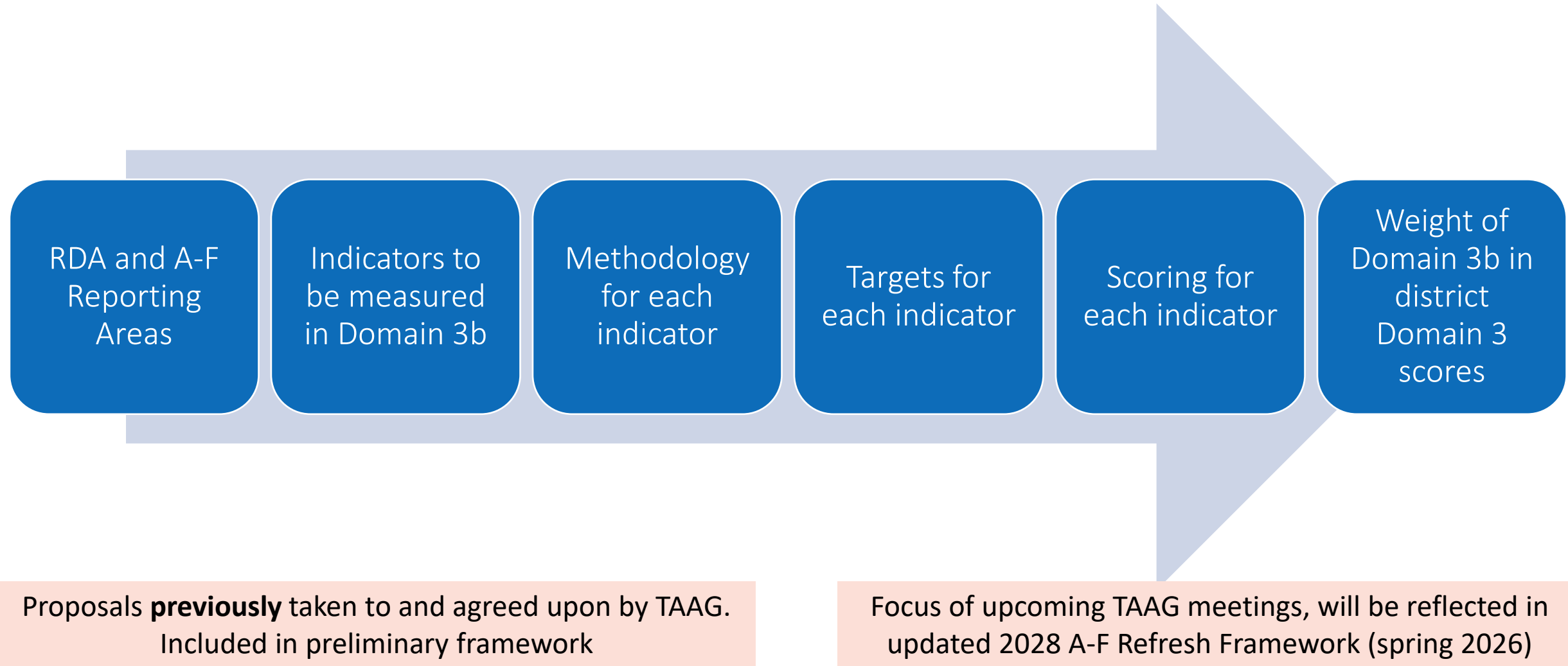
In current methodology:

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

In proposed 2028 Refresh methodology:

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

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



Integration Proposal: 3 Areas of Reporting

1. Impact on
campus ratings

2. Significant
Disproportionality
(SD) indicators

3. Monitoring
interventions and
determination
levels (DLs)

While campus data, SD, and DLs will be reported, they **do not impact A-F** accountability ratings

1. RDA/A-F Integration does not impact Campus ratings

- **No impact to Campus' Domain 3: Closing the Gaps Ratings:** A new Closing the Gaps subdomain for districts does not impact Domain 3 Closing the Gaps ratings for campuses. No ESSA amendment will be needed.

Reporting:

- There are no changes to *A-F* Closing the Gaps 'Accountability Groups' reports for campuses or to School Improvement identification reports.
- Additional campus data are proposed to be added to the 'Additional Groups Reports' to align with the district Closing the Gaps subdomain data.

The proposal does not impact the Campus Domain 3: Closing the Gaps rating or methodology

Data Table: Accountability Groups

NO CHANGES

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
Academic Achievement Status									
Reading/Language Arts (RLA)									
2024 % at Meets GL Standard or Above	76%	60%	61%	87%	*	93%	*	79%	50%
2024 # at Meets GL Standard or Above	1,090	206	176	376	*	267	*	62	266
2024 Total Tests (Adjusted)	1,431	341	289	433	*	287	*	78	529
Mathematics									
2024 % at Meets GL Standard or Above	65%	46%	43%	76%	*	90%	-	68%	39%
2024 # at Meets GL Standard or Above	390	66	50	168	*	86	-	**	77
2024 Total Tests (Adjusted)	604	144	115	220	*	96	-	**	200
Academic Growth Status									
RLA									
2024 Academic Growth Score	78%	78%	73%	80%	*	80%	*	78%	76%
2024 Growth Points	927.50	190.00	150.25	315.50	*	214.75	*	54.00	268.50
2024 Total Tests	1,184	245	205	394	*	268	*	69	351
Mathematics									
2024 Academic Growth Score	91%	85%	89%	92%	-	99%	-	97%	89%
2024 Growth Points	232.25	51.75	43.75	85.75	-	36.50	-	14.50	99.00
2024 Total Tests	255	61	49	93	-	37	-	15	111
Federal Graduation Rate Status									
2023 % Graduated	95.2%	97.2%	88.8%	98.7%	*	98.4%	*	90.6%	87.7%
2023 # Graduated	738	173	190	220	*	124	*	29	242
2023 Total in Class	775	178	214	223	*	126	*	32	276
Progress in Achieving English Language Proficiency (EB/EL Current)									
2024 TELPAS Progress Rate									49%
2024 TELPAS Progress									70
2024 TELPAS Total									142
Student Success (Student Achievement Domain Score (STAAR Component Only))									
2024 STAAR Component Score	68	56	59	75	78	81	*	73	52
2024 % at Approaches GL Standard or Above	93%	86%	89%	96%	100%	99%	*	97%	84%
2024 % at Meets GL Standard or Above	76%	60%	62%	86%	100%	93%	*	78%	53%
2024 % at Masters GL Standard	36%	22%	25%	43%	33%	51%	*	45%	18%
2024 Total Tests	3,505	814	739	1,110	**	651	*	183	1,244
School Quality (College, Career, and Military Readiness Performance)									
2023 % Students Meeting CCMR	66%	51%	50%	77%	*	93%	*	59%	48%
2023 # Students Meeting CCMR	500	92	100	173	*	115	*	19	126
2023 Total Students	763	179	202	224	*	124	*	32	263

All Methodology Remains Unchanged:

Groups

- Domain 3 Campus Rating based on All Student Group, 2 Race/Ethnicity Groups, High Focus Group:
 - High Focus is a group of all: Economically Disadvantaged, EB (Current + Monitored), Special Education (Current), Foster, Homeless, and Migrant students*

Assessments

- STAAR measures are Academic Achievement and Student Success
- STAAR data is measured for all tests administered in the district in grades 3-12
- TELPAS ELP is year over year progress measure, for all tests taken regardless of years in US

Post Secondary Measures

- Graduation measured for All Student Group, 2 Race/Ethnicity Groups, High Focus
 - High Focus uses Ever EB students (not current + monitored)*
- Dropout rate is not measured in A-F

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked regardless of size.

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

- Indicates there are no students in the group.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

The proposal is to expand groups reported at the campus level.

Data Table: Additional Groups

Add **Reporting** for: EB
(Monitored) & Military

Additional Groups

	All Students	Econ Disadv	Non Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile*	Foster	Homeless	Migrant
Federal Graduation Rate Status													
2023 % Graduated	95.2%	89.4%	97.6%	76.6%	77.1%	79.2%				85.7%	*	83.3%	-
2023 # Graduated	738	202	536	36	37	57				6	*	5	-
2023 Total in Class	775	226	549	47	48	72				7	*	6	-
2022 % Graduated	96.2%	92.3%	97.9%	81.1%	85.7%	83.1%				-	-	-	-
Progress in Achieving English Language Proficiency (EB/EL Current)													
2024 TELPAS Progress Rate				49%									
2024 TELPAS Progress				70									
2024 TELPAS Total				142									
2023 TELPAS Progress Rate				36%									

Student Success (Student Achievement Domain Score (STAAR Component Only))

Additional Groups

Proposed Additions:

All Students	Econ Disadv	Non Econ Disadv	EB/EL (Current)	EB/EL (Monitored)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Highly Mobile*	Foster	Homeless	Migrant	Military Connected
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Not Shown:

Groups

- Additional Groups report includes an EB (Current) group
- **EB Monitored not A-F reported**
- Additional Groups report includes Special Ed (Current)
- Additional Groups report includes Special Ed (Former)
- Additional Groups report includes Foster, Homeless, Migrant
- **Military-Connected not A-F reported**

- It is also proposed to add tables of District Domain 3: Part B measure results to the campus level (report-only).
- Tables to be provided in a separate color scheme, aligned with the new District Domain 3: Part B report

The proposal does not impact the School Improvement identifications or methodology

Targeted Support and Improvement Information

NO CHANGES

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)*	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	0	0	0	-	0	-	0	0	0	0	-	-
Academic Achievement Status: Reading/Language Arts (RLA)												
2022	61%	53%	81%	-	90%	-	74%	46%	34%	32%		
2023	3	3	4	-	4	-	4	3	3	3	-	3
2024	3	3	4	-	4	-	4	3	3	3	-	4
Academic Achievement Status: Mathematics												
2022	41%	46%	78%	-	84%	-	70%	37%	39%	35%		
2023	3	0	3	-	4	-	3	0	0	3	-	3
2024	3	3	4	-	4	-	3	3	3	3	-	3
Graduation (Federal Graduation Rate)												
2022	97.5%	93.5%	98.8%	-	100.0%	-	-	90.2%	81.8%	97.4%		
2023	3	3	3	-	4	-	4	3	3	3		
2024	3	3	4	-	4	-	0	3	0	0		
School Quality (College, Career, and Military Readiness Performance)												
2022	59%	43%	88%	-	92%	-	-	40%	30%	70%		
2023	3	2	3	-	3	-	3	2	1	3	-	3
2024	3	0	3	-	3	-	0	0	0	3	-	0
Progress in Achieving English Language Proficiency (EB/EL Current)												
2022												
2023									3			
2024									4			

Groups

- Federal SI includes an EB (Current + Monitored) group
- Federal SI includes Special Ed (Current)
- Federal SI includes Special Ed (Former)
- Federal SI does not include Foster, Homeless, Migrant, Military-Connected

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

* Student groups must meet the minimum size requirements in order to be considered when evaluating for targeted support and improvement identification.

2. Significant Disproportionality indicators will not be integrated, but will be reported with A-F.

- **Significant Disproportionality (SD) will not impact A-F Ratings:**
Measures of significant disproportionality that were reported in RDA will not be integrated into A-F, *but remain important to meet federal requirements under 34 CFR §300.647.*

Reporting:

- 8 SD indicators apply the federal requirements and are proposed to be provided with district A-F Accountability Reporting.
- Two SD indicators from RDA are closely related State Performance Plan Indicators (SPPIs) and are proposed to be reported under the framework.

IDEA [section 618\(d\)](#) requires states to collect and examine data to determine if significant disproportionality based on race and ethnicity is occurring in the state and the local educational agencies (LEAs).

3. Monitoring interventions will remain based on determination levels that include data integrated into *A-F*.

- **Annual federally required determinations (DLs) will utilize performance data integrated into *A-F*:** Interventions are based on DL status *to meet federal requirements* under 20 USC §1416(a) and 34 CFR §300.600(a)(2).
- Determinations for SPED will also continue to use the four federally required elements (FREs).
- DLs will continue to impact monitoring activities and the development of the Strategic Support Plan.

Reporting:

- Determinations, including performance results and compliance data are proposed to be provided with district *A-F Accountability Reporting*.

The proposal is to provide additional Determination Level report to A-F Accountability Reports

Overview Student Achievement School Progress Closing the Gaps Distinction Summary TPRS Other Links

Closing the Gaps Rating Calculation

Closing the Gaps

Closing the Gaps: Part B

Significant Disproportionality

Add to menu

FREs & Determination Levels

DL methodology will be updated to move away from using Performance Levels (PLs no longer calculated) to using A-F scaled scores and results.

Federally Required Elements

For information about the four indicators below, visit [LEA Determinations](#) or contact the Office of Special Populations and Monitoring (OSPM) at (512)463-9414.

For assistance with data collection and reporting requirements for these indicators, contact your [regional education service center](#) [special education contact](#).

Indicator	Performance Level
State Performance Plan (SPP) Compliance Indicators	1
Valid, Reliable, and Timely Data	0
Status of Uncorrected Noncompliance	0
Financial Audits	0

Image just for reference

Determination Levels

For information about LEA Determinations visit [Local Education Agency Public Reporting: Reports and Determinations](#) or contact the Office of Special Populations and Monitoring (OSPM) at (512)463-9414.

	Determination Level
BE/ESL/EB	Needs Assistance (DL 2)
OSP	Needs Assistance (DL 2)
SPED	Needs Assistance (DL 2)

Integration Proposal: 3 Areas of Reporting

1. Impact on
campus ratings

2. Significant
Disproportionality
(SD) indicators

3. Monitoring
interventions and
determination
levels (DLs)

While campus data, SD, and DLs will be reported, they **do not impact A-F** accountability ratings



Program Areas Student Groups and Components to be Evaluated in Domain 3b

Recall: RDA is intended to measure the efficacy of programming for specific groups of students

Programs for Emergent Bilingual (EB) students and English learners (ELs)

- Dual Language
 - One-Way
 - Two-Way
- Transitional Bilingual Program Models
 - Early Exit
 - Late Exit
- ESL Program Models
 - Content-Based
 - Pull-Out

Programs for Students with Disabilities

- Special Education supports and instruction, defined by student's IEP

Other Specialized Programs for At-Risk Students

- Texas Education for Homeless Children and Youth (TEHCY) Program
- Foster Care and Student Success, driven by Coordinated Care Model
- **Military-Connected Students and Families Program**

Program efficacy is assessed through three domains

Academic
Achievement

Post-Secondary
Readiness

Disproportionate
Analysis(SPED only)

In the 2028 Proposed A-F Framework, *Domain 3b: Special Populations Monitoring* consists of 4 program area student groups

Program Area Student Groups

Emergent Bilingual (EB) Program Students

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

Special Education (SPED) Program Students

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

Foster Program Students

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

Homeless Program Students

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

A minimum size of 10 is proposed.

Each program area student group is proposed to be rated on three types of indicators, for a total of 22 indicators



Academic Achievement

- STAAR 3-8
 - Bil, ESL, AM, and EB Not Served.
 - EB Years After Reclassification (includes Monitored and Former EB).
 - SPED Current
 - SPED one year after exit
- STAAR EOC
 - EB
 - EB Years After Reclassification (includes Monitored and Former EB).
 - SPED Current
 - SPED one year after exit
- STAAR 3-8 and EOC Combined*
 - Homeless
 - Foster
- TELPAS
 - EB students in grades 5–12 who have been enrolled in U.S. schools for five or more years



Graduation Rate

- K-12 Ever EB
- 9-12 Ever SPED
- 9-12 Ever Foster
- 9-12 Ever Homeless



Dropout Rate

- 7-12 EB
- 7-12 SPED
- 7-12 Homeless
- 7-12 Foster

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



Calculating Domain 3b Indicators

A new calculation method is proposed for 3-8 STAAR and STAAR EOC indicators for all program area student groups within Domain 3b

3-8 STAAR

EOC

3-12 STAAR/EOC *

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

- evaluates the combined performance on all subjects, Reading/Language Arts, Math, Science, and Social Studies
- evaluates program area students tested on grade 3-8 STAAR in a separate measure from the students tested on EOCs, *where possible**

- The **modified** calculation recognizes performance beyond the campus Student Success component results of D3.
- The Student Success component simplifies to a combined subject result.

The calculation is modified to credit districts for Meets and Masters performance in these program areas.

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

Propose a minimum size of 10

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

The proposed calculation method for Domain 3b TELPAS indicator mirrors the current RDA methodology

TELPAS Students in the US Multiple Years

- The proposal is to include English language proficiency (ELP) in Part B using a program effectiveness lens by integrating progress of students in U.S. schools for multiple years.

The proposed integration of the RDA TELPAS composite measure is the percent of emergent bilingual (EB) students in U.S. schools for multiple years who received a TELPAS composite rating of Beginning or Intermediate.
(New to a PL assignment in 2025 RDA)

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

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

Propose a minimum size of 10.

Current RDA methodology measures 4-year grad rates, while integrated proposal shifts to 6-year graduation rate targets

Graduation Rate

The proposal is to integrate graduation rate using a program effectiveness lens by looking at an extended 6-year timeline, away from the RDA method of 4-year federal already included in Part A.

The proposed graduation rate measures are the percent of students ever* in the specified program group who graduated with a high school diploma in **six** years.

Federal (without State Exclusions) 6-Year Rate

number of students in cohort who graduated
with a high school diploma in 6 years
number of students in the class

Propose a minimum size of 10 graduates.

Dropout rate is a new indicator within A-F, and proposed methodology mirrors current RDA calculations

Dropout Rate

The proposal is to integrate dropout rate for purposes of District-level special populations monitoring that is not already included in Part A.

The proposed integration of the RDA dropout measures are the percent of students in the specified program group in Grades 7-12 who dropped out in the school year.

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

Propose a minimum size of 10.



Next Steps

Summary: The integration of RDA through the creation of Domain 3b provides a more holistic picture of district performance



Clarifies performance of special populations of students through integrated reporting

Establishes 4 program area student groups to be measured at the district level

Evaluates 22 unique indicators within academic achievement, graduation rate, and dropout rate

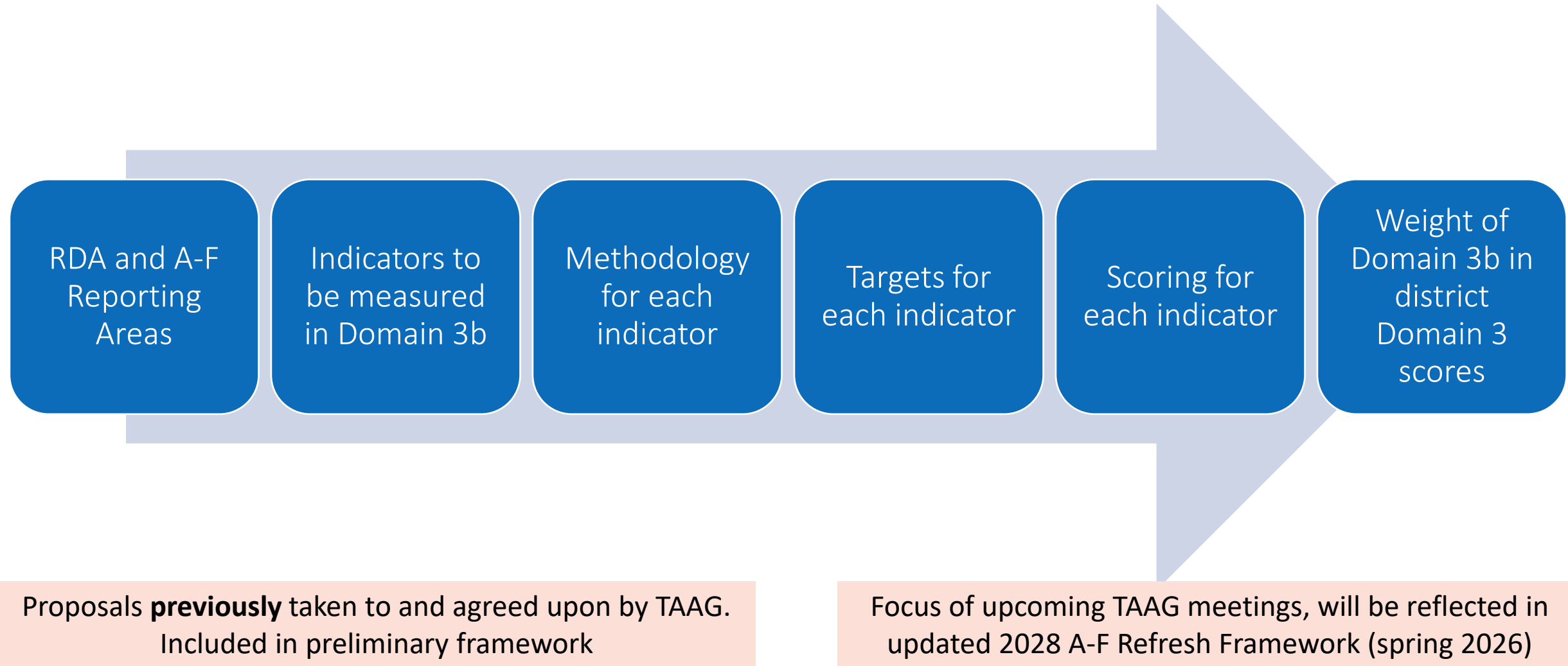


Addresses feedback that multiple reporting systems creates confusion and prevents districts from comprehensive strategic planning



Provides fairer, more representative evaluation for districts, without impacting campus ratings or changing federally mandated interventions for special populations

In the coming months, additional proposals will be shared with TAAG for feedback and approval



For district ratings only, the 30% from Domain 3 is proposed to include a percentage from both Domains 3a and 3b, which will be shared in the updated framework

30%



**Closing
The Gaps**
How different
student groups
are performing

In current methodology:

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

In proposed 2028 Refresh methodology:

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

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)

Thank you for joining us! Stay tuned for upcoming Refresh Webinars



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
- Part 2: Proposals for Domain 1 and Distinction Designations
- Part 3: Domain 3, Closing the Gaps
- Part 4: Domain 3, Results-Driven Accountability Integration

Recording links and slide decks 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!

Coming soon! PEIMS and Accountability Webinar



January 7th, 2026

9:30am-10:30am

Registration link will be shared through the Performance Reporting Weekly Bulletin

Best Practices for PEIMS Fall Resubmission

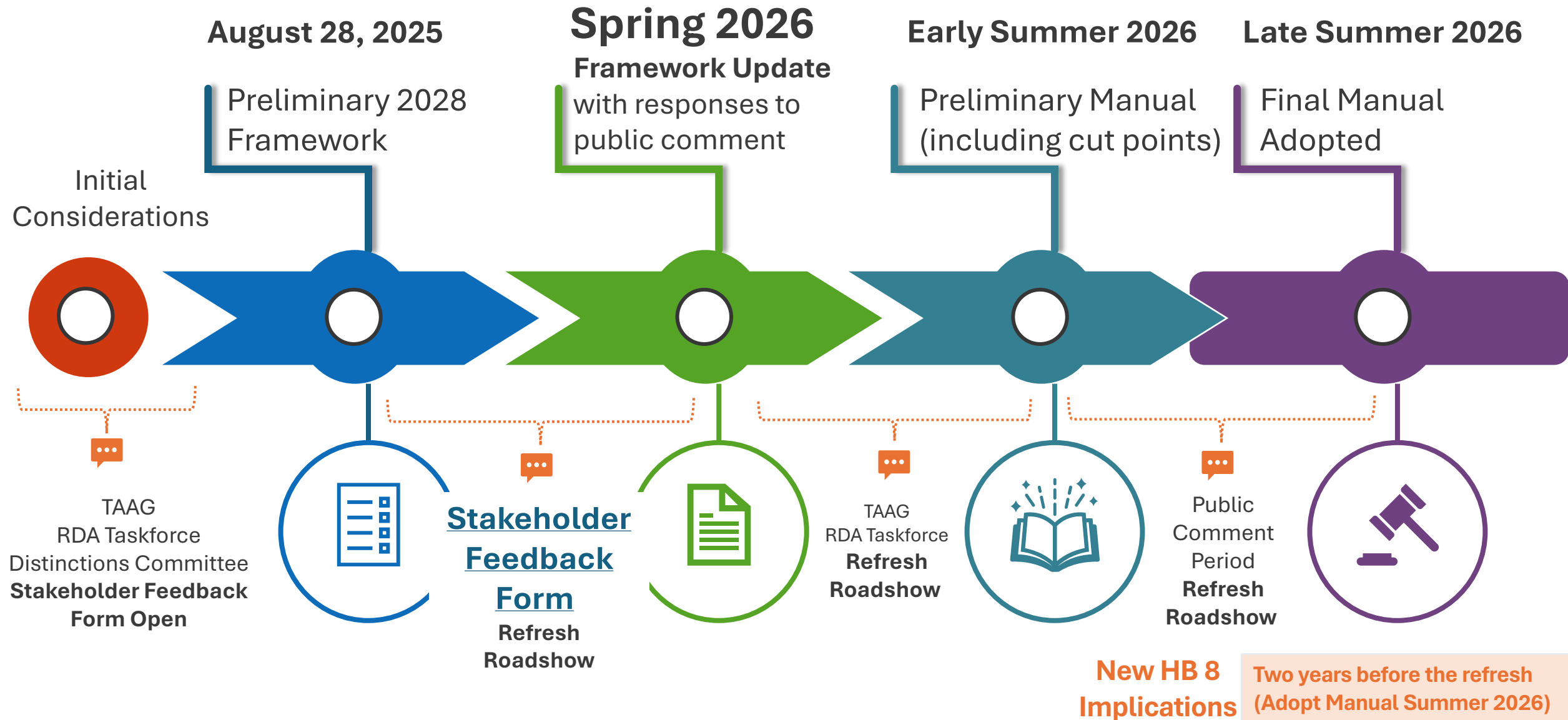
This webinar is designed to help you validate and finalize your Fall data before resubmission. We'll walk through common pitfalls, must-check reports, and tips that reduce corrections and downstream impacts on accountability.

You'll learn:

- Final verification steps for Fall Submission
- High-impact corrections that prevent resubmission issues.
- Quality-assurance routines your team can adopt in the last mile before resubmission.

Please subscribe to the Performance Reporting Weekly Bulletin to stay up to date on schedules and registration!

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





Thank you

Email: performance.reporting@tea.Texas.gov

Phone: 512.463.9704

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



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