2028 A-F Preliminary Framework Refresh Roadshow Launch

Presented September 23rd and 24th, 2025

Meet your Presenters

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Director of Test Administration

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Director of Policy and Communications

Our goals and agenda for today

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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:

- Introduction to the purpose and structure of A-F
- Timeline for the 2028 A-F Refresh from preliminary framework to manual adoption
- New considerations for the 2028 A-F Refresh, reflected in House Bill 8
- Closing and next steps

Today is intended to be an __introduction__ to the preliminary framework, which will be revised throughout the next year and is part 1 of a 4-part series

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.

Purpose of *A–F*

Expectations Matter

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We believe that all students can learn and achieve at high levels.

College, Career & Military Readiness

Expectations Matter, At All Grade Levels

The State Board of Education has defined what all students should know and be able to do at each grade level if they are to be well prepared for success in life.   These are called the Texas Essential Knowledge and Skills (TEKS).

College, Career, & Military Readiness

ON TRACK
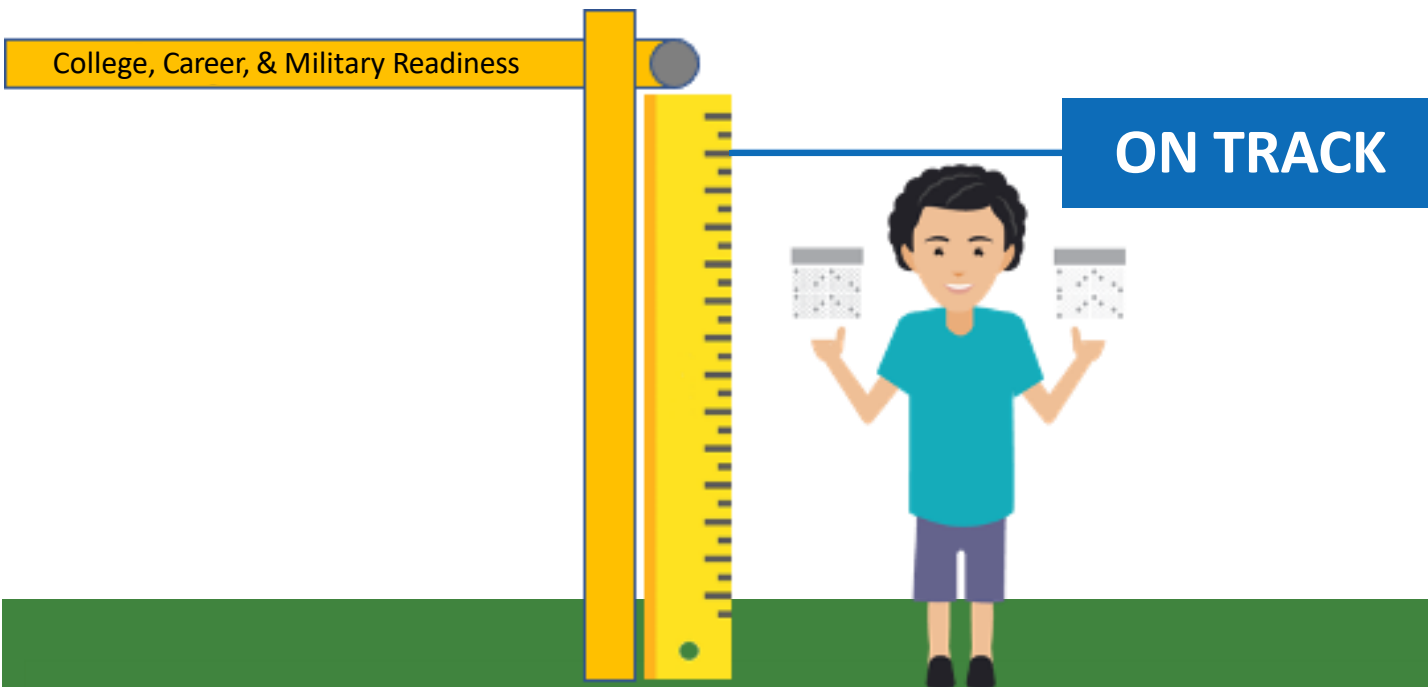
What does this look like in practice?

TEKS 3.5A: Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.

Monitoring Progress Helps Support Students

TEKS 3.5A: Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.
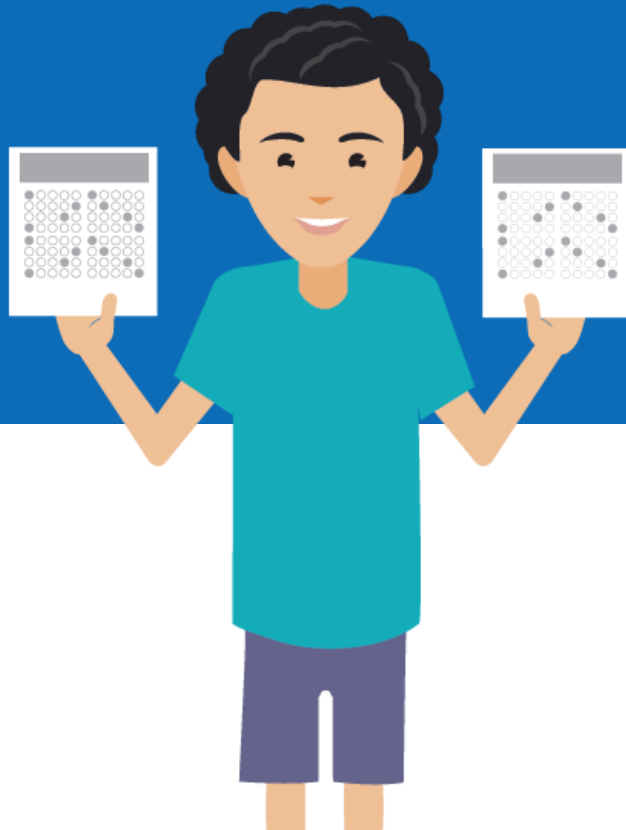
Actual 3rd Grade STAAR Question:

An art teacher had 736 crayons. She threw away 197 broken crayons. Then she bought 150 more crayons. Which equation shows how to find the number of crayons the art teacher has now?

A)   736 - 197 - 150 = ____

B)   736 - 197 + 150 = ____

C)   736 + 197 + 150 = ____

D)   736 + 197 - 150 = ____

Clear Performance Information Helps Students

You can't improve what you can't see. To serve all students well, educators, parents, businesses leaders, and community members need easy access to information regarding how schools and districts are doing.
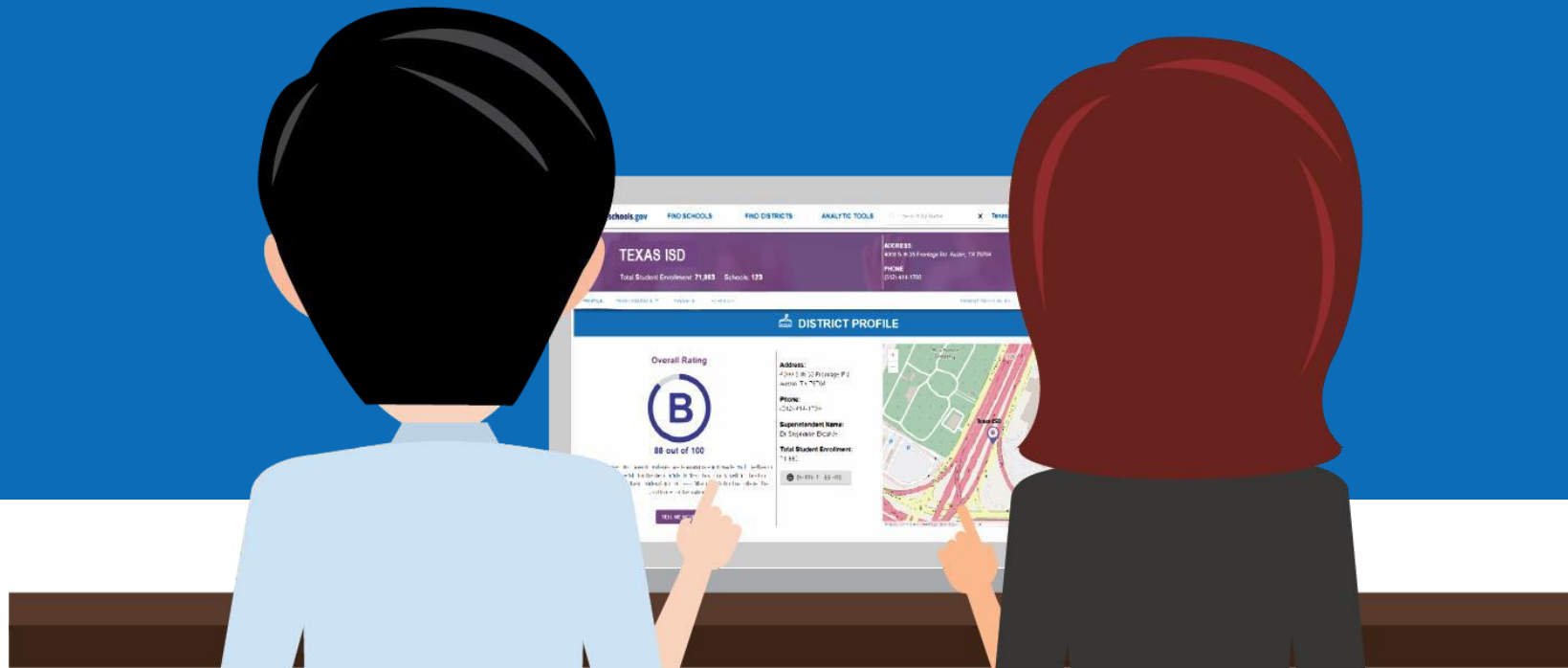
Students Are Helped In School & In Life

Monitoring performance with school ratings has been shown to have long term benefits for students:

"Our analysis reveals that pressure on schools to avoid a low performance rating led low-scoring students to score significantly higher on a high-stakes math exam in 10th grade. These students were also more likely to accumulate significantly more math credits and to graduate from high school on time.

Later in life, they were more likely to attend and graduate from a four-year college, and they had higher earnings at age 25."

A-F is a tool to drive continuous improvement for students

According to state law, the purpose of *A-F* accountability is:

- to **continuously improve student performance**
- to **eliminate achievement gaps** based on race, ethnicity, and socioeconomic status
- to ensure Texas is a national leader in **preparing students for postsecondary success**

Improve Student Performance

Eliminate Achievement Gaps

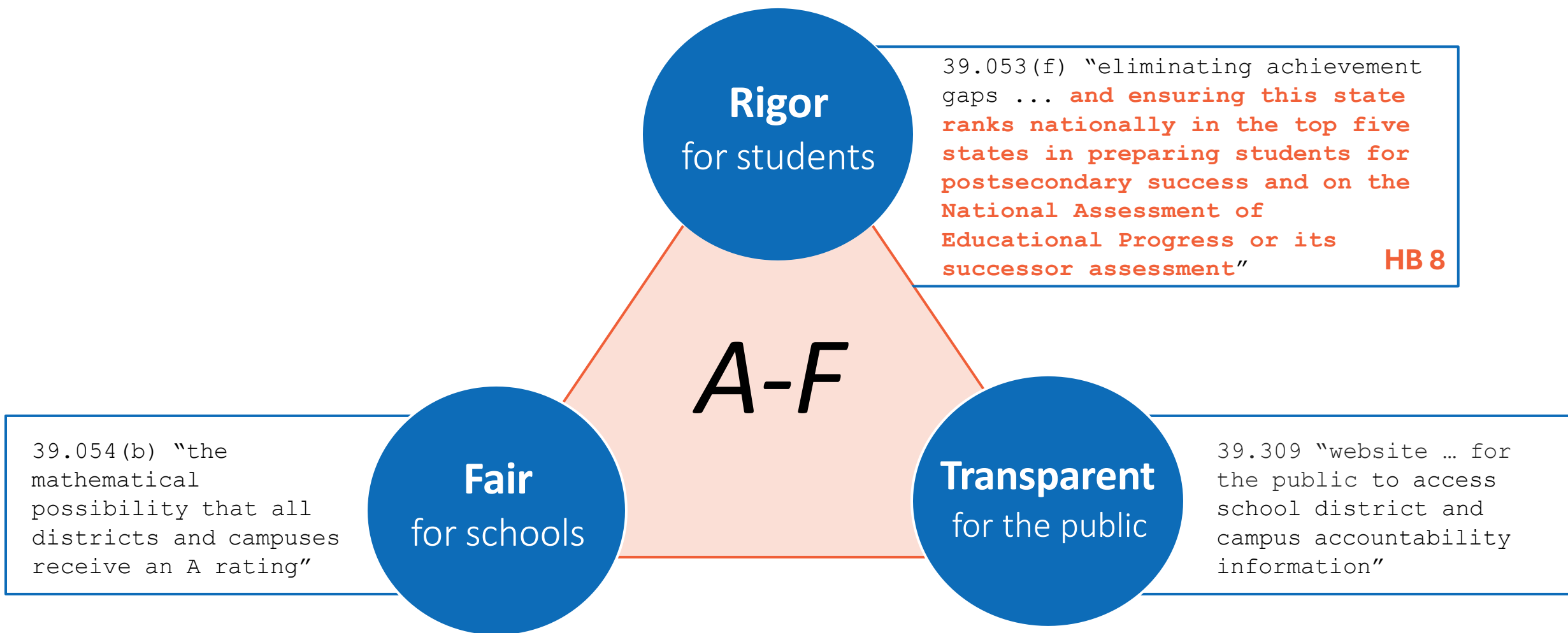Prepare Students for Postsecondary Success

Fostering a **culture that supports growth** and continuous improvement when this performance information is public is a difficult but **critical task for education leaders.**

There are several key design commitments built into *A–F* to help ensure it works as an effective continuous improvement tool while accurately recognizing performance:
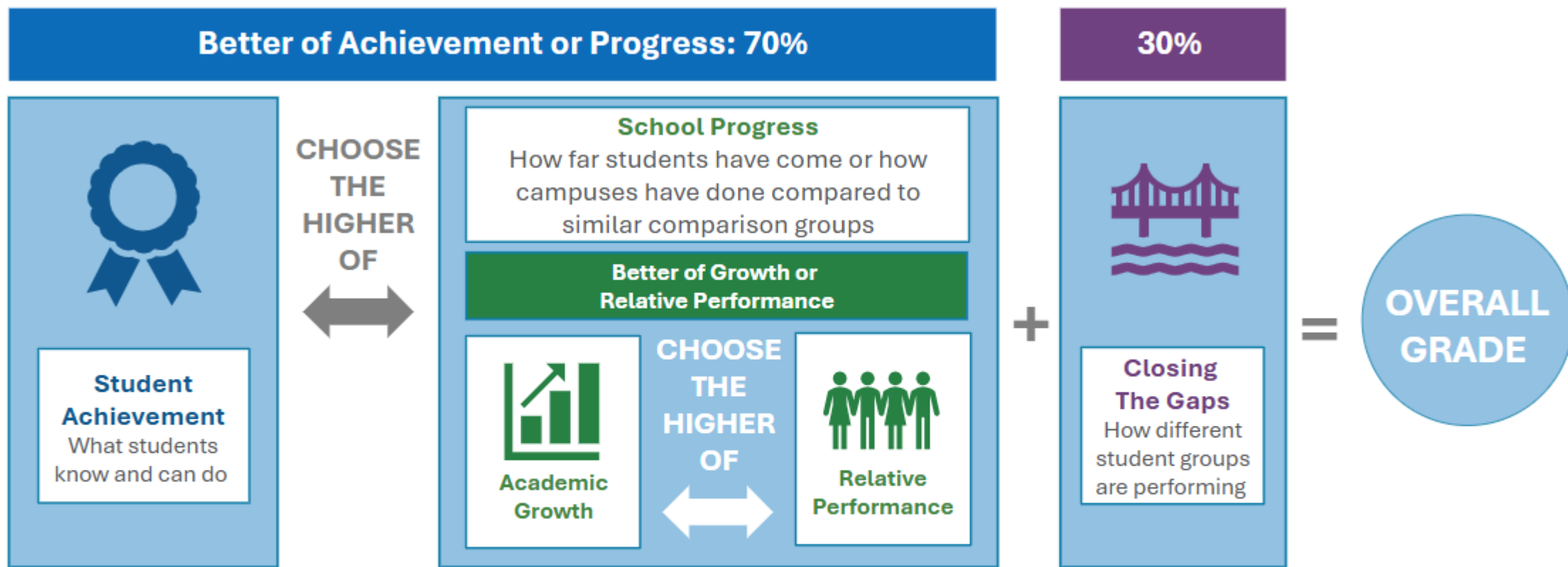
1. Ratings reflect better of achievement or progress

2. School performance is evaluated through multiple valid measures

3. Ratings are based on defined criteria, not a fixed distribution

   - "A" reflects performance consistent with reaching long term student goals

   - "C" reflects average performance for the baseline year

4. The system design remains static in most years

Balancing multiple objectives in the A-F system

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Rigor for students

Fair for schools

Transparent for the public

A-F

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

HB 8

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

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

The A-F Accountability Framework

Calculating Overall A-F Results

Better of Achievement or Progress: 70%

30%

Student Achievement
What students know and can do

CHOOSE THE HIGHER OF

School Progress
How far students have come or how campuses have done compared to similar comparison groups

Better of Growth or Relative Performance

Academic Growth

CHOOSE THE HIGHER OF

Relative Performance

+

Closing The Gaps
How different student groups are performing
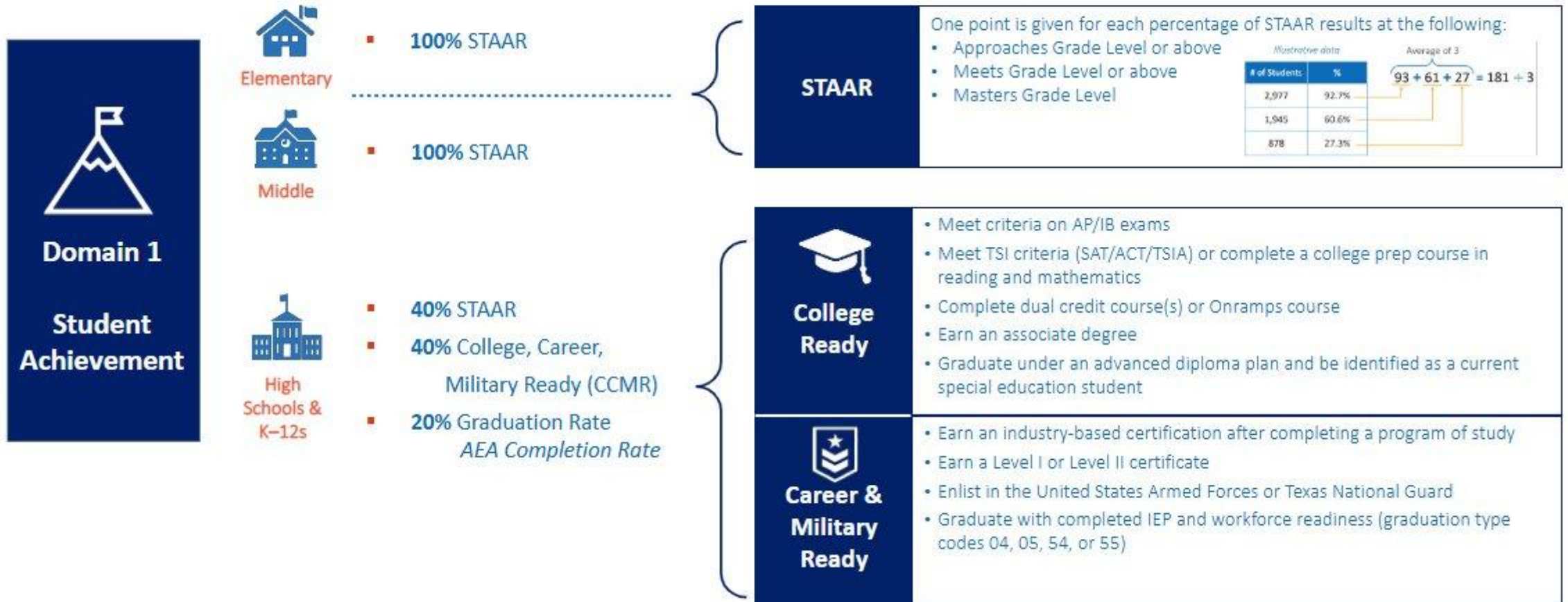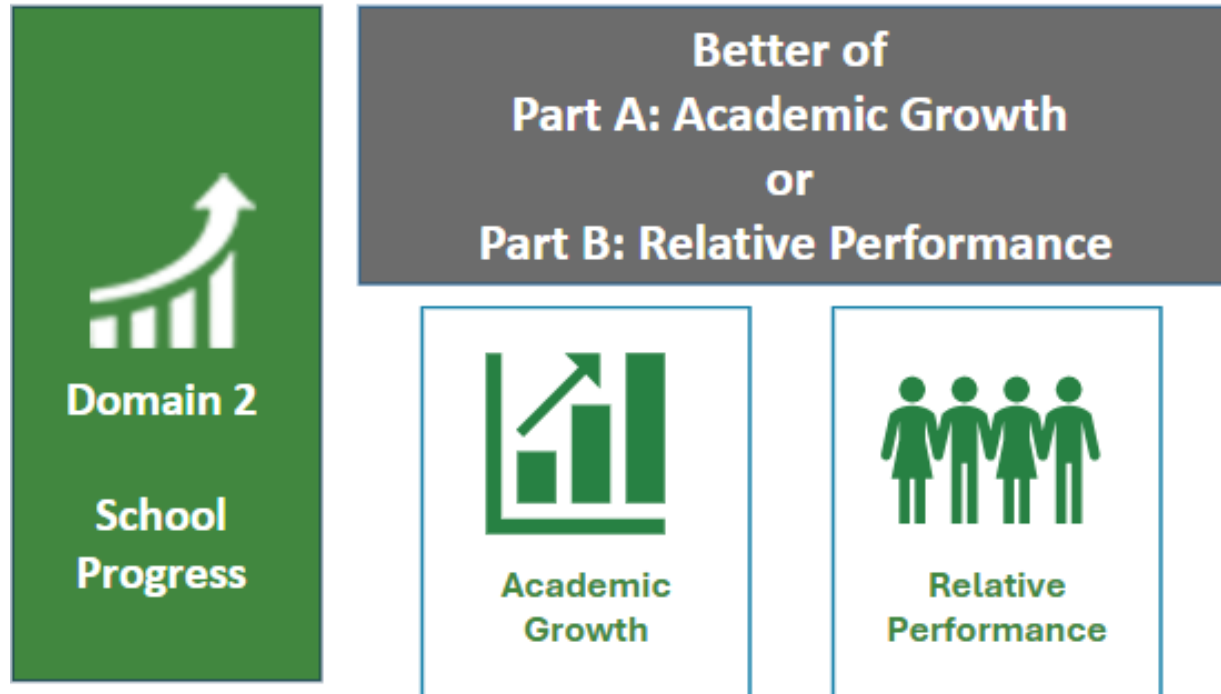
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OVERALL GRADE

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 and 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 1: Student Achievement

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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.

Domain 1

Student Achievement

Elementary — • 100% STAAR

Middle — • 100% STAAR

High Schools & K–12s
- • 40% STAAR
- • 40% College, Career, Military Ready (CCMR)
- • 20% Graduation Rate
  AEA Completion Rate

STAAR

One point is given for each percentage of STAAR results at the following:
- Approaches Grade Level or above
- Meets Grade Level or above
- Masters Grade Level

Illustrative data

# of Students	%
2,977	92.7%
1,945	60.6%
878	27.3%

Average of 3

$93 + 61 + 27 = 181 ÷ 3$

College Ready
- Meet criteria on AP/IB exams
- Meet TSI criteria (SAT/ACT/TSIA) or complete a college prep course in reading and mathematics
- Complete dual credit course(s) or Onramps course
- Earn an associate degree
- Graduate under an advanced diploma plan and be identified as a current special education student

Career & Military Ready
- Earn an industry-based certification after completing a program of study
- Earn a Level I or Level II certificate
- Enlist in the United States Armed Forces or Texas National Guard
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)

Domain 2: School Progress Part A and B

Better of
Part A: Academic Growth
or
Part B: Relative Performance

Domain 2
School Progress

Academic Growth

Relative Performance

The School Progress domain measures district and campus outcomes in two areas:

- The number of students that **grew at least one year academically** and number of students that were **accelerated** as measured by year-over-year STAAR results

- The achievement of students relative to campuses with **similar economically disadvantaged** percentages

Domain 2: School Progress Part A and B

Domain 2: Student Progress

PART A: **Academic Growth**
Aggregating individual student year-over-year gains

PART B: **Relative Performance**
Approximating growth using baseline adjusted proficiency targets
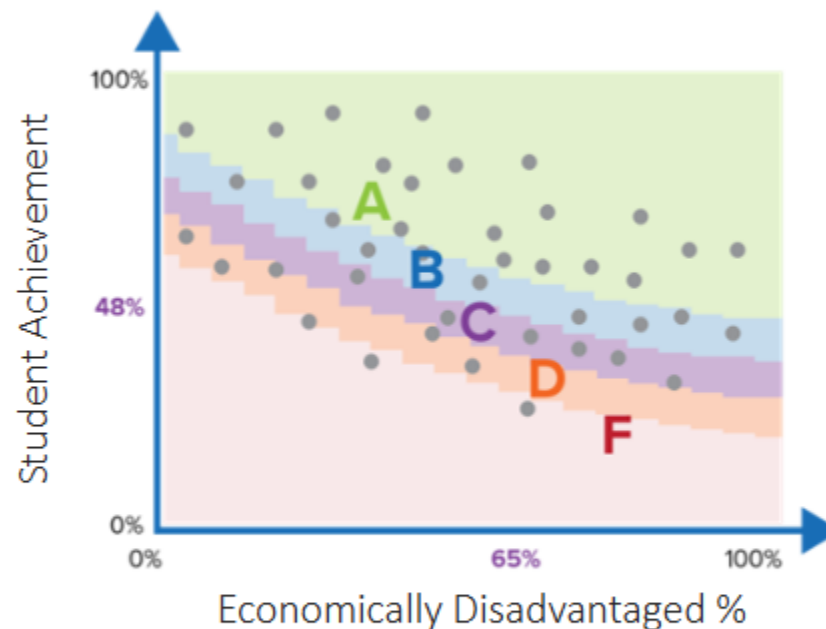
Domain 3: Closing the Gaps

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

All Student Groups

All Students

Race/Ethnicity

Special Education*

Continuously Enrolled and Mobile

Emergent Bilingual (EB)*

Economically Disadvantaged

Domain 3 ratings 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**

*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.

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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 K12 need 50/84* 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**

ES, MS, and HS/K-12 without 4-year Federal Graduation Rate:
The Closing the Gaps domain examines 4 student groups' potential gaps to targets set across 4 components.

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Domain 3 Groups

Component Weight		1	2	3	4	Sum
30%	**Academic Achievement** STAAR RLA at Meets Grade Level STAAR Mathematics at Meets Grade Level	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-32
50%	**Growth** Growth in STAAR RLA Growth in STAAR Mathematics	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-32
10%	**Progress to English Language Proficiency** TELPAS Progress				0-4* *Only current EB	0-4
10%	**School Quality/Student Success** Average of all STAAR performance scores (ES/MS)	0-4	0-4	0-4	0-4	0-16
						0-84

Elem would need 62/84* points to score an A
MS would need 60/84 points to score an A

*if campus meets minimum size requirements for all components

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***

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- 4 - **Met long-term target**
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Accountability Resources

TXschools.gov publicly shares the school and school systems ratings, along with:
- Links to additional accountability reports
- Analytics tools
- School locators

How Accountability Ratings Work provides easy to use infographics and one-pagers that explain how accountability ratings are calculated
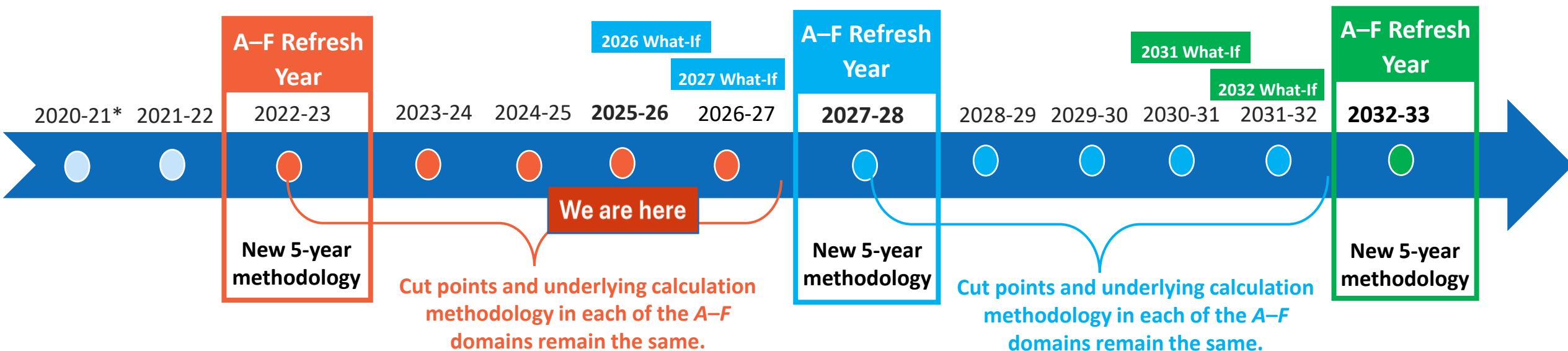
The 2028 A-F Refresh

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.

| 2020-21* | 2021-22 | **A–F Refresh Year** 2022-23 | 2023-24 | 2024-25 | **2025-26** | 2026-27 | **A–F Refresh Year** **2027-28** | 2028-29 | 2029-30 | 2030-31 | 2031-32 | **A–F Refresh Year** **2032-33** |

2026 What-If
2027 What-If
2031 What-If
2032 What-If

New 5-year methodology

We are here

Cut points and underlying calculation methodology in each of the *A–F* domains remain the same.

New 5-year methodology

Cut points and underlying calculation methodology in each of the *A–F* domains remain the same.

New 5-year methodology

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)

* Modified or no ratings issued due to COVID-19

The proposed changes are based on stakeholder input and advisory group recommendations.

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Years of public feedback collected through formal surveys, open comment forms, and stakeholder forums.

Guidance and recommendations from Texas Accountability Advisory Group (TAAG), RDA/A–F Integration Taskforce, and the Distinction Designations Committee.
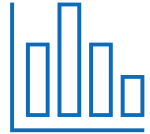
Extensive modeling and advisory group discussions, with all major proposals reviewed.

Legislative requirements (e.g., HB 22, SB 2124, HB 773) and alignment with ESSA mandates. *The preliminary framework will be reviewed and updated to ensure alignment with HB 8.*

Direct responses to public and district feedback on issues such as transparency, rigor, equity, and the need for more meaningful postsecondary indicators and reporting.

The Texas Accountability Advisory Group (TAAG)

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TAAG members are selected via a nomination process and advise the Commissioner of Education, serving at his discretion, per Texas Education Code (TEC) §39.002. TAAG terms are generally 3 years

20-member committee, with:

- ✓ Expertise in education
- ✓ Knowledge of assessment and evaluation
- ✓ Impartiality and fairness
- ✓ Broad understanding of the entire system
- ✓ Communication skills

New HB 8 Implications

- **TAAG committee membership now explicitly codified**

School Districts	Legislative Offices	Community Leaders

TAAG meeting agendas, materials, and minutes are publicly shared on the Accountability System Development webpage

TAAG is engaged throughout the refresh process, with meetings happening most months in a refresh cycle year

December 2024	February 2025	March 2025	April 2025	May 2025	June 2025	August 2025	Release of Preliminary Framework	November 2025	January 2026

Alongside TAAG, Taskforces and Committees provide subject area expertise, feedback, input

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Results Driven Accountability Integration Taskforce
- Other special populations for ratings and reporting
- Proposed methodology and weight in district ratings
- Ongoing taskforce for 2028 A-F Refresh

Recommendations and Analysis shared with TAAG

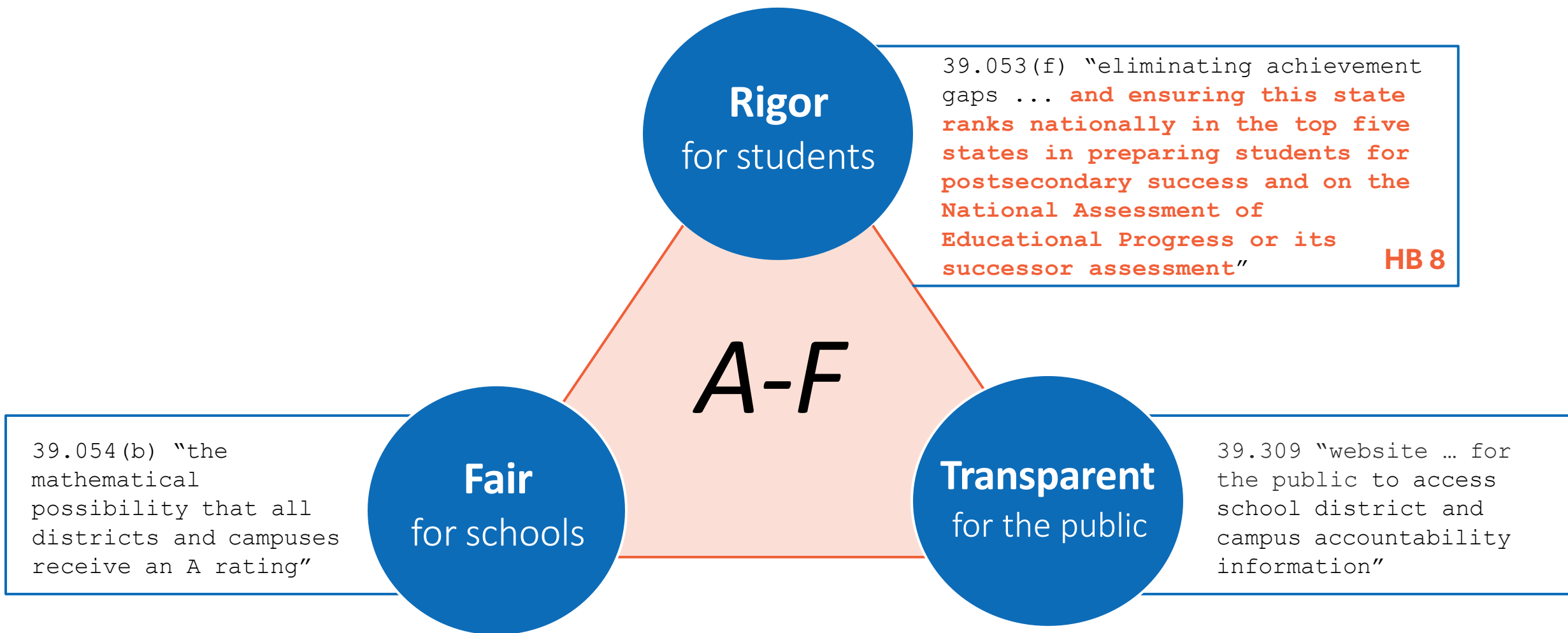**Distinction Designation Committee**
- Texas Education Code requires Distinction Designation committee
- Analysis of proposals
- Recommendations surrounding Distinction Designation indicators

TAAG's recommendations shared with the Commissioner

New HB 8 Implications
- Implications of HB8 will likely lead to additional taskforces in the coming months

Balancing multiple objectives in the A-F system

Rigor
for students

Fair
for schools

Transparent
for the public

A-F

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

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Considerations for Continuous Improvement of A–F System in 2028

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

#	Change Under Consideration	
1	**Targets and Cut Scores Update Using New Baselines**	• *Description*: Use most recent year data as baseline to update targets and cut scores across the *A–F* system. Includes cut scores for domains. (Note: Does not include cut scores for STAAR performance levels, e.g., "Meets Grade Level") • *Purpose:* Align with statutory requirements to "modify standards to continuously improve student performance, eliminate achievement gaps, ensure Texas is a national leader in preparing students for postsecondary success"
2	**Integration of RDA into A–F**	• *Description:* Determine data sources and methodologies to incorporate RDA into Domain 3 of *A–F* • *Purpose:* Align federal reporting requirements, reduce duplication of data reporting, and create consistent focus across the state on special population performance improvements.
3	**Differential Weighting of CCMR Indicators**	• *Description:* Explore different weighting within and across existing CCMR indicators • *Purpose:* Better align methodology of CCMR indicators to post-graduation outcomes
4	**Variables for Relative Performance**	• *Description:* Investigate and model different campus demographic variables for Domain 2 comparison of relative performance • *Purpose:* Determine whether additional demographic factors besides % eco. dis. should be used in Domain 2b
5	**Recognition of Accelerated Testers In MS and HS**	• *Description:* Investigate and model potential ways to recognize students who take advanced courses in middle school • *Purpose:* Update MS & HS methodology to ensure *A–F* system doesn't disincentivize advanced academic pathways
6	**Revisit Distinction Designations**	• *Description*: Investigate and model potential updates to Distinction Designation indicators or methodology • *Purpose:* Explore potential updates to continuously improve Distinction Designations
7	**Refine Other Reporting Information**	• *Description*: Investigate and determine processes for potential updates or adding new reporting information • *Purpose:* Explore potential updates or new reporting information to add to TXschools.gov or TPRS

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

Many ideas and pieces of feedback are considered for each refresh of the A-F system
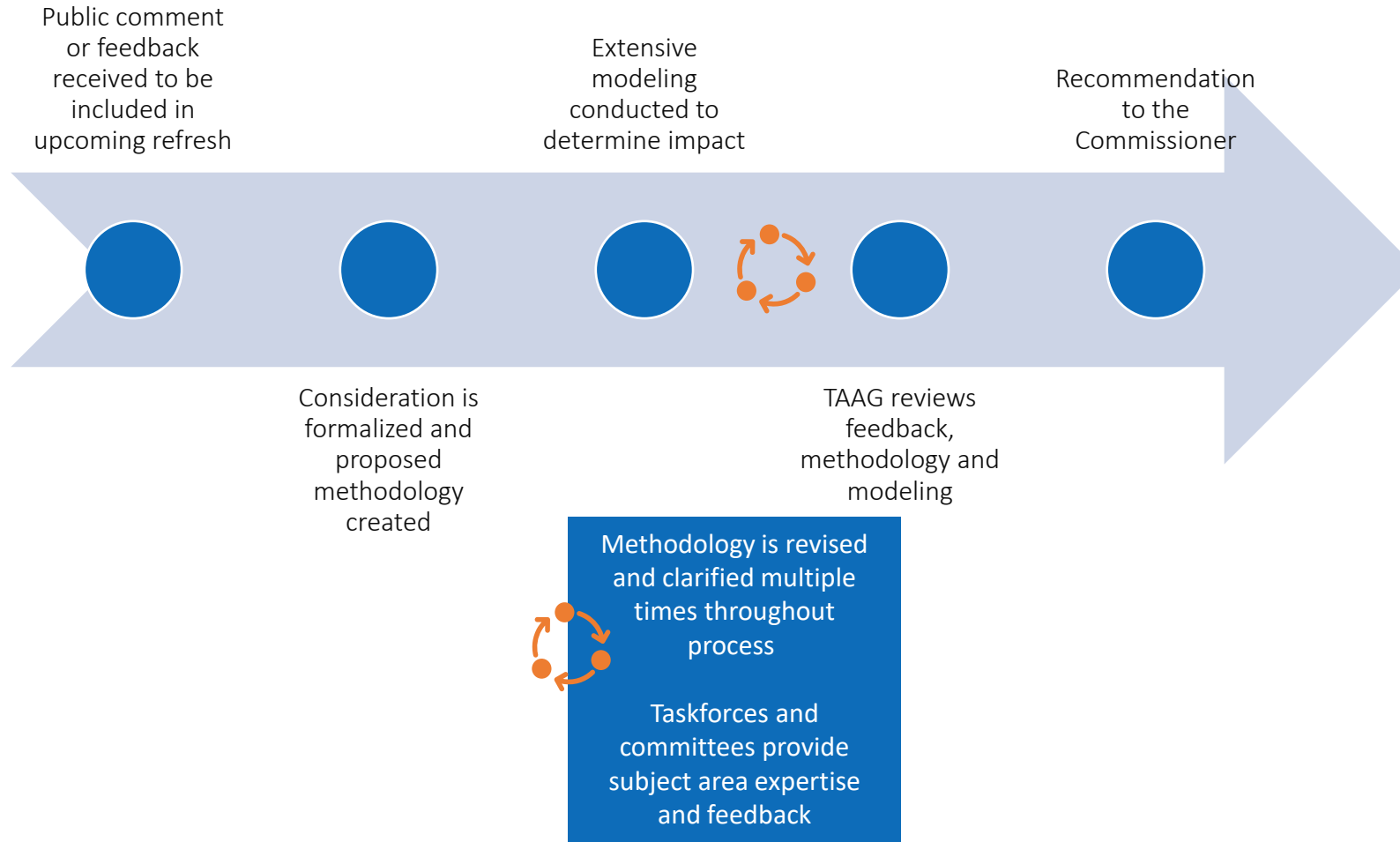
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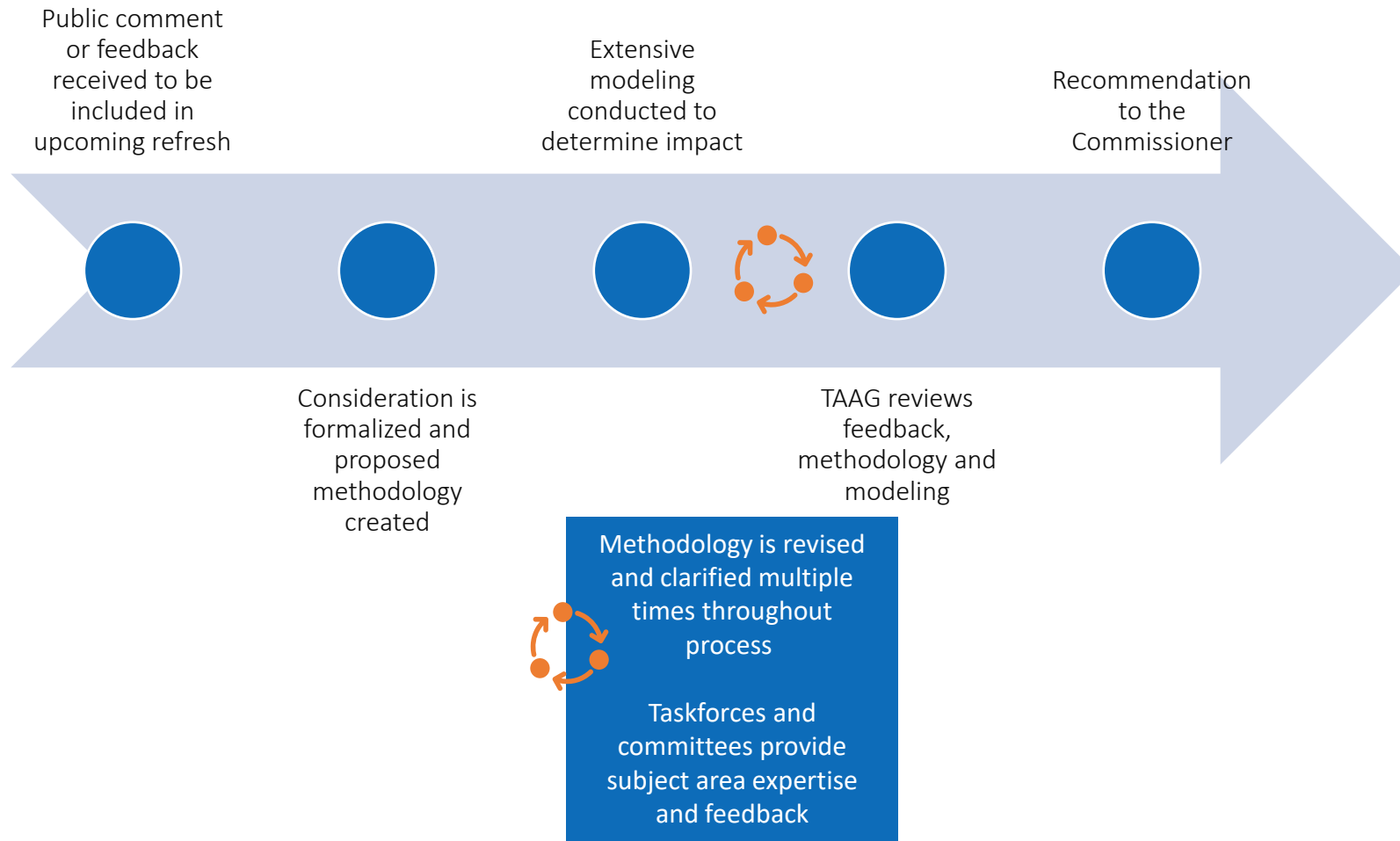
Texas Education Agency's Ongoing Engagement with TAAG

Public comment or feedback received to be included in upcoming refresh

Extensive modeling conducted to determine impact

Recommendation to the Commissioner

Consideration is formalized and proposed methodology created

TAAG reviews feedback, methodology and modeling

Methodology is revised and clarified multiple times throughout process

Taskforces and committees provide subject area expertise and feedback

Option 1: TAAG Recommendation to not adopt new methodology in preliminary refresh framework

Option 2: TAAG Recommendation to pause on adoption of new methodology and include in future refresh frameworks

Option 3: TAAG Recommendation to include new methodology in preliminary refresh framework

Some considerations, after modeling and analysis, are not recommended for inclusion in the preliminary framework

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Option 3: TAAG Recommendation to include new methodology in preliminary refresh framework

In response to public comment, we are investigating the relative performance methodology, measuring the achievement of a campus relative to other similar campuses

- **Description:** Investigate and model different campus demographic variables for Domain 2 comparison of relative performance.

- **Purpose:** Determine whether additional demographic factors besides % eco. dis. should be used in Domain 2b.

Proposal not reflected in preliminary framework

Previous Feedback or Public Comments	Current Investigation Proposal
SPED — Received feedback that Domain 2b should include the achievement of students in campuses **with similar SPED percentages in addition to the current similar economically disadvantaged percentages.**	The agency replicated previous modeling of the impact of including **both a campus's economically disadvantaged percentage and SPED percentage** in Domain 2b to see if the conclusion still holds that SPED explains very little of the variance of STAAR that economically disadvantaged doesn't explain.

The Special Education demographic has a small distribution and has small explanatory power if combined with % Economically Disadvantaged.

Proposal not reflected in preliminary framework

95% of campuses have Special Education rates between 5%-25%

- The majority of campuses are very close to the Special Education average of 15%.
- The average economically disadvantaged rate is 67% and is a more even distribution.

With such a small distribution, Special Education rates only account for an additional 0.8% of STAAR performance scores:
A campus's Economically Disadvantaged % explains about 52.7% of STAAR performance (R-Squared).

Adding in % SPED adds only marginal value; it explains another 0.8% of STAAR performance.
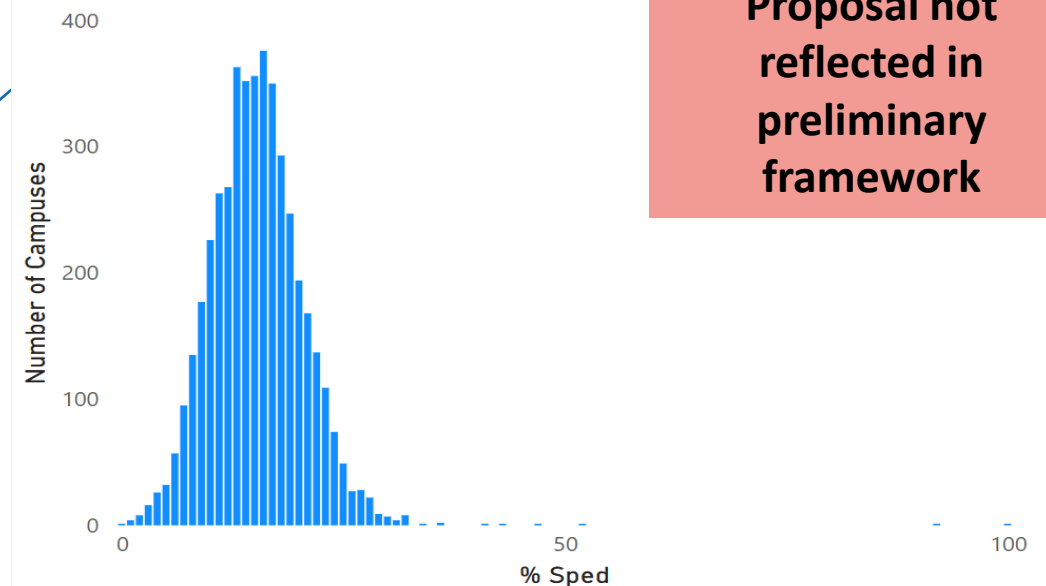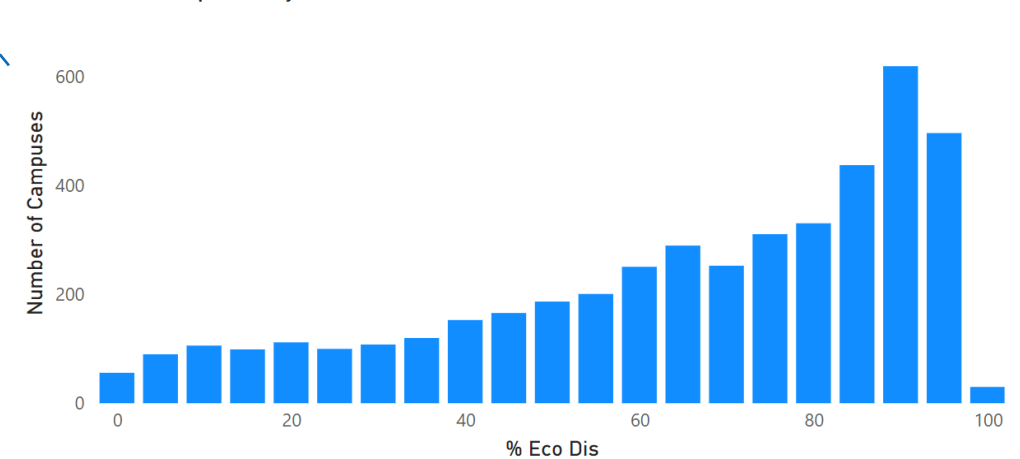
Economically Disadvantaged % remains a key indicator for STAAR performance, even among the campuses with the highest Special Ed populations.

257 campuses are at **25% SPED** or higher. (Two standard deviations or more from the average).

In these campuses, Special Education rates only account for an additional <u>2.4%</u> of STAAR performance scores:

A campus's Economically Disadvantaged % explains about 34.5% of STAAR performance (R-Squared).

Adding in % SPED adds only marginal value, explains about another 2.4% of STAAR performance.

Proposal not reflected in preliminary framework
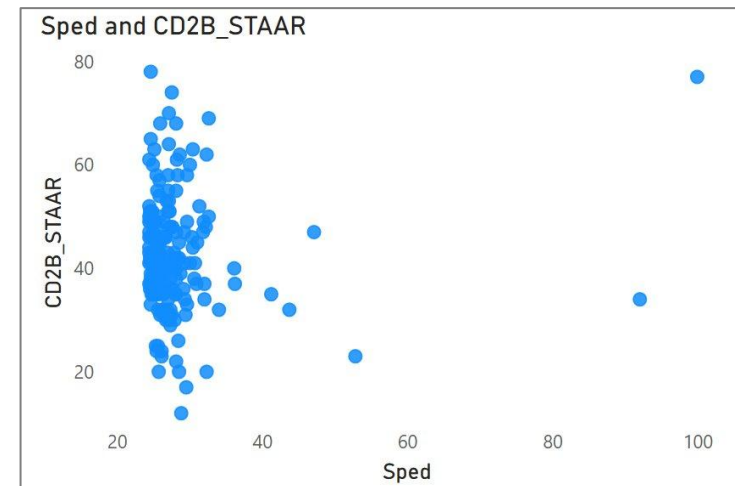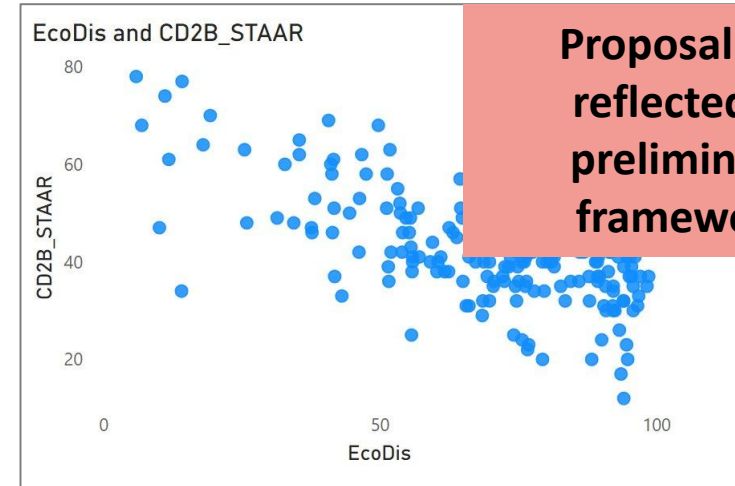
Highest % Special Education campuses are not disproportionately impacted by current methodology.

There are 159 campuses in K-12 that are 40% SPED or higher, most are very small.

There are only 9 non-AEA campuses with STAAR tested grades, are evaluated for Domain 2B, and have more than 5 students.

- Sample size is too low for R-Squared to be an effective measure.

- These schools are distributed across all A-F ratings.

Proposal not reflected in preliminary framework
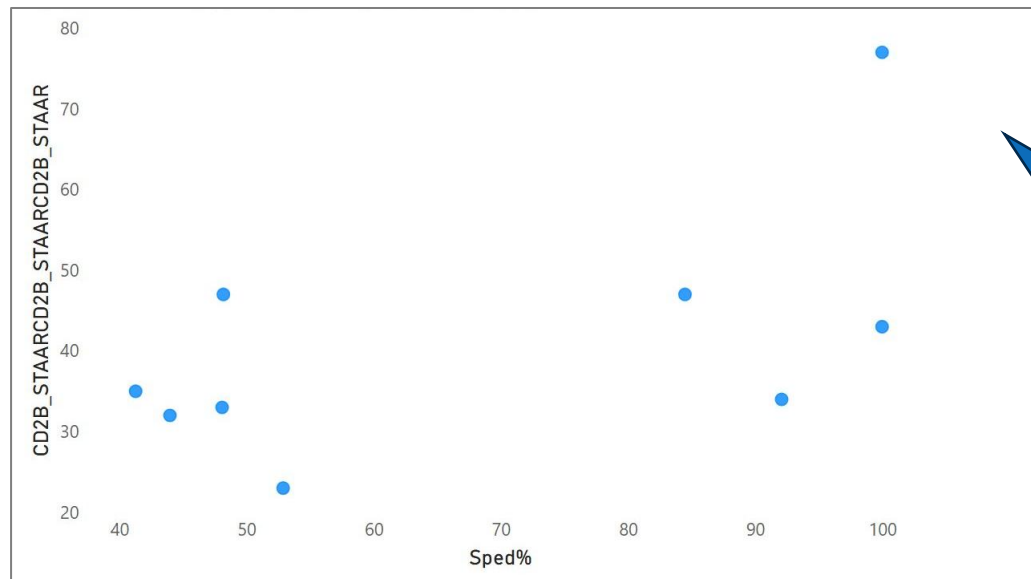
These campuses range from 7 students to 450 students; 40 to 80% Eco Disadvantage

School Progress, Part B: Relative Performance should remain unchanged because:

Adding special education adds complexity and complication without explaining more about STAAR performance.

- % SPED does not vary much across campuses
- **% Special Education is not a key factor that explains campus-wide STAAR performance.**
  - % Economically Disadvantaged explains about 53% of elementary school STAAR score variation
  - Adding in % Special Education (with % Economically Disadvantaged) doesn't explain campus STAAR score variation significantly more (an additional 0.8%)
  - In K-12 campuses of >25% Special Education, % SPED adds only marginal value, explains only another 2.4% of STAAR performance.

The current methodology is not disproportionately negatively impacting the highest SPED campuses in overall or D2b ratings.

- In K-12 campuses of >40% Special Education (9), scale scores are fully distributed with high and low ratings.

Proposal not reflected in preliminary framework

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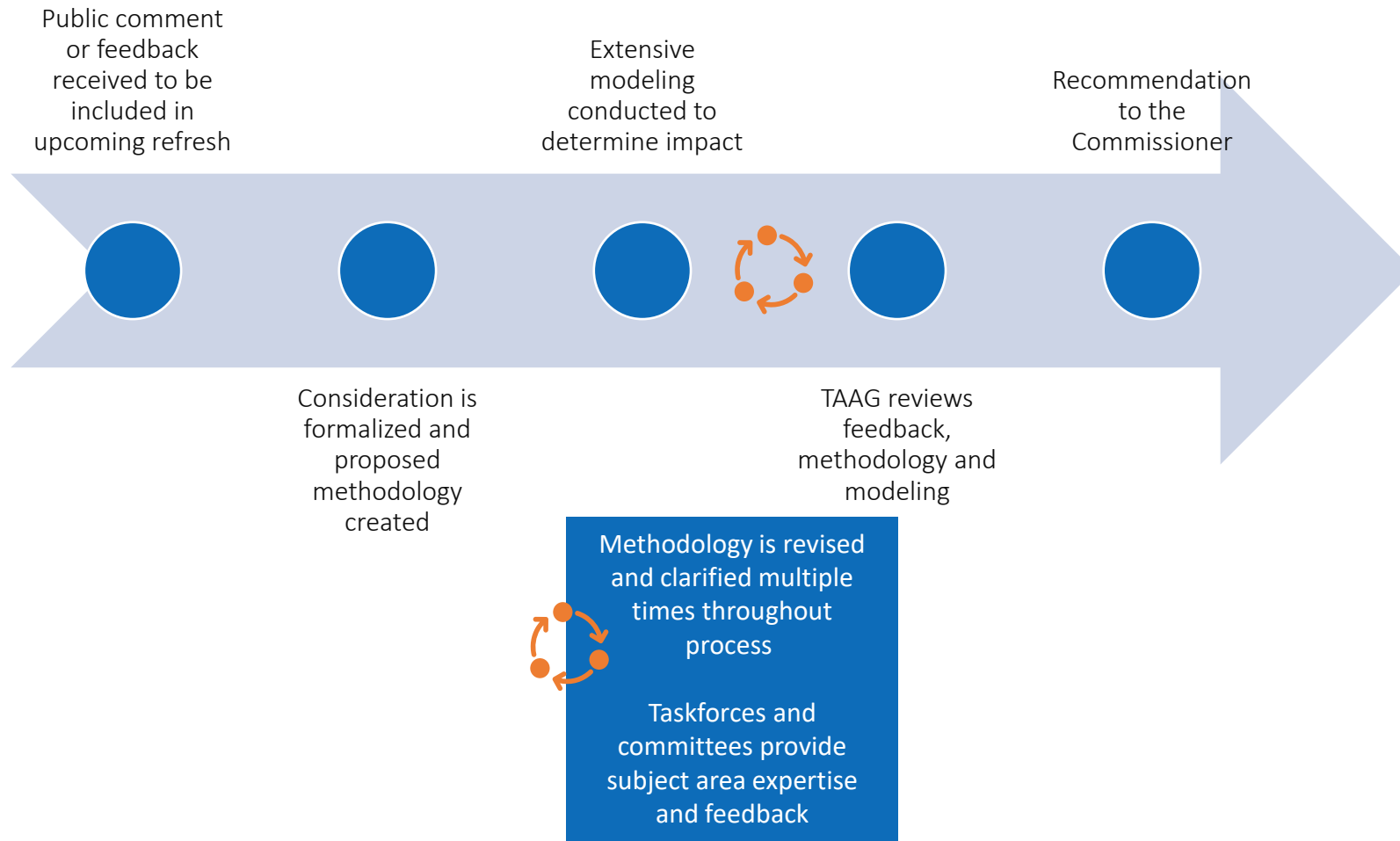
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After modeling and TAAG analysis, this proposal is not reflected in preliminary framework

In addition, TEA is conducting other data analyses based on previous feedback and 2023 refresh changes (e.g., impact of including S... and will discuss findings with TAAG.

Other considerations are determined to be the right direction, but recommended for future refreshes

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Consideration is formalized and proposed methodology created

TAAG reviews feedback, methodology and modeling

Methodology is revised and clarified multiple times throughout process

Taskforces and committees provide subject area expertise and feedback

Option 1: TAAG Recommendation to not adopt new methodology in preliminary refresh framework

Option 2: TAAG Recommendation to pause on adoption of new methodology and include in future refresh frameworks

Option 3: TAAG Recommendation to include new methodology in preliminary refresh 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

Weighting across indicators: TAAG Recommendation to pause on adoption of new methodology and include in future refresh frameworks

Responsive Considerations for 2028 Refresh

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 5course 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.**

Weighting across indicators: TAAG Recommendation to pause on adoption of new methodology and include in future refresh frameworks

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.**

Consideration of Across-indicator CCMR Weighting

DRAFT PROPOSAL TAAG 2025

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

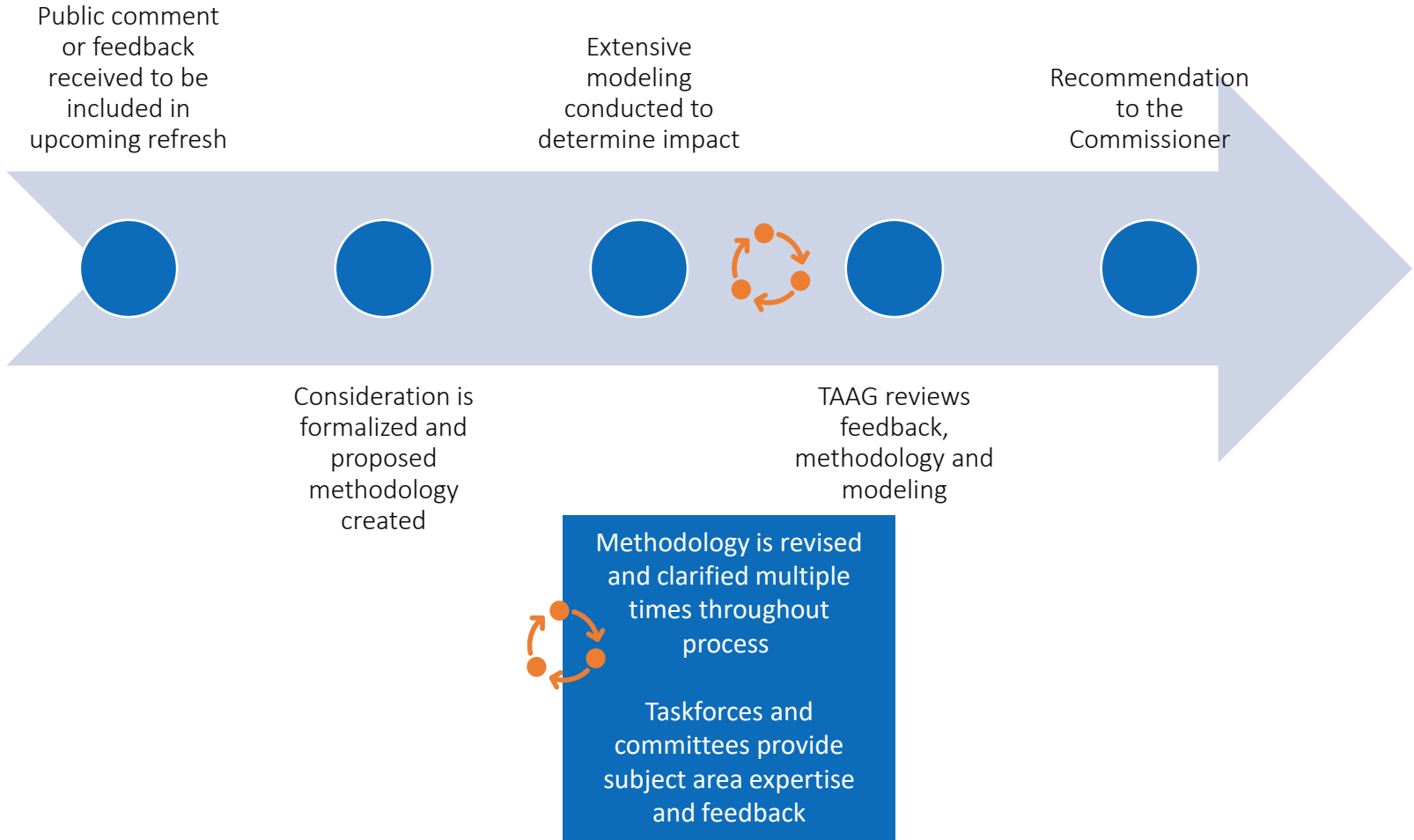| #	Change Under Consideration	
1	**Targets and Cut Scores Update Using New Baselines**	• *Description*: Use most recent year data as baseline to update targets and cut scores across the *A–F* system. Includes cut scores for domains. (Note: Does not include cut scores for STAAR performance levels, e.g., "Meets Grade Level") • *Purpose:* Align with statutory requirements to "modify standards to continuously improve student performance, eliminate achievement gaps, ensure Texas is a national leader in preparing students for postsecondary success"
2	**Integration of RDA into A–F**	• *Description:* Determine data sources and methodologies to incorporate RDA into Domain 3 of *A–F* • *Purpose:* Align federal reporting requirements, reduce duplication of data reporting, and create consistent focus across the state on special population performance improvements.
3	**Differential Weighting of CCMR Indicators**	• *Description:* Explore different weighting within and across existing CCMR indicators • *Purpose:* Better align methodology of CCMR indicators to post-graduation outcomes
4	**Variables for Relative Performance**	• *Description:* Investigate and model different campus demographic variables for Domain 2 comparison of relative performance • *Purpose:* Determine whether additional demographic factors besides % eco. dis. should be used in Domain 2b
5	**Recognition of Accelerated Testers In MS and HS**	• *Description:* Investigate and model potential ways to recognize students who take advanced • *Purpose:* Update MS & HS methodology to ensure *A–F* system doesn't disincentivize advance
6	**Revisit Distinction Designations**	• *Description*: Investigate and model potential updates to Distinction Designation indicators or • *Purpose:* Explore potential updates to continuously improve Distinction Designations
7	**Refine Other Reporting Information**	• *Description*: Investigate and determine processes for potential updates or adding new reporting information • *Purpose:* Explore potential updates or new reporting information to add to TXschools.gov or TPRS

Weighting across indicators: TAAG Recommendation to pause on adoption of new methodology and include in future refresh frameworks

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

After modeling, analysis and TAAG recommendations, many considerations are reflected in the preliminary framework

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Texas Education Agency's Ongoing Engagement with TAAG

Public comment or feedback received to be included in upcoming refresh

Extensive modeling conducted to determine impact

Recommendation to the Commissioner

Consideration is formalized and proposed methodology created

TAAG reviews feedback, methodology and modeling

Methodology is revised and clarified multiple times throughout process

Taskforces and committees provide subject area expertise and feedback

Option 1: TAAG Recommendation to not adopt new methodology in preliminary refresh framework

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Option 3: TAAG Recommendation to include new methodology in preliminary refresh framework

2028 System Development and Framework

TEA
Texas Education Agency

The 2028 Preliminary *A-F* Accountability Framework

Posted on 2028 Accountability Development Website
August 28, 2025

TAA
September 4, 2025

Accountability System Development

Overview

The purpose of the state accountability system is to continuously improve student performance, eliminate achievement gaps between student groups, and ensure Texas is a national leader in preparing students for postsecondary success.

Information gathered throughout the 2024 - 2027 interim continuous review process and in preparation for the 2028 refresh will be provided on this page.

2028 Accountability Refresh

Approximately every five years, the A-F accountability system is refreshed using the ideas and data gathered during the interim years. The last accountability refresh occurred in 2023, and the next refresh is scheduled for 2028. **The Preliminary 2028 A-F Refresh Framework is now available.** Consistent with the Texas Education Agency's commitment to solicit stakeholder feedback throughout our work, the Performance Reporting division has launched a survey to gather public input and guide development of the refreshed accountability system starting in the 2027-28 school year.

This survey will remain open through spring 2026 to assist with the publication of the Preliminary 2028 Accountability Manual in summer 2026.

2028 A-F Refresh Public Feedback ☑

Additional opportunities to provide input on the 2028 Accountability Refresh will be available as the proposal moves through each stage of the process. The final adopted 2028 Accountability Manual is planned for release in fall 2026, allowing districts the entire 2026-27 school year to prepare for implementation of the refreshed A-F Accountability System beginning in the 2027-28 school year.

Please see the tentative 2028 A-F Refresh Timeline for more information.

Texas Accountability Advisory Group (TAAG)

Link to Framework

Link to Provide Feedback

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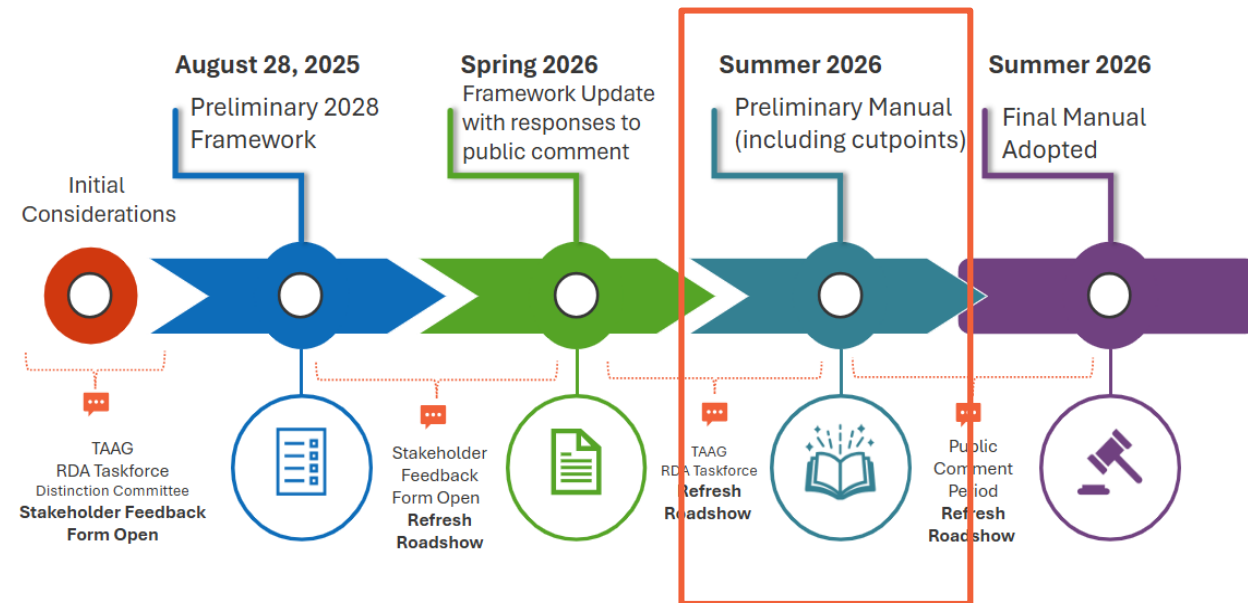
On September 4, 2025, the Texas legislature sent HB 8 to the Governor, and he signed HB 8 into law on September 17, 2025.

New statutory requirements will necessitate additional changes to this framework.

** Change previously established in rule in prior Accountability Manuals.

Scaling, cut points, and Closing the Gaps student targets will be considered by TAAG after the agency processes 2025 STAAR and 2025 A–F Accountability results that will serve as the baseline dataset. Cut scores will continue to be based on specific criteria so that ratings are never a fixed distribution, and it is mathematically possible for all schools in Texas to earn an A rating.

Investigate and determine processes for **report updates**, or other new campus and district information to include on TEA reports. Includes **self-reported data on programmatic components from districts** to include on TXschools.gov search. Updates on this consideration will be communicated after 2028 accountability manual publication.

Initial Considerations

TAAG
RDA Taskforce
Distinction Committee
Stakeholder Feedback Form Open

August 28, 2025
Preliminary 2028 Framework

Stakeholder Feedback Form Open
Refresh Roadshow

Spring 2026
Framework Update with responses to public comment

TAAG
RDA Taskforce
Refresh Roadshow

Summer 2026
Preliminary Manual (including cutpoints)

Public Comment Period
Refresh Roadshow

Summer 2026
Final Manual Adopted

House Bill 8 Implications

Special Session Update

House Bill 8 (2nd called) - Accountability Implications

- A-F rules must be adopted by July 15 before the start of each school year, otherwise prior year rules apply
- The five-year A-F refresh cycle is codified, with the next refresh effective 2027-2028
  - The commissioner cannot raise cut scores outside of the refresh cycle
  - Refresh rules must be communicated two years before the refresh; what-if ratings must be provided for those two years
  - The commissioner must use a specific approach to raise cut scores during each refresh, using a 15-year goal of having Texas reach the top 5 states in postsecondary readiness and NAEP
- Legislative oversight of A-F rulemaking is increased:
  - Accountability advisory committee must include legislative staff
  - Refresh rules must be communicated to the legislature before adoption
  - TEA must notify the legislature of any known statutory non-compliance issues (e.g., if A-F ratings aren't issued by Aug 15)
- Industry-based certification (IBC) updates will align with the five-year A-F refresh cycle
  - The commissioner must consider IBC lists developed by Tri-Agency and TWC Advisory Board
  - IBC requirements, including high-wage and high-skill standards, are codified
  - IBCs removed from the list must have a phase-out period, so that students who begin an IBC path can complete it
- When assessments change, TEA must conduct analyses to establish comparable performance standards to ensure consistency in the accountability system.
- Starting with future refresh:
  - Students can demonstrate military readiness by completing a Junior Reserve Officer Training Corps program (JROTC) and achieving a passing score on the Armed Services Vocational Aptitude Battery Test (ASVAB)
  - CCMR indicators must be weighted based on their correlation with postsecondary success
  - In Domain 3, TEA must use alternative data to evaluate the performance of a new campus that doesn't have prior-year data
  - TEA must allow for additional data submission for CCMR indicators that use prior-year data
- TEA must develop a through-year growth measure for grade levels with required BOY and MOY assessments and present the measure to accountability advisory committees and the legislature to consider future incorporation into A-F
- TEA must collect and report on optional local indicators: extracurricular engagement, pre-K participation, math/reading academy completion rates, middle school CTE participation, and advanced course completion rates
- TEA must establish a grant program to support LEAs in adopting a local A-F campus rating system that is different than the state system

New HB 8 Implications for the 2028 A-F Preliminary Framework

Cut Scores: "The commissioner shall increase the rigor by which the commissioner determines the overall performance ratings...to, not later than the 15th year after the date the commissioner modifies the performance standards...[ensure] this state ranks nationally in the top five states in preparing students for postsecondary success and on the National Assessment of Educational Progress."

CCMR: "The agency shall study the college, career, and military readiness indicators... to determine the correlation of each indicator with postsecondary success...The value assigned to each indicator must be...based on the strength of the indicator's correlation with successful outcomes."

Optional Indicators: "The agency shall collect for reporting purposes only information ...regarding local indicators of student engagement and workforce development."

CCMR: "demonstrate military readiness...by achieving a passing score, set by the commissioner...on the Armed Services Vocational Aptitude Battery Test and successfully completing a Junior Reserve Officer Training Corps program."

Domain 3: "the agency shall use appropriate alternative prior-year data to evaluate the performance...of a newly established campus that lacks the prior-year data necessary to complete a portion of the calculation methodology."

Prior-year CCMR data: "the agency shall ensure that a school district may submit additional prior-year information relating to the indicator during the specified time period during which the district may submit additional current-year information."

New HB 8 Implications for Future A-F

Through-year Growth: "The agency shall develop a measure of student through-year instructional growth...not later than the 2029-2030 school year, the commissioner shall present the measure...to the accountability advisory committee."

STAAR to SST: "the agency must conduct a performance comparison analysis between the program as changed and the preceding program to establish roughly comparable standards for issuing performance ratings."

House Bill 8 (2nd called) - Assessment Implications

- The last year STAAR will be administered is the 2026-2027 school year
- STAAR is replaced with a new instructionally supportive statewide assessment program, called by statute the **Student Success Tool**, starting in 2027-2028:
  - Beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY) assessments are required to monitor progress and report growth throughout the year; teachers can use results to improve instruction
    - BOY and MOY are optional for end-of-course (Algebra I, Biology, English I, U.S. History);
    - Students with significant cognitive disabilities are exempt from BOY or MOY assessments
  - TEA must approve a list of alternative norm-referenced BOY and MOY assessments that LEAs can use
  - Assessments must be shorter than the current STAAR, and EOY must happen later in the school year (May)
  - The writing portion of Reading Language Arts (RLA) tests must be shorter and administered earlier (early April) to ensure results can be available as soon as students take the rest of the RLA test
    - TEA must automatically rescore the writing portion if the student is one point away from attaining the next highest performance level on the test
  - Results must be returned almost immediately, within 2 business days of the end of testing (unless standard-setting is required) and must be easily accessible to parents via an online portal.
  - Criterion-based performance levels must remain the same each year, and performance level tables and cut scores must be published before tests are administered.
  - All items must be reviewed and approved by committees of current Texas teachers
  - All items must be evaluated to be written at a grade-level appropriate reading level
  - Practice tests and non-curricular benchmarks tests are prohibited to cut down on missed instructional time
- English II EOC eliminated effective 2027-28; IGCs eligible for students who pass at least two remaining EOCs

More details related HB 8's new Student Success Tool, which starts **effective 2027-28**, will be shared in the coming months.

2028 A-F Refresh Proposed Changes: Preliminary Framework with New House Bill 8 Implications

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 ***
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Distinction Designations

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

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HB 8 will impact the posted preliminary framework:

*2028 A-F Refresh Implications
- **CCMR:** Inclusion of new military readiness indicator (JROTC+ASVAB)

2033 A-F Refresh Implications
- **CCMR:** Within and across indicator weighting to align with postsecondary success (2033 ratings for the Class of 2032).
  - **Goal to publish methodology with the 2028 manual in Fall 2026, two years before Class of 2032 starts high school.**

** Change previously established in rule in prior Accountability Manuals.

Next Steps

TEA invites you to a 2028 A-F Refresh Roadshow

TEA
Texas Education Agency

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 and Implications of HB 8
  - September 23rd and 24th
- Part 2: Proposals for Domain 1 and Distinction Designations
  - October 8th and 9th
- Part 3: Domain 3, Closing the Gaps
  - October 21st and 22nd
- Part 4: Domain 3, Results-Driven Accountability Integration
  - November 18th and 20th

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!
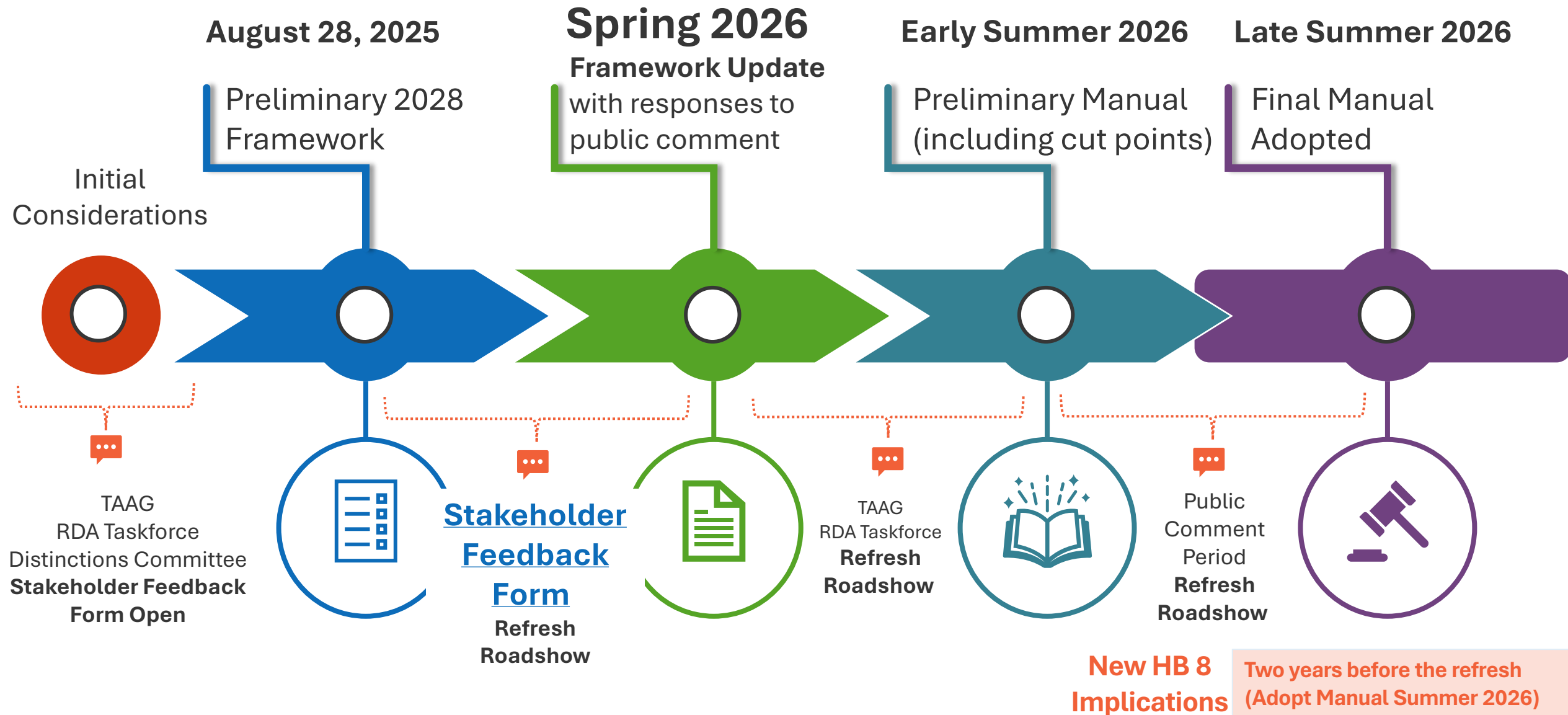
Thank you

Email: performance.reporting@tea.Texas.gov
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Website: Performance Reporting | Texas Education Agency

Scan for Quick Survey

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