Accountability Updates

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2023 Accountability Ratings

- Masked reports released to the public TEA public website and TXschools.gov updated with ratings.
- Additional resources released April 24, 2025
  - 2023 Enhanced Statewide Summary
  - 2023 Consecutive Unacceptable list
  - 2023 Data Download
  - 2023 Preliminary PEG List
  - Highlights of 2023 State Accountability
  - Explanation of 2023 Masking Rules

Change Over Time

School Year	Overall Rating	Score
2022-23	C	76
2021-22 What If	C	76
2022-23 scores are different than previous years due to updated standards. 2021-22 What If scores apply the new standards to 2021-22 results to help compare scores from 2021-22 to 2022-23		
2021-22	B	86

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Responsibilities and Consequences

Unacceptable & Distinction Communications

TEC, §39.361, requires districts to state whether one or more of its campuses have been awarded a distinction designation or have been identified as an unacceptable campus and to provide an explanation of the significance of the information.

The April 2025 release of the 2023 preliminary ratings puts this into effect. The next written notice of a student's performance can now reflect the 2023 results.

School Improvement Implications

- 1st Year Unacceptable Rating
  - Improvement plan requirements will be shared following release of Preliminary 2025 Ratings
- Consecutive Unacceptable Ratings
  - 2nd Year of Unacceptable Ratings
    - Turnaround Plan (TAP) due to TEA June 30,2025
  - 3+ Years of Unacceptable Ratings
    - Implement previously approved TAP
    - May request a modification to the previously approved plan
- Federal Turnaround Plans
  - To support aligned planning, deadline for submission extended to June 30, 2025

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Responsibilities and Consequences

- *Campus Report Cards:* After 2023 ratings are final in August 2025 (after appeals), the 2023 School Report Card will be made available for districts to post on district websites.

- *Accreditation status and performance rating of the district:* The April 2025 release of the 2023 preliminary ratings puts this into effect. The district website can now reflect the 2023 rating of the district.

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Public Education Grants (PEG)

The PEG program permits a parent whose child attends a campus on the PEG List to request a transfer to another campus within their home district or to a campus in a different district. A list of PEG-designated campuses is provided to districts annually. Based on annual preliminary ratings release in August, districts must notify each parent assigned to a campus on the PEG List by February 1 unless otherwise directed by TEA. Parents may then request a transfer for the following school year.

Through the PEG program, districts receive a slightly higher allocation of funding from the state for each PEG-transferred student. (The additional funding is equal to 10 percent of the basic allotment, which varies by campus.)

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Public Education Grants (PEG)

As the issuance of 2024 A-F ratings remains pending and subject to change based on judicial rulings, campuses that received an overall scaled score below 60 in **2023** were used to determine the Preliminary 2025-2026 PEG List, available on the Public Education Grant webpage. The preliminary list will be replaced with the final list when ratings are finalized in August 2025 to allow for any changes to the preliminary list resulting from the appeals process.

The 2025-26 PEG List will not be eligible for use until 2023 ratings are final in August 2025. PEG transfers must be based on the PEG List currently in effect. If a student is enrolled in a campus included on the final 2025-26 PEG List, they may initiate a PEG transfer anytime during the 2025–26 school year.

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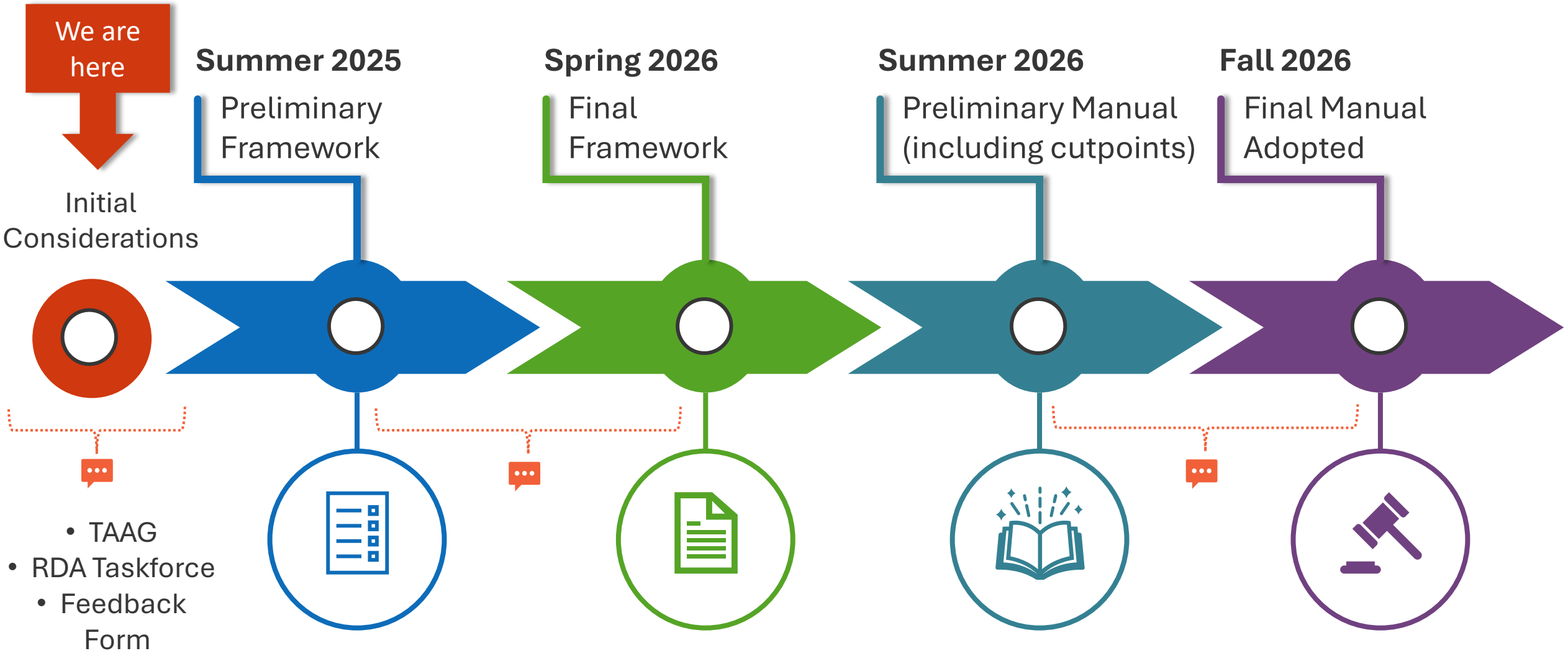
Texas Education Agency

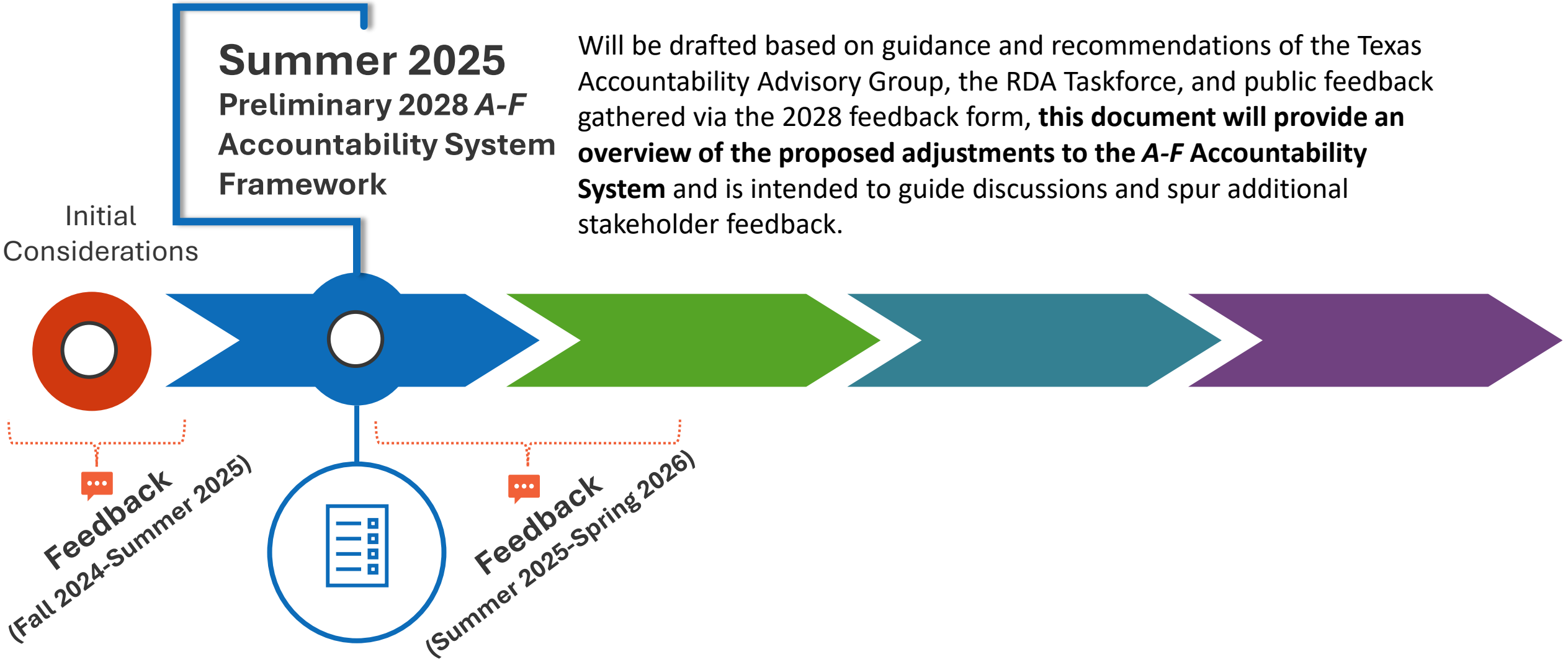
2028 *A–F* Refresh Tentative Timeline

Tentative timeline for 2028 *A–F* Refresh



All estimated dates are tentative and subject to change.

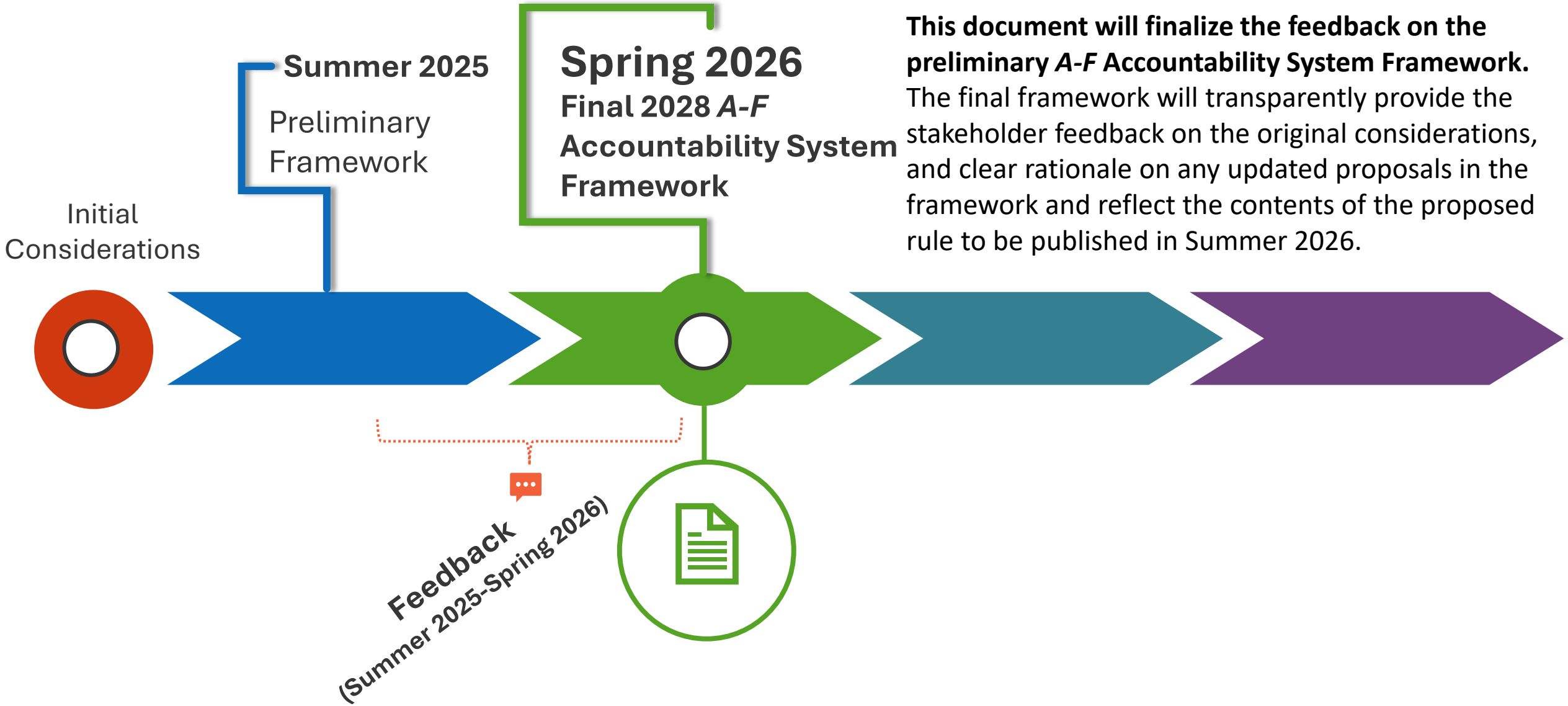
We will discuss Initial Considerations with goal of publishing in the Preliminary Framework in Summer 2025.



Will be drafted based on guidance and recommendations of the Texas Accountability Advisory Group, the RDA Taskforce, and public feedback gathered via the 2028 feedback form, **this document will provide an overview of the proposed adjustments to the *A-F* Accountability System** and is intended to guide discussions and spur additional stakeholder feedback.

All estimated dates are tentative and subject to change.

We will continue to iterate with TAAG and collect public feedback on the Preliminary Framework until the final methodology in Spring 2026

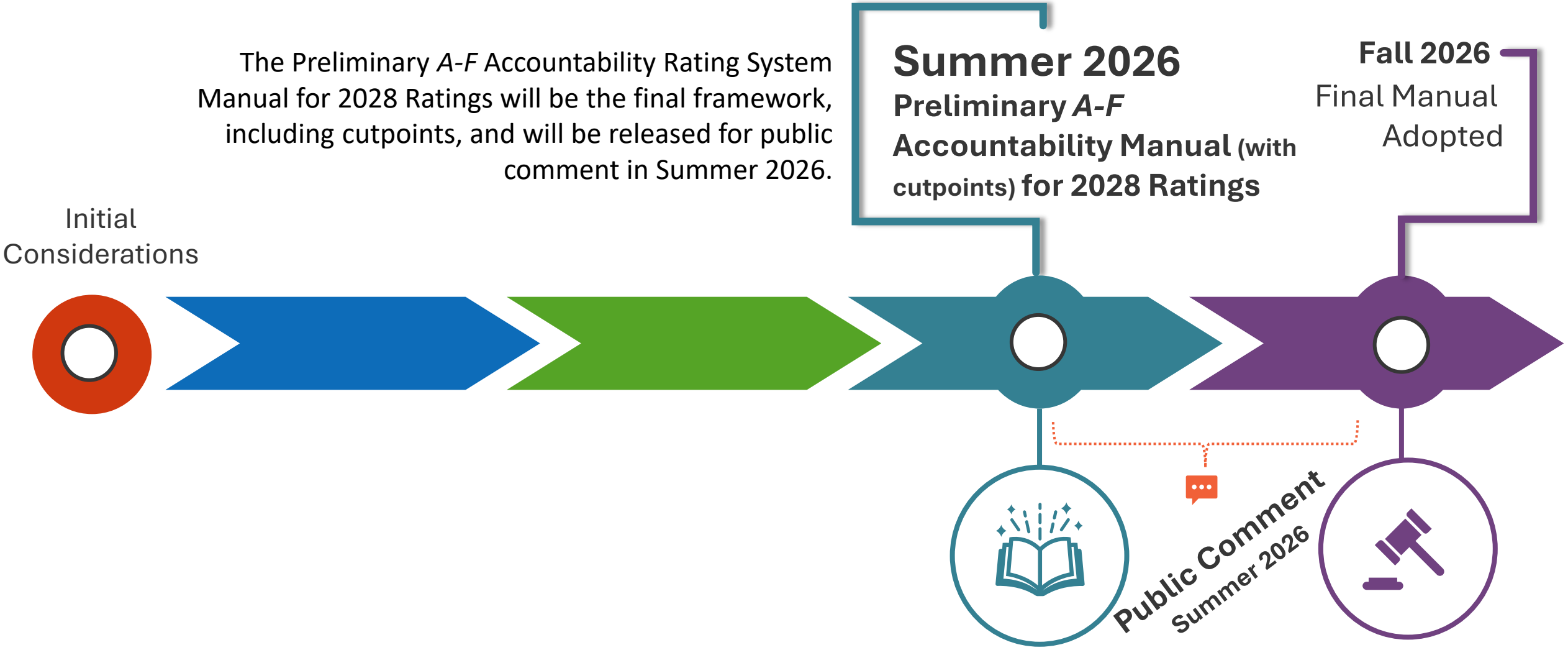


This document will finalize the feedback on the preliminary *A-F* Accountability System Framework. The final framework will transparently provide the stakeholder feedback on the original considerations, and clear rationale on any updated proposals in the framework and reflect the contents of the proposed rule to be published in Summer 2026.

All estimated dates are tentative and subject to change.

With the addition of cut points to the framework, the preliminary manual will be published for public feedback in Summer 2026.

The Preliminary *A-F* Accountability Rating System Manual for 2028 Ratings will be the final framework, including cutpoints, and will be released for public comment in Summer 2026.



All estimated dates are tentative and subject to change.

Texas Education Agency

2028 *A–F* Refresh Initial Considerations

Initial Considerations for Continuous Improvement of A–F System

Texas Education Agency

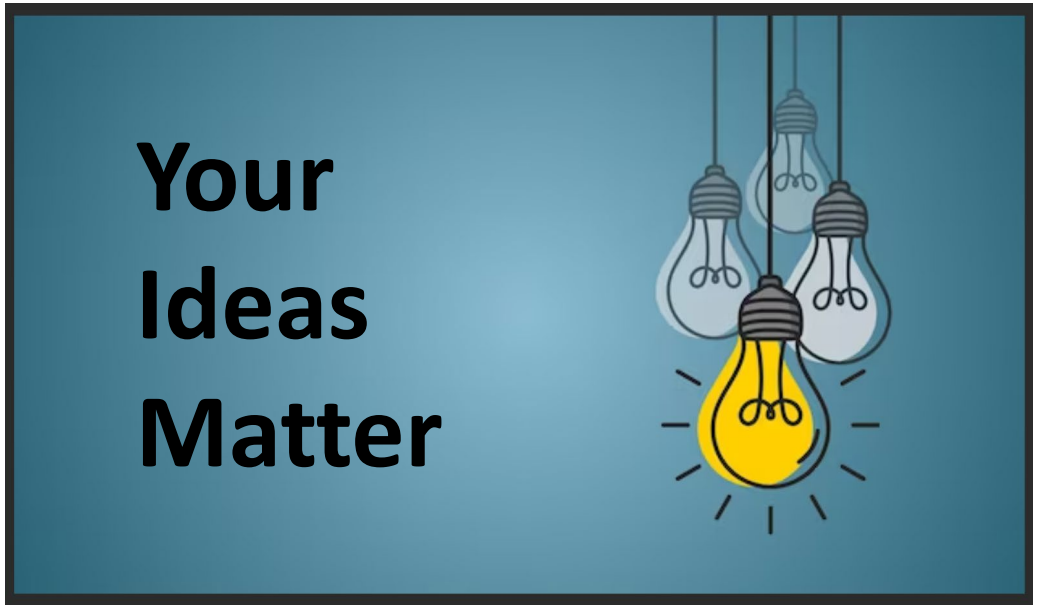
Based on recommendations and feedback from the previous refresh and public comments on previous rules, the agency is focusing on seven initial considerations for the 2028 Refresh:

#	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 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.

Gathering public feedback

- 2028 A-F Refresh Public Feedback form is available on the Accountability System Development webpage
- Please share this information with the LEAs in your region



Texas Education Agency

Multi Year Look – Accountability Rules Adoption and Manual Publication

Chronological View of A-F Adoptions & Releases

Texas Education Agency

Spring 2025

- Re-Adoption of rules for 2025 ratings
- Proposal & Public Comment for 2026 A-F Manual
- **Solicited feedback from TAAG on initial considerations for updates to 2028 A-F Manual**

Summer 2025

- Adoption of 2026 A-F Manual
- **Release Preliminary 2028 A-F Refresh Framework**

Fall 2025

- Release 2025 A-F Ratings

Spring 2026

- Proposal & Public Comment for 2027 A-F Manual
- **Publish Final 2028 A-F Refresh framework and summary of feedback received**

Summer 2026

- Adoption of 2027 A-F Manual
- **Proposal & Public Comment for 2028 A-F Manual, including cut points**

Fall 2026

- Release 2026 A-F Ratings
- **Adoption of 2028 A-F Manual and cut points**

Spring 2027

- **Release 2026 What If Ratings**

Fall 2027

- Release 2027 A-F Ratings
- **Release 2027 What If Ratings**

Spring & Summer 2028

- Proposal & Public Comment for 2029 A-F Manual
- Adoption of 2029 A-F Manual

Fall 2028

- **Release of 2028 A-F Ratings**

Ongoing Processes:
TAAG providing feedback for considerations to 2028 A-F Refresh
TEA Accepting Feedback for 2028 Refresh

Overview by Rule Year

2025 A-F Rules

- Public Comment - Spring 2025
- Adoption – Spring 2025
- Ratings – Fall 2025

2026 A-F Rules

- Proposal – Spring 2025
- Public Comment - Spring 2025
- Adoption – Summer 2025
- Ratings – Fall 2026

2027 A-F Rules

- Proposal – Spring 2026
- Public Comment - Spring 2026
- Adoption – Summer 2026
- Ratings – Fall 2027

2028 A-F Rules

- TAAG reviewing and providing feedback for considerations to 2028 A-F Refresh
- Release Preliminary 2028 A-F Refresh Framework – Summer 2025
- TAAG reviewing and providing feedback for considerations to 2028 A-F Refresh
- Publish Final 2028 A-F Refresh framework and summary of feedback received – Spring 2026
- Proposal & Public Comment for 2028 A-F Manual, including cut points – Summer 2026
- Adoption of 2028 A-F Manual and cut points – Fall 2026
- 2026 What If Ratings – Spring 2027
- 2027 What If Ratings – Fall 2027
- Ratings – Fall 2028

2029 A-F Rules

- Proposal – Spring 2028
- Public Comment – Spring 2028
- Adoption –Summer 2028
- Ratings – Fall 2029

Texas Education Agency

2028 *A–F* Refresh Consideration #5: Recognition of Accelerated Testers in Middle School Follow-Up

Middle school proposal: Bonus point for students who successfully take an EOC in place of a grade-level STAAR test

Domain 1 STAAR Methodology

$$\frac{\#\text{ Approaches Grade Level or Above} + \#\text{ Meets Grade Level or Above} + \#\text{ Masters Grade Level}}{3 * \text{Total \# of Tests}}$$

	All Students
Total Tests	**50**
% Approaches Grade Level or Above	80%
% Meets Grade Level or Above	60%
% Masters Grade Level	40%
# Approaches Grade Level or Above	40
# Meets Grade Level or Above	30
# Masters Grade Level	20

Domain 1 Raw Score

$$\frac{80\% + 60\% + 40\%}{3} = 60$$

$$\frac{40 + 30 + 20}{3 * 50} = 60$$

Proposal: Including in both Domain 1a and Domain 2b.

Bonus Point Example:

"Meets" on Algebra I EOC instead of "Masters" on Grade 8

An 8th grader takes the STAAR Grade 8 Math test and earns "Masters Grade Level".
In the Domain 1 raw score calculation, they are included in the # Approaches and Above, the # Meets and Above, and # Masters.

Let's say this same 8th grader instead takes Algebra I and the Algebra I EOC rather than the STAAR Grade 8 Math test, and earns "Meets Grade Level" on the EOC.
In the Domain 1 raw score calculation, they'd be included in the # Approaches and Above, the # Meets and Above, but not # Masters.

The proposal adds a bonus point for students who earn **Approaches or Above** on an EOC in middle school, so the two scenarios above would result in the same raw score.

Current methodology to include Accelerated Testers in High School

Current High School Methodology

- Accelerated testers **use SAT or ACT results in Math, RLA or Science** from grades 9-12 (best results from either SAT or ACT). Results go to the campus where reported as enrolled in Grade 12.
- This current methodology is aligned with federal testing requirements and is required to be approved through a **federal waiver request**: Texas Accelerated Testers Waiver Renewal Request
  - *while in high school, students will be assessed via a state-administered EOC assessment **or a nationally recognized high school academic assessment** as defined in 34 CFR §200.3(d) that is more advanced than the assessment the state administers under section 1111(b)(2)(B)(v)(I)(bb) of ESEA*

Current methodology is designed to minimize testing requirements and minimize burden on students and districts, since many accelerated tester students are already taking the SAT or ACT at some point in high school.

SAT/ACT Inclusion—Assessment Score Range for Performance Level Standards					
Standard	SAT Evidence-Based Reading and Writing (EBRW)	SAT Math	ACT English and Reading	ACT Math	ACT Science
Approaches Grade Level or above	410 – 470	440 – 520	27 – 33	16 – 20	16 – 22
Meets Grade Level or above	480 – 660	530 – 680	34 – 59	21 – 29	23 – 27
Masters Grade Level	670 – 800	690 – 800	60 – 72	30 – 36	28 – 36

	Total Accelerated Testers (2023)
Math	102,524
RLA	3
Science	5,486

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RLA	3
Science	5,486

Two ways to update HS Methodology

- **Part 1: Review the SAT and ACT score ranges that align to the STAAR Performance Standards**
  - **Description:** Investigate the cut scores used to include an accelerated testers' high school test results (SAT and ACT) in accountability.
  - **Purpose:** To ensure A–F system doesn't disincentivize advanced academic pathways by requiring SAT or ACT scores that are misaligned or not reflective of current SAT and ACT data.

- **Part 2: Consider other tests/other timing options (initial discussion in February):**
  - **Description:** Investigate other options for how students who take advanced courses in middle school are counted in accountability (what tests and when they're counted)
  - **Purpose:** To ensure A–F system doesn't disincentivize advanced academic pathways by not including that student until 12th grade.

Background: SAT scores were set first, with meets aligned to the College Board's definition College Readiness Benchmarks.

Development of SAT Score Ranges:

SAT EBRW, SAT Math: "Meets" aligns with SAT College Ready Benchmarks
Texas Success Initiative (TSI) exemption, as used in CCMR
Substitute qualifying score for graduation

10. How were the cut points for Approaches, Meets, and Masters determined?

The Meets cut points align with existing College Board standards that demonstrate that students who meet or exceed the benchmark have a substantial chance of earning at least a C in first semester college classes. Approaches standards were set to align with the Meets standard and the 20th percentile average for 2017, 2018, and 2019 nationwide SAT results. The Masters standards were set to align with Meets and the 90th percentile average for 2017, 2018, and 2019 nationwide SAT results. After SAT cut points were set, corresponding subject-area ACT cut points were set using SAT/ACT concordance tables.

(From FAQ)

Standard	SAT Evidence-Based Reading and Writing (EBRW)	SAT Math
Approaches Grade Level or above	410 – 470	440 – 520
Meets Grade Level or above	480 – 660	530 – 680
Masters Grade Level	670 – 800	690 – 800

SAT "Approaches" aligns with the 20th percentile averages of 3 years of Texas students' results on the national SAT test. **(2017, 2018, 2019)**

SAT "Masters" aligns with the 90th percentile averages of 3 years of Texas students' results on the national SAT test. **(2017, 2018, 2019)**

Development of ACT Score Ranges:

ACT English and Reading; ACT Math: After SAT cut points were set, corresponding subject-area ACT cut points were set using SAT/ACT concordance tables

ACT Science: Meets aligns with ACT Science College Ready; "Approaches" set to 20th percentile, "Masters" to 90th percentile

Proposed Methodology: We propose setting SAT scores based on a standard deviation methodology resembling STAAR standard setting.

- "Meets" remains anchored in statutory requirement that assessments used as a substitute for STAAR EOC meet TSI college readiness benchmarks established by THECB.
  - STAAR EOC “Meets” standard represents a similar performance expectation as the “Meets/Exceeds” standard for SAT.

- To set the “Approaches” and “Masters” performance standards we propose leveraging the SAT-reported **standard deviation**.
  - This methodology is an accurate, research-based approach to linking performance levels.

Standard Deviation (SD): The standard deviation is a measure of statistical dispersion (variability or spread). It is an indicator of the degree of score variation around the mean.

Proposed Refresh SAT Scores: The proposed methodology results in new cut scores for Approaches and Masters.

Standard	Accountability Year	SAT Evidence-Based Reading and Writing (EBRW)	SAT Math
Approaches Grade Level +	Current	≥410	≥440
	2028 Refresh	**≥360**	**≥380**
Meets Grade Level +	Current & **2028 Refresh**	**≥480**	**≥530**
Masters Grade Level	Current	≥670	≥690
	2028 Refresh	**≥520**	**≥580**

"SAT Approaches" based on 2023-2024 SAT SDs

"SAT Meets" aligned with SAT College Ready Benchmarks, TSI exemption, substitute assessments

"SAT Masters" based on 2023-2024 SAT SDs

Proposed Refresh SAT and ACT Scores: ACT scores based on the standard deviation methodology are below.

"ACT Approaches" based on 2023-2024 ACT SDs

"ACT Masters" based on 2023-2024 SAT SDs

Standard	Accountability Year	SAT Evidence-Based Reading and Writing (EBRW)	ACT English + Reading	SAT Math	ACT Math	ACT Science
Approaches Grade Level +	Current	≥410	≥27	≥440	≥16	≥16
	2028 Refresh	**≥360**	≥20	**≥380**	≥14	≥16
Meets Grade Level +	Current	≥480	≥34	≥530	≥21	≥23
	2028 Refresh	≥480	**≥40**	≥530	**≥22**	≥23
Masters Grade Level	Current	≥670	≥60	≥690	≥30	≥28
	2028 Refresh	**≥520**	≥47	**≥580**	≥25	≥28

Only ~3 students would be impacted by a change to ACT E+R

"ACT Meets" updated to align with substitute assessments, passing standards to meet TSI requirements ***ACT E+R 40, Math 22***

Industry-Based Certifications for Public School Accountability

(a) Industry-based certifications to be used in the public school accountability system shall be categorized as follows using U.S. Department of Labor and Texas Workforce Commission data with thresholds determined by the Texas Education Agency (TEA).

(1) A Tier 1 certification meets the criteria in subsection (c)(1)-(5) of this section and is in demand and directly aligned to one or more high-wage occupations.

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

(A) in demand and high wage; or

(B) high skill.

(3) A Tier 3 certification meets criteria in subsection (c)(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), unless the curriculum is required by a Texas or federal government agency.

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