





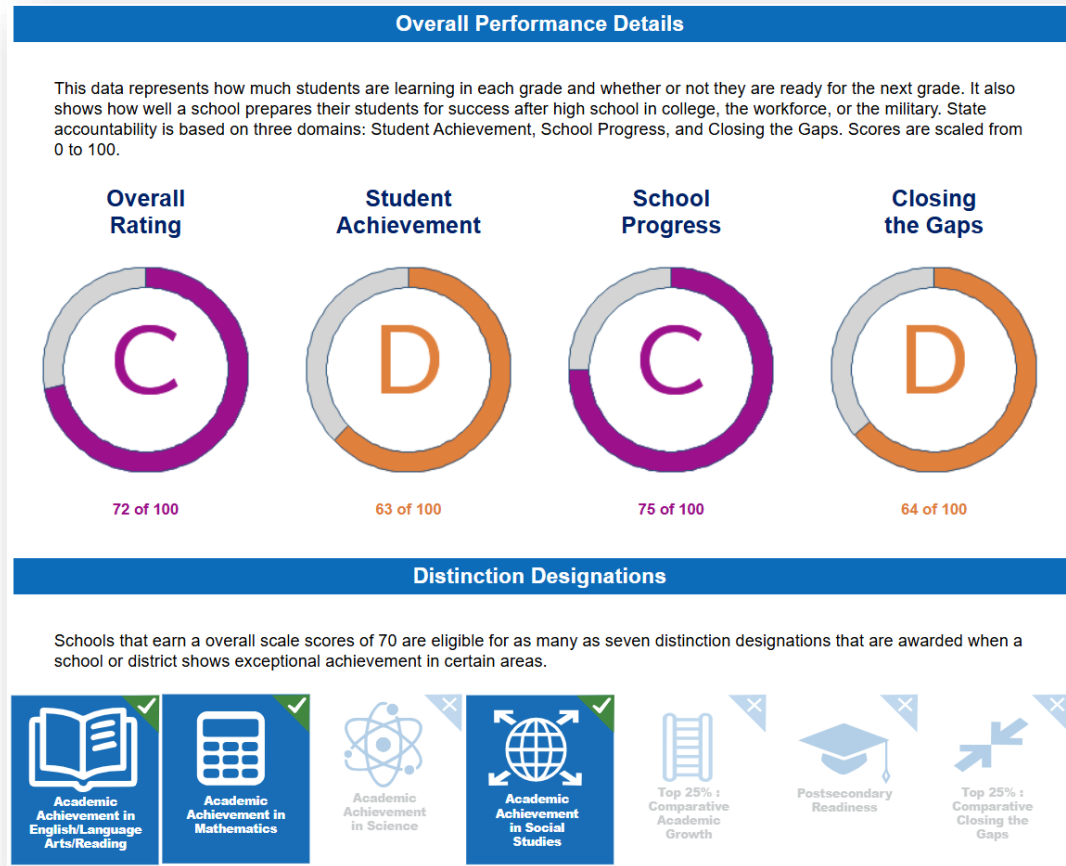
Accountability Updates

2023 Final Accountability Ratings and 2025–2026 PEG List

- Final 2023 A–F Ratings and PEG lists posted on August 19, 2025
- Due to the timing of the 2023 ratings, September 1, 2025 was the deadline to notify families with students assigned to a campus on the PEG list.

- **2023 Statewide Summary** (**UPDATED** August 19, 2025) (.xlsx )
Spreadsheet (xlsx) of 2018-2023 ratings and demographic information
- **2023 Consecutive Unacceptable list** (**UPDATED** August 19, 2025) (.xlsx )
Spreadsheet (xlsx) with count of consecutive years of unacceptable performance for each district and campus as defined by Senate Bill 1365
- **2023 Final PEG List** (August 19, 2025)
PDF List of campuses preliminarily identified under the PEG program. More information available at [Public Education Grant](#)

2023 School Report Cards



- The **2023 School Report Cards (SRC)** are now available
- Campuses are required to distribute the SRC to families no later than October 9, 2025 (within six weeks of posting).
- Distribution may be provided either in print or digitally, and TEA has resources available to support campuses in this process.

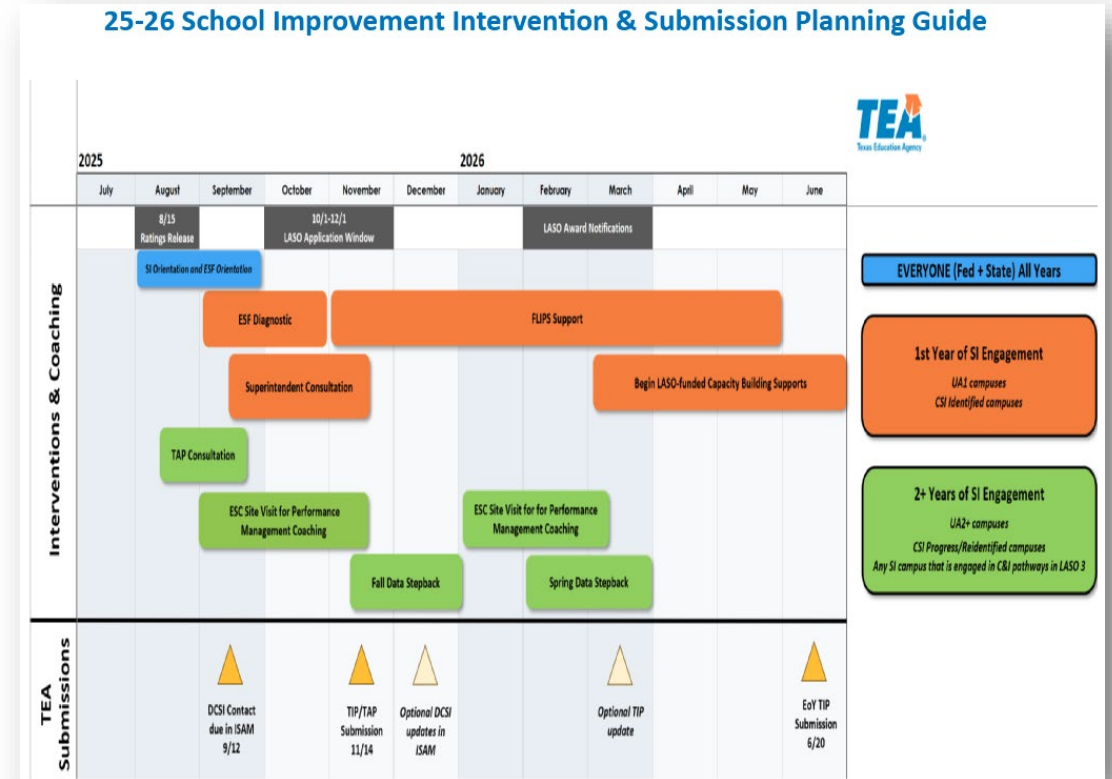
2024 and 2025 Accountability Ratings

- **Preliminary Ratings** released on August 15, 2025
- **2024 and 2025 Appeals Timeline**
 - Appeals deadline for 2024 and 2025 appeals preliminary A–F ratings is September 12, 2025
 - Agency is allowing districts to appeal their 2025 accountability rating based on a PEIMS working submission for College Prep courses and IBC data.



25-26 School Improvement Intervention & Submission

- Due to the dual release of the 2024 and 2025 accountability ratings, the identification of school improvement requirements is more challenging than in typical years
- Region 4 is working with DCSIs to ensure clarity of improvement planning requirements and timelines



Note: If a campus is identified for state and federal improvement planning, the identification with the most stringent interventions determines school improvement requirements

2026–2027 Preliminary PEG List



- Preliminary PEG list posted based on 2025 Preliminary A–F Ratings.
- Campuses that received an overall scale score less than 60 were placed on the preliminary PEG list.
- A 2024 PEG list has been posted as required by statute but is not applicable to the 2025–2026 or 2026–2027 school year.

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.)

CCMR OB for 2024 Graduates (Early Counts)

CCMR in Outcomes Bonuses

College
Ready



Meets TSI Criteria
(college prep courses not applicable)

AND

Enrolls at a postsecondary educational institution
immediately following high school
or
Earns an associate degree

Career
Ready



Meets TSI Criteria
(college prep courses not applicable)

AND

Earns an IBC
or
Earns a level I or level II certificate

Military
Ready



Enlists in the U.S. Armed Forces

CCMR Outcome Bonuses are paid for each annual graduate above a certain threshold.

- Econ Dis (11% Threshold): **\$5,000**
- Non-Econ. Dis. (24% Threshold): **\$3,000**
- Special Education (0% Threshold): **\$4,000**

Region 4 2024 CCMR OB Summary

Group	CCMR OB Earned	CCMR OB Possible	Percent Earned
Econ. Dis.	\$28.255 Million	\$224.91 Million	13%
Non-Econ. Dis.	\$26.016 Million	\$80.28 Million	32%
SPED	\$1.408 Million	\$29.332 Million	5%
Total	\$55.679 Million	\$334.522 Million	17%

2026 Accountability - Key Changes

- New military-enlistment data are available to update the methodology for the CCMR military-readiness indicator in the 2026 accountability ratings.
- New TELPAS composite data are available to update the methodology and targets for the Progress to ELP indicator in the Closing the Gaps domain for 2026 accountability ratings.
- Other rules for the 2026 accountability year are were readopted as annually required. Readopted updates in effect in 2026:
 - New IBC List (v4 2025-2030) available for CCMR credit
 - Phase-In of Aligned Programs of Study Requirements for CCMR credit
 - College Preparatory Course Requirements for CCMR credit

Preliminary 2025–2030 IBC List

14 Sunsetting IBCs

Sunseting List

- Administrative Assisting
- AgriLife Veterinary Assistant Certificate
- Business of Retail: Certified Specialist
- CodeHS Cybersecurity Level 1 Certification
- CodeHS Python Level 1 Certification
- CodeHS Web Design Level 1 Certification
- Customer Service and Sales: Certified Specialist
- Feedyard Technician in Cattle Care and Handling
- Feedyard Technician in Machinery Operation, Repair and Maintenance
- HBI Pre-Apprenticeship Certificate Training (PACT), Green Core
- Heating, Electrical, & Air Conditioning Technology (H.E.A.T.)
- Refrigerant Handling
- Stukent Social Media Marketing Certification
- Texas State Florist's Association Level II Floral Certification

- Preliminary 2025–2030 IBC list has been published
- The new list takes effect in the 2025–2026 school year and will apply to August 2027 accountability ratings (2026 graduates)
- IBCs that were on the 2022-25 list but will not be on the 2025-30 list are subject to a one-year sunsetting period. During this one-year period, school systems may continue to report IBCs from the 2022-25 list for both accountability and reimbursement purposes for the class of 2026.

Region 4 Footprint: 31,117
Summer 2024 PEIMS Submission

Preliminary 2025–2030 IBC List

14 Sunsetting IBCs

Annual Graduates	Accountability Year	CCMR Credit Requirement
Class of 2022	2023	Earn IBC (2019–2022 list with sunsetting limit)
Class of 2023	2024	Earn IBC (2019–2022 list with sunsetting limit & 2022–2025 list)
Class of 2024	2025	Earn IBC (2019–2022 list with sunsetting limit & 2022–2025 list) plus 1 course in aligned program of study ¹
Class of 2025	2026	Earn IBC (2022–2025 list) plus Concentrator in aligned program of study ²
Class of 2026	2027	Earn IBC (2022–2025 list with sunsetting limit & 2025–2030 list) plus Completer in aligned program of study ³
Class of 2027	2028	Earn IBC (2025–2030 list) plus Completer in aligned program of study ³

¹ One course that is level two or higher (excludes Career Prep I, Extended Career Prep I, Project Based Research, and/or Scientific Research and Design)

² Two or more courses for at least two credits in the same program of study

³ Three or more courses for four or more credits, including one level three or level four course in the same program of study

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

Preliminary 2025–2030 IBC List Sunsetting Example

Example: Texas High School has 200 graduates.

- 50 graduates earned ONLY a sunsetting IBC as their CCMR credit.
- With the limit, Texas High School would receive credit for 40 of these graduates (20 percent)
- Ten of these graduates would not generate CCMR credit.

	Count	Credit	Percentage
Graduates	200		100%
Sunsetting IBC cap	40		20%
Earned at least one sunsetting IBC and did not meet any other CCMR criteria	50		25%
Earned only a sunsetting IBC and are not included	10		5%

2028 Preliminary Accountability Framework



Office of Analytics,
Assessment & Reporting

Academic Accountability System Framework for 2028 Ratings

What is the A-F Accountability System Refresh?

The Texas A-F accountability system, passed via House Bill (HB) 22 (85th Regular Session) in 2017, is a tool to help continuously improve student performance to achieve the goals of eliminating achievement gaps based on race, ethnicity, and socioeconomic status and ensuring Texas is a national leader in preparing students for postsecondary success. Valid, reliable, comparable, and objective measures of student outcomes are key to ensuring A-F ratings are fair, rigorous, and transparent to properly empower parents and educators to celebrate successes while improving student supports. The three-domain design of A-F reflects a commitment to recognize the better of student achievement or school progress, while maintaining focus on the students most in need.

Before A-F, Texas accountability rules were changed every year, with goals for students constantly increasing. With A-F, a commitment was made to maintain the same calculations and cut scores for up to five consecutive years without annual changes, to allow for better year-over-year performance comparisons. In 2023, the agency did the first 5-year refresh since the first 2018 campus ratings under A-F. The refresh included changes to cut points, domain and indicator methodology, and the overall system. The next 5-year refresh is planned for 2028, and we must again update our goals for our students to ensure our state is a national leader in preparing students for postsecondary success.

This summer 2025 release of the **Preliminary 2028 System Framework** provides an overview of the proposed adjustments to the A-F Accountability System and is intended to guide discussions and spur additional stakeholder feedback. These proposed changes to the system have been drafted based on years of public feedback, guidance and recommendations of the Texas Accountability Advisory Group (TAAG), the Results Driven Accountability (RDA) / A-F Integration Taskforce, a Distinction Designations Committee, and the Commissioner of Education. For more information about TAAG please refer to the most recent charter, [TAAG Charter 2024-25](#), or the current [TAAG Members List](#). Meeting minutes and meeting presentations are available on the [Accountability System Development](#) webpage.

In 2026, TAAG will consider scaling, cut points, and Closing the Gaps student targets 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.

This summer 2025 release of the **Preliminary 2028 System Framework** provides an overview of the proposed adjustments to the **A-F Accountability System** and is intended to guide discussions and spur additional stakeholder feedback.



Proposed 2028 A–F System Framework Refresh

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

Proposed 2028 A–F Accountability Rating System Refresh

Integration of RDA into A–F

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

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

Differential Weighting of CCMR Indicators

College Preparatory Courses

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

Industry-Based Certifications

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

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

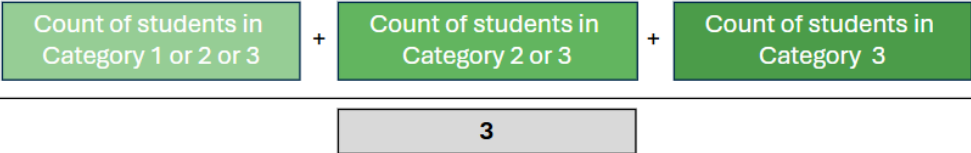
The 2032 cohort will begin high school in the 2028-2029 school year.
(6th graders in 2025–2026)

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

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

Consideration of Across-indicator CCMR Weighting

1	2	3
• ACT, SAT, TSIA, or CP • Completer + IBC (Tier 3) • Advanced Diploma • Workforce Ready • Enrollment • Course exam in any subject • 3 college credit hours in any subject • 3 college credit hours in ELAR • 3 college credit hours in any subject	• Completer + IBC (Tier 2) OR Met Texas Success Initiative AND • Completer + IBC (Tier 2) • SPED Advanced Diploma • Military Enrollment • AP/IB (1 course exam in ELAR or Math or 3 course exams in any subject) • OnRamps (3 college credit hours in ELAR or Math or 9 college credit hours in any subject) • Dual Credit (3 college credit hours in ELAR or Math or 9 college credit hours in any subject) • EP and Workforce Ready AND • Completer + IBC (Tier 3)	• Associate's Degree • Level 4 Level Certificate • Completer + IBC (Tier 1) OR Met Texas Success Initiative AND • Completer + IBC (Tier 2) • AP/IB (1 course exam in ELAR and Math or 2 course exams in any subject) • OnRamps (a total of 15 college credit hours in any subject, including 3 college credit hours in ELAR and 3 college credit hours Math) • Dual Credit (a total of 15 college credit hours in any subject, including 3 college credit hours in ELAR and 3 college credit hours Math)



RECALL: IBC Tiering Administrative Rule

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

Tier 1

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

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

Tier 2

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

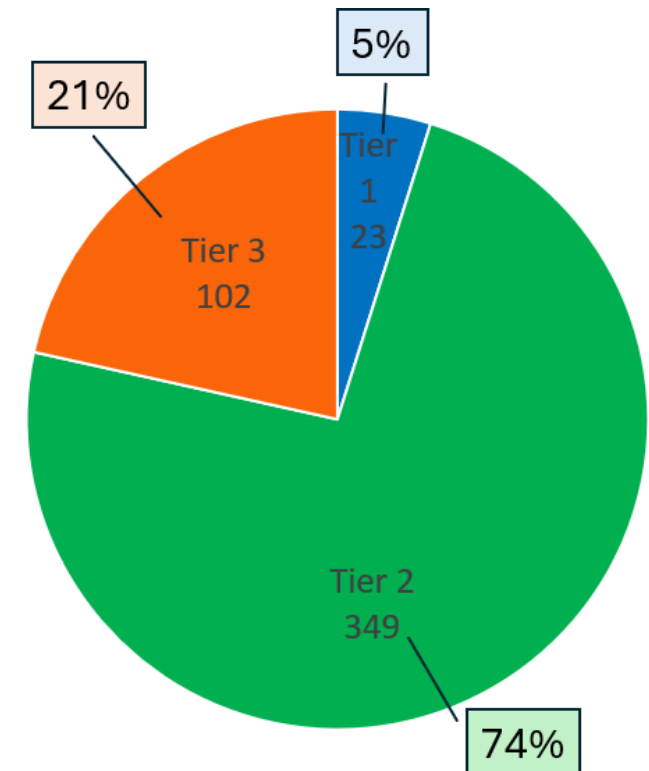
- A. is either:
 - i. in demand and high wage;
 - ii. or high skill; and
- B. does not require curriculum (whether purchased as a package or to access the certification assessment), unless the curriculum is required by a Texas or federal government agency, or a registered apprenticeship.

Tier 3

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

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

Preliminary Tiering Status



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

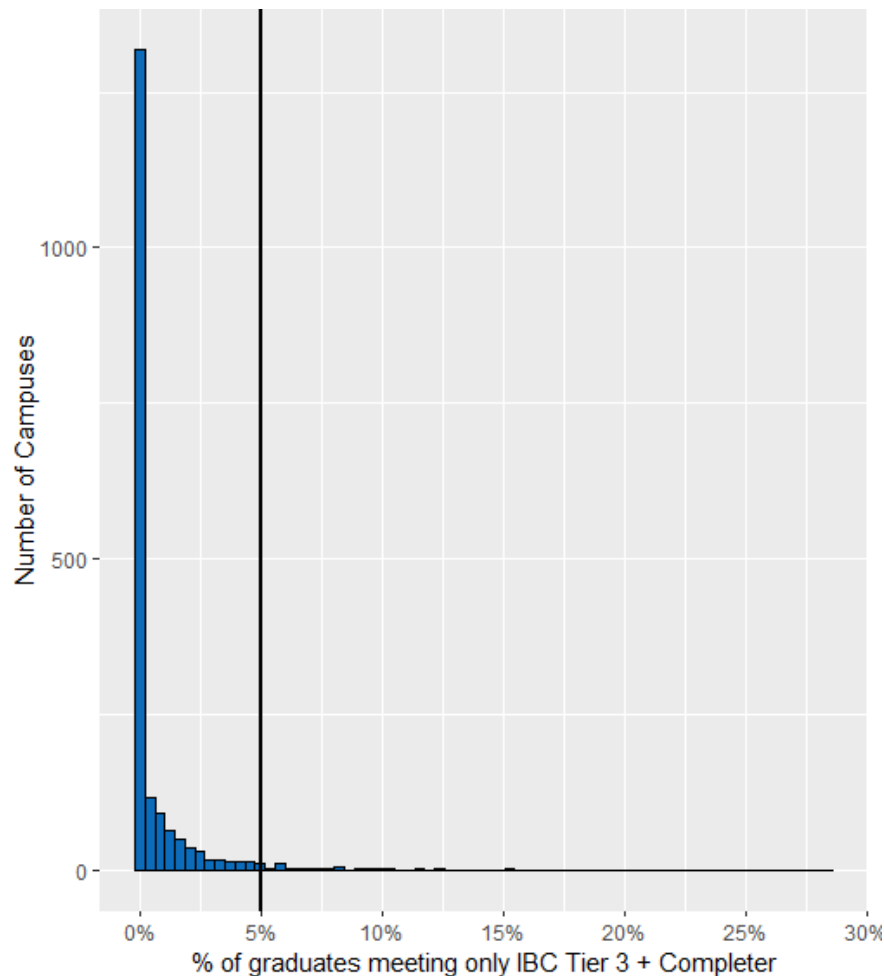
Tier 3 IBC Cap Proposed:

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

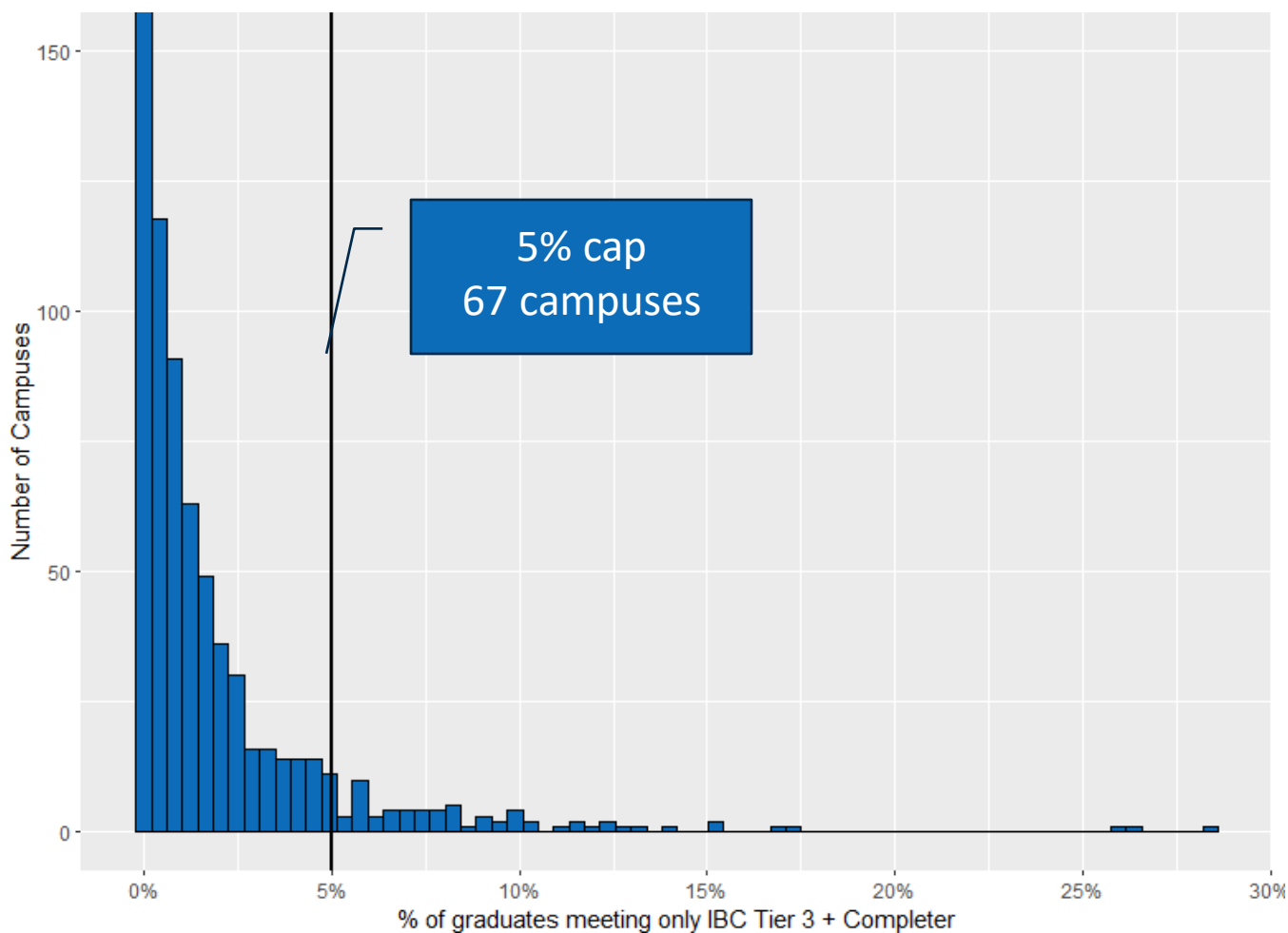
A Tier 3 certification meets the criteria to remain on the IBC list, but is not in-demand or directly aligned with one or more high-wage occupations; or requires curriculum (whether purchased as a package or to access the certification assessment). [19 TAC §74.1003](#).

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

Full Distribution:
Most have 0 earning only a Tier 3

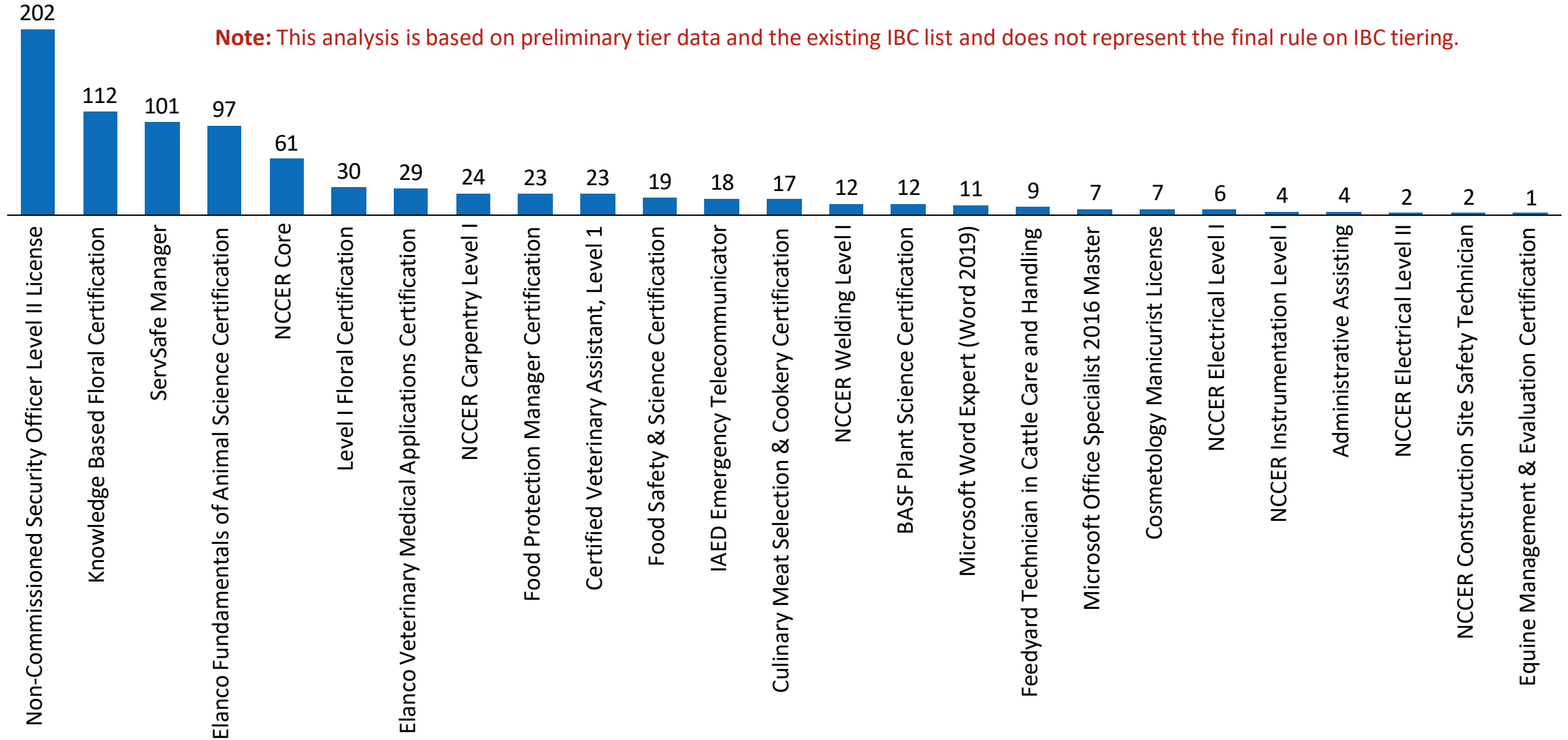


Zoomed In:
Steep distribution



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

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





Proposed 2028 A–F System Framework Refresh

Proposed 2028 A–F Accountability Rating System Refresh

Recognition of Accelerated Testers In MS and HS

Grades 5–8 STAAR Performance

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

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



Proposed 2028 A–F System Framework Refresh

Proposed 2028 A–F Accountability Rating System Refresh

Recognition of Accelerated Testers In MS and HS

Grades 5–8 STAAR Performance

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Performance Level Standards of Accelerated Testers' SAT and ACT Results

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

Assessment Score Range for Performance Level Standards

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



Proposed 2028 A–F System Framework Refresh

Proposed 2028 A–F Accountability Rating System Refresh

Recognition of Accelerated Testers In MS and HS

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Revisit Distinction Designations

Postsecondary Readiness Distinction

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

Academic Achievement Distinctions

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

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

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

Additional Data Analyses

Closing the Gaps for Campuses and Districts, Part A: Closing the Gaps

Student Groups

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

Scoring on 0–4 point scale

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

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



Changes to the 2028 Accountability Rating System

Targets and Cut Scores Update Using New Baselines	<ul style="list-style-type: none">• 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.
Refine Other Reporting Information	<ul style="list-style-type: none">• 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.

Variables for Relative Performance	<ul style="list-style-type: none">• No changes are proposed to Domain 2b. The agency replicated previous modeling of the impact of including both a campus’s economically disadvantaged percentage and SPED percentage in School Progress, Part B. The agency also modeled the impact of using prior year performance instead of economically disadvantaged percentages. Relationships between achievement and the demographic variables that have been examined will be published on the Performance Reporting website.
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2024–2025



Region 4 ESC



Accountability Insights Report

A MESSAGE FROM OUR REGION 4 EXECUTIVE DIRECTOR, RODNEY WATSON, PhD

More than five decades ago, the Texas Legislature laid the foundation for educational excellence by establishing regional education service centers. Their vision was clear: support school districts in improving student outcomes, operating with greater efficiency, and implementing state initiatives with fidelity. At Region 4, we are proud to carry this legacy forward.

Our North Star Goal is simple but profound: Region 4's District Advancement Champions empower superintendents, helping them increase the number of high-performing campuses in their districts. The subject matter experts on our team have rich educational experience and a deep understanding of educators' needs. We deliver value through innovative, high-quality professional learning opportunities, TEKS-aligned educational products, and services that strengthen the infrastructure of local education agencies.

This 2024–25 Region 4 Annual Impact Report reflects both our achievements and our commitment to continuous growth and progress. We are proud to be the partner of choice for the educators and leaders we serve, and we are honored to help shape outcomes for over 1.2 million students across 90 local education agencies.

As we look to the future, we acknowledge the growing complexity and number of challenges educators face. Our efforts remain focused on aligning our expertise to address current needs while listening closely to our customers to anticipate future opportunities. Our strategic vision extends beyond solving immediate challenges—it is about shaping the educational landscape for generations to come.

As we embark on another year of service, we are inspired by the collective strength of the Region 4 community. Thank you for your trust, partnership, and shared commitment to educational excellence. Together, we will continue to lead the way in advancing success for all students.

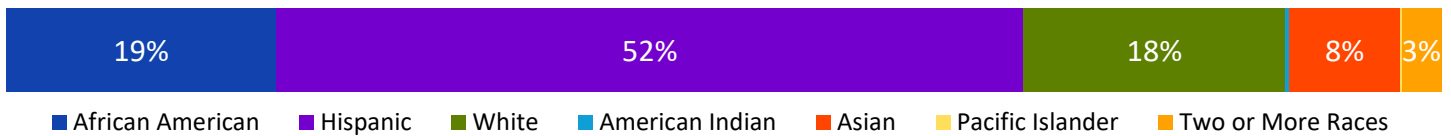
Rodney Watson, PhD
Executive Director, Region 4 Education Service Center



Student and Staff Profile

2023–2024 Membership: 1,249,697 Students

Race/Ethnicity



Attendance Rate
(2022–2023)
93.3%

Chronic Absenteeism
(2022–2023)
20.0%

Economically Disadvantaged

66%

Emergent Bilingual

29%

Special Education Services

13%

CTE (9–12 Enrollment)

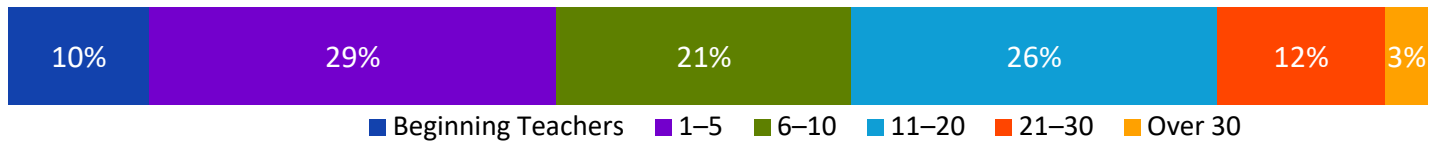
70%

Student Mobility

15%

2023–2024 Teacher Profile: 82,018.4 Teachers

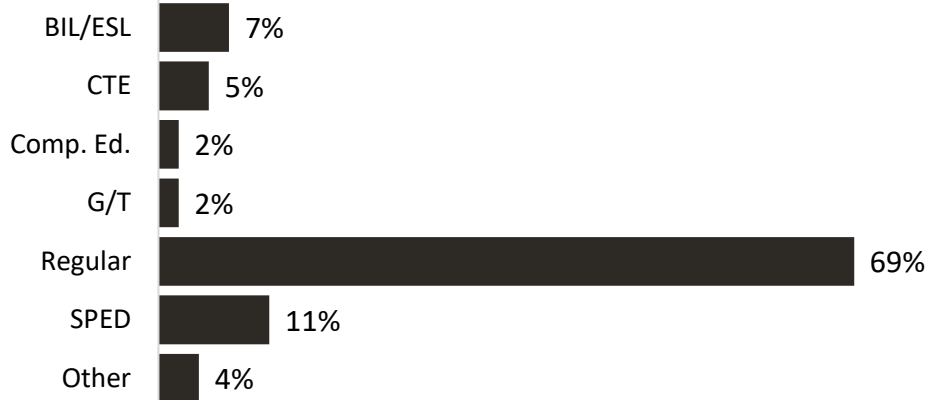
Years of Experience



Student-Teacher Ratio
15.2 : 1

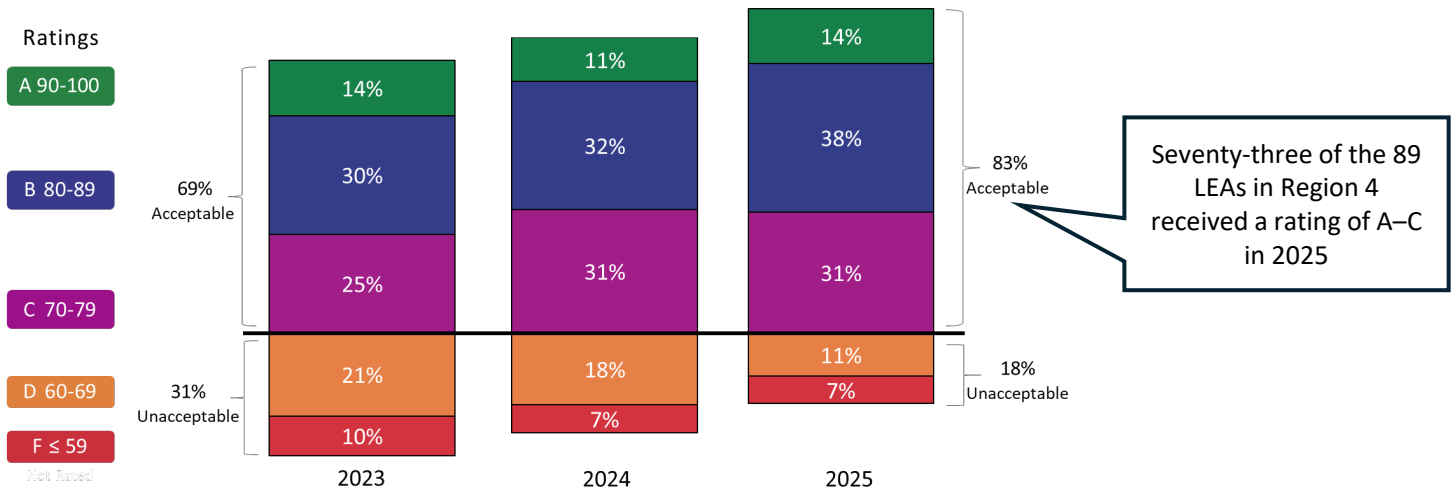
Turnover Rate
19.7%

Distribution of Teachers by Program Area

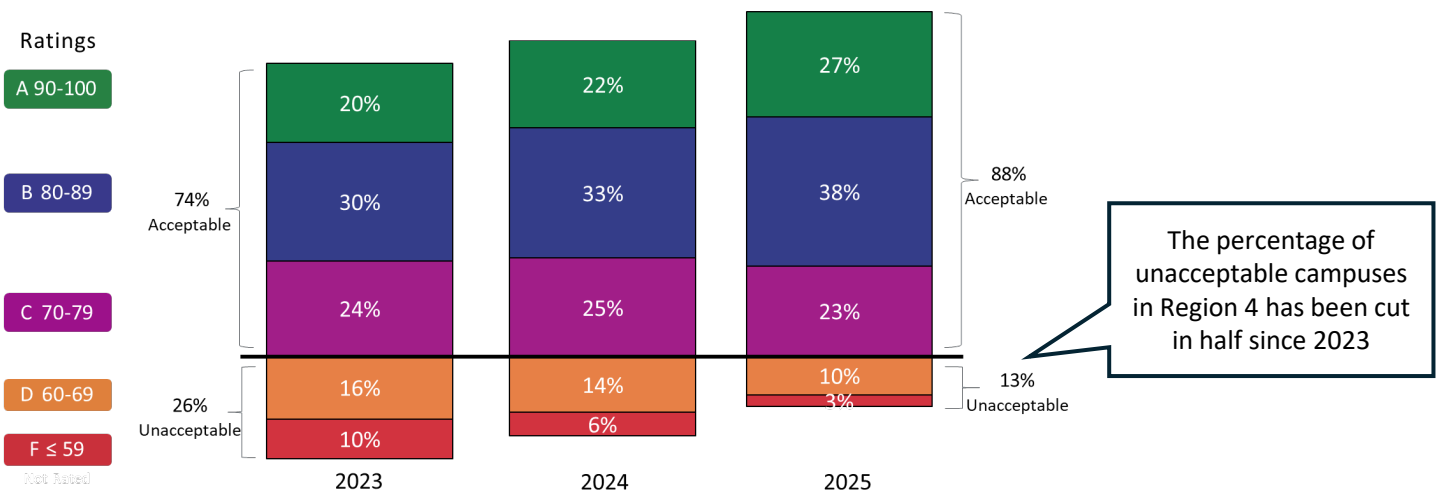


Accountability Overview

Region 4 District Performance



Region 4 Campus Performance



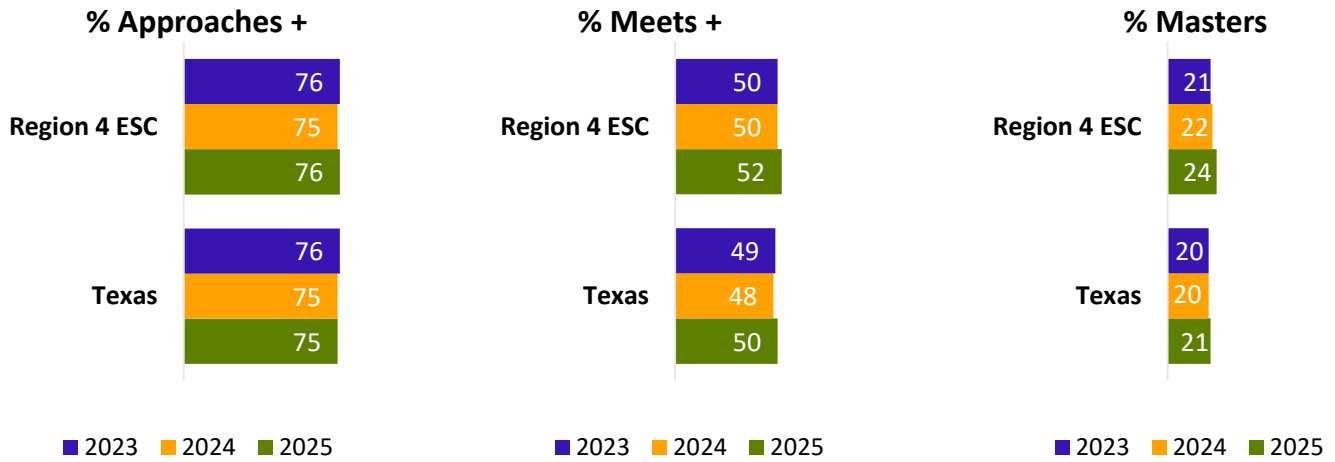
Region 4 Campus Growth

142 campuses moved from below an A in 2023 to an A in 2025

	2025 Ratings				
2023	A ≥90	B 80-89	C 70-79	D 60-69	F ≤59
A ≥90	239	41	5	2	0
B 80-89	111	237	73	12	3
C 70-79	13	158	129	33	5
D 60-69	14	70	80	56	12
F ≤59	4	43	38	38	17
Total	381	549	325	141	37

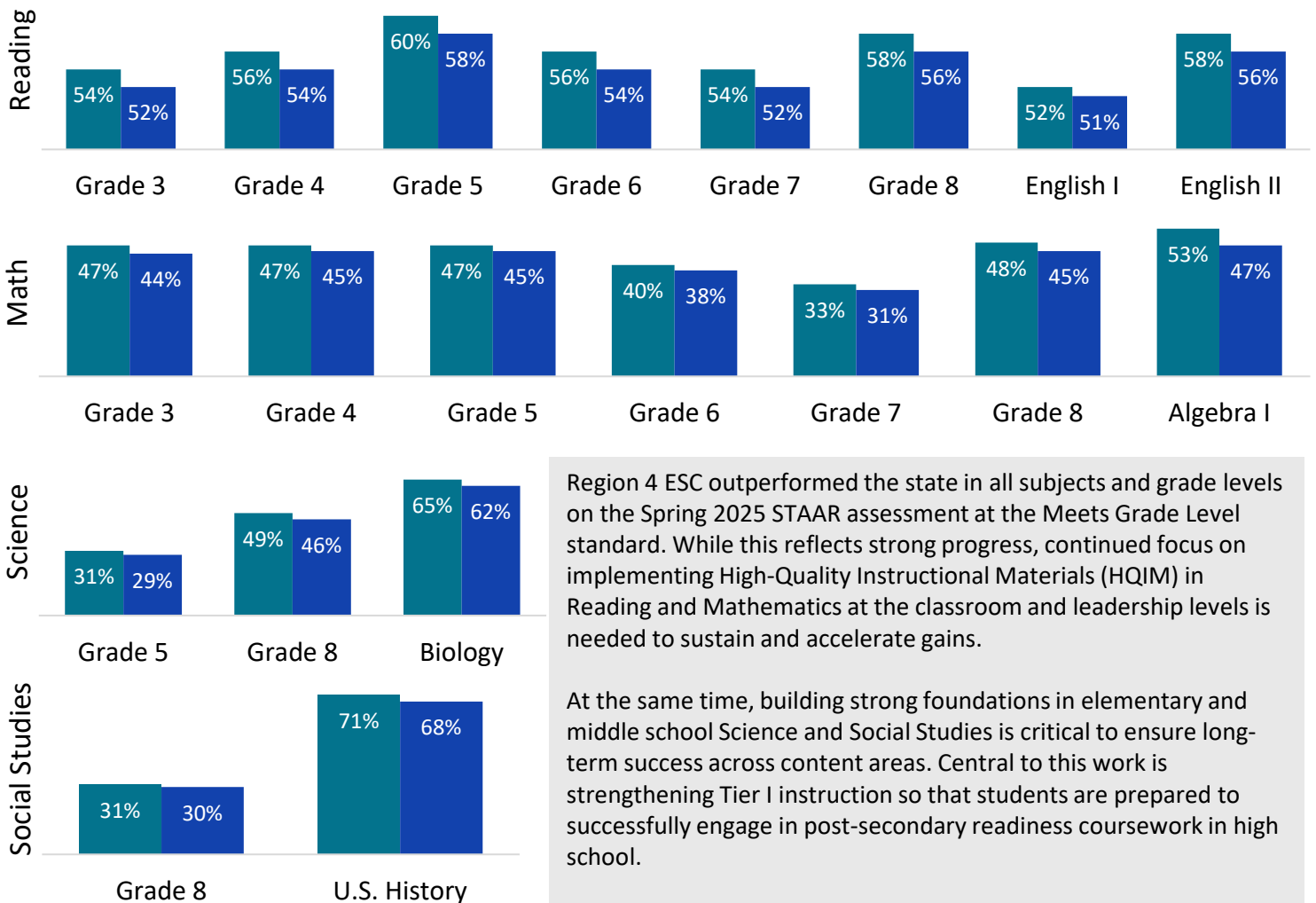
STAAR Performance

All Subject Performance by Proficiency Level



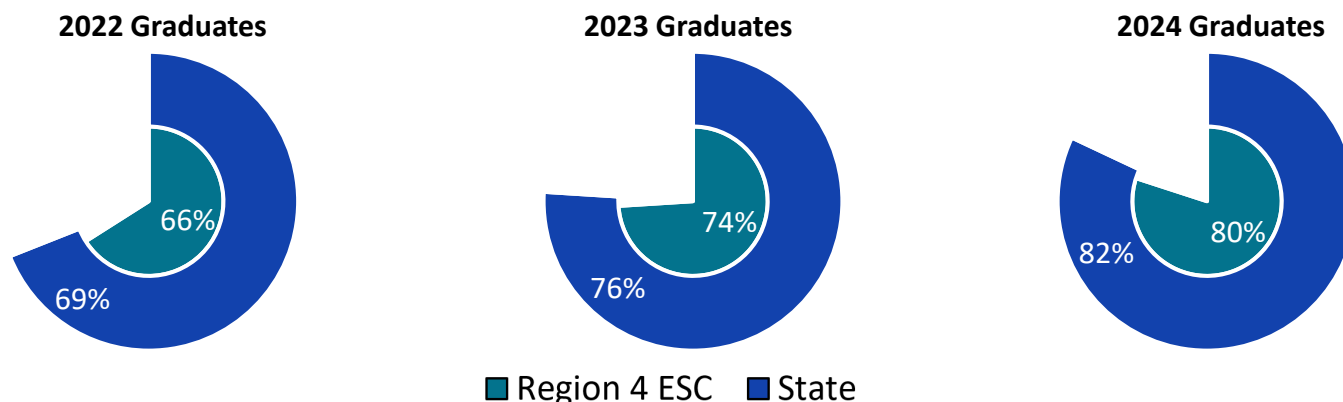
2025 Meets Grade Level and Above Performance by Curriculum

Region 4 ESC State



CCMR Performance

Percent of Graduates College, Career, or Military Ready



Texas Success Initiative (TSI) Readiness

	2023 Grads	2024 Grads	2024 Texas
TSI Criteria			
Met RLA & Math	49%	58%	57%
Met RLA & Math (exclude College Prep)	35%	35%	34%
TSI Criteria – RLA			
Met RLA TSI	64%	71%	70%
Met RLA TSI (exclude College Prep)	50%	49%	49%
TSI Criteria – Math			
Met Math TSI	54%	63%	63%
Met Math TSI (exclude College Prep)	38%	38%	38%

Region 4 ESC has surpassed the state in TSI readiness in Reading and Mathematics, reflecting strong progress in preparing students for post-secondary success. Much of this performance, however, is tied to college prep courses that serve as waivers rather than direct evidence of readiness.

With only approved college prep providers allowable for accountability beginning with the Class of 2027, districts must emphasize students meeting readiness through the SAT, ACT, or TSIA. Region 4 ESC is supporting this work through the emphasis of HQIM, intentional interventions, and aligned K–12 instruction in Reading and Mathematics.

College Readiness

AP/IB	23%	24%	21%
Dual Credit	22%	24%	25%
Dual Enrollment	3%	5%	6%
SpEd w/Adv. Diploma	5%	5%	6%
Associate Degree	3%	3%	3%

Exceeding the state in AP and IB engagement and performance, Region 4 ESC is also making strong gains in dual credit enrollment and completion. Through enhanced access to advanced coursework, the region is ensuring more students are prepared to succeed in college-level work and post-secondary pathways.

Career/Military Readiness

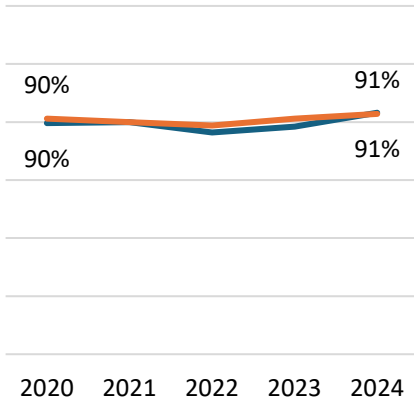
Industry-Based Cert.	30%	32%	35%
Level I/II Certificate	<1%	<1%	1%
IEP and Workforce Ready	2%	2%	3%
U.S. Armed Forces	<1%	<1%	<1%

Leveraging funding, districts in Region 4 are investing in CTE pathways aligned with industry-valued, competitive Industry-Based Certifications (IBCs), helping students gain the skills and credentials needed for the local workforce and preparing them for career success.

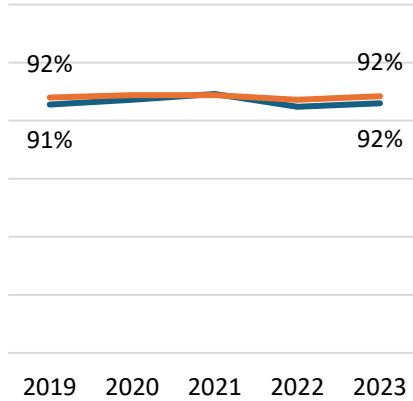
Graduation Rates

Graduation Rates

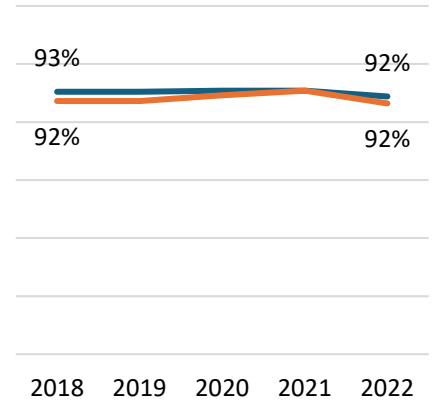
Four-Year Graduation Rate



Five-Year Graduation Rate



Six-Year Graduation Rate

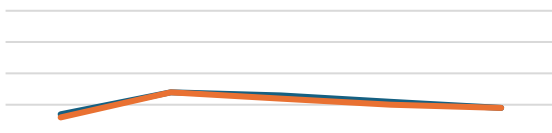


■ Region 4 ESC ■ State

Graduation rates in Region 4 align with the state for four-, five-, and six-year cohorts. To help districts increase and ultimately outperform state rates, Region 4 ESC support focuses on providing effective counseling strategies and guidance for districts that opt into the Effective Advising Framework, helping students stay engaged, invested, and on track for graduation.

Districts in Region 4 also need to ensure accurate coding of student leavers and dropouts with supporting documentation. Region 4 ESC provides training and guidance for Summer 2027 PEIMS submission changes, helping districts submit precise data on a shortened timeline.

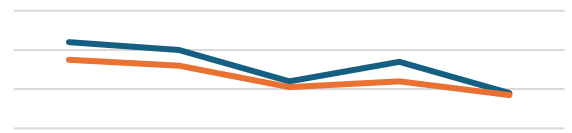
Annual Dropout Rate (Grades 9–12)



	2020	2021	2022	2023	2024
Region 4 ESC	1.7%	2.4%	2.3%	2.1%	1.9%
Texas	1.6%	2.4%	2.2%	2.0%	1.9%

Dropout rates in Region 4 are in alignment with the state. Region 4 ESC supports districts in leveraging compensatory education funds to provide targeted interventions and resources for students at risk of dropping out, helping them stay engaged and on track to complete high school.

Individual Graduation Committee (IGC)



	2020	2021	2022	2023	2024
Region 4 ESC	6.4%	6.0%	4.4%	5.4%	3.8%
Texas	5.5%	5.2%	4.1%	4.4%	3.7%

Region 4 has closed the gap in the percentage of students graduating through Individual Graduation Committees (IGCs). The region is working to increase the percentage of students passing all EOC assessments through high-quality first-time instruction and targeted remediation, reducing the need for IGCs and keeping students on track to graduate.

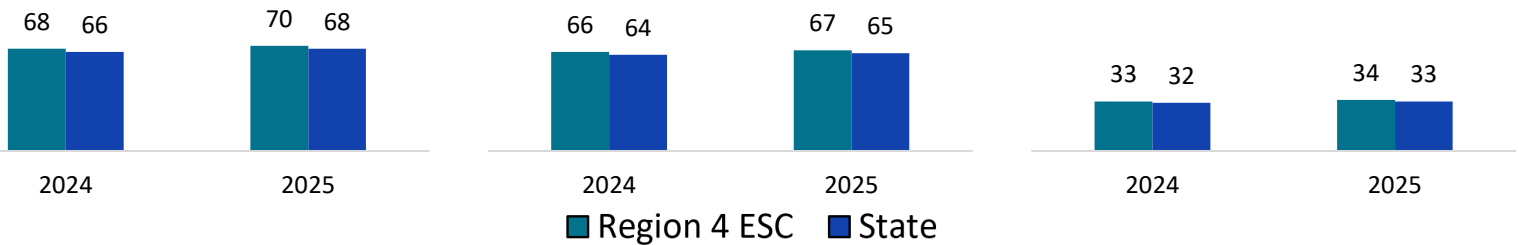
Academic Growth

Academic Growth – Reading and Math Combined

Academic Growth Score

Annual Growth

Accelerated Learning



Academic Growth – Reading

Annual Growth		2024–25 Performance (%)		
2024 Results	Total Tests	Decreased	Same	Increased
Low DNM	68,882		57%	43%
High DNM	56,168	28%	28%	45%
Low App.	63,555	31%	24%	45%
High App.	76,298	29%	24%	47%
Meets	185,087	17%	62%	21%
Masters	146,678	27%	73%	

Annual Growth Score: 68

Accelerated Learning	
Prior Year Did Not Meet	125,050
Current Year Approaches or Above	37,644

Accelerated Learning Score: 30%

Region 4 is growing students in Reading, with many continuing to perform at Meets and Masters grade-level standards. Notably, about 30% of students moved from Did Not Meet to Approaches or above, demonstrating meaningful progress. Continued focus on targeted interventions for students at the low Did Not Meet level is critical to accelerate growth and ensure all students reach grade-level proficiency.

Academic Growth – Math

Annual Growth		2024–25 Performance (%)		
2024 Results	Total Tests	Dropped	Same	Hopped
Low DNM	48,908		35%	65%
High DNM	80,632	23%	35%	42%
Low App.	61,971	40%	23%	37%
High App.	71,824	38%	25%	36%
Meets	124,254	28%	49%	23%
Masters	86,848	28%	72%	

Annual Growth Score: 63

Accelerated Learning	
Prior Year Did Not Meet	129,540
Current Year Approaches or Above	46,686

Accelerated Learning Score: 36%

While Region 4 has made notable strides in Mathematics, sustaining student performance at the Approaches grade-level standard remains a challenge. More than one-third of students (36%) moved from Did Not Meet to Approaches, demonstrating that targeted support can drive measurable improvement. To ensure continued growth, students who have reached Approaches still need ongoing interventions to move toward Meets and Masters standards.

Closing the Gaps

STAAR Performance by Student Group

	Academic Achievement (Meets Grade Level Standard)		Academic Growth Status		Student Success (Domain 1: STAAR)
	RLA	Math	RLA	Math	
All Students	56%	48%	70%	69%	51
African American	47%	35%	66%	64%	42
Hispanic	48%	41%	67%	66%	45
White	73%	64%	76%	74%	64
High Focus	46%	39%	66%	65%	43

African American and Hispanic students, along with High Focus students—those who are economically disadvantaged, emergent bilingual, receiving special education services, or highly mobile—continue to trail their peers in STAAR performance and growth. Region 4 ESC supports districts through school improvement and the Effective Schools Framework (ESF), helping provide targeted interventions and leverage Title funding for special education and emergent bilingual programs.

These efforts help districts close historic achievement gaps and ensure all students receive the support needed to succeed, while targeted strategies and collaborative planning accelerate growth across the region.

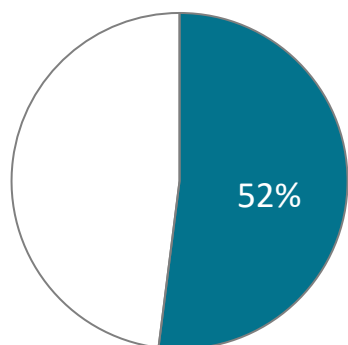
Graduation and CCMR Performance by Student Group

	Graduation Rate (4-Year)	School Quality (CCMR)
All Students	90.8%	78%
African American	88.8%	69%
Hispanic	89.1%	77%
White	94.7%	85%
High Focus	87.6%	74%

African American and Hispanic students, along with High Focus students, continue to lag in four-year graduation rates and CCMR. Region 4 ESC supports districts in strengthening advising and post-secondary readiness programs to keep students on track for graduation.

These efforts ensure students have access to the guidance and resources needed to engage in post-secondary pathways, while targeted strategies help districts close historic performance gaps.

EB Students Demonstrating English Language Proficiency (%)



Fifty-two percent of emergent bilingual students demonstrated progress toward English language proficiency, showing promising growth while highlighting the need for continued support to ensure all students reach proficiency.

Region 4 ESC helps districts provide targeted assistance and leverage Title funding for language acquisition programs, strengthening instruction and accelerating language development so students can access grade-level content and succeed across all subjects.

Federal Identification

Targeted Support and Improvement

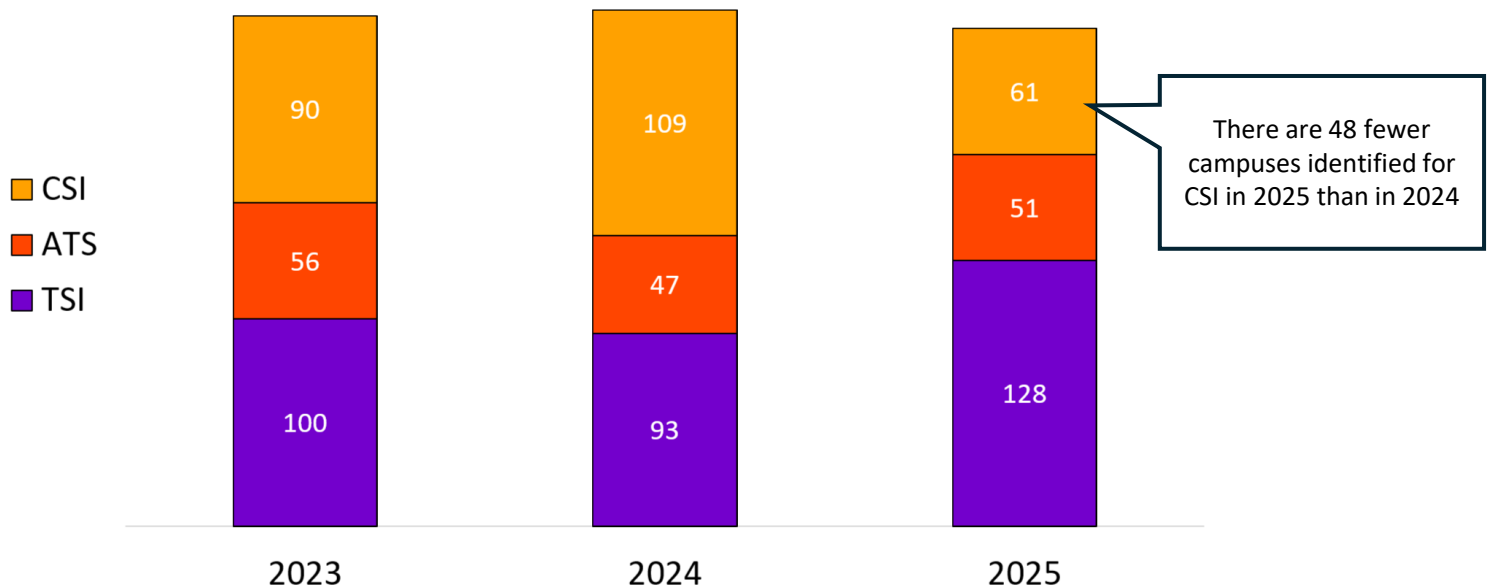
Campuses are identified for Targeted Support and Improvement (TSI) when they have at least one student group that misses the same three indicators in the Closing the Gaps domain for three consecutive years. This identification applies to both Title I and non–Title I campuses that are not already identified for Comprehensive Support.

Additional Targeted Supports

Campuses are identified for Additional Targeted Support (ATS) when they are already identified for Targeted Support and Improvement (TSI) and at least one student group performs at or below the level of the lowest-performing 5% of Title I campuses in the Closing the Gaps domain for that year. This identification applies to any campus with consistently underperforming student groups and is meant to highlight those in greatest need of urgent intervention.

Comprehensive Support and Improvement

Campuses are identified for Comprehensive Support and Improvement (CSI) when they are Title I campuses with a Closing the Gaps domain scaled score in the bottom 5% of all Title I campuses, when they have been identified for Additional Targeted Support (ATS) for the same student group for three consecutive years, or when any Title I or non–Title I campus does not attain a 66.7 percent six-year federal graduation rate.



2025–2026 Goals

Improve Low Performing Schools



Goal 1: By the end of the 2025–2026 school year, the number of D- and F-rated campuses in Region 4 will be reduced from 180 in 2024–2025 to 90.

Build a Foundation for Reading and Math



Goal 2: By the end of the 2025–2026 school year, the percentage of students in Region 4 performing at or above the Meets Grade Level standard in reading will increase from 56% in 2024–2025 to 60%.



Goal 3: By the end of the 2025–2026 school year, the percentage of students in Region 4 performing at or above the Meets Grade Level standard in math will increase from 48% in 2024–2025 to 53%.

Build a Foundation for Reading and Math



Goal 4: By the end of the 2026–2027 school year, the percentage of TSI-ready graduates in Region 4 will increase from 35% in 2023–2024 to 45%.

Build a Foundation for Reading and Math



Goal 5: By the end of the 2026–2027 school year, the percentage of Region 4 districts participating in the Teacher Incentive Allotment (TIA) will increase from 70% in 2024–2025 to 80%.



Academic Accountability System Framework for 2028 Ratings

What is the A–F Accountability System Refresh?

The Texas A–F accountability system, passed via House Bill (HB) 22 (85th Regular Session) in 2017, is a tool to help continuously improve student performance to achieve the goals of eliminating achievement gaps based on race, ethnicity, and socioeconomic status and ensuring Texas is a national leader in preparing students for postsecondary success. Valid, reliable, comparable, and objective measures of student outcomes are key to ensuring A–F ratings are fair, rigorous, and transparent to properly empower parents and educators to celebrate successes while improving student supports. The three-domain design of A–F reflects a commitment to recognize the better of student achievement or school progress, while maintaining focus on the students most in need.

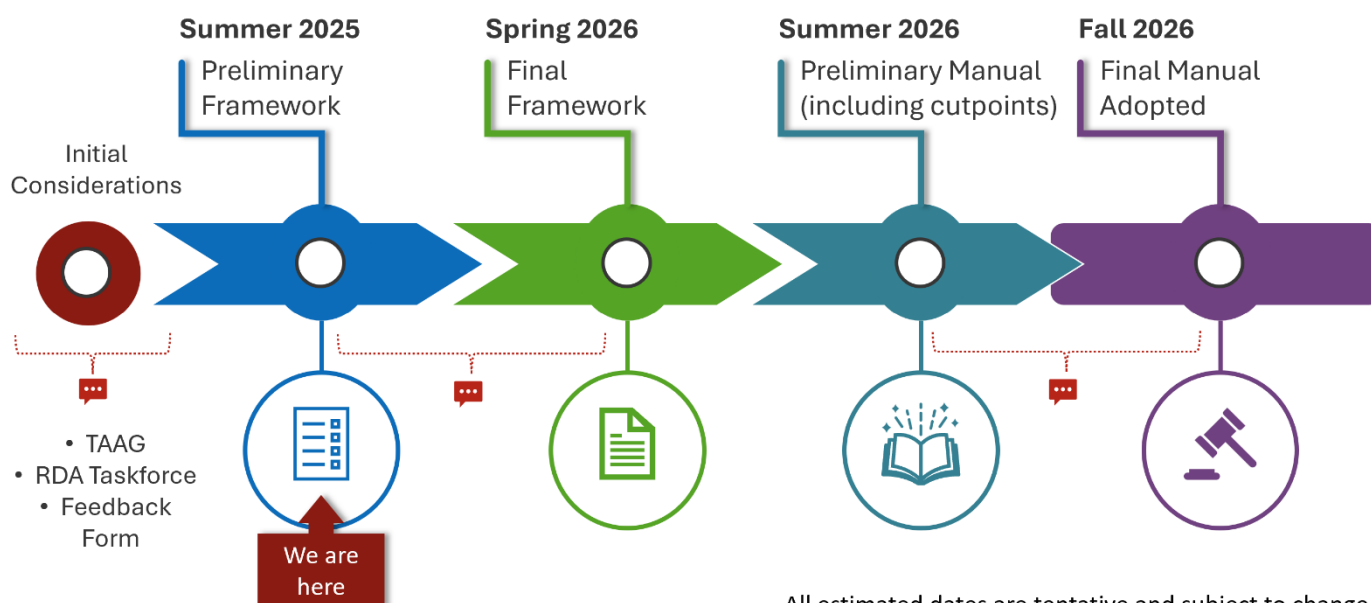
Before A–F, Texas accountability rules were changed every year, with goals for students constantly increasing. With A–F, a commitment was made to maintain the same calculations and cut scores for up to five consecutive years without annual changes, to allow for better year-over-year performance comparisons. In 2023, the agency did the first 5-year refresh since the first 2018 campus ratings under A–F. The refresh included changes to cut points, domain and indicator methodology, and the overall system. The next 5-year refresh is planned for 2028, and we must again update our goals for our students to ensure our state is a national leader in preparing students for postsecondary success.

This summer 2025 release of **the Preliminary 2028 System Framework provides an overview of the proposed adjustments to the A–F Accountability System** and is intended to guide discussions and spur additional stakeholder feedback. These proposed changes to the system have been drafted based on years of public feedback, guidance and recommendations of the Texas Accountability Advisory Group (TAAG), the Results Driven Accountability (RDA) / A–F Integration Taskforce, a Distinction Designations Committee, and the Commissioner of Education. For more information about TAAG please refer to the most recent charter, [TAAG Charter 2024-25](#), or the current [TAAG Members List](#). Meeting minutes and meeting presentations are available on the [Accountability System Development](#) webpage.

In 2026, TAAG will consider scaling, cut points, and Closing the Gaps student targets 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.

What is the Timeline for the A–F Refresh?

The refreshed accountability system proposed in this document will be implemented with the 2028 accountability ratings. This preliminary framework reflects multiple changes considered by TAAG. TAAG will continue to consider public feedback to the Preliminary 2028 System Framework, and any final updates to the framework will be announced in Spring 2026 as the Final 2028 System Framework. Stakeholders can submit additional feedback using [this form](#) before February 1, 2026. Updated student group targets and A–F cut points, and the proposed rule: the *A–F Accountability Rating System Manual for 2028 Ratings*, will be published in summer 2026 for a public comment window before becoming rule in early fall 2026. (Further feedback summaries and future adjustments to the framework will be posted to the [Accountability System Development](#) webpage)



All estimated dates are tentative and subject to change.

(Tentative Timeline for 2028 Refresh. First released in February 2025 TAAG Minutes on the [Accountability System Development](#) webpage; also announced in [This Week in Performance Reporting: March 7, 2025](#))

Continued Communication and Support: What If Ratings

In order to support stakeholders' continued understanding of the refreshed 2028 Accountability System, the agency will generate 2026 *What If* Ratings and 2027 *What If* Ratings based on the 2028 accountability manual. *What If* ratings do not replace the final 2026 or 2027 A–F ratings; instead, they are provided for reference and are based on the methodology in the final rule adopting the 2028 A–F Accountability Rating System Manual.

Overview of Considerations

Based on a review of stakeholder feedback, extensive data modeling, advisory group recommendations, and Commissioner decision, this is the initial list of considerations for continuous improvement of the A–F system:

1. Scaling, Cut Scores, Student Group Targets Update Using New Baselines
2. Integration of Results Driven Accountability (RDA) into A–F
3. Differential Weighting of CCMR Indicators
4. Variables for Relative Performance
5. Recognition of Accelerated Testers in Middle School and High School
6. Revisit Distinction Designations
7. Additional ‘Other’ Reported Information

(Initial Considerations for Continuous Improvement of A–F System. First released in February 2025 TAAG Minutes on the [Accountability System Development](#) webpage; [This Week in Performance Reporting: March 7, 2025](#))

Overall Design of the Academic Accountability System

There are no changes to the general design of the 2028 accountability system that evaluates performance according to three domains. Changes are proposed to the design of the Closing the Gaps domain for district ratings as a result of the Results Driven Accountability (RDA) / A–F integration.

The **Student Achievement** domain evaluates performance across all subjects for all students, on both general and alternate State of Texas Assessments of Academic Readiness (STAAR) assessments; College, Career, and Military Readiness (CCMR) indicators; and graduation rates. The rating for the Student Achievement domain is 40 percent based on STAAR, 40 percent on CCMR, and the graduation rate is 20 percent.

The **School Progress** domain measures outcomes in two areas:

- Part A: Academic Growth
 - Annual Growth: Percentage of students who grew at least one year academically as measured by STAAR results in reading/language arts (RLA) and mathematics.
 - Accelerated Learning: Percentage of students who demonstrated more than one year of academic growth as defined by progressing from a Did Not Meet Grade Level standard in the prior year to an Approaches Grade Level standard or above in the current year as measured by STAAR results in reading/language arts (RLA) and mathematics.

- Part B: Relative Performance
 - The achievement of students relative to campuses with similar economically disadvantaged percentages
 - For AEA campuses, Part B: Retest Growth is the percentage of students who earned Approaches Grade Level or above on an EOC retest during the accountability cycle

The rating for the School Progress domain is the better of Part A: Academic Growth or Part B: Relative Performance. For AEA campuses, the rating for the School Progress domain is the better of Part A: Academic Growth or Part B: Retest Growth.

The **Closing the Gaps** domain measures campus outcomes in one area, and district outcomes in two areas:

- Part A: Closing the Gaps (Districts and Campuses)
 - Uses disaggregated data to demonstrate differentials in progress to interim and long-term goals among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).
- **(Proposed Change):** Part B: Special Populations Monitoring (Districts-Only)
 - Integrates program effectiveness measures from the Results Driven Accountability (RDA) framework that evaluate the district-level performance of certain populations of students in selected program areas.
 - A portion of the district Closing the Gaps domain rating will come from Part B: Special Populations Monitoring. This is yet to be determined as 2025 STAAR and rating results will be used to create a proposal in the next release of the framework in spring 2026.

The **Overall Rating** calculation is unchanged; the better outcome of the Student Achievement or the School Progress domain score is weighted at 70 percent, and the Closing the Gaps domain score is weighted at 30 percent. If a scaled score less than 60 is received in three of the four areas of Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score a campus can receive for the overall rating is a 59. If a scaled score less than 70 is received in three of the four areas of Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score a campus can receive for the overall rating is a 69.

Scaling, Cut Scores, Student Group Targets Update Using New Baselines Consideration

Cut points will be adjusted to account for 2025 economically disadvantaged percentages and STAAR/CCMR/graduation/TELPAS outcomes.

Proposed Domain Updates

Student Achievement

STAAR Component

No changes are proposed to the overall methodology of the STAAR component of the Student Achievement domain in which scores are calculated based on students' levels of performance at Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standards. The STAAR component evaluates STAAR assessments for grades 3-12, STAAR Alternate 2 assessments, English Learner Performance Measure results, and SAT or ACT results for accelerated testers. The STAAR component score is calculated by dividing the total percentage points (cumulative performance for the three performance levels) by three, resulting in an overall score of 0 to 100 for all campuses.

Recognition of Accelerated Testers in Middle School and High School Consideration

Accelerated testers are defined as students who earn Approaches Grade Level or above on the Algebra I, English II, and/or Biology STAAR EOC prior to grade 9. To fulfill [federal](#) testing requirements, accelerated testers must take a corresponding subject area SAT or ACT while in high school, and the more advanced assessment is used for accountability purposes. **Two changes are proposed to the 2028 system methodology specific to accelerated testers.**

(Proposed Change): A single bonus point is awarded for each assessment result for students enrolled in grades 5 through 8 where performance was at or above Approaches Grade Level on an assessment aligned with an advanced academic pathway (any EOC prior to grade 9: Algebra I, English I, English II, US History, Biology). The awarded bonus point is included in the numerator of the STAAR component score calculation. The STAAR component score is still calculated by dividing by three. While scaling for the 2028 system is not yet determined, a raw score of more than 100 is scaled to 100.

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

Rationale: The agency received feedback that the A–F system could better recognize middle school students taking advanced pathways (i.e., Algebra I in 8th grade), particularly with Senate Bill 2124 passing in 2023. This adjustment is intended to acknowledge and credit campuses for middle school students participating in advanced academic coursework and demonstrating academic readiness beyond grade-level expectations.

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

The following table shows the updated cut scores for SAT and ACT.

Assessment Score Range for Performance Level Standards

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

Rationale: The agency received feedback that the A–F system should revisit the ACT and/or SAT score ranges aligned to performance level standards (i.e., Approaches, Meets, Masters) used to include high school accelerated testers’ ACT and/or SAT scores in the STAAR component score of Student Achievement. This update reflects a scheduled review of college readiness benchmarks used in the state accountability system. SAT “Meets” remains anchored in statutory requirement that assessments used as a substitute for STAAR EOC meet Texas Success Initiative (TSI) college readiness benchmarks established by THECB. ACT “Meets” updated to align with substitute assessments and passing standards to meet TSI requirements. The “Approaches” and “Masters” performance standards leverage the ACT-reported and SAT-reported standard deviations.

More information on the Middle School and High School Accelerated Tester methodology is available in [TAAG March 2025 Presentation](#) on the [Accountability System Development](#) webpage.

Graduation Rate Component

No changes are proposed for the 2028 Student Achievement Graduation Rate component. The graduation rate component includes the four-year, five-year, and six-year high school graduation rates or the annual dropout rate, if no graduation rate is available. The graduation rate that results in the highest score is used to calculate the graduation rate score.

College, Career, and Military Readiness (CCMR) Component

No changes are proposed to the overall methodology of the 2028 CCMR component of the Student Achievement domain in which scores are calculated based on graduates' preparedness for college, the workforce, or the military. The Student Achievement CCMR denominator consists of annual graduates from the prior school year. For example, in the 2028 Accountability year, CCMR reflects graduates from the Class of 2027.

Annual graduates can demonstrate college, career, or military readiness in any one of the following ways. **One change is proposed for the 2028 system methodology specific to Industry-Based Certifications (IBCs).**

- *Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics.* A graduate meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and **earning credit for an agency-reviewed and approved college preparatory course in grade 12** as defined in Texas Education Code, TEC §28.014, in both ELA and mathematics.

College Preparatory course approval information is published on the Advanced Academics website at <https://tea.texas.gov/academics/college-career-and-military-prep/college-preparatory-courses-for-ccmr-accountability>

- *Earn Dual Course Credits.* A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject.
- *Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.* A graduate meeting the criterion score on AP or IB examinations at a level that is predictive of college enrollment and persistence consistent with other college ready indicators.
- *Earn an Associate Degree.* A graduate earning an associate degree by August 31 immediately following high school graduation.
- *Complete an OnRamps Dual Enrollment Course.* A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area.

- *Earn an Industry-Based Certification (IBC) and Complete an Aligned Program of Study.* A graduate earning an IBC under Texas Administrative Code, 19 TAC §74.1003.
 - Earning a certification means that the student has successfully completed all requirements defined by the certifying entity. Districts and charter schools should consult the certifying entities' webpages to determine the requirements that must be met for students to earn IBCs.
 - Students earning an IBC must also earn Completer status in an aligned program of study.
 - House Bill 773 (2021) requires the Texas Education Agency to include Program of Study Completers as an indicator within the system. *Completer: Completes, passes, and receives credit for three or more CTE courses for four or more credits, including at least one level 3 or 4 course, from the same program of study.*
 - For each IBC list, the crosswalk of approved IBCs and their aligned programs of study are published on the Career and Technical Education website at <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/industry-based-certifications>. This resource allows districts and campuses to support program development and planning by aligning IBCs to Programs of Study.

IBC lists are reviewed and updated every five years beginning in 2028. For 2028 accountability, approved IBCs are listed on the 2025-30 (v4) list. The purpose of the IBC list is to identify certifications that prepare students for success in college, the workforce, or the military. Information about the approval process is published on the Career and Technical Education website at <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/industry-based-certifications>.

An amendment to 19 TAC §74.1003 effective in June 2025 updated the criteria used to identify the industry-based certifications to be used for public school accountability. The amendment established three tiers of IBCs for purposes of public school accountability and established the criteria that must be met to be included on the list, including: a credential must be a certification or license, industry recognized and valued, attainable by a high school student, portable, and offered as a capstone or at the end of a program.

- **(Proposed Change): Differential weighting within the IBC indicator is applied such that the percentage of graduates meeting CCMR criteria only via a Tier 3 IBC is limited to five graduates, or 5 percent of graduates, whichever is higher.** This limit (cap) is applied within Student Achievement and School Progress, Part B: Relative Performance and is not applied within Closing the Gaps. A tier 3 certification meets the criteria to remain on the IBC list, but is not in-demand or directly aligned with one or more high-wage occupations; or requires curriculum (whether purchased as a package or to access the certification assessment).

- *Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness.* A graduate receiving a graduation type code of 04, 05, 54, or 55, which indicates the student has completed his/her IEP and has either obtained full-time employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.
- *Enlist in the Armed Forces or Texas National Guard.* A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Space Force. This includes Texas National Guard and Reserves for their respective services. Enlistment verification uses data sourced directly from the US Department of Defense.
- *Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student.* A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA) or Texas First Early High School Completion Program with a Distinguished Level of Achievement (Texas-First-DLA).
- *Earn a Level I or Level II Certificate.* A graduate earning a level I or level II certificate in any workforce education area.

Differential Weighting of CCMR Indicators Consideration

Based on program area and stakeholder input, the agency has proposed methodology and modeled the impact of a full CCMR framework update including weighted categories of indicators to differentiate across and within measures of College, Career, and Military readiness. **The agency is continuing to evaluate the proposal against college enrollment and persistence data to solidify the proposed differential weighting.**

Implementation of a full CCMR framework update that creates more consistency of the college-readiness standard is proposed to begin with the 2028-2029 freshman cohort (Class of 2032 students entering 6th grade in the 2025-2026 school year); **to be fully implemented with the 2033 Accountability Refresh.**

Rationale: The revised CCMR framework is designed to strengthen the alignment between accountability indicators and meaningful postsecondary outcomes for Texas graduates. The pending addition of weighting across indicators acknowledges that not all indicators represent equal levels of postsecondary preparedness and allows for more accurate differentiation in student readiness across multiple pathways.

More information on the Differential Weighting of CCMR Indicators proposal is available in [TAAG April 2025 Meeting Presentation](#) on the [Accountability System Development](#) webpage.

School Progress Domain

School Progress, Part A: Academic Growth

No changes are proposed for the 2028 School Progress, Academic Growth component. Academic Growth provides an opportunity for campuses to receive credit for STAAR results in reading/language arts (RLA) and mathematics that show annual growth and, if applicable, demonstrate accelerated learning.

The transition table model can be used to evaluate assessments with scores reported on different scales, such as when changes are made to STAAR assessments. By using the transition table model, additional assessments are eligible for evaluation such as STAAR grade 8 reading to English I end-of-course (EOC), Spanish to English reading STAAR, and EOC retests.

More information on an analysis of Spanish and English growth results is available in the [TAAG March 2025 Presentation](#) on the [Accountability System Development](#) webpage.

School Progress, Part B: Relative Performance

No changes are proposed for the 2028 School Progress, Relative Performance component. Relative Performance measures the student achievement of all students relative to campuses with similar economically disadvantaged percentages. For high schools, CCMR performance relative to campuses with similar economically disadvantaged percentages is also included.

Variables for Relative Performance Consideration

Note: The agency replicated previous modeling of the impact of including both a campus's economically disadvantaged percentage and SPED percentage in School Progress, Part B to see if the conclusion still holds that SPED explains very little of the variance of STAAR that economically disadvantaged doesn't explain. The agency also modeled the impact of using prior year performance instead of economically disadvantaged percentages. **No changes are proposed.** Relationships between achievement and the demographic variables that have been examined will be published on the Performance Reporting website.

Analyses of variables considered for Relative Performance are available in the [TAAG March 2025 Presentation](#) (SPED), [TAAG Meeting Presentation April 2025](#) (Prior Year Performance) on the [Accountability System Development](#) webpage.

School Progress, Part B: Relative Performance CCMR Component

The same requirements for graduates as described in the Student Achievement Domain apply.

School Progress, Part B: Retest Growth (AEA)

No changes are proposed to the 2028 School Progress, Retest Growth (AEA) component. Retest Growth measures the percentage of students who earned Approaches Grade Level or above on an EOC retest during the accountability cycle.

Closing the Gaps Domain

The Closing the Gaps domain uses disaggregated data to demonstrate differentials in progress to interim and long-term goals among racial/ethnic groups, socioeconomic backgrounds, and other factors.

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

While multiple student groups are evaluated within Closing the Gaps, Part A under ESSA requirements, the following four groups' outcomes contribute to the domain rating. No changes are proposed to the four groups. **One change is proposed for the 2028 system methodology specific to the two lowest-performing groups methodology for new campuses.**

- All students
- Two lowest-performing racial/ethnic groups determined by reviewing performance of racial/ethnic groups from the prior year.
 - The minimum size of 10 is applied to prior year data when identifying the two groups.
 - **(Proposed Change): For a new campus, the district's prior year two lowest-performing racial/ethnic groups are evaluated.** If there are no prior year district groups (a new campus in a new district), then use the campus's *current* two lowest-performing racial/ethnicity groups. If the new campus does not meet minimum size requirements for the district's lowest-performing racial/ethnicity groups, then use the campus's *current* two lowest-performing groups
 - If a campus only has one prior-year lowest performing racial/ethnic group that meets minimum size in the current year, only that group is evaluated.
- High focus. Students are included in the high focus student group if they are identified as any of the following:
 - Economically disadvantaged
 - Emergent Bilingual (EB) (current and monitored)
 - Served by Special Education (current)
 - Highly mobile (foster, homeless, and/or migrant)

Rationale: Feedback was received that the state's two lowest groups were potentially dissimilar to new campus demographics. It was also received that without minimum size met for the state's groups, new campuses were not able to be evaluated on Closing the Gaps. Updating to the district's two lowest performing may be more representative of the campus and provide a more targeted focus on the groups in greater need of support.

Components

No changes are proposed to the four components evaluated in the Closing the Gaps, Part A domain.

- Academic Achievement
 - STAAR Performance Status at the Meets Grade Level or above standard in reading/language arts (RLA) and mathematics
- Growth or Graduation
 - Academic Growth Status: The School Progress, Part A domain data in RLA and mathematics for elementary and middle schools and high schools and K–12s without a federal four-year graduation rate
 - Federal Graduation Status: The four-year federal graduation rate (without exclusions) for high schools or K–12s with graduation rates. If a high school or K–12 does not have graduation data, Academic Growth Status is used, if available.
- Progress in Achieving English Language Proficiency (ELP)
 - A student is considered having made progress if they have Advanced at least one TELPAS composite level from the prior year or if the student scored as Advanced High or Basic Fluency in the current year.
- School Quality or Student Success
 - Student Achievement Domain Score: STAAR component for elementary and middle schools
 - CCMR Performance Status: This component differs from the CCMR component in the Student Achievement domain. No caps/limits are applied to the CCMR component in Closing the Gaps. Additionally, for high schools and K–12s the denominator used is graduates plus students in grade 12 who did not graduate, as required by ESSA.

Graded Points Methodology

The performance of each student group is compared to the performance targets for each component based on school type. Student groups earn 0–4 points for each indicator based on a graded point methodology as follows.

Points	Definition
4	Met long-term target
3	Met interim target
2	Did not meet interim target but showed expected growth toward next interim target
1	Did not meet interim target but showed minimal growth
0	Did not meet interim target and did not show minimal growth

Two changes are proposed for the 2028 system methodology specific to 0–4 scoring. One change for new campuses and one for all campuses.

(Proposed Change): For new campuses, use the *district’s* prior year data as campus prior-year data to create an opportunity to earn 1 or 2 points. If there are no prior year district groups (a new campus in a new district), then use the *state’s* average as prior year baseline. If the new campus does not meet minimum size requirements for the district's lowest-performing racial/ethnicity groups, use the campus’s *current* two lowest-performing groups and use the *district’s* average as prior year baseline

Rationale: Under the graduated points methodology, new campuses have been historically unable to earn 1 or 2 points due to a lack of prior year data to measure minimal or expected growth, and could only earn 0, 3, or 4 points. This change responds to the public feedback requesting the opportunity to earn points that are currently not available.

(Proposed Change): Expected growth to interim target (for 2 points) is expanded to provide a limited “Safe Harbor” to still earn 2 points despite a small dip while continuing to demonstrate progress to current target. The *actual growth* from prior year must be *greater than or equal* to the *expected growth* needed to meet the Next Interim Target **OR the actual growth from 2027 must be greater than or equal to the expected growth needed to reach the Current Target.**

Rationale: Under the 0–4 point scoring, no amount of decline has historically been tolerated. This change responds to the public feedback requesting the opportunity to provide for an “allowable” or “tolerable” dip, and remains in line with the “state measurements of interim progress toward meeting the long-term goals” required under ESSA.

More information on Closing the Gaps 0-4 scoring proposals are available in the [TAAG May 2025 Presentation](#) on the [Accountability System Development](#) webpage.

Scaling, Cut Scores, Student Group Targets Update Using New Baselines Consideration

Note: After processing 2025 results, the agency will explore updates to the federal interim and long-term student group targets by school type for each student group based on statewide averages using 2025 STAAR, TELPAS outcomes, and Class of 2024 CCMR and graduation rate data. The first five years of interim targets align with each group’s baseline rates and increase every five years until reaching the long-term targets. The long-term targets are set by student group with the goal of significantly reducing existing achievement gaps.

(Proposed Change): Closing the Gaps, Part B: Special Populations Monitoring (formerly Results Driven Accountability)

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

In addition to the Closing the Gaps proposed changes detailed above, the agency is continuing its phase-in of an additional subdomain within Closing the Gaps for districts—Closing the Gaps, Part B. This subdomain will report selected indicators and data previously reported in Results Driven Accountability. Results Driven Accountability (RDA) is one part of the agency’s annual evaluation of a district’s performance and program effectiveness focusing on special populations. The addition of this subdomain will eliminate the separate RDA reporting system. RDA is currently calculated solely at the district level (and not for campuses). As such, this proposed Part B applies only to district ratings (and not campus ratings), and is not used to identify schools for improvement under ESSA. Closing the Gaps, Part A is entirely unchanged with this addition of Part B.

Student Groups

The student groups evaluated within Closing the Gaps, Part B reflect a merging into A–F those groups previously measured in RDA that provide a more holistic view of school performance, spotlighting specialized support for special education and federally required student subgroups, enabling targeted and inclusive improvement strategies. A minimum size of 10 is proposed.

- Bilingual Education (Bil), English as a Second Language (ESL), Alternative Methods (AM), and/or Emergent Bilinguals (EBs) not-served *for academic achievement*
- EB Years after Reclassification (monitored + former) *for academic achievement*
- Ever Emergent Bilingual (ever in K-12) *for graduation*
- Current Emergent Bilingual (7-12) *for dropout*
- Current Special Education (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*
- Current Foster care *for academic achievement*
- Ever Foster care (ever in 9-12) *for graduation*
- Current Foster care (7-12) *for dropout*
- Current Homeless *for academic achievement*
- Ever Homeless (ever in 9-12) *for graduation*
- Current Homeless (7-12) *for dropout*

The Military Connected student group, while previously included in RDA reporting, will not be integrated into A-F. Rationale: The absence of a measurable outcomes gap between Military Connected students and the overall student population indicates targeted interventions under this domain are not currently warranted for this group.

Components

The integration of components previously measured in RDA into Closing the Gaps, Part B foster transparency by ensuring stakeholders understand how performance across diverse student groups impact overall ratings, making the accountability framework more thorough, understandable, and actionable for educators, families, and communities.

- **Academic Achievement on STAAR and STAAR EOC:** STAAR and EOC assessment measures are calculated based on students' level of performance at Approaches or above, Meets or above, and Masters. (Similar to the Student Success Student Achievement Domain Score in Closing the Gaps, Part A)
 - Student groups are evaluated based on the combined performance on all subjects, Reading/Language Arts, Math, Science, and Social Studies
 - Program area students tested on grade 3-8 STAAR are measured separately from the students tested on EOCs, where possible* (* Program areas of Foster and Homeless are proposed to be in a combined 3-12 measure, due to district group sizes.)
 - The calculation is modified to credit districts for Meets and Masters performance in these program areas. $(\% \text{ Approaches or above}) + 1.1 * (\% \text{ Meets or above}) + 1.2 * (\% \text{ Masters})$
- **English Language Proficiency on TELPAS:** The TELPAS composite measure is the percent of emergent bilingual (EB) students in U.S. schools for 5 or more years who received a TELPAS composite rating of Beginning or Intermediate.
 - The emergent bilingual student group's English language proficiency (ELP) in Part B provides a district program effectiveness lens on progress to ELP.
- **Graduation Rate:** The graduation rate measures are the percent of students ever* in the specified program group who graduated with a high school diploma in six years.
 - See Student Groups above for application of K-12 or 9-12 as definition of "ever".
- **Dropout Rate:** The dropout measures are the percent of students in the specified program group in Grades 7-12 who dropped out in the school year

Points Methodology

An update on Closing the Gaps: Part B scoring methodology will be included in the Spring 2026 framework update based on feedback to the changes to Closing the Gaps, Part A scoring.

Note: Significant Disproportionality (SD) indicators from the RDA system are not integrated, but will be reported alongside A–F. As such, SD results do not impact A–F Ratings, but remain important to meet federal requirements.

Additionally, annual federally required determination levels (DLs) used for monitoring interventions of SPED programs continue to utilize other areas of data in addition to data integrated into A–F. Determinations for SPED will continue to use the four federally required elements (FREs). Interventions are based on DL status to meet federal requirements. Performance Levels (PLs) will no longer be calculated for the integrated measures, and DL methodology will be updated to use results based on A–F cut points.

Scaling, Cut Scores, Student Group Targets Update Using New Baselines Consideration

Note: After processing 2025 results, the agency will establish student group targets by school type for each student group based on statewide averages using 2025 STAAR, TELPAS outcomes, and Class of 2024 graduation rate data.

Integration of Results Driven Accountability (RDA) into A–F Consideration

Rationale: The incorporation of the RDA system into accountability will align federal reporting requirements, reduce duplication of data reporting, and create consistent focus across the state on special population performance improvements

More information on RDA/A–F integration proposals of the RDA/A–F Integration Taskforce are available in the TAAG June 2025 Presentation on the [Accountability System Development](#) webpage.

Overall Rating Methodology for Districts

District domain ratings are calculated using a proportionality method. The campus weight determines how much a campus grade proportionally impacts the district rating. This methodology considers campus enrollment counts for grades 3–12, excludes Not Rated and paired campuses, is applied to each domain, and includes campuses evaluated under alternative education accountability. The district proportionality methodology is unchanged.

Distinction Designations

Districts and campuses that demonstrate acceptable accountability ratings (A, B, or C) are eligible to earn distinction designations. Distinction designations are awarded for achievement in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics (%Economically disadvantaged, Mobility rate, %Emergent bilingual, %Special education, %Enrolled in an Early College High School program).

Revisit Distinction Designations Consideration

Three changes are proposed for the 2028 system methodology for Distinction Designations.

(Proposed Change): For the Postsecondary Readiness Distinction, add 4 indicators focused on Student Success after Graduation. These indicators will measure a single cohort for: College Enrollment within 6 years after HS, Continued College Enrollment 2 years after HS, 2-year College Degree Attainment within 6 years, 4-year College Degree Attainment within 6 years.

To earn a Postsecondary Readiness Distinction, a High School or K-12 campus must be in the Top 25% of their comparison group for 33% of indicators. The requirement is unchanged, but the count is now 4 of 12 indicators, updated from 3 of 8 indicators. The district requirement is also unchanged; at least 55% of all campuses' postsecondary indicators are in top 25% of their comparison group.

Rationale: The 4 proposed postsecondary indicators respond to public feedback to give new options for the Postsecondary Distinction to highlight schools that are outperforming expectations when it comes to student success after graduation, to offer a wider range of information about schools.

(Proposed Change): For the Academic Achievement Distinctions by subject area, remove Attendance Rate. The 2028 refresh methodology removes attendance rate as an indicator in Academic Achievement Distinction, to maintain alignment to outcomes driven accountability system.

Rationale: Public feedback named a concern that the Attendance Rate indicator is not an “academic” indicator and may incentivize student attendance despite illness or other circumstances.

(Proposed Change): Add campuses measured under Alternative Education Accountability (AEA)/Dropout Recovery Schools (DRS) as a comparison group to be evaluated for the Postsecondary Readiness Indicators. The 2028 refresh methodology creates AEA/DRS comparison groups for the Postsecondary Readiness Distinction Designation only.

To earn a Postsecondary Readiness Distinction, an AEA High School must be in the Top 25% of their comparison group for 33% of indicators (not applicable to Middle School or K-12 campuses). The comparison group methodology for AEA/DRSs is the same as non-AEA/DRS; a 40-campus comparison group based on the same eight categories.

Rationale: Recognizing DRSs is responsive to feedback as a way for these schools to demonstrate excellence. Maintaining 40-campus groups maintains simple alignment with the non-AEA methodology in place. An analysis showed an acceptable level of similarity within the groups, in line with the non-AEA High School 40-campus groups currently used.

More information on Distinction Designation proposals are available in the [TAAG May 2025 Presentation](#) on the [Accountability System Development](#) webpage.

Other System Information in the Academic Accountability Rating System Manual

Accountability Rating Labels for Districts and Campuses

Districts, open-enrollment charter schools, and campuses, including alternative education campuses (AECs), with students enrolled in the accountability year are assigned an overall state accountability rating and as well as a rating for each domain. The rating labels for districts and campuses are either a letter grade (A, B, C, D, or F), Data Under Review, or Not Rated for the reason(s) specified. The calculation of rating labels is unchanged.

Accountability Appeals

The appeals process and timeline is provided in 19 TAC §97.1002. The rule specifies the process and timeline by which school districts and open-enrollment charter schools can challenge an agency decision relating to an academic rating that affects the district or school, including a determination of consecutive school years of unacceptable performance ratings. The appeals process is unchanged.

Alternative Education Accountability (AEA) Identification

All campuses identified on the final list of AEA campuses are either as residential treatment facilities or dropout recovery schools. The methodology for identifying AEA campuses is unchanged.

Public Education Grant (PEG) Identification

Campuses that receive an overall F rating are placed on the PEG List for the following school year. The criteria remain unchanged.

Texas Performance Reporting System

As the most comprehensive reporting system published by TEA, the Texas Performance Reporting System (TPRS) provides additional performance reports, results, and indicators for student groups not previously reported on state accountability data tables, the Texas Academic Performance Reports (TAPR), or the School Report Card. TPRS is updated on a rolling basis as more current data become available.

Additional 'Other' Reported Information Consideration

(Proposed Change): Updates on this consideration will be communicated after 2028 accountability manual publication. The purpose of this consideration is to 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.

Rationale: The addition of updated or new reporting information to TXschools.gov or TPRS addresses public feedback about sharing a broader set of information that demonstrate school success beyond the current academic indicators of the A–F system.