

Preliminary 2028 A-F Refresh Framework & House Bill 8

*September 30, 2025
Region 12 ESC*

Meet your Presenter



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Agenda for today

- **Welcome & Introductions**
- **A-F Accountability System Overview and Components (*for reference*)**
- **2028 A-F Refresh: Preliminary Framework**
- **House Bill 8 Implications**
- **Stakeholder Engagement**
- **Q&A and Next Steps**



Accountability System Design

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

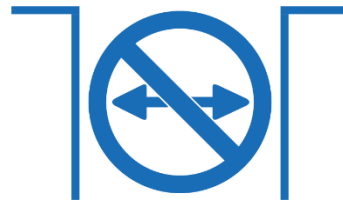
According to state law, the purpose of A-F accountability is:

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

Improve Student
Performance



Eliminate
Achievement Gaps

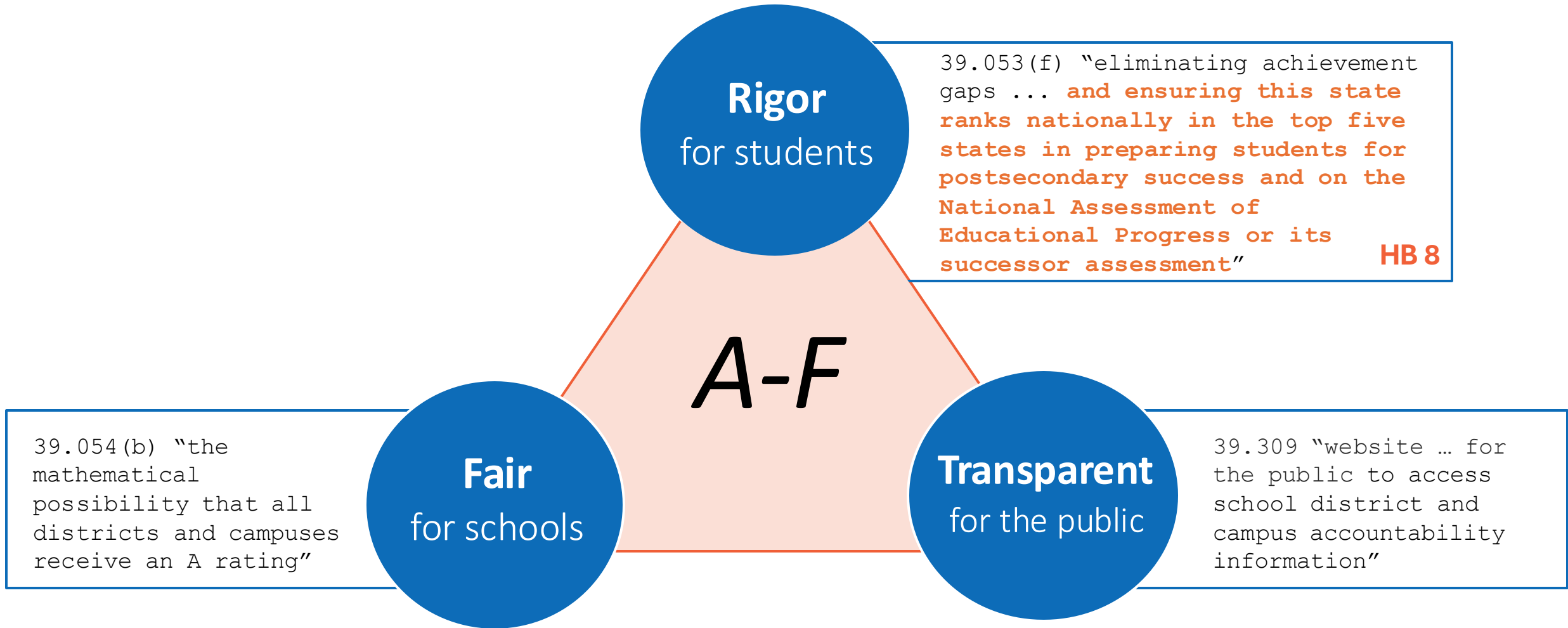


Prepare Students for
Postsecondary Success



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

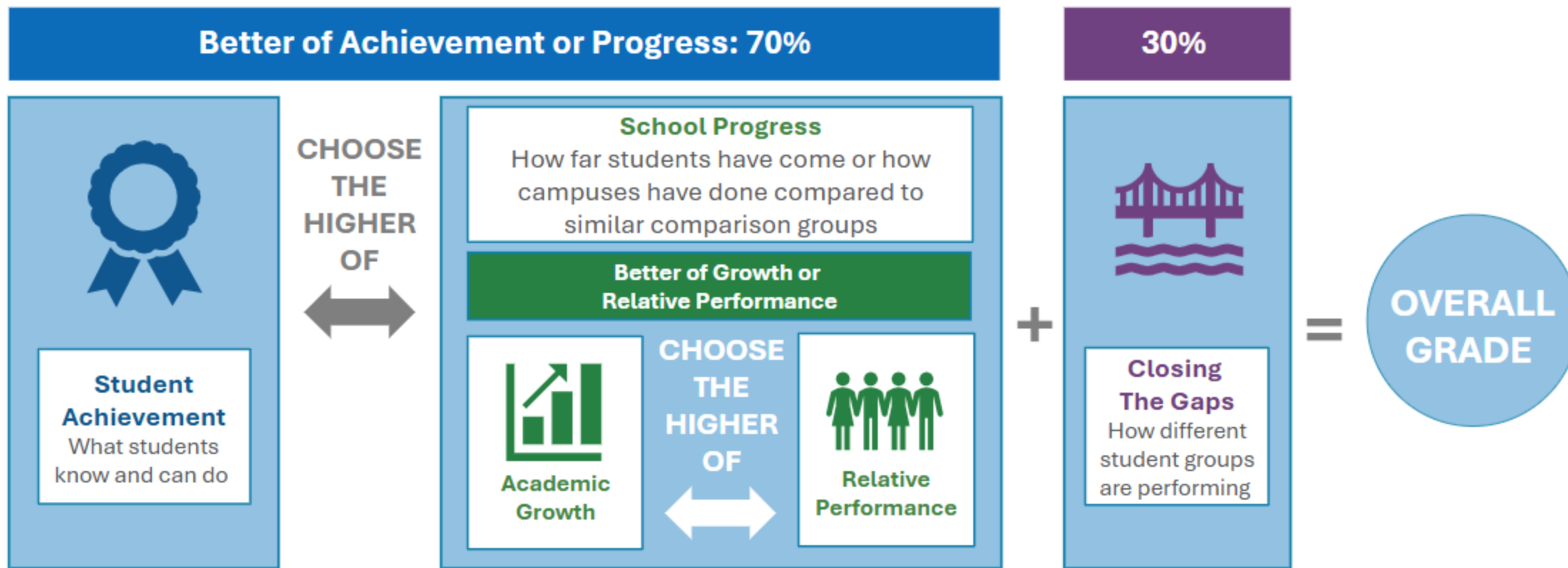
Balancing multiple objectives in the A-F system





Calculating Overall Ratings

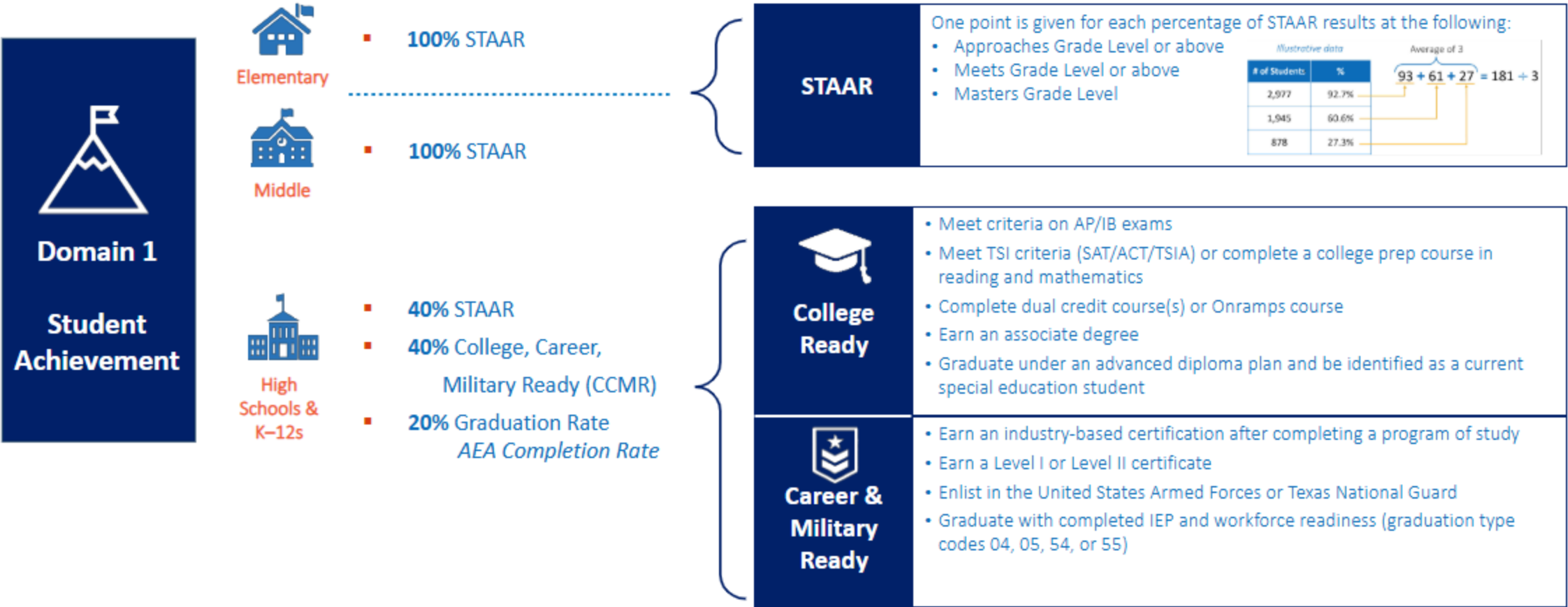
Calculating Overall A-F Results



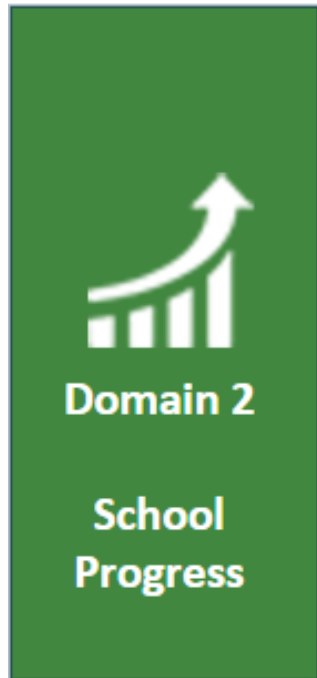
Note: If a campus receives a D or an F for 3 of the 4 domains listed above, their final scale score is capped at 69 and 59 (respectively), unless the campus is not scored on all four domains, or the student achievement domain is above a D or F (respectively).

Domain 1: Student Achievement

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



Domain 2: School Progress Part A and B



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



Academic
Growth



Relative
Performance

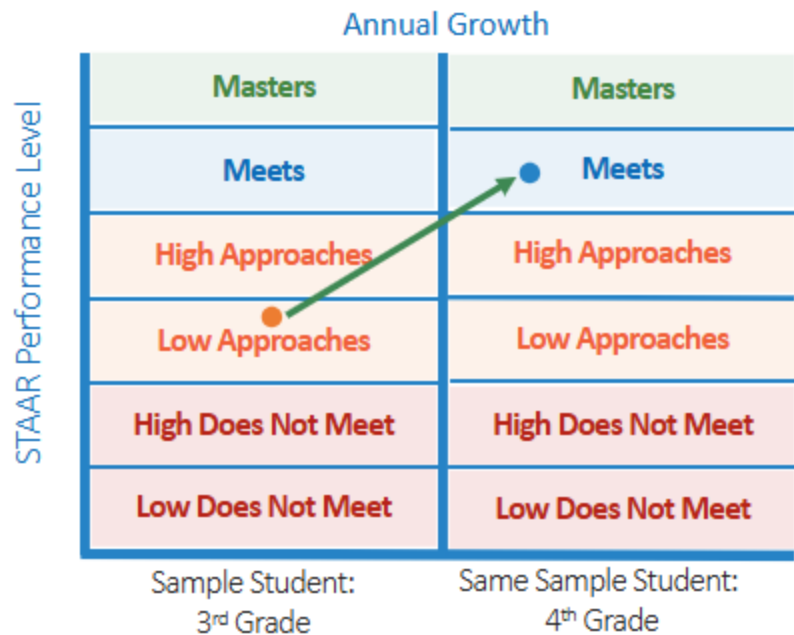
The School Progress domain measures district and campus outcomes in two areas:

- The number of students that **grew at least one year academically** and number of students that were **accelerated** as measured by year-over-year STAAR results
- The achievement of students relative to campuses with **similar economically disadvantaged** percentages

Domain 2: School Progress Part A and B

Domain 2: Student Progress

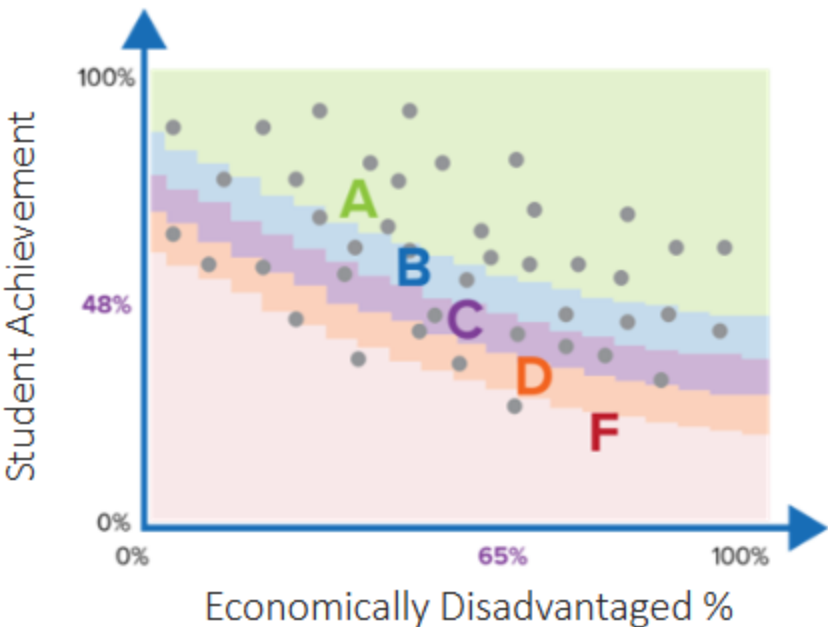
PART A: Academic Growth
Aggregating individual student year-over-year gains



Accelerated Learning



PART B: Relative Performance
Approximating growth using baseline adjusted proficiency targets



[Click for a examples of how school progress domains are calculated](#)

Domain 3: Closing the Gaps



Domain 3

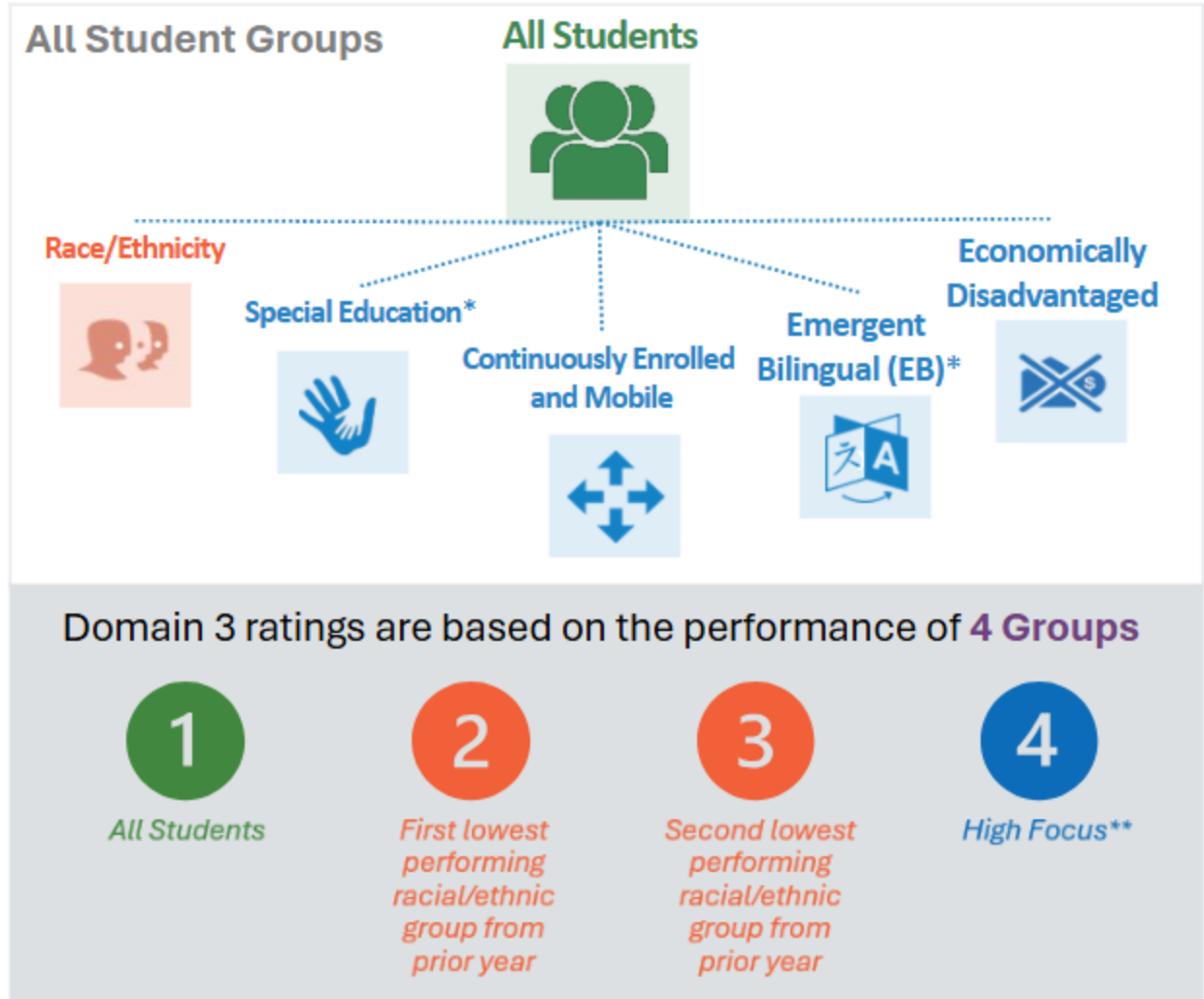
Closing the Gaps

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

Domain 3 is used to comply to meet federal ESSA requirements

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

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



[Click here for examples of how closing the gaps is calculated](#)

ES, MS, and HS/K-12 without 4-year Federal Graduation Rate:

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



Domain 3 Groups

Component
Weight

1 2 3 4 Sum

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

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

*if campus meets minimum size requirements for all components

Domain 3 Groups are based on the performance of 4 Groups

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

Closing the Gaps Scoring

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

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

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



Domain 3 Groups

Component Weight		1	2	3	4	Sum
50%	Academic Achievement STAAR RLA at Meets Grade Level STAAR Mathematics at Meets Grade Level	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-8 4 RLA 4 Math	0-32
10%	Graduation Rate 4-year Federal Graduation Rate	0-4	0-4	0-4	0-4	0-16
10%	Progress to English Language Proficiency TELPAS Progress				0-4* *Only current EB	0-4
30%	School Quality/Student Success CCMR for graduates and students in grade 12	0-4	0-4	0-4	0-4	0-16
						0-68

HS and K12 need 50/84* points for an A
AECs need 30/68* points for an A

*if campus meets minimum size requirements for all components

Domain 3 Groups are based on the performance of 4 Groups

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

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Accountability Resources

[TXschools.gov](#) [FIND SCHOOLS](#) [FIND DISTRICTS](#) [PARENT RESOURCES](#) [TexasAssessment.gov](#) [EN ESPAÑOL](#)

Learn more about your school or district

Discover how your school and district are preparing your child for the future.

Search by School or District Name

or

Search by Address, City, or Zip Code

[Parent Resources](#)

[Technical Resources](#)



[TXschools.gov](#) publicly shares the school and school systems ratings, along with:

- Links to additional accountability reports
- Analytics tools
- School locators

[How Accountability Ratings Work](#) provides easy to use infographics and one-pagers that explain how accountability ratings are calculated

[FIND SCHOOLS](#) [FIND DISTRICTS](#) [ANALYTICS TOOLS](#)

HOW ACCOUNTABILITY RATINGS WORK

Overall Rating Labels	Student Achievement Domain	School Progress Domain	Closing the Gaps Domain	School Profile Information
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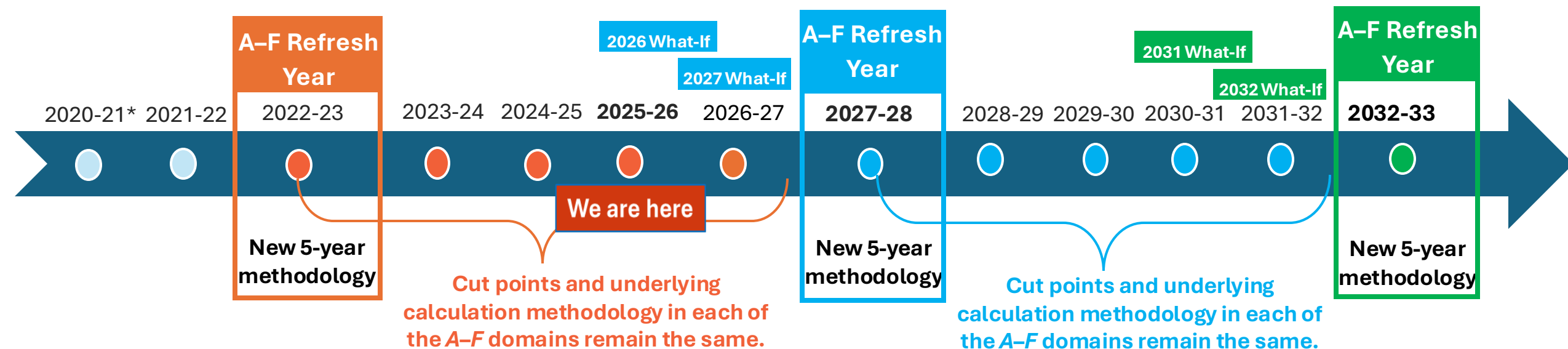
Component (Download PDF)	Description
Overall Campus Rating (PDF)	This measures, for each individual school, what students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school prepares their students for success after high school in college, the workforce, or the military.
Overall District Rating (PDF)	This measures, for each district, what students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school prepares their students for success after high school in college, the workforce, or the military.



What is a Refresh?

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

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



New HB 8 Implications

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

Any changes planned for the 2027-28 A-F Refresh are based on extensive feedback, research, and statutory requirements



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



Guidance and recommendations from Texas Accountability Advisory Group (TAAG), RDA/A–F Integration Taskforce, and the Distinction Designations Committee.



Extensive modeling and advisory group discussions, with all major proposals reviewed.



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



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

The Texas Accountability Advisory Group (TAAG)



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

20-member committee, with:

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

**New HB 8
Implications**

- TAAG committee membership now explicitly codified

School Districts

Legislative Offices

Community Leaders

TAAG meeting agendas, materials, and minutes are publicly shared on the [Accountability System Development](#) webpage

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

December
2024

February
2025

March
2025

April
2025

May
2025

June
2025

August
2025

**Release of
Preliminary
Framework**

November
2025

January
2026

Results Driven Accountability Integration Taskforce

- Other special populations for ratings and reporting
- Proposed methodology and weight in district ratings
- Ongoing taskforce for 2028 A-F Refresh

Recommendations and
Analysis shared with
TAAG

Distinction Designation Committee

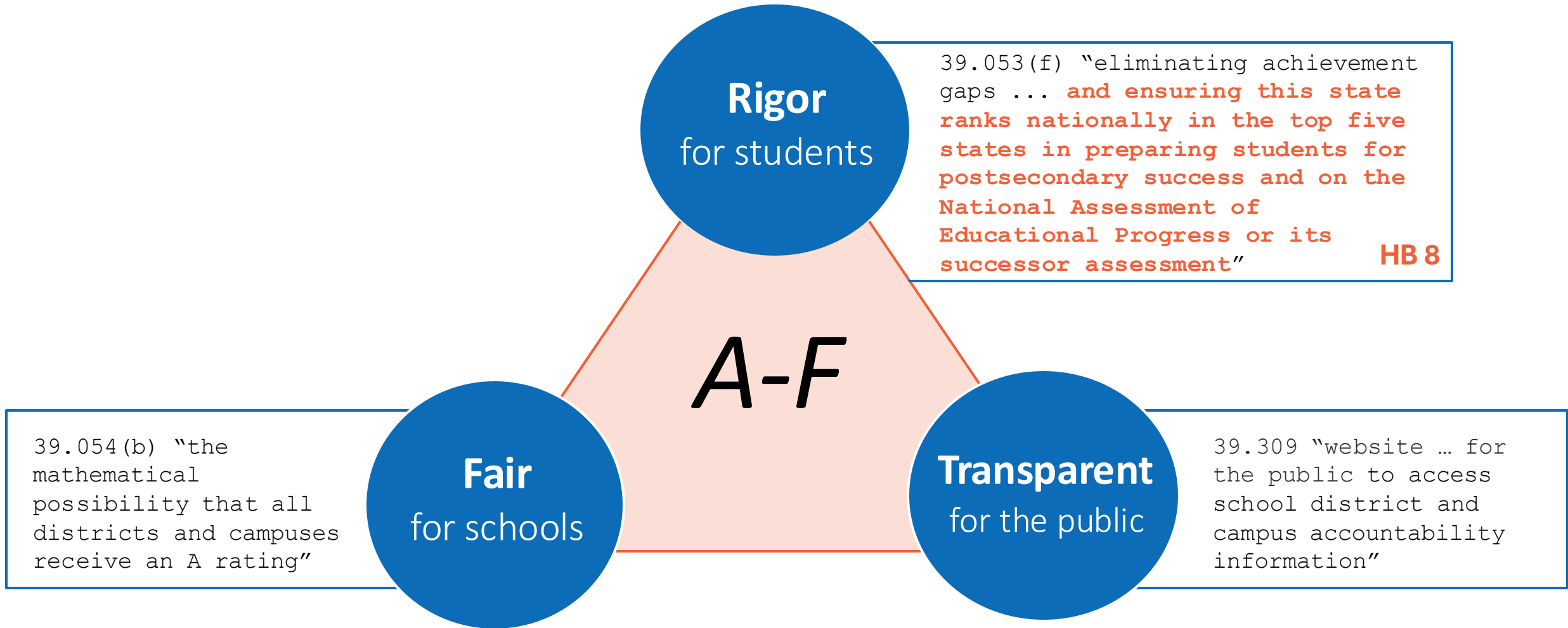
- Texas Education Code requires Distinction Designation committee
- Analysis of proposals
- Recommendations surrounding Distinction Designation indicators

TAAG's
recommendations
shared with the
Commissioner

New HB 8 Implications

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

Balancing multiple objectives in the A-F system





Considerations for Continuous Improvement of A–F System in 2028

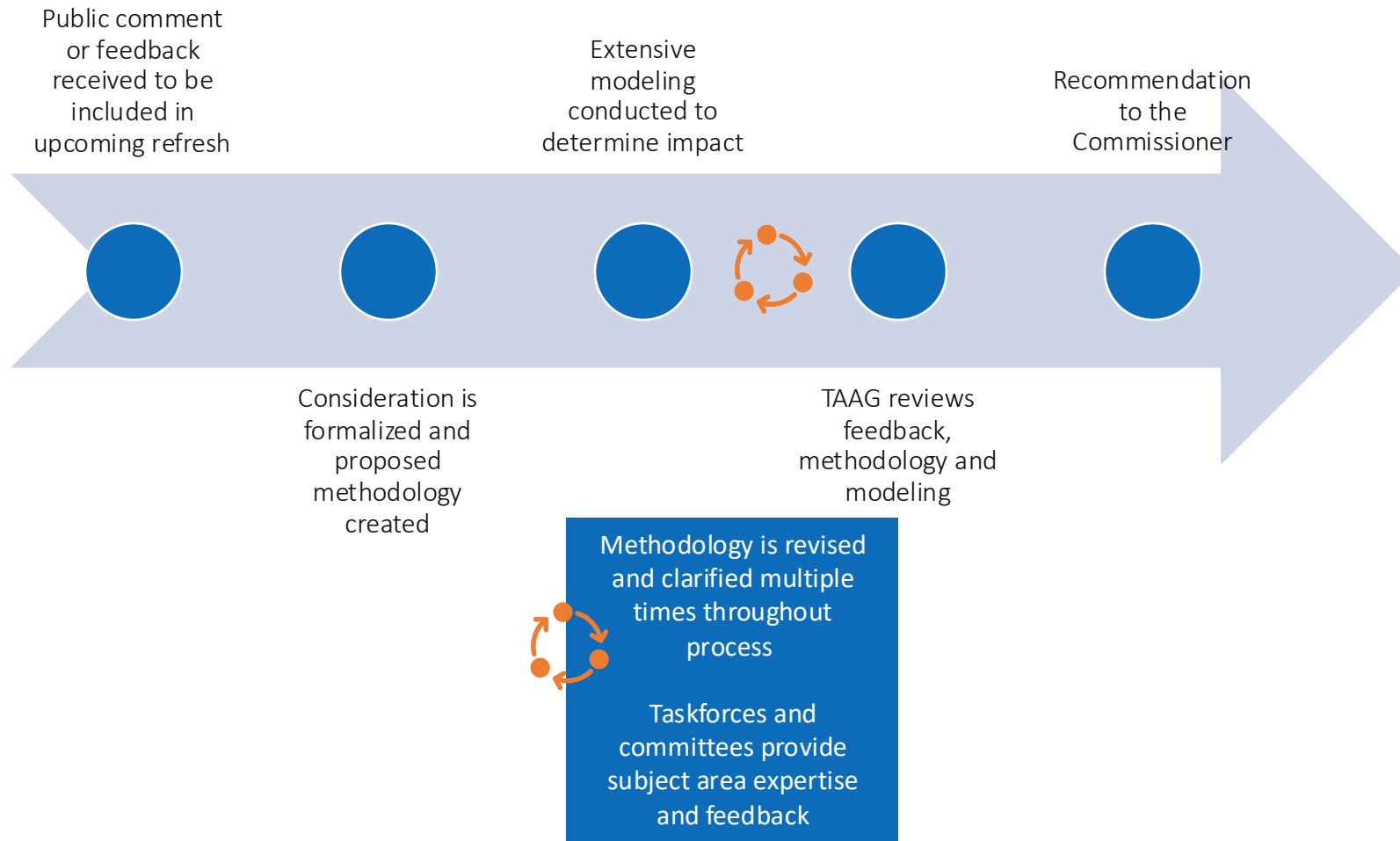
Based on recommendations and feedback from the previous refresh and public comments on previous rules, the agency focused on seven initial considerations for the 2028 Refresh:

#	Change Under Consideration	
1	Targets and Cut Scores Update Using New Baselines	• <i>Description:</i> 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") • <i>Purpose:</i> 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	• <i>Description:</i> Determine data sources and methodologies to incorporate RDA into Domain 3 of A–F • <i>Purpose:</i> 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	• <i>Description:</i> Explore different weighting within and across existing CCMR indicators • <i>Purpose:</i> Better align methodology of CCMR indicators to post-graduation outcomes
4	Variables for Relative Performance	• <i>Description:</i> Investigate and model different campus demographic variables for Domain 2 comparison of relative performance • <i>Purpose:</i> Determine whether additional demographic factors besides % eco. dis. should be used in Domain 2b
5	Recognition of Accelerated Testers In MS and HS	• <i>Description:</i> Investigate and model potential ways to recognize students who take advanced courses in middle school • <i>Purpose:</i> Update MS & HS methodology to ensure A–F system doesn't disincentivize advanced academic pathways
6	Revisit Distinction Designations	• <i>Description:</i> Investigate and model potential updates to Distinction Designation indicators or methodology • <i>Purpose:</i> Explore potential updates to continuously improve Distinction Designations
7	Refine Other Reporting Information	• <i>Description:</i> Investigate and determine processes for potential updates or adding new reporting information • <i>Purpose:</i> Explore potential updates or new reporting information to add to TXschools.gov or TPRS

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

Many ideas and pieces of feedback are considered for each refresh of the A-F system

Texas Education Agency's Ongoing Engagement with TAAG

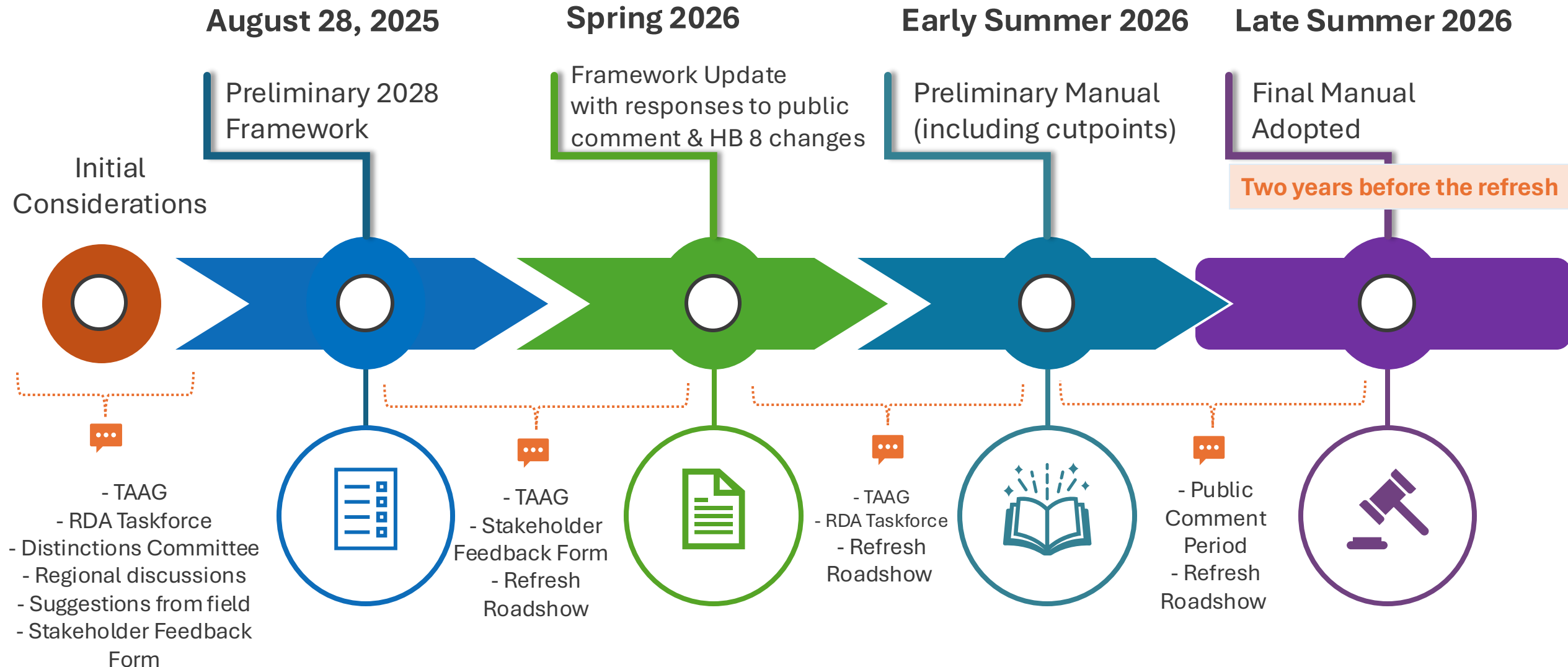


Option 1: TAAG Recommendation to not adopt new methodology in preliminary refresh framework

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

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

Timeline moving forward, to incorporate HB 8 changes, and get to final rule adoption by late summer for the 2027-28 accountability manual



All estimated dates are tentative and subject to change.



The 2028 Refresh

2028 A-F Refresh Proposed Changes: Preliminary Framework

Student Achievement

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

School Progress

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

Closing the Gaps

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

Distinction Designations

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

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

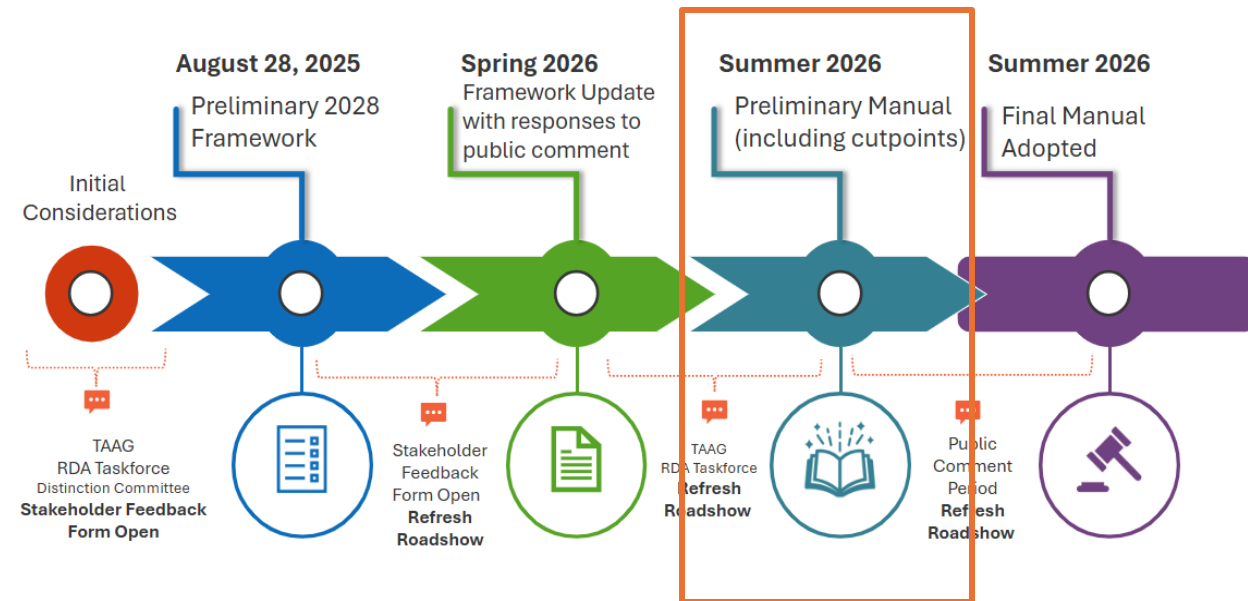
On September 4, 2025, the Texas legislature sent HB 8 to the Governor, and he signed HB 8 into law on September 17, 2025.

New statutory requirements will necessitate additional changes to this framework.

There are additional upcoming updates, not reflected in the preliminary framework document, anticipated to be released in summer 2026

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

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



2028 A-F Refresh Proposed Changes: Preliminary Framework

Student Achievement

○ Accelerated Testers

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

○ CCMR

- **IBCs:** Students earning CCMR only from a Tier 3 Industry Based Certification (IBC) is capped at 5 students or 5% of 2027 graduates, whichever is higher.
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School Progress

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Student Achievement Domain: Proposed changes allow for more effective recognition and scoring of accelerated pathways

Proposal

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

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

Anticipated Impact

Adding a bonus point **increases the scaled score at 49%** of middle school campuses

2028 proposed cut scores **increase the percentage of students at masters by 27%**



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



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

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 **only 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)						40

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

Included in both Domain 1a and Domain 2b.

Student Achievement Domain: Propose implementing a full weighted methodology for CCMR indicators in the next refresh cycle (2033)

Proposal

Limit this refresh to include only a within-indicator weighting for IBCs: the percentage of graduates meeting CCMR criteria only via a Tier 3 IBC.

Using IBC list version 4 (2025-2030), limit is five graduates, or 5% of graduates, whichever is higher.

Anticipated Impact

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

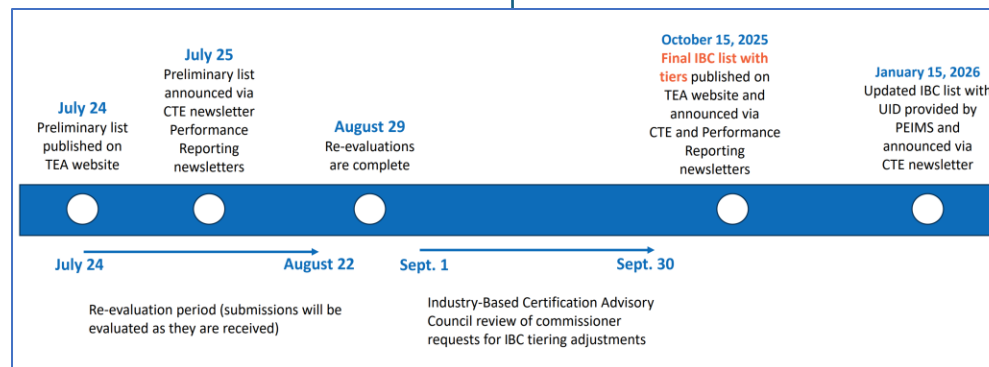
67 campuses had more than 5% of graduates who only achieved CCMR through a proposed Tier 3 IBC, where the average drop in CCMR component score would be 4.4%.



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



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



CCMR: Feedback Received and Considerations

Feedback Received Since the 2023 A-F Refresh

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

Considered
for 2028

Responsive Considerations for 2028

The proposals outline two approaches to evaluating CCMR indicators:

Weighting across indicators

Meet the criteria of 3
or higher on AP or 4
or higher on IB
examinations in any
subject

vs

Earn level I
or level II
certificate

Weighting within indicators

AP/IB (1 course exam in any subject*)

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

AP/IB (1 course exam in ELAR and Math or 5 course exams
in any subject)

Across-indicator CCMR weighting will continue to be analyzed with implementation expected with the **2033 Refresh**

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

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

Our goal is to propose the weighted CCMR methodology for 2033 with the 2028 accountability manual (Fall 2026–27)

2 years before the cohort starts high school.

Consideration of Across-indicator CCMR Weighting

1	2	3
• TSI (Meets ACT, SAT, TSIA, or CP) • Completer + IBC (Tier 3) • SPED Advanced Diploma • IEP and Workforce Ready • Military Enlistment • AP/IB (1 course exam in any subject) • OnRamps (3 college credit hours in any subject*) • Dual Credit (3 college credit hours in ELAR or Math or 9 college credit hours in any subject)	• Completer + IBC (Tier 2) - OR • <u>Met Texas Success Initiative AND</u> • Completer + IBC (Tier 2) • SPED Advanced Diploma • Military Enlistment • AP/IB (1 course exam in ELAR or Math or 3 course exams in any subject) • OnRamps (3 college credit hours in ELAR or Math or 9 college credit hours in any subject) • Dual Credit (college credit hours in ELAR or Math or 9 college credit hours in any subject) • <u>IEP and Workforce Ready AND</u> • Completer + IBC (Tier 3)	• Associates Degree • Level I / Level II Certificate • Completer + IBC (Tier 1) - OR • <u>Met Texas Success Initiative AND</u> • Completer + IBC (Tier 1) • AP/IB (1 course exam in ELAR or Math or 3 course exams in any subject) • OnRamps (3 college credit hours in any subject, including 3 college credit hours in ELAR and 3 college credit hours Math) • Dual Credit (a total of 15 college credit hours in any subject, including 3 college credit hours in ELAR and 3 college credit hours Math)

Count of students in Category 1 or 2 or 3

Count of students in Category 2 or 3

Count of students in Category 3

The requirement of approved college preparatory courses for CCMR credit is **POSTPONED** until the 2028 accountability year, with the 2026-27 graduates.



- As shared as part of the 2024 Accountability updates, the agency implemented a course approval process to apply to future cycles.
- According to TEC §28.014, college prep courses are designed for students at the 12th grade level who have not succeeded on EOCs or are otherwise observed as not ready for entry-level college coursework. To align with statute, the agency phased in a 12th grade requirement for college prep courses.
 - 2026 graduates in 2027 accountability will receive CCMR credit for only 12th grade College Prep courses.
 - 2027 graduates in 2028 accountability will receive CCMR credit for only 12th grade College Prep courses from TEA Approved List

[College Preparatory Courses for CCMR Accountability](#)

Annual Graduates	Accountability Year	College Prep List	Grade of Course
Class of 2023	2024	any course meeting requirements aligned between district and the partnering IHE(s)	Any Grade (9-12)
Class of 2024	2025		Any Grade (9-12)
Class of 2025	2026		11th and 12th Grade (SY23-24, 24-25)
Class of 2026	2027		12th Grade Only (SY25-26)
Class of 2027	2028	TEA College Prep Approved List	12th Grade Only (SY26-27)

College Prep Courses for CCMR Accountability



List of Approved College Preparatory Courses for CCMR version 1.0

To be considered an approved provider of college preparatory courses that count toward the CCMR credit in the public-school accountability system, course providers participated in an application process. The results of this evaluation can be found below for English Language Arts and Mathematics. The Texas Education Agency (TEA) will implement the list of approved providers for College Preparatory Courses beginning in the 2026–2027 school year.

The agency will continue to add newly approved providers to the list each fall as additional evaluation data becomes available.

- [List of Approved College Preparatory Courses for CCMR version 1.0](#) (May 29, 2025)

College Preparatory Course for CCMR Accountability – Application Cycle 1.1 Now Open

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

2028 A-F Refresh Proposed Changes: Preliminary Framework

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School Progress

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

Closing the Gaps

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

Distinction Designations

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

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

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

New statutory requirements will necessitate additional changes to this framework.

Closing the Gaps Domain: Proposed changes allow for more accurate depiction of a campus's demographics and long-term growth trajectory

Proposal

For **new** campuses: district-level data used for identifying race/ethnicity groups and used as the prior year's data

Anticipated Impact

80 student groups would move from earning 0 points to earning 1 or 2 points across all components, with a **12%** gain in scoring 1 or 2 points in Math Academic Achievement



Addresses feedback that state-level groups may not reflect new campus demographics.



Provides opportunities for new campuses to earn all possible CTG points allowing for more representative evaluation for new campuses.

For **all** non-new campuses: Expand 2-point scoring (Expected Growth) to allow for limited interim dips in performance if continuing to demonstrate year over year progress to their current target

Modeling this methodology there was a **3%** decrease in student groups earning 0s across campuses, with a **9%** decrease in 0s for Progress in Achieving English Language Proficiency



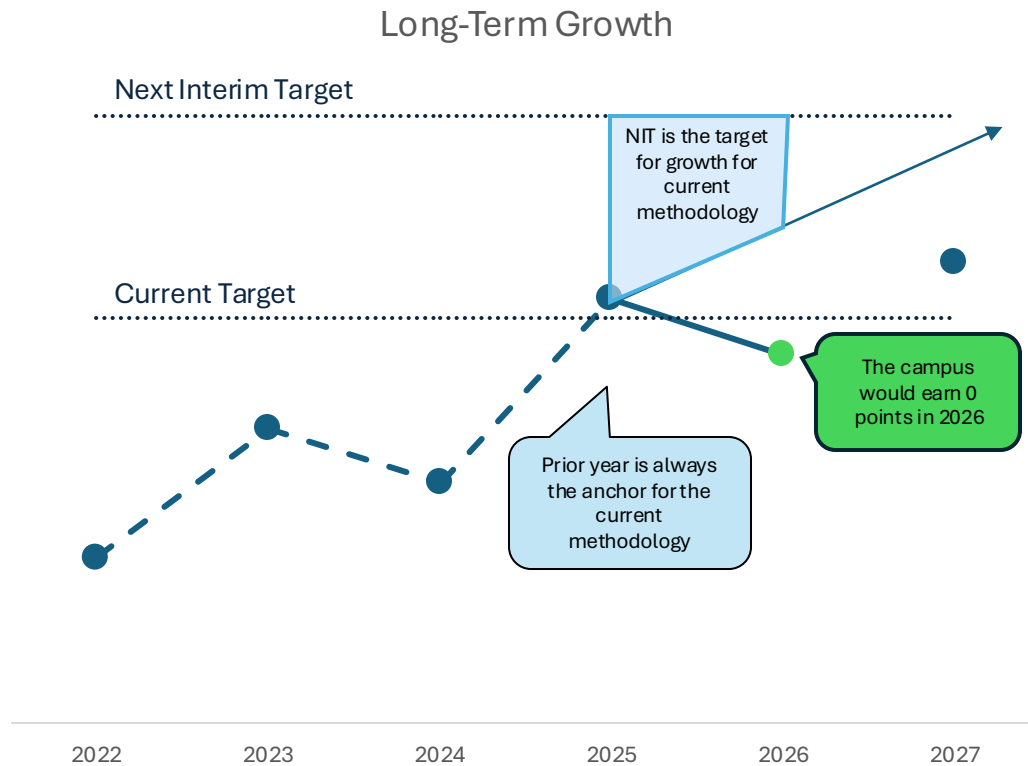
Addresses feedback that previous scoring was too rigid, penalizing minor setbacks; adds flexibility, aligns with ESSA, and supports long-term progress.



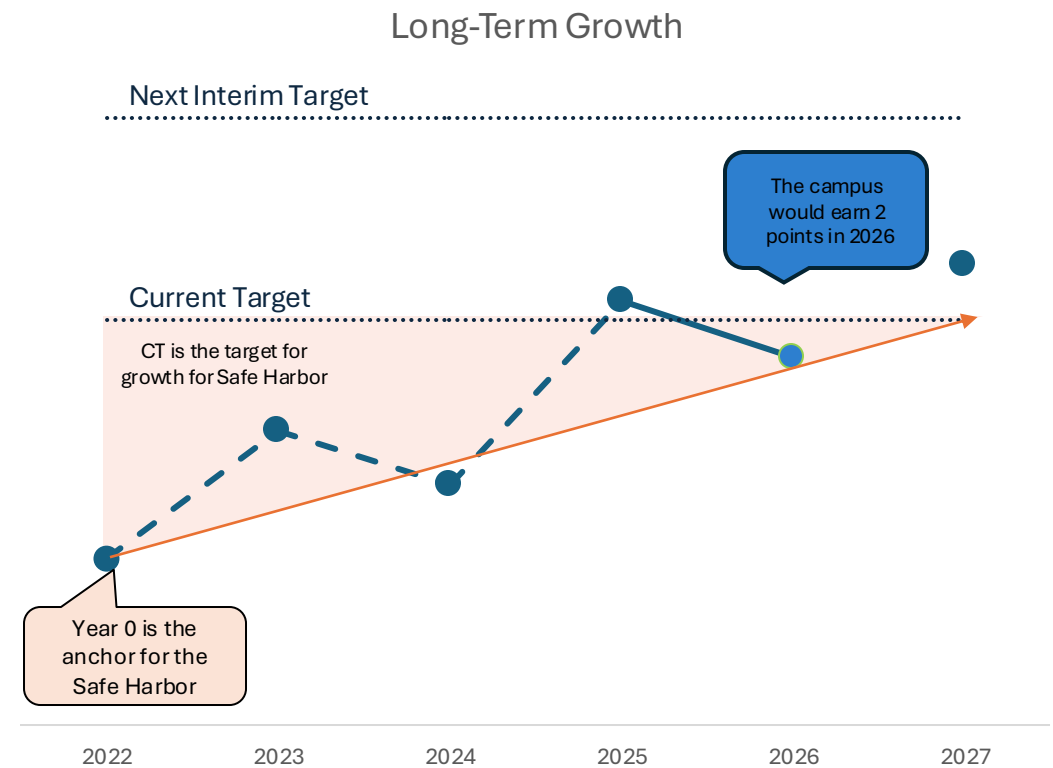
Encourages continuous improvement and recognizes ongoing progress, even with minor year-to-year declines.

The "Safe Harbor" would give campuses that are **still on-track to their current target** room for a minor drop in annual growth without dropping to zero points.

Current Methodology



New "Safe Harbor" Methodology



*For 2024, the next interim target would be in the year 2028

Closing the Gaps Domain: Based on the work of the RDA Taskforce, RDA will be integrated into district ratings, with additional modeling to be done

Proposal

Selected RDA indicators will be merged into the 2028 A-F accountability framework for **districts only as Domain 3, Part B: Special Populations Monitoring**. These groups measured for district program effectiveness include:

- Emergent Bilingual (EB) Program Groups & Years-After Reclassification (Monitored + Former) EBs (STAAR/EOC)
- Current EBs (TELPAS, Dropout)
- Ever EBs (Graduation)
- Current Special Education & Year-After-Exit (Former) Special Education Students (STAAR/EOC, Dropout)
- Ever Special Education (Graduation)
- Current Foster-Care Students (STAAR/EOC, Dropout)
- Ever Foster (Graduation)
- Current Homeless Students (STAAR/EOC, Dropout)
- Ever Homeless (Graduation)

Next Steps

With the RDA Integration Taskforce

- Identify Targets (as with other areas of the system)
- Use targets to establish 0-4 scoring methodology (like Domain 3: Closing the Gaps).
- **Use modeled results to determine the proportion of a District's Domain 3 score that will come from a Part A and what portion will come from Part B.**



Eliminates the RDA reporting structure, fostering transparency and ensuring program effectiveness of programs serving diverse student groups are reflected in district ratings.



Districts will be evaluated more holistically, especially regarding special populations, streamlining reporting and accountability.

2028 A-F Refresh Proposed Changes: Preliminary Framework

Student Achievement

○ Accelerated Testers

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

○ CCMR

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

School Progress

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

Closing the Gaps

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

Distinction Designations

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

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

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

New statutory requirements will necessitate additional changes to this framework.

Distinction Designations: Proposals for distinction designations promote rigor and fairness, while allowing more school types to earn distinction designations

Proposal

Four additional indicators added to the Postsecondary Readiness Distinction Designation, which will leverage 6-year cohort rate data

Campus comparison groups formed for AEA/DRS campuses that are high schools, with eligibility for Postsecondary Readiness Distinction Designation

Removal of attendance rate in all Academic Achievement Distinction Designations

Anticipated Impact

2% of campuses lose a distinction, while up to **9%** gain a distinction in academic achievement.

Schools with a higher percentage of students that are economically disadvantaged are more likely to gain distinctions.



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



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

2028 System Development and Framework



The 2028 Preliminary A-F Accountability Framework

Posted on 2028 Accountability
Development Website
August 28, 2025

TAA
September 4, 2025

Accountability System Development

Overview

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

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

2028 Accountability Refresh

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

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

[2028 A-F Refresh Public Feedback](#)

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

Please see the tentative [2028 A-F Refresh Timeline](#) for more information.

Texas Accountability Advisory Group (TAAG)

[Link to Framework](#)

[Link to Provide Feedback](#)

TEA invites you to a 2028 A-F Refresh Roadshow



Our goals in the Refresh Roadshow are to:

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

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

- Part 1: The Refresh Process
 - September 23rd and 24th
 - [Presentation deck](#)
 - [Recording](#)
- Part 2: Proposals for Domain 1 and Distinction Designations
 - [October 8th, 2025 \(3 pm-4 pm\)](#)
 - [October 9th, 2025 \(9 am-10 am\)](#)
- Part 3: Domain 3, Closing the Gaps
 - October 21st and 22nd
- Part 4: Domain 3, Results-Driven Accountability Integration
 - November 18th and 20th

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

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



HB 8 Implications



House Bill 8 (2nd called) - Accountability Implications

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

HB 8 requires the A-F refresh to incorporate certain components

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

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

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

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

New HB 8 Implications for Future A-F

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

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

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

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

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

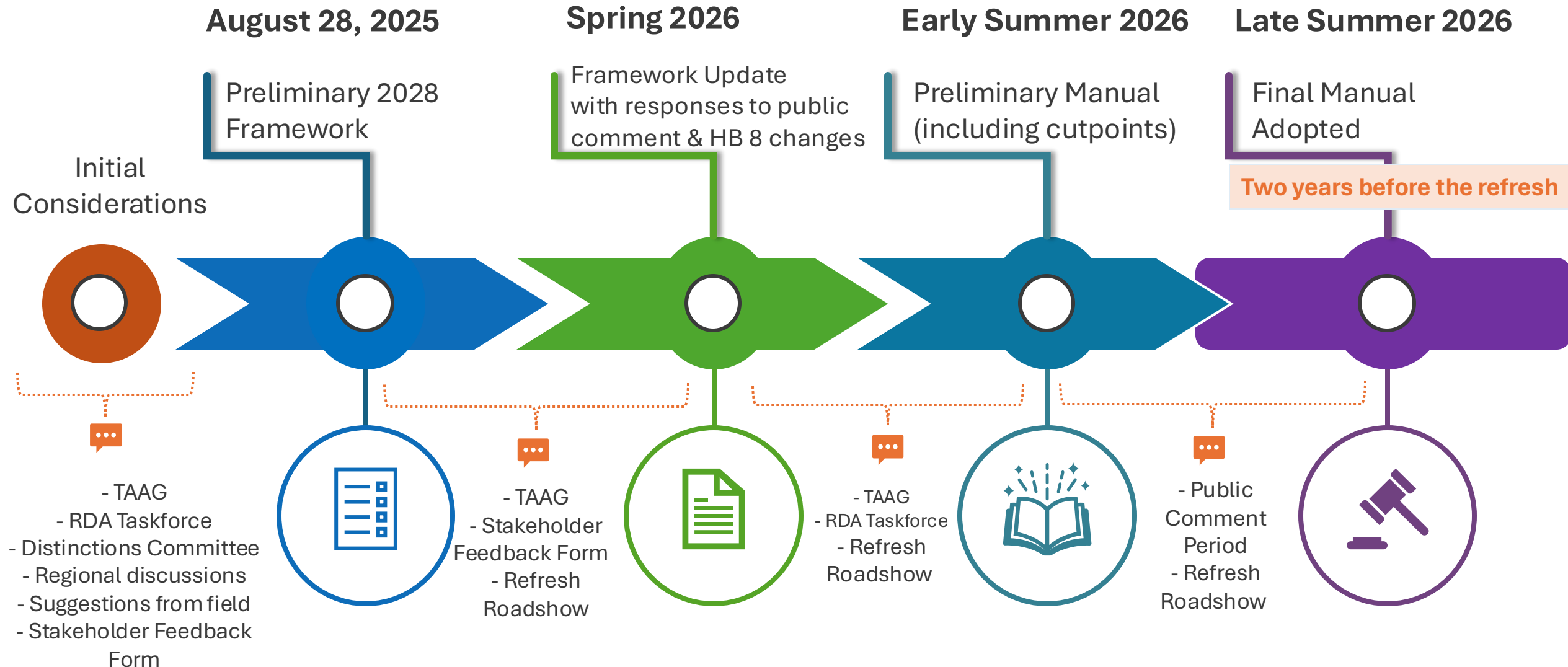


House Bill 8 (2nd called) - Assessment Implications

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

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

Timeline moving forward, to incorporate HB 8 changes, and get to final rule adoption by late summer for the 2027-28 accountability manual



All estimated dates are tentative and subject to change.

Thank you

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



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