

Accountability Updates

FEBRUARY 2026

PRELIMINARY 2027 ACCOUNTABILITY MANUAL

Preliminary Accountability Rating System Manual
2027 Ratings

Chapter 1—Accountability Overview

About this Manual

The *Accountability Manual* is a technical guide that explains how the Texas Education Agency (TEA) uses the accountability system to evaluate the academic performance of Texas public districts. Districts include public school districts and open-enrollment charter schools. The manual describes the accountability system and explains how TEA processes information from different sources to produce accountability data reports. The processes outlined in this manual apply to the 2027 accountability year and remain in place until otherwise notified.

Accountability Advisory Groups

Educators, school board members, business and community representatives, professional organizations, and legislative representatives from across the state have been instrumental in developing the current accountability system.

Texas Accountability Advisory Group (TAAG) includes representatives from school districts, legislative offices, and the business community. Members identify issues critical to the accountability system, make recommendations, and provide feedback on major policy issues.

ESC Accountability Group (EAG) includes representatives from each regional education service center (ESC) in the state. Members identify issues critical to the accountability system and make recommendations/provide feedback on major policy issues.

The accountability development proposals and supporting materials that were reviewed and discussed at each advisory group meeting are available online at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/accountability-system-development>.

Overview of the Accountability System

The overall design of the accountability system evaluates performance according to three domains:

Student Achievement evaluates performance across all subjects for all students on both general and alternate State of Texas Assessments of Academic Readiness (STAAR) and STAAR End-of-Course (EOC) assessments; College, Career, and Military Readiness (CCMR) indicators; and graduation rates.

School Progress measures outcomes in two areas:

- Part A: Academic Growth
 - Percentage of students who grew at least one year academically as measured by STAAR results (Annual Growth).
 - Percentage of students who earned Did Not Meet Grade Level in the prior year and Approaches Grade Level or above in the current year (Accelerated Learning).
- 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.

- Public Comment Period: December 12, 2025 – January 12, 2026
- Proposed Effective Date: April 5, 2026
- Three Key Changes You Need to Know
 - Paired Campuses and Federal Accountability
 - Changes to CDCN Timeline
 - Changes to Risk Ratio Identification (RDA)

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Chapter 10—Identification of Schools for Improvement

Overview

To align the identification of schools for improvement under the Every Student Succeeds Act (ESSA) with the state’s accountability system, TEA utilizes the Closing the Gaps domain performance to identify comprehensive support and improvement (CSI), targeted support and improvement (TSI), and additional targeted support (ATS) schools. In accordance with the ESSA state plan, the Closing the Gaps domain is calculated the same for all students statewide, i.e., different calculations are not applied to campuses rated under Alternative Education Accountability (AEA). Campuses paired for state accountability will also have their school identification paired to fulfill the ESSA requirement that all public elementary and secondary schools are subject to federal school improvement identifications. ESSA requires that School Quality or Student Success (SQSS) indicators are valid, reliable, comparable, and are applied the same to all schools statewide. As such, some methodologies applied in other Domains are not applied in Domain 3, e.g., CCMR IBC sunseting cap. For more information on how the Closing the Gaps domain is calculated for federal identification of schools for improvement under ESSA, please refer to “Chapter 4—Closing the Gaps Domain”.

Targeted Support and Improvement Identification

Targeted Support and Improvement Identification is based on identifying any campus with one or more consistently underperforming groups of students. TEA defines “consistently underperforming” as a school having one or more student groups that do not meet interim target or show expected growth towards the next interim target for three consecutive years. A student group that misses the targets in the same *three* indicators, for three consecutive years, is considered “consistently underperforming” and is determined to be Targeted Support and Improvement.

Data from 2019, 2022, and 2023 were considered consecutive years for 2023 TSI identification. Data from 2022, 2023, and 2024 were considered for 2024 TSI identification, and so forth. For 2023 and beyond, a student group that earns either a zero or one point for the indicator is considered as missing the target.

Consecutive Years of Underperformance	School Year Implementation
2019, 2022, 2023	2023-24
2022, 2023, 2024	2024-25
2023, 2024, 2025	2025-26
2024, 2025, 2026	2026-27

Any campus not identified for CSI that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification.

Minimum Size

In order to be considered when evaluating campuses for TSI identification, student groups must meet the minimum size requirements. When a student group is not evaluated because it does not meet minimum size, the count of consecutive years resets for that student group.

Paired Campuses and Federal Accountability

“Campuses paired for state accountability will also have their school identification paired to fulfill the ESSA requirement that all public elementary and secondary schools are subject to federal school improvement identifications.”

—Preliminary 2027 Accountability Manual, Chapter 10

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Chapter 9—Responsibilities and Consequences

State Responsibilities

The Texas Education Agency (TEA) is responsible for the state accountability system and other statutory requirements related to its implementation. As described in “Chapter 4—Closing the Gaps,” and this chapter, TEA applies a variety of safeguards to ensure the integrity of the system. TEA is also charged with taking actions to intervene when conditions warrant.

District Accreditation Status

State statute requires the commissioner of education to determine an accreditation status for districts and charter schools.

Rules that define the procedures for determining a district’s or charter school’s accreditation status, as well as the prior accreditation statuses for all districts and charter schools in Texas are available at <https://tea.texas.gov/accredstatus/>.

Determination of Count of Consecutive School Years of Unacceptable Performance Ratings

Beginning with the 2014 ratings, TEA sums the consecutive years of *F* or *Improvement Required* overall ratings for the district or campus.

- A rating of *A*, *B*, *C*, *Met Standard*, or *Met Alternative Standard* resets the consecutive count to 0 for that year.
- *Not Rated: Hurricane Harvey* in 2018 does not break or increase the consecutive year count.
- *Not Rated: Data Integrity* does not break or increase the consecutive year count.
- *Not Rated: Declared State of Disaster* in 2020 and/or 2021 does not break or increase the consecutive year count.
- If the campus earned an *Acceptable* rating under the 2021 optional alternative evaluation, the 2021 *Acceptable* rating resets the consecutive year count to 0.
- *Not Rated: Senate Bill 1365* in 2022 does not break or increase the consecutive year count.

For campuses approved for Texas Partnerships under Texas Education Code (TEC), §11.174, (also known as Senate Bill (SB) 1882 campuses), pauses in consecutive year counts are applied during the SB 1882 partnership years. Campuses approved for Math Innovation Zones under TEC, §28.020, also receive a pause in consecutive year counts. Unacceptable ratings received during these pause years do not increase the consecutive year count. An acceptable rating of *A*, *B*, or *C* earned during these years breaks the consecutive year count.

Impact of Overall D Ratings

SB 1365 (87th Texas Legislature, 2021) established 2019 ratings as the year for starting the *D* count. An overall rating of *D* does not break the count of consecutive years of unacceptable performance. Under TEC, §39A.118, a third overall *D* affects interventions and/or sanctions and thereby increases the count of consecutive years of unacceptable performance ratings. This increase occurs only if a district, open-enrollment charter school, or campus has not broken the chain of consecutive years by earning an overall *A*, *B*, or *C*.

Changes to CDCN Timeline

- TEA assigns county-district-campus (CDC) numbers to instructional campuses as defined in the Texas Education Data Standards. Within any given year, districts or charter schools may need to update one or more CDC numbers due to closing old schools, opening new schools, or changing the grades or populations served by an existing school.
- In accordance with *anticipated changes* to 19 TAC §97.1066, the deadline for campus requests outlined in the 2027 Accountability Systems Manual has been moved from September 1 to **May 31**.

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98 Required Significant Disproportionality Categories

Categories		Hispanic/Latino of any race; and, for individuals who are non-Hispanic/Latino only	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Total of 98 possible (49+14+35)
Representation	Identification of students ages 3 through 21 with a disability	✓	✓	✓	✓	✓	✓	✓	Representation = 49
	Identification of students ages 3 through 21 with:	✓	✓	✓	✓	✓	✓	✓	
	1. Intellectual disabilities	✓	✓	✓	✓	✓	✓	✓	
	2. Specific learning disabilities	✓	✓	✓	✓	✓	✓	✓	
	3. Emotional disturbance	✓	✓	✓	✓	✓	✓	✓	
	4. Speech or language impairments	✓	✓	✓	✓	✓	✓	✓	
5. Other health impairments	✓	✓	✓	✓	✓	✓	✓		
6. Autism	✓	✓	✓	✓	✓	✓	✓		
Placement	Placements of school-aged students into particular educational settings:	✓	✓	✓	✓	✓	✓	✓	Placement = 14
	1. Inside a regular class less than 40 percent of the day	✓	✓	✓	✓	✓	✓	✓	
	2. Inside separate schools and residential facilities, not including homebound or hospital settings, correctional facilities or private schools	✓	✓	✓	✓	✓	✓	✓	
Discipline	Placements of students ages 3 through 21 into particular disciplinary settings:	✓	✓	✓	✓	✓	✓	✓	Discipline = 35
	1. Out-of-school suspensions and expulsions of 10 days or fewer	✓	✓	✓	✓	✓	✓	✓	
	2. Out-of-school suspensions and expulsions of more than 10 days	✓	✓	✓	✓	✓	✓	✓	
	3. In-school suspensions of 10 days or fewer	✓	✓	✓	✓	✓	✓	✓	
	4. In-school suspensions of more than 10 days	✓	✓	✓	✓	✓	✓	✓	
5. Total disciplinary removals including in-school and out-of-school suspensions, expulsions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer	✓	✓	✓	✓	✓	✓	✓		

Changes to Risk Ratio Identification (RDA)

- The Individuals with Disabilities Education Act (IDEA) requires each state education agency (SEA) to determine if significant disproportionality based on race and ethnicity is occurring.
- The preliminary accountability manual increases the risk ratio used for significant disproportionality identification from 2.5 to 3.0 for 2027 accountability.

STUDENT SUCCESS TOOL (SST)

Starting with the 2027–28 school year, HB 8 will overhaul the Texas Assessment Program by replacing STAAR with a new instructionally supportive assessment program for Texas schools, named the Student Success Tool (SST) in statute, which includes:

- For Grades 3-8 (including Spanish): Required **BOY, MOY, & EOY** assessments
- For EOC: **Optional BOY and MOY assessments**, and required EOC assessments (English II will be removed)

SST has the following Requirements:

- **Assessments must be shorter than STAAR assessments** and must be designed to support accommodations for students who need them.
- **Students with the most significant cognitive disabilities** are required to be assessed with EOY assessments in the same grades/subjects and courses listed above but **will not participate in BOY or MOY assessments.**
- **Assessment results** must be provided to school systems within **two business** days after the testing window closes.

WHAT ARE REQUIREMENTS OF THE SST TEST DESIGN?

	Beginning-of-year (BOY)	Middle-of-year (MOY)	End-of-year (EOY) <i>Two parts</i>	
Calendar	September	January - February	Early April	May
Format*	Adaptive	Adaptive	Static	Static
Question types	Multiple choice/Multiple select	Multiple choice/Multiple select	Extended Constructed Response/ECR	Multiple Choice/Multiple select

Educators will be involved in every part of the development and scoring process

*The BOY and MOY assessments will be adaptive to allow for shorter assessments that provide the most useful student-level information; The EOY assessment will be static to ensure parents and teachers have full access to all released test questions each school year.

HB 8 – WHAT WE KNOW

SY 25-26

- Assessment program includes STAAR English II assessments for eligible students
- "No Monday Testing" Rule Repealed
- Test Anxiety Mitigation guidance added to STAAR TAM – Districts are encouraged to review excessive testing practices earlier than 2027-28
- Class of 2026 students still have the STAAR English II EOC assessments as part of their high school graduation requirements
- Stand-Alone Field Test
- Optional STAAR Interim Assessments
- Benchmark Assessments*
- Automatic rescore process for ECRs
- Family Portal Results in One Click - new SMS alerts for parents available with Spring results
- District Results Notification - SSO

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SY 27-28

- STAAR will be replaced with SST
- Adaptive BOY and MOY assessments
- Grades 3-8 (including Spanish): Required BOY, MOY, & EOY
- Writing component of RLA EOY assessments administered between April 1-15
- BOY and MOY assessments are optional for Algebra I, Biology, English I, and U.S. History/Required EOY (English II removed)
- Accommodations for all students who need them
- Paper versions, including braille versions, of BOY, MOY, and EOY assessments for students who require paper materials
- No alternate BOY or MOY assessments for students with the most significant cognitive disabilities
- Results provided within two business days
- Automatic rescore process for constructed responses
- Interim assessments no longer provided

*School systems are encouraged to begin evaluating their assessment practices in preparation for the upcoming changes introduced by HB 8, such as considering other areas affected by state assessments i.e., special programs, TIA, intervention practices, and data analysis process

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EOC Retesters

ACCOUNTABILITY IMPACT

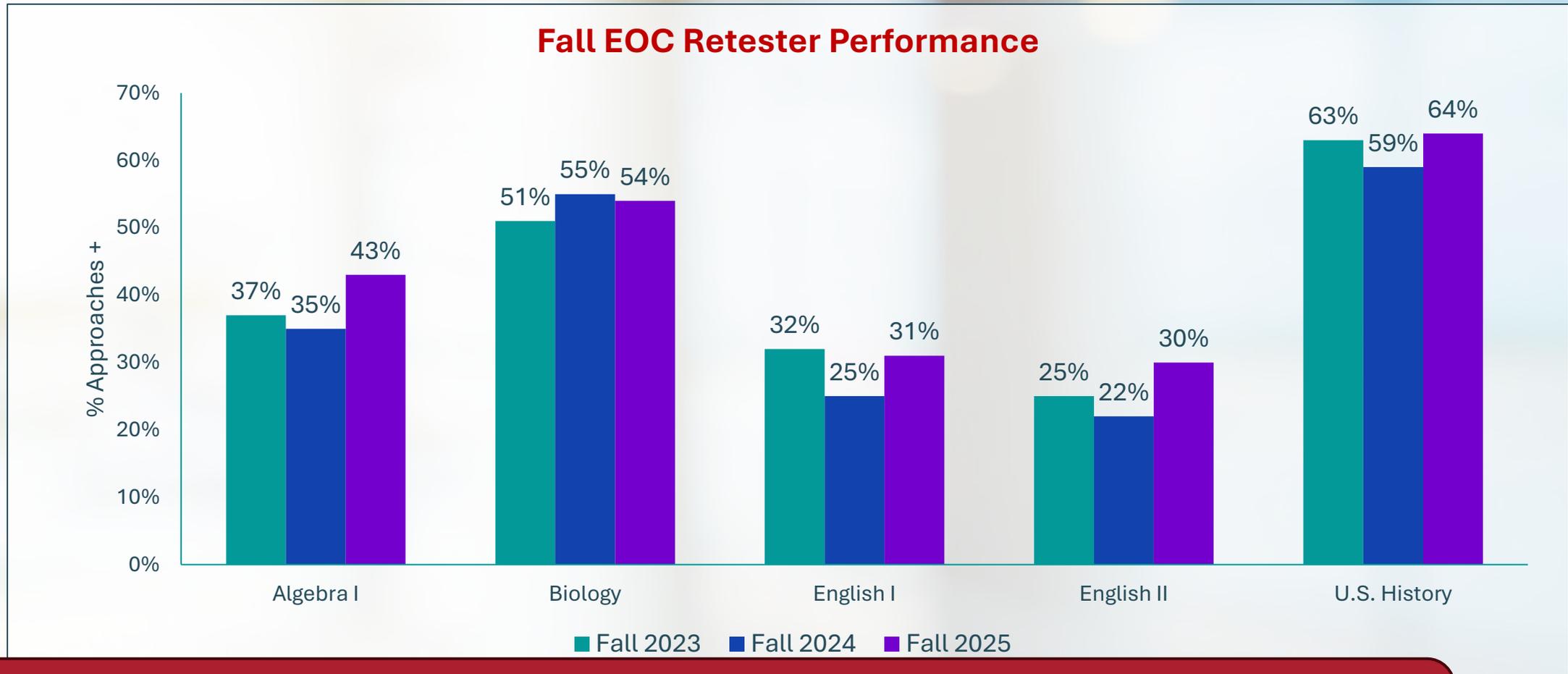
ACCOUNTABILITY SUBSET

Accountability Year	STAAR results are included in the subset of campus accountability	If the student was enrolled in the campus on this date:
2026	EOC summer 2025 administration	PEIMS Fall 2024 enrollment Snapshot
	EOC fall 2025 administration	PEIMS Fall 2025 enrollment Snapshot
	EOC spring 2026 administration	
	Grades 3–8 spring 2026 administration	

Retester Accountability Impact:

- Counts as Did Not Meets for Accountability in Year One
- Retests count for future accountability cycles until meeting graduation requirements
- The best results found for performance (most recent result) for each accountability cycle

INTERPRETING DECEMBER EOC RESULTS



December EOC retester data is difficult to interpret alone because changes often reflect who is retesting, not just student learning.

INTERPRETING DECEMBER EOC RESULTS

Campus and Student Next Steps

- Identify Retesters (Parent/Guardian Communication)
- Review Campus Support and Retesting Plans
- Substitute Assessments
- IGC Eligibility

Plan Interventions and Support

- Short- vs. Long-Term Retester Strategy
 - Identify Missed Standards
 - Identify Teachers with Demonstrated Intervention Success
 - Small-Group Instruction
- MTSS

Accountability Updates

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