

Inclusion of SAT/ACT Results for Accelerated Testers in 2026 Accountability

Students Evaluated

Accelerated testers are defined as students who earn Approaches Grade Level or above standard on the Algebra I, English II, and/or Biology STAAR EOC prior to grade 9.

For 2026 accountability, if there are students reported as enrolled in grade 12 on the 2025-2026 TSDS PEIMS Fall snapshot who were granted a COVID testing waiver in SY 2019-20 and earned course credit for Algebra I, English II, and/or Biology in Spring or Summer 2020, they continue to be considered accelerated testers.

To fulfill federal testing requirements, these accelerated students must take a corresponding subject area SAT or ACT while in high school.

Inclusion of SAT/ACT Results in STAAR Components

Accelerated testers' SAT and/or ACT results are included in the STAAR components of the accountability system. The STAAR components of the Student Achievement domain, School Progress, Part B: Relative Performance, and the Closing the Gaps domain include SAT and/or ACT results for accelerated testers in the subject areas of reading/language arts (RLA), mathematics, and science.

Accelerated testers are included in accountability calculations for the accountability cycle once they are reported as enrolled in grade 12 on the TSDS PEIMS Fall snapshot.

Performance Level Cut Points

SAT and/or ACT results for accelerated testers are included in STAAR components in the subject areas of RLA, mathematics, and science at the standards provided below.

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

SAT/ACT Inclusion—Methodology

SAT/ACT assessment results are included in the STAAR components at the following levels:

- Approaches Grade Level or above
- Meets Grade Level or above
- Masters Grade Level

The agency evaluates SAT/ACT results from grades 9–12 for the accelerated subject area once the accelerated tester is reported as enrolled in grade 12. If an accelerated tester has more than one corresponding subject-area SAT and/or ACT result across evaluated years, the best result from either SAT or ACT is found for each accelerated subject tested. ACT results considered in 2026 accountability ratings include assessments from enrolled grade 9 through the April 2026 administration, and SAT results considered include assessments from enrolled grade 9 through the May 2026 administration.

SAT/ACT Accountability Subset

The SAT/ACT accountability subset rules determine which campus the accelerated tester's SAT/ACT result is attributed to for accountability. The SAT/ACT result for an accelerated tester is attributed to the campus at which the student is reported as enrolled in grade 12 on the TSDS PEIMS Fall snapshot for that accountability cycle. SAT/ACT results are attributed to that campus without regard to the campus at which the student took the corresponding STAAR EOC before grade 9 or the enrolled campus at the time of SAT/ACT administration.

Inclusion of Accelerated Testers Examples

Example 1

In spring 2021, student A is enrolled at Elm Middle School in Elm ISD, takes the Algebra I EOC in grade 7, and achieves the Meets Grade Level standard. The student takes no other EOC assessments prior to grade 9. Student A is reported as enrolled in grade 12 at Elm High School on the October 2025 TSDS PEIMS Fall snapshot. Student A has two SAT Math results and one ACT Math result. All results are between fall 2022 and May 2026. The best mathematics result is a fall 2022 SAT administration; that result is selected and included in the 2026 accountability calculations for Elm High School and Elm ISD.

Example 2

In spring 2022, student B is enrolled at Oak Middle School in Oak ISD, takes the English II and Biology courses in grade 8, and passes both courses. Student B takes accelerated coursework and is reported as enrolled in grade 12 at Elm High School on the October 2025 TSDS PEIMS Fall snapshot. Student B has one SAT Evidence-Based Reading and Writing (EBRW) result and one ACT Science result. Both results are between fall 2022 and May 2026. Both the SAT EBRW and ACT science results are included in the 2026 accountability calculations for Elm High School and Elm ISD.

Example 3

In spring 2022, student C is enrolled at Elm Middle School in Elm ISD, takes the Algebra I EOC in grade 8, and passes. The student takes no other EOC assessments prior to grade 9. Student C is reported as enrolled in grade 12 at Elm High School on the October 2025 TSDS PEIMS Fall snapshot. Student C has no SAT or ACT mathematics results between fall 2022 and May 2026. There are no results to include in STAAR performance calculations. Student C is included as a non-participant in the 2026 Closing the Gaps domain mathematics participation calculations for Elm High School and Elm ISD.

Chapter 4 of the *Accountability Rating System Manual* provides additional information on participation calculations.

FAQs

1. What is the difference between the Preliminary 2026 Accelerated Testers Student Listing, the Final 2026 Accelerated Testers listing, and 2026 Accountability Calculations?

Student Listing Timeline	Preliminary 2026 Accelerated Testers Student Listing	Final 2026 Accelerated Testers Student Listing	2026 Accountability Calculations
Date of TEAL Release	November 2025	Spring 2026	Summer 2026
Inclusion of Students based on enrollment PEIMS data	2024-25 PEIMS enrollment data from the final six-week period a student is reported as in attendance (enrolled in grade 11)	2025-26 PEIMS Fall Snapshot enrollment data (enrolled in grade 12)	2025-26 PEIMS Fall Snapshot enrollment data (enrolled in grade 12)
SAT/ACT Results included	Results as of May 2025 (2024–25, 2023–24, and 2022–23 school years)	Results as of May 2025 (2024–25, 2023–24, and 2022–23 school years)	Results as of May 2026 (2025–26, 2024–25, 2023–24, and 2022–23 school years)

2. How were students identified as accelerated testers and attributed to my district’s final listing (Release Spring 2026)?

Final 2026 Accelerated Testers Student Listings use the 2025–26 PEIMS Fall Snapshot enrollment data for final 2026 accelerated testers assignments. The student is attributed to the campus at which the student was reported as enrolled.

3. Can you provide an example of how accelerated testers are included in participation calculations?

Smith High School has 376 students enrolled in an Algebra I course in spring 2026. The campus also has 100 accelerated seniors who took the Algebra I EOC prior to grade 9.

The mathematics participation denominator for Smith High School is 476 (376 Algebra I EOC plus 100 accelerated mathematics seniors).

Smith High School had 373 scored Algebra I EOC results, and three students coded absent. 90 accelerated seniors had an SAT or ACT mathematics result before graduating. Ten accelerated seniors had no SAT or ACT mathematics result on file.

The mathematics participation numerator for Smith High School is 463 (373 scored Algebra I EOC plus 90 SAT/ACT mathematics results).

The 2026 mathematics participation rate for Smith High School is 97.3% (463/476).

4. Can an accelerated tester still graduate if he/she does not take the SAT/ACT before graduation?

Yes, if the student has met all other criteria for graduation. The accelerated testers requirement is a state-level testing requirement. It is not a student-level graduation requirement.

5. In which domains are accelerated students included?

Performance results for accelerated testers will be included in the STAAR components of the Student Achievement; School Progress, Part B: Relative Performance; and Closing the Gaps domains. Academic Growth is not calculated for SAT/ACT results for accelerated students.

Accelerated testers' participation (or non-participation in SAT/ACT) are included in participation rates used in calculating the Closing the Gaps component results for campuses. Participation rates will be calculated, but performance calculations will not be impacted as long as participation rates are greater than 95 percent. Participation status is calculated separately for RLA and Math.

Distinction Designations are also awarded for SAT/ACT results for accelerated testers at the Masters Grade Level in Math, RLA, and Science.

6. How are accelerated students who transfer in from private schools or out of state evaluated?

Districts should make a good faith effort to test all accelerated testers; however, please note that accelerated students who transferred to a Texas public school from out of state or from a private school are not included on the accelerated testers list provided by Performance Reporting or included in accountability calculations.

7. Are the Accelerated Tester requirements waived for students in grade 12 this school year (SY 2025-26) who received the 2020 COVID waiver on their grade 6 EOC?

No, students in grade 12 during SY 2025-26 who received course completion credit during Spring/and or Summer 2020 and received the EOC COVID waiver (e.g., grade 6 students who took Algebra I in 2020) are required to take the corresponding subject area SAT or ACT while in high school.

8. How is the Texas Education Agency (TEA) identifying these students, and will they be included on the Accelerated Tester list?

For students who completed an EOC test prior to SY 2022-23, TEA used relevant Consolidated Accountability Files (CAF) to identify accelerated testers. For students who were granted COVID waivers during SY 2019-20, TEA has used course completion data to determine which students are accelerated testers.

9. Why is English I not included as a qualifier to be an Accelerated Tester, but English II does satisfy the requirements to be an Accelerated Tester?

Typically, Algebra I and Biology are the qualifying courses to be completed in middle school for a student to be included on the Accelerated Tester List. In the rare case, English II may be completed in middle school to qualify a student to be an Accelerated Tester. The rationale is that if a student

completes English I in middle school, they would still need to complete English II in high school; therefore, it does not satisfy the English requirement to be an Accelerated Tester.

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

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

11. In addition to the Final 2026 Accelerated Tester Student Listing, I see Accelerated Testers in Grades 9-11. Will they all be included in accountability calculations?

There are no methodology changes to how accelerated testers are included in accountability calculations. The addition of a listing for students in grades 9-11 is intended to support schools and school systems to identify accelerated testers and support planning for which students will be required to take the SAT/ACT. Only those students listed in the Final 2026 Accelerated Tester Student Listing, or those reported in grade 12 in the 2025 Fall PEIMS Submission, will be considered in accountability calculations.